

RISK MANAGEMENT FOR NON-STUDENT MINORS ON CAMPUS

#AItraining



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LEARNING OUTCOME

After participating...

...you will be able to implement procedures to minimize risks for non-student minors on your campus.




2

AGENDA


- 1 Why are we talking about minors on campus?
- 2 Risk reduction practices to overcome the challenges of hosting minors.
- 3 Applying appropriate policies to “gray areas.”

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WHY ARE WE TALKING ABOUT MINORS
ON CAMPUS?

 POLL


What types of positions do you represent? (select all that apply)

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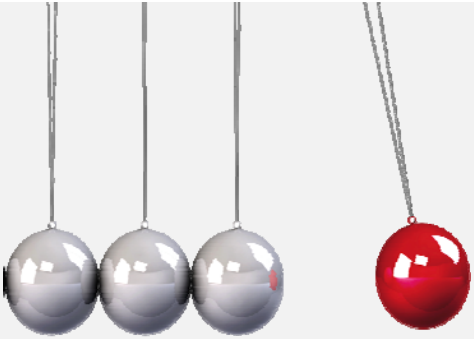
■ PARADIGM SHIFT



Most view Institutions of Higher Education as an environment for adults

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PARADIGM SHIFT



Given the number of children served on College and University campuses, these environments should be viewed differently.

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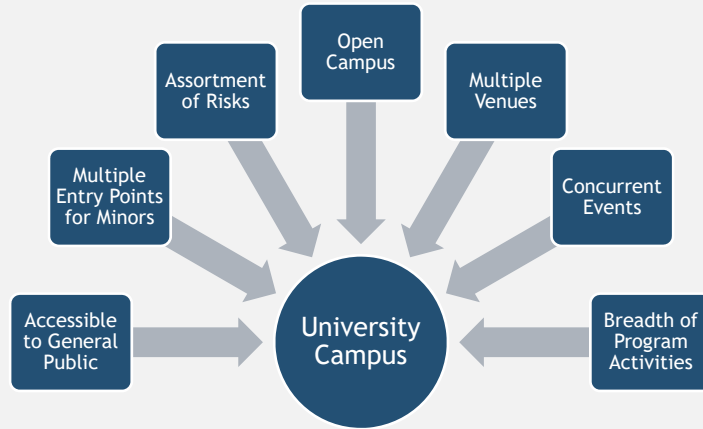
INCREASED AWARENESS

Minors on University Campuses

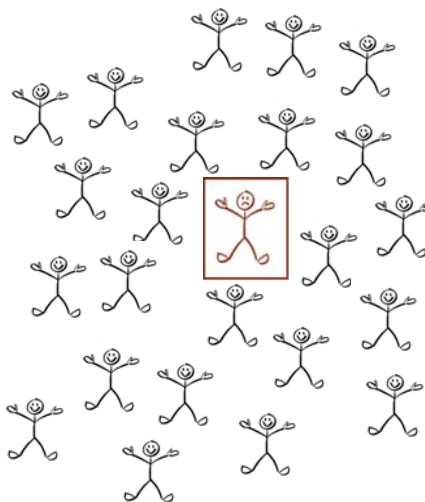
YOUTH ACTIVITIES	PUBLIC ACCESS	UNDERGRADUATES
Camps Programs Services Research	Libraries Student Unions Public Events	Freshmen Under 18 Dual Enrolled Minors

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UNIQUE ENVIRONMENT CHALLENGES



RISK OF MALTREATMENT



Statistics corresponds to **1 out of every 25** children will be maltreated, or are at a significant risk for maltreatment, per year in the U.S.

Think about it... If a University interacts with 150,000 minors annually, 6,000 children are at risk for maltreatment!

TYPES OF CHILD MALTREATMENT

Physical Abuse

- The use of intentional physical force, such as hitting, kicking, shaking, burning or other show of force against a child

Emotional Abuse

- Refers to behaviors that harm a child's self-worth or emotional well-being. Examples include name calling, shaming, rejection, withholding love, and threatening

Sexual Abuse

- Involves engaging a child in sexual acts
- It includes fondling, rape, and exposing a child to other sexual activities

