

2017

RESEARCH REPORT

NATIONAL JUDICIAL INSTITUTE ON  
DOMESTIC CHILD SEX TRAFFICKING  
EVALUATION – SAN DIEGO, CALIFORNIA  
JUNE 2017



NATIONAL COUNCIL OF JUVENILE  
AND FAMILY COURT JUDGES

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.

For more information about the NCJFCJ or this report, please contact:

National Council of Juvenile and Family Court Judges  
Juvenile & Family Law Programs  
University of Nevada  
P.O. Box 8970  
Reno, Nevada 89507  
(775) 507-4777  
[www.ncjfcj.org](http://www.ncjfcj.org)  
[research@ncjfcj.org](mailto:research@ncjfcj.org)

©2018, National Council of Juvenile and Family Court Judges

Joey Orduna Hastings, JD, Chief Executive Officer, NCJFCJ

### **Report Contributors**

Alicia DeVault, M. A., Research Assistant, NCJFCJ  
Martha-Elin Blomquist, Ph.D., Site Manager, NCJFCJ

This research was made possible by Cooperative Agreement No. 2015-CT-FX-K001 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice or the National Council of Juvenile and Family Courts Judges.

## Executive Summary

Domestic Child Sex Trafficking (DCST) is a complex problem in the United States and our awareness of the need to address it is growing. 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 ensure they 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 its partners, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and Rights4Girls, to develop a 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 needed 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. To measure achievement of these goals each Institute assesses participant knowledge acquisition, decision making, attitudes and practice change, and satisfaction.

NCJFCJ delivered the sixth NJDCST in San Diego, California, June 5-7, 2017. Below is a summary of the key findings from the evaluation of this June 2017 Institute.

### *Key Findings*

#### ***Knowledge Acquisition***

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

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

- There was an increase in the number of participants who identified risk factors for DCST: living with an older boyfriend, multiple placements, child welfare history, and runaway behavior.*

#### ***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 identifying and understanding victims and perceptions of sex trafficking, as well as understanding information about trauma, would be beneficial in their work.*

#### ***Goals and Satisfaction***

- The majority of respondents indicated that the Institute met or exceeded their goals or expectations.*
- Participants largely reported that the sessions provided useful information, the presenters were knowledgeable about the topics, and that the topics covered were relevant to their job or role.*

## Introduction

Domestic Child Sex Trafficking (DCST) is a 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.<sup>1</sup> In addition, youth who are involved in the foster care system are at greater risk for commercial sexual exploitation 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, the *National Judicial Institute on Domestic Child Sex Trafficking* (NJDCST), on the complex issues surrounding DCST. The NJDCST is the result of a dynamic partnership between the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, Futures Without Violence, Rights4Girls, and the NCJFCJ.

The NJDCST is designed to be a highly interactive experience that provides new and experienced juvenile and family court judges with tools to enhance their ability to handle DCST cases. Training segment 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 and one-half days. The NJDCST uses 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 curriculum includes a section, "What Judges Can Do," as part of the material covered at the end of each training segment. The Institute also has a facilitated action planning session as the final program segment to further participants' preparation to apply their learnings and to implement practices consistent with recommended practice.

The NCJFCJ uses evaluations to assess the effectiveness of its trainings and to make improvements in curriculum content and delivery, based on evaluation results. For the NJDCST, staff administer pre- and post-Institute surveys to assess the immediate impact of the training on participant knowledge acquisition, decision making, practice and attitude change, and satisfaction. Institute faculty and NCJFCJ staff are in the process of developing tools to evaluate the longer-term effectiveness of the training, with respect to behavior change and results/outcomes.<sup>2</sup>

---

<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>

<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>. As Gatowski and Dobbin note, a widely accepted model for the evaluation of training and learning is Donald Kirkpatrick's four levels: satisfaction/reaction, learning, behavior, and

## Introduction

Since its inception, the NJDCST has been offered six times. The most recent NJDCST training was held on June 5-7, 2017 in San Diego, California. The faculty team of nationally recognized experts delivering this training included:

- Honorable Richard Blake
- Honorable Rosa Figarola
- Honorable Anton Jamieson
- Honorable Steven Lynch
- Jessica Midkiff
- Joan Pera
- Honorable Catherine Pratt
- Honorable John Romero, Jr.
- Victoria Sweet, JD, MA
- Honorable Toko Serita
- Honorable Linda Teodosio
- Yasmin Vafa, JD
- Sujata Warriar, PhD

What follows is a summary of the methods used to evaluate the June 5-7, 2017 training as well as the results of the evaluation.

