

2017

## RESEARCH REPORT

# NATIONAL JUDICIAL INSTITUTE ON DOMESTIC CHILD SEX TRAFFICKING EVALUATION – AUSTIN, TEXAS MARCH 2017



NATIONAL COUNCIL OF JUVENILE  
AND FAMILY COURT JUDGES

DECEMBER 2017

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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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. The U.S. Department of Justice was not involved in the study design; collection, analysis, and interpretation of data; or in the writing of the manuscript. 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 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. To measure achievement of these goals, each Institute assesses participant knowledge acquisition, decision making, attitudes and practice change, and satisfaction.

With support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and Rights4Girls, the NCJFCJ delivered the fifth NJDCST in Austin, Texas, March 6-7, 2017. Below is a summary of the key findings from the evaluation of the March 2017 Institute.

### *Key Findings*

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

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

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

- There was an increase in the number of participants who identified living with an older boyfriend, mother's termination of parental rights, a history of child welfare, multiple placements, previous sexual assault, and runaway behavior as risk factors for DCST.*

#### ***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 Institute training material on identifying and understanding victims and perpetrators of sex trafficking as well as understanding information about trauma would be beneficial in their work.*

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

- All 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 presenters connected concepts to everyday practice.*

## 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, 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 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. 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 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. Based on participant feedback from earlier Institutes, faculty for the March 2017 training added a section, “What Judges Can Do,” to the material covered in each training segment. The goal of this curriculum change was to help participants process and immediately translate new knowledge into practical changes that they could make when they returned to their courtrooms. In addition, faculty included an Action Planning segment to the curriculum to further participants’ preparation and ability to apply their learnings and implement practices consistent with recommended practice.

The NCJFCJ uses evaluations to continuously assess the effectiveness of its training and to make improvements in curriculum content and delivery, based on evaluation results. For the NJDCST, Institute 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

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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

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>

Since its inception, the NJDCST has been offered five times. The most recent NJDCST training was held on March 6-7, 2017 in Austin, Texas. The faculty team of nationally recognized experts delivering this training included:

- Honorable Stacy Boulware-Eurie
- Honorable Susan Breall
- Honorable Angela Ellis
- Michelle Guymon, M.S.W
- Honorable Anton Jamieson
- Honorable Steven Lynch
- Honorable Marshall Murray
- Honorable Catherine O'Malley
- 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 March 6-7, 2017 training as well as the results of the evaluation.

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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>. 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 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

Utilizing the *Guide to Conducting Effective Training Evaluations*,<sup>3</sup> NCJFCJ 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 included 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. NCJFCJ 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. Twenty-four (24), out of twenty-four (24), judicial officers 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, 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,

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<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 confident/satisfied at all)

## 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. Twenty-three (23), out of twenty-four (24), 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 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 TA. Like the Reality Checks, the Action Plans serve as possible indicators of behavior change.<sup>7</sup> Twenty-one (21) participants submitted Action Plans.

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<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.

