



# SECTION 3

## Training Standards and Curricula

### Summary of Recommendations

**Recommendation 1:** Members of the sectors and groups outlined in Table 13 should receive a basic human trafficking training that addresses the following learning objectives:

- a) Define human trafficking;
- b) Identify populations vulnerable to human trafficking;
- c) Recognize indicators of the crime and know what steps to take;
- d) Understand human trafficking victimization and the importance of multisector collaboration in meeting the needs of crime survivors;
- e) Be familiar with the types of human trafficking cases that occur in Colorado.

**Recommendation 2:** In order to become a Peace Officer Standards and Training (POST)-certified peace officer, individuals seeking Basic Certification should receive a minimum of two hours of training on human trafficking.<sup>33</sup>

**Recommendation 3:** Colorado law enforcement should receive two to four hours of human trafficking training (one time) as a part of the annual 24-hour required In-Service Continuing Education Program (Rule 28).<sup>34</sup>

<sup>33</sup> To be eligible for appointment as a peace officer, an applicant must first be certified by the POST Board. By law, basic certification requires successful completion of a POST-approved basic academy, successful completion of the POST certification exam, and a background check.

<sup>34</sup> The purpose of rule 28 of the In-Service Continuing Education Program is to provide continuing education to certified peace officers to develop their knowledge and skills. The annual in-service training program is defined in C.R.S. §24-31-303 (1)(I) and states that the POST Board can “promulgate rules deemed necessary by the Board concerning annual in-service training requirements for certified peace officers ...”

<b>Table 13: Recommended Sectors for Basic Human Trafficking (HT-101) Training</b>	
<b>§18-3-505(e) Mandate:</b> Develop training standards and curricula for organizations that provide assistance to victims of human trafficking, for persons who work in or who frequent places where human trafficking victims are likely to appear, and for law enforcement agencies.	
<b>Training Priority Areas per § 18-3-505(e)</b>	<b>Professional Sector*</b>
Organizations that provide assistance to victims of human trafficking	State and county Department of Human Services
	Community-based victim advocates
	Treatment providers (i.e., mental health care providers, etc.)
	Social service providers (i.e., domestic violence shelters, immigrant service providers, faith-based organizations, etc.)
	Legal service providers who represent human trafficking survivors with immigration proceedings, civil litigation, and family law matters related to their trafficking.
Law enforcement [and related] agencies	Law enforcement personnel: <ul style="list-style-type: none"> <li>▪ Patrol officers</li> <li>▪ Investigators</li> <li>▪ Prosecutors</li> <li>▪ Criminal justice victim advocates</li> <li>▪ 911</li> <li>▪ Dispatch</li> </ul>
	Judicial branch <ul style="list-style-type: none"> <li>▪ Judges</li> <li>▪ Pretrial and Probation Services</li> <li>▪ Guardian ad litem</li> <li>▪ Court-appointed attorneys</li> </ul> Juvenile Assessment Center staff
	Department of Corrections
	Workplace inspectors <ul style="list-style-type: none"> <li>▪ Department of Regulatory Affairs</li> <li>▪ Department of Labor and Employment</li> <li>▪ Department of Public Health and the Environment</li> </ul>
Persons who work in or who frequent places where human trafficking victims are likely to appear	Education professionals <ul style="list-style-type: none"> <li>▪ Administrators</li> <li>▪ Teachers</li> <li>▪ School counselors</li> <li>▪ Coaches</li> </ul>
	First responders and health care providers <ul style="list-style-type: none"> <li>▪ Emergency Medical Service (EMS) workers</li> <li>▪ Fire fighters</li> <li>▪ Emergency room personnel</li> <li>▪ Urgent care staff</li> <li>▪ Community care facilities</li> <li>▪ Adolescent care providers</li> </ul>
	Transportation industry <ul style="list-style-type: none"> <li>▪ Airline flight attendants</li> <li>▪ Transportation Security Administration</li> <li>▪ Truckers</li> <li>▪ Taxi drivers</li> <li>▪ Department of Transportation employees who interface with the public in CDOT facilities</li> <li>▪ Truck stop owners and frontline staff</li> </ul>
	Hospitality Industry <ul style="list-style-type: none"> <li>▪ Hotel Managers and Front Desk</li> <li>▪ Maid and Janitorial Staff</li> <li>▪ Restaurant owners, managers and workers</li> </ul>

\* The basic human trafficking training is also appropriate for community members, not just professionals.

