

2016

RESEARCH REPORT

NATIONAL JUDICIAL INSTITUTE ON  
DOMESTIC CHILD SEX TRAFFICKING  
EVALUATION- WASHINGTON, D.C.



NATIONAL COUNCIL OF JUVENILE  
AND FAMILY COURT JUDGES

SEPTEMBER 2016

The National Council of Juvenile and Family Court Judges® (NCJFCJ), an affiliate of the University of Nevada, Reno, provides cutting-edge training, wide-ranging technical assistance, and research to help the nation's courts, judges, and staff in their important work. Since its founding in 1937 by a group of judges dedicated to improving the effectiveness of the nation's juvenile courts, the NCJFCJ has pursued a mission to improve courts and systems practice and raise awareness of the core issues that touch the lives of many of our nation's children and families.

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## Executive Summary

Domestic Child Sex Trafficking (DCST) is a growing and complex problem in the United States. It is estimated that thousands of children are at risk of being exploited; many are already being trafficked. These child victims are often child welfare involved. They are frequently seen as offenders. Juvenile and family court judges are in a unique position to assist these youth to receive the necessary services to heal and recover from the trauma associated with DCST. The National Council of Juvenile and Family Court Judges (NCJFCJ) recognized that training on this topic was lacking and worked closely with partners to develop an effective and engaging training curriculum for judicial officers: the National Judicial Institute on Domestic Child Sex Trafficking (NJDCST).

The NJDCST is led by a faculty team of knowledgeable judges and experts recognized for their work nationwide on this issue. The Institute provides judicial officers with tools to develop or enhance their ability to handle the multifaceted and challenging aspects of cases involving child sex trafficking. The Institute's goals are for judges to (1) return to their communities with a greater ability to identify children who are at-risk for or are currently being trafficked, (2) become aware of effective prevention and intervention strategies that respond to the individualized needs of each victim and improve case outcomes, and (3) gain a stronger sense of their courtroom and community roles to help prevent and end domestic child sex trafficking. NCJFCJ researchers developed a pre- and post-Institute survey to assess knowledge acquisition, decision making, practice change and attitudes, and satisfaction.

With support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and Rights4Girls, the NCJFCJ delivered the fourth NJDCST in Washington, D.C. in September of 2016. Below is a summary of the key findings for the September 2016 Institute.

### *Key Findings*

#### **Knowledge Acquisition**

- There was an increase in self-reported knowledge across all 15 topic areas.
- Statistically significant differences from pre- to post-average knowledge levels were found for all 15 topics.

#### **Case Scenario (Decision Making)**

- There was an increase in the number of participants who identified "child welfare history," "previous sexual assault," and "current living with older boyfriend" as risk factors.

#### **Attitudes & Practice Change**

- There was an increase in judicial officers' confidence and ability to apply concepts to their work from pre- to post-Institute training.
- Participants noted that both an increased awareness of risk factors and understanding on how to communicate with DCST victims in a trauma-informed manner were valuable.
- Participants said they would (1) ask more questions of youth involved and change the approach to youth participation in court, (2) educate and share the information they learned with others in their jurisdiction, and (3) implement trauma-informed practices.

#### **Goals and Satisfaction**

- Overall, the majority (92%) of respondents indicated that the Institute *met or exceeded* their goals or expectations.
- Participants largely reported that the sessions provided useful information, the information was relevant to their roles, and the presenters were knowledgeable about the topics.

## Introduction

Domestic Child Sex Trafficking (DCST) is a growing and complex problem in the United States. It is estimated that thousands of youth in dependency and neglect cases are at risk for commercial sexual exploitation (CSE).<sup>1</sup> In addition, youth who are involved in the foster care system are at greater risk for CSE because these youth often run away or have a history of child sexual abuse.

### **INSTITUTE OVERVIEW**

The National Council of Juvenile and Family Court Judges (NCJFCJ) recognized there was a lack of training available on the topic of domestic child sex trafficking. To address this gap, the NCJFCJ developed a judicial training curriculum on the complex issues surrounding DCST, the National Judicial Institute on Domestic Child Sex Trafficking (NJDCST). The NJDCST is the result of a dynamic partnership between the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention, Futures Without Violence, Rights4Girls, and the NCJFCJ.

The NJDCST is designed to be a highly interactive, hands-on experience that provides new and experienced juvenile and family court judges with tools to enhance their ability to handle DCST cases. Institute topics include definitions, prevalence, and legal landscape; risk factors and vulnerabilities of victims; recruitment, control, and demand; trauma and victim decision making; cultural considerations and bias; trauma-informed justice systems and engaging victims in court; standards of care and services; and judicial leadership and decision making in DCST cases. The goals of the Institute are for judges to (1) return to their communities with a greater ability to identify children who are at risk for victimization or are currently being trafficked, (2) become aware of effective prevention and intervention strategies that respond to the individualized needs of each victim and improve case outcomes, and (3) gain a stronger sense of their courtroom and community roles to help prevent and end domestic child sex trafficking.

The training curriculum is delivered by faculty experts over two days. The NJDCST utilizes faculty at multiple levels. “Up front” or segment faculty lead the presentation of material within the Institute. Seminar leaders sit at tables with participants to provide leadership and guidance to ensure that the material is meeting participant needs and that participants’ unique community issues are identified and addressed.

The NCJFCJ uses evaluations to continuously improve its trainings. For the NJDCST, Institute staff administer pre- and post-Institute surveys to assess participant knowledge acquisition, decision making, practice and attitude change, and satisfaction.

Since its inception, the NJDCST has been offered four times. The most recent NJDCST training was held on September 26-27, 2016 in Washington, D.C. The faculty team of nationally recognized experts delivering this training included:

- Honorable Richard Blake
- Honorable Stacy Boulware-Eurie
- Karen Countryman-Roswurm, LMSW, Ph.D.
- Honorable Lori Dumas

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<sup>1</sup> Kotrla, K. (2010). Domestic minor sex trafficking in the United States. *Social Work* 55(2): 181-7. Retrieved from <http://search.proquest.com/docview/193904157?accountid=452>

## Introduction

- Honorable Angela Ellis
- Honorable Maxwell Griffin, Jr.
- Honorable Anton Jamieson
- Honorable Barbara Mack
- Withelma “T” Ortiz Walker Pettigrew
- Honorable Catherine Pratt
- Honorable John Romero, Jr.
- Victoria Sweet, JD
- Yasmin Vafa, JD
- Sujata Warriar, Ph.D.

What follows is a summary of the methodology used to evaluate the September 26-27, 2016 training as well as the results of the evaluation.