## Method



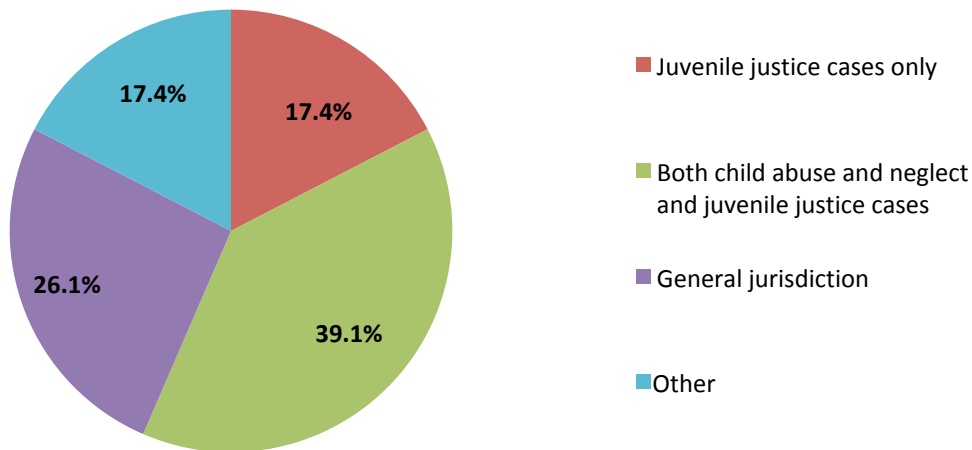
## Results

### DEMOGRAPHICS (PRE-INSTITUTE SURVEY)

Out of 24 respondents, results from the pre-Institute survey indicated that 30% of participants had been a judicial officer for 15 or more years, followed by 30% who had between 10 and 14 years of experience; 21% of participants had between 1 and 4 years of experience. Judicial officers who had less than 1 year of experience had the least representation (4%).

In terms of dockets (see Figure 1), over one-third (39%) of participants indicated that they hear both child abuse and neglect and juvenile justice cases, while 26% indicated that they serve on the bench of a court with general jurisdiction. There were no participants who identified themselves as hearing child abuse and neglect cases only. “Other” dockets include: criminal, divorce, and specialized dockets for human trafficking. No participants were Tribal Court judicial officers.

**Figure 1 - Judicial Officer Docket**

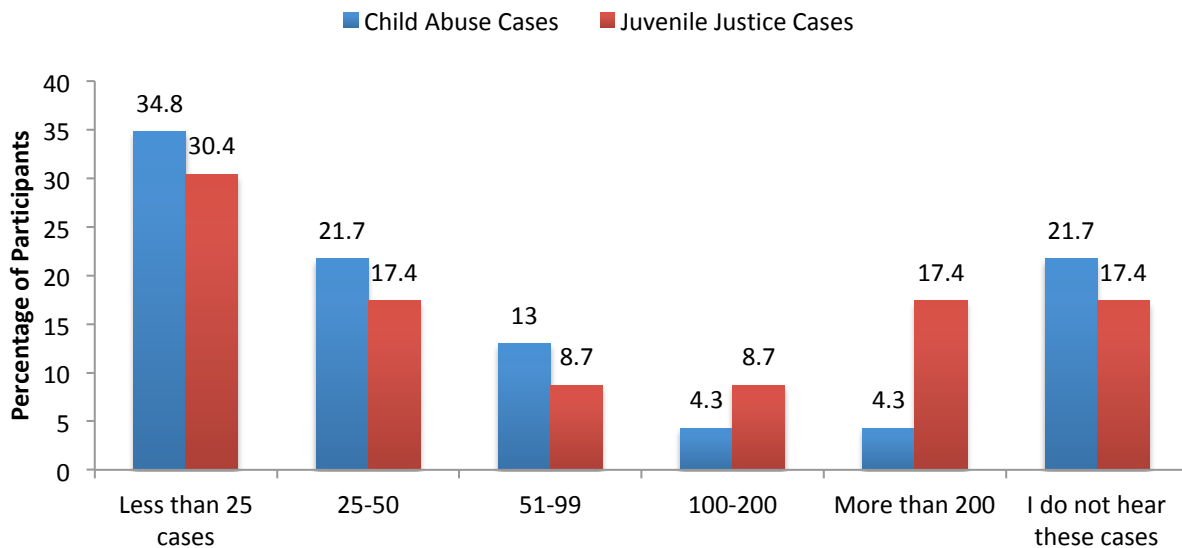


## Results

Figure 2 presents the volume of cases that participants heard. The majority of respondents indicated they hear fewer than 25 juvenile justice cases (30%) and fewer than 25 dependency cases (34%) every three months. A few judges heard a very large docket of more than 200 juvenile justice cases in that time frame.

In terms of cases involving sex trafficking, 21% of participants estimated that 10% of the cases on their docket involve sex trafficking, while 21% estimated 5% of the cases on their docket involve DCST.

**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: increasing understanding of the topic and ability to recognize cases (74%); developing appropriate responses and identifying services and providers (39%); and learning to collaborate with other organizations (13%).

