A Formative Evaluation of Hire Hope: A Program Providing Career Opportunities for Victims of Sex Trafficking and Those At-Risk

Jennifer Koncul
A FORMATIVE EVALUATION OF HIRE HOPE:
A PROGRAM PROVIDING CAREER OPPORTUNITIES FOR VICTIMS OF SEX
TRAFFICKING AND THOSE AT-RISK

By

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ABSTRACT

BACKGROUND: Human trafficking in all forms is an enormous violation of the most basic of human rights and a serious public health issue. This violation has been highlighted as a public health issue because of the severe mental and physical health consequences its victims face. Exact numbers do not currently exist, however, there are reports estimating the prevalence of this crime. It is estimated that 14,500-17,500 human trafficking victims are brought into the United States every year, with 70% of these victims being sold into the sex industry. Additionally, an estimated 300,000 minors in the United States are at-risk. Applying a public health perspective can provide a valuable framework for identifying risk factors, conducting research for new interventions, evaluating existing programs, and disseminating promising and best practices.

PURPOSE: This paper presents findings from a formative evaluation performed for Hire Hope. Hire Hope is a career-readiness and job placement program designed to meet the needs of young women who have become victims of sex trafficking and those who are at-risk of becoming victims. A review of the literature indicates that there is a need for evidence-based programs with proven effectiveness in aiding the rehabilitation of victims back into society, as well as interventions to prevent others from becoming victims. Hire Hope assists the participants’ reintegration into society by delivering a program that addresses known risk factors for sex trafficking: poverty and a lack of work opportunities.

METHODS: Using a survey instrument administered through Qualtrics, data were collected to assess participant experiences with and reactions to the program. The survey measured five domains reflective of the program: Career Readiness, Self-Efficacy, Self-Awareness, Increased Knowledge, and Job & Apprenticeship Experience. Frequencies and percentages were calculated for statements answered on a 5-point Likert scale. Open-ended questions gathered qualitative data that were then analyzed for major themes. Observational data were gathered from observations of weekly training sessions.

CONCLUSIONS: This evaluation of Hire Hope was conducted to provide the program staff with information they could use to improve the program. The survey responses revealed that Hire Hope is making progress in helping the women achieve the three primary program goals. The program also appears to be implemented as planned. Recommendations for Hire Hope include continued surveillance of the program, improved communication between program staff and their non-profit partners and a need for continued structure in the classroom. The information obtained from this formative evaluation will contribute to the limited knowledge base of programs for domestic victims of human trafficking and add to the list of programs victims that provide job placement services.
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Chapter I
INTRODUCTION

1.1 Background

Human trafficking in all forms is an enormous violation of the most basic of human rights and a serious public health issue. This violation has been highlighted as a public health issue because of the severe mental and physical health consequences its victims face (Cannon et al., 2014, Hom & Woods, 2013). This paper presents the findings of a formative evaluation performed for Hire Hope. Hire Hope is a career-readiness and job placement program designed to meet the needs of female, young adult victims of sex trafficking and those who are at-risk of becoming victims. Hire Hope aids the participants’ reintegration back into society by delivering a program that addresses two of the known risk factors for sex trafficking, poverty and a lack of work opportunities (Clawson et al., 2009; Logan et al., 2009).

Human trafficking is often referred to as a form of modern day slavery (Polaris Project, n.d.) because victims, both male and female, are forced or coerced into various forms of labor or sexual exploitation for little to no compensation. This public health issue extends nationally, as well as globally, and is cited as the fastest growing international crime (Schauer & Wheaton, 2005). Exact numbers are difficult to capture considering the hidden nature of trafficking and misidentification of victims; however, there are reports estimating the prevalence of this crime (Estes & Weiner, 2001; Okech et al., 2011). The U.S. Department of State’s *Trafficking in*
Persons Report, estimates that 14,500-17,500 trafficking victims, the majority which are sex trafficking victims, are brought into the United States each year (US Department of State, 2006). Additionally, there is an estimated 300,000 youth at risk of becoming domestic sex trafficking victims (Estes & Weiner, 2002; Hughes, 2007).

While human trafficking has traditionally been referred to as a social justice issue, there is growing awareness of this as a public health issue as well (Hodge, 2014). Sex trafficking can result in broken bones, concussions, STDs, miscarriages or forced abortion, depression, anxiety and insomnia. Because of the negative physical, sexual, and emotional health consequences inflicted on victims, the field of public health must show continued involvement with prevention efforts and rehabilitation of victims (Cannon et al., 2014). Victims of sex trafficking suffer from a complex array of issues; thus require comprehensive services, including legal support, mental health counseling, education, job training/employment, medical care, and life skills training (Williamson et al., 2008). The literature reveals that there is a genuine need for services and resources that help victims of sex trafficking to transition to a healthy life (Clawson et al., 2009).

Currently, there is a lack of existing best practices, and a lack of rigorous evaluations proving program effectiveness in aiding the rehabilitation of victims back into society, and to prevent others from becoming vulnerable to sex trafficking (Cannon et al., 2015; Clawson et al., 2009). This formative evaluation will help to build upon the existing evidence base for programs directed at victims of sex trafficking. Hire Hope, as well as other programs with similar populations and goals, may use the information and recommendations from this evaluation to strengthen their program and produce successful outcomes. As Hire Hope is still a fairly new program, established in 2014, an evaluation will assist them in understanding program gaps, and areas that are supporting success.
1.2 Program Description

Hire Hope serves as a prevention and restoration program for young women who are victims, or at-risk of sex trafficking. Under Randstad, a staffing and recruiting agency, Hire Hope was developed in 2014 as part of its new corporate social responsibility program. This initiative was created to provide career-readiness training and job placement services to young women in the Metro-Atlanta area who fit their target population, and is a collaborative effort between Randstad offices, neighboring non-profit organizations, and corporate partners (see Figure 1.2, below). Together, these groups provide career-related mentoring and support services to motivate the participating young women to achieve financial independence and reintegrate back into the economy and society in a positive way.

Figure 1.1 Hire Hope Organizational Chart

Randstad’s decision to serve this population of young women was influenced by their relationship with Wellspring Living. Wellspring Living is a non-profit organization in Atlanta,
Georgia whose mission is “helping domestic minor sex trafficking victims and the vulnerable develop the courage to move forward and the confidence to succeed” (Wellspring Living).

Wellspring serves domestic minor sex trafficking victims (DMST) between the ages of 12 and 25 with a holistic approach through their residential programs that provide trauma therapy, education and life skills classes. Additionally, Wellspring has developed a program in collaboration with the YMCA and local non-profits called the Empowered Living Academy (ELA). The ELA is hosted at the YMCA and combines life skills training, health and fitness classes, and GED classes for women in the community who have been trafficked or are at-risk of being exploited.

