



Johnz School Evaluation Report

Program operations

November 2008-September 2014

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Background

When founder Kristy Childs was in her mid-twenties, she met a 14-year-old girl named Veronica. Kristy, who had run away from an abusive home at age 12, saw herself in the young Veronica, who had been kicked out of her home by her mother. Despite having met many women from similar backgrounds since entering prostitution, Veronica was the first true friend Kristy had made in over a decade. In 1993, Veronica, then 21 years of age and the mother of three young children, was found murdered in Penn Valley Park. Her case remained unsolved until March 2007, but in 2000, after having spent twenty-four years in prostitution, Kristy founded Veronica's Voice in Kansas City, Kansas, in remembrance of Veronica April Neverdusky.

Now, 14 years later, Veronica's Voice is a national leader in programming that encourages, educates, and empowers American victims of commercial sexual exploitation of all ages to make lifestyle changes leading to the recovery of their minds, bodies and spirits. The primary focus of Veronica's Voice is to offer compassionate and non-judgmental support to victims through survivor-run services. It offers exploited individuals a safe place to process their experiences with sister survivors who can relate to them, allowing them to take control of their lives.

Regarding its purpose, Veronica's Voice states:

The mission of Veronica's Voice is to connect and empower American victims of commercial sexual exploitation of all ages, provide community education and awareness on the realities of prostitution/sex trafficking in America and all its forms, advocate for demand reduction, and influence systemic change through survivor informed leadership. Our vision is to end commercial sexual exploitation in the United States.

From 2000 to 2014, Veronica's Voice was Kansas City's only advocacy and survivor-recovery program dedicated solely to victims of prostitution, commercial sexual exploitation and sex trafficking. The organization also operates a restorative justice program for men arrested for soliciting a prostituted person, which is the focus of this report.

Johnz School program design

Ongoing commercial sexual exploitation adds enormous cost to the criminal justice and public health systems. Restorative justice takes place when those who have caused harm can contribute to the healing of those who have been harmed. Restorative justice diversion programs for men arrested for soliciting a prostituted person have been found to move law enforcement, criminal justice and human services to a higher level of performance in two ways: 1) eliminating the tragic human consequences to prostituted women and youth; 2) reducing the high costs of prostitution in family and community economics and relationships; and 3) reducing men's demand for commercial sexual sex.

The Offenders Accountability Re-Education Program ("Johnz School") is one part of Veronica's Voice's overall demand reduction strategy. It is aimed at dramatically reducing recidivism

among first-arrest purchasers of sex through an intensive, one-day, educational class. First-time offenders of the crime in cases not involving minors are court-ordered to complete such a class as a condition of probation or of diversion in lieu of prosecution/conviction. The fees for *Johnz School*, which are paid by attendees as part of their restorative justice responsibilities, go directly to Veronica's Voice and are used for the services and programs the organization provides to assist commercially sexually exploited women in exiting prostitution.

The *Johnz School* program is offered to all courts in the Kansas City Metroplex. The goals of the program are to:

- Discourage further participation in prostitution by showing men the ways in which they support a brutal system of exploitation.
- Provide men with tangible restorative justice by using the fees collected from the *Johnz School* to support Veronica's Voice services and programming for victims.

The course is designed to bring light to the ramifications of prostitution. Divided into relevant topics, presenters reveal the actual effects of commercial sexual exploitation on the victims, offenders, and the community, as well as its contribution to the global issue of sex trafficking. *Johnz School* is designed to provide the following benefits to law enforcement, the community, prostitution survivors, and offenders:

Law Enforcement Benefits

- Reduces violence in the community
- Reduces recidivism

Community Benefits

- Safer neighborhoods
- Decrease in prostitution activity
- No cost to taxpayer
- Improved quality of life

Survivor Benefits

- Supports outreach and exit strategies
- Allows survivor participants a therapeutic healing experience
- Provides opportunities for restored dignity

Offender Benefits

- Avoid jail
- A real life look at prostitution
- Connections to relevant referrals
- New information that supports educated choices
- The opportunity to become a part of the solution

Evaluation methods

This report is based on 1) Veronica's Voice staff documentation of *Johnz School* activities; 2) participants' volunteered demographic information; 3) information from law enforcement referral records; and 4) participants' feedback on program impacts. The first three types of data are entered into an Excel workbook, and include:

- Name and social security #
- Date class was completed
- Birth date
- Age
- Race
- City, county, and state of residence
- City, county, and state of arrest
- Occupation
- Marital status and number of marriages
- Number and genders of children
- Fee paid

The fourth type of evaluation data, participant feedback, is gathered through *Johnz School* participant feedback surveys. The surveys are brief, written in simple-language English and self-administered. The following survey questions are numerically coded for analysis in SPSS, a statistical analysis software package:

- Date of session
- Overall rating of the education received (excellent, fair, poor)
- How well do you feel this day's overall training met your needs? (very well, somewhat well, neutral, somewhat poorly, very poorly)
- Are you going to change how you relate to your wife, daughter, son, and/or girlfriend? (yes, no)

The participant feedback survey also includes questions with write-in responses, which are numerically coded following open coding. Open coding is a qualitative analysis process by which major themes in open-ended responses to individual questions are first identified and then assigned numerical values for statistical analysis. The write-in questions are:

- What did you like best/find most helpful about this program?
- What would you change about this program?
- How has prostitution affected your life?
- How do you think you will change your behavior?
- How will you change how you relate to your wife, daughter, son, and/or girlfriend?
- If you have a son or daughter, what would you tell them about prostitution?

Protecting confidentiality

The Excel workbook containing participant data is stored on a password-protected computer in a locked office at Veronica's Voice that only the Executive Director can access. Participants are instructed not to record their names or other identifying information on their feedback surveys, and no identifying information is recorded on them by staff. Completed participant feedback surveys are stored in a locked file cabinet in the same locked office at Veronica's Voice, accessible only by the Executive Director.

Veronica's Voice contracts with an independent evaluator, who picks up an electronic copy of the Excel workbook and photocopies of completed surveys in person from the Executive Director. The evaluator stores the photocopied surveys in a locked file cabinet in her own locked office. Data from the anonymous surveys are entered into an SPSS database developed by the evaluator. The SPSS database and the Excel workbook containing participant information are both stored in the evaluator's password-protected computer in her locked office.