#### *Post-Institute*

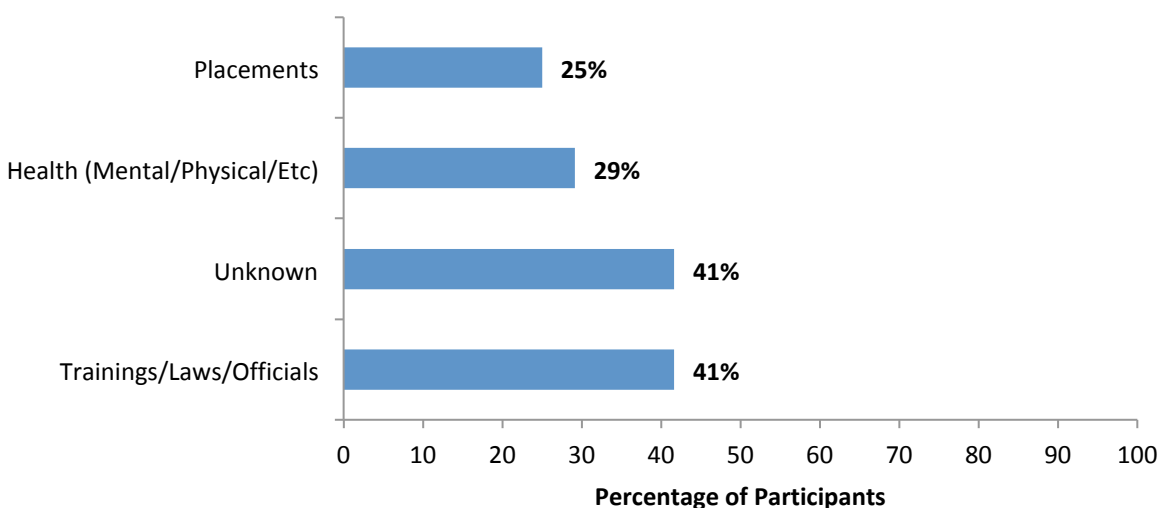
On the post-Institute survey, participants were asked the extent to which their goals or expectations for the NJDCST were met. All participants (100%) indicated that the Institute had *met or exceeded* their goals or expectations.

## Results

### 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. Just under one-half (41%) of participants indicated that their communities provided special trainings or had specific laws or specially trained officials who could handle DCST cases. The same percentage of participants said that they did not know of any services available in the community for DCST cases. Slightly more than one-fourth noted their jurisdiction had health services and about one-fourth indicated their communities had placement services for youth

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



### 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 very little knowledge about the topics covered. On a scale of 1-4, the average response was less than 2 (2=limited knowledge) on 7 of the 15 items.

#### *Post-Institute*

After the Institute, there was an increase in knowledge across *all* topic areas. T-test analyses<sup>8</sup> revealed there were statistically significant<sup>9</sup> differences between pre- and post-Institute survey

<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.

## Results

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 10 out of the 15 items. The most amount of change occurred for the topics, “how to integrate judicial leadership and collaboration into DCST response,” “the role of bias and cultural misinformation in DCST cases,” “demographic information on buyers of child sex,” and “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,” “major federal laws that relate to trafficking”, and “strategizing effective placement for juvenile DCST victims.”

**Table 1. Change in knowledge by topic area (sorted from greatest to least by mean difference)**

Topic Area	Pre-Institute Survey Average	Post-Institute Survey Average	Mean Difference
How to integrate judicial leadership and collaboration into DCST response.	1.86	3.31	1.45*
Demographic information on buyers of child sex.	1.82	3.21	1.39*
The role of bias and cultural misinformation in DCST cases.	2.04	3.43	1.39*
Techniques for in-court engagement with youth affected by trauma	1.86	3.26	1.39*
Risk factors for entry into sex trafficking	2.47	3.60	1.13*
How historical trauma affects community and individual level risk	2.17	3.30	1.13*
Characteristics and demographics of DCST victims	2.30	3.39	1.08*
The core conditions of healing from trauma and victimization	1.90	2.95	1.04*
Power and control dynamics of child sex traffickers	2.65	3.65	1.00*
The core components of services for DCST victims	1.78	2.78	1.00*
How victim trauma affects decision-making and interaction with justice system	2.43	3.43	1.00*
The effects of exploitation on DCST victims	2.43	3.43	1.00*
Strategizing effective placement for juvenile DCST victims	1.73	2.69	0.95*
Major federal laws that relate to trafficking	2.00	2.56	0.56*
Emerging legislation that relates to DCST	1.83	2.30	0.47*
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.			