Neglect

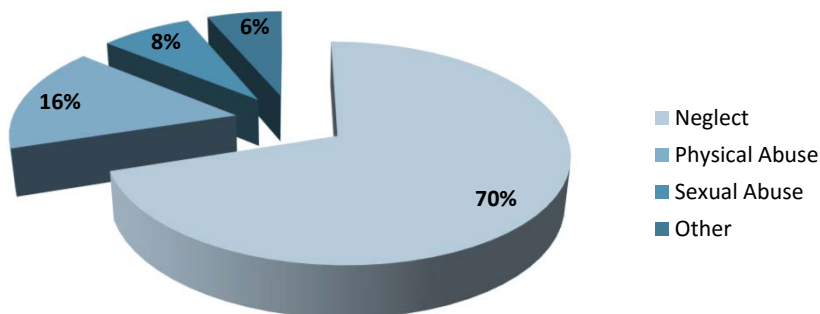
- The failure to meet a child's basic needs
- These needs include housing, food, clothing, education, and access to medical care

Understanding Child Maltreatment, Fact Sheet 2014; National Center for Injury Prevention and Control, Division of Violence Prevention, Centers for Disease Control
<http://www.cdc.gov/ViolencePrevention/pdf/CM-FactSheet-a.pdf>



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2014 REPORTS OF MALTREATMENT



3.6 million referrals representing approximately 6.6 million children

U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2016). Child maltreatment 2014. Available from <http://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment>



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■ PERPETRATORS & GROOMING



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■ INCREASED SCRUTINY:



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INCREASED SCRUTINY:

OUTCOME

- New/revised state laws
- Hiring of youth program staff at University campuses
- Revision/development of youth protection policies for minors on campus
- Increased awareness/collaboration between Youth Programs & Title IX and Clery

RESPONSIBILITY TO PROTECT CHILDREN

On-going Improvement in the Higher Education Environment



Incorporating State Laws and leading practices into university policy and procedures



Policy and procedure expansion to include overall safety and maltreatment prevention



Raising awareness for all university faculty and staff



Taking inventory of programs involving minors and where they are operating

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RISK REDUCTION PRACTICES TO OVERCOME THE CHALLENGES OF HOSTING MINORS



SECTION OVERVIEW

- 1 Identify key aspects of a centralized registration process for youth programs within university settings
- 2 Provide an overview of leading prevention and response strategies



1 KEY ASPECTS OF A CENTRAL REGISTRATION PROCESS



1

What does **it**
accomplish?

1

Who does **it**
impact?

1

What does **it**
entail?

1

Tangible Examples



POLL

What type of centralized tracking
system do you have?

1

What does it accomplish?

- ✓ Up-to-date Inventory
- ✓ Data Warehouse
- ✓ Central Entry Point
- ✓ Internal Control

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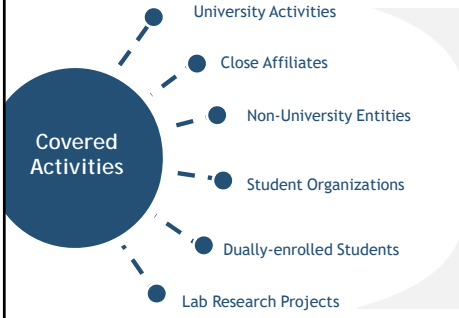
Who does it impact?

```
graph LR; CA((Covered Activities)) -.- UA[University Activities]; CA -.- CAff[Close Affiliates]; CA -.- NUE[Non-University Entities]; CA -.- SO[Student Organizations]; CA -.- DES[Dually-enrolled Students]; CA -.- LRP[Lab Research Projects];
```

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1

Who does **it** impact?



COVERED ACTIVITIES

- University Activities
- Close Affiliates
- Non-University Entities
- Student Organizations
- Dually-enrolled Students
- Lab Research Projects

FACTORS TO CONSIDER

- ✓ Activities open to non-student minors
- ✓ Participants are under University care, custody, or control
- ✓ Activities are participatory in nature

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1

What does **it** entail?