Figure 1.1 illustrates these relationships between Hire Hope, its corporate partners, the ELA, Wellspring, and local non-profits. Hire Hope’s corporate partners provide apprenticeships and job opportunities for women in the program. The Hire Hope program receives their participants directly from the ELA. Some ELA participants are women in the Independent Living Program at Wellspring Living, who are required to attend the ELA. Assessments performed by Wellspring have found these women to be victims of sex-trafficking. However, the ELA also receives referrals from programs in the community for women who may be at-risk. A Wellspring staff member connects with social workers from other programs who may refer a woman to the ELA if she qualifies for sex trafficking risk-factors. Thus far, the ELA has received participants from two community programs, Weaver Gardens and Families First. Weaver Gardens is a transitional living from for young mothers, and Families First provides independent living services for young adults transitioning out of foster care.

Hire Hope is made up of several dedicated and hard-working individuals who are passionate about serving young women in the community and helping them to succeed. The co-
founder of Hire Hope (Director of Strategic Accounts at Randstad) facilitates the weekly learning modules, and recruits involvement from clients in Randstad’s network to provide apprenticeships and job opportunities. The managing director of Randstad Technologies provides administrative support. Additionally, the ELA’s Program Coordinator, Independent Living Coach, and Career Readiness Coach all collaborate with the Hire Hope facilitators to ensure that time is spent at the ELA to work on Hire Hope assignments.

Clients in Randstad’s vast network, such as Coca-Cola, provide additional support to the program by sending guest speakers, receiving and mentoring apprentices, and providing job opportunities to graduates of Hire Hope. Randstad offices across Atlanta, Georgia have also received Hire Hope participants for apprenticeships and job placement. In the future, Hire Hope aims to extend corporate partnerships to a wider range of their clientele.

*Program Goals*

Strategies for achieving Hire Hope’s outcome goals are addressed throughout the program’s curriculum, apprenticeship phase, and job placement services. Hire Hope participants vary in their skills and abilities as they arrive from different organizations, experiences, and backgrounds. However, Hire Hope begins with the very basics and guides their participants through all the steps necessary to attain financial independence.

Hire Hope was developed with the following program outcome goals in mind:

- After completing Hire Hope, participants will develop a greater awareness of self.
- After completing Hire Hope, participants will be able to develop a plan of action for their career path.
- After completing Hire Hope, participants will be able to develop a direction for their future.
Program Phases

Hire Hope is comprised of three phases that provide career training and resources for young women to move forward and succeed with confidence, in the workplace, and in all aspects of life. These phases are named Restore, Grow, and Flourish. The first phase, Restore, provides participants with career training over an eight-week period. Participants experience personal and professional growth while gaining knowledge of career-related topics through interactive learning. Once a week, participants attend a two-hour class utilizing a new learning module and hear from a guest speaker who is a local professional. Along with in-class assignments and exercises, homework is assigned on a weekly basis. High expectations are set from the beginning; participants are strongly encouraged to show up in class prepared, with homework completed.

The curriculum utilizes various strategies for engaging the participants with the material. For example, the first module “Let’s start with me!” serves as an introduction to the program and begins with a personality assessment. Through this module, participants achieve self-awareness by better understanding their own personality, interests and skills. By discovering their personality type, the women can also focus on identifying a career path that suits their personality. The following module “How do I make the match?” guides the women through the steps of how to gain information about careers and educational opportunities. This module explores individual interests, how to research jobs, how to research schools, and how to utilize help from their support systems, both formal and informal. The modules teach interview skills, resume building, how to write a cover letter, professional attire, how to act in the workplace and other career-training preparation.
The second phase of the program, Grow, is the period in which the women are placed into an apprenticeship at a Randstad client office. Grow lasts for 10 weeks with 21 days of working in the office. In this phase, the young women can build upon and practice the skills learned in Restore. The apprentices are paired with a mentor who is given directions and guidance on how to carry out the mentorship. Currently, Hire Hope is receiving a growing interest from their clients to provide apprenticeships, as well as job placement.

The final phase of the program, Flourish, may last anywhere between 90 days to six months, with the potential to become full-time employment. The program participants receive paid employment within Randstad or with one of their corporate partners. After finishing her apprenticeship, the participant is placed in a position based on her strengths and interests. Flourish allows the women to apply the knowledge and skills they have gained thus far in the program. For this phase, the intent of Hire Hope is that the women will use this professional experience to reintegrate back into the economy in a positive way.

Logic Model

A logic model is a tool used to provide a framework that helps to illustrate a program’s resources, activities, and desired outcomes (Kaplan & Garrett, 2004). Logic models are often used in community-based initiatives to depict how a program operates from start to finish, and all the steps in between. The Hire Hope Logic Model (see Figure 1.2) was created using input from stakeholders, program resources, and the training modules.

The Hire Hope Logic Model is divided by inputs, outputs, and outcomes. Inputs refer to the resources Hire Hope requires to function based on what has been invested in, and what is necessary to carry out the program. These inputs include staff, money, arranging apprenticeships, finding job placements, using facility space at Randstad, reputation with Randstad’s clients,
program materials and a career-training curriculum. The outputs within a logic model reveal activities that are produced as a result of inputs, and represent direct and tangible results. Evaluating inputs and ensuring that they are producing the desired outputs can help stakeholders to determine progress, and ensure that a program is on track. Hire Hope’s outputs include participation from their target population, in-class exercises and activities, program phases, apprenticeships, and job placements.

Outcomes in a logic model represent the desired results that a program aims to achieve. These are described as short, intermediate, or long term based on specific objectives, length of the program, and program goals. The outcomes for Hire Hope include financial independence, full-time employment, economic stability, self-awareness, increased knowledge, improved confidence, and a plan for the future, for participants. Results of this evaluation can be mapped back to the Hire Hope Logic Model to illustrate whether or not the inputs are producing intended outputs, how these outputs are affecting outcomes, and to what extent desired outcomes are being achieved.
### Figure 1.2 Logic Model

<table>
<thead>
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<th>Inputs</th>
<th>Activities</th>
<th>Participation</th>
<th>Outcomes -- Impact</th>
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<tr>
<td>Money</td>
<td>Homework</td>
<td>Women in the community who have been sex trafficked, or are at-risk.</td>
<td>Increased knowledge of how to act in a corporate setting</td>
</tr>
<tr>
<td>Staff</td>
<td>In-Class Exercises and Activities</td>
<td></td>
<td>Increased confidence in attaining career goals</td>
</tr>
<tr>
<td>Reputation</td>
<td>Utilize a Three Phase Program</td>
<td></td>
<td>Increased sense of independence</td>
</tr>
<tr>
<td>Time</td>
<td>Apprenticeships</td>
<td></td>
<td>Increased feelings of preparedness</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Job Placement</td>
<td>ELA participants are from Wellspring and referrals from local organizations.</td>
<td></td>
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<tr>
<td>Volunteers</td>
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<tr>
<td>Corporate Partners</td>
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<td>Financial Independence</td>
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<td>Full-time Employment</td>
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<td>Successful reintegration into society</td>
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<td>Educational success</td>
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Chapter II
REVIEW OF THE LITERATURE

