

# How to Facilitate a Discussion about Child Sexual Exploitation in Your Community

**A FACILITATION GUIDE**



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## INTRODUCTION

The purpose of this *Facilitation Guide* is to provide judges with guidance on how to convene a group of court and community stakeholders to address child sex trafficking<sup>1</sup> on a local level. The guide is intended to help courts and community stakeholders understand and discuss what puts minors at risk for sexual exploitation, also known as on-ramps into the life of trafficking. More importantly, this *Facilitation Guide* presents options for strategically planning the implementation of practices that engage youth in services to help them exit and recover from sex trafficking, also known as off-ramps.

Child sex trafficking is a challenge for court systems and communities because:

1. Data on the scope of the problem are often nonexistent or unreliable.
2. It is often difficult to identify victims, regardless of awareness.
3. It is difficult to engage with youth who are exploited or are at risk for being exploited due to their trauma.

This *Facilitation Guide* is intended to be used by judges and others who have had some training on child sex trafficking and may have had preliminary conversations with stakeholders and community partners to determine the level of commitment and need. The conveners should have a clear purpose before conducting a large stakeholder meeting like the one described in this *Facilitation Guide*.

<sup>1</sup> The Trafficking Victims Protection Act of 2000 and its subsequent reauthorizations define human trafficking as: 1) Sex trafficking in which a commercial sex act induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or 2) The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. (22 U.S.C. § 7102(9)).

# Stakeholder Group Meeting: Purpose and Goal

The purpose of the stakeholder group meeting is for court and community stakeholders to collaborate on:

1. Identify the individual risk factors associated with child sexual exploitation/trafficking. For example:
  - » History of abuse and violence.
  - » Developmental or learning disabilities.
  - » Poly-victimization.
  - » Intimate partner violence.
2. Identify vulnerable populations that are at higher risk of being exploited. For example:
  - » Black, indigenous, homeless, and lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth.
3. Identify on-ramps to child sexual exploitation/trafficking that may be exacerbated by the juvenile and family justice system. For example:
  - » Housing insecurity.
  - » School push out.
  - » Child welfare involvement.
  - » Foster care placement.
  - » Juvenile justice involvement.
  - » Secure placement.

**NOTE:** These on-ramps can also be thought of as risk factors. However, it is important to make the connection to on-ramps and consider the policy and procedural changes that can reduce risk factors/on-ramps.

The goal of the meeting is to plan to develop and implement off-ramps that youth can use to exit the life of sex trafficking. These off-ramps will likely differ from community to community.

# Who to Invite

## KEY COMMUNITY AND COURT STAKEHOLDERS

Invite a diverse group of community and court stakeholders to participate in the meeting. Where possible these should include survivor mentors/leaders, judges, social workers, probation officers, attorneys, survivor advocates, service providers, court-appointed special advocate (CASA) volunteers, law enforcement, first responders, housing advocates, youth/family case workers, foster parents, school liaisons/leadership, and public health professionals. Including stakeholders from all systems that have contact with exploited youth will allow the group to identify a variety of approaches to address child sex trafficking. Table 1.1 contains engagement strategies and benefits to assist in drafting invitations to participate in the meeting and to work collaboratively to address child sex trafficking. A template invitation letter can be found in [Appendix A](#).



**TABLE 1.1**

# Key Community and Court Stakeholders

**NOTE:** The list of suggested community and court stakeholders is in alphabetical order. However, the NCJFCJ has intentionally listed survivor leaders/mentors first because lived experience informs their work, making them effective leaders in this field, and because exploited youth are more likely to relate to those who understand fundamentally what they are experiencing.

## **SURVIVOR LEADERS/ MENTORS**

Survivor leaders and mentors are essential to any collaboration on child sexual exploitation. Their lived experience and expertise will inform the work of the collaboration with insight others do not have, and it ensures that exploited youth can relate to adults who have been where they are. A strong and equal collaboration with survivors is critical to this work. To do this well: 1) give survivors a seat at the table, don't just engage them as consultants; 2) ensure that survivors understand that disclosure is not required and that those who wish to discuss their experiences can do so in a safe space; and 3) ensure that survivor voices are heard and given equal weight in discussions about policies, procedures, data collection, and funding streams. Survivor participation will help others understand how people experience or perceive systemic structures and will help the group make trauma-responsive decisions regarding implementation and access.

