



BRANDON T. NICHOLS
Director

JENNIE FERIA
Chief Deputy Director

LISA E. MANDEL
Acting Chief Deputy Director

County of Los Angeles

DEPARTMENT OF CHILDREN AND FAMILY SERVICES

510 S. Vermont Avenue, Los Angeles, California 90020

(213) 351-5602

Board of Supervisors

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First District

HOLLY J. MITCHELL
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Third District

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June 30, 2026

The Honorable Board of Supervisors
County of Los Angeles
383 Kenneth Hahn Hall of Administration
500 West Temple Street
Los Angeles, California 90012

Dear Supervisors:

**RECOMMENDATION TO AWARD CONTRACTS TO PROVIDE
ADVOCACY SERVICES FOR CHILDREN AND YOUTH
IMPACTED BY CHILD TRAFFICKING
(ALL SUPERVISORIAL DISTRICTS) (3-VOTES)**

SUBJECT

The Department of Children and Family Services (DCFS) requests the Board's approval to award and execute two contracts to provide Advocacy Services for children and youth impacted by child trafficking.

IT IS RECOMMENDED THAT THE BOARD:

1. Delegate authority to the Director of DCFS, or designee, to execute contracts, substantially similar to Attachment A, with agencies listed in Attachment B to provide Advocacy Services to children, youth, or non-minor dependents. The term of the contract will be effective July 15, 2026 through July 14, 2027, with four (4) one-year optional extensions effective July 15, 2027 through July 14, 2031. The Maximum Annual Contract Amount is \$1,800,000 shared amongst the two (2) contracts, financed using 100 percent Senate Bill (SB) 855 State funds.
2. Delegate authority to the Director of DCFS, or designee, to exercise each of the four (4) options to extend by written notice or amendment, provided that: a) sufficient funding is available; b) County Counsel approval is obtained; and c) the Director of DCFS, or designee, notifies the Board and the Chief Executive Office (CEO), in writing, within ten (10) business days after execution.
3. Delegated authority to the Director of DCFS, or designee, to execute amendments to make changes to the contract terms and conditions to meet programmatic needs and to increase or

decrease the Maximum Annual Contract Amount up to ten (10) percent, when necessary, provided that: a) sufficient funding is available; b) County Counsel approval is obtained; and c) the Director of DCFS, or designee, notifies the Board and the CEO, in writing, within ten (10) business days after execution.

4. Delegate authority to the Director of DCFS, or designee, to execute amendments for a contractor assignment and delegation of an agreement resulting from acquisition, corporate mergers, business decisions or possible changes in ownership, and for contractor's name changes, provided that: a) County Counsel approval is obtained; and b) the Director of DCFS, or designee, notifies the Board and the CEO, in writing, within ten (10) business days after execution.

5. Delegate authority to the Director of DCFS, or designee, to terminate the contract(s) for convenience or default provided that: a) County Counsel approval is obtained prior to termination; and b) the Director of DCFS, or designee, notifies the Board and the CEO, in writing, within ten (10) business days.

PURPOSE/JUSTIFICATION OF RECOMMENDED ACTION

Advocacy Services build trust and provide supportive relationships with the children and youth to help them stabilize and heal from child trafficking. It empowers children and youth with the knowledge and skills to recognize their value and self-worth. Prevention Education is provided to parents and their children who are at-risk of child trafficking. Advocacy Services support parents or legal guardians and primary caregivers (if applicable) in understanding the needs of their children and meeting the critical needs of their children.

Implementation of Strategic Plan Goals

The recommended services support the County's Strategic Plan North Star 1, Make Investments That Transform Lives; Focus Area Goal D, Support Vulnerable Populations: Address conditions which drive interactions with the County's child welfare, homeless rehousing, carceral, law enforcement and justice systems.

FISCAL IMPACT/FINANCING

The Maximum Annual Contract Budget for the initial term July 15, 2026 through July 14, 2027, will be \$1,800,000 shared amongst the two contracts, each with an annual contract amount of \$900,000 and financed using 100 percent SB 855 State funds. The four (4) one-year optional extensions will be effective July 15, 2027 through July 14, 2031, and if all optional extensions are exercised, the Total Contract Budget will be \$9,000,000. Funding is included in the Department's Recommended Budget for FY 2026–27 and optional term extension amounts will be requested in the Department's proposed budget request.

FACTS AND PROVISIONS/LEGAL REQUIREMENTS

The Commercial Sexually Exploited Children (CSEC) program, authorized by SB 855, added Welfare and Institutions Code Section 16524.6 – 16524.11 to assist in the prevention and intervention of CSEC and youth who are at-risk of becoming commercially sexually exploited.

SB 855 authorizes the use of CSEC program funding for prevention and intervention activities and

services. SB 855 requires the provision of training for the County of Los Angeles' DCFS Children's Social Workers and Probation's Deputy Probation Officers to identify, intervene, and provide case management services to children and youth who are victims of, or at risk of, commercial sexual exploitation and the training of primary caregivers for the prevention and identification of potential victims. The bill requires counties that opted into the CSEC program to develop an inter-agency protocol to be utilized in serving commercially sexually exploited children who have been adjudged to be a dependent child of the juvenile court. The bill also requires that the Child Welfare Services/Case Management System collect data concerning children who are commercially sexually exploited, as specified.

The Board letter was reviewed by County Counsel and the CEO. County Counsel approved the Contract (Attachment A) as to form.

ENVIRONMENTAL DOCUMENTATION

On April 1, 2025, DCFS requested approval from California Department of Social Services (CDSS) for a five-year contract term using a Request for Proposals (RFP). The five-year term would allow DCFS to have more time to assess the services needed and improve the program by tailoring to the needs of children and youth. In addition, reducing the cost related to staff hours to develop and complete a solicitation. On April 18, 2025, CDSS approved the request (Attachment C).

On July 30, 2025, DCFS released the RFP for Advocacy Services for Children and Youth Impacted by Child Trafficking. The RFP announcement was posted on the Internal Services Department and DCFS websites. Email notifications were sent to vendors registered on the County's Web Ven, in addition to DCFS contracted providers. On August 27, 2025, the Mandatory Virtual Proposers' Conference was held via Microsoft Teams, and eleven (11) agencies attended. On September 18, 2025, five (5) proposals [three (3) for the South Region and two (2) for the North Region] were received by the due date.

CONTRACTING PROCESS

On April 1, 2025, DCFS requested approval from the California Department of Social Services (CDSS) for a five-year contract term using a Request for Proposals (RFP). The five-year term would allow DCFS to have more time to assess the services needed and improve the program by tailoring to the needs of children and youth. In addition, reducing the cost related to staff hours to develop and complete a solicitation. On April 18, 2025, CDSS approved the request (Attachment C).

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The Responsiveness Reviews were conducted from September 18, 2025 through October 2, 2025. One proposer was found to be non-responsive, and a Notice of Disqualification was sent on October

9, 2025. The Agency submitted a Notice of Disqualification Review on October 16, 2025. The Department reviewed the supporting documentation provided and a Notice of the Disqualification Review Results was sent on October 24, 2025.

On October 28, 2025, the Virtual Evaluators' Training was conducted, and the Informed Average Meetings were conducted on November 11, 2025, and November 12, 2025. The evaluation was completed and the two highest ranked agencies were Inner Circle Foster Family Agency, Inc. and Optimist Boy's Home and Ranch, Inc. On January 12, 2026, three non-selected notices were sent and on January 13, 2026, one of the non-selected agencies requested a debriefing.

On February 3, 2026, a debriefing was held and the agency was provided with a copy of a Notice of Intent to Request a Proposed Contractor Selection Review (PCSR). On February 4, 2026, the Notice of intent to request a PCSR was received; however, the PCSR request was not submitted.

On January 26, 2026, and January 28, 2026, the pre-award meetings were held. Subsequently, on January 26, 2026, and January 29, 2026, both agencies submitted a Letter of Intent.

The new contracts were set to start on October 1, 2026; however, to allow a smooth transition and reduce the disruption of services, the new contracts will be effective July 15, 2026.

IMPACT ON CURRENT SERVICES (OR PROJECTS)

The approval of the recommended actions will allow DCFS to continue to provide Advocacy Services for children and youth who are identified as victims of or at-risk of child trafficking and their parents or legal guardians and primary caregivers (if applicable).

CONCLUSION

Upon approval by the Board of Supervisors, it is requested that the Executive Officer/Clerk of the Board send an adopted stamped copy of the Board letter and attachments to DCFS.

The Honorable Board of Supervisors

6/30/2026

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Respectfully submitted,

A handwritten signature in black ink, appearing to be 'Brandon T. Nichols', written in a cursive style.

BRANDON T. NICHOLS

Director

BTN:LEM:RT:KRLTI:CP:SK:ab

Enclosures

c: Chief Executive Office
County Counsel
Executive Officer, Board of Supervisors

SAMPLE CONTRACT



CONTRACT BY AND BETWEEN

**COUNTY OF LOS ANGELES
DEPARTMENT OF CHILDREN AND FAMILY SERVICES**

AND

(CONTRACTOR)

FOR

**ADVOCACY SERVICES FOR CHILDREN AND YOUTH IMPACTED
BY CHILD TRAFFICKING**

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**CONTRACT BETWEEN
COUNTY OF LOS ANGELES
AND**

**FOR
ADVOCACY SERVICES FOR CHILDREN AND
YOUTH IMPACTED BY CHILD TRAFFICKING**

This Contract ("Contract") made and entered into on ____ day of _____, 2026, by and between the County of Los Angeles, hereinafter referred to as "County" and Contractor Name, hereinafter referred to as "Contractor". Contractor Name is located at Contractor Address.

RECITALS

WHEREAS, the Contractor is a private/ non-profit) firm specializing in providing Advocacy Services for Children and Youth Impacted by Child Trafficking Services; and

WHEREAS, the County has determined that it is legal, feasible, and cost-effective to contract for the Services; and

WHEREAS, this Contract is therefore authorized under Section 44.7 of the Los Angeles County Charter and Los Angeles County Codes Section 2.121.250; and

WHEREAS, Contractor warrants that it possesses the competence, expertise, and personnel necessary to provide such services.

NOW THEREFORE, in consideration of the mutual covenants contained herein, and for good and valuable consideration, the parties agree to the following:

1.0 APPLICABLE DOCUMENTS

Exhibits A through J are attached to and form a part of this Contract. In the event of any conflict or inconsistency in the definition or interpretation of any word, responsibility, schedule, or the contents or description of any task, deliverable, goods, service, or other work, or otherwise between the base Contract and the Exhibits, or between Exhibits, such conflict or inconsistency will be resolved by giving precedence first to the terms and conditions of the Contract and then to the Exhibits according to the following priority.

Standard Exhibits:

- Exhibit A Statement of Work and Attachments
- Exhibit B Pricing Sheet (Not attached to Contract)
- Exhibit C Line-Item Budget and Budget Narrative
- Exhibit D County's Administration
- Exhibit E Contractor's Administration
- Exhibit F Forms Required at the Time of Contract Execution

Unique Exhibits:

- Exhibit G Information Security and Privacy Requirements
- Exhibit H Auditor-Controller Contract Accounting and Administration Handbook

This Contract constitutes the complete and exclusive statement of understanding between the parties, and supersedes all previous contracts, written and oral, and all communications between the parties relating to the subject matter of this Contract. No change to this Contract will be valid unless prepared pursuant to Paragraph 8.1 (Amendments) and signed by both parties.

2.0 DEFINITIONS

2.1 Standard Definitions

The headings herein contained are for convenience and reference only and are not intended to define the scope of any provision thereof. The following words as used herein must be construed to have the following meaning, unless otherwise apparent from the context in which they are used.

- 2.1.1 Board of Supervisors (Board):** The Board of Supervisors of the County acting as governing body.
- 2.1.2 Contract:** This agreement executed between County and Contractor. Included are all supplemental agreements amending or extending the service to be performed. The Contract sets forth the terms and

conditions for the issuance and performance of all tasks, deliverables, services, and other work.

- 2.1.3 County:** Means the County of Los Angeles and includes the Department of Children and Family Services.
- 2.1.4 County Information:** All Data and Information belonging to the County.
- 2.1.5 Contractor:** The person or persons, sole proprietor, partnership, joint venture, corporation or other legal entity who has entered into an agreement with the County to perform or execute the work covered by this Contract.
- 2.1.6 Contractor's Program Manager:** The person designated by the Contractor to administer the Contract operations under this Contract.
- 2.1.7 County's Contract Analyst:** The person designated by the County to manage and facilitate the administrative functions of the Contract.
- 2.1.8 County's Program Director:** Person designated by County with authority for County on contractual or administrative matters relating to this Contract that cannot be resolved by the County's Program Manager.
- 2.1.9 County's Program Manager:** Person designated by County's Program Director to manage the operations under this Contract. Responsibility to oversee the day-to-day activities of this Contract. Responsibility for inspections of any and all tasks, deliverables, goods, services and other work provided by the Contractor.
- 2.1.10 County Observed Holidays:** Days on which County departments are closed for business in observance of significant events. A list of County observed holidays may be found on the County's website <https://lacounty.gov/government/about-la-county/about/>.
- 2.1.11 Day(s):** Calendar Day(s) unless otherwise specified.
- 2.1.12 Department:** The County of Los Angeles Department of Children and Family Services which is entering into this Contract on behalf of the County of Los Angeles.
- 2.1.13 Director:** Director of the Department of Children and Family Services or his or authorized designee.
- 2.1.14 Fiscal Year:** The 12-month period beginning July 1st and ending the following June 30th.
- 2.1.15 Statement of Work:** A written description of the work to be performed by Contractor to meet the needs of the County, including special provisions pertaining to the method, frequency, manner, and place of performing the contract services.

2.1.16 Subcontract: An agreement by the Contractor to employ a subcontractor to provide services to fulfill this Contract.

2.1.17 Subcontractor: Any individual, person or persons, sole proprietor, firm, partnership, joint venture, corporation, or other legal entity furnishing supplies, services of any nature, equipment, and/or materials to Contractor in furtherance of Contractor's performance of this Contract, at any tier, under oral or written agreement.

3.0 WORK

3.1 Pursuant to the provisions of this Contract, the Contractor must fully perform, complete and deliver on time, all tasks, deliverables, goods, services and other work as set forth in herein.

3.2 If the Contractor provides any tasks, deliverables, goods, services, or other work, other than as specified in this Contract, the same will be deemed to be a gratuitous effort on the part of the Contractor, and the Contractor must have no claim whatsoever against the County.

4.0 TERM OF CONTRACT

4.1 The term of this Contract will commence on **July 15, 2026, through July 14, 2027**, after execution by the Director of Department of Children and Family Services (DCFS) or its designee, unless sooner terminated or extended, in whole or in part, as provided in this Contract.

4.2 The County will have the sole option to extend the Contract term for four additional one-year extensions, for a maximum total Contract term of five years. Each such extension option may be exercised at the sole discretion of the Director, by written notice or amendment to the Contractor, provided that approval of County's County Counsel and Chief Executive Officer is obtained prior to any extension.

4.3 The County maintains a database that track/monitor Contractor performance history. Information entered into the database may be used for a variety of purposes, including determining whether the County will exercise a contract term extension option.

4.4 County will issue a written start work notice to Contractor indicating when services under this Contract can begin. Contractor will not begin any services under this Contract without such written start notice from the County. County has the right to issue a written stop work order whenever the County deems that it is in its best interest to do so, and Contractor will stop work immediately upon receipt of such written stop work notice.

4.5 The Contractor must notify Department when this Contract is within six months of the expiration of the term as provided for hereinabove. Upon occurrence of this event, the Contractor must send written notification to Department at the address herein provided in Exhibit D (County's Administration).

5.0 CONTRACT SUM

5.1 Total Contract Amount

- 5.1.1** The parties agree that this is a firm-fixed price contract with a Maximum Contract Amount of **\$1,800,000** for the year shared amongst the two countywide contracts and is funded by 100% State funds. Contractor will provide services at the rates identified in Exhibit B, Pricing Sheet.
- 5.1.2** Contractor's budget is attached hereto and incorporated by reference herein as Exhibit C, Line-Item Budget and Budget Narrative herein referred to as "Budget." The line items will provide sufficient detail to determine the quality and quantity of services to be delivered. Contractor represents and warrants that the budget is true and correct in all respects and will deliver services in accordance with the Budget. In the event of a change in the Maximum Contract, or a reallocation of the Budget, or a material, change to the scope of work, Contractor will amend the Budget consistent with any changes and submit the Budget to the County Program Manager for approval. County is only liable for Contractor expenditures made in accordance with Exhibit C, Line Item-Budget.
- 5.1.3** Contractor has prepared and submitted to County a budget segregating direct and indirect costs and profit for the work to be performed by Contractor under this Contract. Budgeted expenses will be reduced by applicable Contractor revenues, which are identified thereon. The line items will provide sufficient detail to determine the quality and quantity of services to be delivered.
- 5.1.4** The Department may increase the total contract amount by up to ten percent, as approved by the Board. The County does not warranty or represent that all, or any portion, of the not-to-exceed contract amount will be authorized, allocated, or expended by the County; nor does the County warranty or represent that it will authorize the selected contractor(s) to perform any work or services of any monetary amount.

5.2 Written Approval for Reimbursement

The Contractor will not be entitled to payment or reimbursement for any tasks or services performed, nor for any incidental or administrative expenses whatsoever incurred in or incidental to performance hereunder, except as specified herein. Assumption or takeover of any of the Contractor's duties, responsibilities, or obligations, or performance of same by any person or entity other than the Contractor, whether through assignment, subcontract, delegation, merger, buyout, or any other mechanism, with or without consideration for any reason whatsoever, must not occur except with the County's express prior written approval.

5.3 Notification of 75% of Total Contract Sum

The Contractor must maintain a system of record keeping that will allow the Contractor to determine when it has incurred 75% of the total contract sum under this Contract. Upon occurrence of this event, the Contractor must send written notification to Department at the address herein provided in Exhibit D (County's Administration).

5.4 No Payment for Services Provided Following Expiration-Termination of Contract

The Contractor will have no claim against County for payment of any money or reimbursement, of any kind whatsoever, for any service provided by the Contractor after the expiration or other termination of this Contract. Should the Contractor receive any such payment it must immediately notify County and must immediately repay all such funds to County. Payment by County for services rendered after expiration-termination of this Contract will not constitute a waiver of County's right to recover such payment from the Contractor.

5.5 Invoices and Payments

5.5.1 The Contractor must invoice the County only for providing the tasks, deliverables, goods, services, and other work specified in Exhibit A (Statement of Work and Attachments) and elsewhere hereunder. The Contractor must prepare invoices, which will include the charges owed to the Contractor by the County under the terms of this Contract.

5.5.2 The Contractor's invoices must be priced in accordance with Exhibit B (Pricing Sheet). Contractor will be paid only for the tasks, deliverables, goods, services, and other work approved in writing by the County. If the County does not approve work in writing no payment will be due to the Contractor for that work.

5.5.3 The Contractor must submit the monthly invoices and required supporting documentation under this Contract to the DCFS County Program Manager for review and approval by the 15th calendar day of the month following the month of service. The Contractor must also submit an electronic copy via email to the DCFS Accounting Services.

5.5.3.1 The electronic invoice must be emailed by a representative of the Contractor, whose email address has been approved by the Program Manager.

5.5.3.2 Invoices received from an email address not approved by the Program Manager will not be accepted.

5.5.3.3 Emails containing invoices must come from a contractor specific domain and not from a generic third-party platform (e.g. Gmail, Hotmail, etc.).

5.5.4.4 Invoices and supporting documentation should be submitted to:

County of Los Angeles
Department of Children and Family Services
Attention: Adela Estrada, County Program Manager
1933 S. Broadway Street, Suite 542
Los Angeles, CA 90007
Tel: (310) 210-3835
Email address: estraa@dcfs.lacounty.gov

And a duplicate copy to:

County of Los Angeles
Department of Children and Family Services
Attention: Accounting Services Contract Accounting Unit
510 S. Vermont Avenue, 14th Floor
Los Angeles, CA 90020
Email address: Contractinvoices@dcfs.lacounty.gov

5.5.4 County Approval of Invoices

All invoices submitted by the Contractor for payment must have the written approval of the County's Program Manager (CPM) prior to any payment thereof. In no event will the County be liable or responsible for any payment prior to such written approval. Approval for payment will not be unreasonably withheld.

5.5.5 Preference Program Enterprises - Prompt Payment Program

Certified Prompt Payment Enterprises (PPEs) will receive prompt payment for services they provide to County departments. Prompt payment is defined as 15 calendar days after receipt of an approved, undisputed invoice which has been properly matched against documents such as a receiving, shipping, or services delivered report, or any other validation of receipt document consistent with Board Policy 3.035 ([Preference Program Payment Liaison and Prompt Payment Program](#)).

5.5.6 Contractor, without prior approval of County, may reallocate up to a maximum of five percent of the Maximum Contract Sum between categories (i.e., personnel, employee benefits, supplies and expenses, equipment, travel and indirect costs) of Contractor's approved Budget. Contractor will request County's approval in writing for line-item budget reallocations above the five percent maximum. In any event, such revisions will not result in any increase in the Maximum Contract Sum. Such requests to County will be addressed to the CPM.

- 5.5.7** The Contractor will provide the County with monthly invoices for all services provided pursuant to this contract within 30 days of the last day of the month in which the services were rendered. These services will not exceed the frequency or duration of services initially approved unless modified in writing by the CPM or designee.
- 5.5.8** Contractor will submit an invoice in arrears for services rendered in the previous month. Contractor will make its best efforts to submit all invoices within 30 days of the last day of the month in which the service was rendered. Any invoice submitted more than 30 days after the last day of the month in which the services were rendered will constitute a "past due invoice." Past due invoices will be submitted no later than 60 days after the last day of the month in which the services were rendered. Notwithstanding any other provision of this Contract, Contractor and County agree that the County will have no obligation whatsoever to pay any past due invoices which are submitted more than 60 days after the last day of the month in which the services were rendered. County may, in its sole discretion, pay some or all of a past due invoice which Contractor has submitted more than 60 days after the last day of the month in which services were rendered provided sufficient funds remain available under this Contract. These same time frames will also apply to the submission of the Contractor's final invoice.
- 5.5.9** In compliance with Internal Revenue Service (IRS) requirements, Contractor will provide Contractor's Tax Identification Number. Furthermore, the Tax Identification Number is necessary for processing payment, as required by the County Auditor-Controller.
- 5.5.10** Contractor is responsible for the accuracy of invoices submitted to County. Further, it is the responsibility of Contractor to reconcile or otherwise correct inaccuracies or inconsistencies in the invoices submitted by Contractor and to notify County of any overpayments received by Contractor. Any overpayment received by Contractor, as determined by CPM, or designee, will be returned to County by Contractor within 30 days of receiving notification of such overpayment from the County, or may be set off at County's election against future payments due. Notwithstanding any other provision of this Contract, Contractor will return to County any and all payments, which exceed the Maximum Contract Sum. Furthermore, Contractor will return said payments within 30 days of receiving notification of overpayment from the County or immediately upon discovering such overpayment, whichever date is earlier. In the event of errors and discrepancies, DCFS will require a Corrective Action Plan in order to mitigate further errors in invoicing.
- 5.5.11** Contractor will not be paid for expenditures beyond the Maximum Contract Sum, and the Contractor agrees that County has no obligation,

whatsoever, to pay for any expenditures by Contractor that exceed the Maximum Contract Sum.

- 5.5.12** Suspension and withholding of payment. In addition to other remedies, County reserves the right to suspend or withhold all payments to Contractor if required reports are not provided to County on a timely basis; if there are continuing deficiencies in Contractor's report, record keeping or invoicing requirements; or if Contractor's performance of the work is not adequately evidenced or performed.
- 5.5.13** The CPM will provide the Contractor with a final written report listing any deductions to be eliminated from the invoice, including specific services not rendered, the date of service, the amount of the deduction and the reason for the deduction.
- 5.5.14** County Approval of Invoices. All invoices submitted by the Contractor for payment must have written approval of the CPM prior to any payment thereof. In no event will the County be liable or responsible for any payment prior to such written approval. Approval for payment will not be unreasonably withheld.
- 5.5.15** The CPM (or designee) will review the Contractor's invoice within 30 days of receipt of the invoice and notify the Contractor of any discrepancies noted on the invoice in writing. The Contractor will be provided seven business days to provide any additional documentation to address the discrepancies.
- 5.5.16** Use of Donated Funds. Contractor will not commingle funds paid by County to the Contractor for the purchase of goods or provisions of services performed pursuant to this Contract with any other funds, regardless of the source of those other funds. If Contractor uses any donated funds to pay for any expenses related to the purchase of goods or services performed pursuant to this Contract, then the Contractor will maintain accounting records that clearly identify the specific item, or items, service, or services, on which the donated funds were expended. The contractor will also maintain accounting records that clearly identify that donated funds were expended. Furthermore, Contractor's accounting records will conform to the accounting requirements of this Contract, which include, but are not necessarily limited to, the cost reporting requirements of the Office of Management and Budget (OMB) Super Circular, and the Exhibit J, Auditor Controller Contract Accounting and Administration Handbook.

5.6 Unresolved Disallowed Cost

Contractor must not invoice the County for disallowed costs under the Contract. Correspondingly, the Contractor must not have unresolved disallowed costs in excess of One Hundred Thousand Dollars (\$100,000) that have been confirmed

as disallowed costs by the contracting County department and remain unpaid for a period of six (6) months or more from the date of an Auditor-Controller (A-C) Report. Unless such disallowed costs are the subject of current good faith negotiations, as determined in the sole discretion of the County, non-compliance by Contractor regarding this provision will constitute a material breach of Contract and may result in termination for default, in addition to any other remedies available to the County. Further, if Contractor has been determined to have unresolved disallowed costs in excess of \$100,000 for longer than six months since the date of the A-C Report, they will be disqualified from future County solicitations unless such disallowed costs are the subject of good faith negotiations to resolve the disallowed costs, in the sole opinion of the County, or have been resolved.