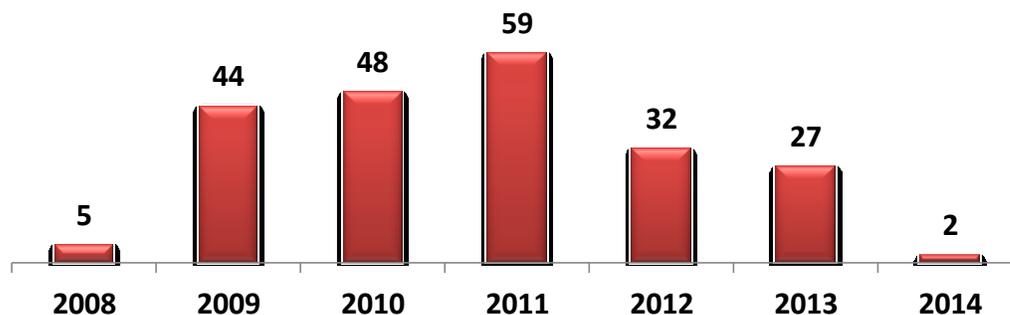
At no time does the evaluator allow others to see or access these materials. When the annual report is completed, the evaluator deletes the Excel workbook from her computer and the paper copies of completed surveys are shredded.

Evaluation findings

Participation and demographic data

From 2008 to 2014, Veronica's Voice provided re-education and restorative justice opportunities to 219 male purchasers of commercial sex (johns). Two men had been referred to *Johnz School* for a second time following re-arrest in the same city, but each was counted only once during data analysis. As Figure 1 shows, the number of men attending *Johnz School* peaked in 2011, when 59 participants successfully completed the program. The number of offenders attending *Johnz School* dropped dramatically over the following three years; from January 2012 to December 2014, only 61 total participants received *Johnz School* offender re-education services.

1. Number of participants referred to Johnz School by year (2008-2014)*

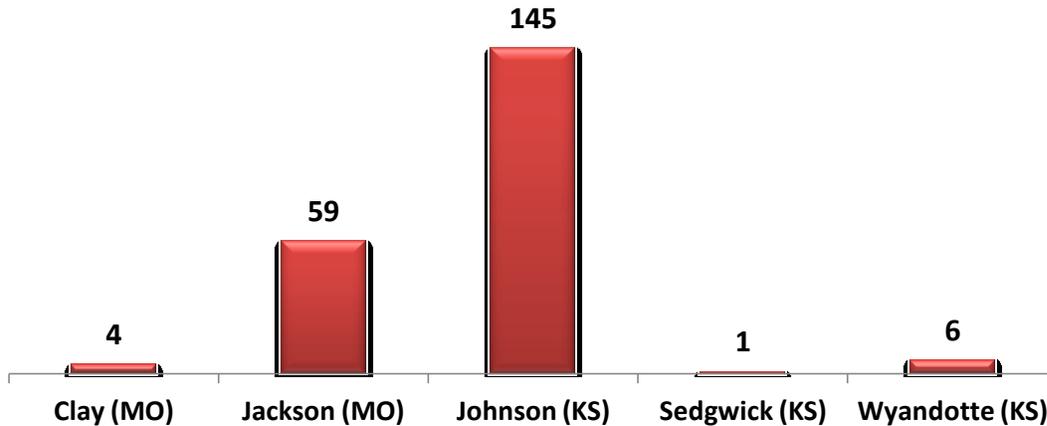


*Totals may not equal 219 due to missing data.

County and city of arrest

Most *Johnz School* participants had been arrested in Johnson County, Kansas, followed by Jackson County, Missouri. A very small number of participants were arrested in Clay County, MO, Sedgwick County, KS, and Wyandotte County, KS (see Figure 2).

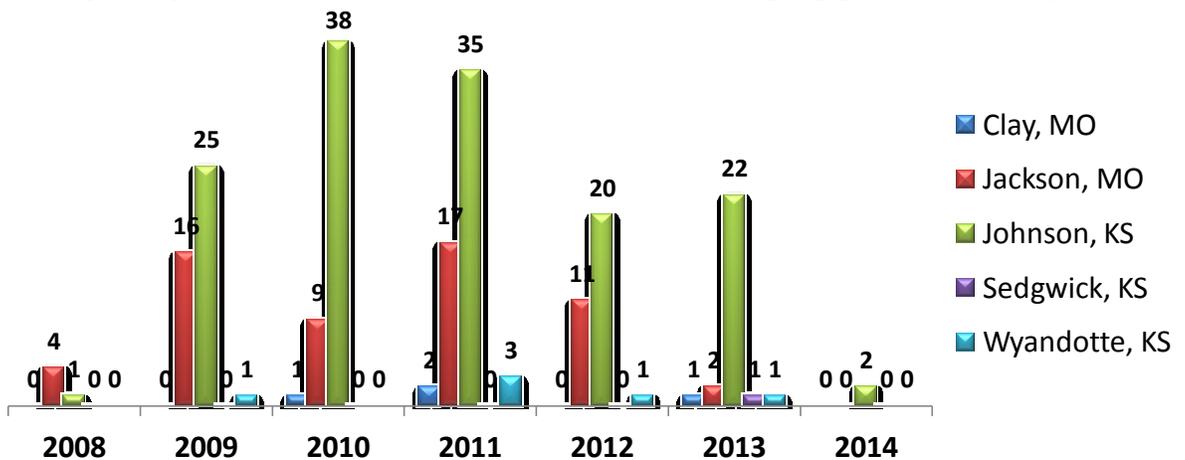
2. Total participants arrested and referred to Johnz School, by county (2008-2014)*



*Totals may not equal 219 due to missing data.

Johnson County, KS made the largest number of referrals to Veronica's Voice for *Johnz School* from 2008 to 2014, followed by Jackson County, MO. As Figure 3 indicates, Jackson County, Missouri arrested and referred four of the five offenders receiving *Johnz School* services in 2008, but later annual numbers from this county never topped 17 men. There was a slight rise in referrals from Johnson County, KS courts in 2013, and only two referrals made in 2014, both by Johnson County.

3. Number of participants arrested and referred from each county, by year (2008-2014)*



*Totals may not equal 219 due to missing data.

Clay, Sedgwick, and Wyandotte County courts made very few referrals of offenders to *Johnz School* from 2008-2014. The number of offenders referred by Johnson County, KS dropped from a

peak of 35 or more per year in 2010-2011 to only two in 2014. The number of offenders referred to *Johnz School* by Jackson County, MO declined from a high of 17 in 2011 to zero in 2014.

As Figure 4 (below) shows, offenders participating in *Johnz School* from 2008-2014 had been arrested in twelve cities: 10 in Kansas and two in Missouri. Figure 4 shows the number and percent of offenders arrested and referred to *Johnz School* from each city from 2008-2014.

