

Policy and Implementation

1. **How will the curriculum for human trafficking and exploitation education be developed, and who will oversee its creation?**
 - The curriculum will be developed in collaboration with experts in human trafficking prevention, education professionals, and nonprofit organizations specializing in this field. Oversight will be provided by the State Board of Higher Education for colleges and universities and the local school boards for K-12 schools, ensuring alignment with state educational standards.
 2. **What criteria will be used to ensure the programs are culturally sensitive and evidence-based?**
 - Programs must adhere to evidence-based practices verified by subject-matter experts and undergo periodic reviews to confirm their effectiveness. Cultural sensitivity will be ensured by consulting diverse community stakeholders and incorporating materials that reflect the backgrounds and experiences of North Dakota's student population.
 3. **How will the state ensure that the content is appropriate for different age groups, especially younger students in kindergarten through grade 12?**
 - The legislation mandates that content for younger students is developmentally appropriate. For instance, education in early grades may focus on personal safety and recognizing inappropriate behavior, while high school programs will delve into more complex topics like grooming, trafficking tactics, and reporting procedures.
 4. **What mechanisms will be in place to monitor the effectiveness of these programs over time?**
 - Annual reporting by institutions and schools will provide data on program implementation, feedback, and outcomes. Reports will include metrics such as the number of participants, incidents identified, and stakeholder feedback. Additionally, periodic external evaluations may be conducted to ensure continuous improvement.
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Funding and Resources

5. **Is the \$150,000 appropriation sufficient to implement and sustain these programs across the state?**
 - The \$150,000 appropriation is designed to provide initial funding for curriculum development, initial training, and administrative support. Schools and institutions may need to leverage partnerships with nonprofits, local resources, or grant funding to sustain the program long-term.
6. **What specific costs are covered by the allocated funds (e.g., curriculum development, training, materials, nonprofit partnerships)?**
 - The allocated funds will primarily cover:

- Development and procurement of educational materials.
 - Initial training for educators and facilitators.
 - Administrative costs associated with implementing and monitoring the program.
7. **How will public schools and higher education institutions manage any additional costs not covered by this appropriation?**
- Schools and institutions may seek additional funding through state grants, federal programs, or partnerships with nonprofit organizations that offer free or low-cost educational resources.
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Partnerships and Collaborations

8. **Are there specific nonprofit organizations the state plans to partner with to deliver this education?**
- The state will issue guidelines for partnering with reputable nonprofits specializing in human trafficking prevention, such as organizations with a proven track record in education and outreach. Partnerships will be vetted for alignment with program objectives and evidence-based methodologies.
9. **How will schools and institutions ensure that external organizations align with the state's educational goals and standards?**
- Nonprofits and other partners will be required to submit materials for review and approval by the State Board of Higher Education or local school boards. Contracts will stipulate compliance with state educational goals and cultural sensitivity requirements.
10. **What role will local law enforcement or social services play in supporting this initiative?**
- Law enforcement and social services may assist in developing content on reporting procedures, legal implications, and support services available for victims. Their expertise will provide real-world insights and enhance the credibility of the program.
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Accountability and Reporting

11. **How will schools and institutions report the effectiveness of their programs and incidents identified through these efforts?**
- Schools and institutions must submit annual reports detailing:
 - The number of participants trained.
 - Summary of incidents reported.
 - Stakeholder feedback on program effectiveness.
 - Recommendations for improvement.
12. **What measures will be taken if a school or institution fails to meet the program requirements or reporting standards?**

- Institutions failing to comply may receive additional guidance and resources to address deficiencies. Persistent noncompliance may result in reviews by the superintendent of public instruction or the State Board of Higher Education.
- 13. Will there be independent reviews or audits of the reports submitted by schools and institutions?**
- Periodic independent reviews may be conducted to validate the accuracy of reports and assess the overall impact of the program. These reviews will provide transparency and accountability.
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Stakeholder Concerns

- 14. How will parents and guardians be informed about this program, and what options will they have to participate or opt out?**
- Parents and guardians will be informed through school communications, informational sessions, and access to educational materials. They will also have the opportunity to attend workshops or access optional resources to complement their child's education.
- 15. What steps will be taken to address potential concerns from educators about implementing these programs?**
- Educators will receive thorough training to ensure they are prepared and confident in delivering the material. Their feedback will be actively sought and incorporated into program adjustments.
- 16. How will the state address pushback from those who may view the content as too sensitive or controversial for younger students?**
- The program is designed to be developmentally appropriate, focusing on personal safety for younger students. Clear communication about the content and its importance in preventing exploitation will help address concerns. Parents will also have the option to review materials and provide input.
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Broader Impact

- 17. How will this legislation improve the overall safety and well-being of students and communities in North Dakota?**
- By increasing awareness and education, this program aims to reduce the prevalence of human trafficking and exploitation. Empowered students and faculty will be better equipped to recognize and respond to threats, fostering safer schools and communities.
- 18. What metrics will be used to determine whether the program is reducing human trafficking and exploitation in the state?**
- Metrics will include:
 - Reports of identified trafficking incidents.
 - Feedback from participants on awareness and preparedness.

- Changes in local statistics related to trafficking and exploitation.

19. Are there plans to expand these initiatives to private schools or other community organizations in the future?

- While the current focus is on public schools and higher education institutions, the program's success could pave the way for expansion to private schools, community groups, and other stakeholders interested in combating human trafficking.