5.7 Default Method of Payment: Direct Deposit or Electronic Funds Transfer

- 5.7.1** The County, at its sole discretion, has determined that the most efficient and secure default form of payment for goods and/or services provided under an agreement/contract with the County will be Electronic Funds Transfer (EFT) or direct deposit, unless an alternative method of payment is deemed appropriate by the Auditor-Controller (A-C).
- 5.7.2** The Contractor must submit a direct deposit authorization request via the website <https://directdeposit.lacounty.gov> with banking and vendor information, and any other information that the A-C determines is reasonably necessary to process the payment and comply with all accounting, record keeping, and tax reporting requirements.
- 5.7.3** Any provision of law, grant, or funding agreement requiring a specific form or method of payment other than EFT or direct deposit will supersede this requirement with respect to those payments.
- 5.7.4** At any time during the duration of the Contract, a Contractor may submit a written request for an exemption to this requirement. Such request must be based on specific legal, business or operational needs and explain why the payment method designated by the A-C is not feasible and an alternative is necessary. The A-C, in consultation with the contracting department(s), will decide whether to approve exemption requests.

6.0 ADMINISTRATION OF CONTRACT - COUNTY

6.1 County's Administration

A listing of all County Administration referenced in the following subparagraphs are designated in Exhibit D (County's Administration). The County will notify the Contractor in writing of any changes as they occur.

6.2 County's Program Director

The role of the County's Program Director may include:

- 6.2.1** Coordinating with Contractor and ensuring Contractor's performance of the Contract; however, in no event will Contractor's obligation to fully satisfy all of the requirements of this Contract be relieved, excused or limited thereby; and
- 6.2.2** Upon request of the Contractor, providing direction to the Contractor, as appropriate in areas relating to County policy, information requirements, and procedural requirements; however, in no event, will Contractor's obligation to fully satisfy all of the requirements of this Contract be relieved, excused or limited thereby.

6.3 County's Program Manager

The role of the County's Program Manager is authorized to include:

- 6.3.1** Meeting with the Contractor's Program Manager on a regular basis;
- 6.3.2** Inspecting any and all tasks, deliverables, goods, services, or other work provided by or on behalf of the Contractor; however, in no event will Contractor's obligation to fully satisfy all of the requirements of this Contract be relieved, excused or limited thereby; and
- 6.3.3** The County's Program Manager or designated alternate is to oversee the day-to-day administration of this Contract;

The County's Program Manager is not authorized to make any changes in any of the terms and conditions of this Contract and is not authorized to further obligate County in any respect whatsoever.

6.4 County's Contract Analyst

The role of the County's Contract Analyst is to manage and facilitate the administrative functions of the Contract.

7.0 ADMINISTRATION OF CONTRACT - CONTRACTOR

7.1 Contractor's Administration

A listing of all of Contractor's Administration referenced in the following paragraphs is designated in Exhibit E (Contractor's Administration). The Contractor will notify the County in writing of any changes as they occur.

7.2 Contractor's Program Manager

- 7.2.1** The Contractor's Program Manager is designated in Exhibit E (Contractor's Administration). The Contractor must notify the County in writing of any change to Exhibit E (Contractor's Administration), as changes occur.

- 7.2.2** The Contractor's Program Manager will be responsible for the Contractor's day-to-day activities as related to this Contract and will meet and coordinate with County's Program Manager and County's Program Monitor on a regular basis.

7.3 Approval of Contractor's Staff

County has the absolute right to approve or disapprove all of the Contractor's staff performing work hereunder and any proposed changes in the Contractor's staff, including, but not limited to, the Contractor's Program Manager.

7.4 Contractor's Staff Identification

Contractor will provide, at Contractor's expense, all staff providing services under this Contract with a photo identification badge.

7.5 Background and Security Investigations

- 7.5.1** Each of Contractor's staff performing services under this Contract, who is in a designated sensitive position, as determined by County in County's sole discretion, must undergo and pass a background investigation to the satisfaction of County as a condition of beginning and continuing to perform services under this Contract. Such background investigation must be obtained through fingerprints submitted to the California Department of Justice to include State, local, and federal-level review, which may include, but will not be limited to, criminal conviction information. The fees associated with the background investigation will be at the expense of the Contractor, regardless of whether the member of Contractor's staff passes or fails the background investigation.

If a member of Contractor's staff does not pass the background investigation, County may request that the member of Contractor's staff be removed immediately from performing services under the Contract. Contractor must comply with County's request at any time during the term of the Contract. County will not provide to Contractor or to Contractor's staff any information obtained through the County's background investigation.

- 7.5.2** County, in its sole discretion, may immediately deny or terminate facility access to any member of Contractor's staff that does not pass such investigation to the satisfaction of the County or whose background or conduct is incompatible with County facility access.

- 7.5.3** These terms will also apply to subcontractors of County contractors.

- 7.5.4** Disqualification of any member of Contractor's staff pursuant to this Paragraph 7.5 will not relieve Contractor of its obligation to complete all work in accordance with the terms and conditions of this Contract.

7.6 Confidentiality

- 7.6.1** Contractor must maintain the confidentiality of all records and information in accordance with all applicable Federal, State and local laws, rules, regulations, ordinances, directives, guidelines, policies and procedures relating to confidentiality, including, without limitation, County policies concerning information technology security and the protection of confidential records and information.
- 7.6.2** Contractor must indemnify, defend, and hold harmless County, its officers, employees, and agents, from and against any and all claims, demands, damages, liabilities, losses, costs and expenses, including, without limitation, defense costs and legal, accounting and other expert, consulting, or professional fees, arising from, connected with, or related to any failure by Contractor, its officers, employees, agents, or subcontractors, to comply with this Paragraph, as determined by County in its sole judgment. Any legal defense pursuant to Contractor's indemnification obligations under this Paragraph will be conducted by Contractor and performed by counsel selected by Contractor and approved by County. Notwithstanding the preceding sentence, County will have the right to participate in any such defense at its sole cost and expense, except that in the event Contractor fails to provide County with a full and adequate defense, as determined by County in its sole judgment, County will be entitled to retain its own counsel, including, without limitation, County Counsel, and to reimbursement from Contractor for all such costs and expenses incurred by County in doing so. Contractor will not have the right to enter into any settlement, agree to any injunction, or make any admission, in each case, on behalf of County without County's prior written approval.
- 7.6.3** Contractor must inform all of its officers, employees, agents and subcontractors providing services hereunder of the confidentiality provisions of this Contract.
- 7.6.4** Contractor must sign and adhere to the provisions of Exhibit F1 (Contractor Acknowledgement and Confidentiality Agreement).
- 7.6.5** Contractor will cause each employee performing services covered by this Contract to sign and adhere to the provisions of Exhibit F2 (Contractor Employee Acknowledgment and Confidentiality Agreement).
- 7.6.6** Contractor will cause each non-employee performing services covered by this Contract to sign and adhere to the provisions of Exhibit F3 (Contractor Non-Employee Acknowledgment and Confidentiality Agreement).

8.0 STANDARD TERMS AND CONDITIONS

8.1 Amendments

- 8.1.1** For any change which affects the Statement of Work, contract term, contract sum, payments, or any term or condition included under this Contract, an amendment to the Contract must be prepared and executed by the Contractor and by the Director of DCFS, or designee.
- 8.1.2** The County's Board or Chief Executive Officer or designee may require the addition and/or change of certain terms and conditions in the Contract during the term of this Contract. The County reserves the right to add and/or change such provisions as required by the County's Board or Chief Executive Officer. To implement such changes, an Amendment to the Contract must be prepared and executed by the Contractor and by the Director of DCFS, or designee.
- 8.1.3** The Director of DCFS, or designee, may at their sole discretion, authorize extensions of time as defined in Paragraph 4.0 (Term of Contract). The Contractor agrees that such extensions of time will not change any other term or condition of this Contract during the period of such extensions. To implement an extension of time, an Amendment to the Contract must be prepared and executed by the Contractor and by the Director of DCFS, or designee.

8.2 Assignment and Delegation/Mergers or Acquisitions

- 8.2.1** The Contractor must notify the County of any pending acquisitions/mergers of its company unless otherwise legally prohibited from doing so. If the Contractor is restricted from legally notifying the County of pending acquisitions/mergers, then it should notify the County of the actual acquisitions/mergers as soon as the law allows and provide to the County the legal framework that restricted it from notifying the County prior to the actual acquisitions/mergers.
- 8.2.2** The Contractor must not assign, exchange, transfer, or delegate its rights or duties under this Contract, whether in whole or in part, without the prior written consent of County, in its discretion, and any attempted assignment, delegation, or otherwise transfer of its rights or duties, without such consent will be null and void. For purposes of this paragraph, County consent will require a written Amendment to the Contract, which is formally approved and executed by the parties. Any payments by the County to any approved delegate or assignee on any claim under this Contract will be deductible, at County's sole discretion, against the claims, which the Contractor may have against the County.
- 8.2.3** Any assumption, assignment, delegation, or takeover of any of the Contractor's duties, responsibilities, obligations, or performance of same by any person or entity other than the Contractor, whether through

assignment, subcontract, delegation, merger, buyout, or any other mechanism, with or without consideration for any reason whatsoever without County's express prior written approval, will be a material breach of the Contract which may result in the termination of this Contract. In the event of such termination, County will be entitled to pursue the same remedies against Contractor as it could pursue in the event of default by Contractor.

8.3 Authorization Warranty

The Contractor represents and warrants that the person executing this Contract for the Contractor is an authorized agent who has actual authority to bind the Contractor to each and every term, condition, and obligation of this Contract and that all requirements of the Contractor have been fulfilled to provide such actual authority.

8.4 Budget Reductions

In the event that the County's Board adopts, in any fiscal year, a County Budget which provides for reductions in the salaries and benefits paid to the majority of County employees and imposes similar reductions with respect to County contracts, the County reserves the right to reduce its payment obligation under this Contract correspondingly for that fiscal year and any subsequent fiscal year during the term of this Contract (including any extensions), and the services to be provided by the Contractor under this Contract will also be reduced correspondingly. The County's notice to the Contractor regarding said reduction in payment obligation will be provided within 30 calendar days of the Board's approval of such actions. Except as set forth in the preceding sentence, the Contractor must continue to provide all of the services set forth in this Contract.

8.5 Complaints

The Contractor must develop and maintain operating procedures for receiving, investigating and responding to complaints.

8.5.1 Complaint Procedures

- 8.5.1.1** Within five business days after the Contract effective date, the Contractor must provide the County with the Contractor's procedures for receiving, investigating and responding to user complaints.
- 8.5.1.2** The County will review the Contractor's procedures and provide the Contractor with approval of said procedures or with requested changes.
- 8.5.1.3** If the County requests changes in the Contractor's procedures, the Contractor must make such changes and resubmit the procedures within five business days for County approval.

- 8.5.1.4** If, at any time, the Contractor wishes to change the Contractor's procedures, the Contractor must submit proposed changes to the County for approval before implementation.
- 8.5.1.5** The Contractor must preliminarily investigate all complaints and notify the County's Program Manager of the status of the investigation within five business days of receiving the complaint.
- 8.5.1.6** When complaints cannot be resolved informally, a system of follow-through will be instituted which adheres to formal plans for specific actions and strict time deadlines.
- 8.5.1.7** Copies of all written responses must be sent to the County's Program Manager within five business days of mailing to the complainant.

8.6 Compliance with Applicable Laws

- 8.6.1** In the performance of this Contract, Contractor must comply with all applicable Federal, State and local laws, rules, regulations, ordinances, directives, guidelines, policies and procedures, and all provisions required thereby to be included in this Contract are hereby incorporated herein by reference.
- 8.6.2** Contractor must indemnify, defend, and hold harmless County, its officers, employees, and agents, from and against any and all claims, demands, damages, liabilities, losses, costs, and expenses, including, without limitation, defense costs and legal, accounting and other expert, consulting or professional fees, arising from, connected with, or related to any failure by Contractor, its officers, employees, agents, or subcontractors, to comply with any such laws, rules, regulations, ordinances, directives, guidelines, policies, or procedures, as determined by County in its sole judgment. Any legal defense pursuant to Contractor's indemnification obligations under this Paragraph will be conducted by Contractor and performed by counsel selected by Contractor and approved by County. Notwithstanding the preceding sentence, County will have the right to participate in any such defense at its sole cost and expense, except that in the event Contractor fails to provide County with a full and adequate defense, as determined by County in its sole judgment, County will be entitled to retain its own counsel, including, without limitation, County Counsel, and to reimbursement from Contractor for all such costs and expenses incurred by County in doing so. Contractor will not have the right to enter into any settlement, agree to any injunction or other equitable relief, or make any admission, in each case, on behalf of County without County's prior written approval.

8.7 Compliance with Civil Rights Laws

The Contractor hereby assures that it will comply with Subchapter VI of the Civil Rights Act of 1964, 42 USC Sections 2000 (e) (1) through 2000 (e) (17), to the end that no person will, on the grounds of race, creed, color, sex, religion, ancestry, age, condition of physical handicap, marital status, political affiliation, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Contract or under any Program, program, or activity supported by this Contract. Additionally, Contractor certifies to the County:

- 8.7.1** That Contractor has a written policy statement prohibiting discrimination in all phases of employment.
- 8.7.2** That Contractor periodically conducts a self-analysis or utilization analysis of its work force.
- 8.7.3** That Contractor has a system for determining if its employment practices are discriminatory against protected groups.
- 8.7.4** Where problem areas are identified in employment practices, the Contractor has a system for taking reasonable corrective action, to include establishment of goals or timetables.

8.8 Compliance with the County's Jury Service Program

8.8.1 Jury Service Program

This Contract is subject to the provisions of the County's ordinance entitled Contractor Employee Jury Service ("Jury Service Program") as codified in [Sections 2.203.010 through 2.203.090 of the Los Angeles County Code](#).

8.8.2 Written Employee Jury Service Policy

8.8.2.1 Unless the Contractor has demonstrated to the County's satisfaction either that the Contractor is not a "Contractor" as defined under the Jury Service Program ([Section 2.203.020 of the County Code](#)) or that the Contractor qualifies for an exception to the Jury Service Program ([Section 2.203.070 of the County Code](#)), the Contractor must have and adhere to a written policy that provides that its Employees will receive from the Contractor, on an annual basis, no less than five days of regular pay for actual jury service. The policy may provide that Employees deposit any fees received for such jury service with the Contractor or that the Contractor deduct from the Employee's regular pay the fees received for jury service.

8.8.2.1 For purposes of this paragraph, "Contractor" means a person, partnership, corporation or other entity which has a contract with the County or a subcontract with a County contractor and has received or will receive an aggregate sum of \$50,000 or more in

any 12-month period under one or more County contracts or subcontracts. "Employee" means any California resident who is a full-time employee of the Contractor. "Full-time" means 40 hours or more worked per week, or a lesser number of hours if: 1) the lesser number is a recognized industry standard as determined by the County, or 2) Contractor has a long-standing practice that defines the lesser number of hours as full-time. Full-time employees providing short-term, temporary services of 90 days or less within a 12-month period are not considered full-time for purposes of the Jury Service Program. If the Contractor uses any subcontractor to perform services for the County under the Contract, the subcontractor will also be subject to the provisions of this paragraph. The provisions of this paragraph will be inserted into any such subcontract agreement and a copy of the Jury Service Program must be attached to the Contract.

8.8.2.2 If the Contractor is not required to comply with the Jury Service Program when the Contract commences, the Contractor will have a continuing obligation to review the applicability of its "exception status" from the Jury Service Program, and the Contractor must immediately notify the County if the Contractor at any time either comes within the Jury Service Program's definition of "Contractor" or if the Contractor no longer qualifies for an exception to the Jury Service Program. In either event, the Contractor must immediately implement a written policy consistent with the Jury Service Program. The County may also require, at any time during the Contract and at its sole discretion, that the Contractor demonstrate, to the County's satisfaction that the Contractor either continues to remain outside of the Jury Service Program's definition of "Contractor" and/or that the Contractor continues to qualify for an exception to the Program.

8.8.2.3 Contractor's violation of this paragraph of the Contract may constitute a material breach of the Contract. In the event of such material breach, County may, in its sole discretion, terminate the Contract and/or bar the Contractor from the award of future County contracts for a period of time consistent with the seriousness of the breach.

8.9 Conflict of Interest

8.9.1 No County employee whose position with the County enables such employee to influence the award of this Contract or any competing contract, and no spouse or economic dependent of such employee, will be employed in any capacity by the Contractor or have any other direct or indirect financial interest in this Contract. No officer or employee of the Contractor who may financially benefit from the performance of work

hereunder will in any way participate in the County's approval, or ongoing evaluation, of such work, or in any way attempt to unlawfully influence the County's approval or ongoing evaluation of such work.

- 8.9.2** The Contractor must comply with all conflict of interest laws, ordinances, and regulations now in effect or hereafter to be enacted during the term of this Contract. The Contractor warrants that it is not now aware of any facts that create a conflict of interest. If the Contractor hereafter becomes aware of any facts that might reasonably be expected to create a conflict of interest, it must immediately make full written disclosure of such facts to the County. Full written disclosure must include, but is not limited to, identification of all persons implicated and a complete description of all relevant circumstances. Failure to comply with the provisions of this paragraph will be a material breach of this Contract.

8.10 Consideration of Hiring County Employees Targeted for Layoffs or are on a County Re-Employment List

Should the Contractor require additional or replacement personnel after the effective date of this Contract to perform the services set forth herein, the Contractor must give first consideration for such employment openings to qualified, permanent County employees who are targeted for layoff or qualified, former County employees who are on a re-employment list during the life of this Contract.

8.11 Consideration of Hiring GAIN/START Participants

- 8.11.1** Should the Contractor require additional or replacement personnel after the effective date of this Contract, the Contractor will give consideration for any such employment openings to participants in the County's Department of Public Social Services Greater Avenues for Independence (GAIN) Program or Skills and Training to Achieve Readiness for Tomorrow (START) Program who meet the contractor's minimum qualifications for the open position. For this purpose, consideration will mean that the Contractor will interview qualified candidates. The County will refer GAIN/START participants by job category to the Contractor. Contractors must report all job openings with job requirements to: gainstart@dpss.lacounty.gov and BSERVICES@OPPORTUNITY.LACOUNTY.GOV and DPSS will refer qualified GAIN/START job candidates.

- 8.11.2** In the event that both laid-off County employees and GAIN/START participants are available for hiring, County employees must be given first priority.

8.12 Contractor Responsibility and Debarment

8.12.1 Responsible Contractor

A responsible contractor is a contractor who has demonstrated the attribute of trustworthiness, as well as quality, fitness, capacity and experience to satisfactorily perform the contract. It is the County's policy to conduct business only with responsible contractors.

8.12.2 Chapter 2.202 of the County Code

The Contractor is hereby notified that, in accordance with [Chapter 2.202 of the County Code](#), if the County acquires information concerning the performance of the Contractor on this or other contracts which indicates that the Contractor is not responsible, the County may, in addition to other remedies provided in the Contract, debar the Contractor from bidding or proposing on, or being awarded, and/or performing work on County contracts for a specified period of time, which generally will not exceed five years but may exceed five years or be permanent if warranted by the circumstances, and terminate any or all existing contracts the Contractor may have with the County.

8.12.3 Non-responsible Contractor

The County may debar a contractor if the Board finds, in its discretion, that the Contractor has done any of the following: 1) violated a term of a contract with the County or a nonprofit corporation created by the County, 2) committed an act or omission which negatively reflects on the Contractor's quality, fitness or capacity to perform a contract with the County, any other public entity, or a nonprofit corporation created by the County, or engaged in a pattern or practice which negatively reflects on same, 3) committed an act or offense which indicates a lack of business integrity or business honesty, or 4) made or submitted a false claim against the County or any other public entity.

8.12.4 Contractor Hearing Board

8.12.4.1 If there is evidence that the Contractor may be subject to debarment, the Department will notify the Contractor in writing of the evidence which is the basis for the proposed debarment and will advise the Contractor of the scheduled date for a debarment hearing before the Contractor Hearing Board.

8.12.4.2 The Contractor Hearing Board will conduct a hearing where evidence on the proposed debarment is presented. The Contractor and/or the Contractor's representative will be given an opportunity to submit evidence at that hearing. After the hearing, the Contractor Hearing Board will prepare a tentative proposed decision, which will contain a recommendation regarding whether the Contractor should be debarred, and, if so, the appropriate length of time of the debarment. The

Contractor and the Department will be provided an opportunity to object to the tentative proposed decision prior to its presentation to the Board.

- 8.12.4.3** After consideration of any objections, or if no objections are submitted, a record of the hearing, the proposed decision, and any other recommendation of the Contractor Hearing Board will be presented to the Board. The Board will have the right to modify, deny, or adopt the proposed decision and recommendation of the Contractor Hearing Board.
- 8.12.4.4** If a Contractor has been debarred for a period longer than five years, that Contractor may after the debarment has been in effect for at least five years, submit a written request for review of the debarment determination to reduce the period of debarment or terminate the debarment. The County may, in its discretion, reduce the period of debarment or terminate the debarment if it finds that the Contractor has adequately demonstrated one or more of the following: 1) elimination of the grounds for which the debarment was imposed; 2) a bona fide change in ownership or management; 3) material evidence discovered after debarment was imposed; or 4) any other reason that is in the best interests of the County.
- 8.12.4.5** The Contractor Hearing Board will consider a request for review of a debarment determination only where 1) the Contractor has been debarred for a period longer than five years; 2) the debarment has been in effect for at least five years; and 3) the request is in writing, states one or more of the grounds for reduction of the debarment period or termination of the debarment, and includes supporting documentation. Upon receiving an appropriate request, the Contractor Hearing Board will provide notice of the hearing on the request. At the hearing, the Contractor Hearing Board will conduct a hearing where evidence on the proposed reduction of debarment period or termination of debarment is presented. This hearing will be conducted and the request for review decided by the Contractor Hearing Board pursuant to the same procedures as for a debarment hearing.
- 8.12.4.6** The Contractor Hearing Board's proposed decision will contain a recommendation on the request to reduce the period of debarment or terminate the debarment. The Contractor Hearing Board will present its proposed decision and recommendation to the Board. The Board will have the right to modify, deny, or adopt the proposed decision and recommendation of the Contractor Hearing Board.

8.12.5 Subcontractors of Contractor

These terms will also apply to subcontractors of County contractors.

8.13 Contractor's Acknowledgement and Notice to its Employees of the Safely Surrendered Baby Law

The Contractor acknowledges that the County places a high priority on the implementation of the Safely Surrendered Baby Law. The Contractor must notify and provide to its employees, and will require each Subcontractor to notify and provide to its employees, a [Fact Sheet](#) regarding the Safely Surrendered Baby Law, its implementation in Los Angeles County, and information on where and how to safely surrender a baby. Additionally, the Contractor understands that it is the County's policy to encourage all County contractors to voluntarily post the County's "[Safely Surrendered Baby Law Poster](#)" (available in [English/Spanish/Chinese/Korean](#)) in a prominent position at the Contractor's place of business. The Contractor will also encourage its subcontractors, if any, to post this poster in a prominent position in the subcontractor's place of business.

The Contractor, and its subcontractor(s), can access posters and other program material at babysafela.org.

8.14 Contractor's Warranty of Adherence to County's Child Support Compliance Program

8.14.1 The Contractor acknowledges that the County has established a goal of ensuring that all individuals who benefit financially from the County through contracts are in compliance with their court-ordered child, family and spousal support obligations in order to mitigate the economic burden otherwise imposed upon the County and its taxpayers.

8.14.2 As required by the County's Child Support Compliance Program ([County Code Chapter 2.200](#)) and without limiting the Contractor's duty under this Contract to comply with all applicable provisions of law, the Contractor warrants that it is now in compliance and will during the term of this Contract, maintain compliance with employment and wage reporting requirements as required by the Federal Social Security Act (42 USC Section 653a) and California Unemployment Insurance Code Section 1088.5, and will implement all lawfully served Wage and Earnings Withholding Orders or Child Support Services Department Notices of Wage and Earnings Assignment for Child, Family or Spousal Support, pursuant to Code of Civil Procedure Section 706.031 and Family Code Section 5246(b).

8.15 County's Quality Assurance Plan

The County or its agent(s) will monitor the Contractor's performance under this Contract on not less than an annual basis. Such monitoring will include assessing

the Contractor's compliance with all Contract terms and conditions and performance standards. Contractor deficiencies which the County determines are significant or continuing and that may place performance of the Contract in jeopardy if not corrected will be reported to the Board and listed in the appropriate contractor performance database. The report to the Board will include improvement/corrective action measures taken by the County and the Contractor. If improvement does not occur consistent with the corrective action measures, the County may terminate this Contract or impose other penalties as specified in this Contract.

8.16 Intentionally Omitted

8.17 Employment Eligibility Verification

8.17.1 The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirements set forth in Federal and State statutes and regulations. The Contractor must obtain from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal and State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, (P.L. 99-603), or as they currently exist and as they may be hereafter amended. The Contractor must retain all such documentation for all covered employees for the period prescribed by law.

8.17.2 The Contractor must indemnify, defend, and hold harmless, the County, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the County or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

8.18 Counterparts and Electronic Signatures and Representations

This Contract may be executed in two or more counterparts, each of which will be deemed an original but all of which together will constitute one and the same Contract. The facsimile, email or electronic signature of the parties will be deemed to constitute original signatures, and facsimile or electronic copies hereof will be deemed to constitute duplicate originals.

The County and the Contractor hereby agree to regard electronic representations of original signatures of authorized officers of each party, when appearing in appropriate places on the Amendments prepared pursuant to Paragraph 8.1 (Amendments) and received via communications facilities (facsimile, email or electronic signature), as legally sufficient evidence that such legally binding signatures have been affixed to Amendments to this Contract.

8.19 Fair Labor Standards

The Contractor must comply with all applicable provisions of the Federal Fair Labor Standards Act and must indemnify, defend, and hold harmless the County and its agents, officers, and employees from any and all liability, including, but not limited to, wages, overtime pay, liquidated damages, penalties, court costs, and attorneys' fees arising under any wage and hour law, including, but not limited to, the Federal Fair Labor Standards Act, for work performed by the Contractor's employees for which the County may be found jointly or solely liable.

8.20 Force Majeure

8.20.1 Neither party will be liable for such party's failure to perform its obligations under and in accordance with this Contract, if such failure arises out of fires, floods, epidemics, quarantine restrictions, other natural occurrences, strikes, lockouts (other than a lockout by such party or any of such party's subcontractors), freight embargoes, or other similar events to those described above, but in every such case the failure to perform must be totally beyond the control and without any fault or negligence of such party (such events are referred to in this paragraph as "force majeure events").