---

results/outcomes. The first two levels of evaluation can be measured immediately following a training. The second two levels require passage of time. Tools to evaluate training effectiveness at the levels of satisfaction and learning were designed and have been used as part of the NJDCST. Findings on these levels are the primary focus of this report. In addition, some evidence on the effectiveness of the training on the third level – behavior – may be gleaned from the decision making exercise and the Action Planning activity during the Institute.

### METHODS OF DATA COLLECTION AND ANALYSIS

Using the *Guide to Conducting Effective Training Evaluations*,<sup>3</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 practice changes participants anticipated, which could include identifying risk factors and appropriately addressing the needs of victims, as a result of their attendance. The research staff used a pre-/post-test design that contained knowledge questions and a case scenario to evaluate changes in knowledge as well as 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>4</sup>

#### *Pre-Institute Survey*

The pre-Institute survey (presented in Appendix A) included items to assess current knowledge surrounding DCST as well as expectations of the Institute. The knowledge questions asked individuals to use a 4-point scale<sup>5</sup> to rate their knowledge of specific topics related to DCST (e.g., profiles of victims, trauma-informed systems of justice, emerging legislation). In addition, a brief case scenario was provided and respondents were asked several questions relating 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?* Following the case scenario questions, respondents were asked to list services or resources that existed in their community. The pre-Institute survey also asked individuals to use a 5-point scale<sup>6</sup> to rate their confidence and satisfaction in applying their current knowledge of domestic child sex trafficking to their work. Additionally, respondents were asked demographic questions about the length of time they had been judicial officers, which types of cases they handled, and how many child abuse and neglect and juvenile justice cases they hear. NCJFCJ staff emailed Institute registrants an invitation to complete the pre-Institute survey on-line (via Survey Monkey) several days prior to the training. All seventeen (17) judicial officers participating in the Institute completed the survey.

#### *Post-Institute Survey*

The post-Institute survey to assess change in knowledge and attitude as well as potential practice change (also presented in Appendix A) 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 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,

---

<sup>3</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>4</sup> Research Report: 2014 Child Abuse and Neglect Institute in Reno, NV. Retrieved from: <http://www.ncjfcj.org/cani-2014-research-report>

<sup>5</sup> 4-point scale (4 – great deal of knowledge, 3 – fair amount of knowledge, 2 – limited knowledge, and 1 – no knowledge)

<sup>6</sup> 5-point scale (5 - very satisfied/confident, 4 - somewhat satisfied/confident, 3 - neutral, 2 - slightly satisfied/confident, 1 - not at all satisfied/confident)

## Method

participants were asked to identify what were the most and least beneficial parts of the Institute and to make suggestions for improving the Institute. Institute staff administered the post-Institute survey to participants, as a pencil and paper questionnaire, at the end of the training. All seventeen (17) NJDCST participants completed the post-Institute survey.

### *Reality Check*

During the training, Institute staff administered a “Reality Check” each day to help participants process what they were learning and to 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 (“How will you use this information when you return to work?”) serve to provide a measure of potential longer term behavior change and training impact. Institute faculty also reviewed and used responses to all three questions on the Reality Check during the training as an on-the-spot internal quality check to gauge the delivery, comprehension, and relevance of training materials and to offer clarifications as appropriate.

### *Action Planning*

Institute faculty facilitated an action planning activity with participants at the conclusion of the training. Judges from the same states were encouraged to develop plans together. To make the action plans as helpful as possible, judges were encouraged to note what practice area(s) they will focus on when they return home, the steps they will take, who else they will involve, and a time frame for their practice change efforts. The Action Planning Worksheet form (set forth in Appendix C) also provided space for participants to indicate if they wished to receive post-Institute technical assistance from NCJFCJ staff to help them implement their plan. The Action Plan Worksheet was on carbonless duplicate paper. Participants gave one copy of their completed plan to Institute staff and kept one copy to take home. One month after the Institute, NCJFCJ staff provided follow-up to those participants desiring technical assistance. Like the Reality Checks, the Action Plans serve as possible indicators of behavior change.<sup>7</sup> Eleven (11) participants submitted Action Plans.

---

<sup>7</sup>NCJFCJ staff are planning follow-up with Institute participants in a year’s time to learn about progress with and/or completion of action plans and other behavior changes since the training.

# Results

## DEMOGRAPHICS (PRE-INSTITUTE SURVEY)

Out of 17 respondents, results from the pre-Institute survey indicated that 8 participants had been a judicial officer for 1–4 years. This was followed by 3 who had between 5 and 9 years of experience and another 3 who had 10 to 14 years of experience. There were 2 participants who had 15 or more years of experience and 1 who had less than 1 year of experience.

