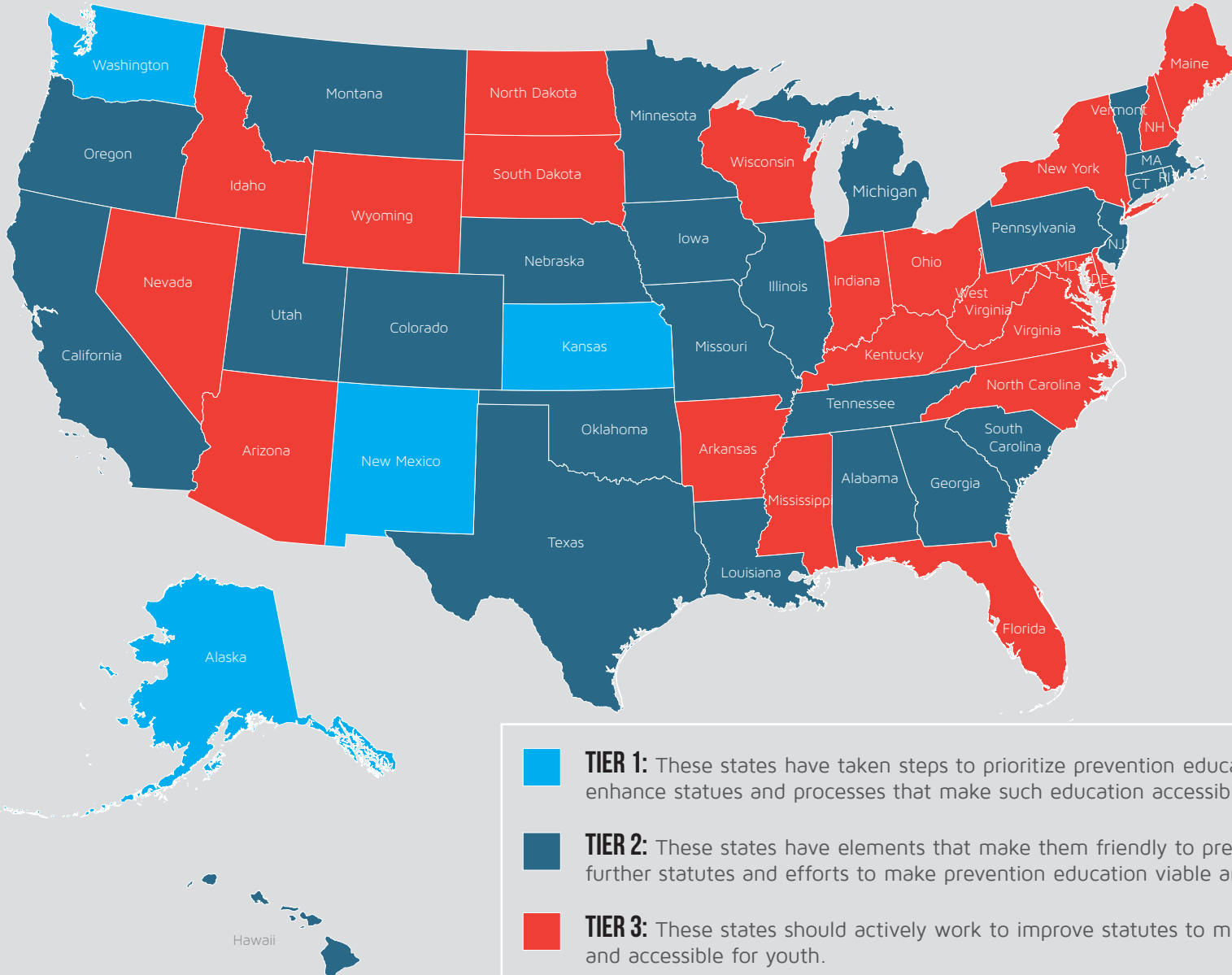


SEE HOW YOUR STATE RATES ON EXPLOITATION PREVENTION IN 2017



iEMPATHIZE™

iEmpathize rated all fifty states based on six categories of laws that are essential to ensuring youth have access to exploitation prevention education.