4. Number and percent of participants arrested, by city (2008-2014)*

City and state of arrest	Number of participants	Percent of all participants
Kansas City, MO	52	25%
Merriam, KS	48	23%
Lenexa, KS	39	18%
Desoto, KS	29	14%
Overland Park, KS	26	12%
Independence, KS	5	2%
Kansas City, KS	5	2%
North Kansas City, MO	3	1%
Shawnee, KS	2	1%
Wichita, KS	2	1%
Prairie Village, KS	1	< 1%
City missing	7	3%

*Totals may not equal 219 due to missing data. Percentages are rounded up at .5 so the total may not equal 100%.

Offenders' home residences

Overall, 2008-2014 *Johnz School* participants' home residences were located in 10 states. Most had home addresses in Kansas or Missouri; Kansas represented 58% of offenders' home states (n=127), while Missouri represented 35% (n=76). Two offenders were from Arizona. California, Georgia, Illinois, North Carolina, Texas, Washington, and Wyoming were each the home state of one individual offender. Seven participants did not disclose their state of residence.

The 212 *Johnz School* participants that provided information about their cities of residence represented a total of 61 cities. Those most often reported were: Kansas City, MO (36 participants, 17%); Overland Park, KS (30 participants, 14%); Shawnee, KS (18 participants, 8%); and Olathe, KS (14 participants, 7%). From 5-9 participants listed other Missouri and Kansas cities as their place of residence: Kansas City, KS (9 participants); Leawood, KS (9 participants); Lee's Summit, MO (9 participants); Lenexa, KS (6 participants); Lawrence, KS (5 participants); and Raytown, MO (5 participants).

We get a clearer picture of the geographic aspects of men’s demand for prostitution when we compare *Johnz School* participants’ county of arrest to their county of residence (see Figure 5). Overall, almost half (49.3%) of *Johnz School* participants for whom residence and arrest county data were available had travelled outside their counties of residence to purchase commercial sex. Of the 144 *Johnz School* participants arrested in Johnson County, KS, only 78 (54%) reported having their homes there. Similarly, of the 54 participants arrested in Jackson County, MO, only 23 (43%) also resided in that county.

5. Participants’ counties/states of residence vs. their counties of arrest (2008-2014)*

Johnson, KS (n=144)	COUNTY OF ARREST			
	Jackson, MO (n=54)	Clay, MO (n=4)	Sedgwick, MO (n=1)	Wyandotte, KS (n=4)
Caldwell, MO (1)	Atchison, KS (2)	Clay, MO (2)	Sedgwick, MO (1)	Platte, MO (2)
Cass, KS (1)	Buchanan, MO (1)	Jackson, MO (1)		Sedgwick (1)
Charles, KS (1)	Cass, KS (1)	Johnson, MO (1)		Wyandotte (1)
Clay, MO (3)	Clay, MO (4)			
Clinton, MO (1)	Douglass, KS (1)			
Cook, IL (1)	Jackson, MO (23)			
Douglass, KS (6)	Johnson, KS (11)			
Gwinnet, GA (1)	Leavenworth, KS (1)			
Harris, KS (1)	Miami, KS (1)			
Jackson, MO (27)	Platte, MO (4)			
Jefferson, KS (1)	St. Louis, KS (1)			
Johnson, KS (78)	Wyandotte, KS (4)			
King, WA (1)				
Leavenworth, KS (3)				
Maricopa, AZ (1)				
Miami, KS (3)				
Natrona, WY (1)				
Platte, MO (1)				
Puloshi, AR (1)				
Rawlins, KS 1)				
San Francisco, CA (1)				
Sedgwick, KS (1)				
Shawnee, KS (2)				
Wyandotte, KS (5)				
St. Louis, MO (1)				
(independent city)				

*Totals may not equal 219 due to missing data.

Participant age

Analysis of participants' ages indicates that men arrested for attempting to purchase sex and referred to *Johnz School* ranged in age from 19 to 77. At the time of their *Johnz School* class completion, the median age was 40 years of age, and mean (average) age was 41.9 years of age. Figure 6 shows the number and percent of *Johnz School* participants by age group.

6. Age distribution of *Johnz School* participants (2008-2014)

Age category	# of participants	% of participants
19-29	37	18%
30-39	63	30%
40-49	47	23%
50-59	45	21%
60+	18	9%

**Totals may not equal 219 due to missing data. Percentages are rounded up at .5 so may not total 100%.*

Participant race/ethnicity

Racially, 70% of *Johnz School* participants were Whites, who represented only 54% of the Kansas City Metropolitan Statistical Area population in the 2010 U.S. Census. The proportion that identified as African-American (11%) was slightly smaller than that group's representation in the Kansas City MSA (13%), and the proportion identifying as Hispanic was the same as that group's representation in the MSA population. *Johnz School* participants that identified as East Indian are encompassed within the Asian category of the 2010 U.S. Census, but the combined total of *Johnz School* participants identifying as East Indian or Asian represented a much larger "Asian" proportion than the Asian population reported in the 2010 U.S. Census. (See Figure 7).

These percentages should be viewed with some caution, as we do not know whether the men participating in *Johnz School* are representative of the entire population of men who purchase sex.

7. Racial/ethnic distribution of *Johnz School* participants (2008-2014)*

Racial category	# of participants	% of participants	Population, Kansas City MSA**
White/Caucasian	149	70%	54%
African/African-born	25	11%	13%
Hispanic/Latino	16	8%	8%
Asian (7 East Indian)	12	9%	3%
Bi-racial	2	<1%	
Arab	2	<1%	

**Participant percentages based on the number providing information. Participant and MSA percentages are rounded up at .5 so may not equal 100%.*

Participants' families

Of the 164 participants that reported marital status, 95 (58%) said they were married, 18 (11%) were divorced, 49 (30%) described themselves as single, and 2 (1%) said they were widowers. Thirty-nine participants (24%) said they had never been married; 81 (49%) reported one marriage, 25 (17%) reported two marriages, and 2 (1%) reported three marriages.

Of the 150 participants that responded to the question asking how many children they had and the gender of those children, 109 (81%) said they had one or more children while 41 (27%) reported no children (see Figure 8).

8. Participants with children (2008-2014)*

Number of children	Number of participants	Percent of participants
No children	41	27%
One child	30	20%
Two children	41	27%
Three children	24	16%
Four children	7	5%
Five or more children	7	5%

**Percentages based on number of participants providing information.*

Of the 109 participants that reported how many male and female children they had, 55 (50%) reported one to four daughters, and 68 (62%) reported one to four sons. Overall, 31 participants (26%) reported having all male children, while 21 participants (19%) reported having all female children.

