

FIGHTING CHILD TRAFFICKING IN TEXAS:  
EQUIPPING SCHOOLS WITH AWARENESS TOOLS FOR PARENTS

by

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## **DEDICATION**

This work is dedicated to friends and family who supported me on this journey and encouraged me to keep going. To my parents, thank you for raising me to work hard, seek truth, and trust God. To my wife Halley, thank you for your patience as I worked countless hours on projects, attended classes on weekends, and wrestled through the concepts in this thesis. Your support when I was feeling worn down kept me going and helped me believe I could finish what I started. To my son Eli, I didn't know you would be joining me in the middle of this adventure, but I am glad you did. Your smile brings me joy and reminds me of what really matters. I hope that my work can help make the world a safer place for you and will inspire you to fight against injustice as you grow to be a man. Finally, to my Creator, thank you for the gift of creativity. May we never take it for granted. Soli Deo gloria.

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## **ABSTRACT**

Child trafficking continues to occur in the United States of America at an alarming rate, and the state of Texas is no exception. A study on trafficking in Texas revealed 79,000 youth were victims of sex trafficking in 2016. Texas schools are in a key position to raise awareness to both parents and their students. House Bill 111 (effective as of May 31, 2019) requires schools to institute a plan to raise awareness for staff, students and parents. With training already in place for staff, and a variety of programs available for students, this thesis is focused on helping middle schools and high schools in central Texas educate parents about human trafficking by providing awareness tools that encourage conversation about the issue with their children. This thesis also seeks to uncover potential barriers that might prevent parents from being receptive to awareness material or from sharing it with their children.

## I. INTRODUCTION

For many in the United States, child trafficking is a tragedy given little thought. It is a crime that often goes unseen, far removed from modern American life. It is easy to assume humanity has evolved past such primitive behavior, or at the very least, that such actions do not take place in the USA. Unfortunately, both these assumptions are false. The trafficking of minors within the United States continues to be a significant problem despite the ongoing progress of human rights in many other areas of society. (Note: The phrases “child trafficking” and “trafficking of minors” will be used interchangeably throughout this thesis to refer to the trafficking of victims under the age of eighteen). While the invisible nature of the crime makes it hard to calculate the number of lives affected, a groundbreaking study conducted by Busch-Armendariz et al. (2016) at the University of Texas revealed that 79,000 youth in Texas alone were victims of sex trafficking (p. 13). This number does not include the vast number of children trafficked for labor.

### What Is Human Trafficking?

This thesis is focused on the trafficking of minors in Texas, specifically regarding how public schools can raise awareness of trafficking to parents and give them the tools they need to talk with their children about the issue. Before focusing on the situation in Texas, it is important to define human trafficking in general as well as examine its impact across the globe. The United Nations defined human trafficking in their report, *Protocol to Prevent, Suppress and Punish Trafficking in Persons...* (2000) as follows:

“Trafficking in persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other

forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation (p. 2).

Put simply, trafficking victims are forced or tricked into providing sexual acts or labor for someone else's benefit. The National Human Trafficking Hotline describes how recruiters often use "feigned affection and manipulation" to attract and ultimately control the victims (n.d. a).

Trafficking is often divided into two categories: sex trafficking and labor trafficking. The Children's Bureau (2016) defined sex trafficking as the "criminal activity whereby one or more persons are subjected to engaging in commercial sexual activity through the use of force, fraud, or coercion," and in the case of individuals under the age of 18 there is no requirement to prove "force, fraud, or coercion." The Children's Bureau goes on to state that labor trafficking is similar in that it can involve "force, fraud, or coercion," but those tactics are used on a victim with the end goal being "forced labor or services" (p.3).

Polaris (2017a), a leader in the global fight against modern day slavery, delved deeper into these two categories in their report, *The Typology of Modern Slavery*. In it, Polaris described 25 types of trafficking activities observed in the United States—the same types of exploitation that occur across the globe. The report detailed how and where traffickers may exploit their victims. Sex trafficking can be found in places such as massage parlors, escort services, and bars. Labor trafficking can occur in places such as restaurants, cleaning services, landscaping, and construction. While sex trafficking is

generally hidden behind closed doors, labor trafficking can occur in plain site with the general public unable to perceive it.

In 2017, The International Labour Office partnered with Walk Free Foundation and International Organization for Migration to produce a study entitled *Global Estimates of Modern Slavery*. The study estimated that “on any given day in 2016, there were likely to be more than 40 million men, women, and children who were being forced to work against their will... or living in a forced marriage that they had not agreed to” (p. 5). The study revealed that women were exploited most often, 71% of the cases. One in four of the victims were children. There were an estimated 4,816,000 people sexually exploited in 2016 and there were 15,975,000 cases of forced labor exploitation. (Numbers do not include state-imposed forced labor or forced marriages which brought the total up to 40 million). Human trafficking truly is an epidemic across the globe.

#### Trafficking in the United States

The United States contributes to global statistics far more than most of its citizens realize. The Global Slavery Index (2018) reported on their website that while the United States does not have a cohesive system for collecting all the data on trafficking (due in part to confidentiality limitations), it is estimated that 403,000 people were trafficked in the U.S. each day in 2016.

The National Human Trafficking Hotline and BeFree Textline provide help and support to victims trapped in slavery in the United States. As reported by Polaris (2017b), they saw a 13% increase in cases of trafficking in 2017 and were in contact with 10,615 victims throughout the year. Of the 10,615 contacts, 2,762 were minors, equal to 26% of the calls or texts they received. If the Global Slavery Index’s estimates are correct, this

means only 2.6% of victims ever reach out to the hotline for help. The majority suffers in silence.

The federal government has increased efforts to combat trafficking over the past two decades as more of the facts come to light. Despite human trafficking being a problem for generations, federal efforts didn't gain momentum until the Trafficking Victims Protection Act was passed in 2000. The National Human Trafficking Hotline reported this was "the first comprehensive federal law to address trafficking in persons. The law provides a three-pronged approach that includes prevention, protection, and prosecution" (n.d. b). Since 2000, the U.S. government has made slow but steady progress as each of its agencies seeks to contribute to the fight. The Department of Homeland Security (DHS) for example, seeks to raise awareness through the Blue Campaign. DHS's Blue Campaign website states it is a "national public awareness campaign, designed to educate the public, law enforcement, and other industry partners to recognize the indicators of human trafficking, and how to appropriately respond to possible cases" (n.d.a).

Many non-governmental agencies have stepped up as well, seeking to accelerate government action and public response. Polaris (previously mentioned for their report *The Typology of Modern Slavery*) is on the frontline in America, "pushing for stronger federal and state laws, operating the National Human Trafficking Resource Center hotline, conducting trainings, and providing vital services" with the goal of ending trafficking around the world (2012). Another important agency in the states that should be noted is ECPAT USA. ECPAT was the first non-profit in the states to focus

specifically on the trafficking of minors. They remain focused on protecting children and have partner organizations in over 90 countries (2019).

### Trafficking in Texas

Narrowing the focus to Texas, the battle against trafficking gained increased scrutiny as recent studies ranked Texas among the top 3 worst states for human trafficking activity. In 2018, the National Human Trafficking Hotline had 1,000 trafficking cases reported in Texas, which was second only to California's 1,656 (2018). Again, these are just the reported cases; the great majority of trafficking crimes never reach an agency or the justice system. Researchers from the University of Texas tried to uncover the extent of trafficking in Texas in the report, *Human Trafficking by the Numbers* and estimated that in 2016 there were 313,000 victims in Texas. Of the 313,300 individuals, 79,000 were youth who were victims of sex trafficking. The other 234,000 were victims of labor trafficking, exploited for what researchers calculated to be \$600 million worth of labor (Busch-Armendariz, et al., 2016, p. 13).

The Texas Legislature resolved to take a stand against trafficking in 2009 when they passed House Bill 4009. The Texas Human Trafficking Prevention Task Force [Task Force] was born out of this bill. In their 2014 report, the Task Force stated that “policymakers, government agencies, and non-governmental organizations have collaborated and made Texas a leader in anti-trafficking efforts” (p. 2). Further efforts were initiated in 2016 when the Office of the Texas Governor, held by Greg Abbott, formed the Child Sex Trafficking Team. As implied by the name, this team was created to focus specifically on keeping children safe, raising awareness, punishing criminal

activity, and partnering with other organizations to create safe and well-equipped places for victims to recover both physically and mentally (n.d., para. 3).

### Trafficking by Age, Race, and Gender

Traffickers show no bias when it comes to exploiting victims. Both adults and minors, males and females, U.S. citizens and foreign nationals all continue to be recruited by handlers. While a detailed breakdown of all the victims in Texas is not available, the National Human Trafficking Hotline is able to record the details of victims calling their hotline for help each year. In 2018 they received 601 calls in Texas regarding 477 adults and 224 minors. Not all victims would share their personal information, but of those that did 162 were U.S. citizens and 147 were foreign nationals. A large number of victims were female (661), but there were also 121 male victims reported in addition to 5 gender minorities (n.d. c).

Although a large percentage of victims are typically female, this does not lessen the concern trafficking awareness efforts should have for any one gender. In fact, gender is not always the determining factor when it comes to recruitment. Researcher V. Jordan Greenbaum (2014) listed the risk factors for human trafficking after evaluating numerous studies on the topic. The list has less to do with age, race, or gender, and more to do with one's understanding of self-worth, education, and environment. Some of the risk factors cited include:

- Physical or sexual abuse
- Runaway, thrown away, orphaned, and homeless status
- Lesbian/gay/bisexual/transgender status
- Poverty

- Family dysfunction
- Peer pressure
- Gender discrimination and violence

Greenbaum states, “A child’s vulnerability may arise from multiple factors at the individual, family, community, and societal levels” (p. 248). Those that have been mistreated, physically or verbally abused, or trained to accept illegal activity as normal are most susceptible to the lure of a recruiter.

The age of trafficking victims varies. Average age of entry is an ongoing debate due to insufficient and biased data. Shared Hope International’s trafficking report by Smith, Vardaman, and Snow (2009) claimed the results of an unpublished study out of Clark County, Nevada showed the average age traffickers lure in young victims is between 12 and 14 years old (p. 37). The non-profit Polaris (2016) argues that these claims are not consistent with their findings. Their pool of data regarding survivors showed only “44% of... survivors estimated that they were 17 or younger.” Primed with that knowledge, it may not be accurate to claim the average age of entry is 12 to 14 years, but it is clear that age is not a boundary respected by trafficking rings. In an extreme case, the FBI conducted Operation Cross Country XI and rescued a 3-month-old victim of trafficking (Betbeze, 2017). Traffickers have proven if there is a demand, they will work to supply it no matter how immoral it may seem.

#### Trafficking and Texas Public Schools

The state of Texas has worked to create a more hostile environment for traffickers within the public-school environment. In 2013, the 83rd Texas Legislature passed House Bill 1272. It called for the “Texas Human Trafficking Prevention Task Force (Task



Force) to work with TEA to develop a list of key indicators that a person is a victim of human trafficking, develop a standardized curriculum, and train school personnel to identify and assist victims of human trafficking (TEA, n.d.). Texas Education Agency [TEA] fulfilled this requirement and created a program called Texas Rise to the Challenge, but the curriculum was not mandatory for schools and its implementation was not tracked. This has contributed to the varied awareness levels that are seen in schools today.

States that do not have trafficking awareness mandated in their school systems cannot expect a consistent implementation or knowledge of material regarding the topic because there is no standard to gauge success. Researchers Sriyani Tidball and Shireen S. Rajaram submitted a study on this topic entitled *Schools and Anti-Trafficking Awareness*. They began the study by researching what schools across the nation were doing regarding awareness. It became apparent that the thoroughness of awareness programs varied greatly from school to school. They wrote, “Some programs were mandated by law, and others were voluntarily implemented by schools. Some were very comprehensive while others were informative. The findings from the qualitative data revealed that participants had varied levels of knowledge and training on human trafficking” (2017, p. 2).

On May 31, 2019 Texas made considerable efforts to remedy this problem by passing House Bill 111 [H.B.111]. H.B.111 shifted trafficking awareness from an optional topic to a mandatory one in public schools. Instead of only encouraging trafficking awareness, the state of Texas now requires all school districts to have a policy regarding sex trafficking (as well as sexual abuse and maltreatment). This policy must include “methods for increasing staff, student, and parent awareness of issues regarding

sexual abuse, sex trafficking and other maltreatment of children.” It must also include training for employees that covers prevention and recognition (H.B.111). More details of H.B.111 and its implications for schools will be discussed in the following chapter.

### Why Focus on the Trafficking of Minors?

The preliminary research presented thus far has shown human trafficking of all ages, races, and genders is a serious problem, not only across the globe, but right here in the state of Texas. Although aid and rescue are needed for all those ensnared in trafficking, the remainder of this thesis is focused on combatting the trafficking of minors in Texas and how schools can educate and empower parents to protect their children through increased awareness. Why focus on the trafficking of minors? As stated in the opening paragraph, research has shown that 79,000 youth in Texas alone were victims of sex trafficking in a single year (2016, Busch-Armendariz et al., p. 13). Reducing that number and protecting the next generation of potential victims is of chief importance.

Although the data cited by Smith, Vardaman, and Snow in the previous section may have been too small of a pool to confirm the average age of recruits, it does not negate the fact that the average age of entry into prostitution for the particular girls surveyed was 12 to 14 (2009, p. 37). That is to say, while 12 to 14 years may not be the national average, it is still troubling that many youths are targeted by recruiters at such a young and impressionable age. This makes the pre-teen and early teenage years critical for minors. Their parents must be educated on the warning signs of trafficking and encouraged to have important conversations with their children about possible red flags.

Additionally, this thesis is focused on the trafficking of minors because of the nature of recruiting. It may seem implausible, but adults are not the only ones doing the

recruiting. Researchers Goldberg and Moore (2018) pointed out that “despite the widespread belief that adults are directly responsible for the entry of youth into sexual exploitation, the research on recruitment through peer networks shows that this experience is more common than often realized” (p. 82). Recruitment isn’t necessarily violent. Often it is the friend of a friend, a peer of the same age, that draws in the unsuspecting victim. If parents are not informed of these facts and taught how to discuss the issue of trafficking with their children, preventable crimes will continue to occur through the deception of recruiters.

Finally, this thesis is focused on the trafficking of minors because minors who are lured into trafficking are victims, not criminals. It is important to clarify this point because a common misconception is to view an underage prostitute out on the streets as a criminal who should be arrested and put in jail. The Trafficking Victims Protection Act of 2000 was key in correcting this false belief. Describing the Protection Act, The Child Welfare Information Gateway (2016) explained that “any child younger than age 18 who is induced to engage in commercial sexual activity is a victim of sex trafficking” (p. 3). Victims need rescuing and rehabilitation, not jail. The Office of Juvenile Justice and Delinquency Prevention issued a report based on the research of Dr. Dominique Roe-Sepowitz entitled *Understanding the Perspective of the Victim*. It explained, “In many cases, the trafficker has essentially brainwashed the victim to the point that they believe they truly care about them and are there to keep them safe, while law enforcement and authority figures cannot be trusted” (2017). Traffickers, not victims, must receive punishment for their crimes. The Trafficking Victims Protection Act works to ensure that this happens.

## II. THE PROBLEM

Natalie Fisher was a young high school student who grew up in a single-parent home in central Texas. She was lured into a trafficking ring by a recruiter who promised her a better life. Soon she became trapped in a cycle of sex trafficking and abuse. KCEN Channel 6 News reported that she was not kidnapped or physically forced into trafficking; rather, she was slowly manipulated and then controlled with threats for her safety and the safety of her family. Although Natalie's mother sought to help her daughter, getting her counseling after extracting her from the trafficking ring, it was ineffective. Natalie was already conditioned to go back to the recruiter, and with more threats on her family's safety, she returned. In 2016 her mother received a phone call from the police who had found her lifeless body in Houston, Texas (Moore, 2018).