2.1 Prevalence of Human Trafficking

According to the Trafficking Victims Protect Act (TVPA) of 2000, human trafficking is legally defined as a person induced to perform labor or a commercial sex act through force, fraud, or coercion for profit or for personal services (US Department of State, 2000). Estimated numbers of victims trafficked into and throughout the United States vary widely due to the hidden and illegal nature of this issue. Trafficking operates as a concealed crime and data can only be gathered when traffickers or victims are identified by law enforcement or other agencies (Reid, 2010). The U.S. Department of Justice estimates that between 14,500 to 17,500 men, women, and children are brought into the United States each year for sexual or labor trafficking (Hodge, 2014). Additionally, other estimates indicate that the United States is the second most popular destination behind Germany for sex trafficking (Reid, 2012). From the limited data that does exist, the US Department of Justice discovered that 83% of 1,229 reported federal trafficking cases were sex trafficking, and almost one-third of these cases constituted minors (US Department of Justice, 2009).
The majority of people in the United States are unaware that sex trafficking is a rapidly growing problem, especially with regards to domestic minor victims (Williamson et al., 2008). Domestic minor sex trafficking (DMST) is “the commercial sexual abuse of children through buying, selling, or trading their sexual services” (Shared Hope International, 2007). Language in the TVPA indicates that anyone under the age of 18 used in a commercial sex act is a trafficking victim, regardless of consent (Hughes, 2007). The average age at which young children first become exploited is 12-14 years old (Estes & Weiner, 2001; US Department of Justice 2004; Hughes, 2007). Risk factors for DMST include age, poverty, sexual abuse, family substance / physical abuse, individual substance abuse, learning disabilities, loss of parent / caregiver, runaway / throwaway / sexual identity issues, and a lack of support systems (Clawson et al., 2009). Data does not exist for the exact number of children in the United States forced into sex trafficking, but estimates suggest that as many as 300,000 minors may be involved (US Department of Justice, 2007; Shared Hope International 2010).

2.2 Review of Trafficking Policy

The turn of the 21st century saw early attempts at fighting back against human trafficking when it first became defined and criminalized. The first legal document addressing the issue of trafficking was in the United Nations’ Palermo protocol, formally named the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, which was adopted in 2000 (Hodge, 2000). The Palermo protocol takes an international approach in combating this crime through their assistance, support, and protection of victims (United Nations Human Rights, 2000). In the wake of the Palermo protocol, the United States developed the Victims of Trafficking and Violence Protection Act (TVPA) of 2000 (Department of State, 2000). The TVPA established a framework for providing guidance on what a government
response to human trafficking must include. According to the Department of State’s “3P’s” Paradigm (2010), the three areas of focus in the TVPA are Punishment, Protection, and Prevention. The protective aspect of the TVPA increased the government’s efforts to protect trafficked individuals (Department of State, 2010). With a focus on punishment, the TVPA also strengthened the government’s efforts to prosecute traffickers (Department of State, 2010). The third area of focus, prevention, allowed for increased preventive measures to be taken in combatting trafficking (Department of State, 2010).

Since adoption of the TVPA, the federal response to trafficking has increased as the TVPA has been reauthorized four times to include improved protections for victims and harsher penalties for traffickers (Polaris Project, 2014). Individual states have also taken the initiative to address this issue through increased criminalization of trafficking. Washington and Texas were the first states to pass anti-trafficking laws in 2003, and now all fifty states have legislation deeming it illegal to traffic individuals for commercial sex or forced labor (Polaris, 2013). These laws focus on criminalizing human trafficking, increasing penalties for convicted traffickers, creating task forces to combat this issue, and providing services and protections to victims (National Conference of State Legislatures, n.d.).

Georgia has passed trafficking laws that criminalize sex and labor trafficking, provide for training of law enforcement, develop a state human trafficking task force, require certain businesses to post information for a trafficking hotline, adopt Safe Harbor laws, and provide victim assistance (Polaris, n.d.). Most recently, Georgia adopted Safe Harbor laws under Senate Bill 8 and Senate Resolution 7 (General Assembly, 2015), to provide further legal protection and provision of services through securing a source of funding for victim’s assistance.
2.3 Review of Services for Victims

The complex needs of trafficking victims are far-reaching and difficult for most to understand, even for those who are trained to work with this vulnerable population (Reichert & Sylwestrzak, 2013). Most needs assessments have discovered that the first priority needs for victims are safety, housing, food, and clothing (Williamson et al., 2008). Once these initial necessities are met and the victim is stabilized, a vast assortment of short- and long-term needs must be met. Some of these needs include transitional housing and long-term housing, mental health services or counseling, substance abuse treatment, life skills development, education, job training or employment, financial assistance, and money management training (Williamson et al., 2008). Youth who have fallen prey to sex trafficking have reported steady employment as one of the key influences for bringing them out of the life (Dank, 2009).

There are many barriers and challenges to providing services to victims. The US Department of Justice found that there are not enough recovery programs focused on trafficked women and girls in the United States (Reid, 2010). Similarly, another study discovered that services were inadequate to meet all the needs of trafficking victims and that there is a lack of residential programs in existence (Clawson & Grace, 2007). Most programs for victims of sex trafficking do provide job or vocational training (Williamson et al., 2008; Reichert & Sylwestrzak, 2013), but the literature has not identified programs that offer concrete assistance such as job placement services. Research on the needs of victims and services they require supports the idea that this is a complex and multi-disciplinary issue that requires collaboration of governmental, private and non-profit agencies to address this issue (Van Impe, 2000).

Research from Williamson and colleagues (2008) highlights the need for innovative strategies to provide services to victims in the face of the challenges and barriers that exist. Collaboration among all types of organizations is highlighted as a promising practice for
providing comprehensive services to victims (Williamson et al., 2008). Wellspring Living fills many of the needs of women who have been trafficked or are at-risk, offering comprehensive services that include residential programs, individual and group therapy, educational classes and GED offerings. However, Wellspring Living was not able to service all needs for victims, particularly with providing work opportunities in the community. Hire Hope is an example of collaboration that has occurred among non-profit and for-profit agencies to meet the needs of sex trafficking victims for reintegration. Through the diverse partnership that Hire Hope has created, they are able to utilize resources from various organizations, to provide the training and job placement services that Wellspring Living was unable to on their own.

2.4 Review of Program Evaluations

According to the Center for Disease Control and Prevention (CDC)’s Program Evaluation Guidelines, the intent of a program evaluation is to demonstrate how effective a program has been at reaching its goals and intended results (CDC, 1999). Currently, there is a widespread call in the field of public health and human trafficking for more research, and the strengthening of evidence-based practices focused on addressing human trafficking, in order to restore the lives of victims and alleviate human trafficking’s devastating effects (Konstantopoulos et al., 2013; Cannon et al., 2014). Sex trafficking survivor service evaluations must determine which components work, or do not work, and share findings widely, so programs can learn from each other.