The training mandate, outlined in C.R.S. §18-3-505(e), requires that the Council:

Develop training standards and curricula for organizations that provide assistance to victims of human trafficking, for persons who work in or who frequent places where human trafficking victims are likely to appear, and for law enforcement officers.

In response to this directive, the Council established a Trainings Standards and Curricula Task Force, henceforth referred to as Training Task Force. To effectively accomplish the training mandate, task force members sought to clarify the definitions of standards and curricula.

The agreed upon definition for “standards” is the basic framework that should apply to Colorado-based human trafficking trainings. These include such things as the recommended number of training hours for each professional sector as well as the overarching ideas and learning objectives that should be achieved by the training program. Standards, in this way, will be developed for each unique professional sector (e.g. law enforcement, educators, health care professionals).

Curricula refer to the *content* necessary to impart learning to an audience. Upon reviewing the training mandate, members of the Training Task Force decided to create a series of training modules that will establish the training content (i.e., curricula), as well as set forth the standards for each professional sector regarding the appropriate number of training hours and learning objectives necessary for an effective training.

## **Need for Human Trafficking Training**

The need for broader training and education on human trafficking was reported repeatedly by Council members during Council and Task Force meetings in 2015 and 2016. Council discussions often referenced substantial gaps in knowledge—a lack of awareness of human trafficking issues and identifiers—as a partial explanation for some of the challenges facing the Colorado anti-trafficking field.

Council discussions regarding legal remedies for trafficking victims involved in the criminal justice system also frequently circled back to the oft cited need for training. Systems (e.g., juvenile justice, criminal justice, social services, etc.) have faced challenges in identifying and addressing the needs of this victim population. As a result, those who might otherwise

intervene on a victim's behalf missed opportunities to identify a potential human trafficking victim and properly address his or her needs. This means that victims may inadvertently be further traumatized by systems that are intended to protect, thereby compounding the trauma they endure.

Additionally, while many human trafficking training curricula exist, members of the Council wanted to produce Colorado-specific human trafficking training curricula that could be made available across the state, and highlight unique contexts in which human trafficking occurs across the various cultural and geographic regions of the state.

### [Baseline for Colorado](#)

Members of the Training Task Force decided the best way to initially address the Council's training standards and curricula mandate was to develop a baseline human trafficking curriculum. The baseline training content was developed to be relevant for a wide array of audiences, as well as provide a base from which additional human trafficking training curricula for specific professions could be built. Given the wide range of perspectives present in the development of the core human trafficking training curriculum, it represents the synthesis of what a variety of professionals believes is the most pertinent information a basic human trafficking program needs to teach.

To effectively institute change into the statewide discourse on this issue, the core curriculum was developed to be specific to Colorado's unique geographic and cultural context. It is the hope of the Council that the baseline human trafficking training will, in addition to an effective public awareness campaign, establish a common language by which Colorado citizens come to understand and discuss human trafficking issues. As it stands now, many people hold incorrect beliefs about human trafficking. According to the previously referenced report, *Identifying Effective Counter-Trafficking Programs and Practices in the U.S.: Legislative, Legal, and Public Opinion Strategies that Work*, 92% of respondents to a national survey understand human trafficking as something that happens predominately to females, and 62% think that human trafficking always requires threats of or actual physical violence, neither of which are true.<sup>35</sup> The study has important findings relevant to the need for the creation of a basic human

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<sup>35</sup> Bouche, Vanessa, Farrell, Amy, and Wittmer, Dana. (2016). *Identifying Effective Counter-Trafficking Programs and Practices in the U.S.: Legislative, Legal, and Public Opinion Strategies that Work*. Retrieved on January 28, 2016 at <https://www.ncjrs.gov/pdffiles1/nij/grants/249670.pdf>.

trafficking curriculum. In the same national survey, respondents only answered half of the factual questions on human trafficking correctly.<sup>36</sup> This has important ramifications for training, education, and public awareness on this issue. Respondents with accurate knowledge about human trafficking rank human trafficking issues as more concerning and worthy of government action than those who did not hold accurate beliefs.<sup>37</sup> Thus, the degree to which our state can tackle this issue at the community level is contingent upon how attuned Colorado residents are to this issue.