Participants' occupations

A total of 203 participants reported their occupations at the time they attended *Johnz School*. Some provided very specific occupations (banking) while others were more general (self-employed), so the coded categories may not accurately reflect all professions or allow us to distinguish between blue-collar and white-collar workers. Even so, we are able to see general patterns.

Of all occupational categories, the one having the largest number of participants was sales and product distribution. The next largest group was in the building trades, which included positions in construction, electrical, heating, and cooling systems. Figure 9 shows the distribution of all occupational categories as they were reported by participants.

9. Participants' occupations (2008-2014)*

Occupational category	Number of participants	Percent of participants
Sales/product distribution	35	17%
Building trades (construction, electrical/heating/cooling)	27	13%
Business owner/self-employed	19	9%
Health care/pharmaceutical	16	8%
Professional services (consulting, insurance,	14	7%
Tech/IT/software design	14	7%
Management	11	5%
Education	9	4%
Restaurant	9	4%
Manufacturing	8	4%
Landscaping/greenhouse	5	3%
Engineer	5	3%
Banking	5	3%
Unemployed, retired, or disabled	10	5%
Other (millworker, custodian, trainer, etc.)	12	6%

*Percentages based on number of participants providing information. They are rounded up at .5 so the total may not be 100%.

Participant feedback on Johnz School

When completing feedback surveys at the end of the 8-hour class, some *Johnz School* participants elected not to answer some of the questions, so frequencies and percentages reported here reflect the number of participants that responded to each particular question.

Of the 219 offenders that completed *Johnz School* from 2008 to 2014, 134 (61%) completed feedback surveys. Only 44 participants responded to the question asking for their overall rating of the day's activities. (This low response rate compared to all of the other survey response rates could be attributed to a page layout issue where the question was not obvious). Of those, 39 (89%) rated the class as "excellent," 4 (9%) rated it as "fair," and 1 (2%) rated it as "poor."

All but one of the 134 participants completing feedback surveys responded to the question, "How well do you feel this day's overall training met your needs?" Figure 10 shows the frequencies for each response category.

10. Participants' feedback on how well the training met their needs (n=133)

	Number of participants	Percent of participants
Very well	83	62%
Somewhat well	43	32%
Neutral	5	4%
Somewhat poorly	2	2%
Very poorly	0	-

What participants liked best about *Johnz School*

Overall, 127 *Johnz School* participants provided written descriptions of what they liked best about the day's programming. These responses constituted seven main themes. Eleven participants addressed more than one theme, so the total number of comments across the various themes was 138. The themes include:

- The factual information they received about prostitution, sex trafficking, and the sex industry (45 participants, 35%);
- Hearing directly from prostitution survivors about their experiences in “the life,” and having an opportunity to talk directly with them (41 participants, 32%);
- The videos about demand, global sex trafficking, and how women had entered “the life” (32 participants, 25%);
- Talking with other men in the same situation (7 participants, 6%);
- The open, honest and nonjudgmental nature of the class (4 participants, 3%);
- The restorative justice aspects of the program (2 participants, 2%);
- Other specific topics.

Factual information

The most common theme in participants' descriptions of what they liked best (45 participants, 35%) was the factual and objective information they received. These are examples:

It enlightened me about how bad trafficking is around the world and how women and children are treated and abused. It also made me realize how bad it is to engage in prostitution.

Making the connection between a sexually charged culture and the exploitation and trafficking of people.

The information was eye-opening. It showed me more of what is wrong instead of simply stating it's wrong.

Learning the level of violence.

Very educational. Lets you see the dark side. This program gives you time to think about the impact of the crime. The women's position and how men completely control the industry and demand as a whole.

Hearing from survivors about their experiences

The following examples of written comments from participants describing what they liked best indicate the benefits of hearing directly from prostitution survivors about their experiences in “the life”:

I liked Kristy's straight-forward manner. She is doing something productive by showing people things they would not know exists. That there are hidden victims behind what seems to be consenting adults.

The point of view of the woman. The involuntary nature of her participation.

Seeing the story and lives of the real victims. Seeing how lives are affected by the industry is heartbreaking and I will leave with a mind to help.

Learning about how the victims got to the streets. How horrible their family life was. Did not realize all of the abuse.

I liked the fact that the presenter was very genuine. It unfortunately stems from her own experience. It was helpful to see.

Recognizing the women as human beings.

Videos

Many of the men (25%, 32 participants) indicated very positive responses to the videos shown during Johnz School, reporting that they had learned a great deal from these sources of information. These are a few examples of those written comments:

The film was very informative about how we are all victims of prostitution.

Videos were very informative and gut-wrenching.

The first film that showed the touch and reach of the problem and challenged the notion that some actions don't contribute to the problem.

Talking with others in the same situation

Seven participants wrote comments indicating the positive impacts of sitting with other men arrested for soliciting a prostituted person, honestly discussing their actions and motivations. These are some of those responses:

The roundtable discussion. Very open and easy to talk to one another.

Speaking about our own experiences that happened and how it affects people's lives.

The open discussion was very helpful in understanding my issues and decisions.

Talking around the table about our experience.

Open, honest, non-judgmental discussion

Four participants specifically referred to the open, honest, and nonjudgmental tone of the day's discussion as what they liked best. These are some of their written responses:

I liked the non-judgmental approach and the local emphasis on the problems.

Enjoyed and appreciated the honesty.

Restorative justice aspects

Though only two participants focused on the restorative justice aspects of the day's programming, their responses suggest that this is an important step for some men:

It's a good program that helps the victims.

I like the fact that you're supporting the victims and supporting the community.

Other specific topics

Two described very specific topics and resources as things they liked best about the day's programming. They are:

I liked the therapists sheet [handout] with all the provided help in the area.

Liked the Health Department info.

Participants' suggestions for program changes

A total of 134 participants responded to question asking for their suggestions for changing the program. Of those, 79 (59%) responded "no change," "nothing," or did not provide a response. Of the remaining 55 participants, some offered multiple suggestions. Overall, their comments represented four main themes:

- More survivor speakers, less video
- More video, newer video, more local relevance
- More information on the psychological aspects and impacts on men, healthy outlets for men's sexuality and libido, and sex addiction
- Changing the length, schedule, and/or location of the classes (wide variation in perspectives)

In addition to these, there were a number of very specific suggestions. These are some of those written responses:

Maybe think about talking to the military about talking to basic training soldiers

A video that addresses the role of drugs in the pimp/prostitute relationship.