## **ADVOCATES**

Advocates working in the juvenile and family justice system or in the larger community will be able to discuss the services and support available for young victims and survivors along with the gaps in services. Invite advocates from various settings: CASA volunteers, victim advocates, housing advocates, or anti-sex trafficking advocates. These stakeholders are crucial in this discussion because advocacy is an important way for young survivors to share their voice and choice. In addition, advocates can discuss their experiences utilizing community interventions and note the barriers or challenges associated with access to services.

**ATTORNEYS**

Attorneys understand the laws and policies that can protect young survivors and the community. Invite attorneys who represent different perspectives in juvenile and family courts, including public defenders, prosecutors, immigration attorneys, and child advocate attorneys. These attorneys encounter and interact with young survivors in a variety of civil and criminal settings – to protect the rights of a survivor, in witness preparation, in deportation hearings, and to advocate for needed services. Attorneys can share the issues facing exploited youth from their different perspectives and identify barriers or challenges in representing young survivors or prosecuting buyers/traffickers. When all attorneys in the juvenile and family justice system understand who is at risk of child sex trafficking, they will increase their ability to identify young victims and survivors.

**BEHAVIORAL AND PHYSICAL HEALTH PROFESSIONALS**

Behavioral and physical health professionals are able to provide information about services available, as well as gaps in services. These professionals can provide in-service training to juvenile and family court professionals on behavioral health prevention services, long-term interventions, and other treatment options that address trauma, mental and physical health, and well-being. In addition, building strong collaborations with behavioral and physical health professionals may lead to improved identification of vulnerable youth and help identify systemic challenges or barriers to supporting young survivors of child sex trafficking. Consider collaborating with varied professionals, including physicians, public health nurses, nurses, health commissioners/directors, medical assistants, public health educators, drop-in clinics, drop-in shelters, shelters, community health centers, or reproductive care organizations.

**FAITH-BASED LEADERSHIP/ REPRESENTATIVES**

Faith-based organizations or groups provide a variety of services (e.g., food, shelter, prosocial) at low costs or sometimes free to people in need. In addition, these services are generally provided to marginalized and traumatized young people who have many of the risk factors associated with being sexually exploited. Collaborating with faith-based leadership/representatives can increase the likelihood of identifying exploited youth and ensuring that those youth are referred to services. Coalitions or stakeholder groups can work with faith-based organizations to develop and implement off-ramps or potential exit points for youth who are being trafficked. Consider reaching out to several faith-based partners, including: varied religious leaders and faith-based charities, food banks, outreach groups, or community groups.



<p><b>FOSTER PARENTS</b></p>	<p>Foster parents can provide perspective on what happens after young survivors are placed in foster care and what challenges exist for foster parents. Foster parents may recognize on-ramps into sex trafficking from foster care and identify support needed to provide youth with off-ramps. Like advocates, foster parents have information about which resources, services, and support help young survivors. Foster parents can help identify the support and training they need to better care for young survivors.</p>
<p><b>IMMIGRANT AND CULTURALLY SPECIFIC COMMUNITY ORGANIZATIONS</b></p>	<p>Organizations with expertise serving immigrants and community-based culturally specific organizations are critical partners in this effort with an ability to reach underserved youth at risk of being trafficked. For foreign-born youth who are being sexually exploited and trafficked, access to immigration services can be an important off-ramp. Both immigrant and culturally based organizations also contribute additional and alternative solutions to secure detention. In addition, these organizations can identify barriers experienced by foreign-born youth (e.g., language access, deportation fears, etc.).</p>
<p><b>JUDICIAL OFFICERS</b></p>	<p>Judicial officers are leaders and conveners in juvenile and family court systems and the community. Judicial leadership can help ensure that other stakeholders become engaged. In addition, judges make important decisions about the safety of youth, and they understand what services are available and what additional services may be needed. Reach out to several judicial partners, including: state and tribal judges, masters, commissioners, referees, and magistrates.</p>
<p><b>FIRST RESPONDERS</b></p>	<p>First responders are particularly knowledgeable about risk factors, on-ramps, and behaviors they see when working with young survivors of sex trafficking. Indeed, as the first to respond, they have the best opportunity to intervene. Invite first responders from law enforcement (e.g., city/state police, sheriffs, probation officers, tribal police, school resource officers, intake officers, and community policing officers) and the medical field (e.g., emergency room doctors, emergency medical technicians, firefighters with national Safe Places, and paramedics). These stakeholders can share their experiences and approaches to supporting young survivors of sexual exploitation. Collaboration with the stakeholder group can ensure that first responders are integrated into the community-level approaches used to support young survivors.</p>