As to the work product itself, the core human trafficking training produced by the Council includes a trainer's guide, PowerPoint slide deck, a series of videos and case studies, as well as several handouts designed to augment learning. The trainer's guide is the backbone of Council's training program. To ensure fidelity in the delivery of the program across the state, the trainer's guide provides the trainer comprehensive instructions on how to deliver the training, trainer talking points that accompany each slide, instructions on how to facilitate activities, and ways to direct further audience education on this issue—including responses to potential questions from participants. The PowerPoint slide deck serves as the visual training tool. Training videos are included in the curriculum to reinforce learning content in the module and to make the training accessible to different adult learning styles. Lastly, a series of handouts accompany parts of the training to provide supplemental information to training participants. Some of these handouts include case studies with real life examples of human trafficking scenarios that have occurred or could occur in Colorado. They are used to assess audience comprehension of human trafficking concepts, as well as to anchor such concepts to real world examples of the crime.

### **Training Content for Law Enforcement**

Task Force members also prioritized the development of a training curriculum for law enforcement officers. As professionals who investigate and respond to reports of criminal activity on a daily basis, officers are uniquely positioned to encounter and intervene on behalf of a human trafficking victim. To ensure that the training content was appropriate for a law enforcement audience, additional task force members representing multiple law enforcement agencies were invited to serve on the task force.

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<sup>36</sup> Ibid

<sup>37</sup> Ibid

While creating the law enforcement training curriculum, the Training Task Force developed content with the goal that this material would be presented at POST Academies across the state. Members of the Training Task Force and the Council felt that the law enforcement training content developed could be appropriate for in-service peace officers as well. In addition to the learning objectives highlighted as part of the core human trafficking curriculum, peace officers are expected to gain knowledge about:

1. Colorado's laws on human trafficking;
2. How to recognize human trafficking in the course of first responder duties;
3. How to work effectively with victims of human trafficking;
4. General human trafficking investigative considerations;
5. The importance of working with other law enforcement partners, governmental, and non-profit agencies on human trafficking cases.

There was a concerted effort among members of the task force to ensure that the training developed for law enforcement officers was appropriately victim-centered, though this was not an explicit learning objective. The training content of the law enforcement module was designed to illustrate how to conduct a victim-centered and evidence-based investigation. Law enforcement training materials include a wide array of information on how peace officers can recognize human trafficking and the necessary tools and information required to successfully investigate these crimes for successful prosecution.

Similar to the core human trafficking training curriculum, the law enforcement training curriculum includes a trainer's guide, PowerPoint slide deck, a series of videos, and case studies to facilitate trainings. These materials were developed for a law enforcement audience and materials included in the training (handouts, case studies, videos) are designed to tie the learning objectives for peace officers with various activities that engage a variety of adult learning styles.

## **Training Delivery**

In consultation with members of the Colorado community and members of the Council, Division on Criminal Justice staff has taken proactive steps to ensure the trainings developed by the Council are available for use by those who request them. The dissemination of training curricula developed by the Council will begin in early 2017.

Some organizations and individuals currently provide quality human trafficking trainings in the state. The Denver metro area, in particular, has a robust group of experts and quality trainers. Not all Colorado regions, however, have ready access to these training experts or their materials. Moreover, training content that is Denver metro-centric is not always congruent with the needs of other Colorado communities. In recognition of this, an implementation plan has been created to ensure areas of the state outside of the Denver metro area have access to quality training content via facilitated in-person trainings, as well as online trainings housed on a statewide distance learning management platform.

The distance learning management system (DLMS) will serve as a space where online, self-paced human trafficking trainings can take place. Training content for the online modules will mirror what has been developed by the Council, but with appropriate changes to make it engaging for an online training environment. Use of the DLMS will allow for the training curricula developed by the Council to reach a broader statewide audience, as it will not be constrained by geographic or financial limitations.