PROGRAM INFO

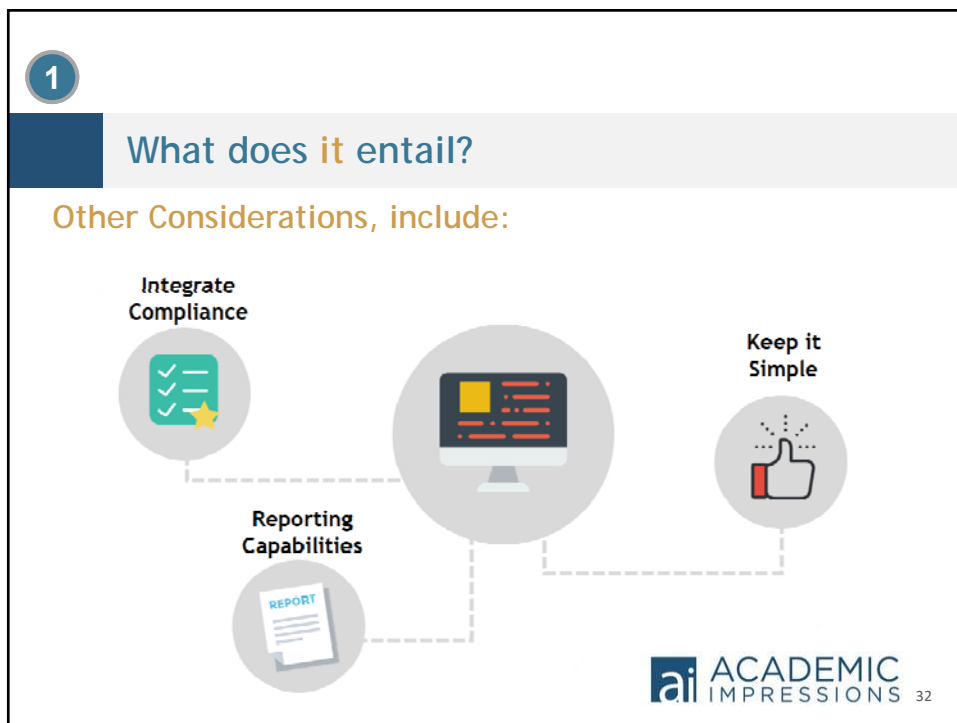
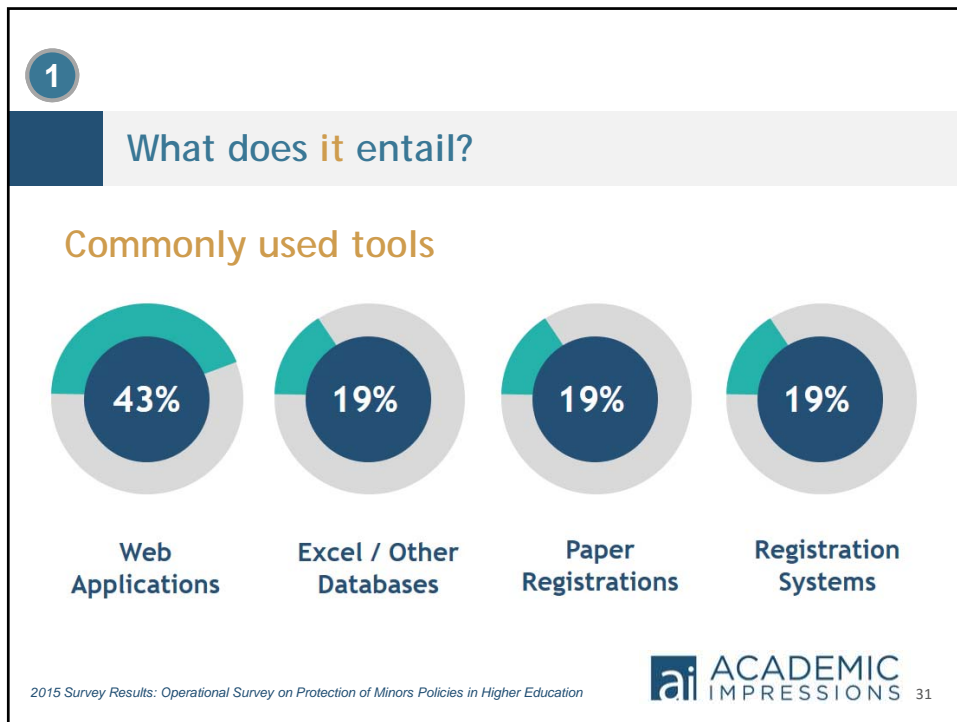
100%



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2015 Survey Results: Operational Survey on Protection of Minors Policies in Higher Education







