

2018

RESEARCH REPORT
NATIONAL JUDICIAL INSTITUTE ON DOMESTIC CHILD
SEX TRAFFICKING EVALUATION – ASHEVILLE,
NORTH CAROLINA
FEBRUARY, 2018



Juvenile and Family Courts Judges.

NATIONAL COUNCIL OF JUVENILE AND FAMILY COURT
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 seventh NJDCST in Asheville, North Carolina on February 12-14, 2018. Below is a summary of the key findings from the evaluation of this February 2018 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 the following risk factors for DCST: previous sexual assault, multiple placements, child welfare history, age of boyfriend 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 the adoption of screening tools to identify DCST victims, improving communication and interactions with youth in the courtroom, 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, connected the concepts to everyday practices, 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.¹ 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.²

¹ 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>

² 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 seven times. The most recent NJDCST training was held on February 12-13, 2018 in Asheville, North Carolina. The faculty team of nationally recognized experts delivering this training included:

- Honorable Stacy Boulware Eurie
- Honorable Angela Ellis
- Tina Frundt
- Honorable Anton Jamieson
- Honorable Robert. R. Lung
- Honorable Marshall Murray
- Honorable Catherine Pratt
- Honorable John Romero, Jr.
- Honorable Mari Sampedro-Iglesia
- Yasmin Vafa, JD
- Sujata Warriar, Ph.D.

What follows is a summary of the methods used to evaluate the February 12-13, 2018 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*,³ 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.⁴

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 scale⁵ 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 scale⁶ 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 thirty-five (35) judicial officers participating in the Institute completed the pre-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, participants were asked to identify what were the most and least beneficial parts of the Institute and

³ 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>.

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

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

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

Method

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-eight (28) of the thirty-five (35) 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.⁷ Twenty-six participants created and submitted 13 Action Plans.

⁷NCJFCJ 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)

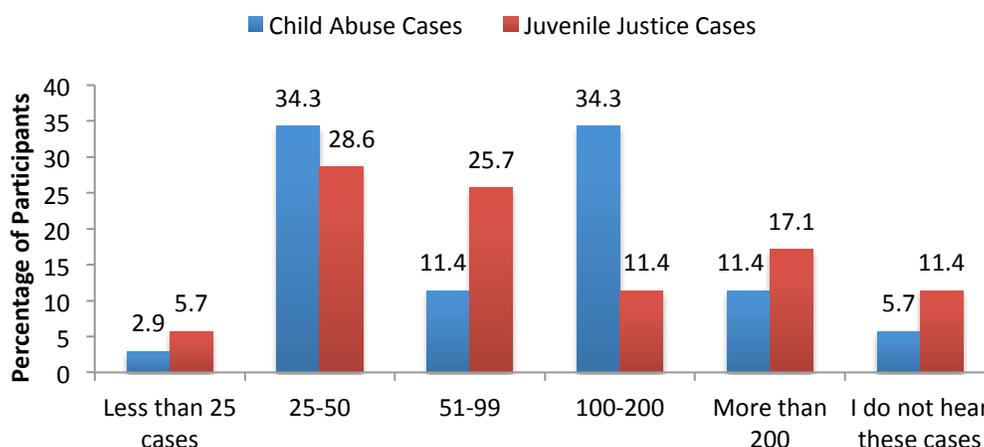
Out of 35 respondents, results from the pre-Institute survey indicated that 12 participants had been a judicial officer for 1–4 years. This was followed by 9 who had between 5 and 9 years of experience and 7 who had 15 or more years of experience. There were 5 participants who had 10-14 years of experience and 2 who had less than 1 year of experience.

In terms of dockets (see Table 1), of the 35 participants, 26 indicated that they hear both child abuse and neglect and juvenile justice cases, 6 indicated that they work in general jurisdiction and 3 heard other types of cases, including adult protection, criminal, civil, child support and doestic violence. One participant indicated they heard only child abuse and neglect cases and one additional participant heard juvenile justice cases only. Four participants were Tribal Court judicial officers.