### DATA COLLECTION METHODS

Utilizing the *Guide to Conducting Effective Training Evaluations*,<sup>2</sup> researchers developed an evaluation plan for the National Judicial Institute on Domestic Child Sex Trafficking to examine changes in knowledge, decision making, and attitudes as they relate to domestic child sex trafficking. In addition, researchers were interested in any changes participants anticipated (such as being better able to identify risk factors and appropriately address the needs of victims) as a result of their attendance. The research staff utilized a pre-/post-test design with a case scenario to evaluate changes in decision making. Participants were given a unique identifier in order to link pre- and post-Institute survey responses. Researchers have employed this methodology at other trainings.<sup>3</sup>

#### *Pre-Institute Survey*

Researchers created a pre-Institute survey that was administered to attendees at the beginning of the first day of the training. This survey assessed participants' current knowledge surrounding DCST as well as their expectations of the Institute. The knowledge questions asked participants to rate their knowledge of specific topics related to DCST (e.g., profiles of victims, trauma-informed systems of justice, emerging legislation) prior to Institute attendance, using a 4-point scale.<sup>4</sup> A brief case scenario was provided and participants were asked several questions related to the scenario: *Are there any risk factors for sex trafficking? What would you do at the first/initial hearing? What services or resources exist in your community to address the issue of domestic child sex trafficking?* The pre-Institute survey also asked participants to rate their confidence and satisfaction in applying their current knowledge of domestic child sex trafficking to their work, using a 5-point scale.<sup>5</sup> Judicial officers were asked demographic questions about the length of time they had been judicial officers, which types of cases they handle, and how many child abuse and neglect and juvenile justice cases they hear. Twenty-five (25) judicial officers completed the pre-Institute survey. The pre-Institute survey is located in Appendix A.

#### *Post-Institute Survey*

Researchers created a post-Institute survey (also presented in Appendix A) to assess change in knowledge, attitude, and potential practice change. The post-Institute survey included the original knowledge and agreement questions that were asked in the pre-Institute survey with the same response scales. The post-Institute survey asked participants to review the original case scenario and identify risk factors and court orders, again, as a way to determine if their awareness of and responses to DCST cases had changed during the Institute. In the post-Institute survey, participants were also asked about their satisfaction with their current knowledge and confidence to apply information to handle DCST cases. In addition, participants were asked to identify what were the most and least beneficial parts of the Institute and to make suggestions for improving the Institute. Twenty-five (25) NJDCST participants completed the post-Institute survey.

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<sup>2</sup> Gatowski, S. and Dobbin, S. (2014). *A Guide to Conducting Effective Training Evaluation: Recommendations, Strategies, and Tools for Dependency Court Improvement Programs*. Retrieved from <http://www.ncjfcj.org/resource-library/technical-assistance/guide-conducting-effective-training-evaluations>.

<sup>3</sup> Research Report: 2014 Child Abuse and Neglect Institute in Reno, NV. Retrieved from: <http://www.ncjfcj.org/cani-2014-research-report>

<sup>4</sup> 4-point scale (4 – great deal of knowledge, 3 – fair amount of knowledge, 2 – limited knowledge, and 1 – no knowledge)

<sup>5</sup> 5-point scale (5 - very satisfied/confident, 4 - somewhat satisfied/confident, 3 - neutral, 2-slightly satisfied/confident, 1 - not confident/satisfied at all)

### *Reality Check*

During the training, Institute staff administered a “Reality Check” each day to help participants process what they were learning and make connections to their work once they returned to their community. (Appendix B contains the “Reality Check” worksheet.) Responses to Question 2 on the Reality Check worksheet served to provide a measure of practice change and training impact. Institute faculty also reviewed and used responses to all three questions on the Reality Check as an on-the spot internal quality check to gauge the delivery, comprehension, and relevance of training materials and to offer clarifications as appropriate.

**DEMOGRAPHICS (PRE-INSTITUTE SURVEY)**

Results from the pre-Institute survey indicated that 32% of participants had been a judicial officer for 1-4 years, followed by 28% who had on the bench between 10 and 14 years. Judicial officers who had less than 1 year of experience had the least representation (4%). More than one-third of participants indicated that they hear both child abuse and neglect and juvenile justice cases, while 28% indicated that they serve on the bench of a court with “general jurisdiction.” There were no participants who identified themselves as hearing juvenile justice cases only. One participant was a Tribal Court judicial officer. (See Figure 1.)

**Figure 1 - The Role of the Judicial Officer**

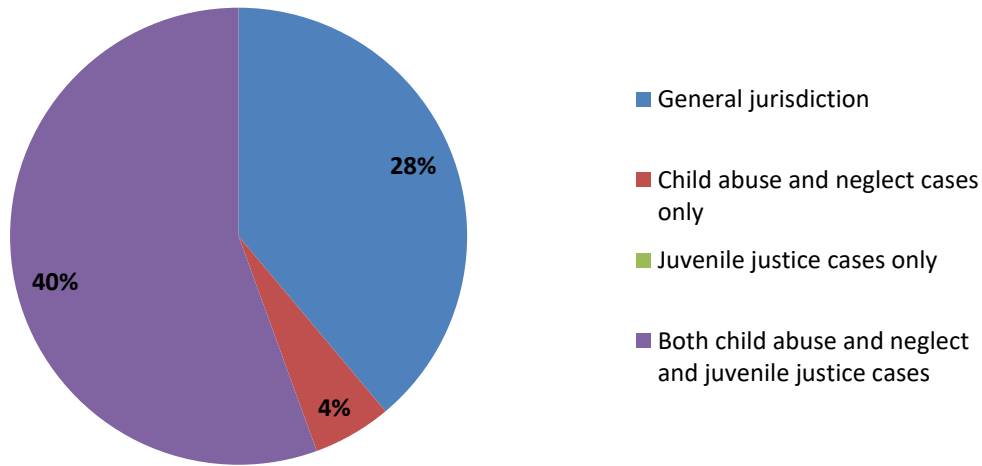
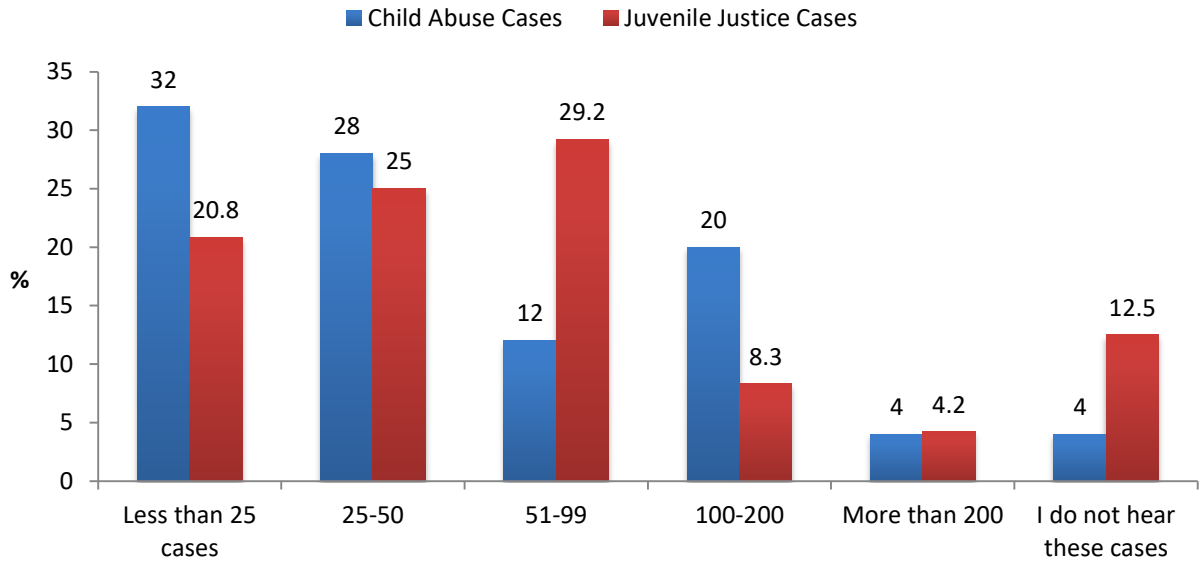