8.20.2 Notwithstanding the foregoing, a default by a subcontractor of Contractor will not constitute a force majeure event, unless such default arises out of causes beyond the control of both Contractor and such subcontractor, and without any fault or negligence of either of them. In such case, Contractor will not be liable for failure to perform, unless the goods or services to be furnished by the subcontractor were obtainable from other sources in sufficient time to permit Contractor to meet the required performance schedule. As used in this subparagraph, the term "subcontractor" and "subcontractors" mean subcontractors at any tier.

8.20.3 In the event Contractor's failure to perform arises out of a force majeure event, Contractor agrees to use commercially reasonable best efforts to obtain goods or services from other sources, if applicable, and to otherwise mitigate the damages and reduce the delay caused by such force majeure event.

8.21 Governing Law, Jurisdiction, and Venue

This Contract will be governed by, and construed in accordance with, the laws of the State of California. The Contractor agrees and consents to the exclusive jurisdiction of the courts of the State of California for all purposes regarding this Contract and further agrees and consents that venue of any action brought hereunder will be exclusively in the County.

8.22 Independent Contractor Status

- 8.22.1** This Contract is by and between the County and the Contractor and is not intended, and must not be construed, to create the relationship of agent, servant, employee, partnership, joint venture, or association, as between the County and the Contractor. The employees and agents of one party must not be, or be construed to be, the employees or agents of the other party for any purpose whatsoever.
- 8.22.2** The Contractor will be solely liable and responsible for providing to, or on behalf of, all persons performing work pursuant to this Contract all compensation and benefits. The County will have no liability or responsibility for the payment of any salaries, wages, unemployment benefits, disability benefits, Federal, State, or local taxes, or other compensation, benefits, or taxes for any personnel provided by or on behalf of the Contractor.
- 8.22.3** The Contractor understands and agrees that all persons performing work pursuant to this Contract are, for purposes of Workers' Compensation liability, solely employees of the Contractor and not employees of the County. The Contractor will be solely liable and responsible for furnishing any and all Workers' Compensation benefits to any person as a result of any injuries arising from or connected with any work performed by or on behalf of the Contractor pursuant to this Contract.
- 8.22.4** The Contractor must adhere to the provisions stated in Paragraph 7.6 (Confidentiality).

8.23 Indemnification

The Contractor must indemnify, defend and hold harmless the County, its Special Districts, elected and appointed officers, employees, agents and volunteers (County Indemnitees) from and against any and all liability, including but not limited to demands, claims, actions, fees, costs and expenses (including attorney and expert witness fees), arising from and/or relating to this Contract, except for such loss or damage arising from the sole negligence or willful misconduct of the County indemnitees.

8.24 General Provisions for all Insurance Coverage

- 8.24.1** Without limiting Contractor's indemnification of County, and in the performance of this Contract and until all of its obligations pursuant to this Contract have been met, Contractor must provide and maintain at its own expense insurance coverage satisfying the requirements specified in Paragraphs 8.24 and 8.25 of this Contract. These minimum insurance coverage terms, types and limits (the "Required Insurance") also are in addition to and separate from any other contractual obligation imposed upon Contractor pursuant to this Contract. The County in no

way warrants that the Required Insurance is sufficient to protect the Contractor for liabilities which may arise from or relate to this Contract.

8.24.2 Evidence of Coverage and Notice to County

8.24.2.1 Certificate(s) of insurance coverage (Certificate) satisfactory to County, and a copy of an Additional Insured endorsement confirming County and its Agents (defined below) has been given Insured status under the Contractor's General Liability policy, must be delivered to County at the address shown below and provided prior to commencing services under this Contract.

8.24.2.2 Renewal Certificates must be provided to County not less than ten days prior to Contractor's policy expiration dates. The County reserves the right to obtain complete, certified copies of any required contractor and/or sub-contractor insurance policies at any time.

8.24.2.3 Certificates must identify all Required Insurance coverage types and limits specified herein, reference this Contract by name or number, and be signed by an authorized representative of the insurer(s). The Insured party named on the Certificate must match the name of the contractor identified as the contracting party in this Contract. Certificates must provide the full name of each insurer providing coverage, its NAIC (National Association of Insurance Commissioners) identification number, its financial rating, the amounts of any policy deductibles or self-insured retentions exceeding fifty thousand dollars (\$50,000), and list any County required endorsement forms.

8.24.2.4 Neither the County's failure to obtain, nor the County's receipt of, or failure to object to a non-complying insurance certificate or endorsement, or any other insurance documentation or information provided by the Contractor, its insurance broker(s) and/or insurer(s), will be construed as a waiver of any of the Required Insurance provisions.

8.24.2.5 Certificates and copies of any required endorsements must be sent to:

County of Los Angeles

Advocacy Services for Children and Youth

Impacted by Child Trafficking Contract Administrator

Department of Children and Family Services

8.24.2.6 Contractor also must promptly report to County any injury or property damage accident or incident, including any injury to a Contractor employee occurring on County property, and any loss, disappearance, destruction, misuse, or theft of County property, monies or securities entrusted to Contractor. Contractor also must promptly notify County of any third-party claim or suit filed against Contractor or any of its subcontractors which arises from or relates to this Contract and could result in the filing of a claim or lawsuit against Contractor and/or County.

8.24.3 Additional Insured Status and Scope of Coverage

The County, its Special Districts, Elected Officials, Officers, Agents, employees and volunteers (collectively County and its Agents) must be provided additional insured status under Contractor's General Liability policy with respect to liability arising out of Contractor's ongoing and completed operations performed on behalf of the County. County and its Agents additional insured status will apply with respect to liability and defense of suits arising out of the Contractor's acts or omissions, whether such liability is attributable to the Contractor or to the County. The full policy limits and scope of protection also must apply to the County and its Agents as an additional insured, even if they exceed the County's minimum Required Insurance specifications herein. Use of an automatic additional insured endorsement form is acceptable providing it satisfies the Required Insurance provisions herein.

8.24.4 Cancellation of or Changes in Insurance

Contractor must provide County with, or Contractor's insurance policies must contain a provision that County will receive, written notice of cancellation or any change in Required Insurance, including insurer, limits of coverage, term of coverage or policy period. The written notice must be provided to County at least ten days in advance of cancellation for non-payment of premium and 30 days in advance for any other cancellation or policy change. Failure to provide written notice of cancellation or any change in Required Insurance may constitute a material breach of the Contract, in the sole discretion of the County, upon which the County may suspend or terminate this Contract.

8.24.5 Failure to Maintain Insurance

Contractor's failure to maintain or to provide acceptable evidence that it maintains the Required Insurance will constitute a material breach of the Contract, upon which County immediately may withhold payments due

to Contractor, and/or suspend or terminate this Contract. County, at its sole discretion, may obtain damages from Contractor resulting from said breach. Alternatively, the County may purchase the Required Insurance, and without further notice to Contractor, deduct the premium cost from sums due to Contractor or pursue Contractor reimbursement.

8.24.6 Insurer Financial Ratings

Coverage must be placed with insurers acceptable to the County with A.M. Best ratings of not less than A: VII unless otherwise approved by County.

8.24.7 Contractor's Insurance Must Be Primary

Contractor's insurance policies, with respect to any claims related to this Contract, must be primary with respect to all other sources of coverage available to Contractor. Any County maintained insurance or self-insurance coverage must be in excess of and not contribute to any Contractor coverage.

8.24.8 Waivers of Subrogation

To the fullest extent permitted by law, the Contractor hereby waives its rights and its insurer(s)' rights of recovery against County under all the Required Insurance for any loss arising from or relating to this Contract. The Contractor must require its insurers to execute any waiver of subrogation endorsements which may be necessary to effectuate such waiver.

8.24.9 Subcontractor Insurance Coverage Requirements

Contractor must include all subcontractors as insureds under Contractor's own policies or must provide County with each subcontractor's separate evidence of insurance coverage. Contractor will be responsible for verifying each subcontractor complies with the Required Insurance provisions herein and must require that each subcontractor name the County and Contractor as additional insureds on the subcontractor's General Liability policy. Contractor must obtain County's prior review and approval of any subcontractor request for modification of the Required Insurance.

8.24.10 Deductibles and Self-Insured Retentions (SIRs)

Contractor's policies will not obligate the County to pay any portion of any Contractor deductible or SIR. The County retains the right to require Contractor to reduce or eliminate policy deductibles and SIRs as respects the County, or to provide a bond guaranteeing Contractor's payment of all deductibles and SIRs, including all related claims investigation, administration and defense expenses. Such bond must be

executed by a corporate surety licensed to transact business in the State of California.

8.24.11 Claims Made Coverage

If any part of the Required Insurance is written on a claims made basis, any policy retroactive date must precede the effective date of this Contract. Contractor understands and agrees it will maintain such coverage for a period of not less than three years following Contract expiration, termination or cancellation.

8.24.12 Application of Excess Liability Coverage

Contractors may use a combination of primary, and excess insurance policies which provide coverage as broad as ("follow form" over) the underlying primary policies, to satisfy the Required Insurance provisions.

8.24.13 Separation of Insureds

All liability policies must provide cross-liability coverage as would be afforded by the standard ISO (Insurance Services Office, Inc.) separation of insureds provision with no insured versus insured exclusions or limitations.

8.24.14 Alternative Risk Financing Programs

The County reserves the right to review, and then approve, Contractor use of self-insurance, risk retention groups, risk purchasing groups, pooling arrangements and captive insurance to satisfy the Required Insurance provisions. The County and its Agents must be designated as an Additional Covered Party under any approved program.

8.24.15 County Review and Approval of Insurance Requirements

The County reserves the right to review and adjust the Required Insurance provisions, conditioned upon County's determination of changes in risk exposures.

8.25 Insurance Coverage

8.25.1 Commercial General Liability insurance (providing scope of coverage equivalent to ISO policy form CG 00 01), naming County and its Agents as an additional insured, with limits of not less than:

General Aggregate:	\$2 million
Products/Completed Operations Aggregate:	\$1 million
Personal and Advertising Injury:	\$1 million
Each Occurrence:	\$1 million

8.25.2 Automobile Liability insurance (providing scope of coverage equivalent to ISO policy form CA 00 01) with limits of not less than \$1 million for bodily injury and property damage, in combined or equivalent split limits, for each single accident. Insurance must cover liability arising out of Contractor's use of autos pursuant to this Contract, including owned, leased, hired, and/or non-owned autos, as each may be applicable.

8.25.3 Workers Compensation and Employers' Liability insurance or qualified self- insurance satisfying statutory requirements, which includes Employers' Liability coverage with limits of not less than \$1 million per accident. If Contractor will provide leased employees, or, is an employee leasing or temporary staffing firm or a professional employer organization (PEO), coverage also must include an Alternate Employer Endorsement (providing scope of coverage equivalent to ISO policy form WC 00 03 01 A) naming the County as the Alternate Employer. The written notice must be provided to County at least ten days in advance of cancellation for non-payment of premium and 30 days in advance for any other cancellation or policy change. If applicable to Contractor's operations, coverage also must be arranged to satisfy the requirements of any federal workers or workmen's compensation law or any federal occupational disease law.

8.25.4 Unique Insurance Coverage

8.25.4.1 Sexual Misconduct Liability

Insurance covering actual or alleged claims for sexual misconduct and/or molestation with limits of not less than \$1 million per claim and \$1 million aggregate, and claims for negligent employment, investigation, supervision, training or retention of, or failure to report to proper authorities, a person(s) who committed any act of abuse, molestation, harassment, mistreatment or maltreatment of a sexual nature.

8.25.4.2 Professional Liability-Errors and Omissions

Insurance covering Contractor's liability arising from or related to this Contract, with limits of not less than \$1 million per claim and \$2 million aggregate. Further, Contractor understands and agrees it must maintain such coverage for a period of not less than three years following this Contract's expiration, termination or cancellation.

8.25.4.3 Cyber Liability Insurance

The Contractor must secure and maintain cyber liability insurance coverage with limits of \$2 million per occurrence and in the aggregate during the term of the Contract, including

coverage for: network security liability; privacy liability; privacy regulatory proceeding, defense, response, expenses and fines; technology professional liability (errors and omissions); privacy breach expense reimbursement (liability arising from the loss or disclosure of County Information no matter how it occurs); system breach; denial or loss of service; introduction, implantation, or spread of malicious software code; unauthorized access to or use of computer systems; and Data/Information loss and business interruption; any other liability or risk that arises out of the Contract. The Contractor must add the County as an additional insured to its cyber liability insurance policy and provide to the County certificates of insurance evidencing the foregoing upon the County's request. The procuring of the insurance described herein, or delivery of the certificates of insurance described herein, will not be construed as a limitation upon the Contractor's liability or as full performance of its indemnification obligations hereunder. No exclusion/restriction for unencrypted portable devices/media may be on the policy.

8.26 Liquidated Damages

- 8.26.1** If, in the judgment of the Director, or their designee, the Contractor is deemed to be non-compliant with the terms and obligations assumed hereby, the Director, or their designee, at their option, in addition to, or in lieu of, other remedies provided herein, may withhold the entire monthly payment or deduct pro rata from the Contractor's invoice for work not performed. A description of the work not performed and the amount to be withheld or deducted from payments to the Contractor from the County, will be forwarded to the Contractor by the Director, or their designee, in a written notice describing the reasons for said action.
- 8.26.2** If the Director, or their designee, determines that there are deficiencies in the performance of this Contract that the Director, or their designee, deems are correctable by the Contractor over a certain time span, the Director, or their designee, will provide a written notice to the Contractor to correct the deficiency within specified time frames. Should the Contractor fail to correct deficiencies within said time frame, the Director, or their designee, may: (a) Deduct from the Contractor's payment, pro rata, those applicable portions of the Monthly Contract Sum; and/or (b) Deduct liquidated damages. The parties agree that it will be impracticable or extremely difficult to fix the extent of actual damages resulting from the failure of the Contractor to correct a deficiency within the specified time frame. The parties hereby agree that under the current circumstances a reasonable estimate of such damages is specified in Attachment 2 (Performance Requirements Summary (PRS)) Chart of

Exhibit A (Statement of Work and Attachments) hereunder, and that the Contractor will be liable to the County for liquidated damages in said amount. Said amount will be deducted from the County's payment to the Contractor; and/or (c) Upon giving five days' notice to the Contractor for failure to correct the deficiencies, the County may correct any and all deficiencies and the total costs incurred by the County for completion of the work by an alternate source, whether it be County forces or separate private contractor, will be deducted and forfeited from the payment to the Contractor from the County, as determined by the County.

8.26.3 The action noted in Paragraph 8.26.2 must not be construed as a penalty, but as adjustment of payment to the Contractor to recover the County cost due to the failure of the Contractor to complete or comply with the provisions of this Contract.

8.26.4 This Paragraph must not, in any manner, restrict or limit the County's right to damages for any breach of this Contract provided by law or as specified in the PRS or Paragraph 8.26.2, and must not, in any manner, restrict or limit the County's right to terminate this Contract as agreed to herein.

8.27 Most Favored Public Entity

If the Contractor's prices decline or should the Contractor at any time during the term of this Contract provide the same goods or services under similar quantity and delivery conditions to the State of California or any county, municipality, or district of the State at prices below those set forth in this Contract, then such lower prices must be immediately extended to the County.

8.28 Nondiscrimination and Affirmative Action

8.28.1 The Contractor certifies and agrees that all persons employed by it, its affiliates, subsidiaries, or holding companies are and will be treated equally without regard to or because of race, color, religion, ancestry, national origin, sex, age, physical or mental disability, marital status, or political affiliation, in compliance with all applicable Federal and State anti-discrimination laws and regulations.

8.28.2 Contractor certifies to the County each of the following:

8.28.2.1 That Contractor has a written policy statement prohibiting discrimination in all phases of employment.

8.28.2.2 That Contractor periodically conducts a self-analysis or utilization analysis of its work force.

8.28.2.3 That Contractor has a system for determining if its employment practices are discriminatory against protected groups.

- 8.28.2.4** Where problem areas are identified in employment practices, the Contractor has a system for taking reasonable corrective action, to include establishment of goals or timetables.
- 8.28.3** The Contractor must take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to race, color, religion, ancestry, national origin, sex, age, physical or mental disability, marital status, or political affiliation, in compliance with all applicable Federal and State anti-discrimination laws and regulations. Such action must include, but is not limited to: employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship.
- 8.28.4** The Contractor certifies and agrees that it will deal with its subcontractors, bidders, or vendors without regard to or because of race, color, religion, ancestry, national origin, sex, age, physical or mental disability, marital status, or political affiliation.
- 8.28.5** The Contractor certifies and agrees that it, its affiliates, subsidiaries, or holding companies will comply with all applicable Federal and State laws and regulations to the end that no person will, on the grounds of race, color, religion, ancestry, national origin, sex, age, physical or mental disability, marital status, or political affiliation, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Contract or under any Program, program, or activity supported by this Contract.
- 8.28.6** The Contractor will allow County representatives access to the Contractor's employment records during regular business hours to verify compliance with the provisions of this Paragraph 8.28 (Nondiscrimination and Affirmative Action) when so requested by the County.
- 8.28.7** If the County finds that any provisions of this Paragraph 8.28 (Nondiscrimination and Affirmative Action) have been violated, such violation will constitute a material breach of this Contract upon which the County may terminate or suspend this Contract. While the County reserves the right to determine independently that the anti-discrimination provisions of this Contract have been violated, in addition, a determination by the California Civil Rights Department or the Federal Equal Employment Opportunity Commission that the Contractor has violated Federal or State anti-discrimination laws or regulations will constitute a finding by the County that the Contractor has violated the anti-discrimination provisions of this Contract.
- 8.28.8** The parties agree that in the event the Contractor violates any of the anti-discrimination provisions of this Contract, the County will, at its sole

option, be entitled to the sum of \$500 for each such violation pursuant to California Civil Code Section 1671 as liquidated damages in lieu of terminating or suspending this Contract.

8.29 Non-Exclusivity

Nothing herein is intended nor will be construed as creating any exclusive arrangement with the Contractor. This Contract will not restrict County from acquiring similar, equal or like goods and/or services from other entities or sources.

8.30 Notice of Delays

Except as otherwise provided under this Contract, when either party has knowledge that any actual or potential situation is delaying or threatens to delay the timely performance of this Contract, that party must, within one business day, give notice thereof, including all relevant information with respect thereto, to the other party.

8.31 Notice of Disputes

The Contractor must bring to the attention of the County's Program Manager and/or County's Program Director any dispute between the County and the Contractor regarding the performance of services as stated in this Contract. If the County's Program Manager or County's Program Director is not able to resolve the dispute, the Director or designee will resolve it.

8.32 Notice to Employees Regarding the Federal Earned Income Credit

The Contractor must notify its employees, and will require each subcontractor to notify its employees, that they may be eligible for the Federal Earned Income Credit under the federal income tax laws. Such notice must be provided in accordance with the requirements set forth in Internal Revenue Service Notice No. 1015.

8.33 Notices

All notices or demands required or permitted to be given or made under this Contract must be in writing and will be hand delivered with signed receipt or mailed by first class registered or certified mail, postage prepaid, addressed to the parties as identified in Exhibits D (County's Administration) and E (Contractor's Administration). Addresses may be changed by either party giving ten days prior written notice thereof to the other party. The Director or designee will have the authority to issue all notices or demands required or permitted by the County under this Contract.

8.34 Prohibition Against Inducement or Persuasion

Notwithstanding the above, the Contractor and the County agree that, during the term of this Contract and for a period of one year thereafter, neither party will in any way intentionally induce or persuade any employee of one party to become an

employee or agent of the other party. No bar exists against any hiring action initiated through a public announcement.

8.35 Public Records Act

8.35.1 Any documents submitted by the Contractor; all information obtained in connection with the County's right to audit and inspect the Contractor's documents, books, and accounting records pursuant to Paragraph 8.37 (Record Retention and Inspection-Audit Settlement) of this Contract; as well as those documents which were required to be submitted in response to the Request for Proposals (RFP) used in the solicitation process for this Contract, become the exclusive property of the County. All such documents become a matter of public record and will be regarded as public records except for those documents determined to be non-disclosable or exempt pursuant to [California Government Code sections 7921.000 et seq.](#) and which are marked "trade secret", "confidential", or "proprietary". The County will not in any way be liable or responsible for the disclosure of any such records including, without limitation, those so marked, if disclosure is required by law, or by an order issued by a court of competent jurisdiction.

8.35.2 In the event the County is required to defend an action on a Public Records Act request for any of the aforementioned documents, information, books, records, and/or contents of a proposal marked "trade secret", "confidential", or "proprietary", the Contractor agrees to defend and indemnify the County from all costs and expenses, including reasonable attorney's fees, in action or liability arising under the Public Records Act.

8.36 Publicity

8.36.1 The Contractor must not disclose any details in connection with this Contract to any person or entity except as may be otherwise provided hereunder or required by law. However, in recognizing the Contractor's need to identify its services and related clients to sustain itself, the County will not inhibit the Contractor from publishing its role under this Contract within the following conditions:

8.36.1.1 The Contractor must develop all publicity material in a professional manner; and

8.36.1.2 During the term of this Contract, the Contractor will not, and will not authorize another to, publish or disseminate any commercial advertisements, press releases, feature articles, or other materials using the name of the County without the prior written consent of the County's Program Director.

8.36.2 The Contractor may, without the prior written consent of County, indicate in its proposals and sales materials that it has been awarded this

Contract with the County, provided that the requirements of this Paragraph 8.37 (Publicity) will apply.

8.37 Record Retention and Inspection-Audit Settlement

- 8.37.1** The Contractor must maintain accurate and complete financial records of its activities and operations relating to this Contract in accordance with generally accepted accounting principles. The Contractor must also maintain accurate and complete employment and other records relating to its performance of this Contract. The Contractor agrees that the County, or its authorized representatives, will have access to and the right to examine, audit, excerpt, copy, or transcribe any pertinent transaction, activity, or record relating to this Contract. All such material, including, but not limited to, all financial records, bank statements, cancelled checks or other proof of payment, timecards, sign-in/sign-out sheets and other time and employment records, and proprietary data and information, will be kept and maintained by the Contractor and will be made available to the County during the term of this Contract and for a period of five years thereafter unless the County's written permission is given to dispose of any such material prior to such time. All such material must be maintained by the Contractor at a location in Los Angeles County, provided that if any such material is located outside of Los Angeles County, then, at the County's option, the Contractor will pay the County for travel, per diem, and other costs incurred by the County to examine, audit, excerpt, copy, or transcribe such material at such other location.
- 8.37.2** In the event that an audit of the Contractor is conducted specifically regarding this Contract by any Federal or State auditor, or by any auditor or accountant employed by the Contractor or otherwise, then the Contractor must file a copy of such audit report with the County's Auditor Controller within 30 days of the Contractor's receipt thereof, unless otherwise provided by applicable Federal or State law or under this Contract. Subject to applicable law, the County will make a reasonable effort to maintain the confidentiality of such audit report(s)
- 8.37.3** Failure on the part of the Contractor to comply with any of the provisions of this subparagraph will constitute a material breach of this Contract upon which the County may terminate or suspend this Contract.
- 8.37.4** If, at any time during the term of this Contract or within five years after the expiration or termination of this Contract, representatives of the County conduct an audit of the Contractor regarding the work performed under this Contract, and if such audit finds that the County's dollar liability for any such work is less than payments made by the County to the Contractor, then the difference must be either: a) repaid by the Contractor to the County by cash payment upon demand or b) at the

sole option of the County's Auditor-Controller, deducted from any amounts due to the Contractor from the County, whether under this Contract or otherwise. If such audit finds that the County's dollar liability for such work is more than the payments made by the County to the Contractor, then the difference will be paid to the Contractor by the County by cash payment, provided that in no event will the County's maximum obligation for this Contract exceed the funds appropriated by the County for the purpose of this Contract.

8.38 Recycled Bond Paper

Consistent with the Board policy to reduce the amount of solid waste deposited at the County landfills, the Contractor agrees to use recycled-content paper to the maximum extent possible on this Contract.

8.39 Subcontracting

8.39.1 The requirements of this Contract may not be subcontracted by the Contractor **without the advance approval of the County**. Any attempt by the Contractor to subcontract without the prior consent of the County may be deemed a material breach of this Contract.

8.39.2 If the Contractor desires to subcontract, the Contractor must provide the following information promptly at the County's request:

8.39.2.1 A description of the work to be performed by the subcontractor.

8.39.2.2 A draft copy of the proposed subcontract; and

8.39.2.2.1 Documentation that all subcontractor staff who will have contact with children have been cleared through a live-scan; and

8.39.2.3 Other pertinent information and/or certifications requested by the County.

8.39.3 The Contractor must indemnify, defend, and hold the County harmless with respect to the activities of each and every subcontractor in the same manner and to the same degree as if such subcontractor(s) were the Contractor employees.

8.39.4 The Contractor will remain fully responsible for all performances required of it under this Contract, including those that the Contractor has determined to subcontract, notwithstanding the County's approval of the Contractor's proposed subcontract.

8.39.5 The County's consent to subcontract will not waive the County's right to prior and continuing approval of any and all personnel, including subcontractor employees, providing services under this Contract. The Contractor is responsible to notify its subcontractors of this County right.

- 8.39.6** The County's Program Director is authorized to act for and on behalf of the County with respect to approval of any subcontract and subcontractor employees. After approval of the subcontract by the County, Contractor must forward a fully executed subcontract to the County for their files.
- 8.39.7** The Contractor will be solely liable and responsible for all payments or other compensation to all subcontractors and their officers, employees, agents, and successors in interest arising through services performed hereunder, notwithstanding the County's consent to subcontract.
- 8.39.8** The Contractor must obtain certificates of insurance, which establish that the subcontractor maintains all the programs of insurance required by the County from each approved subcontractor. Before any subcontractor employee may perform any work hereunder, Contractor must ensure delivery of all such documents to:

County of Los Angeles
Department of Children and Family Services
1933 S Broadway, Suite 542
Los Angeles, CA 90007
Attention: Adela Estrada, County Program Manager

8.40 Termination for Breach of Warranty to Maintain Compliance with County's Child Support Compliance Program

Failure of the Contractor to maintain compliance with the requirements set forth in Paragraph 8.14 (Contractor's Warranty of Adherence to County's Child Support Compliance Program) will constitute default under this Contract. Without limiting the rights and remedies available to the County under any other provision of this Contract, failure of the Contractor to cure such default within 90 calendar days of written notice will be grounds upon which the County may terminate this Contract pursuant to Paragraph 8.43 (Termination for Default) and pursue debarment of the Contractor, pursuant to [County Code Chapter 2.202](#).