TOP TIER STATES

- ALASKA
- KANSAS
- NEW MEXICO
- WASHINGTON



TIER 1: These states have taken steps to prioritize prevention education and should continue to enhance statutes and processes that make such education accessible to youth.



TIER 2: These states have elements that make them friendly to prevention education, but need further statutes and efforts to make prevention education viable and accessible for youth.



TIER 3: These states should actively work to improve statutes to make prevention education viable and accessible for youth.

STATE RATINGS

CATEGORIES & DESCRIPTIONS

1. Does this state have a task force or committee focused on human trafficking?

This category measures the presence or absence of a mandated task force specific to child exploitation/child trafficking. Task forces are usually responsible for researching and making recommendations on how to respond to an issue like human trafficking. Their research may contribute to legislation that criminalizes trafficking and exploitation, but also may include preventative measures, such as youth curriculum. The creation of a task force demonstrates the state's recognition of exploitation as a problem and its committed effort to finding a solution.

2. Is trafficking education required in public schools?

This category measures whether the state has *mandated* child exploitation prevention curriculum in its public schools, has *suggested* child exploitation prevention as a positive curriculum option, or has done neither.

3. Does the statute identify the grade levels that should be included?

This element measures which grade levels between kindergarten and twelfth grade are included in the legislation. Research identifies the need to have age-appropriate training materials.

4. What is the scope of the program?

This variable measures the scope of the educational program. Ideally, the statute would require educating youth not only about abuse, but also about child exploitation, including trafficking.

5. Does the state's definition of child abuse include trafficking or exploitation?

This category measures the state's definition of child abuse and whether it includes trafficking or exploitation. This element is important because if a state's definition of child abuse includes trafficking or exploitation, extant statutes (if any) about providing students with child abuse prevention education should also cover exploitation prevention education.

a. Erin's Law: Erin's law, which requires that public schools implement child sexual abuse prevention programming, has been enacted in twenty-six states. States whose definitions of child abuse include exploitation or trafficking, therefore, should provide exploitation prevention as a part of their approach to child abuse prevention education.

6. Does the law require school staff to be trained to recognize human trafficking and/or child exploitation?

This category measures whether the state requires school staff to be educated on child exploitation, including recognizing the signs of children that are being exploited or are vulnerable to exploitation.

[*See pages 5-11 for further explanation on scoring guidelines for these categories.](#)

2017 STATE RATINGS CHART

BASED ON STATUES AS OF 20 APRIL 2017

State	Legislation	Status	Task Force	Definition of Abuse	Recommended or Mandated?	Scope of Program	Grade Levels	Training	Total Score
Alabama*	2015 HB 197	Enacted	0.5	0.5	1	0.5	1	0	3.5
Alaska*	2015 HB 44	Enacted	0.5	1	1	0.5	1	1	5
Arizona	-	-	0.5	1	-	-	-	-	1.5
Arkansas*	2013 HB 1988	Enacted	0.5	0.5	-	-	-	-	1
California	SB 1165	Enacted	0.5	1	0.5	1	0	0.5	3.5
Colorado*	2015 SB 20	Enacted	0.5	0.5	0.5	0.5	1	0	3
Connecticut*	2014 SB 203	Enacted	0.5	0.5	1	0.5	1	0.5	4
Delaware	-	-	0.5	0.5	-	-	-	-	1
Florida	-	-	0.5	1	-	-	-	-	1.5
Georgia*	2015 HB 406	Pending	0.5	0.5	1	0.5	1	0	3.5
Hawaii*	2015 SB 151	Pending	0.5	0.5	1	0.5	1	0	3.5
Idaho	-	-	0.5	0.5	-	-	-	-	1
Illinois	105 ILCS 110	Enacted	0.5	0.5	1	0.5	1	0	3.5
Indiana*	2012 SB 267	Enacted	0	1	-	0.5	0	0	1.5
Iowa*	2015 HB 50	Pending	0	0.5	0.5	1	1	0	3
Kansas*	2015 HB 2031	Pending	0.5	1	1	0.5	0.5	1	4.5
Kentucky	-	-	0	0.5	-	-	-	-	0.5
Louisiana*	2014 HB 733	Enacted	0	1	1	0.5	0	0	2.5
Maine*	2012 HB 1257	Enacted	0.5	1	-	-	-	-	1.5
Maryland*	2015 SB 489	Failed	0.5	1	-	-	-	-	1.5
Massachusetts*	2015 HB 379	Pending	0.5	1	1	0.5	0	0	3
Michigan*	2012 SB 1112	Enacted	0.5	0.5	0.5	0.5	0.5	0	2.5
Minnesota*	2015 SB 1068	Pending	0.5	1	1	0.5	0.5	0.5	4