In terms of dockets (see Figure 1), of the 17 participants 8 indicated that they hear both child abuse and neglect and juvenile justice cases, 4 indicated that they work in general jurisdiction and 3 heard only child abuse and neglect cases. There were no participants who identified themselves as hearing juvenile justice cases only. No participants were Tribal Court judicial officers.

### Figure 1 - Judicial Officer Docket

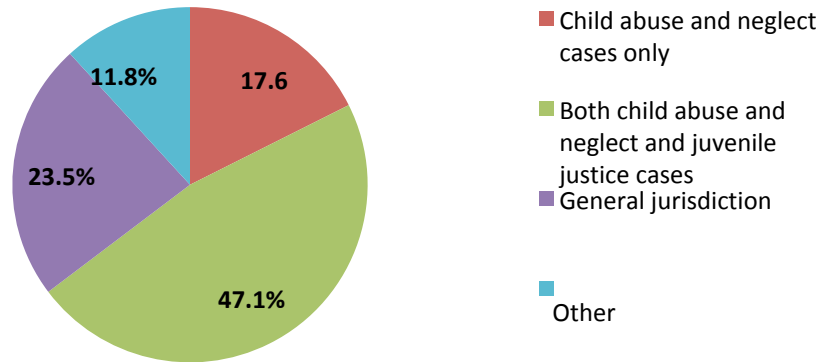
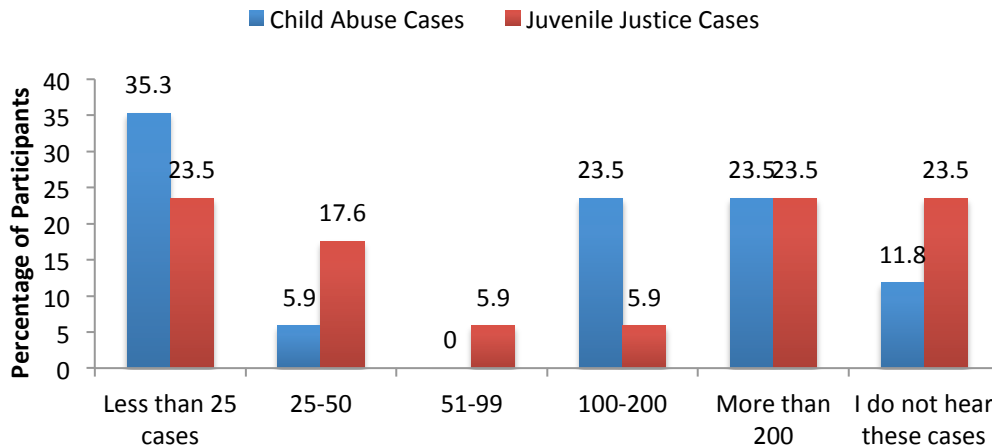


Figure 2 presents the volume of cases that participants heard. Case volume during a 3-month period was organized into six categories: less than 25 cases overall, between 25 and 50 cases; between 51 and 99 cases; between 100 and 200 cases; and more than 200 cases, with “Not hear this type of case” (child abuse or juvenile justice) being the sixth category. The largest group of participants (6 of 17) handled fewer than 25 child abuse cases in a 3-month period. Each of the following case volume

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





## Results

categories had four participants: less than 25 juvenile justice cases, between 100–200 child abuse cases, more than 200 child abuse cases, and more than 200 juvenile justice cases, respectively. Another four participants stated they did not hear any juvenile justice cases in a 3-month period. Fewer respondents (3 and 1, respectively), said they heard between 25 and 50 juvenile justice cases, 51–99 child abuse and neglect cases, 51–99 juvenile justice cases, or 100–200 juvenile justice cases. When the largest sized dockets were combined, (100–200 and more than 200), the docket volume for almost one-half (8) of the participants amounted to 100 or more child abuse case every 3 months.

In terms of cases involving sex trafficking, prior to the Institute the majority of participants (10) estimated 1–5% of the cases on their docket involve sex trafficking, while 5 participants estimated 6–10% of the cases on their docket involve DCST.

### 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: increasing understanding of the topic and ability to recognize cases (15), how to improve practice (7), and how to train others on the topic (1).