Stories like Natalie's raise many questions. Why did no one notice the signs of Natalie's recruitment? Why weren't parents, classmates, or teachers able to alert authorities before Natalie became trapped in the trafficking ring? Though it is a complex issue, part of the answer lies in the ability to identify the warning signs of trafficking. When the signs of trafficking are not well known, suspicious activity can be overlooked. The Department of Homeland Security's website explains that human trafficking is difficult to perceive by the untrained eye and is often referred to as an "invisible crime" (n.d.b).

One of the prime reasons for raising awareness is to help people identify the warning signs of human trafficking. Sometimes referred to as "red flags," DHS's website lists the following indicators:

- Does the person appear disconnected from family, friends, community organizations, or houses of worship?
- Has a child stopped attending school?
- Has the person had a sudden or dramatic change in behavior?
- Is a juvenile engaged in commercial sex acts?
- Is the person disoriented or confused, or showing signs of mental or physical abuse?
- Does the person have bruises in various stages of healing?
- Is the person fearful, timid, or submissive?
- Does the person show signs of having been denied food, water, sleep, or medical care?
- Is the person often in the company of someone to whom he or she defers? Or someone who seems to be in control of the situation, e.g., where they go or who they talk to?
- Does the person appear to be coached on what to say?
- Is the person living in unsuitable conditions?
- Does the person lack personal possessions and appear not to have a stable living situation?
- Does the person have freedom of movement? Can the person freely leave where they live? Are there unreasonable security measures? (n.d.e)

Those with knowledge of the red flags of trafficking are better able to identify suspicious situations and report them to authorities. For this reason, raising awareness to those that might unknowingly cross paths with trafficking victims is critical. Public

schools are in a key position to do just that, but as recently as 2018, school-wide awareness efforts were not required of Texas public schools. In fact, most states do not require schools to educate their students or parents about human trafficking.

### Trafficking Awareness in Schools

Public school efforts regarding trafficking awareness vary greatly from state to state. This is largely due to the varying laws regarding awareness in schools as well as the presence (or lack of presence) of anti-trafficking organizations within the schools. Research conducted by Tidball and Rajaram in 2017 found “many states had no programs, while other states had multiple programs that were conducted in the schools” (p. 2). They noted, “Ohio, Texas, and Virginia all have legislation requiring school staff be educated on human trafficking” (p. 2) but this leaves many states without any guidance from the government regarding trafficking.

While many states lack direction, California has been on the frontline in the fight on trafficking for the past several years. California was the first state to mandate awareness of sex trafficking to students and teachers with the California Healthy Youth Act back in 2016. The Act focused on sex education for seventh through twelfth graders and included information on trafficking. The following year they continued to build on that foundation and created a curriculum with a more complete overview of human trafficking for all students. Before implementing curriculum in their schools, Rocklin Unified School District of California met with parents and leaders so that they could voice their thoughts and concerns with the school board. They also gave parents the freedom to keep their children out of trafficking lessons if desired (DeNisco, 2018).

Though California was the first state to require awareness beginning in seventh grade, Florida recently became the first state to require trafficking awareness for all ages, kindergarten through twelfth grade. First Coast News reported that each school district was required to “submit an implementation plan for child trafficking prevention education to the commissioner and post the plan on the school district's website” (“Florida becomes first,” 2019). The article detailed what must be described in each districts plan, including what content would be covered and who would be presenting that content. There was no mention of parental resources.

In Texas, trafficking awareness was on the rise prior to the passing of H.B.111. Though not mandatory in 2018, students at a central Texas high school met with faculty to present the warning signs of trafficking (Williams, 2018). In a survey conducted for this thesis (detailed in chapter 3), one superintendent in McLennan County reported that some schools had local anti-trafficking organizations visit to do awareness trainings for both the faculty and the students. While few schools reported major efforts made for parents, one superintendent described a parents’ summit held every six weeks with trafficking awareness discussed at one of those summits each school year.

#### Texas House Bill 111

As stated at the end of chapter 1, H.B.111 was passed on May 31, 2019 and was made effective immediately. Section (a) states “Each school district and open-enrollment charter school shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan under Section 11.252 and any informational handbook provided to students and parents.” The bill requires schools to train their staff on the warning signs of abuse and

trafficking, have a plan when a potential victim is identified, and to have a plan for raising awareness to faculty, students and parents (H.B.111).

This thesis is focused on the final requirement, described in section (b-1): Schools must have a plan for “increasing... parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim” (H.B.111). Specifically, this thesis is focused on helping middle schools and high schools in Texas meet the parental awareness requirements of H.B.111 regarding human trafficking. With awareness training and curriculum already existing for school staff and students, it is critical that parents receive a similar level of thoughtful communication so that they are able to identify the warning signs of trafficking and discuss the issue with their children. This thesis also seeks to uncover potential barriers that might prevent parents from being receptive to such information based on their current perception of anti-trafficking material.

### Designing for Social Impact

In *By the People: Designing a Better America*, designer and museum curator Cynthia E. Smith (2016) describes the power of socially conscious design: “Design can act as a catalyst for change, provoking systemic transformation” (p. 15). Smith goes on to chronicle dozens of design projects that prioritize the needs of the disempowered and overlooked, finding a solution to each problem by setting aside assumptions and meeting people in their unique situation. Smith explains that success for such projects requires “Directly engaging communities—listening, valuing, and incorporating local expertise” (p. 14).



IDEO (2015), a non-profit design studio, calls this type of work “human-centered design” as described in *The Field Guide to Human-Centered Design*. Human-centered design approaches problems both big and small with the belief that a solution exists. It approaches problems with the perspective “that the people who face those problems every day are the ones who hold the key to their answer” (p. 9). Design solutions are not created in a vacuum, but rather discovered in the context of the problem. A key “mindset” in the pursuit of socially conscious design is empathy. “Empathy is the capacity to step into other people’s shoes, to understand their lives, and start to solve problems from their perspective” (p. 22). IDEO goes on to explain that empathy is the foundation of human-centered design.

This thesis draws on such methods in an effort to identify the true needs of those being served by this project and achieve greater social impact. Empathy was the catalyst for surveys conducted with both parents and public-school administration regarding trafficking awareness (presented in chapter three). Discovering the perspective of both parties—the needs of public schools and the concerns of parents—was critical to producing a relevant solution. “By starting with humans, their hopes, fears, and needs, we quickly uncover what’s most desirable” (IDEO, p. 14). Creating solutions that give ear to the concerns of those in the midst of the problem is at the core of designing for social impact.

### Harnessing the Influence of Public Schools

Public schools are in a unique position to make an impact on the fight against trafficking because of their ubiquitous access to students and their parents. Teachers encounter students from all socioeconomic backgrounds on a recurring basis and can alert

parents or officials of at-risk youth. While it might be assumed that a student who is being trafficked would stop attending weekly classes, a study done with survivors in Nebraska found that many victims continued to attend school even while they were being trafficked (Tidball, Rajaram, 2017, p. 4). This makes public schools a key point in identifying and rescuing victims. Everyone must be vigilant—faculty, students, and parents. Because of H.B.111, public schools now have the responsibility to educate parents on how to identify possible trafficking situations.

The potential influence of schools is immense. Most adults that grew up in the ‘90s will have some memory of the D.A.R.E. campaign which fought to reduce drug abuse by teaching students as young as elementary school about the dangers of drugs. In the mid-90s, the Department of Justice released a study by Christopher L. Ringwalt et al. that showed “Over half (52%) of the school districts in the country... implemented D.A.R.E. in one or more schools” with both teachers and students having a positive reception to the program’s materials as well as its instructional methods (1994, p. 5). Subsequent research conducted by the likes of Dennis L. Tombs (2000) argued that D.A.R.E. was failing to reduce drug abuse: “Participation in the DARE program during elementary school, middle school, or high school did not appear to deter subsequent use in the undergraduate years” (p. 27). Though the effectiveness of the D.A.R.E. program has received much criticism, there is no denying it became an instantly identifiable “brand” in the fight against drug abuse. Its curriculum spread nationwide due to schools across the country realizing the need for increased awareness on an important issue.

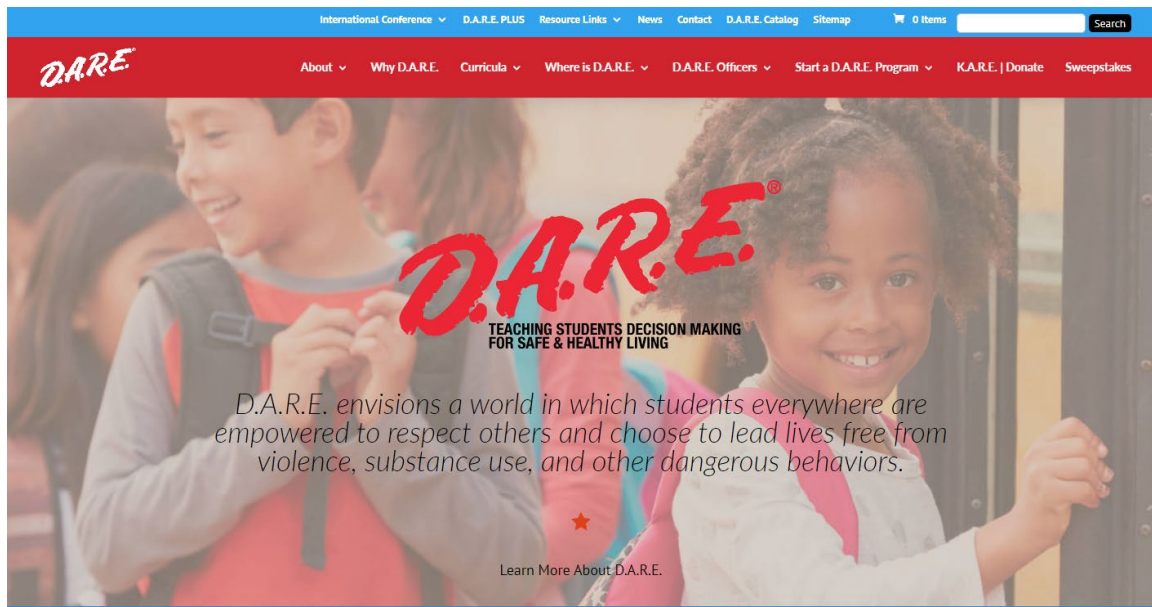


Figure 2.1. Screenshot of www.dare.org with type logo.

D.A.R.E.’s (n.d.) website explains its history that began with police officers in Los Angeles who worked with public schools to be the voice against drug abuse. They created 17 lessons that the officers then taught to students. What started as a program for elementary children soon expanded to middle school and then high school due to the increased requests for anti-drug material. D.A.R.E. claims:

At the time, virtually no classroom teachers had received instruction in their college courses about drug use/abuse or any instruction on how to deliver drug prevention lessons. Increasing acknowledgment of D.A.R.E. and the fact that LAPD D.A.R.E. officers could train other “local” law enforcement officers to deliver the original 17-lesson D.A.R.E. curriculum resulted in the rapid and widespread adoption of D.A.R.E. throughout the country and around the world over the next ten years (n.d.).

The entire program was propelled by the demand of the public-school system—the same system that can be harnessed to raise awareness regarding human trafficking. Pushed by the requirements of H.B.111, trafficking awareness tools for parents could be leveraged with the same amount of vigor to produce an equally viral spread of anti-trafficking information.

Awareness campaigns have partnered with public schools for decades to disseminate important information. Listed below are some examples covering a broad range of topics:

- The previously mentioned D.A.R.E. program had its beginning in 1983, evolving over time as it spread across the nation. In 2007 it shifted from a “presentation model” to a more “interactive” experience for students (D.A.R.E., n.d.). In 2009 it introduced “keepin it REAL” which journalist Amy Nordrum reported “has reduced substance abuse and maintained antidrug attitudes over time among students in early trials—an achievement that largely eluded the former iteration of the program” (2014).
- The Adolescent Depression Awareness Program (ADAP) was created in 1999 to raise awareness to teachers, students, and parents regarding the issues of depression, suicide, and bipolar disorder. ADAP was developed over the course of many years as the curriculum was monitored and improved based on the results of a test given to students (“ADAP Program History,” n.d.).

- The Go Green Initiative (GGI) was founded in 2002 to help schools be more thoughtful about how goods and materials are used and consumed. GGI helps schools make a plan to create less waste that gets everyone involved, including faculty, parents, and students (“About GGI,” n.d.).
- In 2004 the Safe and Sober program launched in a handful of high schools in Springfield, Missouri. Today it helps over 500 high schools raise awareness against drunk driving across the state of Missouri with a video-based program that is “designed to empower young people to make safe choices” (n.d.).

Safe and Sober’s empowering tone stands in contrast to awareness programs that rely on fear-based tactics as a method of persuasion. For example, another drunk driving prevention program called Every 15 Minutes reenacts the jarring scene of a fatal drunk driving accident for students to observe as they ponder their own death (n.d.). The use of shocking or fear-arousing techniques as an impetus for prevention has become an issue of criticism for some awareness programs. The problem is more substantial than mere preference in presentation style. Fear tactics have actually been shown to hinder effectiveness of awareness campaigns, not enhance them. Professor Gilbert J. Botvin, director at the Institute for Prevention Research at Cornell University Medical College, summarized the results of multiple studies: “Despite the widespread use of these approaches, studies testing the effectiveness of information dissemination or fear-arousal approaches have consistently shown that they do not work” (1996, p. 45). This point cannot be ignored in the creation or evaluation of trafficking awareness material.

### A Problem with Trafficking Awareness Material

A Google image search of the phrase “human trafficking” will quickly reveal the typical style of images used for anti-trafficking material. (See Appendix E for an example mood board). Almost all the images are in black and white with an ominous tone. Almost all include a female, bound or bruised with a hand or tape placed over her mouth. Often the victim is crying, reaching out in desperation, or crouched in the corner of a dark room. The purpose of these observations is not to argue that such depictions are inaccurate or never happen, but rather to propose that this type of imagery has several unhelpful effects on those learning about human trafficking for the first time.

