

<p>Appendix A. <i>DCBS Data Elements Retrieved</i></p> <p>Identification numbers (TWIST number, intake number) Socio-demographic variables (age, DOB, gender, race-ethnicity, city of origin, etc.) History of child welfare involvement (type, intensity) Recruiter/trafficker/perpetrator information (name, DOB, relationship to victim, etc.) Duration of victimization Childhood experiences of abuse Child behaviors (truancy, runaway, sexually acting out) Health, mental health and substance abuse issues Avenues of exploitation (gang connection, exploited by family member, family history of exploitation) Investigation pathway (CAC involvement, forensic interview, law enforcement involvement) Location of incident/location of investigation (e.g., law enforcement jurisdiction, region, county) Specialized team involvement CANS data (including the results of up to 4 different screeners as part of SAFESPACE) Services provided (type, number, length of time) Out of home placement (type, intensity, length of time, number of placements) Subsequent child maltreatment referrals (type, number) Juvenile justice system involvement (type, disposition, length of time, etc.) Disposition of the case (DCBS findings, any charges filed, prosecution, etc.) Additional, pertinent variables already collected and maintained in the human trafficking data system</p>
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<p>Appendix B. <i>Demographics</i></p>			
Variable		Question	Responses
1.	Occupation	In which occupational sector do work? Choose one.	Business Education State Government Health Services Public Human Services Private Human Services Judicial System Law enforcement Prosecution Faith Community Victim Services Concerned Citizen/Community Member (not affiliated with any of the above)
2.	Agency	With which agency do you work?	Open-ended.
3.	Position	What is your official position at work?	Open-ended.
4.	TimeInPosition	How long have you worked in your current position?	Fill in the blank: _____ Years _____ Months
5.	TimeInCommunity	How long have you lived in your current community?	Fill in the blank: _____ Years _____ Months
6.	Age	How old are you?	Fill in the blank: _____ Years

7.	Degree	What is the highest degree you have obtained? Choose one.	High school diploma
			GED
			Associates Degree
			Trade School
			Bachelor's degree
			Master's degree
			M.D., J.D., or other
			professional degree
8.	Ethnicity	How would you classify your ethnicity? Select all that apply.	White, non-Hispanic
			Black
			Asian
			Native American
			Hispanic
			Other _____
9.	Gender	What is your gender?	Open-ended.
10.	HTTFmember	Are you currently a member of the statewide Human Trafficking Task Force (HTTF)?	Yes
			No
11.	TimeHTTFmember	If yes, for how long have you been a part of a Human Trafficking Task Force (HTTF)?	Fill in the blank: _____ Years _____ Months

Appendix C. <i>Seven Commitments Survey</i>			
	Variable	Question	Responses
1.	Social Environment	Members treat each other respectfully.	(1) Strongly Disagree → Strongly Agree (5)
2.		Members often schedule different activities to take place simultaneously.	(5) Strongly Disagree → Strongly Agree (1)
3.		Members freely ask questions of each other and exchange information.	(1) Strongly Disagree → Strongly Agree (5)
4.		I often feel the other TPAC members do not support me.	(5) Strongly Disagree → Strongly Agree (1)
5.	Commitment to Nonviolence	The TPAC has a clear set of boundaries, limits, or rules understood by all members.	(1) Strongly Disagree → Strongly Agree (5)
6.		Critical incidents are addressed nonviolently and are openly reviewed as soon as possible.	(1) Strongly Disagree → Strongly Agree (5)
7.		Destructive or violent incidents are viewed as problems of and for the entire community to address, not just one person or one agency.	(1) Strongly Disagree → Strongly Agree (5)
		Members often engage in “meetings after the meetings” to vent about issues regarding the work of the TPAC.	(1) Strongly Disagree → Strongly Agree (5)
8.	Commitment to Emotional Intelligence	When members discuss child trafficking, there is always an emphasis on thoughtful exploration of complicated issues.	(1) Strongly Disagree → Strongly Agree (5)
9.		Regular meetings are held with representatives from all levels/sectors of	(1) Strongly Disagree → Strongly Agree (5)