1


Tangible Examples

 PennState

 UCONN
UNIVERSITY OF CONNECTICUT

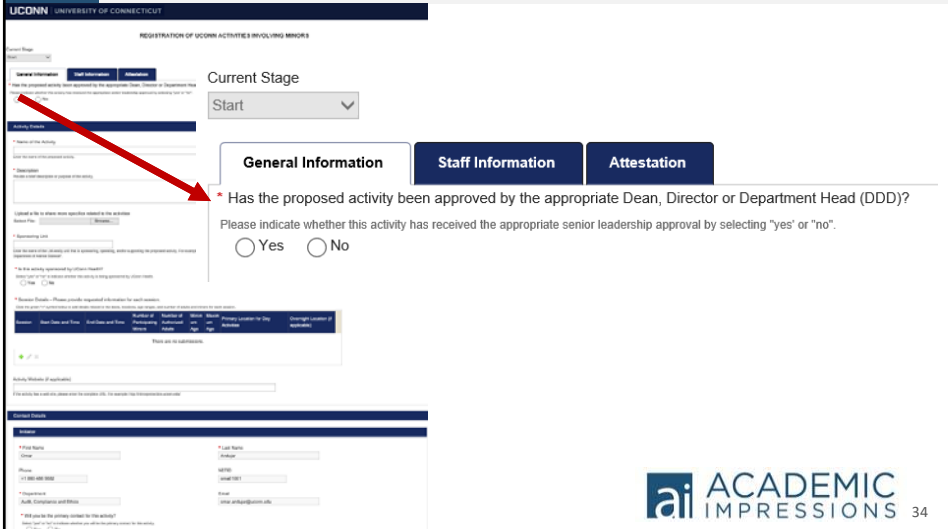
 VANDERBILT
UNIVERSITY


DATA ELEMENTS	FUNCTIONS	FREQUENCY
<u>Program Details</u> 3 out of 3 <u>Staff Details</u> 2 out of 3 <u>Participant Details</u> Tracked by programs Estimated numbers are provided	Program Inventory Assessing Risks Compliance Monitoring Part of Approval Process Analytics / Reporting Historical Database	Registration is required any time programs are held Updates are made as necessary



1

Tangible Examples





1

Tangible Examples

UCONN UNIVERSITY OF CONNECTICUT

REGISTRATION OF UCONN ACTIVITIES INVOLVING MINORS

Current Stage

Start

General Information

Has the proposed activity been approved by the appropriate Dean, Director or Department Head (DDD)?

Please indicate whether this activity has received the appropriate senior leadership approval by selecting "yes" or "no".

☐ Yes ☐ No

Staff Information

Attestation

Activity Details

Name of the Activity

Description

Sponsoring Unit

Is this activity sponsored by UConn Health?

Session Details

Session	Start Date and Time	End Date and Time	Number of Participating Minors	Number of Authorized Adults	Minors' Ages	Minors' Ages	Primary Location for Day	Overnight Location (if applicable)
There are no submissions.								

☒ Departmental Approval

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1

Tangible Examples

General Information

Staff Information

Attestation

* Has the proposed activity been approved by the appropriate Dean, Director or Department Head (DDD)?

Please indicate whether this activity has received the appropriate senior leadership approval by selecting "yes" or "no".

☐ Yes ☐ No

Activity Details

Name of the Activity WHAT?

Description WHY?

Sponsoring Unit WHO?

Is this activity sponsored by UConn Health?

Session Details – Please provide requested information for each session. WHERE?

Session	Start Date and Time	End Date and Time	Number of Participating Minors	Number of Authorized Adults	Minors' Ages	Minors' Ages	Primary Location for Day	Overnight Location (if applicable)
There are no submissions.								

WHEN?

Tell Us About Your Activity

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1

Tangible Examples

Contact Details

Initiator

* First Name

Phone

* Department

* Will you be the primary contact for this activity?
Select "yes" or "no" to indicate whether you will be the primary contact for this activity.
☐ Yes ☐ No

Primary Contact

* Contact First Name

* Contact Department

* Contact Phone

* Contact Email

**THE PERSON
REGISTERING
THE ACTIVITY**

* Last Name

NETID


Email

**THE PERSON
OVERSEEING
THE ACTIVITY**

* Contact Last Name

* Contact NetID

☒ **Primary Contact**



1

Tangible Examples

* Authorized Adults

Authorized Adult First Name	Authorized Adult Last Name	UConn Primary Affiliation	NETID	Authorized Adult Email	Authorized Adult Phone Number	Background Check Clearance Date	Training Completion Date	Select Sessions for the Adult
Omar	Andujar	Regular Payroll Employee	ABC123	Omar.andujar@uconn.edu	860-486-5682	12/1/2015	7/1/2016	1, 4

+ ✎ ✕

Previous
Next



1

Tangible Examples

* Authorized Adults

Authorized Adult First Name	Authorized Adult Last Name	UConn Primary Affiliation	NETID	Authorized Adult Email	Authorized Adult Phone Number	Background Check Clearance Date	Training Completion Date	Select Sessions for the Adult
Omar	Andujar	Regular Payroll Employee	ABC123	Omar.andujar@uconn.edu	860-486-5682	12/1/2015	7/1/2016	1, 4



Previous

Next

- ☒ Names
- ☒ Contact Info
- ☒ Assigned Sessions
- ☒ Affiliation
- ☒ Completion Dates

2

PREVENTION & RESPONSE STRATEGIES





2

Hiring

Orientation

Is standardized delivery appropriate?
What else is needed?