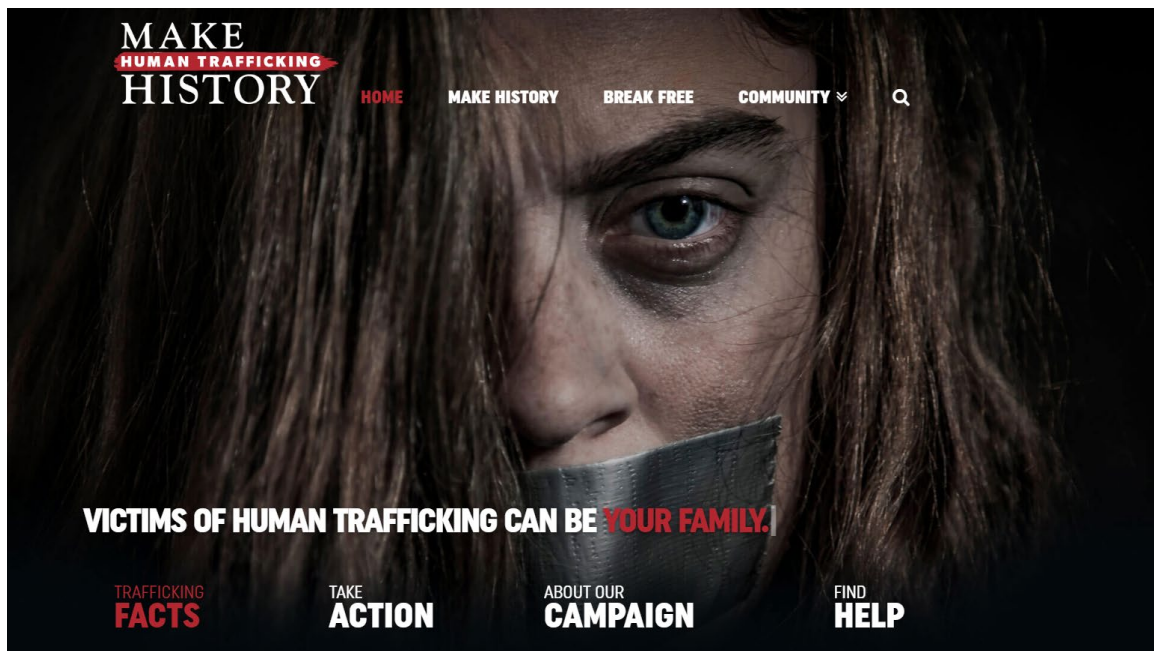


Figure 2.2. Screenshot of [www.makehumantraffickinghistory.org](http://www.makehumantraffickinghistory.org).

First, it could potentially turn off the casual reader before they fully engage with the material because of the intense subject nature and startling visuals. This is not to say that human trafficking should be depicted in a lighthearted manner, but to question

whether such jarring images should be used to initiate a conversation. Compare the visuals used for trafficking awareness with those of breast cancer awareness campaigns. (See Appendix F for an example mood board). Though the two topics are not exact parallels, they are both tragic situations that can inflict severe physical and emotional pain. Both have taken the lives of countless women around the world. Given that information, awareness material for breast cancer could easily center around sorrow and tragedy the way trafficking awareness often does, but that is not the case. Rather than centering around fear, breast cancer awareness campaigns are focused on overcoming the disease, raising money to fund research, and encouraging women to take preventative action. The pink ribbon has become an instantly recognizable symbol of hope in the fight against breast cancer. The National Breast Cancer Foundation explains, “From a simple piece of ribbon affixed with a pin, we are able to show our support for loved ones battling breast cancer and our hope for a brighter future” (2019).

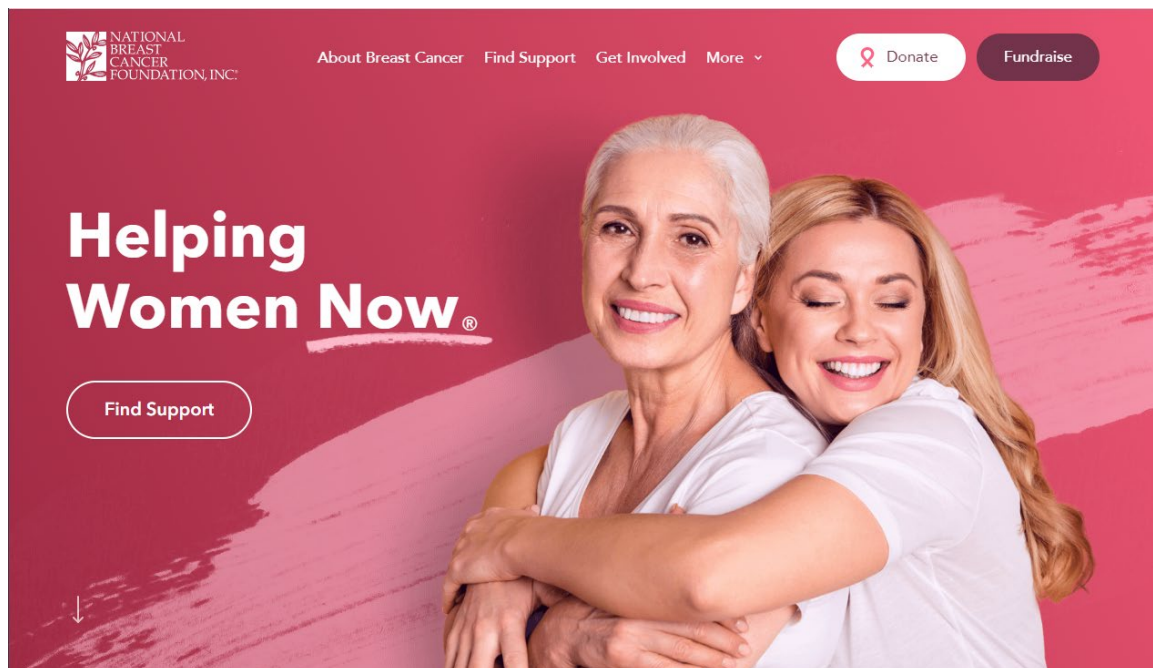


Figure 2.3. Screenshot of [www.nationalbreastcancer.org](http://www.nationalbreastcancer.org).

The history of the pink ribbon is muddled with commercialism. Pink Ribbon International (n.d.) recalls it was initially a peach ribbon distributed by breast cancer survivor Charlotte Hayley. Observing her efforts, *Self* magazine sought to partner with Charlotte, but Charlotte refused for fear “the initiative was too commercial.” (This commercialization accelerated the pink ribbon’s recognizability as a brand, but also muddled its message, as will be discussed in chapter 3). After some deliberation, *Self* magazine chose to use the ribbon concept, but changed the color to pink to avoid legal issues. Their 1992 issue promoted the pink ribbon as an awareness tool that aided the color’s association with breast cancer to its near ubiquitous status today. Two years prior, the Susan G. Komen Breast Cancer Foundation also started to utilize the color pink for their fundraising marathons. In 1991 they “gave out pink ribbons to every participant in its New York City race” (Pink Ribbon International, n.d.).

Returning to the problem with typical trafficking awareness images, the second issue is that they create a chasm between the average person’s everyday life and the world of trafficking. Most viewers of anti-trafficking material aren’t going to walk into a dark basement and discover an abused child tied up on the floor. This extreme scenario requires a stretch of the imagination that places trafficking events far from home in the viewers mind and thus resolves them of any responsibility. Professor Dina Haynes has pressed against the effectiveness of awareness campaigns in her writing, arguing that most people after viewing a piece of awareness material “feel subconsciously satisfied with what they have contributed to the cause, with no further action undertaken on their part” (2019). How much more will this be the case if people feel the situation doesn’t



exist in their own world? Viewers need to be taught that *anyone* could be a victim of trafficking *anywhere*—city or suburb, white or black, rich or poor.

The third reason typical trafficking images are potentially harmful when used to raise awareness is that the images could solidify in a parent's mind that the information should be shielded from children, not shared. Chapter 3 will assess this proposition in depth. While it is true that much awareness material is not intended for children, this creates a dilemma for parents. Children should be warned of the dangers of trafficking in appropriate terms so it can be identified and avoided whenever possible. Careful consideration should be given to the graphics of awareness material directed at parents if the goal of that material is to encourage parents to have conversations about it with their children.

### Common Misperceptions of Trafficking

Increased awareness of human trafficking is desperately needed to correct a slew of misperceptions parents may have. It is difficult to identify trafficking if false assumptions are made. For this reason, the Polaris Project has a webpage dedicated to combatting “myths” of trafficking. One myth that has led to a false perception about trafficking is that victims in the United States are typically illegal immigrants. It might even be assumed that any victim of another nationality must have been smuggled into the country. This is false as Polaris has rescued many “foreign national survivors who are legally living and/or working in the United States” (Polaris, n.d.).

Another common misconception is that most child trafficking victims are females. A survey of over 2,000 people done by Tabitha Bonilla and Cecilia Hyunjung Mo revealed that over 80% of their survey participants believed this myth (2019). Research

has shown the ratio to be surprisingly even. In the study *The Commercial Sexual Exploitation of Children in New York City*, out of the 249 youth that were a part of the research, 45% were male. Another 8% were transgender. (Curtis, et. al., 2008).

Traffickers do not appear to be gender biased. Parents cannot assume that just because their child is male, they do not need to teach him the necessary precautions to take to avoid trafficking.

One final myth Polaris reported that is relevant to this thesis is that “traffickers target victims they don’t know” (n.d.). Quite the opposite, traffickers will prey on the vulnerable and gullible anywhere, even among their own peer groups. Traffickers have been known to begin the grooming process by forming a romantic relationship with a potential victim, giving gifts, promising a better life, and then manipulating the victim to do sexual favors for friends or clients. This is often the beginning of a long path of abuse.

It is important to have a clear understanding of trafficking so that victims are not overlooked or ignored. If parents are not aware of the red flags to be watchful of, they could unknowingly overlook suspicious activity. In the next chapter, additional secondary research will be explored regarding the importance of awareness, and then primary research obtained through two surveys to parents and school administrators will be analyzed to determine how schools can best communicate the message of trafficking awareness to parents.

### Objective and Hypothesis

Although trafficking awareness has increased in public schools over the past decade, Texas schools are still in the early stages of creating a cohesive awareness plan for faculty, students, and parents due to the recent mandates of H.B.111. This thesis seeks

to fill the need for parental awareness resources. By equipping schools with a shareable awareness toolkit, parents can be educated on the importance of trafficking awareness and be encouraged to start having conversations about it with their children. The toolkit will equip parents with the knowledge and guidance needed to have these conversations.

This thesis hypothesizes that equipping schools with a shareable toolkit for parents will increase parental awareness and increase conversations with children. Furthermore, as some parents currently object or resist the notion of discussing trafficking with their children due to the intense subject matter, the approach of human-centered design was applied to discover what concerns and objections parents would have to overcome with the created toolkit. It is anticipated that by addressing such concerns and objections, more parents will recognize the need to talk with their children about trafficking.

### III. RESEARCH AND DISCOVERY

In order to gain a better perspective of human trafficking and trafficking awareness, both primary and secondary research were utilized. Much of the secondary research regarding the history of trafficking has already been shared in the previous two chapters, explaining the impact of trafficking around the globe, its prevalence in the United States, common misperceptions, and the laws that have been passed by the government to combat the issue. In this chapter, additional secondary research will be shared regarding efforts to raise awareness, including how awareness campaigns have been branded and marketed to the public in the past. In the second half of this chapter, primary research (conducted through two surveys) will be presented regarding parental awareness and perception of trafficking, as well as public school administrators' plans for parental awareness in response to H.B.111.

#### Raising Awareness to Combat Trafficking

What is *awareness*? The Merriam-Webster online dictionary defines *awareness* as the “knowledge and understanding that something is happening or exists” (2019). Hence, “raising awareness” is an effort to increase the knowledge of a targeted audience regarding a subject. In this case, the subject is human trafficking. Awareness is valuable as a means to fight trafficking because most parents, teachers and students are not going to police the streets of their town and actively search for traffickers or victims, nor would it be wise for them to do so. This task should be reserved for local and national law enforcement. Trafficking awareness is not a call to take matters into one's own hands. It is a call for parents, teachers and students to create an environment that is hostile to traffickers by being aware of the red flags of trafficking and reporting any suspicious

activity to local law enforcement. By increasing one's awareness level (the ability to recognize and report questionable activity to authorities), every individual can contribute to the fight on trafficking and make their neighborhood or school a safer place.

Awareness of trafficking is essential for everyone, but especially for parents with children entering their teens. While parents of middle school students might speculate that trafficking doesn't impact their children and that discussions about it can wait until high school, studies have shown high school may be too late. As stated in chapter 1, though it does not represent the average age for recruitment, the data cited by Smith, Vardaman, and Snow does show that girls ages 12 to 14 are not considered too young by recruiters (2009, p. 37). Parents must be made aware of the facts about trafficking in order to make an informed decision about discussing it with their children.

There are a great number of non-profit organizations as well as government institutions seeking to raise awareness of human trafficking through awareness campaigns. One campaign that many non-profits partner with is the Department of Homeland Security's (DHS) Blue Campaign, mentioned in the first chapter. The DHS utilizes this campaign to increase "public awareness about human trafficking, working with organizations and making awareness-raising resources available to educate the public to recognize human trafficking and report suspected instances" (n.d.c). The Blue Campaign makes use of social media, videos, posters, a website, and other media to promote its cause. On National Human Trafficking Awareness Day (January 11), the Blue Campaign encourages people to wear a blue item of clothing, take a photo, and use the hashtag "#WearBlueDay" to start conversations and promote awareness (n.d.d).

### Successes and Failures of Awareness Campaigns

For most awareness campaigns, awareness alone is not the end goal. The spread of information without a change in behavior is often viewed as failure and must be constantly evaluated with any campaign. Social researchers Ann Christiano and Annie Neimand wrote about the Zombie Apocalypse campaign created by the Centers for Disease Control and Prevention in their article “Stop Raising Awareness Already.” The goal of the Zombie Apocalypse campaign was to get people to make an emergency kit for their home. It playfully communicated its message by making light of the apocalypse, and quickly became a “viral success” (2017, p. 36). Unfortunately, its success may only be in its humor, not in actually motivating people to make an emergency kit. A study conducted in consideration of the campaign “found that people exposed to similarly humorous messages were less likely to get prepared than those who saw messages that weren’t funny” (Christiano & Neimand, 2017, p. 37). In other words, although the campaign reached a large number of people, the humorous delivery of its message may have reduced the number of people taking action. If no action is taken, the awareness campaign has contributed little to correct the problem being addressed.

Revisiting the topic of breast cancer awareness, the pink ribbon can be viewed as both a failure and a success. There are few awareness campaigns with a symbol so universally recognized. In America, everything from retail stores to the National Football League show their support by displaying the pink ribbon during October’s National Breast Cancer Awareness Month (NFL, 2015). Researcher Glynn, Kelly, Coffey, Sweeney, and Kerin (2011) studied the effect Breast Cancer Awareness Month had on Google web searches for “breast cancer.” They found that “increased levels of online

activity relating to breast cancer are consistently generated each October. There is a significantly higher level of background activity in breast cancer compared with that in lung or prostate cancer” (p.1). This is clearly a victory for the pink ribbon and breast cancer awareness.

The successful garnering of attention has not occurred without controversy. One of the reasons the pink ribbon has such instant recognition is that a great number of businesses have placed it on their products. Some have questioned whether businesses are truly showing support of cancer victims or if they are taking advantage of the increased revenues the pink ribbon can potentially bring. Breast Cancer Action started a campaign called Think Before You Pink (n.d. a) which “coined the term *pinkwashing*” to describe this activity. Think Before You Pink “calls for more transparency and accountability by companies that take part in breast cancer fundraising, and encourages consumers to ask critical questions about pink ribbon promotions” (n.d. b). It appears that motives for displaying the pink ribbon can vary greatly when a profit is involved. This in turn affects how trustworthy the campaign brand is perceived by the general public.

Perception of a campaign brand plays a critical role in its success or failure as it seeks to gain mainstream attention. What enters the mind of a viewer when he/she sees the logo for a particular campaign? In the case of the pink ribbon, it could be thoughts of support for breast cancer victims or it could be thoughts of suspicion toward businesses seeking to make a profit from another’s plight. Brand perception cannot be completely dictated by the brand, but as branding expert Marty Neumeier writes, the brand “can influence it by communicating the qualities that make this product different than that

product” (2003, p. 2). Perception can be directed with intention. In the following section, the process of crafting a purposeful brand identity will be outlined.