There are many different types of evaluations that can be performed to monitor a program. Because Hire Hope is only emerging from its pilot phase, a formative evaluation was performed. A formative evaluation is conducted in the early stages of a program, such as during program development or implementation, and provides information to guide program
improvement (Rossi et al., 2004). Hire Hope, in its first year of operation since August 2014, has not yet had enough program graduates to provide a substantial sample size to evaluate long-term outcomes. In addition, the program has never been evaluated during implementation. Therefore, the most beneficial evaluation for Hire Hope is one that assesses the program as it occurs, and gathers information from participants who have recently completed. The primary aim of this formative evaluation is to provide feedback on the program that will help Hire Hope determine their areas of success and places of improvement. Additionally, while formative, the evaluation may nonetheless provide anecdotal information that adds to the general body of literature on sex trafficking survivor services.
Chapter III
METHODS AND PROCEDURES

3.1 Data Collection, Instrument and Measures

Quantitative and qualitative methods were used to perform this evaluation in measuring outcomes and objectives put forth by Hire Hope. A survey assessing program goals and participant experiences was distributed using Qualtrics, an online survey administration tool. An e-mail containing a recruitment letter and survey link was sent to all women who had participated in Hire Hope’s three sessions since August 2014. This e-mail asked the women to participate and explained that participation in the study was optional, and all responses would be anonymous. The study protocol and survey was reviewed and approved by the Georgia State University IRB February 2015 before the survey was distributed in March 2015.

The evaluation instrument consisted of 31, 5-point, Likert-type statements, 3 open-ended questions, and 6 demographic questions. In addition to the survey data, observational data was gathered at weekly classroom sessions. Observational data served to enhance the quality of the evaluation, helped to explain results, and was used to develop recommendations for Hire Hope. Demographic information (age, race/ethnicity, current stage of the program and previous involvement in a residential program) was collected in order to provide background information on study participants, and serve as a potential point of reference when explaining the survey results.
Because this is a formative evaluation, various aspects of the program were utilized in developing the survey. Domains for the instrument were developed based on program goals, input from stakeholders, mission statement and other areas of focus outlined in Hire Hope’s curriculum. The domains developed were Self-Awareness, Career Readiness, Increased Knowledge, Self-Efficacy and Job and Apprenticeship. Each of these was scaled to include five statements that would measure the domain; Self-Awareness was the only domain utilizing six statements.

Self-Awareness was derived from the program goal “participants will develop a greater awareness of self.” This domain was then scaled using indicators from existing self-awareness assessments. Because Hire Hope refers to itself as a career-readiness program, Career Readiness was measured to evaluate whether or not Hire Hope is accomplishing what it intends to do. Self-Efficacy was focused on a great deal for the young women during the learning modules and is included in the mission statement. For this domain, items were derived from existing self-efficacy assessments. Increased Knowledge was developed as an indicator because it is important to determine if participants are gaining new information and skills from phase one, that they can then apply in phases two and three. Participant experience with the Apprenticeship and Job Placement was assessed as well with five statements. For this domain, skip logic was employed for participants who may have not reached these phases of the program. A detailed description of the survey indicators and statements are contained in Table 3.1.
<table>
<thead>
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<th>Indicator</th>
<th>Items to assess indicator:</th>
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| Self-Awareness | 1. After attending Hire Hope, I now have a better understanding of myself.  
2. This program has helped me to develop a better understanding of my skills and abilities.  
3. I now realize what I want for my future and the direction it is going.  
4. I can better identify my interests and create career goals related to these interests.  
5. I have a better understanding of my personality type. I am more aware of my personal strengths.                                                                 |
| Career-Readiness | 1. I feel equipped to develop a plan of action for my career path.  
2. My feelings of preparedness for entering the corporate workplace have increased.  
3. Hire Hope program activities were delivered as planned.  
4. Classroom activities and exercises at Hire Hope were appropriate given my level of education.  
5. Compared to what I expected when I began training, the learning experience has met or exceeded my expectations.                                                                 |
| Self-Efficacy | 1. I am confident that I can successfully complete tasks assigned by a potential employer.  
2. I am comfortable interviewing with potential employers.  
3. I feel confident that I can create a direction for my future and follow through with it.  
4. I am capable of fulfilling my commitments in the workplace.  
5. If my career plan experiences a challenge, I am confident that I could deal efficiently with unexpected events.                                                                                                                                                                                                 |
| Increased Knowledge | 1. The weekly assigned homework helped me to better understand each module.  
2. This program has helped me to formulate a direction for my future.  
3. I know the steps I need to take in order to achieve my goals.  
4. I have learned to use the resources available to me for finding job opportunities.  
5. I have learned to use the resources available to me for continuing my education.                                                                 |
<table>
<thead>
<tr>
<th>Program Outputs</th>
<th>Apprenticeship and Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My apprenticeship placement was accurate given my skills and abilities.</td>
<td></td>
</tr>
<tr>
<td>2. My job placement was accurate given my skills and abilities.</td>
<td></td>
</tr>
<tr>
<td>3. The classroom modules were successful in preparing me for my apprenticeship.</td>
<td></td>
</tr>
<tr>
<td>4. The classroom modules were successful in preparing me for my job.</td>
<td></td>
</tr>
<tr>
<td>5. The apprenticeship has provided a learning opportunity.</td>
<td></td>
</tr>
</tbody>
</table>

In addition, the survey included three open-ended questions that provided the participants an opportunity to share their opinion and experiences in the program. This information would be important feedback for stakeholders and program staff. The following were open-ended questions:

1. What parts of Hire Hope did you like best?
2. What areas of Hire Hope did you think could be improved?
3. Do you believe Hire Hope has given you the skills to accomplish the career want to achieve? If not, what additional skills could the program have helped you develop?

### 3.2 Participants

The study participants were selected using convenience sampling. This method of sampling was employed because only women who have participated in Hire Hope were selected. Thus far, Hire Hope has had three program sessions between August 2014 and March 2015. All 24 women who participated in Hire Hope during these three sessions were asked to complete the survey in the recruitment email, with most being at different stages of the program. The survey was distributed through emails containing a link to the survey in Qualtrics. This method of distribution was chosen because all program participants had been instructed to create an email account through Google when they began attending Hire Hope.
3.3 Data Analysis

Survey response data was gathered from Qualtrics and imported into Microsoft Excel. Descriptive statistics for frequency and percentage were calculated for the demographic questions and items measuring the five indicators. Responses to the open-ended questions were analyzed to discover common themes among the data. The emerging themes were then collapsed into categories revealing major themes within the data. Tables were created for demographics, indicators, and the text responses.
CHAPTER IV
RESULTS

4.1 Demographic Results

The survey link was emailed to 24 current and past participants of Hire Hope. Sixteen of the 24 who received the email attempted the survey. One of the 16 participants did not finish the survey, resulting in an overall completion rate of 71%. Of the respondents, 56% identified as African American, 31% as Caucasian, and 13% selected “Other”. No respondents selected Hispanic or Native American. The majority of participants (87.5%) were between the ages of 19-24, with only two aging above 25 years old.