Table 1: Judicial Officer Docket	
Types of Cases Heard	Percentage
Both Child Abuse and Neglect and Juvenile Justice Cases	74%
General Jurisdiction Cases	17%
Other	8%
Child Abuse and Neglect Cases Only	3%
Juvenile Justice Cases Only	3%

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 groups of participants indicated they heard 25-50 or 100-200 child abuse cases (34.3%) followed by 25-50 juvenile justice cases (28.6%) during a 3 month period. Few participants indicated they heard less than 25 child abuse (2.9%) or juvenile justice cases (5.7%).

Figure 2 - Percentage of Cases Heard Every 3 Months



Results

In terms of cases involving sex trafficking, prior to the Institute the majority of participants (18) estimated 1–5% of the cases on their docket involve sex trafficking, while 13 participants estimated 6–10% of the cases on their docket involve DCST. One participant estimated 0 DCST cases on their docket. Twenty-two participants indicated between 1-5% of their DCST cases involved a male victim while 10 participants estimated 0 DCST cases involved a male victim.

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. Most respondents indicated a goal of increasing understanding of the topic and ability to recognize cases followed by how to improve practice and how to develop appropriate resources.

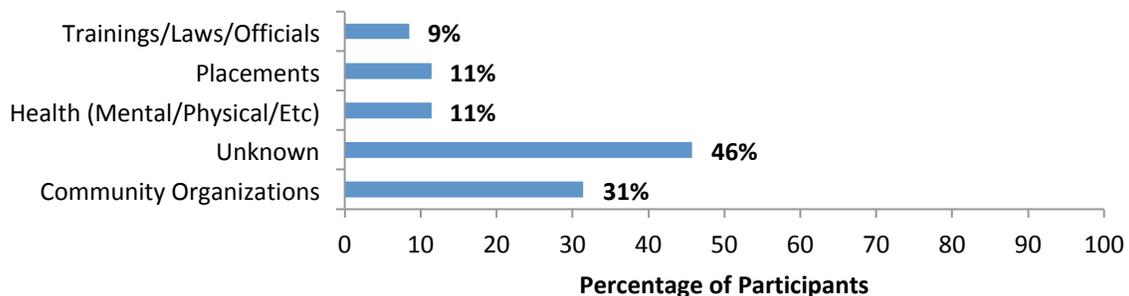
Post-Institute

On the post-Institute survey, participants were asked the extent to which their goals or expectations for the NJDCST were met. Of the 28 post-institute survey responses, the majority of participants (96%) indicated that the Institute had *met*(4) or *exceeded* (23) their goals or expectations.

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. Most participants indicated that they were unaware of services available within their jurisdiction. Others indicated that they had community organizations that responded to DCST victims. Few respondents indicated they had specific trainings or laws that addressed DCST cases in their jurisdiction.

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 unable to be matched for analysis as there were 35 pre-Institute respondents and 28 post-Institute respondents. A Two-Sample T-Test Assuming Unequal Variances was used to complete this analysis. Responses were then averaged and sorted from greatest to least mean difference in knowledge between the pre- and post-Institute surveys. Table 2 presents knowledge level and change.

Results

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 2. Change in knowledge by topic area (sorted from greatest to least)			
Topic Area	Pre-Institute Average	Post-Institute Average	Mean Difference
Demographic information on buyers of child sex	1.69	3.14	1.45*
How to integrate judicial leadership and collaboration into DCST response	1.80	3.18	1.38*
The role of bias and cultural misinformation in DCST cases	2.03	3.32	1.29*
Characteristics and demographics of DCST victims	2.00	3.21	1.21*
Techniques for in-court engagement with youth affected by trauma	2.00	3.11	1.11*
How victim trauma affects decision-making and interaction with justice system	2.34	3.43	1.09*
Strategizing effective placement for juvenile DCST victims	1.77	2.82	1.05*
The core components of services for DCST victims	1.89	2.93	1.04*
The core conditions of healing from trauma and victimization	1.91	2.93	1.02*
Risk factors for entry into sex trafficking	2.43	3.44	1.01*
The effects of exploitation on DCST victims	2.46	3.46	1.00*
Power and control dynamics of child sex traffickers	2.40	3.36	0.96*
How historical trauma affects community and individual level risk	2.40	3.36	0.96*
Emerging legislation that relates to DCST	1.69	2.43	0.74*
Major federal laws that relate to trafficking	1.83	2.57	0.74*
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 analyses⁸ revealed there were statistically significant⁹ 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 10 out of the 15 items. The most amount of change occurred for the topic, “*demographic information on buyers of child sex.*” The least amount of change in knowledge were for the topics, “*emerging legislation related to DCST*” and “*major federal laws that relate to trafficking.*”