8.41 Termination for Convenience

- 8.41.1** This Contract may be terminated, in whole or in part, from time to time, when such action is deemed by the County, in its sole discretion, to be in its best interest. Termination of work hereunder will be effectuated by notice of termination to the Contractor specifying the extent to which performance of work is terminated and the date upon which such termination becomes effective. The date upon which such termination becomes effective will be no less than ten (10) days after the notice is sent.

- 8.5.1** After receipt of a notice of termination and except as otherwise directed by the County, the Contractor must stop work under this Contract on the date and to the extent specified in such notice.

- 8.5.2** All material including books, records, documents, or other evidence bearing on the costs and expenses of the Contractor under this Contract must be maintained by the Contractor in accordance with Paragraph 8.37 (Record Retention and Inspection-Audit Settlement).

8.42 Termination for Default

- 8.42.1** The County may, by written notice to the Contractor, terminate the whole or any part of this Contract, if, in the judgment of County's Program Director:
- 8.42.1.1** Contractor has materially breached this Contract; or
 - 8.42.1.2** Contractor fails to timely provide and/or satisfactorily perform any task, deliverable, service, or other work required either under this Contract; or
 - 8.42.1.3** Contractor fails to demonstrate a high probability of timely fulfillment of performance requirements under this Contract, or of any obligations of this Contract and in either case, fails to demonstrate convincing progress toward a cure within five working days (or such longer period as the County may authorize in writing) after receipt of written notice from the County specifying such failure.
- 8.42.2** In the event that the County terminates this Contract in whole or in part as provided in Paragraph 8.43.1, the County may procure, upon such terms and in such manner as the County may deem appropriate, goods and services similar to those so terminated. The Contractor will be liable to the County for any and all excess costs incurred by the County, as determined by the County, for such similar goods and services. The Contractor will continue the performance of this Contract to the extent not terminated under the provisions of this paragraph.
- 8.42.3** Except with respect to defaults of any subcontractor, the Contractor will not be liable for any such excess costs of the type identified in Paragraph 8.43.2 if its failure to perform this Contract arises out of causes beyond the control and without the fault or negligence of the Contractor. Such causes may include, but are not limited to: acts of God or of the public enemy, acts of the County in either its sovereign or contractual capacity, acts of Federal or State governments in their sovereign capacities, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, and unusually severe weather; but in every case, the failure to perform must be beyond the control and without the fault or negligence of the Contractor. If the failure to perform is caused by the default of a subcontractor, and if such default arises out of causes beyond the control of both the Contractor and subcontractor, and without the fault or negligence of either of them, the Contractor will not be liable for any such

excess costs for failure to perform, unless the goods or services to be furnished by the subcontractor were obtainable from other sources in sufficient time to permit the Contractor to meet the required performance schedule. As used in this paragraph, the term "subcontractor(s)" means subcontractor(s) at any tier.

8.42.4 If, after the County has given notice of termination under the provisions of Paragraph 8.43 (Termination for Default) it is determined by the County that the Contractor was not in default under the provisions of Paragraph 8.43 (Termination for Default) or that the default was excusable under the provisions of subparagraph 8.43.3, the rights and obligations of the parties will be the same as if the notice of termination had been issued pursuant to Paragraph 8.42 (Termination for Convenience).

8.42.5 The rights and remedies of the County provided in this Paragraph 8.43 (Termination for Default) will not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

8.43 Termination for Improper Consideration

8.43.1 The County may, by written notice to the Contractor, immediately terminate the right of the Contractor to proceed under this Contract if it is found that consideration, in any form, was offered or given by the Contractor, either directly or through an intermediary, to any County officer, employee, or agent with the intent of securing the Contract or securing favorable treatment with respect to the award, amendment, or extension of the Contract or the making of any determinations with respect to the Contractor's performance pursuant to the Contract. In the event of such termination, the County will be entitled to pursue the same remedies against the Contractor as it could pursue in the event of default by the Contractor.

8.43.2 The Contractor must immediately report any attempt by a County officer, employee, or agent to solicit such improper consideration. The report must be made to the Los Angeles County Fraud Hotline at (800) 544-6861 or <https://fraud.lacounty.gov/>.

8.43.3 Among other items, such improper consideration may take the form of cash, discounts, services, the provision of travel or entertainment, or tangible gifts.

8.44 Termination for Insolvency

8.44.1 The County may terminate this Contract forthwith in the event of the occurrence of any of the following:

8.44.1.1 Insolvency of the Contractor. The Contractor will be deemed to be insolvent if it has ceased to pay its debts for at 60 days

in the ordinary course of business or cannot pay its debts as they become due, whether or not a petition has been filed under the Federal Bankruptcy Code and whether or not the Contractor is insolvent within the meaning of the Federal Bankruptcy Code;

8.44.1.2 The filing of a voluntary or involuntary petition regarding the Contractor under the Federal Bankruptcy Code;

8.44.1.3 The appointment of a Receiver or Trustee for the Contractor; or

8.44.1.4 The execution by the Contractor of a general assignment for the benefit of creditors.

8.44.2 The rights and remedies of the County provided in this Paragraph 8.45 (Termination for Insolvency) will not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

8.45 Termination for Non-Adherence of County Lobbyist Ordinance

The Contractor, and each County Lobbyist or County Lobbying firm as defined in [County Code Section 2.160.010](#) retained by the Contractor, must fully comply with the County's Lobbyist Ordinance, [County Code Chapter 2.160](#). Failure on the part of the Contractor or any County Lobbyist or County Lobbying firm retained by the Contractor to fully comply with the County's Lobbyist Ordinance will constitute a material breach of this Contract, upon which the County may in its sole discretion, immediately terminate or suspend this Contract.

8.46 Termination for Non-Appropriation of Funds

Notwithstanding any other provision of this Contract, the County will not be obligated for the Contractor's performance hereunder or by any provision of this Contract during any of the County's future fiscal years unless and until the County's Board appropriates funds for this Contract in the County's Budget for each such future fiscal year. In the event that funds are not appropriated for this Contract, then this Contract will terminate as of June 30 of the last fiscal year for which funds were appropriated. The County will notify the Contractor in writing of any such non-allocation of funds at the earliest possible date.

8.47 Validity

If any provision of this Contract or the application thereof to any person or circumstance is held invalid, the remainder of this Contract and the application of such provision to other persons or circumstances will not be affected thereby.

8.48 Waiver

No waiver by the County of any breach of any provision of this Contract will constitute a waiver of any other breach or of such provision. Failure of the County to enforce at any time, or from time to time, any provision of this Contract will not

be construed as a waiver thereof. The rights and remedies set forth in this paragraph 8.49 will not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

8.49 Warranty Against Contingent Fees

8.49.1 The Contractor warrants that no person or selling agency has been employed or retained to solicit or secure this Contract upon any Contract or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Contractor for the purpose of securing business.

8.49.2 For breach of this warranty, the County will have the right to terminate this Contract and, at its sole discretion, deduct from the Contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or contingent fee.

8.50 Warranty of Compliance with County's Defaulted Property Tax Reduction Program

Contractor acknowledges that County has established a goal of ensuring that all individuals and businesses that benefit financially from County through contract are current in paying their property tax obligations (secured and unsecured roll) in order to mitigate the economic burden otherwise imposed upon County and its taxpayers.

Unless Contractor qualifies for an exemption or exclusion, Contractor warrants and certifies that to the best of its knowledge it is now in compliance, and during the term of this contract will maintain compliance, with [Los Angeles County Code Chapter 2.206](#).

8.51 Termination for Breach of Warranty to Maintain Compliance with County's Defaulted Property Tax Reduction Program

Failure of Contractor to maintain compliance with the requirements set forth in Paragraph 8.51 "Warranty of Compliance with County's Defaulted Property Tax Reduction Program" will constitute default under this contract. Without limiting the rights and remedies available to County under any other provision of this contract, failure of Contractor to cure such default within ten days of notice will be grounds upon which County may terminate this contract and/or pursue debarment of Contractor, pursuant to [Los Angeles County Code Chapter 2.206](#).

8.52 Time Off for Voting

The Contractor must notify its employees and must require each subcontractor to notify and provide to its employees, information regarding the time off for voting law ([Elections Code Section 14000](#)). Not less than ten days before every statewide election, every contractor and subcontractors must keep posted conspicuously at the place of work, if practicable, or elsewhere where it can be seen as employees

come or go to their place of work, a notice setting forth the provisions of [Section 14000](#).

8.53 Compliance with County's Zero Tolerance Policy on Human Trafficking

Contractor acknowledges that the County has established a Zero Tolerance Policy on Human Trafficking prohibiting contractors from engaging in human trafficking.

If a Contractor or member of Contractor's staff is convicted of a human trafficking offense, the County will require that the Contractor or member of Contractor's staff be removed immediately from performing services under the Contract. County will not be under any obligation to disclose confidential information regarding the offenses other than those required by law.

Disqualification of any member of Contractor's staff pursuant to this paragraph will not relieve Contractor of its obligation to complete all work in accordance with the terms and conditions of this Contract.

8.54 Intentionally Omitted

8.55 Compliance with Fair Chance Employment Hiring Practices

Contractor, and its subcontractors, must comply with fair chance employment hiring practices set forth in [California Government Code Section 12952](#) and [Chapter 8.300 of the Los Angeles County Code \(Fair Chance Ordinance for Employers\)](#). Contractor's violation of this paragraph of the Contract may constitute a material breach of the Contract. In the event of such material breach, County may, in its sole discretion, terminate the Contract.

8.56 Compliance with the County Policy of Equity

The Contractor acknowledges that the County takes its commitment to preserving the dignity and professionalism of the workplace very seriously, as set forth in the County Policy of Equity (CPOE) (<https://ceop.lacounty.gov/>). The Contractor further acknowledges that the County strives to provide a workplace free from discrimination, harassment, retaliation and inappropriate conduct based on a protected characteristic, and which may violate the CPOE. The Contractor, its employees and subcontractors acknowledge and certify receipt and understanding of the CPOE. Failure of the Contractor, its employees or its subcontractors to uphold the County's expectations of a workplace free from harassment and discrimination, including inappropriate conduct based on a protected characteristic, may subject the Contractor to termination of contractual agreements as well as civil liability.

8.57 Prohibition from Participation in Future Solicitation(s)

A Proposer, or a Contractor or its subsidiary or Subcontractor ("Proposer/Contractor"), is prohibited from submitting a bid or proposal in a County solicitation if the Proposer/Contractor has provided advice or consultation for the solicitation. A Proposer/Contractor is also prohibited from submitting a bid or

proposal in a County solicitation if the Proposer/Contractor has developed or prepared any of the solicitation materials on behalf of the County. A violation of this provision will result in the disqualification of the Contractor/Proposer from participation in the County solicitation or the termination or cancellation of any resultant County contract.

8.58 Injury and Illness Prevention Program

Contractor will be required to comply with the State of California's Cal OSHA's Contractor will be required to comply with the State of California's Cal OSHA's regulations. [California Code of Regulations Title 8 Section 3203](#) requires all California employers to have a written, effective Injury and Illness Prevention Program (IIPP) that addresses hazards pertaining to the particular workplace covered by the program.

8.59 Campaign Contribution Prohibition Following Final Decision in Contract Proceeding

Pursuant to [Government Code Section 84308](#), Contractor and its Subcontractors, are prohibited from making a contribution of more than \$500 to a County officer for 12 months after the date of the final decision in the proceeding involving this Contract. Failure to comply with the provisions of [Government Code Section 84308](#) and of this paragraph, may be a material breach of this Contract as determined in the sole discretion of the County.

9.0 UNIQUE TERMS AND CONDITIONS

9.1 Health Insurance Portability and Accountability Act of 1996 (HIPAA)

- 9.1.1** Contractor expressly acknowledges and agrees that the provision of services under this Contract does not require or permit access by Contractor or any of its officers, employees, or agents, to any patient medical records/patient information. Accordingly, Contractor will instruct its officers, employees, and agents that they are not to pursue, or gain access to, patient medical records/patient information for any reason whatsoever.
- 9.1.2** Notwithstanding the forgoing, the parties acknowledge that in the course of the provision of services hereunder, Contractor or its officers, employees, and agents, may have inadvertent access to patient medical records/patient information. Contractor understands and agrees that neither it nor its officers, employees, or agents, are to take advantage of such access for any purpose whatsoever.
- 9.1.3** Additionally, in the event of such inadvertent access, Contractor and its officers, employees, and agents, must maintain the confidentiality of any information obtained and must notify the Director that such access has been gained immediately, or upon the first reasonable opportunity to do

so. In the event of any access, whether inadvertent or intentional, Contractor must indemnify, defend, and hold harmless County, its officers, employees, and agents, from and against any and all liability, including but not limited to, actions, claims, costs, demands, expenses, and fees (including attorney and expert witness fees) arising from or connected with Contractor's or its officers', employees', or agents', access to patient medical records/patient information. Contractor agrees to provide appropriate training to its employees regarding their obligations as described hereinabove.

9.2 Contractor's Charitable Activities Compliance

The County seeks to ensure that all County Contractors which receive or raise charitable contributions comply with California law, including the "Nonprofit Integrity Act of 2004", as approved and codified in California Government Code, [Sections 12580-12599.10](#), in order to protect the County and its taxpayers. The Supervision of Trustees and Fundraisers for Charitable Purposes Act regulates entities receiving or raising charitable contributions. A Contractor which receives or raises charitable contributions without complying with its obligations under California law commits a material breach subjecting it to either contract termination or debarment proceedings or both. ([County Code Chapter 2.202](#))

9.3 Local Small Business Enterprise (LSBE) Preference Program

- 9.3.1** This Contract is subject to the provisions of the County's ordinance entitled LSBE Preference Program, as codified in [Chapter 2.204 of the Los Angeles County Code](#).
- 9.3.2** The Contractor will not knowingly and with the intent to defraud, fraudulently obtain, retain, attempt to obtain or retain, or aid another in fraudulently obtaining or retaining or attempting to obtain or retain certification as a LSBE.
- 9.3.3** The Contractor will not willfully and knowingly make a false statement with the intent to defraud, whether by affidavit, report, or other representation, to a County official or employee for the purpose of influencing the certification or denial of certification of any entity as a LSBE.
- 9.3.4** If the Contractor has obtained certification as a LSBE by reason of having furnished incorrect supporting information or by reason of having withheld information, and which knew, or should have known, the information furnished was incorrect or the information withheld was relevant to its request for certification, and which by reason of such certification has been awarded this contract to which it would not otherwise have been entitled, will:

- 9.3.4.1** Pay to the County any difference between the contract amount and what the County's costs would have been if the contract had been properly awarded;
- 9.3.4.2** In addition to the amount described in subdivision (1), be assessed a penalty in an amount of not more than ten percent of the amount of the contract; and
- 9.3.4.3** Be subject to the provisions of [Chapter 2.202 of the Los Angeles County Code](#) (Determinations of Contractor Non-responsibility and Contractor Debarment).

The above penalties will also apply to any business that has previously obtained proper certification, however, as a result of a change in their status would no longer be eligible for certification, and fails to notify the State and the Department of Consumer and Business Affairs of this information prior to responding to a solicitation or accepting a contract award.

9.4 Social Enterprise (SE) Preference Program

- 9.4.1** This Contract is subject to the provisions of the County's ordinance entitled SE Preference Program, as codified in [Chapter 2.205 of the Los Angeles County Code](#).
- 9.4.2** Contractor must not knowingly and with the intent to defraud, fraudulently obtain, retain, attempt to obtain or retain, or aid another in fraudulently obtaining or retaining or attempting to obtain or retain certification as a SE.
- 9.4.3** Contractor must not willfully and knowingly make a false statement with the intent to defraud, whether by affidavit, report, or other representation, to a County official or employee for the purpose of influencing the certification or denial of certification of any entity as a SE.
- 9.4.4** If Contractor has obtained County certification as a SE by reason of having furnished incorrect supporting information or by reason of having withheld information, and which knew, or should have known, the information furnished was incorrect or the information withheld was relevant to its request for certification, and which by reason of such certification has been awarded this contract to which it would not otherwise have been entitled, Contractor will:
 - 9.4.4.1** Pay to the County any difference between the contract amount and what the County's costs would have been if the contract had been properly awarded;
 - 9.4.4.2** In addition to the amount described in subdivision (1) above, the Contractor will be assessed a penalty in an amount of not more than ten percent of the amount of the contract; and

- 9.4.4.3** Be subject to the provisions of [Chapter 2.202 of the Los Angeles County Code](#) (Determinations of Contractor Non-responsibility and Contractor Debarment).

The above penalties will also apply to any entity that has previously obtained proper certification, however, as a result of a change in their status would no longer be eligible for certification, and fails to notify the Department of Consumer and Business Affairs of this information prior to responding to a solicitation or accepting a contract award.

9.5 Disabled Veteran Business Enterprise (DVBE) Preference Program

- 9.5.1** This Contract is subject to the provisions of the County's ordinance entitled DVBE Preference Program, as codified in [Chapter 2.211 of the Los Angeles County Code](#).
- 9.5.2** Contractor must not knowingly and with the intent to defraud, fraudulently obtain, retain, attempt to obtain or retain, or aid another in fraudulently obtaining or retaining or attempting to obtain or retain certification as a DVBE.
- 9.5.3** Contractor must not willfully and knowingly make a false statement with the intent to defraud, whether by affidavit, report, or other representation, to a County official or employee for the purpose of influencing the certification or denial of certification of any entity as a DVBE.
- 9.5.4** If Contractor has obtained certification as a DVBE by reason of having furnished incorrect supporting information or by reason of having withheld information, and which knew, or should have known, the information furnished was incorrect or the information withheld was relevant to its request for certification, and which by reason of such certification has been awarded this contract to which it would not otherwise have been entitled, Contractor will:
- 9.5.4.1** Pay to the County any difference between the contract amount and what the County's costs would have been if the contract had been properly awarded;
- 9.5.4.2** In addition to the amount described in subdivision (1) above, the Contractor will be assessed a penalty in an amount of not more than 10 percent of the amount of the contract; and
- 9.5.4.3** Be subject to the provisions of [Chapter 2.202 of the Los Angeles County Code](#) (Determinations of Contractor Non-responsibility and Contractor Debarment).

Notwithstanding any other remedies in this Contract, the above penalties will also apply to any business that has previously obtained proper certification, however, as a result of a change in their status would no longer be eligible for certification, and fails to notify the State

and the Department of Consumer and Business Affairs of this information prior to responding to a solicitation or accepting a contract award.

9.6 Conduct of Program

Contractor will abide by all terms and conditions imposed and required by this Contract and will comply with all subsequent revisions, modifications, and administrative and statutory changes made by the State, and all applicable provisions of State and federal regulations. Failure by Contractor to comply with provisions, requirements or conditions of this Contract, including, but not limited to, performance documentation, reporting and evaluation requirements, will be a material breach of this Contract and may result in the withholding of payments, financial penalties, and/or termination as stated herein.

9.7 Contractor Alert Reporting Database (CARD)

The County maintains databases that track/monitor Contractor performance History. Information entered into such databases may be used for a variety of purposes, including determining whether the County will exercise a Contract term extension option.

9.8 Child Abuse Prevention Reporting

9.8.1 Contractor agrees that the safety of the child will always be the first priority. To ensure the safety of children, Contractor will immediately notify County and the Child Abuse Hotline whenever Contractor reasonably suspects that a child has been a victim of abuse and/or is in danger of future abuse. The Contractor will remain with the child if imminent risk is present.

9.8.2 Contractor will ensure that all known or suspected instances of child abuse are reported to a child protection agency as defined in Section 11164, et. Seq. of the Penal Code. This responsibility will include:

9.8.2.1 A requirement that all employees, consultants, or agents performing services under this Contract, who are required by the California Penal Code to report child abuse, sign a statement that he or she knows of the reporting requirements and will comply with them.

9.8.2.2 The establishment of procedures to ensure reporting even when employees, consultants or agents who are not required to report child abuse under the California Penal Code gain knowledge of, or reasonably suspect that a child has been a victim of abuse or neglect.

9.8.2.3 The assurance that all employees of Contractor and Subcontractors understand that the safety of the child is always the first priority.

9.9 Shred Documents

9.9.1 Contractor will ensure that all confidential documents and papers, as defined under state law (including, but not limited to Welfare and Institutions Code Section 10850) relating to this Contract must be shredded and not put in trash containers when Contractor disposes of these documents and papers. All documents and papers to be shredded are to be placed in a locked or secured container/bin/box and labeled "shred" until they are destroyed. No confidential documents and papers are to be recycled.

9.9.2 Documents for record and retention purposes in accordance with Section 8.38, Record Retention and Inspection-Audit Settlement, of this Contract are to be maintained for a period of five years.

9.10 Former Foster Youth Consideration

9.10.1 Should Contractor require additional or replacement personnel after the effective date of this Contract to perform services set forth herein, Contractor will give consideration (after County employees, and GAIN/START participants as described in Section 8.11) for any such position(s) to qualified former foster youth. Contractor will notify County of any new or vacant position(s) within Contractor's firm by sending via U.S. mail or facsimile, a list denoting any position(s) for which hiring is anticipated to:

County of Los Angeles
Department of Children and Family Services
Attention: Division Chief, Youth Development Services Division
3530 Wilshire Blvd., Suite 400
Los Angeles, CA 90010
FAX: (213) 637-0036

9.10.2 The notice sent by Contractor must indicate the position(s)/title(s) for vacant or new employment opportunity, description of same, requirements/qualifications for position(s), anticipated pay rate or salary schedule, the location where application(s)/requests for application(s) may be sent, final date of acceptance for applications, and any special circumstances relevant to the hiring procedure for said position(s).

9.10.3 Contractor is exempt from the provisions of this Section if it is a governmental entity.

9.11 Funding Adjustments and Reallocations

9.11.1 If sufficient monies are available from Federal, State, or County funding sources, and upon Director's or authorized designee's specific written approval, County may require additional services and pass on to Contractor an increase to the Maximum Annual Contract Budget as

payment for such services, as determined by County. If monies are reduced by Federal, State, or County funding sources, County may also decrease the applicable Maximum Annual Contract Budget as determined by County. Such funding changes will not be retroactive, but will apply to future services following the provision of written notice from Director to Contractor. If such increase or decrease does not exceed ten percent of the applicable Maximum Annual Contract Budget, Director may approve such funding changes. Director will provide prior written notice of such funding changes to Contractor and to County's Chief Executive Officer. If the increase or decrease exceeds ten percent of the applicable Maximum Annual Contract Budget, approval by County's Board of Supervisors will be required. Any such change in any Maximum Annual Contract Budget will be affected by an amendment to this Contract pursuant to Section 8.1, Amendments.

9.11.2 County and Contractor will review Contractor's expenditures and commitments to utilize any funds, which are specified in this Contract for the services hereunder and which are subject to time limitations as determined by the Director, midway through each County fiscal year during the term of this Contract, midway through the applicable time limitation period for such funds if such period is less than a County fiscal year, and/or at any other time or times during each County fiscal year as determined by Director. At least fifteen days prior to each such review, Contractor will provide Director with a current update of all of Contractor's expenditures and commitments of such funds during such County fiscal year or other applicable time period.

9.11.3 If County determines from reviewing Contractor's records of service delivery and billings to County that a significant underutilization of funds provided under this Contract will occur over its term, Director or County's Board of Supervisors may reduce the applicable Maximum Annual Contract Budget for services provided hereunder and reallocate such funds to other providers. Director may reallocate a maximum of ten percent of the applicable Maximum Annual Contract Budget. Director will provide written notice of such reallocation to Contractor and to County's Chief Executive Officer. Reallocation of funds in excess of the aforementioned amounts will be approved by County's Board of Supervisors. Any change in any Maximum Annual Contract Budget will be affected by an amendment to this Contract pursuant to Section 8.1, Amendments.

9.12 Use of Funds

9.12.1 Contractor's cost allocation plan will be developed in accordance with the principles included in OMB Title 2 of the CFR or any publication that supersedes the OMB circulars, and the Exhibit J, Auditor Controller Contract Accounting and Administration Handbook.

- 9.12.1** All uses of funds paid to Contractor and other financial transactions related to Contractor's provision of services under this Contract are subject to review and/or audit by DCFS, County's Auditor-Controller or its designee, and the State of California. In the event this Contract is subject to audit exceptions, Contractor will pay to County the full amount of Contractor's liability for such audit exceptions, as determined by DCFS, upon demand by County.
 - 9.12.2** Any costs for services provided outside of the pre-approved hours in accordance with Exhibit A, Statement of Work, Scope of Work and the Summary of Budget Guidelines will be deemed an in-kind contribution. In-kind contributions will be provided at the expense of the Contractor and are not reimbursable.
 - 9.12.3** Prior to the Contractor providing in-kind contributions, the Contractor will submit a written request to the County's Program Manager requesting written consent to provide in-kind contributions.
- 9.13 Contract Accounting and Financial Reporting**
 - 9.13.1** Contractor will establish and maintain an accounting system including internal controls and financial reporting, which will meet the minimum requirements for Contract Accounting as described in Exhibit J, Auditor-Controller Contract Accounting and Administration Handbook.
 - 9.13.2** Contractor will maintain supporting documentation for all accruals reported. Accruals which are not properly supported may be disallowed upon audit.
- 9.14 Contractor's Mandatory Orientation**
 - 9.14.1** Contractor will attend a mandatory orientation that will be provided by County within 30 days of the Contract Start Date
- 9.15 Contract Negotiations**
 - 9.15.1** Contractor will not schedule or conduct any meetings or negotiations under this Contract on behalf of the County or DCFS.
- 9.16 Employee Benefits and Taxes**
 - 9.16.1** Contractor will be solely responsible for providing to, or on behalf of its employees, all legally required salaries, wages, benefits, or other compensation.
 - 9.16.2** County will have no liability or responsibility for any taxes, including, without limitation, sales, income, employee withholding and/or property taxes which may be imposed in connection with or resulting from this Contract or Contractor's performance hereunder.

9.17 Hours of Operation

- 9.17.1** The Contractor will be available to children and youth from 8:00 a.m. to 5:00 p.m. every Monday through Friday but may shift hours to meet the needs of the clients. The Contractor will also be available to provide crisis intervention services via the FRP 24 hours a day, seven days a week, including weekends and holidays, as needed.
- 9.17.2** Contractor will obtain approval from the County Program Manager prior to any modification of service provider and/or service delivery site hours.
- 9.17.3** Contractor will submit to the County Program Manager data outlining how client needs will be met with any requests to modify service provider and/or service delivery site hours of operation.