Of those who responded to the survey, a little over half (56%) were still in the first phase of the program, Restore. Thirteen-percent of the responses were from women in the next phase of the program, Grow, where participants engage in an apprenticeship. Thirty-one percent of survey takers had reached job placement or the final phase of the program, Flourish.

In this sample, 63% have lived or are currently living in a residential program. Of the 63% who answered yes, they responded to living in one of the following residential programs: Wellspring Living (60%), Weaver Gardens (30%), and Families First (10%). Women from Wellspring Living are considered to be victims of sex trafficking. As mentioned in Figure 1.1, women from the non-profits that feed into the ELA are considered at-risk for sex trafficking. In this sample, these at-risk women are from Weaver Gardens and Families First. Thirty-one
percent responded “no” to having lived or currently living in a residential program, and 6%
pREFERRED not to answer. Therefore, it is impossible to know if these 37% of the sample are sex
trafficking victims or considered at-risk.

The length of time for participants in a Residential program varies between 7 months to 2
years, although 20% did not list a specific time. Of the ten who have lived in or currently live in
a residential program, 20% reported two years, and 60% reported a year or less. There were two
responses that provided “current” and “present” as answers; therefore it is impossible to estimate
the length of time for their stay.

| Table 4.1 |
| Demographic Profile of Sample |

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19-22</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>23-24</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>25-26</td>
<td>2</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race / Ethnicity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase of Hire Hope completed</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom training</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>Classroom training &amp; apprenticeship</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Classroom training, apprenticeship &amp; job placement</td>
<td>5</td>
<td>31%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Currently living in a residential program</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>63%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residential Program</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellspring Living</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Weaver Gardens</td>
<td>3</td>
<td>30%</td>
</tr>
</tbody>
</table>
4.2 Quantitative Results

Table 4.2 displays the results for Self-Awareness. Overall, 58% of the respondents chose “strongly agree” for all of the statements. One participant remained neutral choosing “neither agree nor disagree” on all but one statement. Another respondent chose “disagree” for all but one statement. Only one statement, “After attending Hire Hope, I know have a better understanding of myself” received a “strongly disagree” from one participant. The responses to this domain indicate that the program participants have gained have a better understanding of themselves, including their skills, abilities, and career goals for the future.

<table>
<thead>
<tr>
<th>Statement/Indicator</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After attending Hire Hope, I now have a better understanding of myself</td>
<td>9 (56%)</td>
<td>5 (31%)</td>
<td>1 (6%)</td>
<td>0 (0%)</td>
<td>1 (6%)</td>
<td>16</td>
</tr>
<tr>
<td>2. Hire Hope has helped me to develop a better understanding of my skills and abilities.</td>
<td>11 (69%)</td>
<td>3 (19%)</td>
<td>1 (6%)</td>
<td>1 (6%)</td>
<td>0 (0%)</td>
<td>16</td>
</tr>
<tr>
<td>3. I now realize what I want for my future and the direction it is going</td>
<td>9 (60%)</td>
<td>4 (27%)</td>
<td>1 (7%)</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
<td>15</td>
</tr>
</tbody>
</table>
4. I can better identify my interests and create career goals related to my interests.  

<table>
<thead>
<tr>
<th>Statement/Indicator</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire Hope activities were delivered as planned</td>
<td>8 (53%)</td>
<td>15</td>
<td>0 (0%)</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
<td>15</td>
</tr>
<tr>
<td>5. I have a better understanding of my personality type</td>
<td>9 (60%)</td>
<td>4 (27%)</td>
<td>1 (7%)</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
<td>15</td>
</tr>
<tr>
<td>6. I am more aware of my personal strengths.</td>
<td>7 (47%)</td>
<td>6 (40%)</td>
<td>1 (7%)</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
<td>15</td>
</tr>
</tbody>
</table>

The series of statements in Table 4.3 sought to discover the level of Career Readiness that program participants report upon completion of the Hire Hope classroom-training phase. All women who answered questions for this part of the survey had completed Restore. A large majority (81%) of the responses strongly agreed that the curriculum provided in Hire Hope was appropriate given their level of education. Only one respondent answered “strongly disagree” to items one, three, and four. A little more than half (56%) of the respondents strongly agreed that Hire Hope left them feeling more prepared for the corporate workplace. One of the program’s goals, “I feel equipped to develop a plan of action for my career path”, received overwhelming agreement, with 73% of participants strongly agreeing, 20% agreeing, and only 7% strongly disagreeing.

Table 4.3

<table>
<thead>
<tr>
<th>Career Readiness</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire Hope activities were delivered as planned</td>
<td>11 (69%)</td>
<td>3 (19%)</td>
<td>1 (6%)</td>
<td>0 (0%)</td>
<td>1 (6%)</td>
<td>16</td>
</tr>
<tr>
<td>2. Classroom activities and exercises at Hire Hope were appropriate given my level of education.</td>
<td>13 (81%)</td>
<td>1 (6%)</td>
<td>1 (6%)</td>
<td>1 (6%)</td>
<td>0 (0%)</td>
<td>16</td>
</tr>
<tr>
<td>3. My feelings of</td>
<td>9 (56%)</td>
<td>5 (31%)</td>
<td>1 (6%)</td>
<td>0 (0%)</td>
<td>1 (6%)</td>
<td>16</td>
</tr>
</tbody>
</table>
preparedness for entering the corporate workplace have increased.

4. I feel equipped to develop a plan of action for my career path.

5. Compared to what I expected when I began training, the learning experience has met or exceeded my expectations.

Fifteen participants responded to the questions assessing Increased Knowledge as a result of the weekly classroom sessions (see Table 4.4 below). Three of the five statements received similar responses with participants choosing “strongly agree” at 67% and “agree” at 33%. Only 47% chose “strongly agree” when asked about the helpfulness of weekly assigned homework. The second item, “Hire Hope has helped me to formulate a direction for my future”, directly pulls from one of Hire Hope’s program objectives. Only 7% disagreed with this statement, 7% remained neutral, 33% agreed, and 67% strongly agreed. These responses indicate that Hire Hope was a learning experience for participants regarding career training.

<table>
<thead>
<tr>
<th>Table 4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increased Knowledge</strong></td>
</tr>
<tr>
<td><strong>Statement</strong></td>
</tr>
<tr>
<td>1. The weekly assigned homework helped me to better understand each module.</td>
</tr>
<tr>
<td>2. Hire Hope has helped me to formulate a direction for my future.</td>
</tr>
</tbody>
</table>
3. I know the steps I need to take in order to achieve my goals.