Have more men come in and help if you can find anyone to come in and tell how it has affected their lives.

It would be great as a later course in college or high school for men to truly understand what this is and the importance.

Bring in ex-pimps and traffickers to speak about this.

Participants' descriptions of prostitution's effect on their lives

In response to the question "How has prostitution affected your life," 96 participants (72%) provided written answers, which represented eight major themes:

- Negative effect on emotional well-being (32 participants, 33%);
- Trouble with the law (20 participants, 21%);
- Negative effect on overall quality of life (18 participants, 19%);
- Negative financial impact (17 participants, 18%);
- Little or no effect (13 participants, 14%);
- Negative effect on relationships (12 participants, 13%);
- Having to attend Johnz School (2 participants, 2%).

Negative effect on emotional well-being

Of the 32 participants that described emotional impacts from prostitution, four specifically mentioned having a secret life that they had to lie about. Many more described shame, guilt, loss of self-respect, and feeling lonely and isolated. These are some of those comments:

Mostly financially, but I also feel guilty for any pain I may have caused another person, and personally guilty for doing it behind my wife's back.

Feel guilty and dirty.

Lowered my self-esteem.

Humiliation, negative feelings.

Shame, degradation.

Leaves me feeling lonely.

Living a life with a lie.

Seriously upset and sad.

It creates secrets that have long-term consequences.

It has cast me into a light of dishonor and made others look down upon me.

Trouble with the law

Twenty participants indicated that being arrested, fallout from the arrest, and the feelings involved in that experience represented the major impact of their involvement with prostitution. These are examples of those responses:

One arrest, shame, fear, disgust with myself.

Arrest, possible job problems.

Getting arrested, holding that over myself.

I got arrested and very depressed, wanted to die.

Within this group, some participants also linked the arrest to positive changes in their lives due to attending Johnz School activities. For example:

Cost me a lot of time and money, wound up in class, learned a lot about myself.

Getting arrested and attending this program have given me a better understanding of how big the problem is.

It has led to an arrest and a re-evaluation of the choices I have made.

Overall quality of life

Some participants described the effect of prostitution on their lives in general. Typically, these responses were short, including “bad,” “badly,” “a lot,” “negatively,” and “deeply,” but others were more descriptive. These are some examples:

Caused multiple problems.

Complicated it.

It has been devastating.

It turned it upside down.

A lot because I affect other people and my personal life as a man.

Financial impact

Participants’ responses included in this theme tended to remark on the expensive nature of prostitution and the cost of their fines, or that they could have spent the money more wisely. These are a few examples of those comments:

\$3,000 fine, lawyer costs.

I have spent a lot of money.

It’s expensive and now I realize its harm to women.

The time and money I’ve spent that could have been used for more valuable things

Spending my hard-earned money. Knowing that I need to use that to buy food and clothes for my son.

Devoted time, energy, and attention for a small period of escape.

Little or no effect

Thirteen participants denied that purchasing sex had any effect on their lives. Some reported having been arrested in a sting operation, and that they'd experienced no effects because it was the first time they had ever purchased sex. These are examples:

Very little.

It really hasn't.

Not at all. My friends talked me into something stupid and I have learned my lesson.

It cost me so much money, I can't afford to mess around again.

Effect on relationships

These are some participant responses regarding the effect of purchasing sex on their relationships:

Hurt my wife and hurts the way that I should be looking at women.

Home life with wife and our relationship.

It has left scars on my marriage.

Risked the well-being of my family.

It has obviously affected me negatively. Through it I've harmed someone I don't know. It has affected my family and my life.

Caused a lot of heartache, cost a lot of money, devastating to my marriage.

Others commented that purchasing sex had an effect on their ability to even form relationships, such as these:

It suggested a false source of escapism and intimacy.

It's a fantasy world that I never understood to be hurtful to women.

Made me a less warm individual.

Participants' descriptions of how they will change their behavior

In response to the open-ended question "How do you think you will change your behavior?," 121 participants wrote answers representing four main themes. They are:

- Self-discipline, avoid temptation (65 participants, 54%);
- Use what I learned in *Johnz School*, continue learning (49 participants, 40%);

- Seek healthier, legal sexual outlets (7 participants, 6%)

Self-discipline, avoid temptation

The largest number of participants (65, 54%) wrote responses indicating a plan to use self-discipline and/or avoiding temptation to prevent further involvement in prostitution. These are examples of responses indicating they will simply never do it again:

I will never repeat this behavior.

I will never do anything like that again.

I will never get involved with any prostitution or buy sex.

These are examples of comments about avoiding temptation to prevent any further involvement in prostitution. Men describing this strategy frequently emphasized the Internet as a major contributor to their own involvement in commercial sexual activities:

Never buy entertainment for a bachelor party or any kind of social gathering.

Avoidance of any and all things related to the commercial sex industry.

Completing this program and staying off the streets where women are selling their bodies.

No more visiting websites for porn.

Stop watching porn.

Be more careful on the Internet.

First of all I will stop trying or even thinking about going into the websites that encourage it.

Use what I learned in Johnz School

One-third of participants answering this question (49, 40%) indicated that they would use what they had learned in Johnz School to change their thoughts and behaviors. Some emphasized finding more positive outlets for sexual desire, while others described applying what they had learned toward being healthier, having better relationships, and being part of the solution rather than part of the problem. These are some of those comments:

I change my behavior because I know more than what I used to know and my opinions too about prostitution.

The class has got me to take a look at myself and my motivations.

I will be more respectful to women and my wife and not objectify [sic] women.

I will look to help those in need struggling to get by and that my selfishness needs to end.

*I will look at my female and male children and grandchildren with a new concern.
Plus I will definitely not place myself in situations of this kind.*

I know now what damage prostitution does and I will not do it again.

Remembering that these girls are somebody's daughter.

Made me re-evaluate how I treat people and view them.

Made me aware of my weakness and how to work on it.

Use the information and increased awareness that I received here.

*I've gone from simply determining not to be part of this cycle to wanting to support
action and education.*

Taking this experience and transferring it to positive impact.

Find healthy and legal sexual outlets

Some participants responded that they would seek out other sexual outlets to avoid participating in the illegal aspects of the sex trade. These are some of their comments:

Look for more positive ways to channel my libido.

Hopefully get into another long-term relationship.

Engage in legal activities for affection.