9.18 Office Location

- 9.18.1** Contractors will have an administrative office headquartered in Los Angeles County. The office will be staffed during the hours of 8:00 a.m. and 5:00 p.m., PST, Monday through Friday, by at least one employee who can respond to inquiries and complaints which may be received about Contractor's performance of the Contract.
- 9.18.2** Within 30 days of Contract start date, Contractors will have their required office location in place.

9.19 State Energy Conservation Plan

Contractor must be in compliance with the mandatory standards and policies relating to energy efficiency policies relating to energy efficiency in the State Conservation Plan (Title 24, California Administrative Code), Section 306 of the Federal Clean Air Act (42 USC 1857 (h)), Section 508 of the Clean Water Act (33 USC 1386), Executive Order 11738 and Environmental Protection Regulations (40 CFS Part 15).

10.0 SURVIVAL

In addition to any terms and conditions of this Contract that expressly survive expiration or termination of this Contract by their terms, the following provisions will survive the expiration or termination of this Contract for any reason:

- Paragraph 1.0 Applicable Documents
- Paragraph 2.0 Definitions
- Paragraph 3.0 Work
- Paragraph 5.4 No Payment for Services Provided Following Expiration-Termination of Contract
- Paragraph 7.6 Confidentiality
- Paragraph 8.1 Amendments

Paragraph 8.2	Assignment and Delegation/Mergers or Acquisitions
Paragraph 8.6	Compliance with Applicable Law
Paragraph 8.19	Fair Labor Standards
Paragraph 8.20	Force Majeure
Paragraph 8.21	Governing Law, Jurisdiction, and Venue
Paragraph 8.23	Indemnification
Paragraph 8.24	General Provisions for all Insurance Coverage
Paragraph 8.25	Insurance Coverage
Paragraph 8.26	Liquidated Damages
Paragraph 8.34	Notices
Paragraph 8.38	Record Retention and Inspection-Audit Settlement
Paragraph 8.42	Termination for Convenience
Paragraph 8.43	Termination for Default
Paragraph 8.48	Validity
Paragraph 8.49	Waiver
Paragraph 8.58	Prohibition from Participation in Future Solicitation
Paragraph 8.60	Campaign Contribution Prohibition Following Final Decision in Contract Proceeding
Paragraph 10.0	Survival

**COUNTY OF LOS ANGELES
DEPARTMENT OF CHILDREN AND FAMILY SERVICES**

IN WITNESS WHEREOF, Contractor has executed this Contract or caused it to be duly executed and the County of Los Angeles, by order of its Board of Supervisors has caused this Contract to be executed on its behalf by the Chair of said Board and attested by the Executive Officer-Clerk of the Board of Supervisors thereof, the day and year first above written.

COUNTY OF LOS ANGELES

CONTRACTOR

By: _____

By: _____ Date: _____

BRANDON T. NICHOLS, DIRECTOR
Department of Children and Family Services

Name: _____
Title _____

Date: _____

Tax Identification Number

APPROVED AS TO FORM:

BY THE OFFICE OF COUNTY COUNSEL

DAWYN R. HARRISON, COUNTY COUNSEL

By: _____ Date: _____

David Beaudet, Senior Deputy County Counsel

COUNTY OF LOS ANGELES

DEPARTMENT OF CHILDREN AND FAMILY SERVICES

**ADVOCACY SERVICES FOR CHILDREN AND YOUTH IMPACTED BY CHILD
TRAFFICKING**

STATEMENT OF WORK



**COUNTY OF LOS ANGELES
DEPARTMENT OF CHILDREN AND FAMILY SERVICES**

**ADVOCACY SERVICES FOR CHILDREN AND YOUTH IMPACTED BY
CHILD TRAFFICKING**

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STATEMENT OF WORK EXHIBITS

- Exhibit A-1 Five-Year Plan to Prevent and Address Child Trafficking
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- Exhibit A-3 Integrated Core Practice Model
- Exhibit A-4 Advocacy Services Intake Strengths and Needs Assessment
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SECTION A

1.0 PREAMBLE

The County of Los Angeles seeks to collaborate with its community partners to enhance the capacity of the health and human services system to improve the lives of children and families. These efforts require, as a fundamental expectation, that the County's contracting partners share the County and community's commitment to provide health and human services that support achievement of the County's Strategic Plan, Mission, Values, Goals, and Performance Outcomes.

The County's vision is to improve the quality of life in the County by providing responsive, efficient, and high-quality public services that promote the self-sufficiency, well-being, and prosperity of individuals, families, business, and communities. This philosophy of teamwork and collaboration is anchored in the County's shared values of: 1) Integrity; 2) Inclusivity; 3) Compassion; 4) Customer Orientation; and 5) Equity.

These shared values are encompassed in the County's Strategic Plan's Three Goals: 1) Make Investments That Transform Lives; 2) Foster Vibrant and Resilient Communities; and 3) Realize Tomorrow's Government Today. Improving the well-being of children and families requires coordination, collaboration, and integration of services across functional and jurisdictional boundaries, by and between County departments/agencies, community and contracting partners.

2.0 OVERVIEW

Since the passage of Senate Bill (SB) 855 for Commercially Sexual Exploited Children (CSEC) funding was approved in June 2014, the Department of Children and Family Services (DCFS) implemented the CSEC Advocacy Services Program that includes prevention and intervention activities for children who are victims, or at risk of becoming victims of commercial sexual exploitation. SB 855 requires the provision of training for DCFS' Children's Social Workers (CSWs) and the Los Angeles County Probation Department's (Probation) Deputy Probation Officers (DPOs) to identify, intervene, and provide case management services to children who are victims of, or at risk of commercial sexual exploitation, and the training of primary caregivers for the prevention and identification of potential victims. In addition, the bill requires that the child welfare data system, the Child Welfare Services/Case Management System, can collect data concerning children who are commercially sexually exploited. Lastly, SB 855 requires counties, who have opted in to the CSEC Program to develop an inter-agency protocol to be utilized in serving sexually exploited children who have been adjudged to be a dependent child of the juvenile court.

Los Angeles County's Public Health Approach to Human Trafficking

On October 1, 2024, the Los Angeles County Board of Supervisors approved a new Five-Year Plan to Prevent and Address Child Trafficking (Exhibit A-1). The plan reflects L.A. County's commitment to shifting to a public health prevention framework that comprehensively addresses both sex and labor trafficking victims. There are three significant shifts in how Los Angeles County is addressing child trafficking:

- 1) Los Angeles County adopted a public health prevention framework to address child trafficking.
- 2) Los Angeles County is shifting to a community-based approach, engaging and partnering with diverse sectors of community for exponential impact while elevating the leadership of those with lived expertise.
- 3) Los Angeles County is moving towards a modernized, comprehensive approach to child trafficking that addresses both sex and labor trafficking.

The Contractor will provide services to Participants in alignment with the Los Angeles County's Public Health Approach to Human Trafficking as well as the Los Angeles County Integrated Core Practice Model. The core elements of the Integrated Core Practice Model include Engagement, Teaming, Assessment and Understanding, Planning and Intervention, as well as Tracking/Adapting, and are referenced in the Integrated Core Practice Model (Exhibit A-3).

3.0 SERVICE GOALS

Service goals are based on a vision that through assessment, safety planning, interventions, and support services that address the needs of individual clients including children and youth that are underserved – Black, Native/Indigenous, and youth of color, youth with disabilities, immigrant youth, and Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQIA+) youth. Participants are protected from abuse and neglect, stabilized with a caring and protective parent/primary caregiver, and on the road towards safety, permanency/stability, well-being, and self-sufficiency. The specific goals for Advocacy Services for Children and Youth Impacted by Child Trafficking (Advocacy Services Program) are:

Service Goals Impacting Safety Outcomes:

- Advocacy FRP crisis response occurs within 90 minutes of notification.
- Participation in Multi-Disciplinary Team/Child and Family Team meetings.
- Referrals have a completed Los Angeles County FRP Intake Form (Exhibit

A-22) for FRP Referrals and Initial Safety Plan (non-FRP) for non-FRP referrals (Exhibit A-5) that was developed with the Participant and their parent (as appropriate), primary caregiver (if applicable) and CSW/DPO within 14 calendar days of Contractor receiving the referral.

- The Contractor makes ongoing, concerted efforts to assess and address the risk and safety concerns of the Participants.
- Enrolled Participants will have an Advocacy Case Plan (Exhibit A-6) in place that was developed with the Participant and their parent (as appropriate) and primary caregiver (if applicable) and approved by the DCFS CSW/DPO within 30 days of the referral.
- Enrolled parents in the Parent Empowerment Program (PEP) successfully completed the program.
- Required contacts with the Participants have been completed.

Service Goals Impacting Permanency and Stability Outcomes:

- Enrolled Participants are linked to services identified in the Advocacy Case Plan (Exhibit A-6) within 60 days of initial enrollment.
- Participants have updated Advocacy Case Plan (Exhibit A-6) and an Advocacy Services 6-Month Review Report (Exhibit A-26) to address current challenges to achieving goals.
- Increased awareness, understanding of the dynamics of child trafficking, and improved attitude/beliefs for those who complete the Participant Prevention and Intervention Workshops and the PEP.
- Enrolled parents in the PEP successfully complete the program and have an improved understanding on how to support their child towards healing and recovery.

Service Goals Impacting Self-Sufficiency and Well-Being:

- Participants to complete applicable workshops and/or prevention or intervention curriculum within 12 months of enrollment.
- Participants who graduate from the program meet short and long-term advocacy plan goals.
- Participants who identify as LGBTQIA+ are linked to the appropriate supportive services to meet needs specific to LGBTQIA+ youth.
- Participants who have successfully graduated from the Advocacy Services Program will be linked to at least two resources in the community before terminating Advocacy Services.

Service Goal Impacting Organizational Excellence:

- Participants of the program indicate an overall Likert scale rating of “Highly Agree” or “Agree” on a completed Advocacy Services Youth Survey (Exhibit A-29) that is distributed to all youth Participants and collected every 6 months.

- Participants who complete the PEP give a 4 or 5 rating overall on the PEP Evaluation Survey (Exhibit A-19).
- Contractor makes concerted efforts to actively involve the Participants, parents, and primary caregiver, as well as the DCFS CSW/Probation DPO in the case planning process.
- Contractor completes thorough Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4) for each child/youth by collaborating with youth and youth's CFT and uses the assessment to develop goals in collaboration with youth.
- Contractor completes all required trainings to learn about the prevention of child and youth trafficking and learns how to apply best practice approaches: trauma-informed approach, harm reduction approach, application of Stages of Change Model, motivational interviewing, and strength-based approach.
- Applies principles of trauma-informed care:
 - 1) Safety;
 - 2) Trustworthiness and Transparency;
 - 3) Choice and Empowerment;
 - 4) Collaboration and Mutuality;
 - 5) Peer Support and Self-Help; and
 - 6) Cultural, Historical, and Gender Issues (Substance Abuse and Mental Health Services Administration).

Long-term Shared Outcomes:

- Reduced recurrence of exploitation.
- Increased placement stability.
- Increased number/percent of Participants able to remain home with services provided.
- Increased permanency for Participants (increased the number of children and youth reunified with their parents or established legal guardianships and adoptions).
- Decreased re-entry into foster care.
- Increased self-sufficiency.
- Parents/primary caregivers have enhanced capacity to provide for the Participant's needs and their educational, physical, and mental health needs are met.

4.0 DEFINITIONS

The following words as used herein will be construed to have the following meanings, unless otherwise apparent from the context in which they are used:

- 4.1 Auxiliary Funds** – Funds that are to be accessible to Participants in order to: 1) Stabilize crisis and meet acute needs of Participant; 2) Promote stability and well-being by maximizing normalizing opportunities that may include: removing physical signs of exploitation

such as tattoos that provide stigma and interfere with employment opportunities; providing appropriate clothing and self-care products; 3) Provide educational support through tutoring, skill building, and opportunity; 4) Increase employability by providing internship opportunities and specialized vocational training opportunities (e.g., cosmetology school or computer tech school); 5) Enhance opportunities for success by providing child care so victims can meaningfully participate in school, employment, or services; 6) Support parenting youth by providing support to meet the basic needs of their children; 7) Provide food (including catering fees, gratuities that are not optional, and administrative fees required by the vendor), transportation (including up to a 20% tip), and other basic needs for our youth; 8) Provide equipment, supplies, and other miscellaneous needs for Empowerment workshops, activities, and special events; 9) Provide Survivor leadership activity stipends 10) Provide youth and parent incentive gift cards, 11) Provide gift cards for holidays and special celebrations and 12) Provide gifts for special celebrations such as birthdays and holidays. Refer to Auxiliary Funds Request (Exhibit A-14) and Allowable Expenditures for Advocacy Services Funding (Exhibit A-15) for a listing of allowable expenses for Auxiliary Funds. The Auxiliary Funds are part of the Maximum Annual Contract Sum.

4.2 Becoming Me – An intervention curriculum for Participants.

4.3 Business Day – Monday through Friday, 8:00 a.m. to 5:00 p.m., Pacific Standard Time (PST), not including any County holidays.

4.4 Child and Family Team (CFT) – The CFT includes the Participant, their family, DCFS CSW/DPO, current primary caregiver, and other individuals identified by the Participant and family as important. The activities of the CFT include, but are not limited to the following: Providing input into the development of a child and family plan that is strengths-based, needs-driven, and culturally relevant; Providing input into placement decisions and the services to be provided in order to support the Participant; and Ensuring that the Participant has an Educational Rights Holder who is involved in their education at all times and involved with placement decisions that may impact school stability and enrollment. The CFT meets to identify the underlying needs of the Participant and family, interventions that will be implemented to address those needs, and a work plan that outlines the action steps that each CFT member will take to support the Participant's and family's goals.

4.5 Children's Social Worker (CSW) – County of Los Angeles Department of Children and Family Services, Children's Social Worker.

4.6 Commercial Exploitation (CE) - Defined to include minors and non-minor

dependent youth under 21 years of age who have been impacted by sex and/or labor trafficking and/or labor trafficking by forced criminality.

4.7 Commercially Sexually Exploited Children (CSEC) – Defined to include minors and non-minor dependent youth under 21 years of age who have been commercially sexually exploited.

4.8 Commercial Sexual Exploitation – The recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act.

Examples of Commercial Sexual Exploitation include, but are not limited to:

- Exchanging sexual acts on the street.
- Exchanging sexual acts in hotel settings.
- Exchanging sexual acts in home settings.
- Arranging the exchange of sexual acts on the internet/social media.
- Production of nude or sexually explicit images or video content.
- Exchanging sexual acts for money or anything of value (housing/food/protection).
- Advertising a minor for sexual purposes.

4.9 Community-Based Response Referral Advocacy Services – A referral for Advocacy Services that comes from the community (i.e. school staff, parent/legal guardian/primary caregiver, youth 12+).

4.10 Contract Discrepancy Report (CDR) – A report, (as specified in Exhibit A-12) prepared by the County's Program Manager to inform Contractor of non-compliance.

4.11 Contractor's Program Manager – Person designated by the Contractor to provide leadership to the Contractor's case management team.

4.12 Contractor's Project Director (CPD) – Person designated by the Contractor to administer the Contract operations after the Contract award.

4.13 County's Program Manager (CPM) – Person designated by County to manage the operations under this Contract.

4.14 Deputy Probation Officer (DPO) – County of Los Angeles Department of Probation (Probation), Deputy Probation Officer.

4.15 First Responder's Protocol (FRP) – Los Angeles County Commercially Sexually Exploited Children (CSEC) Law Enforcement First Responder Protocol (Exhibit A-13) – The FRP is a coordinated inter-agency crisis response by law enforcement, DCFS and/or Probation, Department of

Health Services (DHS), and an Advocacy Agency to serve Participants, from identification through the first 72 hours of contact, and up to 90 days of Advocacy Services. The goal of the FRP is to identify Participants and respond expeditiously using a victim-centered and trauma-informed approach.

4.16 At-risk or high-risk – The child/youth display at least ONE of the following indicators:

- Exhibits behaviors or otherwise indicates that he/she/they are/are being controlled or groomed by another person.
- Spends time with people known to be involved in commercial sex.
- Use of internet, cell phone, and/or social media involves social or sexual behavior that is atypical for his/her/their age.

OR

The child/youth display a minimum of TWO of the following indicators:

- Has a history of running away, unstable housing, including multiple foster care placements, or periods of homelessness, including couch surfing.
- Has prior involvement with law enforcement or the juvenile justice system.
- Is frequently truant.
- Relationships are concerning, placing him/her/them at risk or in danger of exploitation.
- Has a history of substance abuse, specifically narcotics, opiates, crack/cocaine and amphetamines.

Other high-risk indicators include history of sexual abuse and trauma, sexual and gender discrimination based on sexual orientation and gender identity, elevated rates of depression, anxiety, post-traumatic stress disorder, self-harm, and suicidality.

4.17 Child Trafficking System (CTS) – An automated solution developed by DCFS for Contractor to use to receive referrals from DCFS and Probation, document case management activities, monitor Participant contacts, ensure production of deliverable, track delivery of services, and produce management reports.

4.18 Labor Trafficking – A child is compelled through force, fraud, or coercion to perform any type of labor or service (including criminal acts), where a third party profits.

4.19 Labor Trafficking by Forced Criminality – Survivors are frequently forced to commit a wide variety of crimes while being trafficked or as a direct result of the trafficking, such as selling/distributing drugs, peddling and begging, theft, and forced recruitment.

- 4.20 Liquidated Damages** – The monetary amount deducted from Contractor's payment due to non-compliance with the Contract and/or deficiencies in performance.
- 4.21 Mandatory Contractor Training Unit** – The Contractor is required to participate in mandatory trainings provided by the County (i.e. Human Trafficking of Minors 101, Human Trafficking of Minors 102, Vicarious Trauma, etc.) upon the County's request.
- 4.22 Multidisciplinary Team (MDT) Meeting** – A multi-disciplinary, inter-agency team approach to the assessment, case management, and service delivery to Participants that have been commercially exploited. MDT members include, at a minimum, DCFS, Probation, Department of Mental Health, Department of Public Health and a Substance Abuse Provider, all of whom must team together in support of the Participant and family to achieve child safety, permanency, and well-being.
- 4.23 Parent Empowerment Program (PEP)** – A ten-week psycho-educational and support group for parents or legal guardians and primary caregivers of Participants. Parents or legal guardians and primary caregivers learn about various topics, including, but not limited to, the dynamics of commercial exploitation, pathways to exploitation, barriers to leaving the exploitive relationship, impact of trauma, and ways parents or caregivers can support their children, including their LGBTQIA+ children, towards safety, healing, and recovery.
- 4.24 Participant(s)** – A child, youth or non-minor dependent up to 21 years of age who have an open case or referral with DCFS or are under the jurisdiction of Probation and who are at risk or victims of CE. For community-based referrals, Participants are children and youth who are minors that are at-risk or victims of commercial exploitation.
- 4.25 Participant Records** – Personal and social history of the Participant, including criminal information. The records include legal documents and other information, which are confidential. The information is not to be discussed with, or disclosed to, unauthorized persons as defined by DCFS/Probation. Unauthorized persons are those that are not members of a child abuse multi-disciplinary personnel team engaged in the prevention, identification, and treatment of child abuse.
- 4.26 Performance Requirements Summary (PRS)** – The statement that identifies the key performance indicators of the Contract that will be evaluated by the County to ensure Contract performance standards are met by the Contractor.

- 4.27 Parent Empowerment Program Curriculum** – A curriculum for parents of Participants. The purpose of the curriculum is to educate, equip, and empower parents and primary caregivers with the knowledge and understanding of the dynamics of CE; the pathways and vulnerabilities that lead a child to falling victim of CE; the reasons why it is difficult for a child to leave an exploitive relationship; the impact of trauma; engagement strategies that parents can utilize with their children to reconnect and build a trusting relationship; and provide education on the Stages of Change model so that parents have an understanding of what to expect as they walk with their child toward healing and recovery.
- 4.28 The Los Angeles County Integrated Core Practice Model** – The Integrated Core Practice Model is a process that is family centered, solution focused, trauma responsive, strength-based, team driven, and improves outcomes for children and families. For more information about the Integrated Core Practice Model, visit www.gettothecore.org, and see the Integrated Core Practice Model (Exhibit A-3).
- 4.29 Quality Control Plan** – All necessary measures taken by the Contractor to assure that the quality of service will meet the Contract requirements regarding security, accuracy, timeliness, appearance, completeness, consistency, and conformity to the requirements set forth in the Statement of Work.
- 4.30 Restoration Funds** – Funds that are to be accessible to individual Participants in order to: 1) Stabilize crisis and meet acute needs of Participants (e.g., food, clothing); 2) Decrease re-entry by maximizing normalizing opportunities that may include: removing physical signs of exploitation such as tattoos that provide stigma and interfere with employment opportunity; or providing appropriate clothing and self-care products; 3) Provide educational support through tutoring, skill building, and opportunity; 4) Increase employability by providing specialized vocational training opportunities (e.g., cosmetology school or computer tech school); 5) Enhance opportunities for success by providing day care so victims can meaningfully participate in school, employment, or services; 6) Support parenting youth by providing support to meet the basic needs of their children; 7) Provide food (including catering fees, gratuities that are not optional, and administrative fees required by the vendor), transportation (including up to a 20% tip), and other basic needs for our youth; 8) Provide equipment, supplies, and other miscellaneous needs to participate in Empowerment workshops, activities, special events, and school/college activities; 9) Provide Survivor leadership activity stipends; 10) Provide youth and parent incentive gift cards; 11) Provide gift cards for holidays and special celebrations; and 12) Provide gifts for special celebrations such as birthdays and holidays. The funds are to be

utilized when services are to benefit an individual participant, whereas the auxiliary funds are utilized for group or event specific costs.

4.31 Use of Gift Cards – The County equates gift cards to cash, which means that they have a potential for loss or abuse. As such, DCFS maintains control over spending in this category, including requiring the Contractor to provide proof of payment and a signed confirmation of receipt by the intended recipient for each gift card. Physical gift cards may only be distributed. The electronic sending of gift cards is not permitted. Signed acknowledgements of receipt of the gift cards will include: Name of the distributing agency, Participant's legal name, address, phone number, type of gift card (i.e., Target, Walmart, Ralph's, etc.), gift card amount, gift card number, printed name and full signature of the person distributing the gift card, printed name and full signature of the Participant receiving the gift card, and caregiver's printed name and signature (if applicable) and if the youth is under 18 years of age.

4.32 Service Unit – One hour of direct service provided by Contractor.

4.33 Prevention Curriculum for Children and Youth – The purpose of this CE Prevention Curriculum is to educate, equip, and empower Participants to provide them with the tools and opportunities for discussion to prevent children and youth from unknowingly becoming victims of child trafficking.

5.0 TARGET POPULATION

The Advocacy Services will be provided to children, youth, or non-minor dependents (Participants) 8 years to 21 years of age who have an open case or open referral with DCFS or are under the jurisdiction of Probation and who are at-risk or victims of CE, to Participants' parents or legal guardians and primary caregivers (if applicable). The Contractor will also provide Advocacy Services to minors, 8 to 17 years old, who are at-risk or victims of commercial exploitation who are referred via a Community-Based Response Advocacy Services Referral (i.e., referral from school, parent/legal guardian/caregiver, and youth). Services will be adapted to ensure inclusion, equity and accessibility for children and youth that are underserved – Black, Native/Indigenous, and youth of color, youth with disabilities, immigrant youth, and LGBTQIA+ youth.

6.0 COUNTY'S RESPONSIBILITIES

6.1 The County will provide a County's Program Manager (CPM) to coordinate the delivery of the services of this Contract with the Contractor's Program Manager.

6.2 The CPM or designated alternate will have full authority to monitor

Contractor's performance in the day-to-day operation of this Contract.

6.3 The CPM will provide direction to the Contractor in areas relating to DCFS and Probation Policy, information, and procedural requirements.

6.3.1 The CPM is identified in the Contract, County Administration Section (Exhibit D) and is responsible for daily management of the Contract operation and overseeing monitoring activities.

6.3.2 The CPM is not authorized to make any changes in the Terms and Conditions of this Contract and is not authorized to obligate the County in any way whatsoever beyond the terms of this Contract.

6.3.3 The CPM has full authority to monitor and evaluate the Contractor's performance under this Contract.

6.3.4 The CPM must offer technical assistance and/or guidance to the Contractor in areas relating to County policy and procedural requirements in the performance of this Contract.

6.3.5 The County will have the right to review and approve the CPD.

6.3.6 The County reserves the right to have the CPM or a designated alternate, interview any or all prospective employees of the Contractor.

6.3.7 The County will have the right of review and approval of the CPD. The County will have the right of removal of the CPD, and any replacement recommended by the Contractor. The Contractor has up to 90 days to recruit and hire a replacement.

6.3.8 The County has the absolute right to approve or disapprove all of Contractor's staff, including subcontractors performing work hereunder and any proposed changes in Contractor's staff. The Contractor will be responsible for immediately removing and replacing any of its employees from work on this Contract within 24 hours after being requested to do so by the CPM.

B. CONTRACTOR'S GENERAL RESPONSIBILITIES

7.0 CONTRACTOR RESPONSIBILITIES

The Contractor will provide experienced and qualified staff to work with the target population. The County will have the right to review and approve the hiring of potential staff prior to performing their services under this contract. The staff to perform work under this contract includes Contractor's Project Director,

Contractor's Program Manager, Advocates, Lived Experience Experts (LEEs)/Survivor Advocates, and Parent Advocates.