### Brand Identity for Awareness Campaigns

In *The Brand Gap*, Marty Neumeier is quick to point out that “a brand is not a logo” or “a corporate identity system” or “a product.” A brand, he goes on to claim, “is a person’s gut feeling about a product, service, or company. It’s a gut feeling because we’re all emotional, intuitive beings, despite our best efforts to be rational” (2003, pp. 1-2). As explained in the previous section, a brand (i.e. people’s perception) cannot be dictated, but it can be directed with thoughtful effort and communication. Just as a company works to shape their brand identity by being intentional about what they do and the way they communicate about their products, so an awareness campaign creates a brand identity by utilizing a specific tone in its communication, partnering with other organizations that align with its voice, and carefully choosing what brand touchpoints to invest their resources into.

Creating a successful brand identity requires clarity from the outset. Brand consultant Greg Galle asks three simple questions to bring clarity:

1. Who are you?
2. What do you do?
3. Why does it matter? (as cited in Neumeier, p. 31).

These questions are not asked in a vacuum, but rather with respect to other brands and voices vying for the attention of potential viewers. These questions should be answered in a way that leads to differentiation from other brands. “Differentiation” is the key first step taught in *The Brand Gap*. A brand must be clear on who it is and never lose



focus. As Neumeier states, “An unfocused brand is one that’s so broad that it doesn’t stand for anything. A focused brand by contrast, knows exactly what it is, why it’s different, and why people want it” (2003, p. 44).

After clarity is gained through careful research, the brand identity is ready to be designed. In *Designing Brand Identity*, author and designer Alina Wheeler breaks down the design “phase” into 10 areas:

1. First things first (Understand what the brands stands for)
2. Review all research (Immerse yourself in the brand)
3. Identify key applications (Test the viability of your solutions)
4. Look at top-level identification (Will it be a wordmark or a symbol?)
5. Brand architecture (Anticipate future growth)
6. Color (A family of colors needs to work)
7. Typography (Most brands have one or two typeface families)
8. Look and feel (Content, color, typography, iconography, and imagery)
9. Visual assets (Determine the types of visuals that will help the company)
10. Presentation (Show your solutions in real applications) (2018, p. 149).

In the next section, the Susan G. Komen Breast Cancer Foundation’s awareness efforts will be evaluated in relation to these methods.

### Evaluating an Awareness Campaign’s Brand Identity

As detailed in chapter 2, the pink ribbon is synonymous with the fight against breast cancer. It is a brand in itself. The non-profit Susan G. Komen organization was one of the first to utilize the pink ribbon but ran into a problem: The generic pink ribbon could not be trademarked, leaving it open for any business or organization to use. Karen

Gogerty, Komen’s Senior Marketing Coordinator said, “The openness in the pink ribbon’s intellectual property rights is why the Susan G. Komen for the Cure organization created its own pink ribbon logo, a pink ribbon shaped like a runner” (as cited in Turner K., 2010). This was Komen’s attempt to differentiate. Komen sought to separate itself from the “competition” and create its own brand identity. It was essential to have a protected symbol; without one, any pink ribbon could mistakenly be associated with Susan G. Komen, creating false narratives around the brand. The trademarked symbol allowed them to tell the story of their brand as they chose and to partner with other organizations and businesses they felt aligned with their brand.



Figure 3.1. The trademarked pink ribbon stylized for the Susan G. Komen brand.

Looking back at Wheeler’s design phase from the previous section, the following sections will evaluate the Komen brand identity on points 3 – 9.

### Key Applications

The icon for the Susan G. Komen brand was designed to work in a wide variety of settings. Its simplicity, clean lines, and shadow without a gradient allow for easier transfer from screen to print. The Komen icon is displayed across media such as on the web, on printed banners and brochures, and on merchandise. Komen sells a variety of

products in their online store to raise funds including shirts, hats, robes, keychains, and more. The icon contrasts well with light backgrounds, and an all-white variation exists for application on darker colors such as a pink t-shirt.

### Top-level Identification

Wheeler (2018) asks, “Will it be a wordmark or a symbol? Will that symbol be abstract? Pictorial or based on a letterform? If it’s a symbol, what kind of logotype will it need?” (p. 149). Komen chose the well-known ribbon as their symbol and drew inspiration from a marathon runner in its stylization. The logotype paired with it utilizes bold weight with subtle curves that complement the curves of the ribbon. Most of the letterforms are lowercase, but to ensure consistent spacing, the ‘K’ and ‘G’ were adjusted to uppercase, making it more visually appealing when the type is stacked next to the ribbon.

### Brand Architecture

The brand architecture creates a “logical and cohesive” system for “brand extensions and sub-brands” (Wheeler, 2018, p. 149). Komen does not have sub-brands as some businesses do, but they separately branded their fundraising events called “Race for the Cure” and “More than Pink Walk.”



Figure 3.2. Susan G. Komen branded events.

The main logotype has been adjusted from stacked type to a single line, thus creating space for the event name below. This, along with the enlarged pink Komen ribbon, helps create a consistent look and feel for all events.

### Color

Komen's primary brand color is pink, complimented by black and white. Pink is a strong, feminine color often associated with love. It was a sister's love and determination that began the Susan G. Komen organization. Komen's website explains: "In 1980, Nancy G. Brinker promised her dying sister, Susan, that she would do everything in her power to end breast cancer forever. In 1982, that promise became the Susan G. Komen® organization and the beginning of a global movement" (Komen, n.d.). The consistent use of pink, black, and white helps to create a recognizable brand identity whether online or in print.

### Typography

The Susan G. Komen logotype was custom made, based on DTL Argo, a typeface designed by Gerard Unger. The sans-serif typeface was simplified, and its corners were rounded to better compliment the ribbon symbol. Komen uses Open Sans on their website, complimented by Raleway or Biryani depending on the page and content. Additionally, Source Sans Pro and Wicked-Grit were utilized. Wicked-Grit was used to brand another event called "3-Day," displayed much like Race for the Cure was previously.

### Look and Feel

Designer Michael Bierut said, "You should be able to cover up the logo and still identify the company because the look and feel is so distinctive" (as cited in Wheeler, A.,

2018, p. 149). Komen attempts to create its own identity through the consistent use of its brand colors. Black and white photos are often displayed on their website to keep the black, white, and pink in harmony. As observed in the Typography section above, Komen could simplify the typographic variance on its website to further solidify its brand identity.

### Visual Assets

Wheeler (2018) writes about visual assets: “Determine the types of visuals that will help the company tell its stories. Will it be photography, illustration, video, abstract patterns?” (p. 149). Komen makes use of both photography and video to tell the story of their brand. Their website features many articles with photos of survivors writing about their battle with breast cancer. Komen uses these stories to both inspire others battling cancer and to encourage charity toward the cause.

In summary, each of these components work together to form a brand identity. “Brand identity fuels recognition, amplifies differentiation, and makes big ideas and meaning accessible” (Wheeler, A., 2018, p. 4). In the following section, primary research conducted through 2 surveys will be evaluated to determine both the needs of parents regarding trafficking awareness as well as the most helpful “brand identity” to be crafted to communicate these needs.

### Primary Research through Survey

In order to get a more accurate perspective of trafficking awareness in public schools, two surveys were conducted as part of the research phase of this thesis. The results from those surveys will be presented in the following sections. All participants were based in central Texas. The first survey was directed at superintendents and

principals; the second survey was directed at parents with children in middle school and/or high school. The goal of the first survey was to examine what schools in Texas were doing to combat human trafficking, determine the needs schools currently had, and discover what effect H.B.1111 was having on awareness efforts, especially those aimed at parents. The goal of the second survey was to gauge the awareness level of parents regarding trafficking in general as well as their current perception of anti-trafficking material. Results from both surveys were analyzed to determine how schools can best communicate trafficking awareness information in a way that empowers parents to take action and discuss the issue with their children.

The surveys were distributed electronically to both school administrators and parents. Participants filled out the survey online and the results were captured anonymously to maintain privacy. Eighty-five adults participated in the parent survey and twelve superintendents and principals participated in the school survey—both groups covering several school districts across central Texas. For a succinct overview of both surveys’ questions, results, and insights, please see the Appendix section.

#### Insights from School Administration Survey

The survey for school administration consisted of seven questions with the following objectives:

- Determine how equipped schools felt they were to raise awareness for parents, students, and faculty
- Determine the level of support from parents
- Determine what resources schools offered to parents

H.B.111 requires schools to have a plan of awareness for parents, students, and faculty, but do schools feel equipped in each area? Question two of the survey asked superintendents and principals to rate how equipped they felt (on a scale of 1-10 with 10 being fully equipped) for each of the three groups.

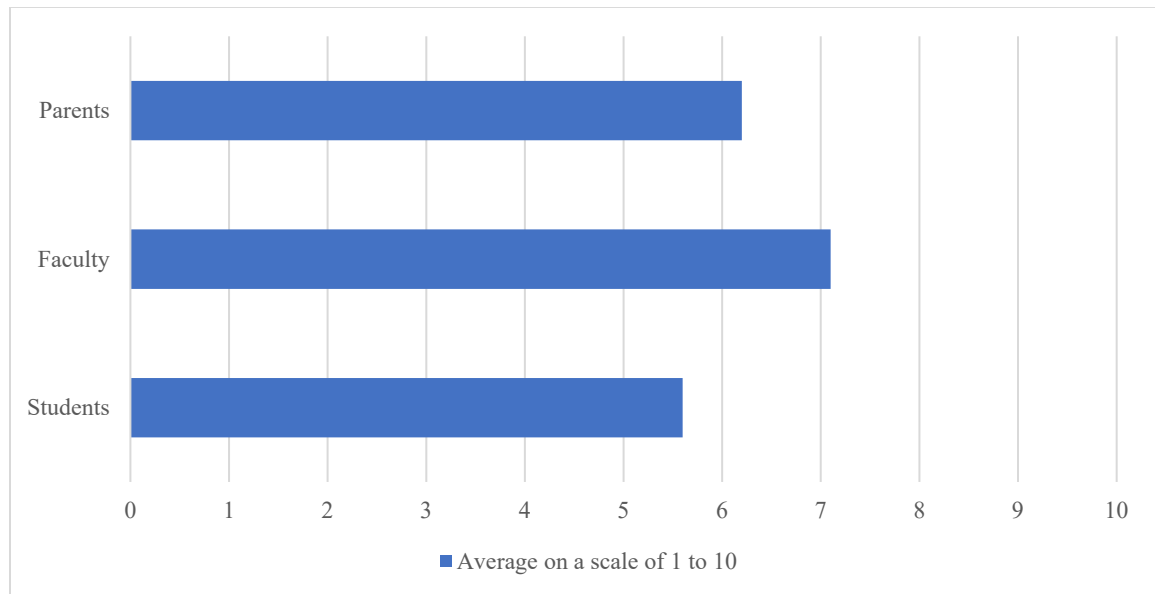


Figure 3.3. How equipped school administrators felt to raise awareness.

Survey results showed administration felt least equipped to meet the awareness needs of students; parents came in second. Administration felt most prepared for faculty. This aligned with secondary research that revealed teachers' yearly training videos on abuse now include a section on human trafficking, quickly meeting the demands of that section of H.B.111.

Despite the moderate level of confidence shown in the results of question two, question five (which asked if the district would provide any resources for parents) revealed that some of the schools were still in the early stages of implementing a cohesive plan for the three categories of parents, faculty, and students. While most survey

participants stated they would provide trafficking awareness resources for parents, 25% reported they were still undecided on what those resources would be. One superintendent remained unsure as to whether the district was expected to produce a curriculum or if the state would be providing materials.

The purpose of question six was to gauge the support level of parents when it came to awareness campaigns. It asked, “Has a parent ever protested any awareness campaign? Briefly explain the campaign and their concern if applicable.” Parental support is important for the success of any campaign at school. Was it common for a parent to oppose a campaign for issues such as drunk driving or bullying? No incidents were reported. This was consistent with opinions from the secondary research phase that claimed parents were not a major hindrance to awareness in schools (DeNisco, 2018).

The final question of the survey was “What information on trafficking awareness would be most helpful to you?” No survey participants selected “Information regarding a student-led campaign” or “N/A – I have all the resources I need.” The main selection was “Resources that could be given to parents” at 54.5% as shown in Figure 3.4 on the following page. This result strongly aligned with the goal of this thesis to not only provide informative resources for parents, but also communicate the information in a way that empowers the parents rather than inciting fear (a common response seen in the results of survey two).



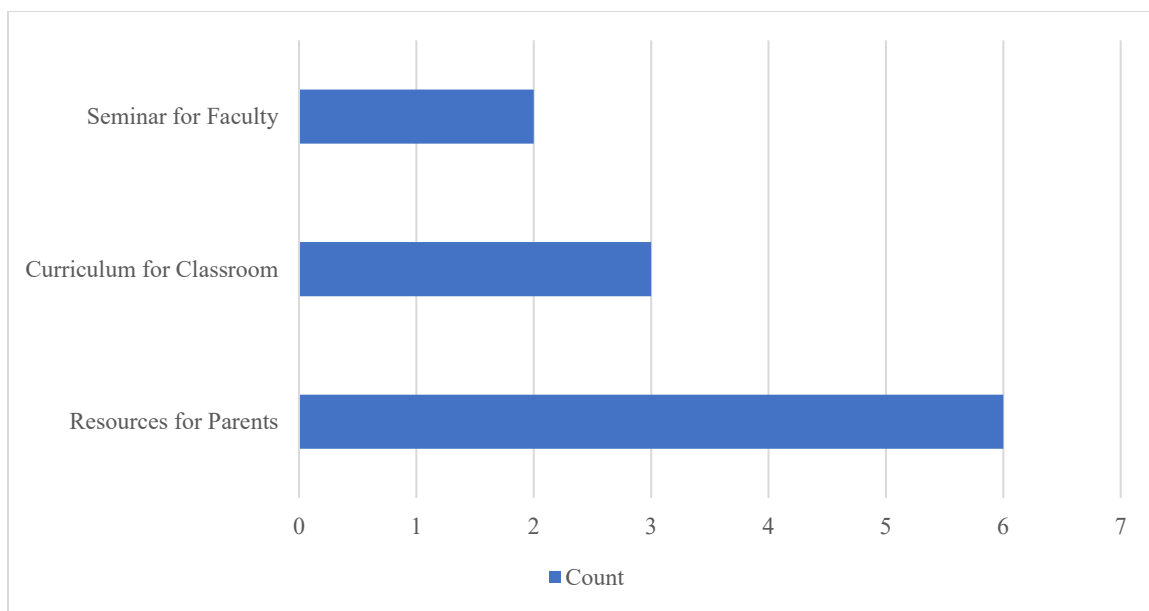


Figure 3.4. Most helpful information desired by administrators.

### Insights from Parent Survey

The survey for parents of middle school and high school students consisted of nine questions with the following objectives:

- Determine the parent’s level of awareness regarding trafficking
- Determine parent’s current perception of anti-trafficking material
- Determine parent’s level of support for awareness programs at school

The survey presented basic facts about trafficking in Texas in question two of the survey to find out if the parent had knowledge of this information. It stated “79,000 youth were involved in sex trafficking in the state of Texas in 2016. These children are groomed around the age of 12-14. *Did you know child trafficking occurred this frequently?*” 49.4% answered positively with “yes”. Another 32.2% answered they “somewhat” knew of these statistics. Adding up the two, 81.6% of participants had at least some knowledge of human trafficking.