<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 95% confidence in the relationship between the two variables.

## Results

### 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 4.50 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.

#### *Post-Institute*

In the post-Institute survey, participants identified on average 5.09 risk factors. The most commonly identified risk factors in the post-Institute survey were: (1) the age of the boyfriend, (2) previous sexual assault, (3) runaway behavior, and (4) multiple placements. The least commonly identified risk factors in both surveys were: placement in a group home, Katrina's age, and termination of mother's rights.

## Results

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

Topic Area	Pre-Institute Survey Percentage	Post-Institute Survey Percentage	Mean Difference
Current Living Status with Older Boyfriend	30%	56%	26*
Child Welfare History	26%	52%	26
Runaway Behavior	56%	78%	22
Multiple Placements	47%	65%	18
Termination of Mother's Rights	4%	17%	13
Previous Sexual Assault	69%	78%	9
Group Home	8%	8%	0
Age of Boyfriend	95%	91%	-4
Katrina's age	26%	17%	-9
Substance Abuse/Use	65%	43%	-22
*Signifies statistically 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 a first/initial hearing. Pre- and post-Institute answers were analyzed for common themes and re-coded. Eight 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, and (8) discuss child's wishes. Figure 4 presents hearing order topics.

#### *Pre-Institute*

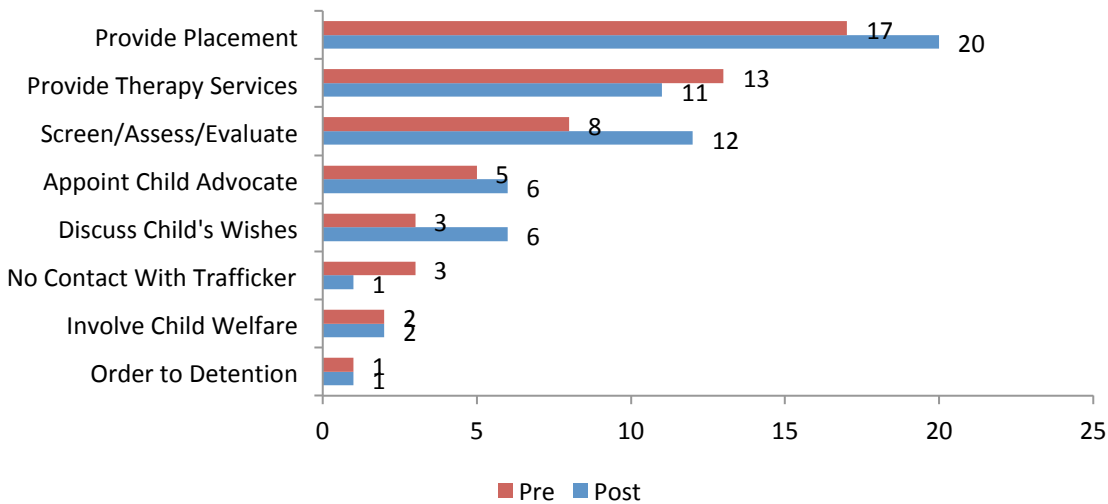
On the pre-Institute survey, the most frequent response related to providing placement, followed by providing therapy/services, screening, assessment, and evaluation, and appointing a child advocate/attorney. Least frequent responses concerned discussing the child's wishes, no contact with trafficker, involvement of child welfare, and detention.

#### *Post-Institute*

On the post-Institute survey, noteworthy increases occurred in the number of judges listing orders relating to placement, 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.

## Results

**Figure 4 - 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 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 identifying and understanding victims and perpetrators. Participants also indicated the information regarding trauma was beneficial.

### IMPROVEMENTS TO TRAINING

Respondents reported they felt there was not enough time during the Institute and that some sessions were repetitive. Suggestions for improving future institutes included (1) providing more information on certain topics/issues (such as stages of change for survivors, nationwide services, and alternatives to detention), (2) providing more opportunities for participant interaction, and (3) bringing in a survivor to speak.