Multiple Roles

Do all hired personnel have transferrable skills to work with minors?

Strategies

Communicate Priority
Prevention Mindset
Training
Use Case Examples
Codes of Conduct

Strategies

Process to identify who
Process to determine if it is a good fit
Reexamine periodically

2

Training



- Identifying the population
- Content, length, delivery
- Tracking completion and assessing knowledge (quiz/evaluation)
- Internal versus external
- Frequency
- Access for all groups

2

Training



- The “ALL” option
- Pros and cons of internal versus external
- Consider how current training gets delivered at your institution
- Offer multiple delivery options
- Tiered levels of compliance
- Long term impact of renewal training

2

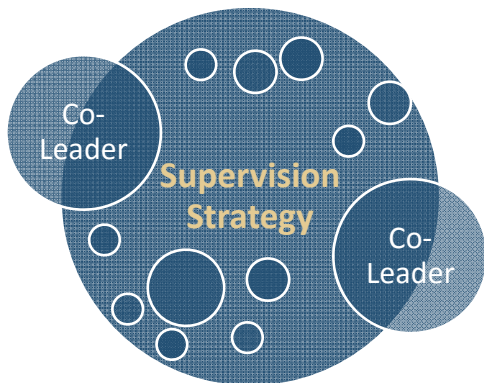
Planning and Implementation



- Open campus
- Multiple venues
- Concurrent events
- Breadth of program activities
- Level of risk ownership relevant to program type
- Hazard risk identification
- Age ranges, ratios, & group size

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Planning and Implementation

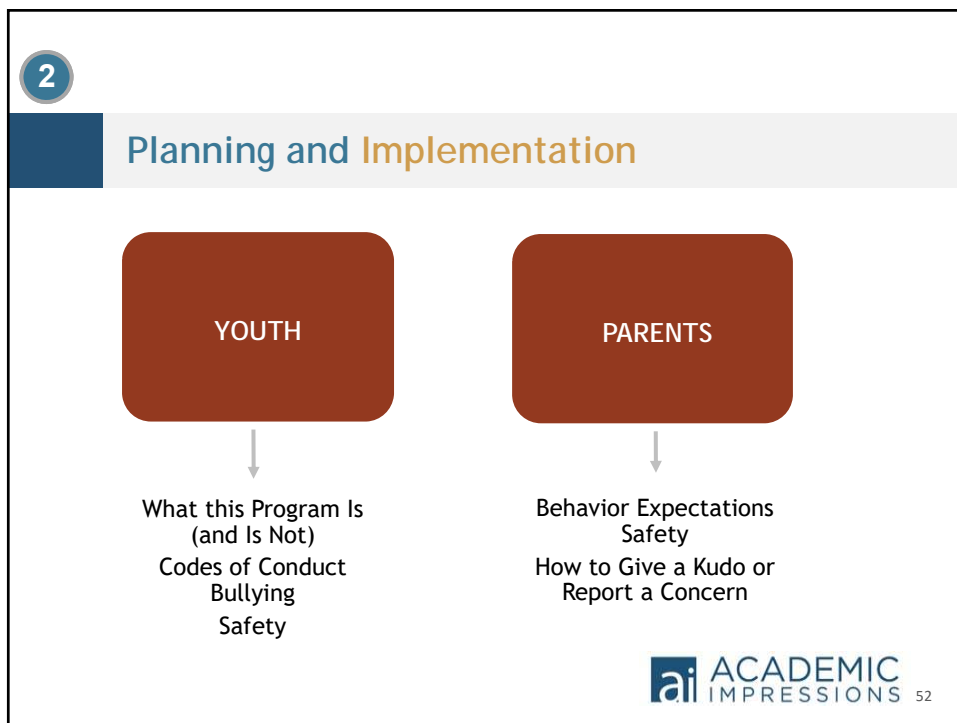
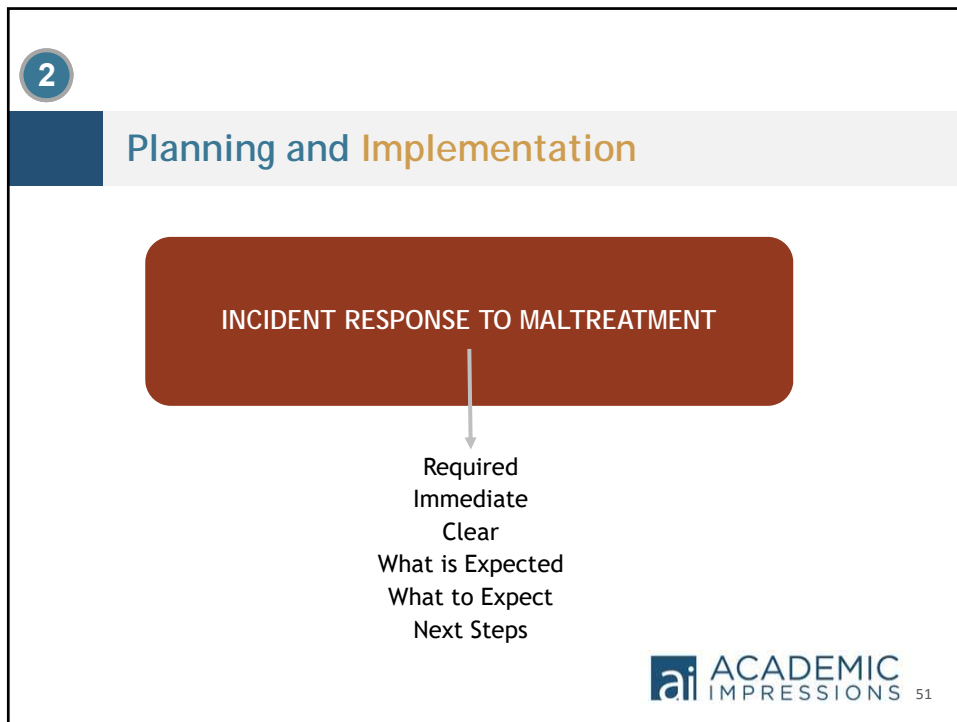