- 7.1** The Contractor will ensure that by the first day of employment, all persons including subcontractors working on this Contract have signed an acknowledgment form regarding confidentiality that meets the standards of DCFS employees having access to confidential Criminal Offender Record Information (CORI), Confidentiality of CORI Information (Exhibit A-16). The Contractor will retain the original CORI form and forward a copy to the CPM within five (5) business days of start of employment.
- 7.2** The Contractor will share Los Angeles County's commitment to actively promoting anti-racism principles in all aspects of service delivery, ensuring that services are accessible, equitable, and respectful to individuals from all racial and ethnic backgrounds. The Contractor will prioritize diversity and inclusion by employing practices that recognize and respect the unique identities, experiences, and needs of individuals from underserved communities.
- 7.3** The Contractor will establish mechanisms for accountability, including regular evaluation of service delivery to ensure compliance with anti-racism commitments and the opportunity for feedback from Participants of the program.
- 7.4** The Contractor will employ an adequate number of qualified Parent Advocates, who are individuals that have had a child or youth who experienced victimization of CE, or any other type of abuse that required supervision of either the DCFS or Probation system. The Contractor will have the Parent Advocates recruited, hired, and trained within 90 days of effective date of the Contract.
- 7.5** The Contractor will employ an adequate number of qualified LEEs/Survivor Advocates to provide program services to a minimum of 100 referrals for the agency that covers the southern portion of Los Angeles County (FRP Areas 1, 2, and 4) and a minimum of 100 referrals for the agency that covers the northern portion of Los Angeles County (FRP Areas 3, 5, and 6) per contract year.
- 7.6** All personnel must be able to read, write, spell, speak, and understand English; bilingual staff will be hired to meet the needs of the community that the Contractor serves.
- 7.7** The Contractor will be required to conduct a background check of their employees as set forth in Paragraph 7.5 (Background and Security Investigations) of the Contract. The Contractor must ensure that Parent Advocates and LEEs/Survivor Advocates submit a background check to

Probation. DCFS will have the final authority to determine whether a Parent Advocate or LEE/Survivor Advocate is acceptable as a Parent Advocate or LEE/Survivor Advocate. In addition, all employees transporting Participants must maintain a valid driver's license.

- 7.8** The Contractor will provide the CPM, a monthly list of current employees. This list must remain up to date during the Contract period.
- 7.9** The Contractor will have alternate staff that successfully pass background clearances pursuant to Paragraph 7.5 (Background and Security Investigations) of the Contract trained and approved to instruct program Participants in the required curriculum.
- 7.10** The Contractor will have trained Advocates, provide support in being informed and equipped with the knowledge, skills, and ability to apply a strength-based, harm reduction, and trauma informed approach to effectively engage and provide services and support to Participants in a developmentally appropriate manner. The Contractor will employ an adequate number of qualified Advocates, with a ratio of one Advocate to 15 Participants.
- 7.11** The Contractor will provide services that are: victim-centered, trauma informed, strengths-based, developmentally appropriate, culturally, linguistically, and LGBTQIA+ competent.
- 7.12** The Contractor will provide engagement efforts for Advocacy Services and ensure a collaborative approach with DCFS, Probation, and other County and community partners to complete assessments, safety planning, case planning, and service deliveries. Services must be individualized to meet the needs of the Participants.
- 7.13** The Contractor must engage and team with the Participant's current treatment team, including the foster care facility, primary caregiver or parent, and CSW/DPO. The Contractor will identify underlying needs of the Participant, services to address needs, strengths of the Participant and family, challenges to achieving the Participant's goals, and the development and implementation of possible solutions so that the Participant can achieve outcomes related to safety, permanency, stability, well-being, and self-sufficiency.
- 7.14** The Contractor will notify the DCFS CSW and DCFS Supervising Children's Social Worker (SCSW) or the DPO and Supervising Deputy Probation Officer (SDPO) within 24 hours if they have knowledge of the whereabouts of a Participant that is on runaway status or considered missing, to ensure coordination of efforts to locate and recover Participant. Ongoing weekly efforts to engage and contact runaway/missing Participants are to be

documented in the Participants' case records. Termination of Advocacy Services: Participants who are on runaway status and have had no contact with the Advocacy Agency for a period of 45 days may be terminated from the program. The decision to terminate should be a point of discussion with the youth's CFT. Should there be disagreement as to the termination of services, the Advocacy Agency will inform the CPM, who will discuss with DCFS management to establish a decision as to whether Advocacy Services should be terminated.

7.15 The Contractor will be required to utilize and adapt to the use of automated solutions that the County created so that the Contractor will be able to electronically document all service related and case management activities and deliverables, as well as document and monitor service delivery goals.

7.16 The Contractor will have staff approved by the County to provide educational workshops.

7.17 Contractor Project Director

7.17.1 The Contractor must designate a Contractor Project Director (CPD) responsible for the daily management of contract operations with full authority to act for the Contractor on all operations including overseeing the work performed by Contractor.

7.17.2 The CPD, or alternate, must be readily available including by telephone and/or meetings between the hours of 8:00 a.m. and 5:00 p.m. Pacific Standard Time, Monday through Friday, excluding County holidays.

7.17.3 The CPD must be full-time staff member dedicated to this Contract and must be responsible to act on behalf of the Contractor on all matters related to the daily operations of Contract.

7.17.4 The CPD must provide a response to the CPM's inquiries no later than the following business day, except on observed County holidays.

7.17.5 The CPD must not schedule or conduct any meetings or negotiations under this Contract on behalf of the County or DCFS.

7.17.6 The CPD will effectively communicate in English, both orally and in writing.

7.17.7 When Contract work is being performed at times other than described above or when the CPD cannot be present, and with prior

approval of the CPM, the CPD will designate an equally responsible individual to cover for them during absences.

7.18 Contractor's Program Manager

- 7.18.1** The Contractor's Program Manager will provide leadership to the Contractor's Case Management team; ensuring clinical compliance; coordinating operations and practices related to engaging and teaming with Participants, parents, primary caregivers, and County staff; and contributing to building a sustainable team culture.
- 7.18.2** The Contractor's Program Manager will provide assessments; case planning; service delivery; monitoring and tracking the efficacy of services and the achievement of agency goals; and adjusting as necessary to continually improve the practice, operations, and efforts at implementing contractual activities. The Contractor will employ an adequate number of qualified Parent Advocates, who are individuals that have had a child or youth who experienced victimization of CE, or any other type of abuse that required supervision of either the DCFS or Probation system.
- 7.18.3** The Contractor's Program Manager will provide direct supervision to a team of advocates; and attend Court hearings to support team and overflow of clients work in collaboration with DCFS, Probation, Law Enforcement, and other County and community partners.
- 7.18.4** The Contractor's Program Manager will oversee and approve employees' timesheets, participate in interviews for Advocacy staff as appropriate, and conduct annual performance evaluations for staff.
- 7.18.5** The Contractor's Program Manager will represent the agency at county meetings and provide presentations on child trafficking and other outreach efforts.
- 7.18.6** The Contractor's Program Manager will deliver trainings as required; and maintain a working knowledge of domestic violence, sexual assault, trafficking, and child abuse laws and reporting responsibilities and file abuse reports, as needed.
- 7.18.7** The Contractor's Program Manager will be available by telephone contact 24 hours a day, seven days a week, or designated alternate, will be available for telephone contact 24 hours a day, seven days a week, and available for meetings between 8:00 a.m. and 6:00 p.m., PST, Monday through Friday, excluding

County holidays.

- 7.18.8** Develop positive working relationships with other local organizations and agencies; and promote relationship building and a team approach with Law Enforcement, multi-sector partners, County, and community partners.
- 7.18.9** Attend and actively participate in local and regional meetings and trainings related to service provision for trafficking victims.
- 7.18.10** Be familiar with legal, medical, housing, educational, employment, and social service agencies and resources in the community which may be of use to clients and distribute and share resources with Advocacy case management staff.
- 7.18.11** Provide weekly clinical supervision to Advocates (includes Lived Experience and Parent Advocates) to ensure application of best practices and guide staff and clients in the development of skills or strategies for treatment.
- 7.18.12** Provide oversight to ensure appropriate and quality documentation in contractual deliverables.
- 7.18.13** Provide oversight to ensure that clients are referred to appropriate community resources and services; and act as an advocate to coordinate required services or to resolve emergency problems in crisis situations.
- 7.18.14** Plan, organize, or lead structured programs of counseling, work, study, recreation, or social activities for clients, and coordinate or direct employee workshops, courses, or trainings about mental health issues.
- 7.18.15** Evaluate the effectiveness of programs based on clients' progress in resolving identified problems and moving towards defined objectives; and maintain confidentiality of records relating to clients' treatment.
- 7.18.16** Ensure the attendance of Advocates at MDTs and invited CFTs.
- 7.18.17** Coordinate the support of Participants who are subpoenaed to testify against their trafficker by having an Advocate team with those who are members of the Los Angeles Victim Witness Testimony Protocol (Exhibit A-32) to assist with safety planning and supporting the Participant pre-testimony, during testimony, and post-testimony.

7.18.18 Oversee the implementation of County curriculums on Child Trafficking Prevention and Intervention for Participants and parents/caregivers; and

7.18.19 When Contract work is being performed at times other than described above or when the Contractor's Program Manager cannot be present, and with prior approval of the CPM, the Contractor's Program Manager will designate an equally responsible individual to cover for them during absences.

7.19 Advocates

7.19.1 Provide crisis response for the FRP services in North Region (FRP Areas 3, 5, 6) or South Region (FRP Areas 1, 2, 4) listed in FRP Area Listing (Exhibit A-17) and advocacy support for Participants.

7.19.2 Provide short and long-term case management services using a relational model, whereby the relationship of the case manager and client is foundational to assisting the client in reaching goals.

7.19.3 Engage and team with the Participants, parents and primary caregivers, if applicable, and DCFS CSW/DPO around the Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4) and the development and implementation of the Initial Safety Plan (non-RFP) (Exhibit A-5) and Advocacy Case Plan (Exhibit A-6) that will address priority underlying needs and include "SMART" goals (Specific, Measurable, Achievable, and Relevant, and Time-based) to effectively address the underlying needs of Participants;

7.19.4 Support through crisis and court processes.

7.19.5 Ability to communicate and team effectively with staff, community-based and County partners, Participants, parents, primary caregivers, and CSWs/DPOs.

7.19.6 Assess Participants' needs related to basic/physiological needs, safety needs, love and belonging, esteem, and self-actualization needs to inform the development of the Advocacy Case Plan (Exhibit A-6).

7.19.7 Assess the need for use of Restoration Funds in collaboration with DCFS/Probation. Restoration Funds are to be used to support the achievement of program goals and to meet the service needs of Participants. Ensure that all Restoration Funds Request (Exhibit A-

28) are approved and agreed upon by the County before purchasing the requested item(s). Refer to Allowable Expenditures for Advocacy Services Funding (Exhibit A-15) for a list of allowable expenditures.

- 7.19.8** Work in a collaborative, team-based approach, using the Integrated Core Practice Model (Exhibit A-3) approach with the DCFS, Probation, Caregiver, Law Enforcement and other County and Community Partners; Communicate consistently and regularly with the assigned CSW and DPO to keep them apprised of progress, challenges, new developments, safety concerns, etc.
- 7.19.9** Coordinate resources for Participants to address identified needs, including but not limited to basic needs (food, clothing, water, and shelter), housing, recreational/therapeutic interventions, career readiness, internships, independent living classes, employment, physical and mental/behavioral health, tutoring, finances, legal assistance, gang prevention/intervention program, substance use, Restoration Funds, animal assisted therapy, etc.
- 7.19.10** Maintain strong knowledge of current community resources available for Participants.
- 7.19.11** Provide advocacy support in MDT and CFT meetings and court, including the provision of Victim Witness Testimony advocacy and support services.
- 7.19.12** Complete all required documentation, including but not limited to all service delivery related and case management activities in CTS.
- 7.19.13** Attend staff meetings and group or individual supervision.
- 7.19.14** Assist with transporting Participants to and from groups, activities, and events that support the Participant's case plan. Advocates must maintain a valid Driver's License.
- 7.19.15** Report incidents of suspected or known child abuse and neglect, as a mandated reporter; and
- 7.19.16** When possible, LGBTQIA+ youth should receive advocacy from advocates who also come from those communities and populations.

7.20 Lived Experience Experts (LEEs)/Survivor Advocates

- 7.20.1** Co-facilitating Prevention and Intervention Workshops; and

co-facilitating trainings as requested.

- 7.20.2** Assist with the development, coordination, and implementation of curriculums, programs, activities, and events.
- 7.20.3** Provide direct Advocacy Services and support to Participants, as needed by case managers.
- 7.20.4** Assist with obtaining resources for Participants on the agency's caseload (i.e. delivering belongings to the placement location, purchasing needed items for Participants using Restoration Funds).
- 7.20.5** Assist with Restoration Funds Requests.
- 7.20.6** Assist with transporting Participants to and from groups or events, provided that the LEE/Survivor Advocate has a valid Driver's License.
- 7.20.7** Report child abuse and/or neglect as a mandated reporter.
- 7.20.8** Maintain weekly contact with case managers and treatment team members; and report directly to the Contractor's Program Manager and participate in weekly supervision meetings.
- 7.20.9** Attend MDT meetings as needed and invited CFT meetings.
- 7.20.10** Attend all mandatory trainings as directed by the Contractor's Program Manager.
- 7.20.11** Maintain a daily schedule and document all activities, Participant contacts and administrative hours daily; and document communication with Participants in CTS.
- 7.20.12** When possible, LGBTQIA+ youth should receive advocacy from LEEs/Survivor Advocates who also come from those communities and populations.

7.21 Parent Advocates

- 7.21.1** The overall purpose of the Parent Advocate is to engage birth parents and primary caregivers associated with the child welfare and/or Probation system to successfully meet expectations as partners, planners, decision-makers, and advocates for themselves and their Advocacy Services Participants. This objective is accomplished through the active involvement of trained

Parent Advocates – former DCFS/Probation clients – who experienced similar circumstances and now act as supporters, mentors, and advocates for the DCFS/Probation parents and primary caregivers.

- 7.21.2** Co-facilitate the PEP and trainings as requested.
- 7.21.3** Assist with the development, coordination, and implementation of curriculums, programs, activities, and events.
- 7.21.4** Provide direct Parent Advocacy Services including support and assistance with obtaining resources to parents and primary caregivers as needed by case managers.
- 7.21.5** Document communication with Participants in CTS.
- 7.21.6** Report suspected child abuse and/or neglect as a mandated reporter.
- 7.21.7** Maintain weekly contact with case managers and treatment team members; and maintain a daily schedule and document all activities, Participant contacts, and administrative hours daily.
- 7.21.8** Report directly to the Contractor's Program Manager and participate in weekly supervision meetings.
- 7.21.9** Attend MDT meetings as needed and invited CFT meetings; and attend all mandatory trainings as directed by the Contractor's Program Manager.

8.0 CONTRACTOR'S STAFF QUALIFICATIONS

Contractor's personnel must be qualified staff with regards to these services and possess the background, experience, and expertise to provide the required services.

8.1 Contractor's Project Director

- 8.1.1** The CPD must be a Full-Time Equivalent (FTE), have a minimum of five years' experience within the last five years providing the required or similar services, and have a bachelor's degree in social work, criminal justice, public policy, psychology, sociology or a related field.

8.2 Contractor's Program Manager

- 8.2.1** The Contractor's Program Manager must be a FTE, and have a bachelor's degree in social work or a closely related field. A

master's degree is preferred.

- 8.2.2** Must have at least two years' experience in Clinical Supervision Non-profit leadership and Program Management.
- 8.2.3** Must have at least five years' experience working with at-risk youth including LGBTQIA+ populations who are victims of both sex and labor trafficking.
- 8.2.4** Must have experience working with DCFS and Probation.
- 8.2.5** Must have knowledge and experience working with and supporting LEEs/Survivors.
- 8.2.6** Must have experience in professional development and reliable means of transportation and comfortable navigating Los Angeles County.
- 8.2.7** Must have excellent written and verbal communication skills.

8.3 Advocates

- 8.3.1** Advocates must have a high school diploma or equivalent. A bachelor's degree in social work or related field is preferred.
- 8.3.2** Must have at least one year experience working in case management.
- 8.3.3** Must have direct experience with high-risk youth.
- 8.3.4** Must have the ability to work non-traditional hours.
- 8.3.5** Knowledge of working with victims of child trafficking under the supervision of DCFS and Probation is strongly preferred.
- 8.3.6** Have reliable means of transportation and experience navigating Los Angeles County and surrounding counties of Orange County and San Bernardino County, as needed.

8.4 Lived Experience Experts (LEEs)/Survivor Advocates

- 8.4.1** LEEs/Survivor Advocates must be at least 21 years old with a high school diploma or equivalent.
- 8.4.2** Must have experienced victimization of CE as a minor or Transitional Age Youth.

8.4.3 Must have three or more years out of exploitation.

8.5 Parent Advocates

8.5.1 Parent Advocates must have had a child or youth who experienced victimization of CE, or any other type of abuse that required supervision of either the DCFS or Probation system

8.5.2 Must have successfully reunited with their child or youth for at least one year or exited the child welfare system for at least one year; or who have had an open and closed case with DCFS.

8.5.3 Must be in stable family situations with no current DCFS issues.

8.5.4 A minimum time commitment of at least one year to the program is recommended.

8.5.5 Must have abstained from any substance that had an impact in their case being opened with DCFS for at least 18 months.

8.5.6 Are required to submit to a criminal background check. A criminal history will not warrant automatic disqualification from the position.

8.5.7 Must provide their own reliable transportation using public transportation or an automobile.

9.0 OFFICE

9.1 The Contractor will maintain an office, with a working telephone, in the company's name where the Contractor conducts business. The Contractor is required to have an administrative office headquartered in Los Angeles County. The office will be staffed during the hours of 8:00 a.m. and 5:00 p.m., PST, by at least one employee who can respond to inquiries and complaints which may be received about Contractor's performance of the Contract. The Contractor will also have an after-hours telephone number available 24 hours a day, seven days a week for DCFS and Probation, to be able to receive notification of FRP recoveries, other crisis situations, and urgent matters.

10.0 HOURS/DAYS OF WORK

10.1 The Contractor will provide Advocacy Services Monday through Friday from 8:00 a.m. to 5:00 p.m. PST but may shift hours to meet the needs of the clients. The Contractor will also be available to provide crisis intervention services via the FRP 24 hours a day, seven days a week, including

weekends and holidays, as needed. Empowerment events often take place after regular business hours.

11.0 SCOPE OF WORK

11.1 Advocacy Services Program is comprised of two sub-programs, Advocacy Services and Prevention Advocacy Services. Both sub-programs have four components: 1) Crisis Intervention (FRP Response); 2) Stabilization; 3) Maintenance; and 4) Transition. Within Stabilization, Refer to the Prevention and Advocacy Services Comparison Chart (Exhibit A-31).

11.1.1 Advocacy Services and Prevention Advocacy Services

11.1.1.1 The Contractor will provide nine hours of **Advocacy Services** per month per child or youth during the Stabilization services, then six hours for up to a total of 12 months in the remaining service components. If the child or youth requires service beyond 12 months to achieve safety and stability, a 6-month extension can be provided in two 3-month intervals. The Contractor will send a written request to the CPM for services beyond 18 months.

11.1.1.2 The Contractor will provide six hours of **Prevention Advocacy Services** per month per child or youth for up to 12 months in the four service components with no extensions.

11.1.2 Four Service Components

- 1.** Crisis Intervention provided by an Advocate within 90 minutes of the Participant's recovery by law enforcement. Contractor will provide a Los Angeles County FRP Intake Form (Exhibit A-22) when called upon and referred by DCFS or Probation.
- 2.** Stabilization requires the completion of the Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4), the Initial Safety Plan (non-FRP) for Non-FRP referrals (Exhibit A-5), and development of the initial Advocacy Case Plan (Exhibit A-6).
- 3.** Maintenance requires an updated Advocacy Case Plan (Exhibit A-6) and an Advocacy Services 6-Month Review Report (Exhibit A-26).

4. Transition Services requires the completion of an updated Advocacy Case Plan (Exhibit A-6) and, if applicable, an Extension Advocacy Plan(s) for Participants who require more than 12 months of Advocacy Services.

11.1.3 Crisis Intervention (FRP Response)

- 11.1.3.1** The Contractor will provide crisis response within North Region (FRP Areas 3, 5, 6) or South Region (FRP Areas 1, 2, 4) referenced in the FRP Area Listing (Exhibit A-17). The Contractor will identify FRP agencies (i.e., law enforcement, fire departments, hospitals, etc.) within their designated FRP Areas. In situations where additional FRP resources are required outside of the Contractor's FRP Areas, the Contractor will assist in those Areas as determined by the County.
- 11.1.3.2** The Contractor must have the capacity to respond to FRP crises within 90 minutes of being alerted by DCFS or Probation to report to the staging area (i.e. hospital, law enforcement office) where the victim is located. The services will ensure continued connections/relationships and continuity of case management and foster strong connections between the Contractor and Participants to prevent further exploitation and recidivism.
- 11.1.3.3** The Contractor will serve as a support system to the Participant when interacting with the various agencies by providing the following:
 - 11.1.3.3.1** Engaging the Participant using best practices and a trauma-informed approach.
 - 11.1.3.3.2** Building rapport and conducting an immediate needs assessment and ensuring the Participant's basic needs for clothing, food, and water are met.
 - 11.1.3.3.3** Participating in the Crisis MDT meeting at the staging area with the County agencies, the Participant, and parent or legal guardian (if deemed appropriate).
 - 11.1.3.3.4** Developing an immediate FRP safety plan (for Participants that are identified via the FRP) that covers the next 72 hours in

collaboration with the Crisis MDT members and documenting the FRP immediate safety plan and data on the Los Angeles County FRP Intake Form (Exhibit A-22). Scan and upload to CTS or e-mail if CTS is inaccessible the FRP Intake Form to both the DCFS and Probation CSEC in-boxes within 14 days of the FRP recovery. For non-FRP youth, complete and submit the Initial Safety Plan (non-FRP) within 14 days to the CSW/DPO, as applicable.

- 11.1.3.3.5** Responding to FRP crisis calls from DCFS or Probation 24 hours a day, seven days a week.
- 11.1.3.3.6** Remaining with the Participant for up to 72 hours, if needed and as determined by the MDT. This may include in-person supervision by several advocates at the emergency housing location during the first 72 hours (as applicable) or follow up the next day at the family/primary caregiver's home, detention, or the Participant's placement (i.e., group home, foster family, etc.).
- 11.1.3.4** Participate in follow-up MDT or CFT meetings as the Participant stabilizes. Provide services to Participants, even if they leave the FRP area, as continuity of services is critical.
- 11.1.3.5** Complete Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4) within 30 days of referral via CTS or email to the DCFS CSW and SCSW and CSECAAdmin@dcfs.lacounty.gov and the Probation DPO/SDPO at childtrafficking@probation.lacounty.gov if CTS is inaccessible as applicable.
- 11.1.3.6** Provide up to 90 days of Advocacy Services unless it is determined that ongoing advocacy is not necessary and make recommendations accordingly.
- 11.1.3.7** Upon completion of 90 days of Advocacy Services, review the case with the MDT/CFT to determine the need for on-going advocacy services.

11.1.3.8 The Advocate will describe their role to the Participant for Crisis MDT meeting, safety planning, medical assessment at DHS Medical Hub, etc.

11.1.3.9 Follow policies for temporary involuntary commitment under the Lanterman-Petris Short Act, if, at any point, the Participant presents a harm to themselves or others.

11.1.4 Intervention Advocacy Services for Ongoing Assessment, Case Management, and Service Delivery

The Contractor will provide Advocacy Services to support the Participant and their parent or legal guardian and primary caregiver to stabilize the Participant, assess for the Participant's needs, strengthen the Participant's support system, meet the critical needs of the Participant, and help the Participant acquire self-sufficiency skills. The Contractor will have a working knowledge of the Participant's basic needs, safety concerns, current support system, strengths, educational progress and case plan goals. The Contractor will participate in MDT meetings and invited CFT meetings. The Contractor will assist in identifying the Participant's goals and the role of each team member in addressing these goals.

11.1.4.1 Stabilization will be provided the first 120 days of the program, during which rapport and trust is cultivated with the Participant and their parent/caregiver.

11.1.4.2 The Contractor will make initial contact with the referring County staff within one business day of receiving referral to discuss the overall Participant's case dynamics. An Advocate must be assigned to the Participant within one business day of receiving the referral from the County. The Contractor will send an e-mail confirming the Participant has been assigned an Advocate and will provide the name, e-mail, and cell phone of the Advocate to the CPM, Contract Monitor, and CSECAAdmin@dcfs.lacounty.gov

11.1.4.3 The Contractor will make face-to-face contact with Participant and parent or legal guardian (as appropriate) within three business days of receiving the referral. The Contractor will make every effort to contact Participant between the hours of 8:30 a.m. and 8:00 p.m., or as requested by the Participant. In the event the Contractor is unable to contact Participant after

three consecutive attempts, the Contractor will notify the DCFS CSW/DPO within one business day after the 72-hour timeframe.

11.1.4.3.1 The Contractor will provide an introductory packet for the parent/legal guardian/primary caregiver and the Participant, in the Parent's and the Participant's preferred language, outlining the program's mission, values, goals, program description, duration and frequency of services to be delivered, and program contact information. The Contractor will obtain the Participant's parent or legal guardian signature on Authorization Requesting Release of Information and/or Records (Exhibit A-23) during the Participant's initial orientation.

11.1.4.4 The Contractor will complete an initial Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4) to determine the Participant's advocacy needs and prepare the Advocacy Case Plan (Exhibit A-6). Areas to assess include: **Physiological Needs** (water, food, clothing, medical care, shelter, sleep, rest, comfort, hygiene); **Safety Needs** [personal safety, psychological safety, safety resources (people, places, things), placement that meets critical needs and provides safe environment and security, routine and rhythm of daily life]; **Love and Belonging Needs** (connecting with family, friends, mentors; establishing meaningful, supportive, consistent relationships with at least one forever nurturing adult; establishing connections with community (i.e., school, congregation, cultural center, spiritual or religious affiliations); developing healthy friendships; **Esteem needs** [promote and teach self-care (body, mind and soul), identify strengths and interests and build upon them, teach problem-solving skills, how to advocate for self, managing emotions, managing stress, social skills, education, and work]; and **Self-Actualization** (Acceptance of self; finding one's meaning and purpose in life and fulfilling it, becoming true to your own nature, living out your values, contributing to society).

11.1.4.5 Contractor will assess Life Skills for Participants 16 years and above in the areas of daily living, self-care,

relationships and communication, housing, money management, transportation, work and study life, career and education planning, civic engagement, and accessing resources. The Casey Life Skills Assessment <http://lifeskills.casey.org> (Exhibit A-7) will be used as a guide to discuss with Participant if there are any life skills they would like to learn. The “Resources to Inspire Guide” (Exhibit A-8) will be used to help identify the skill areas and corresponding goals to help build effective Advocacy Case Plan (Exhibit A-6). It lists suggestions for resources to help create activities and exercises that can be used to teach the learning goals in a group or on an individual basis.