Figure 2 presents the types of cases that participants heard. Overall, Institute participants indicated that they hear more juvenile justice cases than dependency cases. In fact, about one-third of respondents noted they hear 51-99 juvenile justice cases (29.2% ) and fewer than 25 dependency cases (32%) every three months. Survey participants were asked to estimate what percentage of cases on their docket involved sex trafficking. Four participants (16%) estimated 5% of the cases on their docket involved sex trafficking, while another three participants (12%) estimated between 10-15% of cases involved DCST. Many respondents who provided estimates stated they were unsure of the true prevalence as screening may be lacking in their jurisdiction.



**Figure 2 - Percentage of Cases Heard Every 3 Months**



**GOALS**

*Pre-Institute*

On the pre-Institute survey, participants were asked an open-ended question about what they hoped to gain by attending the Institute. Responses were categorized into the following main goals: developing appropriate responses and processes to apply to DCST victims (44%), increasing understanding of the topic (40%), understanding techniques to identify victims (40%), and understanding the legal framework around the issue (4%).

*Post-Institute*

On the post-Institute survey, participants were asked the extent to which their goals or expectations for the NJDCST were met. An overwhelming majority (92%) of participants indicated that the Institute had *met or exceeded* their goals or expectations.

**KNOWLEDGE ACQUISITION**

Participants were asked to self-rate their knowledge level (pre- and post-Institute) on 15 items related to DCST topics. Respondents’ pre- and post-Institute survey answers were matched for analysis. Responses were then averaged and sorted from least to greatest mean difference in knowledge between pre- and post-Institute. Table 1 presents knowledge level and change.

*Pre-institute*

Overall, it appears that participants entered the Institute with very little knowledge about the topics covered. On a scale of 1-4, the average response was less than 2 (2=limited knowledge) on seven of the 15 items.

## Results

### Post-Institute

After the Institute, there was an increase in knowledge across *all* topic areas. T-test analyses<sup>6</sup> revealed there were statistically significant<sup>7</sup> differences between pre- and post-Institute survey average knowledge levels across the 15 topics. On the scale of 1-4, the average response was more than 3 (3=fair amount of knowledge) on 12 of the 15 items. The most amount of change occurred for the topic, “*demographic information on buyers of child sex.*” The least amount of change in knowledge occurred for the topics, “*emerging legislation related to DCST,*” “*the effects of exploitation on DCST victims,*” and “*how victim trauma affects decision making and interaction with justice system.*”

<b>Table 1. Change in knowledge by topic area (sorted from least to greatest)</b>			
<b>Topic Area</b>	<b>Pre-Institute Survey Average</b>	<b>Post-Institute Survey Average</b>	<b>Mean Difference</b>
Emerging legislation that relates to DCST	1.92	2.84	0.92*
The effects of exploitation on DCST victims	2.6	3.52	0.92*
How victim trauma affects decision-making and interaction with justice system	2.36	3.28	0.92*
Major federal laws that relate to trafficking	1.92	2.96	1.04*
Techniques for in-court engagement with youth affected by trauma	2.16	3.2	1.04*
Strategizing effective placement for juvenile DCST victims	1.84	2.88	1.04*
Characteristics and demographics of DCST victims	2.44	3.52	1.08*
How historical trauma affects community and individual level risk	2.12	3.2	1.08*
The role of bias and cultural misinformation in DCST cases	2.24	3.36	1.12*
Risk factors for entry into sex trafficking	2.38	3.52	1.14*
Power and control dynamics of child sex traffickers	2.44	3.64	1.20*
The core components of services for DCST victims	1.84	3.04	1.20*
The core conditions of healing from trauma and victimization	1.96	3.21	1.25*
How to integrate judicial leadership and collaboration into DCST response	1.96	3.27	1.31*
Demographic information on buyers of child sex	1.76	3.08	1.32*
*4-point scale (4 – great deal of knowledge, 3 – fair amount of knowledge, 2 – limited knowledge, and 1 – no knowledge)			
*Signifies statistical significance where p-value is less than 0.05.			

<sup>6</sup> A T-test analysis is used in statistical examination to compare the means of two populations and determine if they are equal. In this situation, a paired t-test was used because responses were matched, which provided the opportunity to compare the mean difference of the pre- and post-Institute survey results.

<sup>7</sup> Statistically significant findings indicate that the relationship between two variables is not mere random chance and are typically explained through a p-value. If the p-value is less than 0.05, then there is 95% confidence that there is a relationship between the two variables.

### CASE SCENARIO

Survey participants were given a case scenario (below) in which they were instructed to identify any risk factors for sex trafficking and to indicate what they would do at the initial/first hearing (i.e., issue orders regarding placement and services).

*Katrina is a 15-year-old girl who has been detained for possession and consumption of alcohol and marijuana. Katrina also has an extensive history with child welfare. Her mother's rights were terminated when she was 6 and she has lived in many different foster homes ever since. Katrina ran away from her last group home 8 months ago. At Katrina's hearing, she reveals that she was sexually assaulted there and it prompted her to run. Katrina also informs the court that she has a boyfriend who is 22 and is currently living at his home.*

Institute staff administered the same case scenario to participants at the end of the Institute to see if their answers changed due to participation. Attendees' pre- and post-Institute responses were matched for analyses. (Table 2 presents both pre- and post-Institute responses.)