4. I have learned to use the resources available to me for finding job opportunities.

5. I have learned to use the resources available to me for continuing my education.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am confident that I can successfully complete tasks assigned by a potential employer.</td>
<td>11 (73%)</td>
<td>4 (27%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>15</td>
</tr>
<tr>
<td>2. I am comfortable interviewing with potential employers.</td>
<td>9 (60%)</td>
<td>6 (40%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>15</td>
</tr>
<tr>
<td>3. I feel confident that I can create a direction for my future and follow through with it.</td>
<td>10 (67%)</td>
<td>5 (33%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>15</td>
</tr>
</tbody>
</table>

Hire Hope participants responded to a series of statements that reflected their level of Self-Efficacy as a result of completing the program, captured in Table 4.5. Responses were similar for three of the items where 73% of participants chose “strongly agree” and 27% chose “agree”. These responses reveal that respondents feel confident in handling unexpected events, filling commitments at work and completing tasks assigned by a future employer. No respondents chose responses on the Likert scale that were less than agree.
4. I am capable of fulfilling my commitments in the workplace.

5. If my career plan experiences a challenge, I am confident that I could deal efficiently with unexpected events.

Table 4.6 captures the results of the Apprenticeship and Job Placement survey questions. The statements measuring Apprenticeship and Job Placement were not applicable to some of the participants and therefore a “N/A” option was provided for some of the items. Ten of the respondents had reached job placement, and 14 had completed an apprenticeship. For the statements referring to apprenticeship and job experience, skip logic was employed in Qualtrics so that women who had not been placed in an apprenticeship or job yet were directed to the next set of questions. A strong majority at 70% and 69% felt that the classroom modules helped to prepare them for their job or apprenticeship. However, there was a less positive response regarding apprenticeship and job placement. For items three and four, 54% strongly agreed for apprenticeship and 46% strongly agreed for job placement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The apprenticeship has provided a learning opportunity.</td>
<td>9 (56%)</td>
<td>4 (25%)</td>
<td>1 (6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2(13%)</td>
<td>16</td>
</tr>
<tr>
<td>2. The classroom modules in Hire Hope were successful in</td>
<td>9 (69%)</td>
<td>2 (15%)</td>
<td>1 (8%)</td>
<td>0 (0%)</td>
<td>1 (8%)</td>
<td>0 (0%)</td>
<td>13</td>
</tr>
</tbody>
</table>
preparing me for my apprenticeship.

3. My apprenticeship placement was accurate given my skills and abilities.

<table>
<thead>
<tr>
<th></th>
<th>7(54%)</th>
<th>4(31%)</th>
<th>1(8%)</th>
<th>0(0%)</th>
<th>1(8%)</th>
<th>0(0%)</th>
<th>13</th>
</tr>
</thead>
</table>

4. My job placement was accurate given my skills and abilities.

<table>
<thead>
<tr>
<th></th>
<th>6(46%)</th>
<th>2(15%)</th>
<th>2(15%)</th>
<th>0(0%)</th>
<th>0(0%)</th>
<th>2(23%)</th>
<th>13</th>
</tr>
</thead>
</table>

5. The classroom modules in Hire Hope were successful in preparing me for my job.

<table>
<thead>
<tr>
<th></th>
<th>7(70%)</th>
<th>2(20%)</th>
<th>0(0%)</th>
<th>1(10%)</th>
<th>0(0%)</th>
<th>0(0%)</th>
<th>10</th>
</tr>
</thead>
</table>

4.3 Qualitative Results

Open-ended questions were included in the survey to develop a better understanding of the participant experiences. Table 4.7 displays the three main themes found in the responses (13 total) to the question “What parts of Hire Hope did you like best?”. Themes include Learning Experience, Structured Environment, and Program Design. Respondents who listed resume building, interview skills, first impressions, business education and changing my environment all revealed that they enjoyed the learning experience provided by Hire Hope. Two responses indicated that participants enjoyed having a structured environment for the program. These respondents indicated nonviolent communication and boundary setting as aspects they liked best. Majority of responses (46%) favored the program’s design and enjoyed the different modules, job placement, speakers, Randstad, and meeting new people.
### Table 4.7

<table>
<thead>
<tr>
<th>Most liked areas of Hire Hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>“Resume building”</td>
</tr>
<tr>
<td>“Interview skills”</td>
</tr>
<tr>
<td>“First impressions”</td>
</tr>
<tr>
<td>“Business education”</td>
</tr>
<tr>
<td>“Changing my environment”</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

In addition to assessing the most favorable aspects of Hire Hope, for learning purposes it was also important to understand areas of the program that may need improvement. Table 4.8 reveals the responses to the question “What areas of Hire Hope did you think could be improved?” Responses were analyzed for emerging themes, and then divided into major themes: Communication, Classroom Structure, and Discipline. Thirty-three percent of those who provided a response indicated communication as the area needing most improvement; this included communication regarding interviews and communication between coaches and students of the ELA and Hire Hope. The data for this theme reveals that respondents were most concerned about communication between coaches at the ELA and facilitators at Hire Hope as well as confusion regarding interviews.

Discipline was another major theme that emerged from the responses. Participants expressed that there were not enough rules in the program. One respondent also alluded to the level of commitment required of the participants, indicating that past participants have not been fully committed. Two responses referenced the classroom as an area needing improvement. One
of these only mentioned the classroom, while the other specifically stated homework assignments.

<table>
<thead>
<tr>
<th>Table 4.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of improvement for Hire Hope</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Themes</th>
<th>Communication</th>
<th>Classroom</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The communication between the coaches and the students”</td>
<td>“Classroom, which is being improved with each graduating class”</td>
<td>“Giving the girls that enter this program more rules, I feel like some things have been too easy for certain girls”</td>
<td></td>
</tr>
<tr>
<td>“Knowing what positions you are being interviewed for sooner”</td>
<td>“Homework assignments”</td>
<td>“Making sure that future participants are able to fully commit to this program”</td>
<td></td>
</tr>
<tr>
<td>“Confusion on what we were interviewing for”</td>
<td></td>
<td>“Discipline”</td>
<td></td>
</tr>
<tr>
<td>“ELA and Hire Hope did not seem to work together”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A low response rate at 26% (four responses) was associated with the last open-ended question. Participants were asked if Hire Hope has given them the skills needed to accomplish the career they want to achieve. If not, they were asked to explain what additional skills the program could have provided. Two of the four responses agreed that Hire Hope has provided the skills necessary to accomplish their career. The other two responses indicated that the program would benefit from adding etiquette classes and an individualized curriculum. It is outside of Hire Hope’s scope to provide etiquette classes, but this statement may reflect previous participant responses that cited discipline as a problem.
Table 4.9

<table>
<thead>
<tr>
<th>Additional skills needed in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Etiquette classes are missing”</td>
</tr>
<tr>
<td>“Yes Hire Hope has given me way more tools than I imagined and has had a huge impact on the person I’ve now become.”</td>
</tr>
<tr>
<td>“Yes I believe that Hire Hope is an amazing program that helps girls that wouldn't have a chance in the real world to succeed. Everyone needs a chance. Thank you for the amazing opportunity.”</td>
</tr>
<tr>
<td>“somewhat, I felt that should of be individualized based on our strengths”</td>
</tr>
</tbody>
</table>