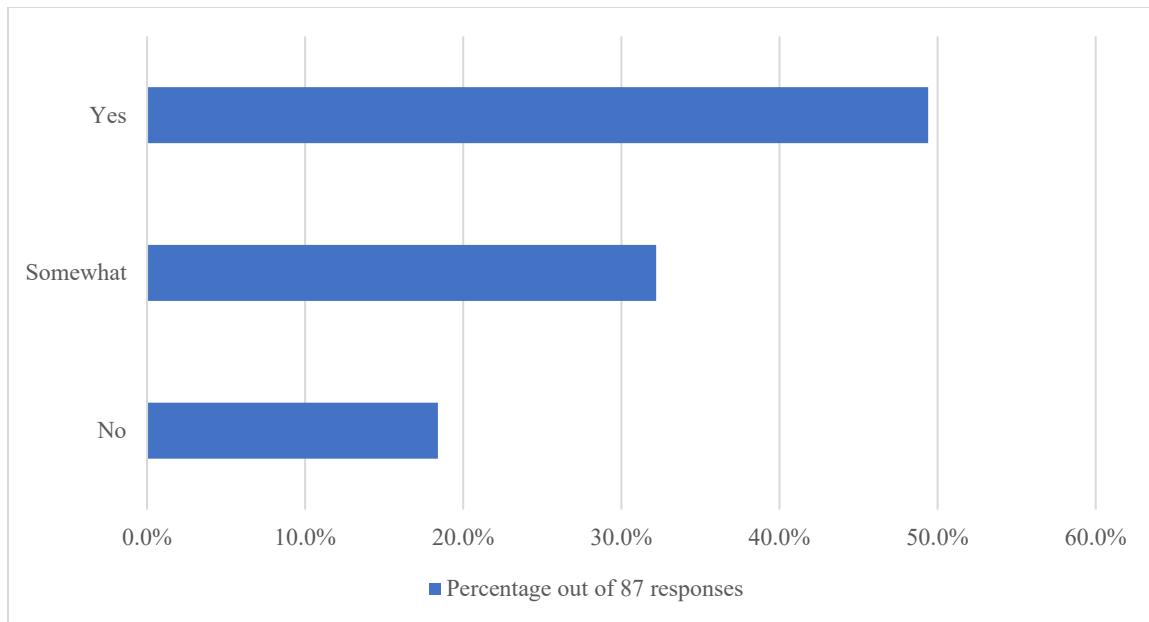


Figure 3.5. Parent’s response when asked if he/she knew child trafficking statistics.

Next, the survey asked in question three if the parent had ever discussed trafficking with his or her children. 74.7% responded “yes.” Breaking down the responses even further led to several important discoveries. First, parents with children in middle school had talked to their children only 69.2% of the time compared to 77.4% of the time for high school children. This stands in contrast to the results of question two which asked about the parent’s general awareness of trafficking. 88.4% of middle school parents had at least some knowledge about trafficking compared to 77.5% of high school parents. This leads to the conclusion that although parents of middle school students are slightly better informed about human trafficking, parents of high school students are more likely to sit down and talk with their children about it. Parental responses on the survey led to the hypothesis that some parents of middle schoolers do not feel the subject matter is appropriate for their children at such a young age. This issue will be addressed further in the design proposal presented in chapter four.

Evaluating the 25.3% that had not talked with their children about trafficking, most had not ever thought about it. Some commented they “did not realize how much it happens.” Others were unaware of the details. Nearly 70% of the parents who had never spoken with their children about trafficking also responded that they were unaware of the prevalence of trafficking described in question two.

The next portion of the survey, questions five through seven, was utilized to determine the parent’s perception of anti-trafficking material. Had they ever encountered trafficking material? What was their first impression? How did the content make them feel? Roughly 20% of survey participants had never viewed or encountered anti-trafficking material. Questions six asked, “If you have ever encountered a video, poster, or brochure regarding human trafficking, what was your impression at first glance?” A large portion (50.6%) said their first impression was positive; the content looked informative or helpful to them. Unfortunately, this leaves nearly 50% that have either never encountered awareness material or who were disturbed at their first glance at the content. Only one responder perceived the content as irrelevant.

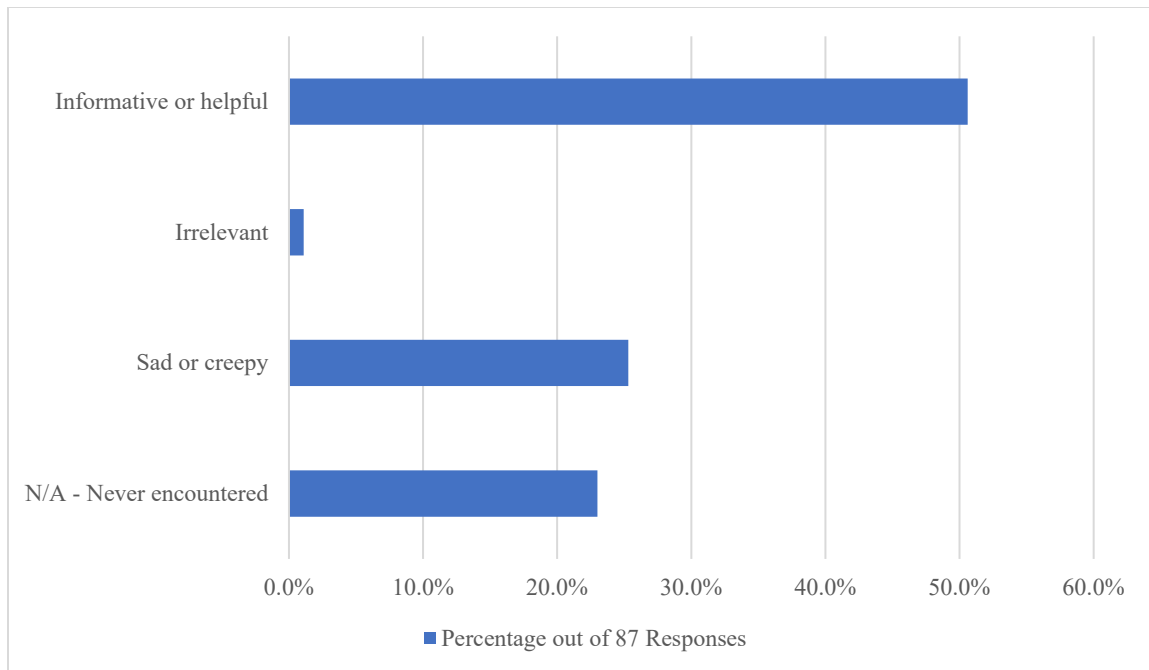


Figure 3.6. Parent's first impression of anti-trafficking material.

While trafficking is a horrendous crime that is troubling to discuss or read about, efforts must be made to communicate helpful information in a way that does not arouse fear. Parents must be educated about the issue so that they feel empowered to protect their children. As previously argued with regards to the results of question 3, parents (of middle school students in particular) must be given the information they need to not only see the necessity of guarding their children, but also to speak to them in an age-appropriate way. If the content of a brochure or video is too graphic, too disturbing, they could falsely assume there is nothing relevant to share with their child.

Questions 7 was similar to question 6, but where question 6 asked about first impressions, question 7 asked about the actual content of the awareness material and how it made the parent feel. 58.6% responded that the information frightened them compared to 19.5% that claimed it empowered them. Those percentages include the roughly 20%

who stated they had never seen trafficking awareness material. If the numbers were evaluated based on only those who had viewed awareness material, 72.9% were frightened, 24.3% were empowered, and 2.9% felt the information did not apply to them.

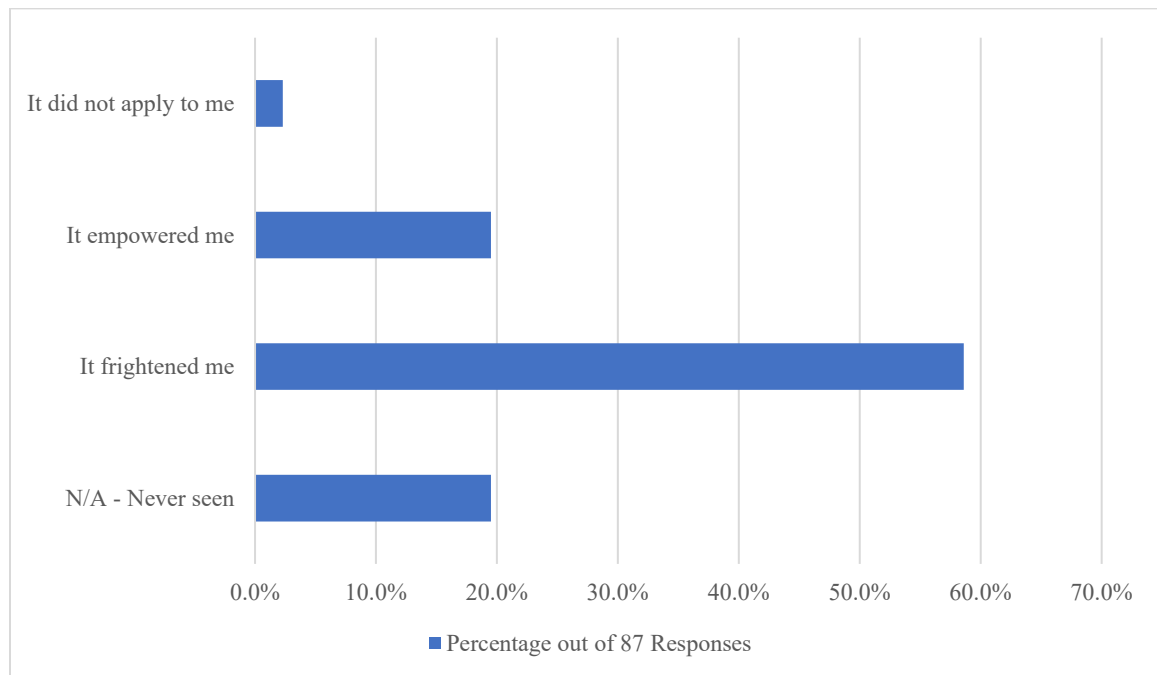


Figure 3.7. How anti-trafficking material made parents feel.

The final question of the survey asked if the parent would be supportive of an awareness program at their child's school. 88.5% responded positively. 11.5% said they would be "somewhat" supportive, and no one answered negatively. The main concern (coming from both those who were fully supportive and somewhat supportive) was that the content be age appropriate. Again, it was clear there is concern and a tendency to shield middle school students from knowledge of human trafficking. One parent commented, "It's a difficult subject to discuss especially for the younger ages. Some are still pretty shielded from such things. I think for high school aged young people it would

be appropriate. Might be a little intense for junior high.” Some parents commented that they would want to know who was teaching and what the material would be.

### Analyzing Insights to Inform Design

Key insights from the surveys that guided the design proposal presented in the next chapter include the following:

- Parents of middle school students were slightly less likely to talk with their kids about human trafficking compared to parents of high school students.
- Parents of middle school students were hesitant to talk to their children about human trafficking because they felt the information was not age appropriate.
- A vast majority of parents who had read or watched content about trafficking felt frightened by it (72.9%).
- 54.5% of school administrators selected “resources that could be given to parents” when asked what trafficking awareness material would be most helpful.

These insights informed the design proposal presented in the following chapter in multiple ways. First, they influenced the imagery and tone of communication. The facts of trafficking were presented in a manner that avoided disturbing images or text seeking to shock the reader and arouse fear. The goal of the content was to leave the reader feeling confident about how to protect his or her child, how to discuss the issue of trafficking, and how to identify and report suspicious activity.

Second, because parents of middle school students were less likely to discuss trafficking with their children, it was important to design a message tailored specifically for middle school parents. It was necessary to acknowledge the concern middle school parents had about discussing the topic of trafficking with their child, and then show them

how they could have a potentially life-saving conversation with their child using age-appropriate concepts and terms. Again, this was centered around a non-fear-based approach that empowered both parent and child in the fight against trafficking.

Last, all the resources were created as a tool for public schools to utilize. With over half of school administrators responding that parental resources on trafficking awareness would be the most helpful resource, the following pages represent a focused effort to equip schools in their quest to raise awareness to parents.

#### **IV. DESIGN PROPOSAL & OUTCOMES**

The primary and secondary research in this thesis was conducted with the intent of helping schools in central Texas educate parents about human trafficking by creating awareness tools that encourage conversation about the issue with their children. The culmination of that research is Talk Trafficking, an awareness campaign that provides an awareness toolkit consisting of both digital and printable resources designed for schools to share with parents. Talk Trafficking differentiates itself by using family-friendly graphics and language in all of its media, setting it apart from many of the typical awareness campaigns circulating the internet. The name “Talk Trafficking” reflects the mission of the campaign—to help parents talk about trafficking with their kids in order to better protect them.

##### The Toolkit

The toolkit serves two purposes. First, it teaches parents the basics of trafficking and the importance of awareness, including the red flags that can help identify suspicious activity. Second, it gives parents the guidance and confidence needed to have conversations about trafficking with their children. Though a portion of the toolkit is designed specifically for parents, the content is presented in a way that is appropriate should a child view it as well.

The toolkit is comprised of the following:

- Videos
  - How to use the toolkit
  - The basics of trafficking (red flags)
  - How to talk with your child



- Guides (downloadable PDFs)
  - Conversation kick-starters
  - Awareness activities for families
- Social shareables
  - Video clips on the importance of family awareness
  - Graphics on the importance of family awareness

The look and feel of the toolkit are consistent with the brand identity of Talk Trafficking. Once again referencing *Designing Brand Identity*, the Talk Trafficking brand will be presented in the following sections based on Wheeler's 10 points.

### Brand Values

Talk Trafficking represents a family-friendly conversation about the dangers of trafficking. It will not use fear to garner attention and will not support or partner with groups that do. All Talk Trafficking material is intended to be appropriate for middle school and high school students to read or watch should they come across it. Talk Trafficking is committed to working with public schools to provide these resources to the parents of their students. It promises to support parents and provide the necessary resources they need to feel equipped when warning their children about trafficking. The campaign does not attempt to cover up the difficult realities of trafficking, but rather to present it with language and concepts that parents can safely share with their junior high or high school students at home.

The brand voice for Talk Trafficking seeks to communicate these values by being conversational, informative, and supportive. Campaign materials will reach parents of all socioeconomic and educational backgrounds, so the language and tone of the content is

designed to make parents feel like they are discussing an important matter with a friend, not being lectured by a school professor.

### Key Applications

The Talk Trafficking campaign will be utilized in a variety of applications as listed below. For mock-up examples see Appendix G.

### Online Resource Site for Schools

Online resources for schools will exist at [www.talktrafficking.com/schools](http://www.talktrafficking.com/schools). This back-end site and will function as a hub for teachers and administrators. Faculty will be able to access the site, create an account if desired, and filter through available trafficking awareness resources in order to select what might be best for their particular school.

Available resources will include the following:

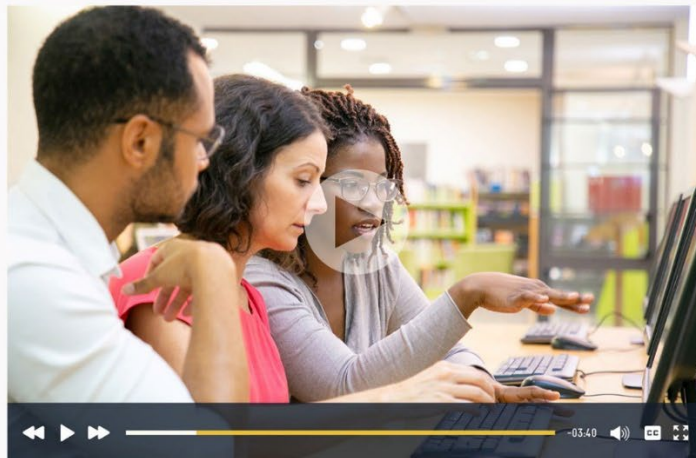
- Downloadable awareness videos for school faculty
- Downloadable awareness videos for parents
- Print-ready resource cards to give to parents
- Print-ready awareness posters
- Shareable social media graphics and video clips
- Tips on how to utilize Talk Trafficking resources

The following page shows an example of the resource site designed for schools. The school website features a darker blue as the dominant color to ensure distinction from the parent's site which utilizes a lighter blue, the primary brand color for Talk Trafficking.