⁸ 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 Two-Sample Assuming Unequal Variances T Test was used because responses were unable to be matched as not all participants completed the post-Institute survey.

⁹ 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.

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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 using a T-Test. Table 3 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 4.4 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) runaway behavior.

Table 3. Change in items identified by topic area (sorted from greatest to least) in initial/first hearing			
Topic Area	Pre-Institute Percentage	Post-Institute Percentage	Difference
Previous Sexual Assault	63%	96%	33
Multiple Placement	29	59	30
Child Welfare History	43	74	29
Age of Boyfriend	71	89	18
Runaway Behavior	63	74	11
Group Home	9	7	-2
Substance Abuse/Use	49	44	-5
Current Living Status with Older Boyfriend	43	33	-10
Termination of Mother's Rights	51	41	-10
Katrina's Age	20	7	-13
*Signifies statistically significance where p-value is less than .05.			

Post-Institute

In the post-institute survey, participants identified on average 5.3 risk factors. The most commonly identified risk factors in the post-Institute survey were: (1) previous sexual assault, (2) age of the boyfriend, (3) history of child welfare and (4) runaway behavior. The least commonly identified risk

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factors in both surveys were (1) group home and (2) Katrina's age. No statistical significance was found in the identification of risk factors between the pre and post-Institute survey.

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

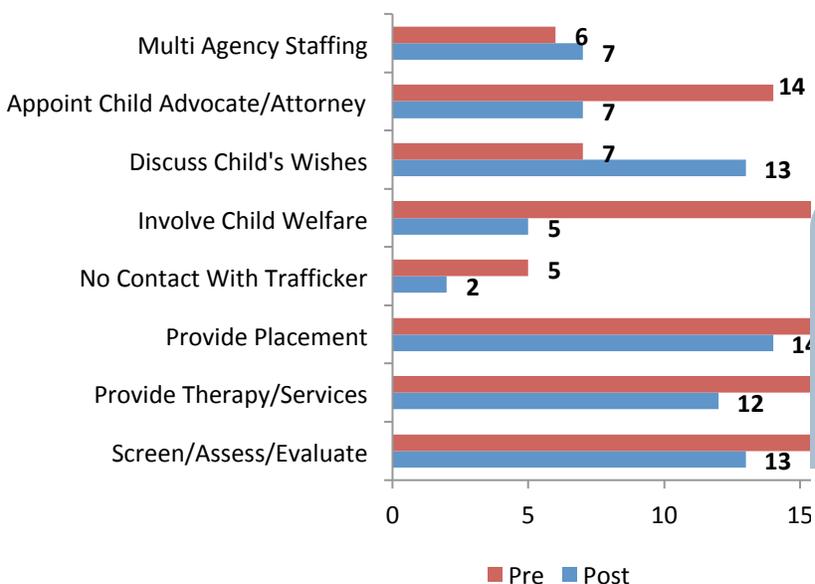
On the pre-Institute survey, the most frequent response related to finding/providing placement options, followed by referrals for screening, assessment, or evaluations, providing therapy/services, and involving child welfare.

Post-Institute

On the post-Institute survey, noteworthy increases occurred in the number of judges listing orders relating to discussing the child's wishes. Figure 4 appears to show numerous decreases in judicial order items between the pre-Institute and post-Institute surveys, however these results should be interpreted with caution given the decrease in the number of post-Institute responses from 35 to 26.

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



"The Institute helped me understand the seriousness of DCST and the need to change policy."