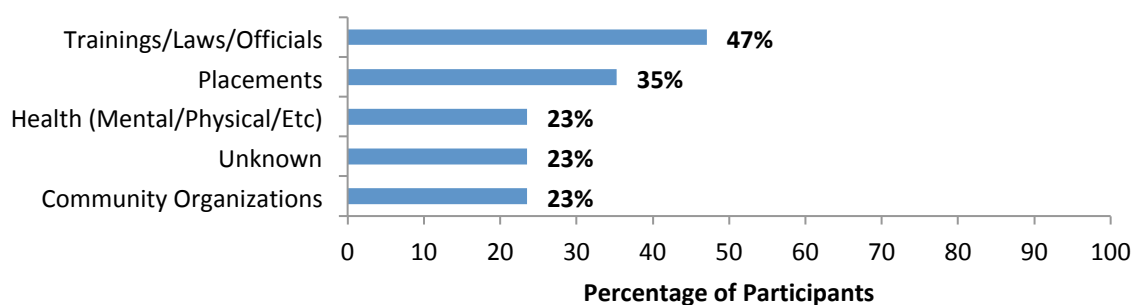
#### *Post-Institute*

On the post-Institute survey, participants were asked the extent to which their goals or expectations for the NJDCST were met. The majority of participants (88%) indicated that the Institute had *met or exceeded* their goals or expectations; 11% of participants indicated that the Institute *somewhat met their goals* or were *neutral* on this question.

### SERVICES IN COMMUNITY

In the pre-Institute survey, participants were asked what services were available in their community for DCST cases. Figure 3 presents their responses. Many participants indicated that their jurisdiction provided special trainings, or had specific laws or specially trained officials who could handle DCST cases (8 of 17). In contrast, four participants indicated that they did not know of any services available in the community for DCST cases.

**Figure 3 - Services Available in Community for DCST Cases**



# Results

## 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 greatest to least mean difference in knowledge between the pre- and post-Institute surveys. Table 1 presents knowledge level and change.

### *Pre-Institute*

Overall, it appears that participants entered the Institute with limited knowledge about the topics covered. On a scale of 1-4, the average response was less than 3 (3=fair amount of knowledge) on all 15 items.

Table 1. Change in knowledge by topic area (sorted from greatest to least)			
Topic Area	Pre-Institute Average	Post-Institute Average	Mean Difference
Techniques for in-court engagement with youth affected by trauma	2.18	3.24	1.06*
The role of bias and cultural misinformation in DCST cases	2.12	3.12	1.00*
Demographic information on buyers of child sex	2.06	3.06	1.00*
How to integrate judicial leadership and collaboration into DCST response	1.94	2.94	1.00*
Characteristics and demographics of DCST victims	2.41	3.35	.94*
Power and control dynamics of child sex traffickers	2.53	3.47	.94*
Risk factors for entry into sex trafficking	2.65	3.47	.82*
Strategizing effective placement for juvenile DCST victims	1.81	2.63	.81*
The effects of exploitation on DCST victims	2.38	3.19	.81*
Major federal laws that relate to trafficking	2.06	2.82	.76*
How victim trauma affects decision-making and interaction with justice system	2.53	3.29	.76*
The core components of services for DCST victims	1.82	2.47	.65*
How historical trauma affects community and individual level risk	2.47	3.12	.65*
Emerging legislation that relates to DCST	2.06	2.60	.53*
The core conditions of healing from trauma and victimization	2.31	2.81	.50*
Note: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.			

### *Post-Institute*

After the Institute, participants reported an increase in their knowledge. T-test analyses<sup>8</sup> revealed there were statistically significant<sup>9</sup> differences between pre- and post-Institute survey average knowledge levels across all 15 topics. On the scale of 1-4, the average response was more than 3 (3=fair amount of knowledge) on 9 out of the 15 items. The most amount of change occurred for the

<sup>8</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>9</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 only a 5% chance that the results stem from error and 95% confidence in the relationship between the two variables.

## Results

topic, “techniques for in-court engagement with youth affected by trauma.” The least amount of change in knowledge were for the topics, “emerging legislation related to DCST” and “the core conditions of healing from trauma.”

### DECISION MAKING

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., orders regarding placement and services, etc.).

*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.*

The same case scenario was included in the post-Institute survey to see if respondent 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 on average 3.94 risk factors. The most commonly identified risk factors in the pre-Institute survey were: (1) age of the boyfriend, (2) previous sexual assault, and (3) substance abuse/use.