2017 STATE RATINGS CHART (CONT.)

Mississippi*	2013 SB 2133	Enacted	0.5	1	-	-	-	-	1.5
Missouri*	2011 SB 54	Enacted	0.5	0	0.5	0.5	0.5	0.5	2.5
Montana	2017 HB 4741	Enacted	0	0.5	1	1	0	0	2.5
Nebraska*	2015 LB 303	Pending	0.5	0.5	0.5	0.5	1	1	4
Nevada*	2013 SB 258	Enacted	0	0.5	-	-	-	-	0.5
New Hampshire*	2013 SB 348	Enacted	0	0.5	-	-	-	-	0.5
New Jersey*	2015 SB 102	Pending	0.5	0	1	0.5	1	1	4
New Mexico*	2014 HB 92	Enacted	0.5	0.5	1	0.5	1	1	4.5
New York*	2015 AB 1037	Pending	0.5	0	1	0.5	0	0	2
North Carolina	-	-	0.5	1	-	-	-	-	1.5
North Dakota	-	-	0	0.5	-	-	-	-	0.5
Ohio*	2015 HB 85	Pending	0	0	1	0.5	0.5	0	2
Oklahoma*	2015 SB 303	Pending	0	1	0.5	0.5	1	0	3
Oregon*	2015 HB 856	Enacted	0	0.5	1	0.5	1	1	4
Pennsylvania	2014 SC 24 PS 15-1527	Enacted	0.5	0.5	0.5	1	0.5	0.5	3.5
Rhode Island*	2014 HB 7292	Enacted	0.5	0.5	1	1	0.5	0	3.5
South Carolina*	2013 HB 4061	Enacted	0.5	0	1	0.5	1	0	3
South Dakota	2015 SB 71	Failed	0	0.5	-	-	-	-	0.5
Tennessee*	2013 HB 2421	Enacted	0.5	0.5	1	0.5	0	1	3.5
Texas*	2009 HB 1041	Enacted	0.5	0.5	1	0.5	0	0	2.5
Utah*	2014 HB 286	Enacted	0.5	1	1	0.5	0	1	4
Vermont*	2009 SB 13	Enacted	0.5	1	1	0.5	0	0	3
Virginia	-	-	0.5	0.5	-	-	-	-	1
Washington*	2015 SB 2183	Pending	0.5	0.5	1	0.5	1	1	4.5
West Virginia*	2015 HB 2527	Enacted	0	0.5	-	-	-	-	0.5
Wisconsin	-	-	0	0.5	-	-	-	-	0.5
Wyoming	-	-	0	0	-	-	-	-	0

*States that have passed Erin's Law

STATE RATING METHODOLOGY

INTRODUCTION

iEmpathize conducted a quantitative examination of existing and pending child exploitation prevention education legislation from all fifty states to determine each state's exploitation prevention provisions. Each statute was coded for six elements that reflected important dimensions of trafficking legislation. Those elements were selected based upon recommendations culled from a literature review on exploitation, trafficking, and prevention.