### EQUIPPING SCHOOLS WITH AWARENESS TOOLS FOR PARENTS

Talk Trafficking creates free trafficking awareness resources for schools to share with the parents of their students. Learn more below:



GET STARTED

SEE THE FACTS

### GIVE PARENTS THE TOOLS THEY NEED

The Talk Trafficking toolkit is a free bundle of resources created for schools to share with the parents of their students. These tools teach parents how to identify the warning signs of trafficking as well as provide helpful tips on how parents can talk about the issue with their children.



#### TRAINING VIDEOS

Parents will learn about human trafficking, the warning signs to look out for, and how to talk with their children about it.



#### DISCUSSION GUIDES

Our guides have simple prompts and the language needed to have age-appropriate conversations about trafficking



Figure 4.1. Talk Trafficking school webpage.

### Online Resource Site for Parents

As schools share awareness resources with parents, those resources will direct parents to [www.talktrafficking.com](http://www.talktrafficking.com). This front-end site will provide more comprehensive coverage of the topic of trafficking and provide additional resources to help parents begin discussing the issue with their children. The site will consist of the following:

- Awareness and training videos appropriate for children ages 12 and up
- Downloadable discussion guides
- Relevant articles related to trafficking awareness
- Shareable social media graphics and video clips

The following pages show an example of the main website designed for parents. The website features a brief welcome video on the homepage that explains the importance of trafficking awareness as well as how to best use the site. Highlights of the toolkit are shown, followed by an optional quick-start pdf guide that is available via email signup. At the bottom of the homepage are articles that might be helpful for families, including upcoming awareness events, recently added resources, and more.

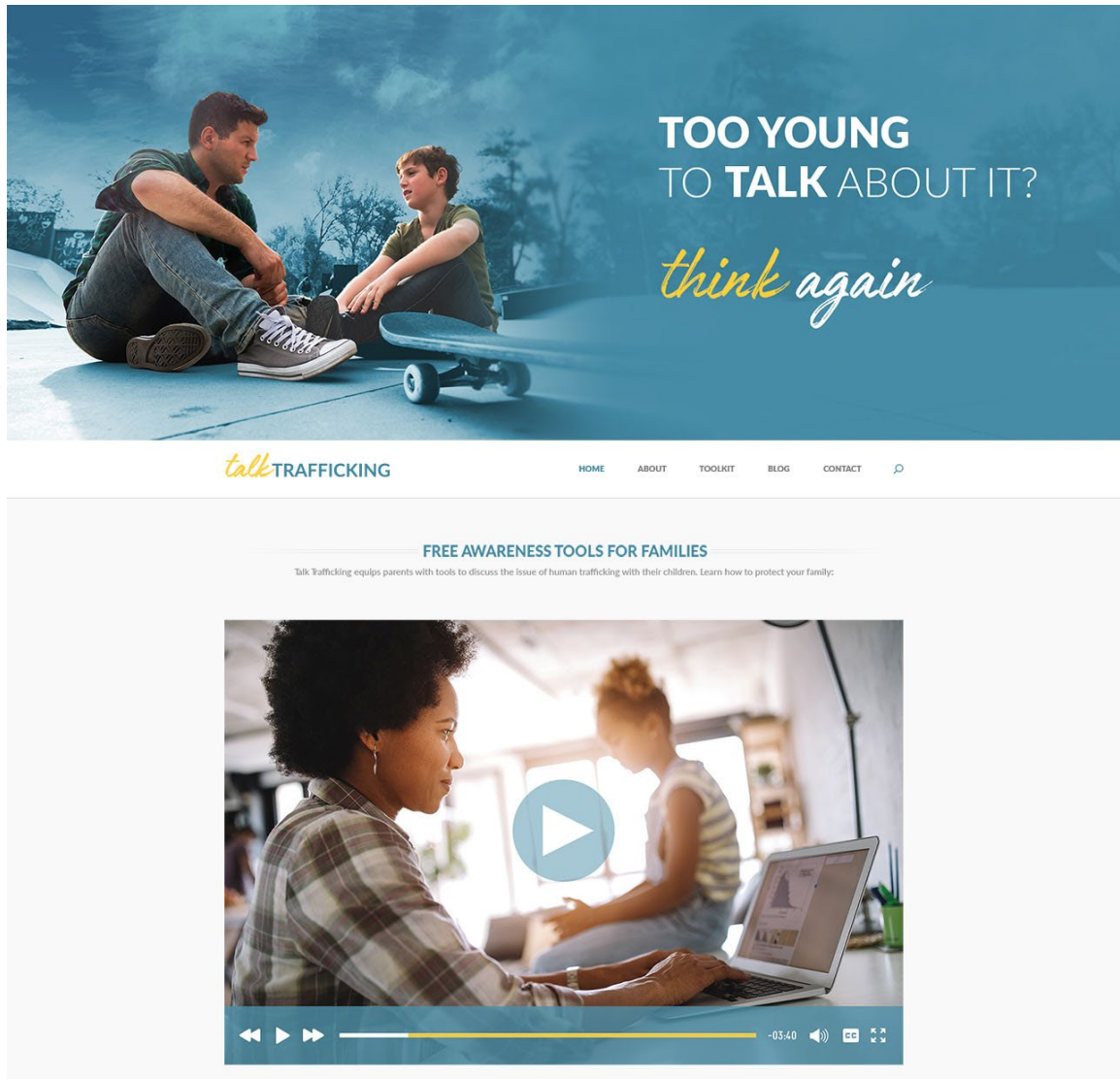


Figure 4.2. Talk Trafficking parent webpage part A.

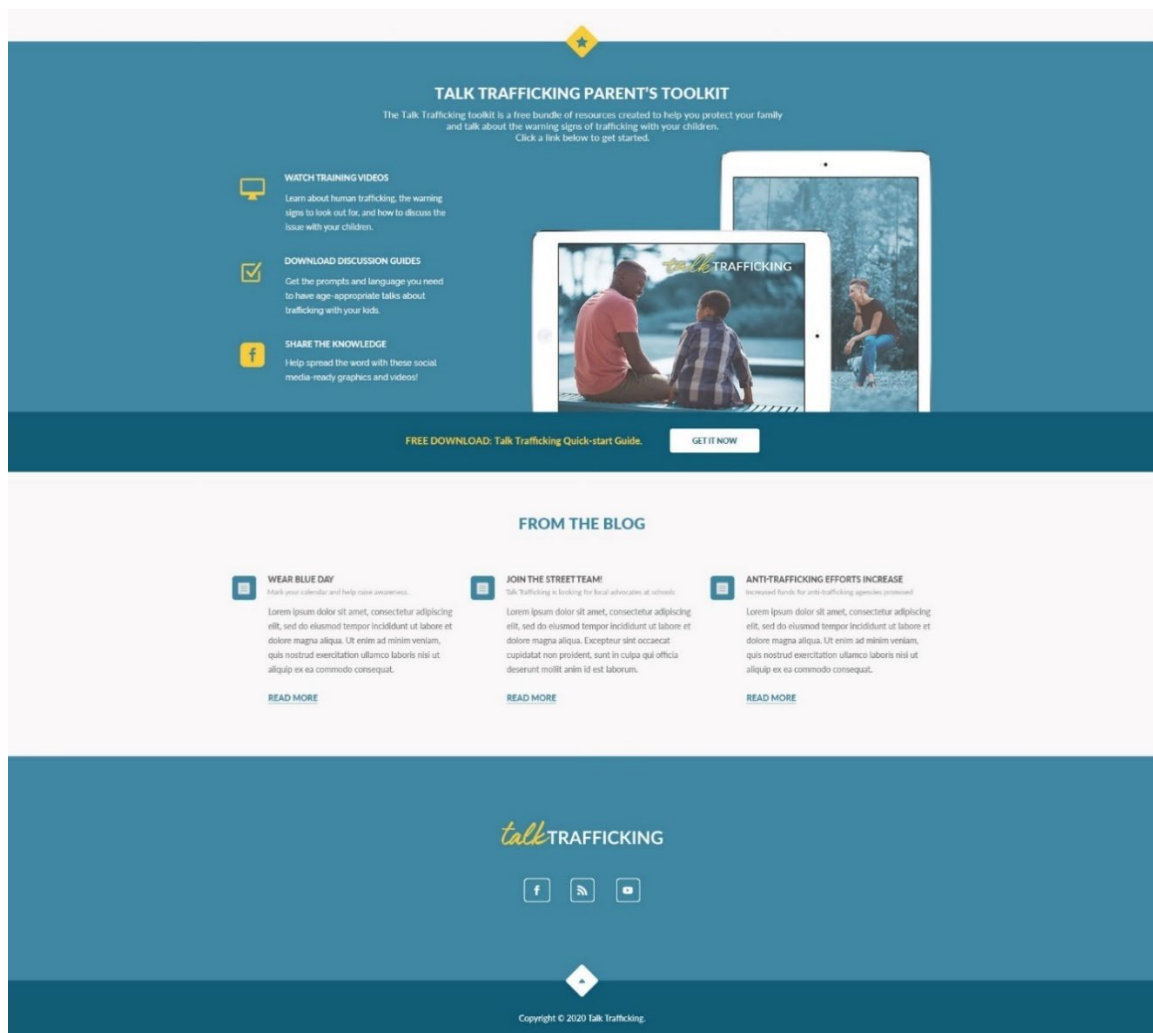


Figure 4.3. Talk Trafficking parent webpage part B.

## Social Media Presence

Talk Trafficking will share its message over social media, initially focusing on Facebook and Instagram. Stories from parents who have successfully talked about trafficking with their children will be shared along with answers to frequently asked questions. Talk Trafficking’s online presence will speak in a voice consistent with its family-friendly, conversational tone.

### Printed Awareness Material

The first priority for printed material is an awareness brochure for schools to give to parents—a simple double-sided print on 3.5 x 8.5 inch cardstock.



Figure 4.4. Awareness brochure front.

The front of the brochure will raise curiosity. The back of the brochure will explain the dilemma of trafficking, encourage discussion, and point parents to the website. A preview of the copy from the back of the brochure is shown below:

TOO YOUNG TO TALK ABOUT IT? THINK AGAIN

Let's be honest.

You'd rather not think about human trafficking.

You definitely don't want to talk to your kids about it.

It's too soon. They're too young. It can wait until they're older.

But there's a problem:

Youth recruited by traffickers are often as young as 12-14 years.

In Texas alone, 79,000 youth are victims of trafficking.

Don't you think it's time to get equipped with the facts and talk with your child?

Visit: [www.talktrafficking.com](http://www.talktrafficking.com)

- Discover the red flags of trafficking
- Learn how to talk with your child in an age-appropriate way
- Empower your family to identify suspicious activity
- Know how to protect your children

Need help now? Call:

1 (888) 373-7888 National Human Trafficking Hotline

SMS: 233733 (Text "HELP" or "INFO")

### Top-level Identification

The mark for Talk Trafficking will exist as a logotype. The logotype uses two typefaces to create the mark. “Talk” utilizes Authenia, a casual typeface created by Mika Melvas. The handwritten style communicates an authentic, conversational tone of voice. “Trafficking” utilizes Lato Bold, a highly legible sans serif typeface design by Łukasz Dziedzic. Lato is commonly used online, making it a perfect display type for Talk Trafficking’s website as well.





Figure 4.5. Logotype for Talk Trafficking campaign.

### Brand Architecture

There is currently no intention to create sub-brands within the Talk Trafficking campaign, but the simplicity of the logotype allows for brand extensions to easily be designed and include an icon or symbol without fear of clashing. For example, if Talk Trafficking created branded material for each school age group, it could easily be called “Talk Trafficking Middle School” and “Talk Trafficking High School,” each with its own icon to identify the age range. The simplicity of Talk Trafficking’s mark allows for maximum flexibility.

### Color

The Talk Trafficking campaign’s color palette makes heavy use of blue hues to compliment the nationally recognized use of the color for trafficking awareness. A dark navy was chosen to replace black whenever possible for color display and printing

situations. The lightest of the three shades of blue serves as the standard backdrop for Talk Trafficking, used extensively as a color overlay for promotional graphics (shown in the Visual Assets section). It was important to pair the colder blue hues with warm, inviting colors that represent the friendly voice of Talk Trafficking. The orange and yellow hues provide both a visually appealing compliment to the blue, as well as an encouraging and hopeful mood for the brand.

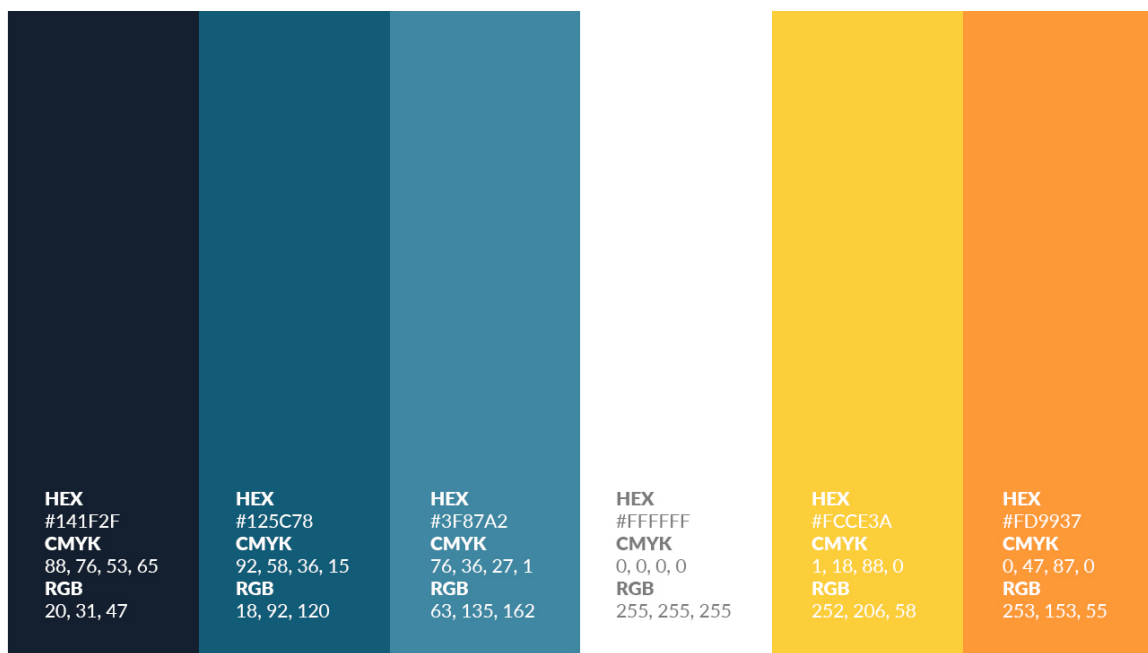


Figure 4.6. Color palette for Talk Trafficking campaign.

### Typography

Talk Trafficking's printed and online material will primarily utilize the same typefaces as the logo, Authenia Textured and Lato. Authenia will be used sparingly, with Lato Black being used on most headings. Lato Regular will be used on standard body copy.



Figure 4.7. Typography for Talk Trafficking campaign.