<p><b>LEGISLATORS</b></p>	<p>Legislators can provide insight and background regarding the policies/legislation that are currently in place or that are being proposed to address child sex trafficking. Inviting elected officials will help ensure that policymakers are informed about the accessibility of victim services and community-based interventions for youth who have been exploited and the gaps in services, and they will understand the need for funding services in the community. Consider inviting multiple representatives from your local, state, and national governments.</p>
<p><b>SCHOOL-BASED LEADERSHIP/ REPRESENTATIVES</b></p>	<p>School-based leadership/representatives can provide insight on youth behaviors, interactions, and barriers to supporting at-risk youth within the school setting. They can provide an overview of protocols and procedures used to identify and intervene when they have reason to believe youth are being exploited. School representatives may have preventive programs to decrease the likelihood of students being exploited. Consider inviting various leaders and disciplines within the education system such as: board of education members, superintendent's office, principals and assistant principals, athletic directors and staff, teachers, school counselors, alternative education teachers, reading specialists, school social workers, communities-in-schools workers, school nurses, teacher aides, and bus drivers.</p>
<p><b>CHILD WELFARE SYSTEM PROFESSIONALS</b></p>	<p>Child welfare system professionals are in a position to understand and identify risk factors and vulnerabilities associated with child sex trafficking. The system itself can be an on-ramp for vulnerable youth (e.g., child welfare involvement, foster care placement, juvenile justice involvement, school push out, housing insecurity, secure placement, and marginalized communities). These professionals can implement processes and procedures that will lead to improved identification and service delivery because they are familiar with the warning signs or behaviors that young survivors of sex trafficking might exhibit. Consider inviting varying roles within the child welfare system. For example, leaders/supervisors in child welfare agencies are licensed clinical social workers, caseworkers/case managers, or other child welfare intake personnel.</p>

# Stakeholder Group Meeting: Agenda and Facilitation Activities

The goal of the meeting agenda and structure should be to have full engagement of all stakeholders. The agenda segments have been designed to ensure that all stakeholders have an opportunity to contribute to the conversation. The sections below provide facilitation and engagement strategies, tips on timing, finding faculty, possible modifications, and materials. A proposed annotated agenda for judicial leaders, faculty, and facilitators to use during their meeting can be found below. A sample participant agenda can also be found in [Appendix B](#).

## Meeting Logistics and Room Setup

The agenda and facilitation activities are designed to fill a day-long meeting from 9 a.m. to 5 p.m., including two breaks and lunch. The leader and convener of the meeting should use the sample agenda in [Appendix B](#) to coordinate meeting logistics. Such as:

- **MEETING LOCATION:** Find a location that can accommodate at least 20–30 people comfortably (e.g., a conference room at a local library, university, or at a local community center).
- **ROOM SETUP:** Consider using several table rounds that can seat six to eight people. If possible, use table rounds to create small groups and allow stakeholders to network with each other.
- **SEATING:** Consider making seating assignments that intentionally place people from various systems at each table, which can help increase information sharing and learning.
- **AUDIO AND VISUAL:** Ensure that the meeting space meets your audio and visual needs, e.g., onsite projector and screen, speakers, and microphones.
- **SUPPLIES:** Secure large flip charts, markers, tape, and other material needs prior to the meeting or organize the supplies with the meeting location contact.
- **LUNCH:** Decide if lunch will be brought in or if people will go off-site for lunch. If lunch is held off-site, adjust the agenda to add 30 minutes to lunch.

## Introduce Stakeholders with an Icebreaker

A well-designed icebreaker can allow people to feel more comfortable with each other while building a shared mission/vision among key stakeholders. This important activity should be purposeful and go beyond sharing names, titles, and expertise. The following is a purposeful/interactive icebreaker that can help set the stage and make connections for stakeholders. Follow the steps below to facilitate the activity:

1. Play [The Life Story](#) introduction video for the group.<sup>2</sup>
2. Facilitate group introductions that allow stakeholders to express their hopes and fears associated with child exploitation and trafficking. Invite stakeholders to share their:
  - » Name, title, and agency
  - » Hope(s) about what the stakeholder group may accomplish to positively impact child exploitation and trafficking (e.g., expanding the ability to identify exploited youth, getting more robust services to help youth exit the life, and recognizing collateral consequences of exploitation such as substance abuse, physical and behavioral health issues). Ask open-ended questions to help participants form their responses: Why are you here? What do you hope will come out of this meeting?
  - » Fear(s) related to any potential consequences that may occur because of working to address child trafficking (e.g., re-traumatizing youth, loss of witnesses in trafficking trials, false identification, stigma, etc.). Ask open-ended questions to help the participants form their responses: What worries you most about engaging here? Are there any specific consequences on your mind about addressing child trafficking?