		the TPAC.	
10.		TPAC members usually do not recognize or understand each other's nonverbal communication.	(5) Strongly Disagree → Strongly Agree (1)
11.		TPAC leaders talk openly about work-related stress in a way that helps me manage my own work-related stress in appropriate ways.	(1) Strongly Disagree → Strongly Agree (5)
12.		Most TPAC members do not seek out consultation and/or supervision as part of their work.	(5) Strongly Disagree → Strongly Agree (1)
13.	Commitment to Social Learning	There is an expectation that all members of TPAC will learn from everyday experience and from each other.	(1) Strongly Disagree → Strongly Agree (5)
14.		All major decisions are made using a team approach.	(1) Strongly Disagree → Strongly Agree (5)
15.		Educational materials and resources (e.g., reports and handouts) are easily available to all members of TPAC.	(1) Strongly Disagree → Strongly Agree (5)
16.		Problem solving involves parties affected by the problem and is generally done by consensus.	(1) Strongly Disagree → Strongly Agree (5)
17.		Critical incidents and/or systemic challenges are viewed as opportunities for new learning and information gained contributes to change.	(1) Strongly Disagree → Strongly Agree (5)
18.	Commitment to Shared Governance	I feel I can openly question or disagree with decisions made by other TPAC members if needed.	(1) Strongly Disagree → Strongly Agree (5)
19.		The TPAC facilitator(s) regularly take time to listen to what I have to say and respond in a meaningful way.	(1) Strongly Disagree → Strongly Agree (5)
20.		Policies, procedures, and practices are reviewed regularly by members at all levels.	(1) Strongly Disagree → Strongly Agree (5)
21.		Important advisory council decisions (e.g., meeting changes) are often made without warning or discussion.	(5) Strongly Disagree → Strongly Agree (1)
22.	Commitment to Open Communication	The schedule of meeting activities and events are available and accessible to all members of TPAC.	(1) Strongly Disagree → Strongly Agree (5)
23.		There is regular and helpful communication between different groups (e.g., victim services, policymakers, education, etc.).	(1) Strongly Disagree → Strongly Agree (5)
24.		We are a team in name only; advisory council decisions are made by a select few.	(5) Strongly Disagree → Strongly Agree (1)
25.		All members are aware of any decisions made regarding TPAC policies and procedures.	(1) Strongly Disagree → Strongly Agree (5)
26.		Difficult topics can be discussed openly and directly within the TPAC.	(1) Strongly Disagree → Strongly Agree (5)
27.	Commitment to Social Responsibility	Problems between TPAC members are usually ignored.	(5) Strongly Disagree → Strongly Agree (1)
28.		Longer-term, experienced advisory council members take responsibility for mentoring newer, less-experienced members.	(1) Strongly Disagree → Strongly Agree (5)

29.		Most TPAC members do not model positive behavior.	(5) Strongly Disagree → Strongly Agree (1)
30.		TPAC members are able to challenge each other, disagree, collaborate, resolve conflicts, and learn from the process.	(1) Strongly Disagree → Strongly Agree (5)
31.		Relationships problems (e.g., between community partners, systems, leadership, etc.) are addressed and viewed as an opportunity for learning.	(1) Strongly Disagree → Strongly Agree (5)
32.	Commitment to Growth and Change	TPAC members truly believe in the potential for positive change in the clients we serve.	(1) Strongly Disagree → Strongly Agree (5)
33.		Members are routinely encouraged to think about, plan, and work on goals for the immediate, short-term, and long-term future.	(1) Strongly Disagree → Strongly Agree (5)
34.		Change is often discouraged and not supported.	(5) Strongly Disagree → Strongly Agree (1)
35.		Inspiration in any form is sought after, appreciated, and supported.	(1) Strongly Disagree → Strongly Agree (5)

Appendix D.

Coalition Web Based Self-Report Questionnaire

	Variable	Question	Pre-Test Response Options	Post-Test Response Options
1.	Community Support for SHTTF	Do influential community/state leaders understand TPAC and why it is important?	(1)Not at all > (5) completely	(1)Not at all > (5) completely
2.		Does the community/state leadership in Kentucky “champion” the TPAC mission?	(1)Not at all > (5) completely	(1)Not at all > (5) completely
3.		Does the administrative leadership in participating community agencies champion the TPAC mission?	(1)Not at all > (5) completely	(1)Not at all > (5) completely
4.		The TPAC members have collaborative relationships with other key community institutions and coalitions.	(1)Not at all > (5) completely	(1)Not at all > (5) completely
5.	Community Improvement	There is community-wide awareness of child trafficking prevalence.	(1)strongly disagree > (5)strongly agree	(1)greatly weakened > (5)greatly improved
6.		Community prevention planning is systematic and comprehensive.	(1)strongly disagree > (5)strongly agree	(1)greatly weakened > (5)greatly improved
7.		People in the community are equipped to work	(1)strongly disagree >	(1)greatly weakened >