Participants' planned changes in how they relate to their families

A total of 120 participants responded to the question "Are you going to change how you relate to your wife, daughter, son, and/or girlfriend?" Of those, 107 (89%) responded "yes," while 13 (11%) responded "no." Of those that responded "no," seven answered the follow-up question asking how they would change by saying the question was not applicable, as they had no wife, children, or family.

Of the 107 participants responding that they would make changes in relating to their families, 76 wrote in descriptions of the changes they planned. The responses of these participants represented six general themes:

- Show more love, respect, and appreciation (22 participants, 29%);
- Be more honest and open, better communication (16 participants, 21%);
- Educate and protect my children better (14 participants, 13%);
- Learn to understand, accept, and/or meet their needs (8 participants, 10%);
- Commit more time and attention (7 participants, 9%);
- No change is needed (6 participants, 6%).

In addition to responses represented by these themes, the answers of seven participants did not fit into any category. These included:

Approach rejection differently with the support of male role models and accountability.

By staying faithful.

I am going to attempt to get my wife to get back into sex with me.

It will be more positive.

Try to live more Godly.

Show more love, respect, and appreciation

This was the most common theme in participants' descriptions of changes they would make in relating to their wives, girlfriends, and/or children. Of the 76 participants that wrote in answers, 22 (29%) indicated that conveying greater love, respect, and appreciation was the change most important to them. These are examples:

Appreciate the love and respect that my wife shows me daily.

Give them genuine love.

Love them as they deserve to be loved.

Care, protect them more.

Make sure my wife and daughters know how special and important they are.

Be more honest and open, better communication

These are examples of participants' descriptions of improvements they planned regarding more honest and open communication with their wives, girlfriends, and/or children:

Be more honest and be more of a committed husband.

Be more truthful towards them!

Be more honest with my wife and our relationship.

By being honest to my family. Not going to hold any secrets on what happened.

Be a better communicator.

Speak with her [my wife] about my need for affection with her.

Talk to my wife about how I'm feeling about sex. Make sure that I educate my children about sex.

Through communication, compromising, and working things out together.

Educate and protect my children better

Fourteen participants responded to the question about changes in how they would relate to their families by emphasizing their intent to educate their children about sexual exploitation. Of these, seven stated they would protect their children against becoming involved as a victim of prostitution or a buyer. These are some of those comments:

Help educate them about the issue in its totality.

Teach my sons about how to be men. Teach my daughter about how men should truly love women.

I will be more protective of them. I will listen to them and their mom for who they are associating themselves with.

By telling them how the world views sex, and how not to abuse the freedom of their lady.

I will do my best to ensure that they are never part of the problem.

Learn to understand, accept, and meet their needs.

Participants' responses within this theme tended to focus on a realization that they had ignored the emotional and other needs of their partners and/or children, and felt motivated to change in that area. These are examples:

Been working on this already. Trying to meet my wife's emotional needs. Put real effort into our marriage.

By focusing on how to make my child's life better and impact her life versus focusing only on mine.

Spend my time at home paying attention to their needs.

Support women's self-esteem.

Commit more time and attention

A smaller number of participants wrote in answers related to committing more time and attention to their families, but the emphasis was on enjoying that time and its value to improving relationships. For example:

Devote more time to what we have to make it better.

I will be more committed to our relationship because she has always been behind me no matter what.

More fun, more time together. Time alone without kids or animals.

For the first time in years we are spending great time together—almost daily. It has really been great.

Responses that address several themes

Many participants gave answers that included more than one of these themes, such as these:

Be more appreciative, spend a lot more time.

Being more open, communicating more, being understanding to their needs.

Try to get involved and be honest with them.

Be more compassionate and loving to them as well as more patient.

No change is needed

Six participants responded to the question about how they would change the way they relate to their wives/girlfriends and children by indicating that no change was needed, that things were fine as they were, or that they were unwilling to include their families in their efforts to change. These are some of those responses:

I have a good relationship with my family and I already treat them with love and respect.

My experimentation didn't have any real impact on my home relationships so difficult to answer.

No. Based on what?

This is a secret part of my life that I will not share.

This is about me, my behavior, my lack of understanding, not them. I am the problem.

I will change me.

What participants plan to tell their children about prostitution

In addition to the participants that described changes they would make in relating to their children as part of their families, 108 wrote in responses to the question “If you have a son or daughter, what would you tell them about prostitution?” There were nine main themes in the responses, which included:

- Educate them on the realities and effects of prostitution (30 participants, 28%);
- Tell them to avoid it, stay away from it (22 participants, 20%);
- Tell them it is harmful and dangerous to you and your family (15 participants, 14%);
- Tell them it causes harm to the women involved (13 participants, 12%);
- Tell them it is wrong and immoral, a bad way to live (12 participants, 11%);

Educate them on the realities

Almost one in three participants (30, 28%) responding to the question indicated that they would educate their children about the realities of prostitution and the facts about the commercial sex industry. These are some of those responses:

Dangers, realities, and the deceptiveness of how society presents it.

How and why it happens. To be aware of what it does to people and our society.

It is a very bad thing to do and it is modern day slavery, and that they should not engage themselves.

It's a business that's bad for all. Abusive.

Prostitution affects all people. The effect may not be obvious or immediate, but it does have a negative effect on emotional and mental states of the person selling themselves and the person buying another person for their pleasure or release.

For a son, that it is not victimless, that demand is the real problem. Do not become a part of it.

Avoid it, stay away

One in five participants (22, 20%) described what they would tell their children about prostitution as a warning to not get involved, including “avoid it,” “don’t do it,” and “stay away from it.” A few gave more explanation as to why, including:

It's not worth ruining others' lives.

[T]hat it is an illusion based on a marketing scam.

That it is something that they do not want to be involved in.

You have to pay once you get caught. It's not worth it.

Tell them it is harmful and dangerous to themselves and their family

Fifteen participants (14%) wrote responses describing warnings to their children that prostitution is dangerous and harmful to the people involved. These are some of those comments:

It is a dangerous situation to even think about getting into, and the problems it can cause in your life can be devastating.

It's a bad thing. You don't just hurt yourself but your family and others around you.

It's a horrible practice that's very dangerous and will leave you broken and alone.

That prostitution is the ultimate destruction of self-esteem.

How it can affect the lives of people around them and what it does to yourself.

Tell them it causes harm to the women involved

Thirteen participants (12%) indicated they would tell their children that prostitution is harmful to the women involved, and that it is not a victimless crime. These are examples:

I would tell her that it can ruin people's lives and that it is not a victimless crime.

It hurts people and those involved are forced (for the most part) to do what they do out of survival.

The prostitute is a victim. She is somebody's sister, daughter, wife, or mother.