**Table 2. Change in items identified by topic area (sorted from greatest to least) in initial/first hearing**

Topic Area	Pre-Institute Percentage	Post-Institute Percentage	Mean Difference
Current Living Status with Older Boyfriend	5%	29%	24*
Multiple Placement	35	58	23
Child Welfare History	29	41	12
Runaway Behavior	41	52	11
Katrina’s Age	17	17	0
Substance Abuse/Use	52	47	-5
Termination of Mother’s Rights	23	17	-6
Previous Sexual Assault	82	76	-6
Group Home	17	0	-17
Age of Boyfriend	88	70	-18

\*Signifies statistically significance where p-value is less than .05.

## Results

### *Post-Institute*

In the post-institute survey, participants identified on average 5.38 risk factors. The most commonly identified risk factors in the post-Institute survey were: (1) previous sexual assault, (2) age of the boyfriend, and (3) multiple placements. The least commonly identified risk factors in both surveys were: current living situation, group home, and Karina's age.

### 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 a first/initial hearing. Pre- and post-Institute answers were analyzed for common themes and re-coded. Seven 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, and (7) discuss child's wishes. The themes with the largest percentages in both surveys included: (1) provide placement, (2) provide therapy, services and (3) screen/assess/evaluate. Figure 4 presents hearing order topics.

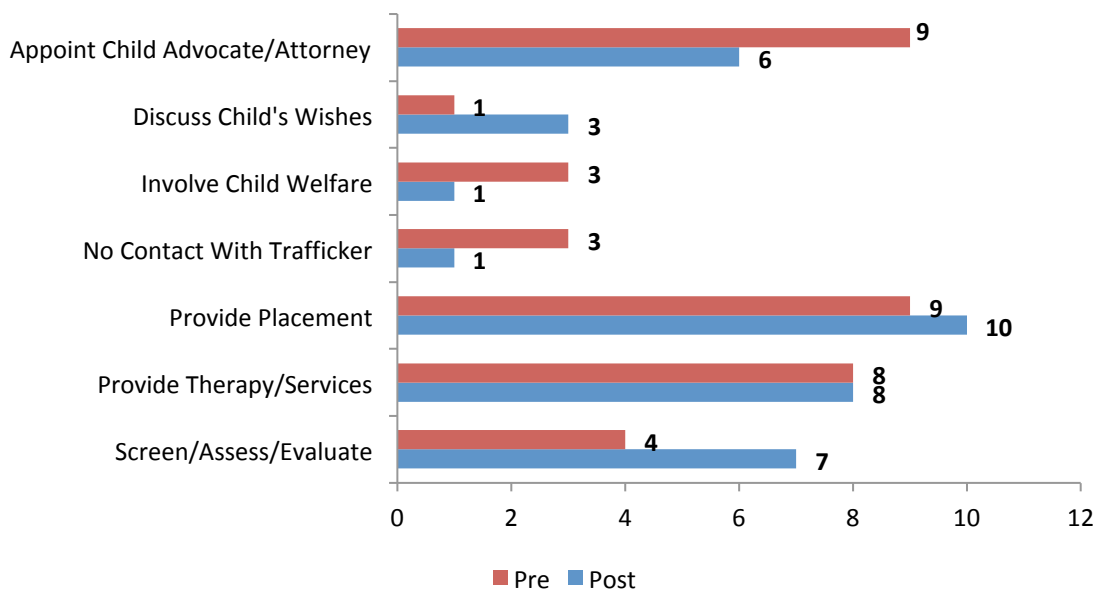
### *Pre-Institute*

On the pre-Institute survey, the most frequent response related to appointing a child advocate or attorney, followed by providing placement, providing therapy/services.

### *Post-Institute*

On the post-Institute survey, noteworthy increases occurred in the number of judges listing orders relating to screening, assessment, and evaluation and discussing the child's wishes. These topics are consistent with what training segments emphasized as being helpful to DCST victims.

**Figure 4 - Number of "Hearing Order" Items Identified in Pre- and Post-Institute Surveys**



## Results

### 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 D, all responses relating to the least beneficial components of the training are set forth in Appendix E, and suggestions for improvement appear in Appendix F.

### BENEFITS OF TRAINING

Overall, participants felt that one of the most valuable things they took away from the Institute was information on understanding victims and meeting their needs. Participants also found the information regarding trauma to be beneficial. These responses suggest that the Institute helps judges better understand the perspective of sex trafficked youth and their experiences with trauma, including coping strategies. Hopefully, such understanding translates into instituting courtroom practices that reduce trauma, increase youth sense of healing and being heard, and increase youth involvement in identifying services they will be willing to use and will find helpful.