### Look and Feel

As discussed throughout this thesis, trafficking awareness material has not historically been family-friendly in terms of appropriateness for children. Talk Trafficking seeks to provide content that is not only helpful and informative to parents, but also safe for children to view and learn from as well. What is not associated with Talk Trafficking is just as important as what is. There will be no abusive situations shown in images, no shocking or attention seeking titles or graphics. Information about trafficking will be presented honestly, but not crassly. These values direct the look and feel of the brand. Color, type, and images are all chosen to express a safe, friendly conversation about the serious topic of trafficking.

### Visual Assets

Photographs and video will be the primary visual assets used to tell the brand's story. Images used will highlight parents and children of all backgrounds and races interacting in healthy dialogue. (See Appendix G for mood board). The visuals will be purposefully chosen to show that conversations about trafficking do not have to be uncomfortable. Primary images will feature a blue washed background with the parent and child in natural color in order to highlight the conversation. This unique styling will make Talk Trafficking images instantly recognizable. Example image shown below:



Figure 4.8. Stylized image for Talk Trafficking campaign.

### Presentation

Refer to the Appendix H for real world application mockups.

## V. CONCLUSION

This thesis has explored how middle schools and high schools in central Texas can educate parents about human trafficking by providing awareness tools that encourage conversation about the issue with their children. Primary research showed that school administrators were still searching for resources and would find it helpful to have specific materials to share with parents. Primary research also showed that while parents were supportive of trafficking awareness at school, their perception of anti-trafficking material was often fear-based, which led to a lower percentage of parents with students in middle school willing to discuss trafficking with their children. A large percentage of parents who had not discussed the issue with their children stated that they simply had not thought through the issue and/or did not know how to foster an age-appropriate conversation.

The proposed design campaign took these factors into consideration to create a family-friendly, empowering set of tools for parents to use in their home. Though the details of trafficking can be disturbing, the images and words used to raise awareness do not have to be. That is the position of Talk Trafficking as it seeks to increase awareness of parents and families without igniting fear. Parents are taught the importance of awareness and then encouraged and equipped to discuss the issue with their middle school or high school children.

### Future Research and Development

The research and proposal for this thesis was birthed out of a desire to create positive social change. As noted in chapter two, addressing problems through the lens of human centered design is critical when engaging in social issues. For this reason, future

research and development will continue to be guided by IDEO's *The Field Guide to Human-Centered Design*. Key aspects of IDEO's method that pertain to this project are discussed on the following pages.

### Building a Team & Partnerships

With the foundational concept for Talk Trafficking in place, the next step is to build a skilled team with the capacity to launch and expand the project. Qualified team members will help meet the need for “specialized know-how, technical capacity, outside partners, and funding” (IDEO, 2015, p. 144). This team will form the board of directors that will potentially include teachers, parents, law enforcement officers, government officials, and former victims of child trafficking. Networking across schools, neighborhoods, and political arenas will be critical to the successful implementation and spread of Talk Trafficking's campaign.

Key partnerships have already been formed locally in the educational sphere with a principal and superintendent in central Texas. This will allow the campaign to be launched and tested on a small scale before seeking to expand across the state and nation. Additional partnerships will be pursued at the state level with the Governor's Child Sex Trafficking Team to further align with state demands and needs. Partnerships with law enforcement officers as well as former child trafficking victims (who are no longer minors) will be sought in order to gain a more complete perspective of trafficking from both the victim and rescuer's point of view. Finally, partnerships with parents will be pursued to gauge the effectiveness of Talk Trafficking's message. This feedback will be invaluable for iterating and improving the campaign as detailed in the next section.

### Getting Feedback & Iterating

The target audience of Talk Trafficking is ultimately parents; therefore, it is essential to test and receive feedback from those for whom the campaign is being designed. This is an indispensable step in human-centered design. By involving parents in the process, it strengthens the likelihood that parents will “adopt” the final product with enthusiasm (IDEO, 2015, p. 126). Volunteers and partners will be asked to evaluate a prototype of the campaign’s website and toolkit. The prototype will be created using the interactive testing tool, Invision. This will allow parents to test a fully functioning demo site and give feedback on clarity of message and ease of use. That feedback will be used to improve and refine all assets before launching.

Feedback and refinement of this sort will not be a one-time occurrence, but an iterative process as refinement does not occur only in the pre-launch phase. Once the campaign is launched, IDEO (2015) recommends that the design team should “start to notice what could be better and... make it so” (p. 148). Continuously soliciting thoughts and ideas for improvement from key partners and users will lead to a better product for families.

### Creating a Roadmap

The content of the Talk Trafficking campaign is not the only objective that must be refined and created. A plan for making schools aware of the resources provided as well as increasing exposure and credibility of the brand is just as important as the content itself. IDEO (2015) calls this cohesive plan a “roadmap” for the project: “A Roadmap helps you gather the key stakeholders in your project and collectively figure out a

timeline, assign responsibility for each element of the project, and establish milestones” (p. 136).

Once a board of directors is established, Talk Trafficking will determine a feasible roadmap, but tentatively this roadmap begins with a pilot campaign in Bell County. After feedback and iterative design is applied, the campaign will seek to move north and south on the I-35 corridor, a common route for trafficked victims. The National Human Trafficking Hotline (2017) reported San Antonio, Austin and Dallas all in the top 20 cities in the nation with the most calls regarding trafficking between 2007 and 2016. This creates a logical path for the Talk Trafficking campaign to follow in an effort to equip parents and protect children. Once complete, the campaign would seek to move east to west across Texas. Houston would be another key spot to target as it was listed as the number one city in the nation for reports of trafficking in the study cited above. Finally, effort would begin to make Talk Trafficking available for schools in every state. With each state having its own laws, awareness efforts, and school campaigns, research would be needed to gauge the support level of schools as well as the awareness level of parents in each area. States with the greatest lack of awareness would be targeted first through partnerships with willing school districts.

Ultimately, Talk Trafficking may find it limiting to launch its campaign exclusively through schools. If the awareness level of parents is suffering in a particular region of the nation and key partnerships are available outside of the school system, Talk Trafficking’s board of directors would investigate the benefits and feasibility of such partnerships. Exploring the best and most expedient ways to spread awareness to parents will remain a priority for the campaign.



## Planning a Funding Strategy

Initial funding for Talk Trafficking will be pursued in the form of grants. This project's intersection of many fields including law enforcement, immigration, education, government, and design allow for a wide variety of grants to be considered locally, nationally, and globally. Initial exploration will include research on the following:

- The Sappi (n.d.) group invests in the Ideas that Matter program, a socially conscious grant which helps designers (and design firms) “bring ideas to life” with awards from \$5,000 - \$50,000.
- The U.S. Department of Justice (n.d.) offers grants “to assist victims of crime; to provide training and technical assistance; to conduct research; and to implement programs that improve the criminal, civil, and juvenile justice systems.” These grants include funding opportunities from agencies such as the Office of Community Oriented Policing Services and the Office of Justice Programs.
- Before searching for grants at the national level, local school and county grants will be explored as well. Considering that some school districts may have more funding opportunities available than others, the search will be conducted across as many regions of Texas as possible.

In order to be eligible for more grant opportunities, Talk Trafficking will first register as a charitable 501(c)(3) organization. Many grants stipulate that funds will not be awarded to projects of individuals, but only to recognized non-profit entities.

These initial funding strategies will propel the initial launch phase, but eventually the board of directors must create what IDEO (2015) refers to as a “sustainable revenue”

plan (p. 152). Donations and expenses will be evaluated, and consideration will be given on “how reliable [the organization’s] funding sources are” (p. 152). Looking at potential future growth, discussions will center on best practices to keep expenses low while building exposure and increasing incentives for repeat donors. Finally, additional streams of income will be considered, including an online store with gear and merchandise that both increases trafficking awareness and helps to fund the project.

### Final Thoughts

Trafficking awareness campaigns have garnered more attention in recent years as lawmakers and non-profits push for social change, but there is still much work to be done in effectively communicating awareness content to parents in a way that promotes healthy discussion with their children. Public schools are in a key position to share trafficking awareness tools with parents, but most states have not mandated this practice, nor have they provided such resources to schools. Therefore, it is critical that the Talk Trafficking toolkit be made available to unequipped schools across the country. If the resources created through this project are shared from state to state, schools will possess the tools they need to educate parents. Parents will be better informed on how to talk with their children about trafficking, and instead of feeling fear or uncertainty, parents will be empowered to protect their children. Both parents and children will be able to identify the warning signs of trafficking and know how to report suspicious activity, making their towns and schools safer for everyone.

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## APPENDIX A: Parental Survey Questions

1. I have a child in...
  - Middle school
  - High school
  - Both
2. Child trafficking occurs in America at an alarming rate. An estimated 79,000 youth were involved in sex trafficking in the state of Texas in 2016. These children are groomed around the age of 12-14. *Did you know child trafficking occurred this frequently?*
  - Yes
  - Somewhat
  - No
3. Have you ever discussed human trafficking with your child?
  - Yes
  - No
4. Why or why not?
  - (fill in blank)
5. If you received a brochure about child trafficking, you would...
  - Read it
  - Skim it
  - Save it for later
  - Throw it away
6. If you have ever encountered a video, poster, or brochure regarding human trafficking, what was your impression at first glance?
  - It seemed informative or helpful
  - It seemed sad or creepy
  - It seemed irrelevant
  - N/A - I have never encountered trafficking material
7. If you have ever viewed a video, poster, or brochure regarding human trafficking, how did the information make you feel?

- It empowered me
  - It frightened me
  - It did not apply to me
  - N/A – I have never encountered trafficking material
8. Would you be supportive of a trafficking awareness program for students at your child's school?
- Yes
  - No
9. What concerns might you have if such a program was implemented?
- (fill in blank)

## APPENDIX B: School Administration Survey Questions

1. I am a...
  - Principal
  - Superintendent
  - Other (fill in blank)
2. Texas House Bill 111 requires schools to have a plan to increase awareness regarding trafficking for faculty, students, and parents. On a scale of 1-10, with 1 being “not equipped” and 10 being “fully equipped,” *how equipped do you feel to raise awareness to each of the categories below?*
  - Faculty
  - Students
  - Parents
3. Do you feel there are any gaps between what you are being asked to do and the resources you have been given so far to do it? If so, what?
  - (fill in the blank)
4. Will schools in your district implement a trafficking awareness program for students? If yes, do you know what program?
  - (fill in blank)
5. Will schools in your district provide trafficking awareness resources for parents? If yes, what resources?
  - (fill in blank)
6. Has a parent ever protested any awareness campaign? Briefly explain the campaign and their concern if applicable:
  - (fill in blank)
7. What information on trafficking awareness would be most helpful to you?
  - Information regarding a student-led campaign
  - Resources that could be given to parents
  - A seminar for faculty
  - Curriculum for the classroom
  - N/A – I have all the resources I need

## APPENDIX C: Parental Survey Results and Insights

### 1. I have a child in...

- Middle school (count: 26 | 30.6%)
- High school (count: 32 | 37.6%)
- Both (count: 27 | 31.8%)
- **Insights:**

- Total number surveyed: 85

### 2. Child trafficking occurs in America at an alarming rate. An estimated 79,000 youth were involved in sex trafficking in the state of Texas in 2016. These children are groomed around the age of 12-14. *Did you know child trafficking occurred this frequently?*

- Yes (49.4%)
- Somewhat (32.2%)
- No (18.4%)
- **Insights:**

- Analysis of questions 1 and 2 showed that 88.9% of parents with middle schoolers answered *yes* or *somewhat* regarding their knowledge of trafficking in question 2, 77.5% of parents with high schoolers, and 88.9% again for parents with both middle and high schoolers.

### 3. Have you ever discussed human trafficking with your child?

- Yes (74.7%)
- No (25.3%)
- **Insights:**

- Analysis of questions 1 and 3 showed that 66.7% of parents with middle schoolers answered *yes*, 77.4% of parents with high schoolers answered *yes*, and parents with kids in both middle and high school had the highest percentage at 85.2%.
- There is an interesting contrast in parents of middle schoolers having a greater awareness of trafficking (noted on the insights of

questions 2), but having a lower rate of discussion with their children than high school parents (not counting parents with both). This leads to an interesting hypothesis that perhaps parents do not feel their children are ready to learn about trafficking in middle school, or that the content is not age appropriate. This must be addressed since handlers begin recruiting youth at 12-14 years of age.

4. Why or why not?

- Sample responses from those that answered **Yes**:
  - “Because being 13 and having a cell phone she could be a target even with lots of prevention measures in place.”
  - “Being aware may keep them safer.”
  - “It’s a serious threat, especially in our area close to 3 different major highways.”
  - “I am a ER nurse, personally have witnessed some bad stuff. Educated my children to be careful.”
  - “My older daughter is highly involved in anti-trafficking awareness and has brought programs and curriculum to her school system as well as raised awareness in our family. But we are a very unusual case. Most of what we see is people NOT being aware that it happens here.”
  - “Because San Antonio is a hub for trafficking. Unfortunately, my 18 year old had a friend who was walking home and picked up, she was taken to a warehouse. 4 days later she was being loaded onto a bus and escaped - ran screaming into the streets of downtown where 2 women saw her. The kidnappers rushed the remaining children into the van and took off. My sons friend lives a life of paranoia and anxiety. She won’t leave her house. She says they know where she lives because they have her wallet. I can’t even imagine. I keep my children close and explain the dangers of our world, unfortunately.”



- “I have 2 teenage daughters. Making them aware of their surroundings and not just trusting strangers.”
  - Sample responses from those that answer **No**:
    - “Ignorance”
    - “Never thought about it.”
    - “It is in our discussion about strangers not specifically trafficking.”
    - “Just haven’t thought of doing it.”
    - “I don’t know much about it.”
    - “I haven’t thought to talk with her about it and it is hard to talk about with my 11-year-old.”
    - “I shelter my children.”
    - “Didn’t think she’d understand.”
  - **Insights:**
    - Most that haven’t spoken with their children are either lacking the necessary information or don’t know how to communicate it in a way they think would be appropriate and understandable.
    - Understandably, there is a direct relationship between parental awareness of trafficking (gauged in question 2) and whether those parents have talked to their children.
      - ✓ 92.3 % of those that have talked with their children about trafficking responded with *yes* or *somewhat* on question 2.
      - ✓ Of those that have not talked with their children about trafficking, 45.5% of them responded with *no* on question 2.
    - It appears that not only is increased awareness needed for the roughly 20% still unknowledgeable about human trafficking, but an age-appropriate method for communicating with young teens is needed even more so.
5. If you received a brochure about child trafficking, you would...
- Read it (66.7%)
  - Skim it (27.6%)

- Save it for later (1.1%)
  - Throw it away (4.6%)
6. If you have ever encountered a video, poster, or brochure regarding human trafficking, what was your impression at first glance?
- It seemed informative or helpful (50.6%)
  - It seemed sad or creepy (25.3%)
  - It seemed irrelevant (1.1%)
  - N/A - I have never encountered trafficking material (23%)
7. If you have ever viewed a video, poster, or brochure regarding human trafficking, how did the information make you feel?
- It empowered me (19.5%)
  - It frightened me (58.6%)
  - It did not apply to me (2.3%)
  - N/A – I have never encountered trafficking material (19.5%)
  - **Insights:**
    - While the details of trafficking are undoubtedly frightening, efforts must be made in the design of communication materials to empower the target audience with a plan of attack—how to protect their kids, how to make their community a safer place, what to do if they see anything suspicious.
    - It seems to be around 20% of survey respondents that have not encountered trafficking awareness material, have not talked with their children, etc. (questions 2, 6, 7)
8. Would you be supportive of a trafficking awareness program for students at your child's school?
- Yes (88.5%)
  - Somewhat (11.5%)
  - No (0%)
  - **Insights:**
    - Of those that answered *Somewhat*, 60% come from the group of parents who have also not talked to their children about trafficking.