*“I will be more aware of the different kinds of trauma that CSEC victims have likely endured.”*

# Results

## **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 convening meetings and collaborating more with other stakeholders as specific practice changes they would implement. Several judicial officers noted that they planned to implement training and education of other judges and stakeholders and they planned to improve identification of victims. In addition, some participants stated they would improve services and placement for victims.

#### 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 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 identify children at risk of being trafficked, to meet the needs of victims and improve case outcomes, and to serve as leaders and conveners in their communities on the issue of DCST.

#### 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 responses, with a mean difference of 1.73, SD = 1.32 ( $p = 0.001$ ), indicating both improvement in judicial officers’ confidence and in their ability to apply concepts to their work, after the training.

Judges participating in this NJIDCST increased their confidence and in their ability to apply knowledge gained from the Institute particularly on topics relating to how to integrate judicial leadership and collaboration into DCST responses, demographic information on buyers of child sex, the role of bias and cultural misinformation in DCST, and techniques for in-court engagement with youth affected by trauma.

## **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*

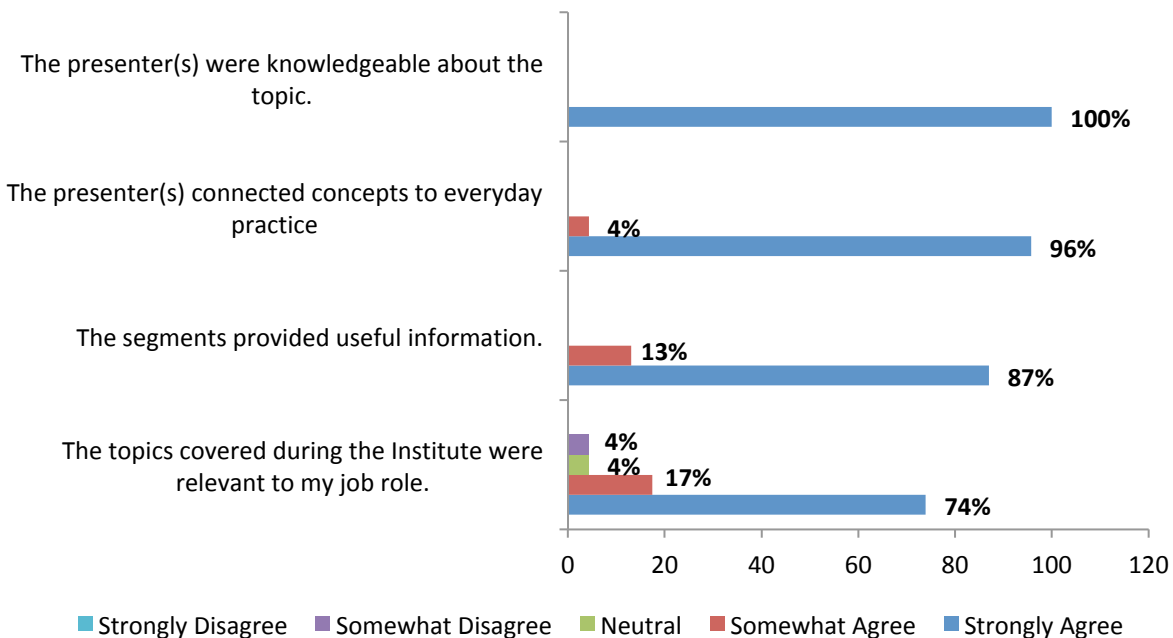


## Results

*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 (Figure 5). All participants strongly agreed that the presenters were knowledgeable and almost all participants also agreed that the presenters connected concepts to everyday practice. A large majority strongly agreed that the segments provided useful information. The greatest variability appeared for the statement, *the topics covered during the institute were relevant to my job/role*, which could indicate the need for more applicable topics in future Institutes or for further efforts to relate the current topics covered to participants' dockets, responsibilities and/or work setting.<sup>10</sup>

**Figure 5 - Satisfaction with the Institute**



<sup>10</sup>As noted earlier, in the curriculum for the fifth NJDCST, faculty had added a section, "What Judges Can Do," to each training topic segment, specifically with the goal of making the material relevant. Survey responses suggest this aspect of the Institute might benefit from further fine tuning. Interestingly, while most participants strongly agreed that presenters connected concepts to everyday practice, some participants made a distinction between practical application of the concept and relevance of the topic/concept to their job.