#### Risk Factors

The case scenario provided to participants has a potential of 10 risk factors that could be identified. The risk factors included: (1) Katrina's age, (2) potential substance abuse, (3) history with child welfare, (4) termination of mother's rights, (5) multiple placements, (6) runaway behavior, (7) placement in group home, (8) history of sexual assault, (9) age of boyfriend, and (10) current living situation with older boyfriend.

#### *Pre-Institute*

In the pre-Institute survey, participants identified an average of 4.12 risk factors. The most commonly identified risk factors in the pre-Institute survey were: (1) age of boyfriend, (2) substance abuse/use, and (3) runaway behavior.

#### *Post-institute*

In the post-Institute survey, participants identified an average of 6.3 risk factors. The most commonly identified risk factors in the post-Institute responses were: (1) prior sexual assault, (2) substance abuse/use, and (3) multiple placements. The least commonly identified risk factors in both surveys were placement in a group home, Katrina's age, and Katrina's current living situation.

<b>Table 2. Change in items identified by topic area (sorted from least to greatest) in initial/first hearing</b>			
<b>Topic Area</b>	<b>Pre-Institute Survey Percentage Average</b>	<b>Post-Institute Survey Percentage Average</b>	<b>Percentage Mean Difference</b>
Katrina's age	28%	16%	-12
Substance Abuse/Use	64%	64%	0
Child Welfare History	24%	40%	16
Termination of Mother's Rights	20%	16%	-4
Multiple Placements	56%	60%	4
Runaway Behavior	60%	56%	-4

## Results

Group Home	8%	12%	4
Previous Sexual Assault	52%	68%	16
Age of Boyfriend	76%	56%	-20
Current Living Status with Older Boyfriend	24%	32%	8
Percentage average derived from number of total respondent in pre and post-Institute surveys, respectively. *Signifies statistical significance where p-value is less than .05.			

### Judicial Orders based on the Case Scenario

Participants were provided an open-ended response question to identify what they would put in their orders following the first/initial hearing. Pre- and post-Institute answers were analyzed for common themes and re-coded. Nine main themes were identified. These included: (1) appoint child advocate and/or attorney, (2) involve child welfare, (3) screen/assess/evaluate, (4) no contact with the boyfriend/trafficker, (5) provide therapy/services, (6) provide placement, (7) order to detention, (8) discuss child’s wishes and (9) other. “Other” answers included “subpoena boyfriend,” “provide the child with information about the hearing,” and “ask caring questions.” The themes with the largest percentages in both surveys included: (1) screen/assess/evaluate and (2) provide placement. (See Figure 3.)

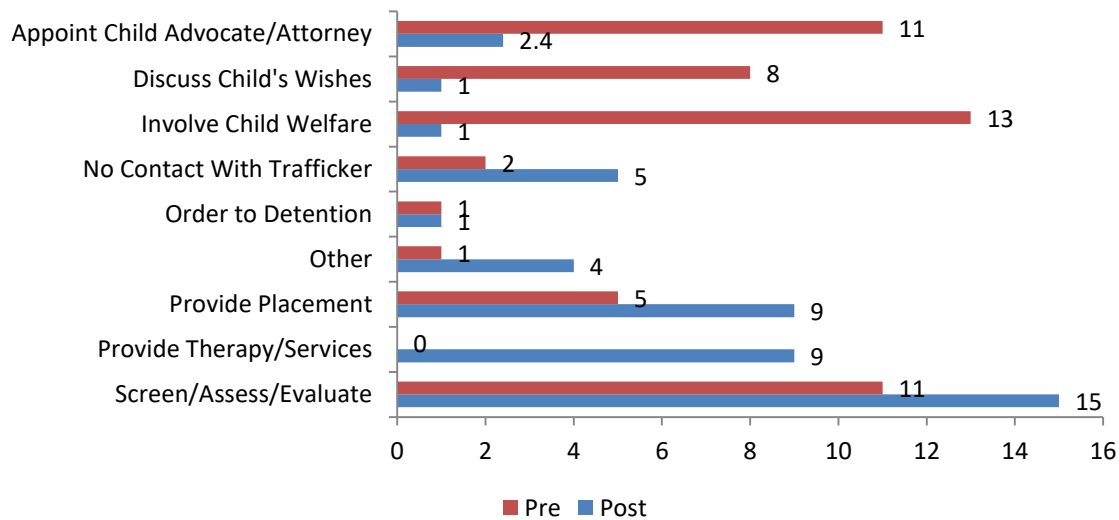
#### *Pre-Institute*

In their pre-Institute responses, participants most frequently listed “appoint a child advocate/attorney,” “discuss child’s wishes,” “involve child welfare,” and “screen, assess and evaluate.”

#### *Post-Institute*

In the post-Institute responses, commonly stated orders were “no contact with trafficker/boyfriend,” “provide placement,” provide therapy/services,” and “screen, assess and evaluate,” It should be noted that in post-Institute responses, several participants listed “therapy/services,” whereas in their pre-Institute survey responses, no participants identified this as a topic for their orders.

**Figure 3 - Number of "Hearing Order" Items Identified in Pre- and Post-Institute Surveys**



**ATTITUDES**

In the post-Institute survey, participants were asked to identify the *most* and *least beneficial* parts of the Institute as well as *suggestions for improvement* to the Institute. Responses were coded to determine themes. All responses on the most beneficial aspects of the training are presented in Appendix C, all responses relating to the least beneficial components of the training are set forth in Appendix D. Suggestions for improvement appear in Appendix E.

*Benefits of Training*

Overall, participants felt that one of the most valuable things they took away from the Institute was information on communicating with DCST victims in a trauma-informed manner. Participants also indicated that the information regarding understanding bias and cultural competency and the information on risk factors were beneficial.

*Improvements to Training*

Respondents noted that the Institute did not address male victims adequately and that some sessions were repetitive. The suggestions that participants offered for improving future Institutes included: (1) providing more information on best practices and specialty models, (2) spending less time on culture (although, as noted above, some participants identified the information on bias and cultural competency as beneficial) and more time on services and placement for victims, and (3) providing more information on boys’ issues.

*“I will definitely take more time to review and get to the underlying reason the youth is in front of the court/in the system.”*

### **PRACTICE CHANGE**

The ability to apply knowledge to practice change is an overall goal of the Institute. Achievement of this goal was assessed in two ways.

First, participants were asked to complete a “Reality Check” worksheet each day of the training. Question #2 on the worksheet specifically asked how participants would use information from the day’s training topics in their future work. Respondents indicated they would ask more questions of youth involved and change the approach to youth participation in court and planning. Other practice changes related to educating colleagues and sharing the information they learned with others in their jurisdiction. In addition, participants shared that they planned to implement trauma-informed practices, including trauma audits, and to have “courageous discussion” with various stakeholders and agencies in order to develop coordinated responses to DCST. (See Appendix F for all responses.)