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 the use of screening tools and how to identify victims of DCST. Participants also found the information on how to improve interactions between judges and victims, including ways to improve communication to be beneficial. These responses suggest that the Institute helps judges better understand how to use DCST screening tools to identify victims as well as the importance of engaging youth in the court process, increasing the amount of communication between judicial officers and youth during court hearings. Hopefully, such understanding translates into instituting courtroom practices that quickly identify victims, who were previously viewed simply as offenders, resulting in increased safety and timely referral to appropriate services.

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) talking more about practical solutions (2) hearing from survivors, (2), and (3) changes to the Institute's structure.

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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.

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 G provides participant responses. Most respondents identified improving identification of victims and prevention by using tools as well as "looking past the charges" to identify victims as opposed to offenders. Several participants also indicated they would improve communication in their courtrooms to better engage youth and ask the right questions. Respondants also indicated they would make specific changes in their courtrooms or practice judicial leadership by engaging others and promoting what they learned at the Institute. February

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 related 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 2.2 with $p < 0.05$, indicating both improvement in judicial officers' confidence and ability to apply concepts to their work.

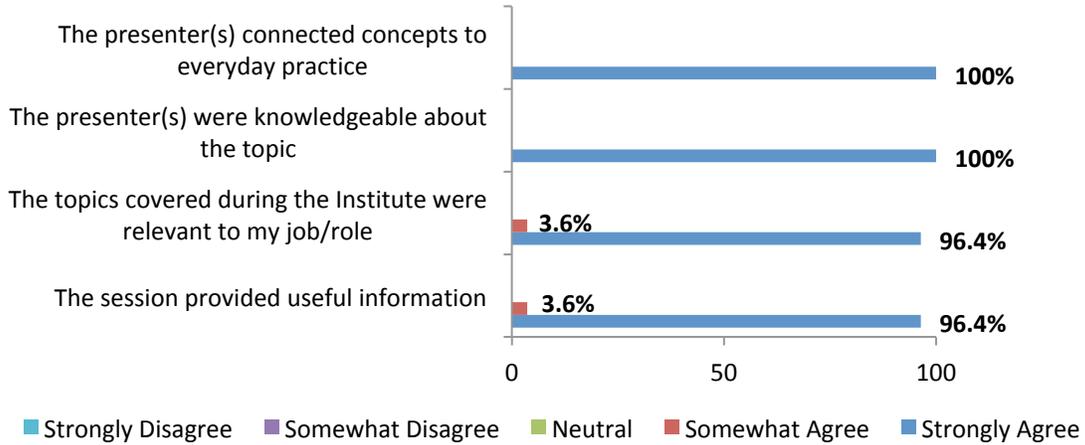
NJDCST participants appeared to increase their confidence and their ability to apply knowledge particularly on topics relating to techniques for in-court engagement with youth affected by trauma, integrating judicial leadership and collaboration into DCST responses, demographic information on buyers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

Results

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 strong favorable responses to all four statements (Figure 5). None of the respondents disagreed or submitted neutral responses to any of the four questions.

Appendix A

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.

NCJFCJ 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, "Demographic information on buyers of child sex", "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 "characteristics and demographics of DCST victims," 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

Step 1. List any new practices you may be interested in implementing.	Step 2. What would be your first three steps to implement this practice?	Step 3. Who else would you need to involve in these efforts? *	Step 4. Target Date for Completion	Step 5. 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?”

Screening Tools and Identifying Victims (12)
Screening tools and how to implement DCST in jurisdiction.
Tools to ID victims.
Identification tools for victims of DCST. Victims - not criminals
Screening tools! Tins & survey.
Assessment tools for DCST
Identifying DCST victims.
Identification of victims.
How to look for risk factors.
Trafficking doesn't just mean shady men driving immigrant girls across the country.
Identification of potential DCST cases.
Identification of risk factors.
Signs of sex trafficking.
Improved Interaction/Communication (9)
Importance of talking directly to kids.
Engagement of youth in the process.
The child is part of the solution.
Listen to the children and remember they are victims, not defendants.
Involving victims in planning and services.
Better courtroom interactions.
Not to criminalize victims.
To find ways to look behind the "charge".
Creating a safe place for children in the courtroom
Understanding Trauma (3)
The historical trauma was exceptionally impactful and needs to be expanded.
To consider trauma focused strategies and implement them in the courtroom.
The importance of being trauma informed.
Identification of Support and Tools (2)
Some resources available in order to help educate various members of community.
How to access resources.