Sharing hopes and fears in a larger group setting can address misgivings and take advantage of the momentum created by sharing hopes.

**MATERIALS TIP:** Use flip charts during the introductions to record the hopes and fears that the key stakeholders share. After introductions have been completed, hang the flip chart sheets around the meeting room so the group can continue to use the information to guide discussion throughout the day.

**FACILITATION TIP:** During introductions, take time to engage with each stakeholder by commenting on the hopes and fears shared. It is important to make connections to the purpose of the meeting and identify similarities and differences between individual stakeholders, which will help the group begin to build relationships and trust.

**TIMING TIP:** Allow three to four minutes for people to introduce themselves during the icebreaker. For example, if there are 20 stakeholders, set aside an hour and a half for introductions.

**MODIFICATION TIP:** This introduction/icebreaker is ideal for smaller groups of stakeholders. If the stakeholder group is larger than 20, the activity can be modified. Rather than each stakeholder sharing their hope/fear with the larger group, they can share them with the other people at their table.

2. The Life Story Introduction Video. (2018). Retrieved November 21, 2022, from [thelifestory.org](http://thelifestory.org)

## Identify Who is at Risk by Sharing Local Data

Ensure that stakeholders leave the meeting with a better understanding of youth who are at risk of being exploited and trafficked in their communities. While also providing information that dispels common misconceptions about child sex trafficking.

### LECTURE TALKING POINTS: RISKS OF BEING EXPLOITED

Provide a short presentation on common vulnerabilities, including the history of abuse and violence, poly-victimization, intimate partner violence, age, developmental disabilities, poverty, being from a marginalized community, or being in the child welfare system. The presentation should include information regarding how different systems can exacerbate vulnerability, such as family or community dysfunction and juvenile/family court involvement.

Next, share currently collected local data, if any, on the prevalence of child sexual exploitation and trafficking. To share this data, gather one or two years' worth of data that may indicate pathways to sexual exploitation or trafficking. Local data may not exist or may be unreliable. If local data are not available, share national data or available data from other states. The lack of data can serve as a conversation starter regarding how to begin collecting these data. Local data can include:

1. Housing insecurity or homelessness populations.
2. Frequent running away cases.
3. Youth who have witnessed or experienced domestic violence.
4. Detention center screening tools or questionnaire data.
5. Safe Harbor cases (court cases where the 2015 Safe Harbor Act applies).
6. Prosecutor's office data about survivors in charged cases.

Be clear about limitations associated with local data. Transparency about limitations is important so stakeholders know where improvements in data collection/dissemination are needed. Possible limitations include:

1. Lack of programmatic or court data.
  - » Difficulties due to court systems, law enforcement, health care systems, and/or service providers using different, out-dated, and/or unlinked data systems.
  - » Those systems may lack a shared vision, mission, goals, or performance measures designed to reduce sex trafficking.
2. Lack of accurate self-report.
  - » Most trafficking victims: suffer from fear and shame, distrust law enforcement, and/or have formed trauma bonds with traffickers.

### **LECTURE TALKING POINTS: COMMON MISCONCEPTIONS**

Discuss the legal definition of sex trafficking and the common misconceptions or myths that may erroneously guide policy and practice.

Legally, the Trafficking Victims Protection Act of 2000 and its subsequent reauthorizations define human trafficking as:

1. Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or
2. The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. (22 U.S.C. § 7102(9)).

In spite of clear legal definitions, misconceptions persist in our court systems and in our communities regarding child sex trafficking. In order to address on-ramps and off-ramps to child sex trafficking, it is important to understand the misconceptions and reality of the issue (see Table 1.2).