Tell them it is wrong and/or immoral

Twelve participants (11%) said they would tell their children that prostitution is wrong or immoral. Some of these also emphasized the harms to oneself that can result from becoming involved.

That it is not right to do. Be true to themselves.

That it is the wrong way to be living. That it's immoral and bad for those that love you. It sends you down a path that leads to criminal acts.

In addition to these themes, four participants wrote in "Yes" without adding any detail, and 3 participants indicated that they would not tell their children anything until or unless they feel it is necessary.

Conclusions

The demographic data collected at *Johnz School* classes suggest that White males solicit prostitution at rates higher than their representation in the Kansas City MSA population, but this would hold true only if arrest and diversion rates are the same for all racial groups. However, if Whites are arrested/diverted at a lower rate than other races, the data would not accurately reflect racial representation among purchasers of commercial sex in any of the cities or counties.

We do know that approximately half of the *Johnz School* participants were married at the time of arrest, and an even larger proportion had children, based on their self-report. While more participants reported having only male children than reported having only female children (31 and 21 respectively), 32 participants reported having both male and female children. Therefore, we cannot draw any conclusions about men's likelihood of soliciting commercial sex based upon their marital status or the gender(s) of their children.

Based on participants' feedback in self-administered surveys, these appear to be the aspects of Veronica's Voice's *Johnz School* viewed as most valuable to the men that participated:

- Honest and open group discussions between participants about their experiences and how they and their loved ones have been harmed.
- Having long-term prostitution survivors share their life stories, engaging in objective and non-judgmental dialogue with participants about the realities of the sex trade.
- Learning the social impacts of prostitution on families and communities, and the importance of teaching their children to think differently about the issue to prevent exploitation and to reduce demand.
- Recognizing the links between their own involvement in purchasing sex and the global sex trade's exploitation of vulnerable women and youth.
- Being given opportunities to be part of the solution.

Though arrest and fines clearly have a significant effect on men's determination to avoid prostitution in the future, the men's descriptions of damage to their emotional well-being and their family relationships indicate that these are also critical motivations to cease engagement in the commercial sex trade.

The frequency with which participants mentioned their need for additional support to avoid relapse strongly suggests that relying on arrest and fines to prevent recidivism is not an effective approach to reducing demand. Participants' very positive responses to learning about the systemic nature of the commercial sex trade, their own roles, and their personal impact on prostituted women indicate that combining arrest, survivor-led offender re-education, and fines used as restorative justice may be much more effective.

However, no firm conclusions can be drawn about *Johnz School*'s effectiveness in reducing recidivism because Veronica's Voice was unable to access arrest/re-arrest information from police departments making the arrests.

Recommendations

Institutionalize the use of *Johnz School* as standard diversion option for first-time purchasers of sex with adults

Across the U.S., as the use of trafficked women and youth to meet the men's demand for commercial sex has become widely recognized, demand reduction has been identified as the most successful approach to reducing the sexual exploitation of vulnerable persons. Evaluations of "John Schools" in general have demonstrated their usefulness in reducing demand by re-educating offenders on the realities of prostitution and sex trafficking while holding them accountable.

(For example, see Shively et al., 2008. *Final report on the evaluation of the First Offender Prostitution Program*. Available at <https://www.ncjrs.gov/pdffiles1/nij/grants/222451.pdf>)

The steep decline in offenders referred to Johnz School warrants attention. In July 2013, new Kansas legislation included "required social sexual awareness" classes in the list of penalties for purchasing sex. In Jackson County, MO, municipal courts have recently increased fines to offenders, but are now referring them to a 3-hour clinical program rather than a full-day, intensive offender re-education program such as Johnz School. "Required social sexual awareness" and short-term therapy does not constitute the intensive type of offender re-education provided by Veronica's Voice, and it is not clear whether municipal governments are retaining a larger proportion of the fines for municipal use.

This should be investigated, as the declining use of diversion options based on restorative justice principles is an important concern. Therefore, the recommendation is to follow up with state legislators and county and municipal judges to be sure they are aware of the availability and effectiveness of the "john school" model.

Recognize and address domestic sex tourism

The number of offenders that traveled outside their home counties to solicit prostituted persons in another county is important. This practice not only negatively detracts from the economic stability of "sending" communities, and also negatively affects the social, criminal, and economic features of "receiving" communities. Coordination of law enforcement activities across multiple jurisdictions, especially collaborative sting operations, has the potential to have a much greater impact on reducing prostitution-related crime.

Support aftercare to address psychological/sex addiction aspects of demand

The responses of many participants to the question about how they would change their behavior indicated a true desire to stop engaging in an activity that had caused them significant emotional harm. They also pointed up the relative absence of knowledge about counseling and support options in the men wanting such assistance. Several remarked on the helpfulness of handouts

listing sources of help, but others indicated that they would like to have learned more, possibly by having men in recovery from sex addiction, included in Johnz School activities.

To respond to participants' desire for follow-up supports, consider partnering with a counselor or program specializing in helping men recover from psychological/sex addiction issues. A survivor-informed partnership of this type has the potential to further decrease recidivism.

Work with law enforcement and courts to assess impacts

One of the challenges in measuring the actual impact of *Johnz School* versus brief counseling, increased fines, or combinations of the two is the absence of a system for tracking arrests and re-arrests for purchasing sex across cities and counties. As noted earlier, analysis of *Johnz School* data found two men referred for a second time after being re-arrested in the same city as their first prostitution solicitation arrest. These two offenders should have received heightened penalties for the second offense, rather than a second chance at diversion.

Creating a shared database of prostitution offenders and the recidivism-prevention referrals each of them received would serve four important purposes:

- Law enforcement could identify repeat offenders arrested across multiple cities/counties;
- Courts would have the information to sentence repeat offenders appropriately;
- *Johnz School* could avoid offering first-time diversion programming to repeat offenders;
- Outcomes could be compared for various recidivism-reduction options.