## 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 assists judges with understanding their role in preventing and ending child sex trafficking in their communities as well.

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 suggesting 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, "how to integrate judicial leadership and collaboration into DCST response," "techniques for in-court engagement with youth affect by trauma," "the role or bias and cultural misinformation in DCST," "demographic information on buyers of child sex," "risk factors for entry into sex trafficking." showed the greatest increases in knowledge. These findings indicate that the Institute has impact on practice areas that judges have control over (e.g., leadership, in-court exchanges with survivors of DCST) 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 case scenario 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, placement for victims). Post-Institute, more judges also indicated they would use strategies to increase victim voice in the process (e.g., appoint a child advocate, discuss the child's wishes at the first hearing).

Action Plan topics and steps indicate that at the end of the Institute, judges felt prepared to help their court and communities respond more effectively to DCST cases. Their plans included collaborating, identifying victims/survivors, increasing services to victims/survivors, making practices trauma sensitive, creating specialty DCST dockets, and promoting trauma sensitive practices and alternative placements.

The findings of this evaluation report are encouraging and indicate that the fifth 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 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?

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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?**

## Appendix A

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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

## Appendix A

- 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)**

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**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 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

### 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

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## Appendix D

### MOST USEFUL COMPONENTS OF NJDCST

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

<b>Identification/Understanding of Victims and Perpetrators (47.82%)</b>
Better understanding, and gathering of background, underlying issues
Buyer demographics, power and control methods utilized by the recruiter/pimp
How to identify those likely involved in sex trafficking.
How to identify victims.
How trafficking works, risk factors, victims/survivors perspective
Identification of victims/survivors through information presented, even if sex trafficking not specifically mentioned.
Identify risky situation
Risk factors and recruitment
The prevalence of DCST
The psychological makeup of the child that makes her or him exceptional in our system.
To be more aware of what a DCST victim looks like.
<b>Understanding Trauma (21.73%)</b>
Historical trauma
Historical trauma and how that impacts a population over generations.
Historical trauma and the effects on survivors.
Historical trauma and cultural identity
Trauma informed decision making.
<b>Identification of Support and Tools (17.39%)</b>
Practices in place.
Identify who to refer child and family for help/services.
Setting up protocol first responder screening.
Who to bring to the table in setting up a human trafficking protocol.
<b>Improved Interaction/Communication (17.39%)</b>
Ideas for judicial leadership and decision making.
Importance to be survivor focused and less court focused.
Improved interaction/communication with youth.
Networking with other judges and speakers as to available resources.

## Appendix E

### LEAST BENEFICIAL COMPONENT OF NJDCST

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

<b>Time issues (21.73%)</b>
My brain is on information overload. Tremendous amount of info for two days.
Lack of time for table discussions. These were very useful and should be given more time.
The cultural activity on the sheets took too long and was very limited benefit for me.
Too long spent on culture.
Training should be longer.
<b>Repetition (21.73%)</b>
Trauma part was repetitive to me.
Impact of trauma – only because I’ve received it in other trainings but it was well done here.
Shrinking tribal land exercise as I had already done it.
Review of state law.
So much related to probation – this is not delinquency in my state.
<b>Logistics (21.73%)</b>
Breaks – studies have shown that our brains work better with 45-50 minutes and then a break of 10 minutes.
Cold room.
Could we have done one group dinner? I think it might have provided more camaraderie among participants.
No food provided.
The very cold room.