**TABLE 1.2**

# Common Misconceptions

MISCONCEPTIONS	REALITY
It's not child abuse if the child consents.	A child is not legally, developmentally, or socially able to make this choice or consent.
Children choose to enter the sex trade.	There are various social and structural on-ramps and off-ramps that lead to children being exploited.
Some trafficked children like to have sex or are promiscuous.	A person's consensual sexual activity does not negate their exploitation; children under a certain age are not legally able to consent to sex.
This is not happening to American children, trafficked children are foreign.	In 2020, calls to the National Human Trafficking Hotline included reports from all 50 states involving American children.
Only girls are trafficked.	Boys are trafficked too and share many of the risk factors for involvement.
Trafficked children could escape if they wanted to.	Manipulation, coercion, threats to personal safety, and the safety of loved ones are some of the factors that make escaping more complicated.
Survivors generally disclose exploitation or self-identify as trafficked.	Some do. More often, they do not feel safe enough to disclose for fear it may bring them further into the system or take them away from who/what they know, or they fear that their exploiters may harm them if they disclose. Many youths do not realize or believe they are being trafficked or that they are involved in illegal activities.

**FINDING FACULTY TIP:** Engage expert faculty who have in-depth knowledge that includes:

1. Advocacy for survivors of sex trafficking.
2. Red flags associated with sex trafficking.
3. National data connected to sex trafficking.
4. Vulnerable populations.
5. Work in juvenile and/or family court systems.
6. Work on a multidisciplinary team to address sex trafficking.

**MATERIALS TIP:** Ensure that all stakeholders can engage with the information provided in several ways. For example, use visual aids (presentation slides) and fact sheets to share the data. Disseminate materials prior to the meeting so stakeholders have time to review the information.

## Discuss the Presentation in Small Groups

Allow stakeholders to process the data. Use the following instructions to facilitate small group discussions at their tables:

- Use this question as a prompt or design a prompt that works with the presentation delivered: “What surprised you about the data presented here today?”
- Debrief with stakeholders by having them report out on their small group discussions: “What did your group discuss or discover?”

**TIMING TIP:** Allow 60–90 minutes for small groups to deliver presentations on local data/data limitations and on common misconceptions. Allow 20–25 minutes to process the data within every group.



## Define the Scope of the Problem on a Local Level

During this part of the stakeholder group meeting, the group should begin to define the scope of the problem by understanding how to identify youth at risk and how they become sexually exploited. Identify barriers such as: at-risk youth, providing services, assisting youth with exiting and recovery, or successfully working with these youth. This can help stakeholders discuss and develop ideas for solutions to these challenges. Use the following instructions to facilitate an idea generation exercise that engages all stakeholders:

### Activity Set Up

1. Create the following flip charts:
  - » Family on-ramps, community on-ramps.
  - » Juvenile and family court on-ramps.
  - » And three policy/practice chart pads.
2. Place the flip charts around the room to allow ample space for groups to gather and discuss the domain.
3. At each station, place one of the domain flip charts and one of the policy/practice flip charts.

### Facilitation Set Up

#### FIRST

- Divide the meeting participants into three even groups to focus on three separate, but interrelated, domains: family, community, and juvenile/family courts. You can randomly assign which topic which group will work on. They should all be able to generate ideas whether or not they work in a particular field. Each group will have an opportunity to give input in each domain.
- Ask each group to identify on-ramps to child sexual exploitation/trafficking and policies or practices that may lead youth down that ramp. An example for each domain is highlighted here.

FAMILY ON-RAMPS	POLICY/PRACTICE THAT LEADS TO THE ON-RAMPS
Family dysfunction, child abuse, neglect, parental substance abuse, and domestic violence leading a child to welfare involvement/multiple placements.	Placement policies unable to mediate challenges when family disruptions occur. Not enough counseling or community support.

COMMUNITY ON-RAMPS	POLICY/PRACTICE THAT LEADS TO THE ON-RAMPS
Youth experiencing homelessness or home insecurities.	Non-inclusive shelters, shelters that have narrow eligibility criteria, or shelters where vulnerable youth are targeted for sex trafficking recruitment.
JUVENILE AND FAMILY COURT ON-RAMPS	POLICY/PRACTICE THAT LEADS TO THE ON-RAMPS
Meeting sex trafficking recruiters within the system.	Placing runaways within unsecure detention. Sex trafficking recruiters within positions of authority or nearby services.