Statutes and pending legislation were obtained through each state's legislative website from January 1, 2017 to April 20, 2017. Each state's definition of child abuse was sourced from a publication from the Children's Bureau.

The range of possible scores was 0 (a state had none of the elements) to 6.5 (the state had all of the elements to the fullest extent possible). The state was then placed into a tier based on its total, Tier III being 0.0 to 2.0, Tier II being 2.5 to 4.0, and Tier I being 4.5 to 6.5 points. Tier I represents states that have taken the most steps toward prioritizing prevention education for youth. Tier III represents the states needing the most improvement toward prioritizing prevention education for youth. The middle tier represents states that should continue to enhance their efforts toward prioritizing prevention for youth.

CODING

The analysis focuses on six elements determined to be the most important for the purposes of the current study. The six elements are: (1) task force, (2) mandated prevention curriculum, (3) grade levels, (4) scope of the program, (5) state definition of child abuse, (6) and staff training. See the full coding scheme on page [9].

Task Force. This variable measures whether the state has mandated a task force specific to child exploitation (1.0 = mandated task force specific to youth prevention education, 0.5 = state has a general task force for human trafficking not necessarily mandated, 0.0 = no identified task force). Task forces are usually responsible for researching and making recommendations on how to respond to an issue like human trafficking. Research may include legislation that criminalizes trafficking and exploitation, but also may include preventative measures, such as youth curriculum. The creation of a task force demonstrates the state's recognition of exploitation as a problem and its committed effort to finding a solution.

Mandated Prevention Curriculum. This dimension measures whether the state has mandated child exploitation prevention curriculum in its public schools (1 = statute mandates curriculum, 0.5 = statute recommends curriculum, 0.0 = statute mandating or recommending such curriculum not identified).

Grade Level. This element measures which grade levels between kindergarten and twelfth grade are included in the legislation, as research supports the necessity of age-appropriate prevention education opportunities (1 = all grade levels, 0.5 = only includes some grade levels, 0.0 = does not identify grade levels).

Scope of the Program. This variable measures the scope of the educational program (1.5 = child exploitation AND trafficking, 1.0 = child exploitation OR trafficking, 0.5 = abuse other than trafficking or exploitation, 0 = the scope of the program was not identified). Ideally, the

METHODOLOGY (CONT.)

statute would require educating youth about both child exploitation and trafficking, as these terms are often used interchangeably, in addition to providing about education about abuse prevention.

State Definition of Child Abuse. This dimension measures the state’s definition of child abuse (whether it includes trafficking or exploitation). (1.0 = trafficking AND exploitation, 0.5 = trafficking OR exploitation, 0.0 = trafficking or exploitation not identified). This element is important because if a state’s definition of child abuse includes trafficking or exploitation, a law requiring abuse prevention in such states should address exploitation and trafficking.

Staff Training. This measures whether the state requires school staff to be educated on child exploitation, including recognizing the signs of children that are being exploited or are vulnerable to exploitation (1 = training is required, 0.5 = training is recommended, 0.0 a requirement for training was not identified).