- 11.1.4.6** Contractor will assess the needs of Participants who are pregnant and/or parenting, using the Casey Pregnant and Parenting Assessment (Exhibit A-9) to guide the assessment of needs of pregnant and/or parenting Participants. Contractor will also ensure that the Participant’s reproductive health rights are respected and that Participants are connected to resources and supports as outline in the Youth Reproductive Health and Pregnancy Policy (Exhibit A-10). [Youth Reproductive Health and Pregnancy - 0600-507.10 - DCFS Policy Institute Website](#)
- 11.1.4.7** The Contractor will complete an initial Advocacy Case Plan (Exhibit A-6), that includes a safety plan coordinated with the Participant’s team and approved by the County. The Safety Plan outlines the safety concerns surrounding the Participant’s mental/behavioral health, interpersonal relationships, and environments at home, school and the community. In addition, it includes the support, services, and resources that a Participant can use to address safety concerns and reduce risk factors that place the Participant in harm’s way. Contractor will send the Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4) and Advocacy Case Plan (Exhibit A-6) within 30 calendar days to the assigned DCFS CSW and SCSW and/or the Probation DPO and SDPO, via CTS or email if CTS is inaccessible.
- 11.1.4.8** The initial Advocacy Case Plan (Exhibit A-6), will include the Participant’s needs, and must be SMART (Specific, Measurable, Achievable, Relevant, and Time

Specific) goals, services, and support to help the Participant achieve SMART goals, timeframe for achieving the SMART goals, and the responsible parties who will team with the Participant, parent/ legal guardian/primary caregiver, and DCFS CSW/DPO, to implement the Advocacy Case Plan. The Contractor will team with the Participant's MDT and CFT to ensure the Advocacy Case Plan is in alignment with the Participant's DCFS/Probation Case Plan. The Advocacy Case Plan (Exhibit A-6) will be submitted for approval within 30 calendar days of receipt of referral.

11.1.4.9 The Contractor will meet with the Participant face to-face a minimum of four times per month or as needed per the Participant's Advocacy Case Plan (Exhibit A-6). The visits will be discussed with the CFT to ensure that the frequency of visits is appropriate. This applies to both referrals that come in through DCFS or Probation and via the FRP (crisis calls). In addition, the Contractor will have weekly contact with the Participant, either by phone or social media. The focus of the weekly contact is to develop rapport, stabilization, and to address advocacy goals. If the Contractor is experiencing any roadblocks to either developing rapport or working towards stabilization goals, the Contractor will address these concerns in weekly supervision meetings, MDT, and CFT meetings, and with the Participant's DCFS CSW or DPO.

11.1.4.10 The Contractor will notify the County of the need to make outside referrals. Upon approval from the County, the Contractor will make the needed referrals to outside services as prescribed in the Participant's Advocacy Case Plan (Exhibit A-6) (i.e., substance abuse, mental health, etc.).

11.1.5 Maintenance Services

11.1.5.1 The Contractor will complete an updated Advocacy Case Plan (Exhibit A-6) within 120-134 days of referral for the Participant's on-going stabilization. This plan will include a safety and on-going stabilization plan, and goals in coordination with the MDT and CFT. The updated Advocacy Case Plan (Exhibit A-6) will be in alignment with the DCFS/Probation Case Plan and approved by the case carrying DCFS CSW/DPO. The

Contractor will submit via CTS or email to the County if CTS is inaccessible the updated Advocacy Case Plan (Exhibit A-6) within 120-134 days of the referral.

11.1.5.2 The Contractor will meet with the Participant face-to-face, a minimum of two times per month as determined by the Participant's on-going stability needs and Advocacy/Safety Plan. In addition, the Advocate/Case Manager will have weekly contact with the Participant, which can be by phone or other types of social media. The focus of these contacts is to address advocacy/case management goals, on-going safety planning, participation in empowerment, educational and job readiness workshops, creating a strong support system, and referral to outside agencies for support to address Advocacy Case Plan goals. If the Contractor is experiencing any roadblocks or destabilization, the Contractor will address these concerns in weekly supervision meetings, MDT and CFT meetings, and with the Participant's DCFS CSW or DPO.

11.1.5.3 The Contractor will prepare and email an Advocacy Services 6-Month Review Report (Exhibit A-26) and submit via CTS or email if CTS is inaccessible within 180-194 days to review the Participant's progress with the CPM, and assigned CSW, SCSW, and/or DPO and SDPO.

11.1.6 Transition Services

11.1.6.1 The Contractor will have established partnerships among a diverse set of multi-sector partners and community-based organizations in order to assist youth with accessing services and resources in the community that address the needs of the youth.

11.1.6.2 The Contractor will prepare an updated Advocacy Case Plan (Exhibit A-6) within 300-314 days. If the Contractor experiences any impediments or destabilization, the Contractor will address these concerns through weekly supervision and with the County.

11.1.6.3 The Contractor will meet with the Participant face-to-face a minimum of two times per month or as determined by the Participant's Advocacy Case Plan. The Contractor will make weekly contact with the Participant which can

be by phone or virtual using social media to assist with the transition. The focus of these contacts is to address ongoing advocacy/case management goals, participation in educational workshops, job readiness and employment activities, linkage to services, and development and implementation of a transition plan using Advocacy Case Plan (Exhibit A-6) for the Participant.

- 11.1.6.4** If the Participant completes the program, or exits the program, and the DCFS CSW/DPO agrees with the termination of Advocacy Services, an Advocacy Services: Termination Report (Exhibit A-25) will be submitted to the County within seven business days of termination. The Advocacy Services Termination Report must include a listing of all goals developed with the Participant, indicating which goals were achieved and which were not achieved, and the reason(s) why the goal(s) were not achieved, if applicable. The Advocacy Services Termination Report will also include contact information for at least two community resources that the Participant can utilize for ongoing support.

11.1.7 Extension Requests (applicable for Advocacy Services Program)

- 11.1.7.1** In the event a Participant requires more than 12 months of services to achieve safety and stability, a 6-month extension is allowed in two 3-month intervals. The request for the first extension will be submitted to the assigned CSW/SCSW, DPO/SDPO and the CPM for final review and approval within 330-345 days. If a second Extension Request is needed, it will be submitted within 420-435 days from referral date. The updated Advocacy Case Plan (Exhibit A-6) is due within 14 calendar days from the approval date of the extension request. Services beyond 18 months are not permitted, unless written approval has been received by the CPM.

11.1.8 Lived Experience Expert/Survivor Advocacy Services

- 11.1.8.1** The Lived Experience Expert (LEE)/Survivor Advocacy services will be provided by a Lived Experience Expert/Survivor Advocate, as needed. The services will include stabilization and engagement; support for the Participant testifying against their trafficker; crisis response to

increase and support stabilization and re-victimization; and co-facilitation of educational workshops. LEE/Survivor advocacy is short-term advocacy to help the Participant stabilize and transition into longer-term Advocacy Services.

11.1.8.2 The Contractor will make face-to-face contact with Participant and parent or legal guardian (as appropriate) within two business days of receiving the request by the County.

11.1.8.3 The Contractor will have weekly face-to-face contact with the Participant and other contact via phone, text, or virtual social media during the first month of service or longer, as determined by the needs of the Participant and the Participant's MDT/CFT.

11.1.8.4 Once the Participant has been stabilized, the Contractor will have bi-monthly face-to-face contact with the Participant and weekly contact via phone, text, or virtual social media during the first month of service or as needed, as determined by the needs of the Participant and Participant's MDT/CFT.

11.1.8.5 The Contractor will participate in MDT and CFT meetings as needed.

11.1.9 Prevention Advocacy Services

Prevention Services will be provided to approximately 15 Participants annually, for a maximum of 12 months. These services include Participants identified as at-risk and may be a "Community Based referral, which are referrals made by a community member, school personnel, and community-based entities with consent by Participant. Participants ages 12+ and parents/caregivers may self-refer. Minors can be referred by a Participant, parents, school personnel, and community-based entities by electronically submitting a Community-Based Referral (Exhibit A-18) to the Contractor.

Advocacy Services may also be referred by the DCFS CSW who is closing out an Emergency Response investigative referral or a CSW/DPO who is closing out a DCFS/Probation case by submitting a referral via the Child Trafficking System.

Prevention Advocacy Services include the following deliverables:

completion of the Initial Safety Plan (non-FRP) (Exhibit A-5) due within 14 days of referral for Non-FRP youth, Los Angeles County FRP Intake Form (Exhibit A-22) due within 14 days (if applicable) of referral, Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4) due within 30 days of referral, updated Advocacy Case Plan (Exhibit A-6) due within 120-134 days, an Advocacy Services 6-Month Review Report (Exhibit A-26) (if applicable) due within 180-194 days, and a transition Advocacy Case Plan (Exhibit A-6) due within 300-324 days. Prevention Services will terminate by the 365th day from referral date. The Advocacy Services: Termination Report (Exhibit A-25) is due within seven business days of termination date.

A Restoration Fund Request (Exhibit A-28) may be submitted for youth receiving prevention services. The Prevention and Advocacy Services Comparison Chart (Exhibit A-31) provides an easy reference to the services that are to be provided under each service component.

Participants receiving prevention services will participate in the prevention workshops and/or prevention and intervention curriculums and applicable empowerment activities.

Advocates are not required to attend CFTs or MDTs on prevention cases, since prevention services have no open case with DCFS or Probation.

Contractor will provide Advocacy Services for each Participant receiving prevention services for an average of six hours each month, for up to 12 months.

The services provided to prevention cases will be sent to CSECAAdmin@dcfs.lacounty.gov.

11.1.10 Workshop and Event Coordination

11.1.10.1 The Contractor will plan, coordinate, and organize the implementation of Life Skills Workshops for Participants. The workshops will address daily living, self-care, relationships and communication, housing, money management, work and study life, career and education planning, civic engagement, parenting, accessing resources, and other topics identified by the Participant and/or CPM.

11.1.10.2 The Contractor will engage Lived Experience Experts

in planning, coordinating, organizing, and leading Empowerment Activities for Participants. Participants will learn various forms of healthy expression (i.e., through art, dance, writing, spoken word, poetry, song, etc.), discover new talents, interests, and have opportunities to experience healthy, positive social environments and interactions to connect with people who serve as their allies, role models, and support network, as well as peers, in order to create a sense of belonging and a sense of community. Activities and events will align with the needs and interests of the Participant.

11.1.10.3 The Contractor will alternate hosting the Empowerment Activities. The Becoming Me curriculum will be integrated into Empowerment Activities and/or done individually with Participants. The Contractor will plan six empowerment events, organize, coordinate and implement in partnership with the LEE/Survivor Advocate during a 12-month period. The Contractor will discuss the Empowerment Activities Schedule during the monthly Advocacy Roundtable Meetings that will be scheduled by the CPM.

11.1.10.4 The Contractor will create flyers, letters, postcards, posters or any other types of materials needed to market Life Skills workshops, and Empowerment Activities. Marketing materials must be provided to the County 30 days in advance of the workshop/activity and must include all of the following relevant information: date, time, location of event/activity, targeted audience, purpose/objectives of event, description of event, and parking and transportation information to maximize participation by Participants, and any other relevant information that Participants need to know to be informed of and prepared for the workshop/activity/event. Advocates may transport Participants to and from Advocacy Program events and activities.

11.1.10.5 The Contractor must demonstrate cultural competency and an ability to address the cultural backgrounds and needs of the various populations and engage underserved youth in the Life Skills workshops and empowerment activities.

11.1.10.6 Advocates will assist in transporting or assist with arranging transportation for Participants to provide Participants with the opportunity to attend Life Skills Workshops and Empowerment Activities. Uber transportation services may be offered to support Participants in attending Life Skills Workshops and Empowerment Activities. Uber transportation may be offered for non-minor dependents with the written approval of the CSW or SCSW on the Restoration Request form. Uber rides may also be provided to minors with the approval of the parent/legal guardian and the lead CSW/DPO if the youth live at home. The parent/legal guardian is responsible for creating an Uber teen account for their child to request Uber transportation. The Contractor may utilize Restoration Funds to purchase Uber gift card with the approval of the lead CSW/DPO and the CPM or CPM's designee on the Restoration Funds Request (Exhibit A-28). Uber rides for minors may be provided for minors in foster care as well if, for some reason, the foster care provider is unable to provide transportation to the Life Skills workshop or Empowerment Activity. Approval by the foster care provider must be documented on the Restoration Fund Request Form and the lead CSW/DPO must sign the Restoration Fund Request approving the purchase of Uber transportation for the minor. In addition, the CPM or CPM's designee must approve the Restoration Fund Request.

11.1.10.7 The workshop/event coordinator must have experience facilitating groups and have completed the County's Mandatory Contractor Training to facilitate/co-facilitate the workshops.

11.1.10.8 Each Life Skills Workshop or Empowerment Activity must have a sign-in sheet with the name of the workshop, date, location, and Participant's full name and signature. If Participants were provided incentives during the workshop or event, acknowledgment of receipt of incentive by the Participant will be documented on the sign-in sheet.

11.1.11 Parent Advocacy Services

11.1.11.1 The Contractor will make face-to-face contact with parent or legal guardian within three business days of receiving

referral.

- 11.1.11.2** The Contractor will have weekly face-to-face contact with the parent or legal guardian and Participant to provide support during the first month of service or longer if deemed necessary for stabilization and in accordance with the Advocacy Case Plan (Exhibit A-6).
- 11.1.11.3** The Contractor will co-facilitate PEP Workshops. These services will include providing psychoeducation and support to parents whose children have been trafficked. Parent workshops will provide tools and opportunities for discussion to understand the pathways, risks, and vulnerabilities to becoming a victim, preventing their children from being re-victimized, opportunities to learn about the Stages of Change Model, engagement strategies, impact of trauma, strategies for growth, healing, development, and self-care. The Contractor will ensure that workshop staff received the County's Mandatory Contractor Training.
- 11.1.11.4** The Contractor will issue a Pre-Test at the first PEP Session and a Post-Test at the last PEP Session. Refer to PEP Pre- and Post-Test (Exhibit A-20). In addition, the PEP Evaluation Survey (Exhibit A-19) will be provided to Participants at the end of the program to demonstrate whether the Participant received the knowledge, skills, and/or abilities that were intended to be transferred to the Participant as a result of the program and their level of satisfaction with PEP.
- 11.1.11.5** The Contractor will collect the following data for each Parent Empowerment Workshop Series: number of enrolled participants at the beginning of the program; number of parents who attended each workshop, number of participants who completed/graduated the program (i.e. out of all those who initially enrolled, number/percent that completed at least 80% or more of the program's workshops).
- 11.1.11.6** The Contractor will maintain all workshop registration/enrollment forms, sign-in sheets that include the PEP Facilitator names, date of workshops, title of the module being covered during each workshop, Participant's full name, phone number, e-mail, child's name, full name of assigned CSW/DPO, and annotation

of workshops each parent attended, all of which is to be sent to the CPM within 14 business days of completing a round of the PEP.

11.1.11.7 The PEP Evaluation Survey (Exhibit A-19) and PEP Pre- and Post-Test (Exhibit A-20) results for each PEP Cohort will be submitted via e-mail to the County within 14 business days of the completed PEP Cohort (each cohort is comprised of ten classes).

11.1.11.8 A PEP Report (Exhibit 34) will be provided within 14 business days of the completed PEP Cohort. Parents who complete 80 percent (eight out of ten possible sessions) of the PEP sessions will receive a Graduation Certificate signed by the Advocacy Services agency's Program Manager. Parents who participated in PEP will receive a PEP Participation Certificate that has the number of sessions completed out of a possible ten, to be signed by the Advocacy Agency Program Manager.

11.1.12 Child and Youth Life Skills Workshops and Empowerment Activities

The Contractor will hold monthly Life Skills Workshops and Empowerment activities as prescribed by the County. The Contractor will provide Participants with transportation to workshops, as needed. The Contractor will maintain sign-in sheets for workshops that include the name of the facilitator/co-facilitator, date, title of workshop, location, and the Participant's name, phone number, and e-mail address (if available). The Contractor will ensure that workshop staff complete the County's Mandatory Contractor Training.

11.1.12.1 The Contractor will complete a Facilitator Workshop Debrief (Exhibit A-30) with Participants at the end of each workshop to document feedback from Participants. Feedback is to be used for continuous quality improvement efforts.

11.1.12.2 The Contractor will maintain all workshop registration/enrollment forms, sign-in sheets which include the Facilitator names, date of the workshop, title of the workshop, location, and Participant's full name, phone number and e-mail, as well as any applicable PEP Pre- and Post-Tests (Exhibit A-20) and Facilitator Workshop Debrief (Exhibit A-30).

11.1.12.3 The Contractor will rotate planning, organizing, and implementing the monthly empowerment events or as determined by DCFS. Contractors will co-lead with LEE/Survivor Advocate in organizing, planning, and implementing the Empowerment Conference. Each Contractor will discuss Empowerment Event Schedule and event activities during the monthly Advocacy Roundtable meetings scheduled by DCFS. The schedule for the empowerment activities and annual Empowerment Conference is to be approved by DCFS.

11.1.13 Referral Process

11.1.13.1 The referrals of Participants will be made by designated DCFS and Probation staff. The Advocacy Services Referral (Exhibit A-24) will be used, County will provide the Participant's identification information and recommend the appropriate services for each Participant. The Contractor will not make self-referrals. Participants can be referred through Community Based Referrals (Exhibit A-18). Approximately 125 referrals will be made annually. Except in rare circumstances approved by the County's Program Manager, clients will remain with the agency to which they were originally referred, as consistency in services and relationships is especially critical for Advocacy Services Participants. Referrals are for the target population that resides in Los Angeles County; however, in the event a Participant is replaced in foster care in San Bernardino or Orange County, the Advocate will continue to provide services to the Participant as needed, except in rare circumstances approved by the CPM.

11.1.14 Reimbursement process

11.1.14.1 The DCFS will reimburse the Contractor in arrears based on the number of Service Units provided monthly. One Service Unit equals one hour of service provided by the Contractor. Refer to Advocacy Services Billable Activities (Exhibit A-33) for a description of billable activities. The DCFS will pay the Contractor for Mandatory Contractor Training. One Mandatory Contractor Training Unit equals one hour of training provided by the County. The Contractor will be reimbursed as outlined in the Pricing Sheet (Exhibit B) of the Contract.

11.1.14.2 The Contractor can invoice for transportation services under Service Unit, only when providing direct transportation services for a Participant or a group of Participants. Direct transportation means the Participant(s) must be in the vehicle with the Contractor through the travel duration. Other types of transportation services are not an allowable Service Unit. Transportation services for Participant(s) may be provided to assist Participant(s) in achieving Advocacy Case Plan (Exhibit A-6), Safety Plan goals from Initial Safety Plan (non-FRP) (Exhibit A-5) or Los Angeles County FRP Intake Form (Exhibit A-22) and assisting with transporting Participant(s) to Life Skills Workshops and Empowerment activities.

11.1.14.3 Contractor will not invoice per Participant when the Participants are transported together by the Contractor.

11.1.15 Case File Management

The Contractor will maintain a case file on the CTS for each Participant, which includes the following:

11.1.15.1 Completed Advocacy Services Referral (Exhibit A-24) or Community-Based Referral (Exhibit A-18).

11.1.15.2 A signed Authorization Requesting Release of Information and/or Records (Exhibit A-23).

11.1.15.3 A copy of Los Angeles County FRP for Intake Form (Exhibit A-22).

11.1.15.4 Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4).

11.1.15.5 Initial Safety Plan (non-FRP) (Exhibit A-5).

11.1.15.6 Advocacy Case Plan (Exhibit A-6).

11.1.15.7 Advocacy Services 6-Month Review Report (Exhibit A-26).

11.1.15.8 Extension Request (Exhibit A-11).

11.1.15.9 Case Notes (Exhibit A-21).

11.1.15.10 Auxiliary Funds Request (Exhibit A-14).

11.1.15.11 Auxiliary Fund Receipts.

11.1.15.12 Advocacy Services: Termination Report (Exhibit A-25).

11.1.15.13 Prevention or Intervention Workshop Completion Certificates (to be provided for each workshop completed) and PEP Graduation Certificates (to be provided to Participants who complete at least 80 percent of the workshops included in the program) and PEP Participation Certificates that shows the number of sessions completed out of a possible ten sessions.

11.1.15.14 Life Skills Completion Certificates (to be provided for each workshop completed).

11.1.16 Child Trafficking Tracking System (CTS)

Contractors will track referrals for Advocacy Services, document Advocacy activities, and submit documentation on CTS. Within three business days of executing the contract, Contractor will provide a list of staff that will be using CTS: Management/Administrative staff, Advocates, Lived Experience Experts/Survivor Advocates, and Parent Advocates. The list of CTS users will include the first and last name, their role (i.e., Manager/Administrator, Advocate, Survivor Advocate, Parent Advocate), along with their e-mail address and phone number. If a CTS user is no longer employed or a new CTS user is hired, Contractor will immediately notify the CPM. In the event that CTS is unavailable, Contractors will e-mail completed exhibits identified below to the assigned CSW and DPO (as applicable), and to both DCFS (CSECAAdmin@dcfs.lacounty.gov) and Probation Administrative e-mails (childtrafficking@probation.lacounty.gov) for those children/youth under dual supervision. If the child/youth is not under dual supervision, send the deliverables to the lead agency assigned to the child/youth by the specified timeframe identified in this Statement of Work. Once CTS is restored, the Contractor is responsible for uploading the documents into CTS.

- Exhibit A-4: Advocacy Services Intake Strengths and Needs Assessment
- Exhibit A-5: Initial Safety Plan (non-FRP)
- Exhibit A-6: Advocacy Case Plan
- Exhibit A-11: Extension Request
- Exhibit A-18: Community-Based Referral (Once CTS' feature is available to upload)

- Exhibit A-22: Los Angeles County FRP Intake Form
- Exhibit A-25: Advocacy Services: Termination Report
- Exhibit A-26: Advocacy Services 6-Month Review Report

The CTS system incorporates electronic versions of case management forms. All forms and data collected through the CTS will nullify the requirement to submit the exhibits identified above via e-mail, unless the system is unavailable, then the temporary process will be implemented as stated in above paragraph. CTS will provide monthly data reports to assist with the monitoring of data indicators related to the submission of forms within required timeframes, outcomes of Participants exiting the Advocacy Services Program, and Contractor compliance with the delivery of services. Contractors will receive training on how to utilize CTS by the County. Data collected through the CTS system will be used for program management and continuous quality improvement efforts.

11.1.17 Closure

- 11.1.17.1** Contractor will ensure the assigned Advocates remain with the Participant during the contract transition between two contractors when the current Contractor is not awarded a replacement contract.
- 11.1.17.2** Contractor will provide a list of Participants who will not complete the Advocacy Services Program at least 60 days before the end of the contract. The list shall include the youth's first and last name, date of birth, assigned Advocate, assigned CSW, status of youth (home of parent, in foster care, transitional housing, shelter care, etc.) and the target date to transition the youth over to the new Contractor. This list will assist the CPM in determining the number of Participants that need to be transferred to a new contractor.
- 11.1.17.3** Contractor will provide a list of Participants who have a target date for completion or termination of services, along with the reason (away from care, youth requests termination of services, graduated from program, or other reason).
- 11.1.17.4** Contractor will transition all case related information of the Participant to the new contractor within two weeks

(transfer period) of the new contract start date (Start Work Notice date).

11.1.17.5 When Participants are determined eligible to transfer to a new contractor, every effort will be made to ensure that a proper transition be arranged. This event should occur by the end of a two-week transfer period.

12.0 SPECIFIC TASKS

The Contractor will attend the following County trainings listed under Section 12.1 (Mandatory Contractor Training). After completing the trainings, the Contractor will provide the Prevention Curriculum, the Becoming Me Curriculum, and the PEP to Participants.

12.1 Mandatory Contractor Training

The Contractor will be required to attend and participate in all training sessions associated with the facilitation of Advocacy Services. The Contractor's staff comprised of the Contractor's Project Manager and all field staff must have knowledge of the educational curriculums and service advocacy interventions and will be required to demonstrate their competence in understanding the curriculums used and program content for the County's educational workshops. The training for the educational workshops will include, but not be limited to:

12.1.1 Human Trafficking of Minors 101 (6 hours)

12.1.2 Human Trafficking of Minors 102 (8 hours)

12.1.3 Child Trafficking Prevention Education Curriculum (4-5 hours)

12.1.4 "Becoming Me" – Intervention Curriculum (8 hours)

12.1.5 "PEP" Curriculum (12 hours)

12.1.6 Harm Reduction Training (4 hours)

12.1.7 Advocacy Services Program Orientation and Training: program design, services, restoration funds, MDT Meetings, CFTs, DCFS/Probation contacts, roles and responsibilities, engaging/supporting survivors, deliverables, forms, managing the contract, case documentation requirements, monthly reports, invoicing, mandated reporting, critical incidents, goals, and evaluation of outcomes (24 hours).

- 12.1.8** The CPM may also require additional mandatory trainings to meet the needs of the Participants and the County.

12.2 Additional Requirements

- 12.2.1** The Contractor will provide and/or purchase the County approved items for reimbursement according to the procedures set forth in Auxiliary Funds Request (Exhibit A-14). A listing of allowable expenses is provided in Allowable Expenditures for Advocacy Services Funding (Exhibit A-15). Items may include, but are not limited to:

12.2.1.1 Transportation to workshops, court hearings, treatment sessions, and/or support services, etc.

12.2.1.2 Sports Equipment/Uniforms

12.2.1.3 College Tours

12.2.1.4 Tutoring

12.2.1.5 Youth Empowerment Conference

12.2.1.6 Job Readiness Support

12.2.1.7 Personal/Self Care/Hygiene

12.2.1.8 Diapers and baby products, etc.

12.2.1.9 Clothing, books, etc.

12.2.1.10 Extra-curricular or therapeutic programs that reflect the Participant's interests (i.e., art classes, cooking classes, dance classes, gym membership, yoga, animal assisted therapy, Eye Movement Desensitization and Reprocessing not covered by Medical).

12.2.1.11 Contractor will ensure that the vehicles to transport Participants are properly maintained and will always secure and maintain automobile liability insurance on such vehicles.

12.3 Performance Measures

The Contractor must provide performance measures to demonstrate how

the services are progressing in achieving the established goals and objectives of the program. See Section 18.0 (Performance Outcome Summary).