Second, participants were asked in both surveys to rate their level of confidence in applying their current knowledge of DCST to future work. A t-test analysis revealed a statistically significant difference between pre- and post-Institute survey responses, with a mean difference of 1.60, SD = 0.87 ( $p = 0.001$ ), indicating both improvement in judicial officers’ confidence and ability to apply concepts to their work, following the Institute.

These survey findings suggest that the Institute has the potential to change practice in the court room for sexually exploited children. Judges participating in the fourth NJDCST appeared to increase their confidence and ability to apply knowledge gained from the Institute particularly on topics relating to the dynamics of child sex trafficking (power and control aspects), the characteristics of buyers of sex, services for DCST survivors (and their contributions to healing), and the judicial role in responding to DCST (judicial leadership and collaboration).

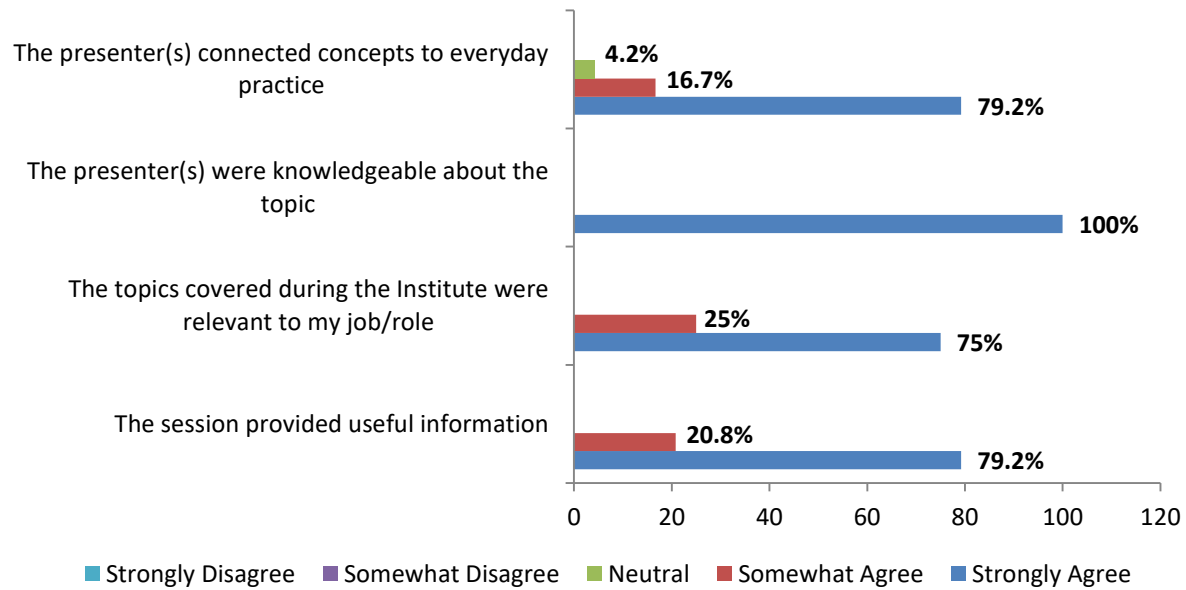
### **SATISFACTION**

Satisfaction questions were included in the post-Institute survey. Participants were asked to rate their agreement (selecting from “strongly disagree” to “strongly agree”) with four statements regarding components of the Institute. Statements included: *The sessions provided useful information; The topics covered were relevant to my job/role; The presenters were knowledgeable about the topic; and The presenters connected concepts to my everyday practice.*

Overall, participants indicated favorable responses to all four statements. (See Figure 4.) The most variability in responses appeared with the statement, *The presenters connected concepts to my everyday practice.* This could indicate the need for more applicable examples and tools in future Institutes.

## Results

**Figure 4 - Satisfaction with the Institute**



## Conclusion

The NCJFCJ is one of several national organizations dedicated to raising awareness about domestic child sex trafficking and improving services for victims. The scope of NCJFCJ's efforts concerns training to educate judges. Because juvenile and family court judges are exposed to many at-risk and trafficked children in the foster care and juvenile justice systems, they can play a key role in identifying and serving DCST victims. Moreover, judicial officers can provide leadership in organizing collaborative efforts to improve responses and services in their jurisdiction. The NCJFCJ has designed the National Judicial Institute on Child Sex Trafficking to equip judicial officers with knowledge to better understand and effectively respond to victims of DCST. The Institute assists judges with understanding their role in preventing and ending child sex trafficking in their communities.

NCJFCJ research staff developed an evaluation plan to assess the effectiveness of the DCST training curriculum. The training evaluation used pre- and post-Institute surveys to examine knowledge acquisition, decision making and practice change, and satisfaction. For the NJDCST assessed for this report, evaluation results generally trended in a positive direction suggesting that the Institute was valuable to participants. Pre- and post-Institute survey results demonstrated an overall increase in knowledge acquisition after attendance at the Institute. Furthermore, the case scenario revealed that, post-Institute, judicial officers would make orders that would help facilitate screening and evaluation of potential victims, provide appropriate treatment/services for victims, and provide appropriate placements for victims.

The findings of this evaluation report are encouraging and indicate that the fourth NJDCST achieved many of its goals. Respondents found that the Institute met or exceeded their expectations and goals and they were satisfied with the Institute overall. In reviewing the results from the previous NJDCST programs, [which you can find here](#), it is apparent that this is an effective platform to raise awareness and educate judicial officers on this important issue. It is the hope of the NJDCST and the NCJFCJ that the Institute contributes to practice changes that will help judges provide child victims of sex trafficking with the justice, services, and support they need to be able to recover from the trauma they have experienced.



## PRE-INSTITUTE EVALUATION

1.) What do you hope to gain by attending the DCST Institute?

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2.) How satisfied are you with your current knowledge of domestic child sex trafficking?

- Not Satisfied At All    Slightly Satisfied    Neutral    Satisfied    Very Satisfied

3.) How confident are you in applying your knowledge of domestic child sex trafficking in your current work?

- Not Confident At All    Not Very Confident    Neutral    Somewhat Confident    Very Confident

4.) Please indicate your knowledge level on the following topics:

1 – No knowledge , 2- Limited knowledge, 3 – Fair amount of knowledge, 4 – Great deal of knowledge	1	2	3	4
Emerging legislation that relates to DCST				
Major federal laws that relate to trafficking				
Characteristics and demographics of DCST victims				
Risk factors for entry into domestic child sex trafficking				
Power and control dynamics of child sex traffickers (pimps)				
The effects of exploitation on DCST victims				
Demographic information on buyers of child sex				
How victim trauma affects their decision-making and interaction with the justice system				
How historical trauma affects community and individual level risk				
Techniques for in-court engagement with youth affected by trauma				
The role of bias and cultural misinformation in DCST cases				

## Appendix A

The core conditions of healing from trauma and victimization				
Strategizing effective placements for juvenile DCST victims				
The core components of services for DCST victims				
How to integrate judicial leadership and collaboration into DCST response				

**5.) CASE SCENARIO:**

Katrina is a 15 year old girl who has been detained for possession and consumption of alcohol and marijuana. Katrina also has an extensive history with child welfare, her mother's rights were terminated when she was 6 and has lived in many different foster homes ever since. Katrina ran away from her last group home 8 months ago. At Katrina's hearing, she reveals that she was sexually assaulted there and it prompted her to run. Katrina also informs the court that she has a boyfriend who is 22 and is currently living at his home.