OVERALL STATE RANKINGS

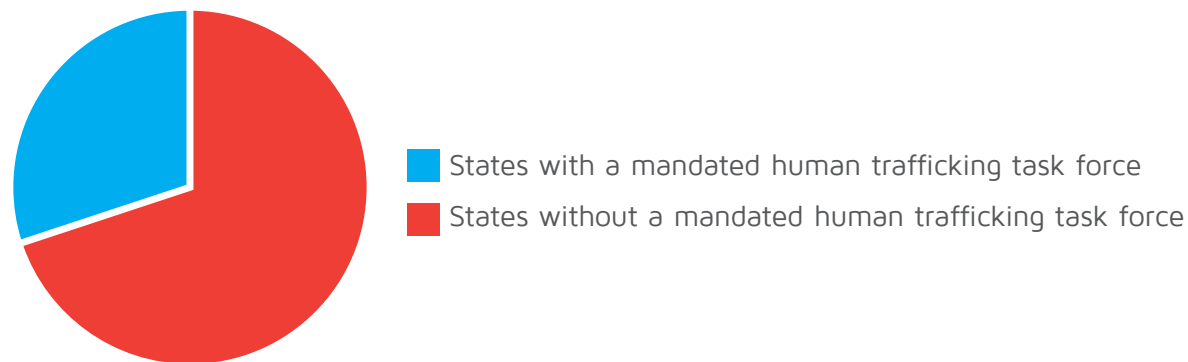
Four states are in Tier I, the tier most viable for youth curriculum on trafficking and/or exploitation. Twenty-five states are in Tier II, the middle tier, indicating that these states need improvement but are showing interest in child abuse prevention through youth curriculum, hopefully to eventually include exploitation and trafficking. Twenty-one states are in Tier III, which indicated that they are in the most need of trafficking laws regarding prevention curriculum. Of the twenty-one states in Tier III, ten did not have pending or enacted legislation and two failed to pass legislation. (See pages [9-11] for a full list of state rankings, grouped into tiers.)

What follows is an analysis of the results from the six coding elements.

Human Trafficking Task Force

While no state had a mandated task force that was specific to trafficking or exploitation prevention, thirty-five states (70%) had a mandated general human trafficking task force; only fifteen states (30%) did not have a mandated task force as shown in Figure 1.

Figure 1: State Mandated Task Forces



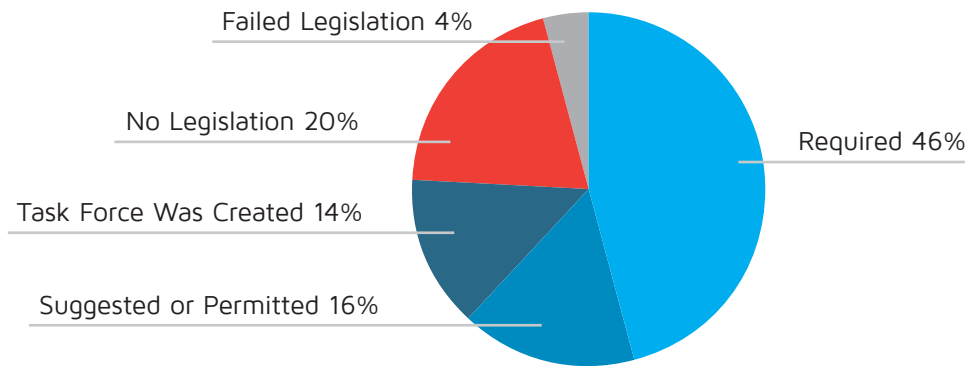
METHODOLOGY (CONT.)

Required Curriculum in Schools

Only twenty-three states (46%) required schools to provide prevention curriculum. Of the states that mandated prevention curricula, only two, Montana and Rhode Island, required curriculum to be specific to trafficking or exploitation; three states, California, Iowa, and Pennsylvania, recommended curriculum that included exploitation or trafficking. The other twenty-one of those twenty-three states required prevention education on sexual abuse or child abuse. An additional eight states (16%) suggested or permitted prevention education on either abuse, exploitation, or trafficking. Seven states (14%) enacted legislation that asked a committee to research and make recommendations as to whether sexual abuse prevention curriculum should be implemented. Ten states (20%) did not have legislation that included prevention education of any kind (abuse, exploitation, or trafficking): Arizona, Delaware, Florida, Idaho, Kentucky, North Carolina, North Dakota, Virginia, Wisconsin, and Wyoming. Lastly, Maryland and South Dakota introduced such legislation; however, it failed. Figure 2 illustrates this data.