4.4 Observational Findings

Observational findings were gathered observations from Hire Hope’s first phase, Restore, by attending four out of the eight weekly trainings. The program began with eleven participants, but this number fluctuated throughout the weeks. By the end of the first phase, eight participants were remaining, providing a dropout rate of 27%. This observation is reflective of the responses in Table 4.8 where respondents expressed concern regarding a lack of commitment from the participants. During the observational data collection, no issues with discipline were witnessed as reported in Table 4.8, but discussions with Hire Hope staff indicated that this was more of a problem during the first two sessions of the program. The participants’ favorite aspects of the program are reflected in Table 4.7 where the main themes that emerged were learning experience and program design. Observational data supports these themes; the women in the program remained engaged during learning exercises and contributed to the classroom discussions. They seemed to most enjoy the modules surrounding interview techniques and appropriate workplace attire.
CHAPTER V
DISCUSSION AND CONCLUSION

5.1 Discussion

Hire Hope is a work-readiness initiative within the corporate responsibility division of Randstad that aims to serve young women who have been or are at-risk of being sex-trafficked. A semi-structured survey was utilized to assess participant reactions to and experiences with Hire Hope as part of a formative evaluation. Overall, the survey responses to statements across the five domains were positive in that the sample either agreed or strongly agreed to all of the items measuring Self-Awareness, Career Readiness, Increased Knowledge, Self-Efficacy, and Job and Apprenticeship.

Sixteen out of the 24 women who were sent the survey responded, providing a response rate of 67%. Because sex trafficking victims are hard to reach and recruit into studies, the 67% response rate is strength of the present study, especially considering that 60% is generally regarded a good response rate for online surveys (Palmquist, 2011). Therefore, the evaluation results may be representative of the population that Hire Hope serves.

An average of 82% respondents chose “strongly agree” or “agree” for the items that measured Self-Awareness. This result suggests that participants now have a better understanding
of themselves, including their skills, abilities, and career goals for the future. An average of 91% of the respondents chose “strongly agree” or “agree” for the statements measuring the program goal, Career Readiness. Thus, Hire Hope appears to be successfully preparing its participants to develop a plan for their career. More importantly, participants acknowledge that they are receiving the tools and skills needed to carry out their career plans.

An overwhelming 93% of the responses to statements reflecting Increased Knowledge chose “strongly agree” or “agree” for all five items. These results indicate that the women felt the learning experience was beneficial to them. This result is also reflected in the qualitative data (see Table 4.7, p. 30) where participants reported that they most enjoyed the overall learning experience. In addition to the learning experience, the open-ended responses reveal that participants also most enjoyed the program design of Hire Hope including the weekly modules, speakers, and job placement services. This response reflects their overall satisfaction with the program.

Participants were prompted by an open-ended question to reveal what they thought could be improved in the program. Communication and discipline emerged as areas most in need of improvement. Participants expressed a lack of communication between ELA coaches and Hire Hope facilitators and reported that discipline needed to be addressed in the program. Responses also indicated that women may not have been fully committed to the program and not taken it as seriously as others.

Self-Efficacy was the only domain where participants strongly agreed or agreed with 100% of the statements. From personal observations, this level of confidence was evident in the classroom as the women proudly discussed all the accomplishments they hope to make in the coming years. Made apparent by the highly positive survey responses, Hire Hope appears to be
successfully impacting the lives of young women who have been or are at-risk of being sex trafficked

5.2 Study Limitations

There are several limitations of this formative evaluation of Hire Hope. Regarding the small sample size, not all women who were sent the recruitment email responded to the survey. There could be several reasons as to why women may have chosen not to respond. Women may not have responded because they were not checking their email accounts. Some women may not have had easy access to the internet, something that may have been particularly challenging for women living in residential programs that impose limits on time spent on the internet. Additionally, since some women have dropped out of the program during each session, they may have had personal reasons for nonresponse. For this evaluation, it is unknown how many of the 24 program participants dropped out of the program at any point. In the program session that was observed, there was a dropout rate of 27% for the 8-week period of Restore. Hire Hope has completed three sessions since August 2014, but the data for dropout rates in sessions one and two were not recorded.

Another limitation arose because the survey respondents represented a sample of women in Hire Hope at various phases of the program. A little over half of respondents completed only the first phase of the program, 13% completed Restore and Grow, and 31% completed all three phases up through job placement. This length of time between finishing the program and taking the survey may have provided less accurate results had respondents forgotten skills and knowledge they gained from the program. For a future evaluation of program outcomes, it would be beneficial to the results that if all participants represent a sample that has completed all three phases. This would produce results that are more encompassing of the program as a whole.
Due to time restraints for this evaluation, there was a short window of opportunity for stakeholders to be involved. A longer span of time spent on developing a survey with stakeholders would provide results even more useful to the program. Additionally, time constraints also limited the extent to which evaluation data could be gathered and analyzed. The data were not stratified and analyzed based on demographic variables. For future evaluations, Hire Hope could look at program involvement and perceptions of women who are victims versus those at-risk. Aside from survey findings, observational data were only able to be collected from half of the class meetings in the first phase of the program. A more comprehensive formative evaluation would consist of observations from all three program phases.

5.3 Recommendations

As all programs should utilize evaluations to monitor implementation and outcomes, it would benefit Hire Hope to continue surveillance of their program. For developing a built-in evaluation plan to use in the future, it may be helpful to use the logic model in clearly defining evaluation questions. Continuing to gather program data will be helpful for Hire Hope staff when making long-term decisions, in addition program data could be influential for attaining new partnerships.

This evaluation of Hire Hope was formative; however, an outcome evaluation would have been helpful to make sure the goals of the program were being met and to assess program impact. An outcome evaluation would collect data after participants have completed all three phases, rather than collect data as implementation occurs. These data need to include outcome measures to assess program dropout rates. Hire Hope can use the 27% dropout rate from this evaluation as a baseline measure. In addition, a pre-assessment of participants before beginning the program would be helpful for comparing results after they complete the program. Pre and
post assessment data would be necessary for determining actual increases in knowledge and skills of the participants.

The qualitative survey data revealed that participants were concerned with the level of commitment that was expected from them. This was also apparent during classroom observations, as the number of women who attended each classroom session fluctuated. From my understanding, this had been a common occurrence in the prior two sessions, which is why on the first day the Hire Hope facilitator stressed the importance of remaining committed to the program. Therefore an additional recommendation for Hire Hope would be to continue stressing the seriousness of the program, and potentially have the women sign a contract at the beginning of the program to strengthen their accountability for keeping regular attendance. The open-ended responses also revealed that communication was an area in need of improvement. Respondents referred to communication issues regarding interviews and between the Hire Hope staff and ELA coaches. Because Hire Hope is collaborating with many different partners, developing effective communication strategies with all partners will be crucial to success of the program.