**A) Given the current information, are there any risk factors for sex trafficking? If so, please list them.**

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**B) What would you do at her first/initial hearing? (i.e., orders regarding placement and services, parties who should be present, additional information needed, etc.)**

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**6. What services or resources exist in your community to address the issue of domestic child sex trafficking?**

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**7. Are you a Tribal Court Judge?**

- Yes     No

**8. How long have you been a judicial officer?**

- Less than 1 year     1 - 4 years     5 - 9 years     10 - 14 years     15 or more years

**9. What kind of cases do you handle?**

- General jurisdiction
- Child abuse and neglect cases only
- Juvenile justice cases only
- Both child abuse and neglect and juvenile justice cases
- Other (please specify): \_\_\_\_\_

**10. In your estimate, how many child abuse and neglect cases do you hear every 3 months?**

- Less than 25
- 25 - 50
- 51- 99
- 100-200
- More than 200
- I do not hear child abuse and neglect cases

**11. In your estimate, how many juvenile justice cases do you hear every 3 months?**

- Less than 25
- 25 - 50
- 51- 99
- 100-200

## Appendix A

- More than 200
- I do not hear juvenile justice cases

**12. In your estimate, what percentage of cases on your docket involve sex trafficking? (Either known or suspected)**

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**END OF SURVEY – THANK YOU!**

## POST-INSTITUTE EVALUATION

**1. To what extent, did the DCST Institute meet your goals or expectations?**

Did Not Meet Them  Somewhat Met Them  Neutral  Met Them  Exceeded Them

**2. How satisfied are you with your current knowledge of domestic child sex trafficking?**

Not Satisfied At All  Slightly Satisfied  Neutral  Satisfied  Very Satisfied

**3. Please indicate your knowledge level on the following topics:**

1 – No knowledge , 2- Limited knowledge, 3 – Fair amount of knowledge, 4 – Great deal of knowledge	1	2	3	4
Emerging legislation that relates to DCST				
Major federal laws that relate to trafficking				
Characteristics and demographics of DCST victims				
Risk factors for entry into domestic child sex trafficking				
Power and control dynamics of child sex traffickers (pimps)				
The effects of exploitation on DCST victims				
Demographic information on buyers of child sex				
How victim trauma affects their decision-making and interaction with the justice system				
How historical trauma affects community and individual risk				
Techniques for in-court engagement with youth affected by trauma				
The role of bias and cultural misinformation in DCST cases				
The core conditions of healing from trauma and victimization				
Strategizing effective placements for juvenile DCST victims				
The core components of services for DCST victims				
How to integrate judicial leadership and collaboration into DCST response				

**4. CASE SCENARIO:**

Katrina is a 15 year old girl who has been detained for possession and consumption of alcohol and marijuana. Katrina also has an extensive history with child welfare, her mother's rights were terminated when she was 6 and has lived in many different foster homes ever since. Katrina ran away from her last group home 8 months ago. At Katrina's hearing, she reveals that she was sexually assaulted there and it prompted her to run. Katrina also informs the court that she has a boyfriend who is 22 and is currently living at his home.

**C) Given the current information, are there any risk factors for sex trafficking? If so, please list them.**

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## Appendix A

D) **What would you do at her first/initial hearing?** (*i.e., orders regarding placement and services, parties who should be present, additional information needed, etc.*)

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5. **How likely are you to use what you learned from the Institute to help inform decisions in your future work?**

- Not Very Likely  Somewhat Likely  Neutral  Likely  Very Likely

6. **How confident are you in applying your knowledge of domestic child sex trafficking to your future work?**

- Not Confident At All  Not Very Confident  Neutral  Somewhat Confident  Very Confident

7. **Please rate your level of agreement with the following statements regarding the training in general:**

	Strongly Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Strongly Agree 5
The sessions provided useful information.					
The topics covered during the sessions were relevant to my job.					
The presenters were knowledgeable about the topic.					
The presenters connected concepts to everyday practice.					

8. **Overall, how satisfied are you with the DCST Institute?**

- Not Satisfied At All  Slightly Satisfied  Neutral  Satisfied  Very Satisfied

9. **What was one thing you learned that will be the most beneficial to your future work?**

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10. **What was the least beneficial part of the training or what did you like the least?**

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11. **Do you have any ideas or suggestions that could improve future DCST Institutes?** (*i.e. topics you want more information on, struture of sessions, etc.*)

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# REALITY CHECK: DAY \_\_\_\_\_

(Date)

*Please respond to the following questions.*

1. What are the most important things you learned during the \_\_\_\_\_ day of the Institute?

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2. How will you use this information when you return to work?

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3. How would you change the \_\_\_\_\_ day of the Institute to make it more relevant and helpful to your work?

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## Appendix C

### *Most Beneficial Components of NJDCST*

**“What was one thing you learned that will be the most beneficial to your future work?”**

<b>Trauma-Informed Engagement with Victims (28.2%)</b>
Addressing and communicating with trauma victims.
Ask questions. Be sensitive to this issue.
Conversation to have with child.
How to discuss with youth in my courtroom issues around DCST and to fully integrate the youth.
How to integrate the victim into my decision making and the statistics and characteristics of victims.
Ask what the child needs/wants. Ask what are the child’s goals, hopes and dreams. Be more aware of what may be going on with the child’s home, school, etc. Not just what I am hearing in the courtroom.
This is a huge issue and is present everywhere. Talk to the child/youth – don’t assume you know anything about him/her.
1) Involve youth in decision-making, and 2) Ask questions. And, then, ask more questions.
The strong possibility that no one is actually talking to the children/victims about their immediate needs/wants.
Better understanding of how to talk to/with victims.
Ability to relate more fully with the youth and choices of words to identify victims.
How to deal with a child who has been trafficked and the victim’s perspective.
That we need to change our perspective and approach to characterization and engagement with exploited youth.
Language matters.
Your language may impact the victim.
Engagement techniques with youth. Consider the youth’s perception regarding structural exclusion, procedural fairness, and historical oppression.
1) There are many good methods for supporting and managing child victims and their cases, and 2) there is always more to the story.
Importance of personal engagement with the child.
Methods of dealing with young adults. Appropriate conversation.
How to use kid friendly language and how to not be triggered by a youth’s negative attitude. Also to be mindful of biases.
How to adjust for trauma informed interaction.
What is wrong with you vs. what happened to you? Reviewing demeanor. Ask questions.
How to better deal with minors who have experience trauma.
Ideas for making the overall “court experience” better for victims of various traumas.
<b>Cultural Considerations &amp; Bias (25.9%)</b>
Be mindful of biases and work to reduce them.
Cultural competency aspect. The role plays were useful.
Understanding my own implicit bias.
Awareness of cultural and stereotypes was very informative and the words we use in court.