## SECOND

- After the initial groups have developed a list, ensure that all the stakeholders can contribute to each domain.
- Guide stakeholder groups through the following activity to review and add to the work completed. Use the instructions below to facilitate the gallery crawl exercise:
  - » Invite the stakeholders to begin at their own domain.
  - » Stakeholders should stay in their current groups as they review other domains.
  - » Round one – each group will move to the domain to their right (in a clockwise direction).
  - » Round two – the grouped stakeholders should again move to their right and conduct a second, final round of review.

**MATERIALS TIP:** Use flip charts with the headings used in the examples above for each group to record the on-ramps/policies and practices identified in the group’s assigned domain. Use the worksheet in [Appendix C](#) as a handout during the exercise to allow individual stakeholders time to reflect and list on-ramps.

**FACILITATION TIP:** To form the three groups, ask the stakeholders to count in groups one, two, and three. All the “ones” form a group to list family on-ramps. All the “twos” form a group to list community on-ramps. Finally, all the “threes” form a group to list juvenile and family court on-ramps. Guide the groups to separate locations in the meeting room to discuss and complete their lists. If you have enough faculty/staff you may want to have one person assigned to each group to help facilitate the conversation at the flip chart.

**TIMING TIP:** Allow 25–30 minutes for the first part of the idea generation exercise (e.g., 5–10 minutes to assign stakeholders to groups, provide instructions, and 20–25 minutes to generate a list of on-ramps in each domain). Allow 10 minutes for every review round during the second part of the idea generation exercise.

## Find Solutions to the Problem: Close and Eliminate On-ramps

After the group generates a list of the possible on-ramps to child sex trafficking, it is important to seek solutions. Some stakeholders may already have solutions to some of the on-ramps identified. Others will need to be addressed. Use the following instructions to facilitate a collaborative exercise that helps the group prioritize the on-ramps to sex trafficking:

1. Invite the group to categorize the on-ramps as low, medium, or high need. This will help the group come to a consensus about which on-ramps to address first.
2. The group should resist the urge to address all of the on-ramps at once, which can lead to group burnout and duplication of efforts. We recommend strategically targeting three to five on-ramps to address first.
3. State the purpose of this step: to identify three to five on-ramps to address as a collaborative stakeholder group.
4. Engage in a large group discussion and begin listing the on-ramps under each category (low, medium, or high).
  - » Encourage a vigorous, respectful debate on the placement of the on-ramps in low, medium, or high categories. The stakeholders may have differing opinions or perspectives, and it is important to reach a consensus while respecting each person's opinion.
5. Select three to five on-ramps to begin addressing as a collaborative group through strategic action planning.

**MATERIALS TIP:** Use flip charts with headings – low, medium, or high – so the whole group can see them. Transfer the on-ramps listed in the previous section onto large sticky notes so that it is easier to move from category to category during the large group discussion.

**CONVERSATION STARTER TIP:** Use open-ended questions to engage the group in further discussion. “If you could only select one on-ramp to address, which would you choose and why?”

**TIMING TIP:** Add a 15-minute break prior to this section of the agenda to allow time to create the space for the larger group discussion. The break will provide time to add headings to flip charts and transfer the on-ramps listed to large sticky notes.

## Strategic Action Planning to Address On-ramps Through Off-ramps

Now the group is ready to begin action planning. In a large group setting, work to identify the policies, practices, or services that may create an off-ramp or eliminate the on-ramp for the three to five on-ramps that the group prioritized in the previous section. For example, the table below highlights one on-ramp/off-ramp, and the policy, practice, or service that could potentially target or eliminate the on-ramp. In this example, the stakeholder group would create an action plan to implement respite care in their community or establish a process for release with conditions that would mitigate meeting sex trafficking recruiters in the system.

ON-RAMP	OFF-RAMP	POLICY / PRACTICE / SERVICE THAT CREATES AN OFF-RAMP OR ELIMINATES THE ON-RAMP
Meeting sex trafficking recruiters within the system.	Alternatives to secure detention for runaways.	Respite care release with conditions.

The stakeholder group would then put an action plan in place that ultimately implements either both or one of the policies or services that eliminate the on-ramp.

1. Use an action plan template to help guide the group through the action planning process. There are many examples online, including the [Action Priority Matrix](#). The system is designed to “show you how to prioritize activities to make the most of your time, energy, and talents.”<sup>3</sup>
2. While the group is prioritizing larger action items, consider the bullet points below. Which may boost the groups ability to make the improvements listed in the final action plan:
  - » Specific, smaller tasks that need to get done to fully implement the larger action item.
  - » Person(s) responsible for completing each task; consider whether a subcommittee would be useful and efficient.
  - » Timeline or deadlines.
  - » Resources needed.
  - » Potential challenges.