Appendix E

LEAST BENEFICIAL COMPONENT OF NJDCST

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

N/A, all necessary (6)
Not applicable (4 participants said this)
I liked all of it and thought everything beneficial (2)
Training Structure (4)
Wish had more time to socialize or visit with participants.
The fact that breaks were infrequent
More time needed.
I think the seminar could have been done in two days - some of the speaker were repetitive /long winded.
Discussion/Break Out Sessions (3)
Unwillingness to spend more that a minute discussing the reasons for disproportionate LGBTQI representation among DST children
The expert discussion was not a helpful as I would have liked.
the large group afternoon w/the experts wasn't that helpful.
Trauma (2)
I think the historical trauma exercise seemed imbalanced (unbalanced) & incomplete.
I think that some of the time devoted to historical trauma and bias could have been devoted to effective substance abuse/medical health strategies.
Training Excercises (2)
The exercise on "Tribes". You should have had a privileged class who was rewarded.
The various "games" and role plays.
Tools (2)
Not very helpful in giving tools to take back.
Would have liked the assessment tools.

Appendix F

SUGGESTIONS FOR IMPROVEMENT

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

Practical Implications/Impacts (12)
Real exercises/strategies on talking w/kids. It is harder than it looks (2).
I'd love to have talked more about screening tools and strategies for using them(2)
Keys to identifying victims
Include intervention with parents.
Interested in more organizations involved in issues as well as resources for identifying victims in community.
More information on development of resources (training & programming) development of specialty cases.
I'd enjoy more chances to watch other judges.
Include more information on substance issues and mental health issues and how being a DCST victim complicates or doesn't complicate treatment/intervention.
Historical trauma - why 3 native AM tribes & only one Africa group? It seems to diminish the significance. Also, I would support that you at least try to bridge the gap more between the slavery & current issues like mass incarceration and police brutality in the AA community to make it relevant to our current work.
Unwillingness to spend more than a minute discussing the reasons for disproportionate LGBTQI representation among DST children.
Institute Structure (3)
I think the seminar could have been done in two days - some of the speaker were repetitive /long winded.
Breakup the afternoon w/experts into more small group discussion.
I think is classes could end earlier to allow more time for communicating with other colleagues
Hearing from Survivors (3)
Additional victims viewpoints.
More depth in understanding survivors and their needs (2)
Hear full story of survivor and perspective from survivor of what judicial intervention/oversight is most effective.

Appendix G

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

Identifying Victims/Looking Behind the Charge (8)
This will help me to look more in depth as to why the child or family before me.
I've learned how to look deeper at the charges pending against youth to determine the underlying issues.
Look beyond charge. Training/awareness for all team players is important.
I will look at my child protection docket in a different light, especially where kids are "on the run" and should be reviewed more frequently. I will dig deeper on the case where I have kids who "cross over" from child protection to delinquency.
I will know what risk factors to look for and ask better questions.
Better ensure my CPS personnel and I are identifying child sex trafficking victims.
I hope to continue to educate myself on identifying potential risk factors.
Impacting the culture in my courtroom; asking more questions to look behind the charge; taking more time to dig deeper on what is going on. Be more deliberate about my action and ordering more action be taken to combat the possible trafficking and increasing barriers to the trafficking continuing.
Improve Communication/Interactions with Youth (6)
Speaking with victims. Looking more closely at the case.
I will ask the right questions and listen carefully.
further investigate effective ways to talk to victims about their needs.
Not be afraid to ask questions of youth directly.
Gives me more questions to ask.
I will be careful about the language that I use and will have others use in court. I will try to establish a dialogue with children so that I can determine and attempt to meet their needs. I will pay more attention to the warning signs that were discussed.
Specific Changes to Court (5)
I will use this to help system partners and other judges. We need a working group to manage this issue.
Will review Tribal Codes involving youth. Advocate word changing in Tribal Code to include sex trafficking. Promote acknowledgement of sex trafficking happens everywhere and promote support service for victims.
Examine what points are appropriate/effective for DCST screening. Explore inter-agency opportunities for DCST training.
Be more proactive. Be more specific in my orders. Holding others more accountable. Think about youth in front of me as pertain to Stay or Go.
Apply case to case - to better serve our youth. Share learned info with colleagues. Create educational program for multidisciplinary teams.
Judicial Leadership (5)
I will take it back to our other judges and legislators to try to ensure we have appropriate services and funding to address victims of trafficking. I want our judges to always be aware of child trafficking and to look beyond the charges to determine what is really going on with that child.
Raise awareness, advocate for better resources, protection, and <u>options</u> for the youth. Personally, I'd like to start a <u>group or center or even a home for kids to have a safe space</u> - like Courtney's House.
I will bring the information to my Juvenile Justice Coordinating Committee meeting and determine when and where trainings are available in my state.
Judicial leadership. Ideas of how I can make changes in my jurisdiction. More available resources through info learned.
I will talk to those involved in the justice system to think about their response to DCST.