## Appendix F

### SUGGESTIONS FOR IMPROVEMENT

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

<b>Examples / Information (21.73%)</b>
Less time on Native American experienced trauma.
More information as to what nationwide services are available, if any, and extend training beyond two days.
More ideas for rural area court with limited contact with DCST – and available programs they could use.
More info on alternatives to detention.
More information about stages of change for survivors and what is the most helpful during each stage.
<b>Interaction (30.43%)</b>
Interactive training – keep that up!
The seminar could be held in a room more conducive to all the group work and moving around.
More exercise to get to know our table.
More hands on activities!
Possibly switching tables to promote more networking.
Dinner/happy hour plans.
Activities to lighten the load a bit.
<b>Breaks (13.04%)</b>
Breaks (and only 1 hour lunch – you only need 1 hour for lunch)
More breaks.
Getting up to stretch/talking walk breaks.
<b>Bringing in Survivor (13.04%)</b>
Bring in survivor to talk to judges on what works and what is alienating.
Have a survivor speak for a few minutes.
I would include a presentation from a survivor.

## Appendix G

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

<b>Convene and Collaborate (69.56%)</b>
Convene meeting with stakeholders and consider MDT stakeholder training
Start collaboration between Juvenile and CPS courts and create procedure for working together
Establish statewide team to address trafficking
Expand existing trafficking task force to include school and mental health
Working out system with CPS to best handle these cases
Work out system with child welfare
Better collaboration and better protocols for entering the system for child survivors
Set up a meeting to share info from conference with other judges and stakeholders
Review process for DCST with state court administrators
Interview partners
Will apply the information to work we are doing for planning a collaborative locally.
Trying to collaborate with other organizations to work together and to educate judges in our state. Try to bring together all the various groups into one coherent working group.
I will expand our trauma informed workgroup to deal with this issue.
To collaborate to establish responses in my district.
When I return, I have every intention of having a stakeholder meeting. Hopefully, this course will help all of us identify the victims in our community.
I have a trafficking workgroup that was established locally a number of years ago. I have fresh ideas to bring i.e. what is our buyer accountability.
<b>Training &amp; Education of Other Judges and Stakeholders (52.17%)</b>
I hope to educate the other judges I work with and collaborate with other community leaders to better respond and help victims.
Inform judges in my jurisdiction about historical trauma. What to look at regarding child sex trafficking.
Share information received here with my colleagues.
Train police, social workers, and probation officers to identify victims/survivors
Implement judicial training for all specialties and general court jurisdiction on DCST and trauma-informed response in court
Educating community about CSEC prevention in schools, detention, foster care, shelters, etc.
Passing along this knowledge to my successor
Training for interested parties on identifying CSTV
Educate other agencies
More training on sex trafficking child survivors
Training all stakeholders about DCST
Look for legislative and judicial education.
<b>Improve Identification of Victims (52.17%)</b>
Increase identification of victims through training of staff including law enforcement,

## Appendix G

prosecutors, probation, and GALs
Assess every child in court for DCST
Create first responder protocol modeled after LA protocol
Ensure stakeholders are evaluating child welfare cases for trafficking
Assess every kid at intake for CSEC
Tools and resources to identify CSTV
Create assessment tool for DCST
Work with all stakeholders to help in identifying and getting services to victims of DCST.
Looking more carefully at my at-risk kids for signs of trafficking. Educating the other key players to likewise be looking at the symptoms/behavior that may be masking trafficking.
Be on lookout for trafficked kids.
Pay closer attention to the 18-24 year old group I see and notice who is there for them.
To ask more questions when seeing “red flags” and hearing (?) these cases in a different manner than only authority figure role.
<b>Improve Services and Placement for Victims (60.87%)</b>
More services/support for victims. Identify victims better.
Work with Social Services, Probation, and Child Advocacy Center to provide services to victims/survivors
Develop and identify advocates and programs specific for DCST
Connect each child in DCST cases with advocate in timely manner
Establish CASA program in community and involve in DCST cases
Provide services to CSTV
Have one probation officer staff with DCST through all cases
Identify/create detention risk tool override for DCST
Review placement decisions and strategy on known cases of trafficking
Diversion programs – alternative placements with treatment component
Work to improve housing options for recovering survivors
Try to utilize community resources to help families communicate where that link is damaged.
Identify resources
Work on finding grant funding
<b>Increase Trauma Awareness/Responsiveness (47.83%)</b>
I will be more aware of the different kinds of trauma that CSEC victims have likely endured.
Listen better for trauma related issues.
I will be more compassionate in listening to those that come before me in court and ask to hear not only from the attorneys.
More patient, mindful, focusing on fundamental fairness so that I don't foreclose such opportunities (to discover exploitation).
Instilling more of an open and kind demeanor so victims know they are safe