3. Mind Tools. The Action Priority Matrix: Making the Most of Your Opportunities. (2022). Retrieved November 21, 2022. <https://www.mindtools.com/agst6d0/the-action-priority-matrix>

# Conclusion

This *Facilitation Guide* provides judges and other community leaders with recommendations for convening a group of court and community stakeholders to address child sex trafficking on a local level. The *Facilitation Guide* can help stakeholders discuss factors that increase the risk of a young person being sexually exploited, and provides guidance about how to develop a plan to implement practices that will engage youth in services to help them exit and recover from sex trafficking.



## APPENDIX A

# Template Invitation Letter

**\*\*Insert Affiliated Organization Logo\*\***

**\*\*Insert Today's Date\*\***

**\*\*Insert Meeting Title\*\***

**\*\*Insert Organization or Affiliation\*\***

**\*\*Insert City, State, and Zipcode of Your Organization or Affiliation\*\***

Re: Invitation to our **\*\*insert the title of meeting\*\***

Salutations:

We are pleased to invite you and your organization to participate in our **\*\*insert title of meeting\*\*** at **\*\*insert location, city, and state\*\***. From **\*\*insert start time\*\*** to **\*\*insert end time\*\*** on **\*\*insert date of meeting\*\***. This discussion will be facilitated by **\*\*insert organizer(s)\*\*** to **\*\*insert purpose\*\***.

**\*\*For this paragraph: state the intention, provide a brief overview of the meeting, and commitment\*\***

**\*\*For this paragraph: state your call to action as in the intended outcome of the discussion and why the invitee is being asked to attend\*\***

We have attached a proposed agenda. For more information about the meeting, and to register, please RSVP at **\*\*insert link\*\***. If you have any questions, please contact **\*\*insert name of contact person\*\*** at **\*\*insert contact information\*\***.

We are excited by the prospect of what we can do together and hope to see you for our **\*\*insert title of meeting\*\*** at **\*\*insert location, city, and state\*\*** on **\*\*insert date of meeting\*\***.

With best regards,

**\*\*insert signature\*\***

**\*\*insert your title\*\***

**\*\*insert organization or affiliation\*\***

## APPENDIX B

# Sample Participant Agenda

### MEETING OBJECTIVE

Map common on-ramps to CSE for youth in the justice system and develop practical solutions/responses that help the justice system create effective off-ramps.

**9 a.m. Welcome**

**9:15 a.m. Invitee Introductions**

Set the stage and make connections for stakeholders with a purposeful icebreaker.

**10:15 a.m. Break**

**10:30 a.m. Sharing Local Data**

Faculty will share a presentation on common vulnerabilities.

**Noon Lunch**

**1 p.m. Define the Scope of the Problem on a Local Level**

The group will define the scope of the problem by identifying on-ramps to child exploitation, otherwise known as identifying challenges or barriers.

**2:30 p.m. Break**

**2:45 p.m. Find Solutions to the Problem**

The group will work collaboratively to address on-ramps by creating effective off-ramps or eliminating the on-ramps identified.

**3:45 p.m. Break**

**4 p.m. Strategic Action Planning**

The group will work to identify three to five on-ramps to address as a collaborative stakeholder group.

**5 p.m. Adjourn Meeting**

**APPENDIX C**

## On-Ramps Activity Worksheet

<b>FAMILY ON-RAMPS</b>	<b>POLICY/PRACTICE THAT LEADS TO THE ON-RAMPS</b>
Family dysfunction, child abuse and neglect, parental substance abuse, and domestic violence that lead to child welfare involvement/multiple placements.	Removal practices that don't mediate challenges when disruptions occur in the placements.
<b>COMMUNITY ON-RAMPS</b>	<b>POLICY/PRACTICE THAT LEADS TO THE ON-RAMPS</b>
Youth experiencing homelessness or home insecurities.	Non-inclusive shelters or shelters that have narrow eligibility criteria, or shelters where vulnerable youth are targeted for sex trafficking recruitment.
<b>JUVENILE AND FAMILY COURT ON-RAMPS</b>	<b>POLICY/PRACTICE THAT LEADS TO THE ON-RAMPS</b>
Meeting sex trafficking recruiters within the system.	Placing runaways within unsecure detention. Sex trafficking recruiters within positions of authority.