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Appendices

Coding categories for demographic tracking

Johnz School participant feedback survey form

Coding categories for survey open-end responses

CODING CATEGORIES FOR DEMOGRAPHIC DATA

OFFENDER'S CITY OF RESIDENCE	COUNTY OF RESIDENCE	STATE OF RESIDENCE
1. Atchison KS	1. Atchison KS	1. Arizona
2. Atwood KS	2. Buchanan MO	2. Arkansas
3. Ballwin MO	3. Caldwell MO	3. California
4. Basehor KS	4. Cass KS	4. Georgia
5. Blue Springs MO	5. Charles KS	5. Illinois
6. Bonner Springs KS	6. Clay MO	6. Kansas
7. Bucyrus KS	7. Clinton MO	7. Missouri
8. Casper WY	8. Cook IL	8. North Carolina
9. Chicago IL	9. Douglass KS	9. Texas
10. Edgerton KS	10. Gwinnett GA	10. Washington
11. Edwardsville KS	11. Harris KS	11. Wyoming
12. Excelsior Springs, MO	12. Jackson MO	
13. Farley MO	13. Jefferson KS	
14. Gardner KS	14. Johnson KS	
15. Glendale AZ	15. King WA	
16. Grandview MO	16. Leavenworth KS	
17. Hamilton MO	17. Maricopa AZ	
18. Hickory NC	18. Miami KS	
19. Houston TX	19. Natrona WY	
20. Independence MO	20. Platte MO	
21. Kansas City KS	21. Puloshi AR	
22. Kansas City MO	22. Rawlins KS	
23. Lawrence KS	23. San Francisco CA	
24. Lathrop MO	24. Sedgwich KS	
25. Leavenworth KS	25. Shawnee KS	
26. Leawood KS	26. St. Louis KS	
27. Lee's Summit MO	27. Wyandotte KS	
28. Lenexa KS	28. St. Louis MO (independent city, no county)	
29. Liberty MO		
30. Little Rock AR		
31. Louisburg KS		
32. Melouth KS		
33. Merriam KS		
34. Mission KS		
35. North Kansas City MO		
36. Oak Grove MO		
37. Olathe KS		
38. Osawatome KS		
39. Overland Park KS		
40. Paola KS		
41. Parkville MO		
42. Pleasant Hill MO		
43. Prairie Village KS		
44. Raymore MO		
45. Raytown MO		
46. San Francisco CA		
47. Seattle WA		
48. Shawnee KS		
49. Shawnee Mission KS		
50. Smithville MO		
51. Springhill KS		
52. St. Joseph MO		
53. St. Louis MO		
54. Stanley KS		
55. Stillwell KS		
56. Suwanne GA		
57. Toganoxie KS		
58. Topeka KS		

OFFENDER'S CITY OF RESIDENCE (continued)

59. Warrensburg MO
60. Wentzville MO
61. Weston MO
62. Wichita KS

CITY OF ARREST	COUNTY OF ARREST	STATE OF ARREST
1. Clay KS	1. Clay MO	1. Kansas
2. DeSoto KS	2. Jackson MO	2. Missouri
3. Gladstone KS	3. Johnson KS	
4. Independence KS	4. Sedgwick KS	
5. Kansas City KS	5. Wyandotte KS	
6. Kansas City MO		
7. Lenexa KS		
8. Merriam KS		
9. North Kansas City MO		
10. Overland Park KS		
11. Prairie Village KS		
12. Shawnee KS		
13. Wichita KS		

CODING CATEGORIES FOR PARTICIPANTS' SELF-REPORTED OCCUPATIONS

1. Business owner/administrator
2. Construction/electrical systems
3. Engineer
4. Health care
5. IT/ software
6. Landscaping
7. Legal/law enforcement
8. Manufacturing
9. Professional services (legal, financial, insurance, etc.)
10. Restaurant/hospitality
11. Sales/product distribution
12. Student
13. Transportation (taxi, trucking)
14. Unemployed
15. Retired/disabled
16. Management
17. Other
18. Banking, financial services
99 Missing

CODING CATEGORIES FOR PARTICIPANTS' SELF-REPORTED MARITAL STATUS

1. Married
2. Single
3. Divorced
4. Widowed
99 Missing



Johnz School
Offender Accountability Re-Education Program

This survey helps us to assess how well *Johnz School* is meeting your needs, and what you view as the most important aspects of the program. Please be honest in your responses, and **DO NOT** write your name on the form. It is intended to be confidential and not linked to your name in any way.

1. *How well did this day's overall training meet your needs?*

- ¹ Very well ² Somewhat well ³ Somewhat poorly ⁴ Very poorly

2. *What did you like best, or find most valuable, about this program?*

3. *What would you change about this program?*

4. *What are some of the ways that prostitution has affected your life?*

5. *What changes do you plan to make in your behavior as a result of this class?*

6. *Do you plan to change how you relate to your wife/girlfriend?* ¹ Yes ² No ³ No partner

6a. *Please describe those changes, **OR** your reasons if you are not planning any change:*

7. *If you have a son or daughter, what would you tell them about prostitution?* ³ No children

Coding categories for survey open-end responses

1. What did you like best/find most valuable about this program?

Value	Theme
1	The objective, factual information—the big picture
2	Hearing from survivors/talking with them about their experiences
3	The videos
4	The open, honest, non-judgmental tone
5	Group discussion with others in the same situation
6	The restorative justice aspects—that the money goes to help victims
8	Other
9	Missing

2. What would you change about this program?

Value	Theme
1	More survivor speakers, less video
2	More video, newer video, more local relevance in the videos
3	More information on the psychological aspects and impacts on men, healthy outlets for men's sexuality and libido, sex addiction
4	The open, honest, non-judgmental tone
5	Group discussion with others in the same situation
6	The restorative justice aspects—that the money goes to help victims
8	Other
9	Missing

3. How has prostitution affected your life?

Value	Theme
1	Emotional upset (guilt, shame, secret life, feeling dirty/unworthy)
2	Trouble with the law
3	Financial impact
4	Harmed relationships
5	Harmed overall quality of life
6	Little or no effect
7	Having to attend <i>Johnz School</i>
8	Other
9	Missing

4. How do you plan to change your behavior?

Value	Theme
1	Self-discipline, avoid temptation
2	Engage in more positive and constructive activities
3	Use what I learned in <i>Johnz School</i>
4	Seek professional help, continue learning
8	Other
9	Missing

5. How will you change the way you relate to your wife or girlfriend, OR, what are your reasons for planning no change? (Follows question, "Are you going to change how you relate to your wife or girlfriend?")

Value	Theme
1	Be more honest and open, better communication
2	Show more love, respect, and/or appreciation
3	Commit more time and attention
4	Learn to understand, accept, and/or meet their needs
5	Educate, raise their awareness about the sex industry
6	No change, not necessary
8	Other
9	Missing

6. What would you tell your children about prostitution?

Value	Theme
1	Tell them to avoid it, stay away from it
2	Educate them on the realities and effects of prostitution
3	Tell them it is harmful and dangerous to you and your family
4	Tell them it causes harm to the women involved
5	Tell them it is wrong, immoral, a bad way to live
8	Other
9	Missing