## Appendix G

Continue to improve trauma informed court practices
Universal use of ACE scores
Staff training on vicarious trauma
Continue working to make court trauma competent
Increase input from survivors in my practice.
Giving a voice to these young girls, empowering them.
<b>Change Legislation/Policy (13.04%)</b>
Lobby legislators to change the language of our statute. Talk to fellow judges about the misuse of the term (child prostitution) and encourage change.
Will try to focus on all the municipalities approaches to prostitution – too many ordinances make no distinction between “child prostitution” (which is victimization) and adult prostitution. Need to be more committed to prioritizing missing C and P children. Need to look more at our state statutes – they are very lax, much room to narrow the gaps.
Identify scope of trafficking problem in state and identify applicable state and federal statutes
<b>Set up Specialty Docket/Court (17.39%)</b>
Set up specialty court in Maricopa County Superior Court
Create a dedicated MDT/DCST docket with wrap around services
Establish collaborative court that will help kids who are at risk of being trafficked
Work with existing partners to create CSEC court and act as back-up to assigned judge
<b>Focus on Perpetrators (17.39%)</b>
Focus on buyers/exploiters.
Setting higher bonds on recruiters/traffickers
Setting lower bonds on young adult female victims
Better analysis of the adults and third parties who play roles in the child’s life



### Action Plans from NJDCST Participants

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- Convene meeting with stakeholders and consider MDT stakeholder training
  - Start collaboration between Juvenile and CPS courts and create procedure for working together
  - Establish statewide team to address trafficking
  - Expand existing trafficking task force to include school and mental health
  - Work out system with CPS to best handle these cases
  - Work out system with child welfare
  - Work on better collaboration and better protocols for entering the system for child survivors
  - Set up a meeting to share info from conference with other judges and stakeholders
  - Review process for DCST with state court administrators
  - Interview partners
- 
- Train police, social workers, and probation officers to identify victims/survivors
  - Implement judicial training for all specialties and general court jurisdiction on DCST and trauma-informed response in court
  - Educate community about CSEC prevention in schools, detention, foster care, shelters, etc.
  - Pass along this knowledge to my successor
  - Train interested parties on identifying CSTV
  - Educate other agencies
  - Offer more training on sex trafficking child survivors
  - Train all stakeholders about DCST
- 
- Increase identification of victims through training of staff including law enforcement, prosecutors, probation, and GALs
  - Assess every child in court for DCST
  - Create first responder protocol modeled after LA protocol
  - Ensure stakeholders are evaluating child welfare cases for trafficking
  - Assess every kid at intake for CSEC
  - Tools and resources to identify CSTV
  - Create assessment tool for DCST

## Appendix H

- Work with Social Services, Probation, and Child Advocacy Center to provide services to victims/survivors
  - Develop and identify advocates and programs specific for DCST
  - Connect each child in DCST cases with advocate in timely manner
  - Establish CASA program in community and involve in DCST cases
  - Provide services to CSTV
  - Have one probation officer staff with DCST through all cases
- 
- Instill more of an open and kind demeanor so victims know they are safe
  - Continue to improve trauma informed court practices
  - Promote universal use of ACE scores
  - Train staff on vicarious trauma
  - Continue working to make court trauma competent
- 
- Set up specialty court in Maricopa County Superior Court
  - Create a dedicated MDT/DCST docket with wrap around services
  - Establish collaborative court that will help kids who are at risk of being trafficked
  - Work with existing partners to create CSEC court and act as back-up to assigned judge
- 
- Identify/create detention risk tool override for DCST
  - Review placement decisions and strategy on known cases of trafficking
  - Diversion programs – alternative placements with treatment component
  - Work to improve housing options for recovering survivors
- 
- Identify resources
  - Work on finding grant funding
- 
- Identify scope of trafficking problem in state and identify applicable state and federal statutes
  - Set higher bonds on recruiters/traffickers
  - Set lower bonds on young adult female victims