## Appendix C

Be aware of your biases and others' biases. Ask for more information.
My own biases. Court appearance from child's perspective.
I always learn something new with the piece on cultural bias and awareness.
Bias against recognizing boys are victims is pervasive, bias/prejudice and stereotypes, and trauma-informed courts.
We all have biases – be aware and know how to minimize. Words matters so be mindful.
Recognize bias and stereotypes.
Always enjoy and benefit from discussion of implicit bias and cultural competence.
How negatively the players in the judicial system are viewed.
Culture and biases – being aware, thinking through considerations of language and how it could be misinterpreted.
Cultural competence.
How our bias and a bias held by others impact the process.
I found the cultural considerations and bias session very insightful. The practical approach to trauma-informed practices was well done and helpful.
Awareness of cultural issues, bias, and understanding of issues. Also, appropriate practical ways of dealing with trauma exposed youth.
1) To train/collaborate with staff and stakeholders regarding our interactions with youth and our own biases, and 2) we need better media to change/better public about the work we do.
Understanding existence of implicit bias.
How to recognize the cultural and trauma aspects.
Trauma, cultural aspects, and stereotypes.
How to effectively communicate with trauma victims, and identify my biases, so I don't allow them to prevent me from effectively listening and reacting.
<b>Risk Factors/Identification of Victims (24.7%)</b>
Awareness of DCST and recognition of how that impacts children.
Characteristics of DCST victims.
How to identify trafficking victims and try to craft appropriate sentences.
How traffickers are able to ingratiate themselves with the victims and maintain control.
Identification of victims through risk factors I was not previously aware of.
Identifying signals that child may be trafficked.
Risk factors for children.
Risk factors to identify victims of DCST.
Screening and assessment practices.
The characteristics of all parties involved.
I also learned the risk factors that lead to a life in DCST.
Recognizing risk factors/understanding causes that lead to kids being trapped.
Definition of DCST and additional demographics to consider as victims of DCST.
The signs to look for and how judges can better serve the public on these cases.
Methods of recognizing victims; methods of communicating with victims; risks to victims; need for more services and support; and lack of fiscal commitment to the victims.
How to identify vulnerable and victimized children.

## Appendix C

How to look at the many issues facing human trafficking victims.
Identifying risk factors for the youth
Who victims are – not just girls
Ways to identify and communicate with a victim of sex trafficking, and the risk factors that make them vulnerable.
Asking (and having others ask) the right questions to identify sex-trafficked youth and employ right services. Also recognizing lack of alternatives when youth are making decisions.
<b>Federal Laws/Legislative Change (8.2%)</b>
That we need some legislative and practice changes to address some of these issues in our jurisdiction. Also, interesting discussion about the intersection of foster care and trafficking.
Need to be more familiar with federal laws. Court needs to look deeper into cases and “read” juvenile actions. This is not an easy topic for anyone to address.
That jurisdictions vary widely in this area. Ours is doing fairly well. The federal statutes that cover sex trafficking are helpful and I plan to further research them in order to hold our local agencies to the required standards.
The government ACTS for the victims.
Recognition of federal statutes
The laws available, what we can actually do
Collaboration with other states, learning other approaches and law/policy development.
<b>General Knowledge Increase/Other (13%)</b>
All information on subject matter that I did not have before attending. I had very little if no information on subject.
How little I really know.
Don’t have good handle on the numbers/extent of the problem in the local area.
Things that my state can improve on via Report Card, the intensity of the tie to pimp – “family,” and the importance of making sure the youth know rights so they feel safe.
The importance that a Dad plays in the life of his daughter(s)
Lack of john accountability.
Emphasis on using my power to convene and to organize efforts.
Give kids a “Bill of Rights.” Tell them what their rights are. Tell them there are laws to protect you, this is what will happen to him.
Hearing from T/ how much my jurisdiction has to do to deal with and to be more successful.
Perspectives, language is important, alternative sentencing, and laws – the Federal acts.
Victim perspectives.

## Appendix D

### *Least Beneficial Component of NJDCST*

**“What was the least beneficial part of the training or what did you like the least?”**

<b>Cultural Bias (47%)</b>
Cultural bias – too much time spent on this. I found it repetitive of other bias training I received.
Stereotypes (only because I’ve had so much training on this)
The bias section – I think it could have been better connected to best practices rather than just pointing out everyone is biased.
The sections regarding cultural awareness were too long. We got it on day 1. Not enough time to discuss what practical things I can do when I get home. The exercise with the sheets wasn’t helpful.
Less time on stereotypes – more on actual info for type of services for kids who are being groomed.
There is too much on cultural bias. I really want to hear more on practical implementation.
Cultural bias section somewhat repetitive of prior trainings I have attended.
Although informative and educational, the section on historical trauma experienced by Native Americans was probably the least relevant to my area.
<b>Logistics (29.4%)</b>
Too cold, no food/lunch on your own – seemed like wasted time, too crowded, room too small/bad layout.
The room was stuffy and overcrowded; airflow was bad, breaks too far between.
The basics of human trafficking – the 1 <sup>st</sup> ½ of day 1.
Room was too small.
Crammed room.
<b>Participation (11.8%)</b>
Too much audience participation – would have liked more time hearing from experts.
Too much audience participation/ less speaker time.
<b>Male Victims (11.8%)</b>
The lack of focus on boys.
Minimization of male victims.