Conversations with Hire Hope staff indicated that Randstad would like to scale this program up and implement it in their other offices across the United States. As stated in the literature, a collaborative effort is a promising practice for providing services to victims of sex trafficking. Accordingly, Hire Hope should consider performing an environmental scan of organizations near their domestic offices that provide rehabilitation services to victims before replicating the program in other locations. Hire Hope will need to find similar relationships in other cities that reflect their partnerships in Atlanta with local non-profits and corporate partners.
5.4 Conclusion

This evaluation of Hire Hope was conducted in order to provide the program with detailed information on what program areas are working, and what may need to be improved. Hire Hope’s main objective is to place their participants in a career where they can flourish and become financially independent. Hire Hope is among the few programs providing concrete assistance to trafficking victims. Overall, the survey responses revealed that Hire Hope is achieving all three of their program goals and it is being implemented as planned. Specifically, the classroom curriculum, apprenticeship phase, and job placement services have all been favored by the participants. Recommendations for areas in need of improvement include strengthening communication between Hire Hope facilitators and ELA coaches, and increasing accountability for participant commitment to the program.

5.5 Contribution to Public Health

Human trafficking in all forms is devastating to all aspects of society as well as the individuals who are directly affected. A review of current research on this topic has revealed that there is still much work to be done, in order to develop programs that best focused on meet the needs of victims and prevent future incidences. Many different disciplines, including public health, are currently working towards developing and improving new and existing programs to comprehensively address the needs of trafficking victims. The information obtained from this formative evaluation will help to build upon the existing knowledge base of programs for domestic victims of human trafficking, and add to the current catalogue of programs for victims that provide job placement services. In addition, the information and recommendations from this evaluation can be used by Hire Hope and similar programs to strengthen implementation, and improve outcomes.
REFERENCES


Hughes, D. (2007). Enslaved in the USA. Retrieved from http://article.nationalreview.com/?q=ZDU0OGNlMDcwM2JmYjk0N2M0OTU4NGVlMTB1MmEyMjI


APPENDIX

Georgia State University School of Public Health Informed Consent
Title: An Evaluation of Hire Hope: A Program Placing Victims of Trafficking and those At-Risk into Career Opportunities

Principal Investigator: Eric R. Wright, Ph.D.
Student Investigator: Jennifer M. Koncul

Purpose: You are invited to participate in a research study. The purpose is to perform a program evaluation of Hire Hope which will provide useful information about the program and ultimately increase its effectiveness. You are invited to join because you have participated in the Hire Hope program and have completed the eight-week training phase. Participation will involve the completion of an online questionnaire which should take no more than 20 minutes to complete.

Procedures: If you decide to join, the study will require that you complete and submit an online survey. The survey link will be sent to your email address.

Risks: In this study, you will not have any more risks than you would in a normal day of life.

Benefits: You may not benefit personally, but your participation will help to improve Hire Hope for future clients.

Voluntary Participation and Withdrawal: Participation in this research is voluntary. You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time.

Confidentiality: We will keep your records private to the extent allowed by law. Eric Wright and Jennifer Koncul will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board or the Office for Human Research Protection (OHRP). We will use a code with numbers rather than your name on study records. The information you provide will be stored electronically in Qualtrics under a protected username and password on a firewall-protected computer. The key for anonymity codes will be stored on a secure server and separate from the data to protect privacy. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally.

Contact Persons: Contact Eric Wright at 404-413-6527 or ewright28@gsu.edu, or Jennifer Koncul at 912-663-0933 or jkoncul@gmail.com if you have any questions, concerns, or complaints about this study. You can also call if you think you have been harmed by the study. Call Susan Vogtner in the Georgia State University Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu if you want to talk to someone who is not part of the study team. You can talk about questions, concerns, offer input, obtain information, or suggestions about the
study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

If you are willing to participate in this study, please click YES below. If you are not willing to participate, please click NO and the survey will end.

- YES (1)
- NO (2)

If NO Is Selected, Then Skip To End of Survey

Q1 What phase of Hire Hope have you completed?
- Classroom training (1)
- Classroom training and apprenticeship (2)
- Classroom training, apprenticeship, and job placement (3)

Q2 Do you currently live or have you ever been in a Residential program?
- Yes (1)
- No (2)
- Prefer not to answer (3)

If Prefer not to answer Is Selected, Then Skip To Please choose your race. If No Is Selected, Then Skip To Please choose your race.

Q3 Which Residential program?

Q4 How long were you in this Residential program?

Q5 Please choose your race.
- African-American (1)
- Caucasian (2)
- Hispanic (3)
- Native American (4)
- Other (5)

Q6 How old are you?

Q7 Hire Hope program activities were delivered as planned.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)
Q8 Classroom activities and exercises at Hire Hope were appropriate given my level of education.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q9 Hire Hope has helped me to develop a better understanding of my skills and abilities.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q10 My feelings of preparedness for entering the corporate workplace have increased.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q11 After attending Hire Hope, I now have a better understanding of myself.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q12 The apprenticeship provided a learning opportunity.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)
○ Does not apply (6)

If Does not apply Is Selected, Then Skip To The weekly assigned homework helped m...
Q13 My apprenticeship placement was accurate given my skills and abilities.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q14 The classroom modules in Hire Hope were successful in preparing me for my apprenticeship.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q15 My job placement was accurate given my skills and abilities.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)
- Does not apply (6)

If Does not apply Is Selected, Then Skip To The weekly assigned homework helped m...
Q18 Hire Hope has helped me to formulate a direction for my future.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q19 I feel equipped to develop a plan of action for my career path.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q20 Compared to what I expected when I began Hire Hope, the learning experience has met or exceeded my expectations.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q21 I now realize what I want for my future and the direction it is going.
- Strongly Agree (1)
- Agree (2)
- Neither Agree or Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q21 I can better identify my interests and create career goals related to my interests.
- Strongly Agree (1)
- Agree (2)
- Neither Agree or Disagree (3)
- Disagree (4)
- Strongly Disagree (5)
Q22 I have a better understanding of my personality type.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q23 I am more aware of my personal strengths.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q24 I know the steps I need to take in order to achieve my goals.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q25 I have learned to use the resources available to me for continuing my education.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q26 I have learned to use the resources available to me for finding job opportunities.
- Strongly Agree (1)
- Agree (2)
- Neither Agree or Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q27 I am confident that I can successfully complete tasks assigned by a potential employer.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)
Q28 I am comfortable interviewing with potential employers.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q29 I feel confident that I can create a direction for my future and follow through with it.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q30 I am capable of fulfilling my commitments in the workplace.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q31 If my career plan experiences a challenge, I am confident that I could successfully handle unexpected events.
- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q32 The following questions will give you an opportunity to tell us more about your experience. Please answer openly and truthfully.

Q33 What parts of Hire Hope did you like best?

Q34 What areas of Hire Hope did you think could be improved?

Q35 Do you believe Hire Hope has given you the skills to accomplish the career you want to achieve? If not, what additional skills could the program have helped you develop?