		collectively on community issues related to child trafficking.	(5)strongly agree	(5)greatly improved
8.		People in the community feel that together we can make a difference.	(1)strongly disagree > (5)strongly agree	(1)greatly weakened > (5)greatly improved
9.		The level of funding/grants for child trafficking efforts in the community.	(1)strongly disagree > (5)strongly agree	(1)greatly weakened > (5)greatly improved
10.		The quality of local services and programs to respond to child trafficking.	(1)strongly disagree > (5)strongly agree	(1)greatly weakened > (5)greatly improved
11.		Well-being of people in our community.	(1)strongly disagree > (5)strongly agree	(1)greatly weakened > (5)greatly improved
12.		The extent to which community partners work together on other collaborative projects.	(1)strongly disagree > (5)strongly agree	(1)greatly weakened > (5)greatly improved
14.		Local policies addressing child trafficking and risk factors (e.g. schools, police, courts, county agencies, etc.).	(1)strongly disagree > (5)strongly agree	(1)greatly weakened > (5)greatly improved

Appendix E <i>Brainstorming Session Focus Group</i>	
Prompt	
1.	What do you think is your individual role as a member of the work group?
2.	How do you hope to contribute to this process?
3.	Do you think we have the right individuals at the table? If not, who is missing?
4.	What do you hope the work group will accomplish?
5.	What are the strengths of the work group?
6.	What does healthy communication look like among the work group members?
7.	What does decision making look like among work group members?
8.	What is the Statewide Human Trafficking Task Force's role in the state and in the community?
9.	How can the work group work to take care of each other (e.g., self-care practices, trauma-informed approach to the work, etc.)?
10.	What are ways to encourage all-member participation in this work group?
11.	What are the current gaps or opportunities for improvement for how we currently respond to child trafficking victims?

Appendix F <i>DCBS Data Type</i>
Number of alleged human trafficking victims County of alleged victim Does the alleged victim have a history with DCBS? Does the alleged victim have prior substantiation? Alleged victim gender Alleged victim age Is alleged victim American or foreign-born? Number of alleged perpetrators

Was the alleged perpetrator a caretaker?
 What was the caretaker relationship to alleged victim
 Was perpetrator a Non-Caretaker?
 Relationship of non-caretaker
 Date report was received
 Report year
 Referral Source
 Is law enforcement involved?
 Did the alleged victim have a CAC interview?
 Was the alleged victim using drugs, given drugs, or sold for drugs?
 Where was child at when allegations received?
 Was child removed as a result of incident?
 Was child removed due to another reason?
 If removed, where was child placed?
 History of prior removal?
 Caretaker Finding
 Subprogram
 Non-Caretaker Finding
 Type of trafficking?
 Criminal charges around HT?

Appendix G

Qualitative Coding Extraction Tool

1. Sex was used for:
 - Money
 - Drugs
 - Form of payment
 - Goods exchanged
 - Shelter
 - Food
 - Clothing
 2. Victim Presentation
 - Fear
 - Lack of safety
 3. Was the child a runaway?
 - Yes
 - No
 4. Was the child missing?
 - Yes
 - No
 5. If substances were used in trafficking, how so?
 - Child was receiving drugs
 - Child was being drugged as coercion
 - Child was sold for drugs
 - Child was using drugs
 - Parent/Caregiver was receiving drugs
 - Parent/Caregiver was selling child for drugs
 - Parent/Caregiver was using drugs
 6. Medical/Health
 - Does the child have an STI?
- i. Yes
 i. No
7. Mental Health
 - Parent/Caregiver mental health issues
 - Child mental health issues
- i. Was the child experiencing suicidal ideation/self-directed harm?
1. Yes
 2. No
8. Did the perpetrator make threats toward the child?
 - Yes

- No
- 9. Did the perpetrator have multiple victims?
 - Yes
- i. There were multiple victims in the dataset
- i. Case notes recorded multiple victims
 - No
- 10. If technology was used, how?
 - Social media
 - Web-based marketplace
 - Dating site
- 11. Types of sexual exploitation
 - Stripping
 - Pornography
 - Massage parlor
 - Prostitution
- 12. Was the victim non-cooperative or resistant?
 - Yes
 - No