Idaho does not have a law that mandates or recommends trafficking prevention education. However, Idaho does offer a guide for schools to implement such curriculum (N. Hall, personal communication, February, 2017). This was the only state identified to allow anti-trafficking curriculum without legislation.

Figure 2: Curriculum in Schools



Grade Levels

Among states that mandated or recommended prevention education (thirty-one states), fifteen states (48%) required that the program be implemented in kindergarten through twelfth grade. Seven states (22%) specified grade levels that should receive the programming, typically pre-school to elementary school or middle school to high school. Lastly, nine states (29%) failed to specify what grades should receive prevention education.

Scope of the Program

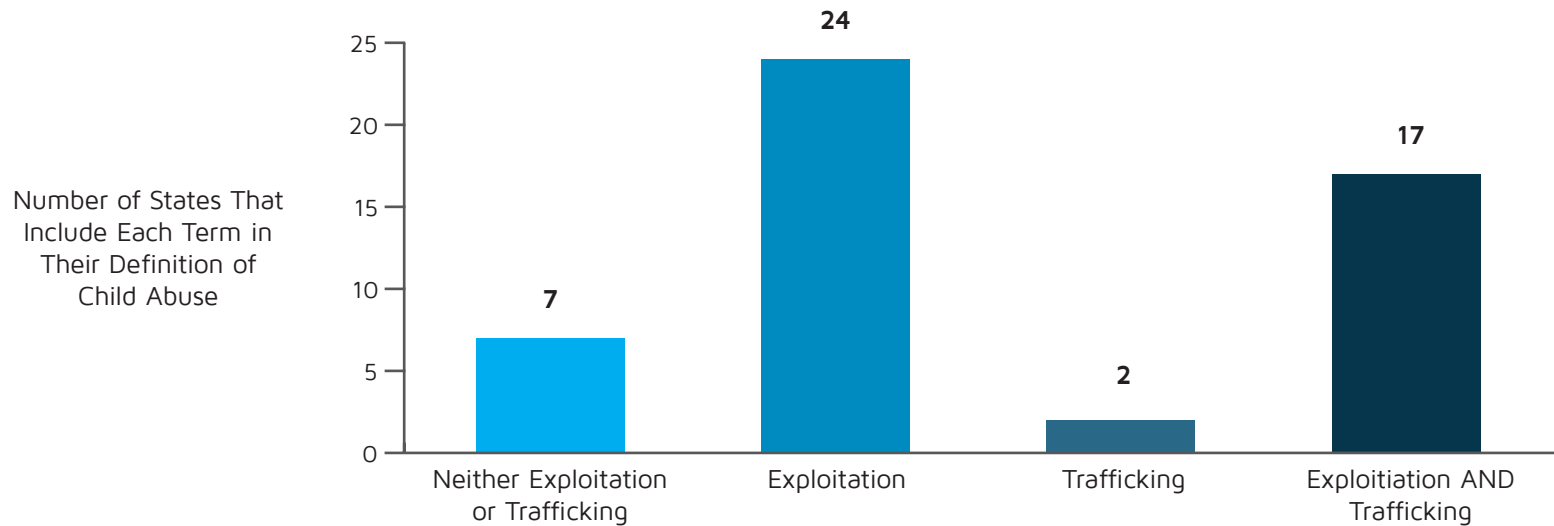
Of the thirty-one states that mandated or suggested prevention education, twenty-six (83%) only included abuse more generally. These states did not specifically include topics of exploitation or trafficking. Five states (16%) included exploitation or trafficking in the requirements of their program: California, Iowa, Montana, Pennsylvania, and Rhode Island.

METHODOLOGY (CONT.)