**Suggestions for Improvement**

**“Do you have any ideas or suggestions that could improve future NJDCST programs?”**

<b>Examples / Information (43.3%)</b>
More information on neurodevelopment of children and teens as it pertains to decision making, impulse control, immorality, judgment, and mental health generally.
More in-depth for residential treatment and when appropriate.
More information on placement options.
More information on boys’ issues; what do services look like.
The case studies and the role play are really effective strategies.
Trafficking of boys.
Use a case study from beginning through disposition and do analysis step by step and have available materials that go with each phase.
1) How to treat the youth – Is it better to keep the youth in the community or residential treatment – what are the factors? 2) Is it harmful to keep a youth in the detention center? 3) When a youth continually runs, how to protect or ensure their safe return?
Incorporate discussion about the lack of resources, and the regional methods of developing resources and providing program/support.
I would like more information on dealing with male child sex victims and/or child trafficking work victims.
Trauma is the latest buzz word and should identify specific services to engage in trauma-based therapy and what TBT looks like.
Would have liked to hear more from survivor about trauma, especially from Karen.
Maybe distinguish how to handle D/A cases vs. criminal cases in working with DCST survivors/victims.
<b>Logistics/ Timing (23.3%)</b>
Better spaces and better airflow, have soft drinks/afternoon snacks, have hotel better located for walking to restaurants and entertainment during evening hours. Realize all courts and facilities are not safe; different states have different codes of conduct for judges.
More frequent breaks, particularly given the small space. Hearing from victims/survivors. Give me an organized binder of materials at the beginning.
Moving around in group exercises is not comfortable – especially in cramped quarters.
If you are going to have interactive activities, provide more time.
Slow down.
More time for the first exercise.
I would hand out the hypos in advance so that we have time to read them
<b>Practical Models/Application (20%)</b>
More practical models/suggestions on implementing a system that better protects sex-trafficked children.
Would have liked to hear more about specialty courts mentioned.
The more focus on best practices with a practical focus, the better.
PLEASE include much more about best practices, programs, etc. rather than focusing so much on trauma – would like to have heard more about how specialized dockets are set

## Appendix E

up, Safe Harbor courts, etc.
Identify different options or strategies that I can use for where my state is at.
I think we could have spent some time unpacking specific practices and characteristics of systems that exacerbate risk for system involved youth.
<b>Additional Resources (13.3%)</b>
Would like more law enforcement collaboration.
I would add a handout for an “A” state to be provided to lower-scoring states. This would give lower-scoring states something to compare to, learn from, and take back to our states.
Give me kid’s Bill of Rights (T spoke) and give me TDM/FTC model.
More published info like the sexual abuse to prison pipeline, etc.

*How Use Information from NJDCST (from Question #2 on Reality Check)*

<b>Specific Practice Changes (31.8%)</b>
I will definitely take more time to review and get to the underlying reason the youth is in front of the court/in the system.
I will ask more questions of all parties involved, including youth. Appoint CASA when possible. I will use calendaring to help keep AWOL kids on everyone’s minds.
Ensuring that someone in the process is making that connection (about the victims immediate needs/wants).
I’m going to talk to HT kids with using their pointers so I can get through.
Ask more questions. Continue education of community partners on this issue. Watch how I ask questions of “victim.” Remember to treat juveniles individually and not as routine case and understand their situation.
It will help me identify potential victims so that I can pay more attention to prevention as well as finding safe havens other than secured detention.
Discuss with Chief Judge about changing calendars/have a small calendar to deal with trafficked children.
Change approach to youth participation in court/planning.
I want to implement: know your rights for foster youth and safety planning that implements youth plan.
Modeling behavior when I have victims in court.
Will look at AWOL cases completely different. Will force other key players in the process to evaluate cases differently.
Hopefully in every aspect of abuse involving trafficking, being able to recognize signs of trafficking; perhaps have more communication among agencies and court services regarding the same.
Be more aware, watch for signs, and ask more questions.
I will expect youth to test me and control my reaction.
Ask more questions and ask for permission. Engage people more. Look to see how court can be more transparent.
Speak to staff and all parties involved in providing services to child on how better to meet the needs of child using the appropriate language.
Realize that I may have a bias and wait until all evidence is in before making a decision.
Stop stereotyping, get more info.
Always reviewing the implicit bias I bring to my work and attempt to do self-awareness checks.
Asking the questions of myself.
Try to demonstrate greater leadership so that stakeholders and staff will follow.
<b>Education/ Information Sharing (25.7%)</b>
Share with colleagues in the court system and arrange for a training program possibly in conjunction with US Attorney
To educate other judges, attorneys, and youth workers.
Share it with my bench, and identify programs for appropriate referral.
Not sure yet! I will share it with members of my bench.

## Appendix F

Develop education and awareness for judges and justice partners.
Training for Family Court, revisiting my expectations of personnel in my court, and further areas to study and implement in our Family Court.
I intend to share these tips with my colleagues and create greater expectations in my courtroom.
Share with others in courtroom and providers.
Yes, I will share with my colleagues.
Review materials again. Share it with my other judges. Put information to work in my courtroom.
Share information with colleagues and court staff as one court.
1) Will bring it up at our next staff meeting and our next stakeholder meeting, and 2) will discuss with our Chief Judge and Public Information Officer.
Hopefully will have a training for all our Family Court judges.
Train my staff on how to appropriately communicate and things to look for.
Simply being informed is helpful. I plan to share with my colleagues.
Judicial leadership – educating court staff. Creating a resource for parents who are out of options.
Encourage interagency training on DCST. Encourage all agencies involved with our youth to ask more questions.
<b>Be Trauma-Sensitive (18.2%)</b>
I'm going to be more sensitive to everyone.
Be more mindful of others.
Try to take more time with each child to understand where they come from.
More mindful of the verbiage I use when addressing youth.
Hopefully be more aware of how my demeanor and words can set the tone.
Increase my mindfulness of how the youth perceives me and the court process.
Be more careful with the language used by all in the court.
Re-evaluate my own courtroom culture and look to opportunities to make changes on my own.
Court trauma assessment seems like a good idea.
Trauma audit will be performed.
I will continue to work on improving trauma-informed practice across systems.
Require trauma informed training and audit.
<b>Awareness/Use Information (9.1%)</b>
Situational awareness – seeing what I am looking at in more clarity.
Review information and gather more information and check my cases to see if any signs of these cases in my court that have gone unnoticed.
Not really – just informational.
It's very valuable information to use in our courts.
Research/supplement, and realize there is more work to do for survivors.
A lot, because it helps to deal with our case load.

<b>Develop Coordinated Responses/Collaborate (9.1%)</b>
Create summit on DCST to raise awareness and coordinate services (Task Force on DCST).
Meet with DSS and Court Service Unit.
I will convene and create an organized effort to address trafficking – identify minors who may be victims and educated and train the people in the different systems who work with them.
Discussion with collaborative partners on how to improve court process for traumatized youth.
Meet as a team to address specific needs of each child.
Re-engage the attorneys assigned to these cases with this info.
<b>Change Legislation/Policy (6.1%)</b>
To suggest changes in legislation, to make sure I fully listen to and explain things to youth, and to ask more questions before making decisions.
Push for change of statute.
Establish more communication on policy with D.A. (prosecutor’s office). I will review all PA laws to see if changes are needed.
Will coordinate with my supervising judge of Human Trafficking Task Force (as well as with stakeholders/service providers) to question legislative changes/request legislative changes and to change some of our practices in and out of the court. Will bring issues to our Model Court.