Appendix H

Action Plans from NJIDCST Participants

- Obtain relevant tool
 - Vet tool with partners and professionals
 - Implement tools
 - Attend Feb. 20 roundtable
 - Establish permanent multi-agency committee
 - Establish meeting schedule
 - Discuss with Presiding Judge
 - Determine whether other parties on board
 - Determine whether enough DCST cases to justify
-
- Get Children’s Law Center on board
 - Train CCAN attorneys
 - Who can provide the training? Schools? Church?
 - Train on DCST
 - Warning signs
 - Parental control to limit screentime/technology
 - Funds?
-
- Contact WMPC Family Division
 - Girls Court mentors – Black sorority contact
-
- Contact State Court Administration, Jeff Shorba, Judy Nord, Kay, Judges Millenacker, Tarnowski, Quaintance
 - Identify grants and resources
 - Meet together
 - Share information
 - Identify group needs and group wants
 - This group take the lead
 - ID who to talk to
 - Develop way to maintain confidentiality across jurisdictions
 - Focus on truancy and prevention

Appendix H

- Assess status of statewide addressing of DCST
 - Establish goals
 - Create action plan
 - Review other state plans and training modules
 - Assess current status of DCST
 - Connect with US Attorney
-
- Get participation from likeminded stakeholders
 - Meeting
 - Start small
-
- Contact Children’s Law Center to check on training and see if they are implementing screening tool
 - Inquire of OSS and DJJ of screening tool
 - Require screening tool in county – compare screening tools now being used
 - Discuss with stakeholders
 - Find out about resource from area providers – NCJFCJ assistance
 - If no providers, train providers to provide the service
 - Grants if necessary
-
- Get leadership buy-in
 - Identify an effective training awareness program
 - Facilitate large group training
 - Identify screening tool
 - Identify key points where tool can be used
 - Training for implementation
-
- Get assessment tools
 - Training
 - Consultant use
 - Meeting
 - Contact other courts to see how they collaborated
-
- Convene stakeholder meeting
 - Identify possible screening tools
 - Educate screening stakeholders on tools
 - Identify if DCS and CSU have runaway protocols
 - Figure if following protocols
 - Identify best practice protocols
 - Identify Why this is needed (trauma-informed) – trauma audit
 - Convene stakeholder meeting
 - Make recommendation to state

Appendix H

- “Required” bench/bar meetings to discuss issues
 - Ensure all of the CHIPs/delinquency judges are aware
 - Public awareness campaign
 - Identify potential screening tools
 - Determine whether training/money necessary
 - Get buy-in from DCS/CPS
 - Start talking to the young person first
 - Talk to lawyers who appear at how to address kids
 - Implement celebrations/way to mark successes
-
- Stakeholder meeting
 - Identify screening tools/red flags
 - Educate stakeholders (awareness training)
 - Identify what is being done
 - Identify best practice
-
- Meeting
 - Education
 - Screening tool, red flag list
 - Meet with DSS and CSJ
 - What is protocol
 - Is it being used
 - Create best practice protocol