State's Definition of Child Abuse

Almost half of the states (48%) only included the term "exploitation" in their definition of child abuse. Only two (4%) utilized the term "trafficking," and seventeen states (34%) included both exploitation and trafficking as acts of child abuse. Seven states (14%) failed to recognize exploitation or trafficking as acts of child abuse. Figure 3 illustrates this data.

Figure 3: State's Definition of Child Abuse



Staff Training

Staff training was required in nine of the thirty-one states (29%) that mandated or recommended youth prevention education. It was recommended in five states (16%). Seventeen states (54%) do not mandate or even recommend staff training on abuse prevention.

For questions about iEmpathize's State Ratings, please contact us at info@iempathize.org.

METHODOLOGY (CONT.)

CODING SCHEME

VARIABLE	CODING SCHEME
Does this state have a task force or committee focused on human trafficking?	0 = No .5 = Yes, the state has a general task force for human trafficking 1 = The state has mandated a task force specific to prevention education for youth
Is trafficking education required in public schools?	0 = Statute does not provide information on this topic/there is no statute on this topic .5 = Statute recommends curriculum 1 = Statute mandates curriculum
Does the Statute identify the grade levels that should be included?	0 = No recommendation .5 = Grade levels provided, but does not include all grades 1 = All levels, K-12
What is the scope of the program?	0 = Not identified .5 = Abuse other than trafficking (child abuse, sexual abuse, etc.) 1 = Trafficking OR exploitation specifically 1.5 = Trafficking AND exploitation specifically
Does the state's definition of child abuse include trafficking or exploitation?	0 = No .5 = Includes trafficking OR exploitation 1 = Includes trafficking AND exploitation
Does the law require school staff to be trained to recognize human trafficking and/or child exploitation?	0 = No .5 = A portion of the staff 1 = All staff
Maximum Value possible	6.5

STATE RANKINGS

TIER 1 (4.5 to 6.5)		
State	Score	Status of Legislation
Alaska*	5	Enacted
Kansas*	4.5	Pending
New Mexico	4.5	Enacted
Washington*	4.5	Pending

METHODOLOGY (CONT.)

STATE RANKINGS (Cont.)

TIER 2 (2.5 to 4.0)		
State	Score	Status of Legislation
Alabama*	3.5	Enacted
California	3.5	Enacted
Colorado*	3	Enacted
Connecticut*	4	Enacted
Georgia*	3.5	Pending
Hawaii	3.5	Pending
Illinois*	3.5	Enacted
Iowa*	3	Pending
Louisiana*	2.5	Enacted
Massachusetts*	3	Pending
Michigan*	2.5	Enacted
Minnesota*	4	Pending
Missouri*	2.5	Enacted
Montana	2.5	Enacted
Nebraska*	4	Pending
New Jersey*	4	Pending
Oklahoma*	3	Pending
Oregon*	4	Enacted
Pennsylvania	3.5	Enacted
Rhode Island*	3.5	Enacted
South Carolina*	3	Enacted
Tennessee*	3.5	Enacted
Texas*	2.5	Enacted
Utah*	4	Enacted
Vermont*	3	Enacted

METHODOLOGY (CONT.)

STATE RANKINGS (Cont.)

TIER 3 (0 TO 2.0)		
State	Score	Status of Legislation
Arizona	1.5	N/A
Arkansas*	1	Enacted
Delaware	1	N/A
Florida	1.5	N/A
Idaho	1	N/A
Indiana*	1	Enacted
Kentucky	.5	N/A
Maine*	1.5	Enacted
Maryland	1.5	Failed
Mississippi*	1.5	Enacted
Nevada	.5	Enacted
New Hampshire*	.5	Enacted
New York*	2	Pending
North Carolina	1.5	N/A
North Dakota	.5	N/A
Ohio*	2	Pending
South Dakota*	.5	Failed
Virginia	1	N/A
West Virginia*	.5	Enacted
Wisconsin	.5	N/A
Wyoming	0	N/A

* = Erin's Law