That also leaves 40% who have talked to their children, but cautious about what the school will teach. Most are concerned with the material being age appropriate as seen in the answers to the next question.

9. What concerns might you have if such a program was implemented?

- Sample responses:
  - “My only concern would be that students won’t take it seriously.”
  - “Details revealed to children relative to their age.”
  - “I would be concerned that it might be too graphic.”
  - “The way it is presented.”
  - “It's a difficult subject to discuss especially for the younger ages. Some are still pretty shielded from such things. I think for high school aged young people it would be appropriate. Might be a little intense for junior high.”
  - “Fear being instilled in the kids.”
  - “That other parents would not be receptive to how important it is.”
  - “Graphic sex details.”
  - “My only concern is that I would want to be able to review the curriculum before it was presented so I could continue to discuss it with my children.”
  - “None.”
  - “The message needs to be age appropriate. Some parents may try to stop the information due to fear.”
  - “I don't have concerns, I think all public and private education should make their student's aware of sex trafficking and how bad is really is in Central Texas.”
  - “As long as parent permission was asked and an overview was provided to parents, I would not have a problem. This needs to happen!”
  - “That it might create too much fear instead of giving information.”

- “I would want it to include the importance of speaking up, listening to those "gut feelings" but not have super graphic sexual images. But I do think they need to see the array of children that are groomed. It's not just the "pretty" ones or girls or ignorant ones. There is no real unattractive child to a sex trafficker.”

- **Insights:**

- Avoiding fear and keeping things age appropriate are common themes. Overall, very supportive of increasing awareness.

## APPENDIX D: School Administration Survey Results and Insights

1. I am a...
  - Principal (count: 4 | 33.3%)
  - Superintendent (count: 6 | 50%)
  - Other (count: 2 | 16.7%)
  - **Insights:**
    - Total number surveyed: 12
2. Texas House Bill 111 requires schools to have a plan to increase awareness regarding trafficking for faculty, students, and parents. On a scale of 1-10, with 1 being “not equipped” and 10 being “fully equipped,” *how equipped do you feel to raise awareness to each of the categories below?*
  - Faculty (median: 8 | average: 7.1)
  - Students (median: 5 | average: 5.6)
  - Parents (median 6 | average: 6.2)
3. Do you feel there are any gaps between what you are being asked to do and the resources you have been given so far to do it? If so, what?
  - Responses:
    - “Yes. We could use additional resources to share with employees, parents, and students.”
    - “No.” (Repeated 4 times. Twice by principals, twice by superintendents.)
    - “More understanding on whether the state wants us to use a put-together curriculum for this or something we are expected to generate.”
    - “Yes. Need more direction and information.”
    - “There is no prescribed training for students and staff. We have had "Unbound" train our entire staff and visited with our middle school and high school students.”
    - “We have some in-service on this topic for staff.”
  - **Insights:**

- Every campus or district seems to be different in their comfort level moving forward with trafficking awareness. Some have all the information they need, while others appear unsure of how best to move forward, what materials to use, etc.
4. Will schools in your district implement a trafficking awareness program for students? If yes, do you know what program?
- Responses:
    - “Yes, we will implement a program. No, I do not know what program.”
    - “I don’t know.”
    - “Yes. We do not have a purchased program or self-developed program at this time.”
    - “Undecided.”
    - “Not that I know of.”
    - “We are continuing to develop it.”
    - “Yes.”
    - “We have had a speaker from Unbound come and speak to our students every year for the past few years.”
    - “All we are doing is awareness and discussing it in health classes.”
    - Yes, we have had Unbound talk with our students.”
  - Insights:
    - Most responded affirmatively that they would implement a program, though nearly half were unsure or undecided on which program they would use with students.
5. Will schools in your district provide trafficking awareness resources for parents? If yes, what resources?
- Responses:
    - “Yes, we will. However, we are unsure of what resources.”
    - “I don’t know.”
    - “We will - nothing developed or purchased at this time.”
    - “Undecided.”

- “Information meetings.”
  - “Parental resources will be access to online resources.”
  - “Yes.”
  - “We hold 1 parent summit each six weeks. One of those is human trafficking. So yes.”
  - “We will have Unbound out again for additional presentations.”
  - “Yes, used Unbound for parents as well.”
  - **Insights:**
    - Resources for parents are quite varied in medium. Some material may be in print, other material online, and others communicate with in-person meetings or presentations from non-profits.
6. Has a parent ever protested any awareness campaign? Briefly explain the campaign and their concern if applicable:
- (There were zero reports of parents protesting awareness campaigns.)
7. What information on trafficking awareness would be most helpful to you?
- Information regarding a student-led campaign (0%)
  - Resources that could be given to parents (54.5%)
  - A seminar for faculty (18.2%)
  - Curriculum for the classroom (27.3%)
  - N/A – I have all the resources I need (0%)
  - **Insights:**
    - Resources for parents received 6 votes. One person did not vote.
    - Interesting to note that while many participants (4, or 33.3%) stated they didn’t see any gaps between what they were being asked to do and the resources they were provided (in question 3), no one selected *N/A – I have all the resources I need.*

## APPENDIX E: Mood Board of Typical Trafficking Awareness Images



World Day Against Human Trafficking ...  
aljazeera.com



Human Trafficking and the Hotel ...  
hospitalityinsights.ehl.edu



11 Facts About Human Trafficking ...  
dosomething.org



Sex and Human Trafficking Lawyers ...  
forthepeople.com



Homeland Security warns Detroiters to ...  
metrotimes.com



Worst Human Trafficking ...  
health.wusf.usf.edu



Human trafficking is predatory ...  
taosnews.com



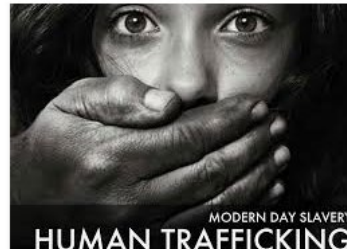
non-profit aims at better arming banks ...  
acfcs.org



Human trafficking: recognize the signs ...  
eglin.af.mil



Human Trafficking  
moneycrashers.com



New Law Seeks to Curb Human Trafficking ...  
wuwf.org



Stopping Human Trafficking – FBI  
fbi.gov



## APPENDIX F: Mood Board of Typical Breast Cancer Awareness Images



Breast Cancer Awareness Month. Royalty ...  
123rf.com



Think Pink-October is Breast Cancer ...  
potawatomi.org · In stock



Breast Cancer Awareness Month - MedinAction  
medinaction.com



be lit for breast cancer awareness ...  
dailygazette.com



Together We Fight Breast Cancer in the ...  
aprhs.org · In stock



Breast Cancer Awareness Month 2019 ...  
gvec.org



Breast cancer awareness month banner ...  
vectorstock.com



Breast Cancer Awareness Month ...  
potawatomi.org · In stock



Breast Cancer Awareness Month events ...  
westvalleyview.com



Breast Cancer Awareness Month 2019  
bankofeaston.com



Breast Cancer Awareness Month 2019 ...  
blog.adventisthealthcare.com



Breast Cancer Awareness 2018 | Spe...  
eagletribune.com

APPENDIX G: Mood Board of Talk Trafficking Images



## APPENDIX H: Talk Trafficking Real World Mockups

The following pages contain mockups of the Talk Trafficking campaign in various applications. Mockups include the following:

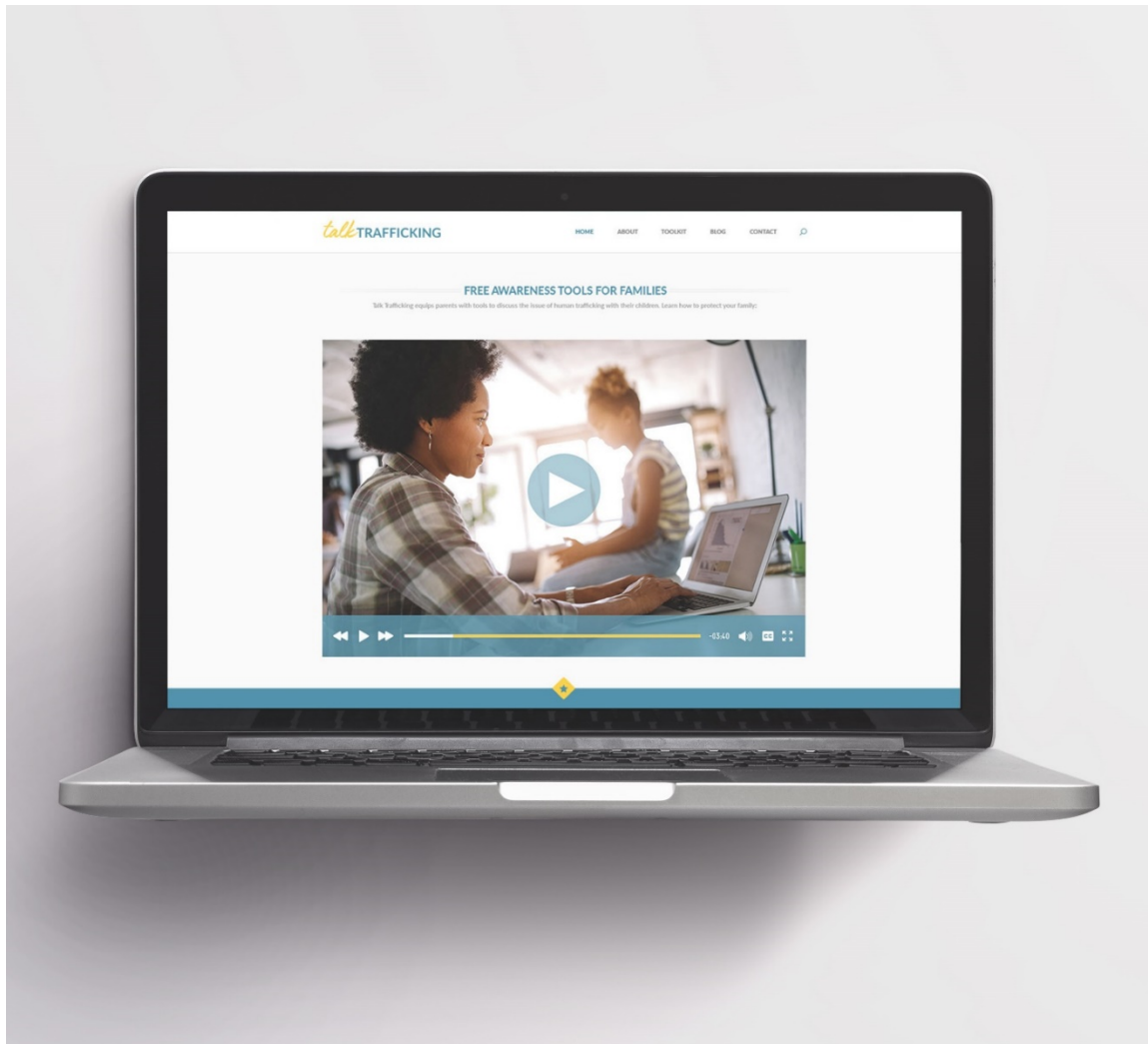
- Postcard brochure
- Parent's website
- School website
- Awareness poster
- Awareness t-shirt
- Social media presence



TALK TRAFFICKING 3.5 X 8.5 POSTCARD BROCHURE MOCKUP



## TALK TRAFFICKING PARENT'S WEBSITE MOCKUP



## TALK TRAFFICKING SCHOOL WEBSITE MOCKUP



TALK TRAFFICKING POSTER MOCKUP



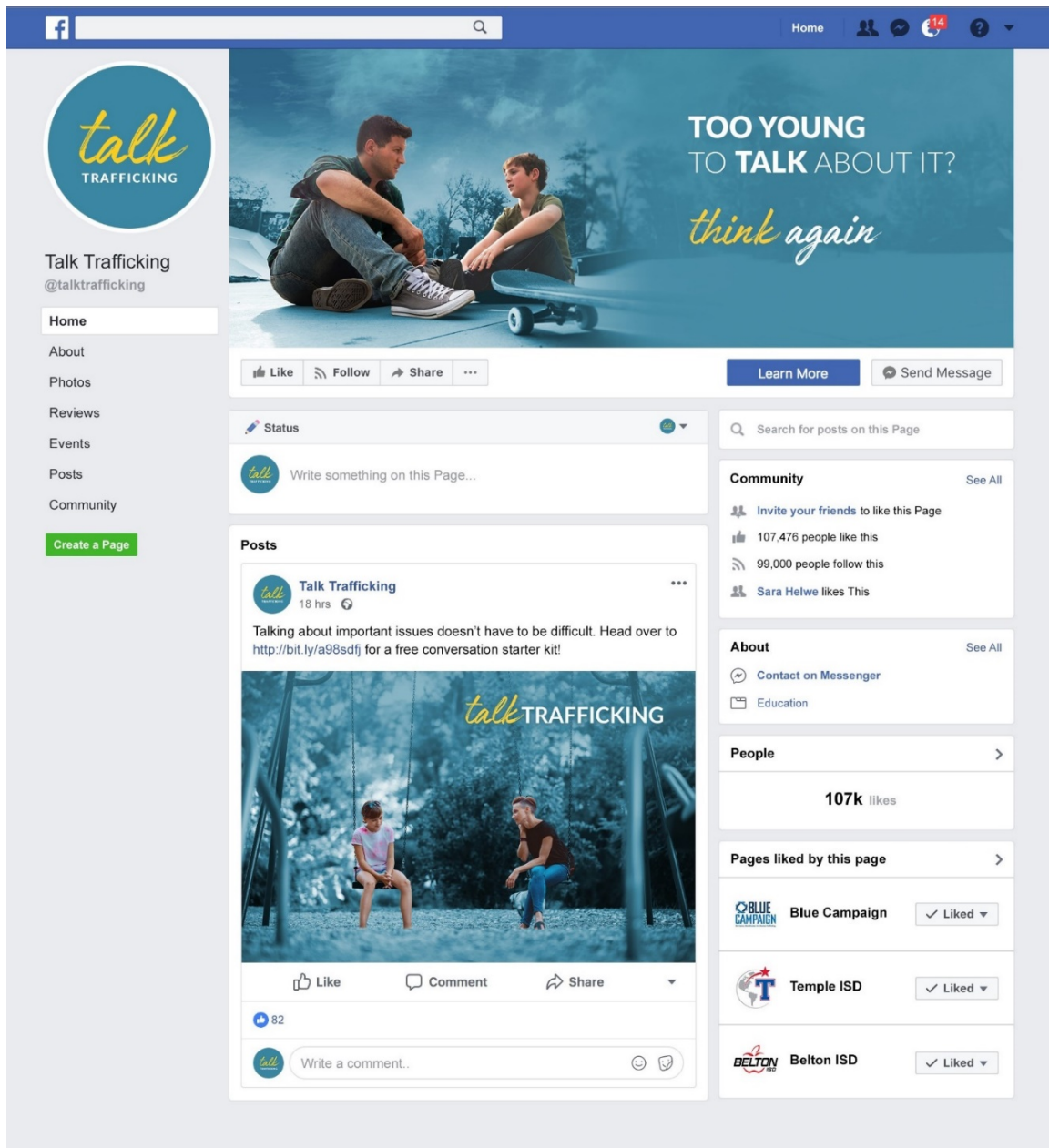


## TALK TRAFFICKING T-SHIRT MOCKUP





## TALK TRAFFICKING SOCIA MEDIA: FACEBOOK MOCKUP



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