*“The Institute helped me understand the seriousness of DCST and the need to change policy.”*

### IMPROVEMENTS TO TRAINING

Respondents reported there was not enough time for discussion, and that some of the topics were not applicable to them. Participants provided suggestions to improve future Institutes, such as: (1) hearing from survivors, (2) talking more about practical solutions, and (3) having more networking opportunities.

### PRACTICE CHANGE

The ability to apply knowledge to practice/behavior change is an overall goal of the Institute. There are three indicators of achievement of this goal.

#### *Concrete Application of Training Information*

##### Reality Check Worksheets

First, Question 2 of the Reality Check worksheet, administered each day, asked how participants would use information from the day's training topics in their future work. Appendix F provides participant responses. Most respondents identified improving identification of victims and prevention by using tools and strategies such as implementing screening and preventing exploitation by working with schools. Several participants also indicated they would share information learned with colleagues and seek more training for their courts and other system partners. For instance, one participant said he or she would create additional training opportunities, whereas another participant said he or she would include the topic of sex trafficking in CASA training.

##### Action Plan Worksheets

Secondly, participants completed Action Plan Worksheets that asked about the practice areas on which they planned to focus when they returned to their communities, some concrete steps they anticipated taking, others they would involve, and a target date for completing their steps. Action plans varied in their detail and completeness. Appendix H provides an overview of practice

## Results

areas/Institute topics addressed in the plans as well examples of specific activities or steps judges intended to undertake. The topics and action steps relating to convening and collaborating, identifying victims/survivors, services for victims/survivors, creating a specialty court/docket, and placement especially relate to Institute goals. They suggest that the Institute equipped judges with sufficient breadth and depth of knowledge to be able and inspired to take concrete steps to serve as leaders and conveners in their communities on the issue of DCST, to identify children at risk of being trafficked, and to meet the needs of victims and improve case outcomes.

### *Change in Confidence*

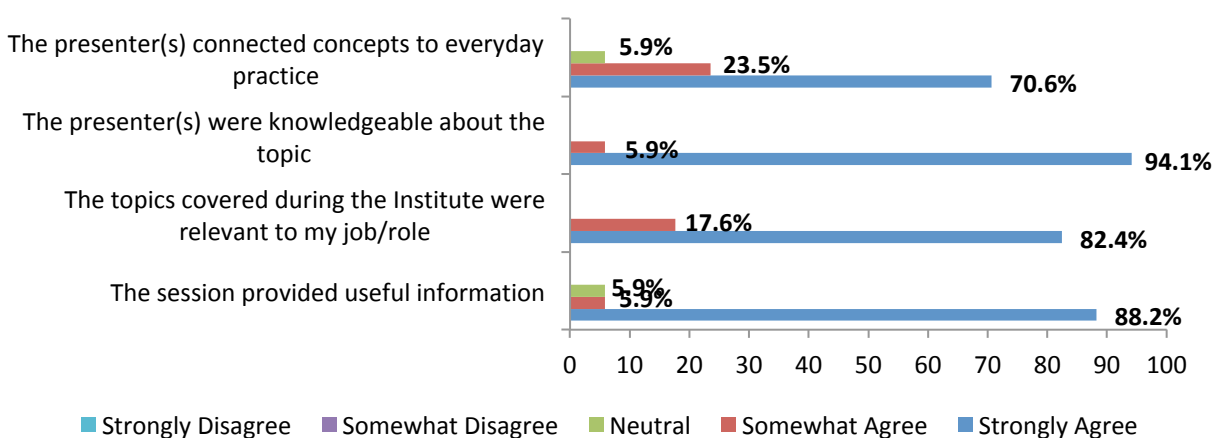
Thirdly, participants were asked in both surveys to rate their level of confidence in applying their current knowledge of DCST to future work. A t-test analysis revealed a statistically significant difference between pre- and post-Institute, with a mean difference of 1.47, SD = .94 ( $p = 0.001$ ), indicating both improvement in judicial officers' confidence and ability to apply concepts to their work.

NJDCST participants appeared to increase their confidence and their ability to apply knowledge particularly on topics relating to techniques for in-court engagement with youth affected by trauma, integrating judicial leadership and collaboration into DCST responses, demographic information on buyers of child sex, and the role of bias and cultural misinformation in DCST.

### **SATISFACTION**

Satisfaction questions were included in the post-Institute survey. Participants were asked to rate their agreement (selecting from five responses ranging 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.*

**Figure 5 - Satisfaction with the Institute**



Overall, participants indicated favorable responses to all four statements (Figure 5). The most variability in responses appeared with the statement, *the presenter(s) connected concepts to everyday practice*. This could indicate the need for more applicable examples and tools in future Institutes.