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Planning and Implementation



- Communication with other campus departments and the campus community
- Provide a general checklist
- Facilities checks
- Emergency/Contingency Plan
- Completed appropriate legal forms (participation agreement and/or contracts)
- Monitoring programs
- Incident response plan



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APPLYING POLICIES TO GRAY AREAS







■ APPLYING APPROPRIATE POLICIES TO GRAY AREAS




- ✓ Third Party Groups
- ✓ Admissions Activities
- ✓ Recreation Centers
- ✓ Residence Hall Guests



■ APPLYING APPROPRIATE POLICIES TO GRAY AREAS

-  Hybrid Events
-  Public Events
-  Student Organizations
-  Dual Enrollment

■ RISK REDUCTION SOLUTIONS

-  Start with a strong child protection policy relating to the institutional mission and leadership support.
-  Establish the scope of centralized program tracking (expect to be flexible), compliance, and reporting.
-  Consider timelines for implementation.



CHAT

What Would You Do?

Inappropriate Interaction: campers and staff are in an open space on campus and take a short break in programming

- An unknown person walking nearby stops and initiates conversation about the program with a camper
- They ask the camper for their email/cell number
- Break ends and the adult walks away
- The camper alerts the staff
- The next day, the unknown person returns during break and continues the conversation with the camper. They notice a staff observing and quickly walk away.



CHAT

What We Would Do



CHAT

What Would You Do?

Inadequate Supervision: a program is being monitored for policy and procedure standards

- The program is in an open space
- The group is split into smaller groups and sent off to work on individual projects
- Some groups are now left in a situation where supervision ratios are inadequate



CHAT

What We Would Do



TAKEAWAYS

- Safety and child protection are non-negotiable.
- Be aware of risks and practice active supervision.
- Educate on “red flag” or concerning behaviors - with an immediate response for reporting.
- Consider risk assessment as an ongoing process and promote shared risk ownership with programs working with minors - you don’t know until you know.

Higher education’s programs for minors enrich our communities and contribute to the institutional mission of service and excellence.




QUESTIONS

 RESOURCE








 EVALUATION

Thank you!

Please remember to complete the event evaluation.
Your comments will help us continually improve the
quality of our programs.



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