## Conclusion

The NCJFCJ is one of several national organizations dedicated to raising awareness about domestic child sex trafficking and improving services for this special population. 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 judges with knowledge to better understand and effectively respond to victims of DCST. The Institute also assists judges with understanding their role in preventing and ending child sex trafficking in their communities.

NJCJFCJ research staff developed an evaluation plan to assess the effectiveness of the NJDCST training curriculum and to help make improvements in future NJDCST programs. The training evaluation used pre- and post-Institute surveys to examine knowledge acquisition, decision making and practice change, and satisfaction. Evaluation results were generally positive. They suggest that the Institute was valuable to participants. Pre- and post-Institute survey results demonstrated an overall increase in knowledge acquisition after training attendance. In particular, the topics, "techniques for in-court engagement with youth affected by trauma," "how to integrate judicial leadership and collaboration into DCST response," "the role of bias and cultural misinformation in DCST," and "demographic information on buyers of child sex," showed the greatest increases in knowledge. These findings indicate that the Institute has impact on practice areas that judges have control over (e.g., in-court exchanges with survivors of DCST, leadership) as well as the information they draw on (or should avoid drawing on) for decision making (e.g., bias and cultural misinformation, demographic information on buyers, and risk factors).

In addition to increasing their general knowledge on risk factors, judges also increased their ability to identify risk factors for DCST in a hypothetical case. The decision making exercise also revealed that, post-Institute, judicial officers would make orders that addressed victim needs and circumstances (e.g., screening and evaluation for potential victims, treatment/services, and/or placement for victims). Post-Institute, more judges also indicated they would use strategies to increase victim voice in the process (e.g., discuss the child's wishes at the first hearing).

Action Plan topics and steps indicate that at the end of the Institute, judges felt better prepared to help their court and communities respond more effectively to DCST cases. Their plans included collaborating, developing training protocols, and determining services that might be available.

The findings of this evaluation report are encouraging. They indicate that the sixth NJDCST achieved its goals. Respondents found the Institute to meet or exceed 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 the Institute is an effective platform to raise awareness as well as educate judicial officers on changes they can make in their courtroom and communities. It is the hope of the NJDCST and the NCJFCJ that the Institute will enable judges to take action with other stakeholders to provide victims of sex trafficking with the justice, services, and support they need and deserve.

# Appendix A

## PRE-INSTITUTE EVALUATION

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

---



---



---

**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				
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.**

---



---



## Appendix A

- 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.*)
- 
- 

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

---

---

**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  
 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*)

---

---

**END OF SURVEY – THANK YOU!**

## Appendix A

### 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 level 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.

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

---

**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.)**

---

## Appendix A

**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?**

---



---

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

---



---

**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.)**

---



---

# 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?

---

---

---

---

---

---

---

---

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

---

---

---

---

---

---

---

---

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

---

---

---

---

## Appendix C

### ACTION PLANNING WORKSHEET

<b>Step 1.</b> List any new practices you may be interested in implementing.	<b>Step 2.</b> What would be your first three steps to implement this practice?	<b>Step 3.</b> Who else would you need to involve in these efforts? *	<b>Step 4.</b> Target Date for Completion	<b>Step 5.</b> How will you know you have been successful? ( <i>Think of how you can measure this practice.</i> )

\*If you would like NCJFCJ assistance, please provide your email address

---

## Appendix D

### MOST USEFUL COMPONENTS OF NJDCST

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

<b>Understanding Victims/Meeting Their Needs (6)</b>
Confirmation that it really is just trying to engage with a victim and provide support.
How to better meet the needs of the child in court.
Interventions to help children.
Providing a voice for the child/juvenile.
Understanding the dynamics of child sex trafficking.
Understanding what a victim looks like/how to identify a victim.
<b>Understanding Trauma (2)</b>
Trauma
Trauma of exploited children being treated as criminals – practical approaches.
<b>Identification of Support and Tools (3)</b>
Lots of resources are available to help us implement change.
Resources available in different jurisdictions.
The seriousness of DCST and the need to change policy.
<b>Improved Interaction/Communication (1)</b>
Continuing to improve how I communicate with victims.

## Appendix E

### LEAST BENEFICIAL COMPONENT OF NJDCST

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

<b>N/A, all necessary (5)</b>
Not applicable (4 participants said this)
I think it was all necessary despite the fact I’m not big on group participation.
<b>Trauma (3)</b>
Historical trauma – received education on this previously.
The historical part regarding trauma.
The sheet exercise regarding trauma.
<b>Discussion/Break Out Sessions (2)</b>
Not enough time for discussion.
Too many breakout sessions. I believe hearing more from the experts and have them talk to us on suggestions for implementation is most useful.
<b>ICWA (1)</b>
ICWA was a huge percentage but is not very commonly applicable in VA and have received lots of training at National Conference – not bad just rarely applicable.

## Appendix F

### SUGGESTIONS FOR IMPROVEMENT

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

<b>Hearing from Survivors (3)</b>
From survivors: if court helped you leave or recover, how? What was supportive/helpful?
Hearing from survivors, what specifically changed their lives.
Hear full story of survivor and perspective from survivor of what judicial intervention/oversight is most effective.
<b>Practical Implications/Impacts (4)</b>
Would like more on practical solutions – what’s working – and less on theory/demographics, etc.
Talk about the medical (long term) impacts of violence and trauma and the stress response on the body.
More time on the topics discussed at the end of day 2.
I feel a little behind in not understanding all the terminology/programs being used. More info on how to start from the ground up may have been helpful.
<b>Networking (3)</b>
Longer time spent with the rotating sessions and info.
More time in breakout groups.
Maybe changing seat assignments each day or after each break for more networking and interaction.



## Appendix G

### HOW USE INFORMATION FROM NJDCST (FROM QUESTION #2 ON REALITY CHECK)

<b>Improve Identification and Prevention (7)</b>
Improve early identification through screening.
Find screening tool for Court Services unit.
Incorporate DCST survivor specifics into system for identification and education.
Implement prevention curriculum for foster kids.
Get agencies to look for DCST for prevention.
Prevention of exploitation by working with schools and sharing grooming info.
Identify buyers and exploiters separate from dealers of drugs.
<b>Training/Information Sharing (4)</b>
Training regarding DCST and HT among disciplines.
Create additional training opportunities.
Include sex trafficking in CASA training.
Training for LE, CPS, and schools.
<b>Specific Changes to Court (4)</b>
Find out what trauma services are available and if our court is lacking.
Form specialty court for child trafficking.
Implement One Family/One Judge.
Considering viability of expanding Prostitution Court to adult level.
<b>Develop Coordinated Response (3)</b>
Engage current multidisciplinary teams.
Hold local summit on sex trafficking.
Implement a first responder protocol.
<b>Mentors/Advocates for DCST Survivors (3)</b>
Find possible mentors who can relate to youth.
Create mentoring network of trafficking survivors.
Voice for children through GAL and PD protocol and alliance with DV advocates.
<b>Status Change (1)</b>
Look into possibility of Safe Harbor.

## Appendix H

### Action Plans from NJIDCST Participants

---

- Convening a meeting of stakeholders
- Identify grants and resources
  
- Adopt screening tool.
- Determine communication path.
- In MNCIS? If not, where?
- Research protocols.
- Meet with judges and then other stakeholders.
- MOU.
- Research available curricula on age/gender.
- Meet with DCS regarding who/where could do.
  
- Contact chairs.
- Explain purpose.
- Convene meeting.
- Engage national resources.
- Engage state resources.
- Planning team.
- Follow up meeting with teams.
- Steps to ID cases.
- Continuing education via university.
  
- When I get home and can debrief, I want to access resources from this training to help me get started.
- Reach out to other members of community to see what may be available.
- Meet with DHS supervisors to see what services they are recommending and could we utilize better services if these aren't working.
  
- Contact OJD, judicial education committee, and DA's office.
- Do we have a task force?
- Consult with family bench on impacts and need for additional legislation.

## Appendix H

- Review various tools
- Contact therapist in this field
- Review with our Court Services Unit
- Already reached out to Lt. in charge of CIT team
- Contact directors
- Set a date
- Call director
- Use info from this class
- Develop training and implement
  
- Investigate like programs elsewhere
- Investigate how similar projects were implemented
- Launch pilot (similar to our Parent4Parent programming)
  
- Discussion with other judges
- Discussion with District Court Admin.
- Discussion with other stakeholders
- Develop protocol for GALs and PDs
- Form alliance with DV advocates
- Train judges to be more active
- Identify what they have already done
- Convene a summit
- Incorporate into existing MOUs
  
- ID Human Services contact
- Share with 911
- Share with 211
- Schools guidance and teachers
- Share info with juvenile MOU of kids at risk
- Share grooming info
- Ask users – LE
- Ask drug court participants who are at trust stage what they saw (Judge)
- Get community behind goal
  
- Determine population numbers
- Review resources available
- Determine connection with Drug or MH Court
- Available collaborations