12.4 Monthly Reporting

The Contractor will electronically send monthly reports along with invoices, to the CPM and Tranla@dcfs.lacounty.gov, by the 15th of each Month, the following:

12.4.1 Master Activity Report: This report can be downloaded by the Contractor from the CTS. The report provides the dates of all contact activity, type of contact (face-to-face, phone call, text, social media), type of activity (home visit ongoing assessment, safety planning, advocacy planning, etc.); Participant's name, Participant's date of birth, Parties involved in activity (Participant, parent, foster parent, DCFS CSW/DPO, etc.), time spent on activity, system involvement (DCFS, Probation, Dual Supervision). Contractor will manually add to the Master Activity Log the following: Clinical Supervision dates, hours, and name of Advocate who received Clinical Supervision.

12.4.2 Monthly Caseload Report: The Contractor will prepare a Monthly Caseload Report that includes the following: date of referral, date of last contact with Participant, Participant's name, Participant's date of birth, parent's name, parent or legal guardian receiving services (yes/no); advocate name, and CSW/DPO name. The Monthly Caseload Report is to be signed, dated by the Contractor, and submitted with invoice.

12.4.3 Source Documentation: Copies of workshop and event sign-in sheets (must include title of event/activity, Facilitator(s), date, location, names of Participants who attended, signatures of Participants), workshop evaluation reports, workshop Pre and Post-Tests, calendar of events/activities, flyers, restoration/auxiliary funds requests, receipts, and invoices.

The Contractor will hold monthly staff meetings regarding overall advocacy service compliance, new intakes, case reviews, and any service delivery issues or concerns. Minutes of the meetings will be retained by the Contractor through the contract term and made available for County audits.

13.0 UNSCHEDULED WORK

If the Contractor provides any tasks, deliverables, goods, services, or other work, other than as specified in this Contract, the same will be deemed to be a gratuitous effort on the part of the Contractor, and Contractor will have no claim whatsoever against the County.

14.0 CONTRACTOR'S QUALITY ASSURANCE PLAN AND MONITORING

The Contractor will establish and maintain a Quality Assurance Plan (QAP) approved by the CPM to ensure the requirements of the Contract are met. An approved copy must be provided to the CPM upon request after the Contract start date and as changes occur. The original QAP and any revisions thereto must include, but not be limited to, the following:

- 14.1** Methods used to ensure that the quality of service performed fully meets the performance requirements set forth in the Statement of Work (SOW). Contractor must include methods for identifying and preventing deficiencies in the quality of service performed before the level of performance becomes unacceptable.
- 14.2** Methods for ensuring uninterrupted service to the County in the event of a strike by Contractor's employees or any other potential disruption in service.
- 14.3** The Contractor must not utilize any employee or subcontractor whose work has been deemed deficient and/or unacceptable by the CPM.
- 14.4** The Contractor must establish and maintain a Continuous Quality Improvement Process Plan to periodically review and assure all requirements of the Contract are met or exceeded. A current copy of the Continuous Quality Improvement Process Plan approved by the CPM must be provided to CPM for review and approval upon commencement of the Contract and as updated thereafter.
- 14.5** The QAP must include, but is not limited to, manuals that contain data for all training components defined herein.
- 14.6** The plan must include an identified monitoring system covering all the services, PRS Chart (Exhibit A-27), as well as methods for identifying and preventing deficiencies in the quality of services. Specifically, the following factors must be included in the QAP:
 - Activities to be monitored to ensure compliance with all SOW requirements.
 - Monitoring methods to be used.
 - Frequency of monitoring.

- Samples of forms to be used in monitoring.
- Title/level and qualifications of personnel performing monitoring functions.
- File of all monitoring results, including any corrective action taken.

15.0 COUNTY'S QUALITY ASSURANCE MONITORING

The County or its agent will evaluate the Contractor's performance under this Contract on an annual basis. Such evaluation will include assessing the Contractor's compliance with all Contract terms and performance standards.

15.1 The CPM or designee will monitor Contractor performance under this Contract using the CPM approved QAP specified in this SOW.

15.2 Contractor must work with the CPM to quickly resolve any issues that emerge regarding Contractor's performance.

15.3 Contractor must meet monthly and as needed with the CPM to discuss QAP.

15.4 Contractor must: 1) Immediately notify the CPM of any difficulty, problem, or incidents which may impact or delay the progress or completion of work; and 2) Work with the CPM to resolve such issues to avoid further problems.

15.5 Contract Discrepancy Report

Verbal notification of a Contract discrepancy must be made to the Contractor's Program Director whenever a Contract discrepancy is identified. The problem will be resolved within a time mutually agreed upon by the County and the Contractor. The CPM will determine whether a formal Contract Discrepancy Report (Exhibit A-12) will be issued. Upon receipt of this document, the Contractor is required to respond in writing to the CPM within five business days, acknowledging the reported discrepancies or present contrary evidence. The Contractor will submit a plan to address and correct all deficiencies identified in the Contract Deficiency Report to the CPM within ten business days of receipt of the Contract Deficiency Report.

16.0 GREEN INITIATIVES

16.1 Contractor will use reasonable efforts to initiate "green" practices for environmental and energy conservation benefits.

16.2 The Contractor must notify the CPM of the Contractor's proposed green initiative outline in their proposal and any new green initiatives prior to the Contract commencement.

17.0 PERFORMANCE REQUIREMENT SUMMARY

- 17.1** All listings of services used in the PRS Chart (Exhibit A-27) are intended to be completely consistent with the Contract and the SOW, and are not meant in any case to create, extend, revise, or expand any obligation of the Contractor beyond that defined in the Contract and the SOW. In any case of apparent inconsistency between services as stated in the Contract, the SOW and the PRS, the meaning apparent in the Contract and the SOW will prevail. If any service seems to be created in the PRS which is not clearly set forth in the Contract and the SOW, that apparent service will be null and void and place no requirement on the Contractor.
- 17.2** A standard level of performance will be required of the Contractor for the required services. PRS Chart (Exhibit A-27) summarizes the required services, performance standards, maximum allowable deviation from the standards, methods of surveillance to be used by the County, and liquidated damages to be imposed for unacceptable performance. The County will evaluate the Contractor's performance under this Contract using the quality assurance procedures specified in PRS Chart (Exhibit A-27) or other such procedures as may be necessary to ascertain the Contractor's compliance with this Contract. Failure of the Contractor to achieve this standard can result in an assessment of liquidated damages against the Contractor's monthly payment as determined by the County.
- 17.3** When the Contractor's performance does not conform to the requirements of this Contract, the County will have the option to apply the following non-performance remedies:
- 17.3.1** Require the Contractor to implement a formal corrective action plan, subject to approval by the County. In the plan, the Contractor must include reasons for the unacceptable performance, specific steps to return performance to an acceptable level, and monitoring methods to prevent recurrence.
 - 17.3.2** Reduce payment to the Contractor by a computed amount based on the assessment fee(s) in the PRS Chart (Exhibit A-27).
 - 17.3.3** Reduce, suspend or cancel this Contract for systematic, deliberate misrepresentations, or unacceptable levels of performance.
 - 17.3.4** Failure of the Contractor to comply with or satisfy the request(s) for improvement of performance or to perform the neglected work specified within ten business days will constitute authorization for the County to have the service(s) performed by others. The entire cost of such work performed by others due to the Contractor's

failure to perform said service(s), as determined by the County, will be credited to the County on the Contractor's future invoice.

- 17.4** This paragraph does not limit the County's right to terminate the Contract upon ten business day's written notice with or without cause, as provided for Paragraph 8.42 (Termination for Convenience) of the Contract.

18.0 PERFORMANCE OUTCOME SUMMARY

COUNTY'S PERFORMANCE MEASURE SUMMARY/GOAL		
PROGRAM: Advocacy Services		
OUTCOME GOALS: Safety, Permanency, Stability, Self-Sufficiency and Well-Being		
TARGET GROUP: Children and Youth At-Risk or Victims of Child Trafficking		
OUTCOME 1: SAFETY	PERFORMANCE TARGET	METHOD OF DATA COLLECTION
First Responders Timely Crisis Response	85% of Advocacy FRP crisis response occurs within 90 minutes of notification.	FRP Intake Form (Exhibit A-22)
Participation rate in MDTs and CFTs	90% participation in invited MDT/CFT meetings.	Case Notes (Exhibit A-21)
Timely completion of Intake Strengths and Needs Assessment and Initial Safety Plan (non-FRP)	85% of all referrals have a completed Safety Plan (for Non-FRP youth) and Intake Strengths and Needs Assessment that was developed with the Participant and input from their parent (as appropriate) and primary caregiver (if applicable) and CSW/DPO.	Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4) and Initial Safety Plan (non-FRP) (Exhibit A-5)
Timely completion of Intake Strengths and Needs Assessment and Safety Plan	85% of all referrals have a completed Intake Strengths and Needs Assessment completed within 30 calendar days of the referral date.	Advocacy Services Intake Strengths and Needs Assessment (Exhibit A-4) and Initial Safety Plan (non-FRP) (Exhibit A-5)

OUTCOME 1: SAFETY (cont.)	PERFORMANCE TARGET	METHOD OF DATA COLLECTION
Engagement of Participant, parent, caregivers, and DCFS CSW/DPO in Advocacy Plan.	85% of all enrolled Participants will have an Advocacy Plan in place that was developed with the Participant and their parent (as appropriate), primary caregiver (if applicable), and approved by CSW/DPO within 30 calendar days of the referral.	Advocacy Case Plan (Exhibit A-6)
Ongoing, concerted efforts made to assess and address the risk and safety concerns of children and youth Participants.	85% of cases reviewed show that the Contractor developed an appropriate safety plan with the child/youth and family and continually monitored and updated the safety plan as needed, including monitoring family engagement in any safety-related services.	Advocacy Services 6-Month Case Reviews Report (Exhibit A-26)
Rate of successful completion of parent prevention/intervention workshops.	70% of enrolled parents in the PEP successfully completed the program (successful completion is defined as attending 80% of the required workshops).	PEP Report (Exhibit 34) and Workshop Completion Certificate
Timely completion of required contacts.	90% of required contacts per the case plan with the Participant have been completed.	Case Notes (Exhibit A-21), Advocacy Case Plan (Exhibit A-6), and Initial Safety Plan (non-FRP) (Exhibit A-5)

OUTCOME 2: PERMANENCY AND STABILITY	PERFORMANCE TARGET	METHOD OF DATA COLLECTION
Linkage to services	85% of all enrolled Participants are linked to services identified in the Advocacy Case Plan within 60 days of initial enrollment.	Advocacy Case Plan (Exhibit A-6) and Case Notes (Exhibit A-21)
Engagement	85% of Advocates attempt contacts and/or maintain weekly communication with referred Participants.	Case Notes (Exhibit A-21)
Timely completion of Advocacy Plan	85% of enrolled Participants have an updated Advocacy Case Plan per the required timeframes.	Advocacy Case Plan (Exhibit A-6)
Improved awareness, understanding, and attitude/beliefs among Parents.	Increase in Human Trafficking (HT) awareness, understanding of HT dynamics, and improved attitude/beliefs for those who successfully completed the PEP (successful completion is defined as completing 80% of the required workshops).	Facilitator Debriefing Worksheet (Exhibit A-30) and PEP Pre-and Post-Tests (Exhibit A-20)
Rate of successful completion of parent prevention/intervention workshops.	70% of enrolled parents successfully completed the program (successful completion is defined as attending 80% of the required workshops).	PEP Report (Exhibit 34) and Workshop sign-in sheets

OUTCOME 3: SELF-SUFFICIENCY AND WELL BEING	PERFORMANCE TARGET	METHOD OF DATA COLLECTION
Timely completion of transition Advocacy Plan	85% of enrolled Participants have a transition Advocacy Plan completed 90 days before exiting program.	Advocacy Case Plan (Exhibit A-6) and Advocacy Services: Termination Report (Exhibit A-25)
Rate of applicable workshop completion by Participants	85% of all enrolled Participants complete applicable workshops within 12 months of enrollment.	Case Notes (Exhibit A-21) and Workshop Completion Certificates
Rate of goal achievement	85% of Participants who graduated from the program met at least 85% of advocacy plan goals.	Advocacy Services: Termination Report (Exhibit A-25)
Linkage to LGBTQIA+ services	85% of Participants who identify as LGBTQIA+ are referred to LGBTQIA+ services upon consent of the Participant.	Advocacy Case Plan (Exhibit A-6) and Advocacy Services: Termination Report (Exhibit A-25)
Linkage rate to community resources upon termination	85% of Participants who have successfully graduated from the Advocacy Services Program will be linked to at least two resources in the community before terminating Advocacy Services.	Advocacy Services: Termination Report (Exhibit A-25)

OUTCOME 4: ORGANIZATIONAL EXCELLENCE	PERFORMANCE TARGET	METHOD OF DATA COLLECTION
Customer satisfaction	85% of children and youth who participate in the program indicate an overall Likert rating of “Highly Agree” or “Agree” to statements on completed surveys.	Advocacy Services Youth Survey (Exhibit A-29) distributed and collected from youth Participants every 6 months
Child/Youth and Family, and CSW/DPO involvement in case planning	85% of cases reviewed show that the Contractor made concerted efforts to actively involve the child/youth, parents, primary caregiver, and CSW/DPO in assessment and case planning. Actively involved means the Contractor involved the children, youth, parent(s), and CSW/DPO in: 1) Identifying strengths and needs; 2) Identifying services and service providers; 3) Establishing goals in the Advocacy Case Plan (Exhibit A-6); 4) Evaluating progress toward goals; and 5) Discussing the case plan and adapting as needed to meet the needs of the Participants.	Case Notes (Exhibits A-21) and Advocacy Services 6-Month Review Report (Exhibit A-26)
Advocacy Agency provides professional development, coaching and support to Advocates, LEEs/Survivor Advocates and Parent Advocates to ensure the application of best practice and learnings from required trainings.	100% of Advocates, LEEs/Survivor Advocates, and Parent Advocates receive weekly clinical supervision and coaching to ensure the application of best practice approaches with Participants.	Master Activity Log
Advocacy Agency provides up to date documentation of case management activities, including contacts and attempted contacts with Participants on the CTS.	100% of documented contacts and attempted contacts with Participants will be documented on the CTS within three days of the contact/attempted contact.	CTS

Los Angeles County Five-Year Strategic Plan to Prevent & Address Child Trafficking

2025 - 2030



Strategic Plan to Prevent & Address Commercial Sexual Exploitation of Children and Youth

2025 - 2030



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ACKNOWLEDGMENTS

PLANNING TEAM

The authors of this plan are Mae Ackerman-Brimberg, Kate Walker Brown, and Maria Contreras from the National Center for Youth Law, and Dr. Carly Dierkhising of California State University, Los Angeles (Cal State LA). The planning team for this project also included Adela Estrada, the Dedication to Restoration through Empowerment, Advocacy, and Mentoring (DREAM) Program Administrator and the Los Angeles County Project Manager, Michelle Guymon, Los Angeles County's Probation Department (Probation) Commercially Sexually Exploited Children (CSEC) Consultant, and Darla Chavez Chavez of the National Center for Youth Law.

CONTRIBUTORS

The planning team and Los Angeles County would like to thank and acknowledge the nearly 80 youth and family members who shared their experiences, insight and expertise to guide the development of the plan. We also thank the members of the CSEC Action Team Advisory Board for their invaluable contributions.

In addition, we also thank and acknowledge the members of the Los Angeles County Child Trafficking Steering Committee, public agency partners and numerous community-based organizations who participated in listening sessions and provided feedback to inform this plan.

Contributors include:

- Aviva Family and Children's Services
- Children's Law Center of California
- Child and Family Policy Institute of California, Preventing and Addressing Child Trafficking (PACT)
- Coalition to Abolish Slavery and Human Trafficking
- Crittenton Services for Children and Families
- East LA Women's Center

- Forgotten Children, Inc.
- GEMS Uncovered
- Hathaway Sycamore
- Humanistic Foundation
- Journey Out
- LA LGBT Center
- Loyola Law School, Rights in Systems Enforced (RISE) Clinic
- Mary's Path
- Olive Crest
- Optimist Youth Homes & Family Services
- Organizing Roots
- Para Los Ninos
- Penny Lane Centers
- Reimagine Freedom
- Saving Innocence
- South Bay Center for Counseling
- Spiritt Family Services
- The Help Group
- The Village
- There is Hope Foster Family Agency
- Treasures
- Vera Institute of Justice, Ending Girls Incarceration Initiative
- Victor Treatment Centers
- Vista Del Mar
- Young Women's Freedom Center

- ZOE International
- Los Angeles County Department of Children & Family Services
- Los Angeles County Department of Education
- Los Angeles County Department of Health Services
- Los Angeles County Department of Mental Health
- Los Angeles County Department of Public Health
- Los Angeles County Department of Youth Development
- Los Angeles County District Attorney's Office
- Los Angeles County Probation Department
- Los Angeles County Public Defender's Office
- Los Angeles County Youth Commission
- Los Angeles County Sheriff's Department
- Los Angeles Dependency Lawyers
- Los Angeles Police Department
- Los Angeles Unified School District



FUNDING

Funding for the development of the Five-Year Strategic Plan to Prevent and Address Child Trafficking was made possible through Department of Children and Family Services' (DCFS) 2011 Statewide Realignment Funds. The DCFS Executive Team acknowledges the importance of supporting a strategic planning process in order to continue to mobilize the critical work of promoting safety, well-being, and permanency for children, youth and families impacted by trafficking, and supporting the communities in which they live.

STRATEGY AND DESIGN

Support for strategy, planning and document design was provided by SuperDeep Studio.

EXECUTIVE SUMMARY

INTRODUCTION

Child trafficking, including commercial sexual exploitation, sex trafficking, and labor trafficking are complex social issues. Addressing these pervasive challenges requires a comprehensive and strategic approach that not only acknowledges the historically-rooted and current-day push factors making children, youth, and families vulnerable but also confronts the motivations driving people to exploit others. The Los Angeles County Five-Year Strategic Plan to Prevent and Address Child Trafficking is a bold and ambitious strategy designed to close critical gaps in our response, build on past efforts, and drive innovation. The Plan aims to prevent and address exploitation of all youth by harnessing the strengths and power of families and communities across Los Angeles County.

MISSION, VISION, AND GOALS

In Los Angeles County, we are committed to ensuring no youth experiences human

trafficking (HT). We envision a future where exploitation is prevented by eliminating the conditions that perpetuate trafficking, and where youth and families are supported in meeting their self-defined needs and finding joy in themselves and their communities.

This Strategic Plan is aimed at achieving three key goals:

- Goal 1: Reduce the number of youth and families impacted by human trafficking.
- Goal 2: Improve youth and family well-being and healthy youth development.
- Goal 3: Promote healthy family environments and social connectedness.

PLANNING PROCESS

The Five-Year Strategic Plan to Prevent and Address Child Trafficking comprises two parts: the Strategic Plan to Prevent and Address Commercial Sexual Exploitation (CSE), contained here, and the Strategic Plan to Integrate a Response to Child Labor Trafficking, which is intended to integrate labor trafficking

into the County's anti-trafficking efforts. The development of these plans was carried out through two distinct processes, with areas of overlap noted below.

The Strategic Plan to Prevent and Address Commercial Sexual Exploitation was developed through rigorous processes grounded in a decade of local experience, national research, and deep community engagement – including with young people and families. Project development took place in four key stages: initial review and framing, in-field community engagement, synthesis and strategy definition, and feedback and refinement. Importantly, individuals with lived experience participated in every stage of the process, including carrying out and leading community engagement. The plan was informed by input from nearly 80 youth, families and other individuals impacted by CSE, more than 30 community-based organizations and public agency partners, and members of the Los Angeles County Child Trafficking Steering Committee.

APPROACH

The Strategic Plan takes a three-prong approach to addressing child trafficking. First, it moves toward a comprehensive public health, community-based response, charting a path away from relying heavily on juvenile justice and child welfare system-based approaches. The public health approach includes a focus on prevention, multidisciplinary collaboration, and

an integration of all forms of trafficking, including labor trafficking. Second, the plan is narrative change driven. Third, this plan is guided by a set of core principles and best practices, which are woven into all areas of the plan:

- Equity, Inclusion, and Intersectionality
- Healthy Youth Development and Self-Determination
- Ethical and Authentic Youth and Lived Experience Engagement
- Trauma-Informed Care
- Harm Reduction
- Intergenerational Approaches

THE PLAN

Over the next five years and beyond, Los Angeles County is committed to preventing and addressing child trafficking by focusing on six key strategic priority areas. Each area is supported by specific strategies, actionable items, programs and initiatives designed to foster collaboration among youth, families, and communities. Together, these efforts will drive the County towards achieving the ambitious goals set forth in the plan.

Priority Areas:

1. Invest in Prevention & Early Education
2. Build a Broad Community-Based Ecosystem
3. Fill Key Service Gaps
4. Promote Youth Leadership
5. Empower Parents & Caregivers
6. Assess & Adapt Existing Services

Key Learnings

Normalization of CSE - The sex trade is becoming increasingly normalized. Youth may not realize the harm that it may cause, and often rely on it to meet their basic needs, like food and housing. Because many youth don't associate themselves with the "CSEC" label or consider themselves as being trafficked, they don't seek out help.

Who We Are Missing - Identification and support has largely focused on cisgender girls. This means that males, transgender and non-binary youth are often overlooked. There are also gaps in identification and support of immigrant youth, Asian American and Pacific Islander (AAPI) youth, Native youth, youth with disabilities and neurodivergent youth, expectant and parenting youth (EPY), and youth experiencing labor trafficking.

Interventions Come Too Late - Parents and youth share that they aren't aware of CSE until it's too late. Often when they begin recognizing signs of trouble, they aren't able to get help. Providers pointed to gaps in emergency and crisis intervention, while youth expressed a desire to get help earlier, before a point of crisis.

Service Successes - Youth expressed appreciation for the services offered through specialized units within DCFS and Probation, the specialized courts, and community-based advocacy services, which emphasize relationship-building, more frequent interaction,

and non-judgmental support. There are also many great community-based organizations across Los Angeles County to which youth and families are already connected – although some staff are not trained or equipped to identify and serve youth impacted by CSE.

Service Accessibility - Challenges to accessibility limit service utilization. These include difficult-to-understand eligibility requirements, complicated referral processes, and requirements that a young person must have an open child welfare or juvenile justice case to get into programs. Services primarily center around young people with less consideration of families' and, specifically, parents' needs.

Service Gaps - Youth highlight the need for more services that will help them move toward self-sufficiency outside of exploitation. These include financial assistance and literacy, educational advocacy, internships and employment support across a range of fields, mentorship, and housing. Service providers and professionals highlight the need for stronger supports in areas like physical and mental health, substance use treatment, and housing.

Peer and Survivor Mentorship - Connecting with individuals with shared lived experience is one of the most impactful services that youth and families receive.

Role of Law Enforcement and the Ongoing Disproportionate Incarceration of Youth Impacted by CSE - Despite legal and policy changes to prevent criminalization of youth for CSE, impacted youth continue to be overrepresented in the County's detention facilities. Revisiting the role of law enforcement is needed.

CSE is an Intergenerational Issue - Many youth impacted by CSE are expecting or parenting, and intergenerational trauma and system involvement is common among impacted families. Intergenerational modes of support and healing are essential to preventing and addressing trafficking.

PLANNING PROCESS

The Five-Year Strategic Plan to Prevent and Address Child Trafficking comprises two parts: the Strategic Plan to Prevent and Address Commercial Sexual Exploitation (CSE), contained here, and the Strategic Plan to Integrate a Response to Child Labor Trafficking, which is intended to integrate labor trafficking into the County’s anti-trafficking efforts. The development of these plans was carried out through two processes. Where there is overlap between the two plans, it is noted in this document. Decisions about what, how, and when to integrate specific components of the two plans will be led by the Child Trafficking

Leadership Team (CTLT) and must include input from experts in each of the areas, with an emphasis on centering the voices of individuals with lived experience.

The Strategic Plan to Prevent and Address CSE was developed using a systematic and inclusive process designed to capture a wide range of perspectives and insights, particularly from those directly impacted by CSE. This method ensured that the Strategic Plan would be both relevant and driven by the needs of the community.

PHASES

Initial Review & Framing

In-field Community Engagement

Synthesis & Strategy Definition

Draft Feedback & Refinement

PHASE 1

Initial Review & Framing

The project began with a review of current CSE-related work, protocols, and initiatives within the County, as well as results and recommendations from past research and evaluation. The planning team also reviewed more than 20 strategic plans from Los Angeles County agencies and other organizations. Relevant data from DCFS and Probation was also reviewed.

Learnings from the review were used to create a framework to contextualize information that we would later gather through the stakeholder engagement process. This helped us identify critical gaps and areas for improvement and prevent duplication or exclusion of relevant initiatives.

This first phase set the planning team up to better frame upcoming community engagement - clarifying the goals, key questions, and desired outcomes.

PHASE 2

In-field Community Engagement

Understanding stakeholders' needs, perspectives, and vision for change was essential. To ensure that this process was comprehensive and representative, we conducted community engagement through a series of listening sessions.

We held nine youth sessions, two parent/caregiver sessions, and eight sessions with community-based organizations (CBOs) and public agencies. For the youth sessions, we partnered with organizations with which youth were already connected to facilitate trust and safety. These sessions included youth with and without CSE experience and diversity across genders, race/ethnicities, system experiences, and other critical perspectives. Individuals with lived experience participated in planning the listening sessions, and facilitated the majority of youth sessions.

The planning team engaged the Los Angeles Child Trafficking Steering Committee (SC) throughout the process. Early on, the SC shared its proposed strategic priorities. The planning team presented at the quarterly SC meetings, conducted one listening session and one feedback session with the full committee, and discussions with groups of members on discrete topics. We presented to the Los Angeles County Youth Commission and collaborated with the Commissioner leading their work related to CSE.

PHASE 3

Synthesis & Strategy Definition

Synthesis of the listening sessions involved identifying recurring themes and gaps, which were then distilled down to actionable insights.

The insights were then categorized into strategies and actions. This categorization process was critical in organizing the information in a way that was both logical and actionable, facilitating a clear and concise summary of next steps for Los Angeles County.

This phase was key to defining the core set of strategies - assessing each based on their potential impact and effort required for implementation. By balancing impact and effort, the Strategic Plan aims to maximize effectiveness and sustainability in addressing the identified needs and challenges.

PHASE 4

Draft Feedback & Refinement

Feedback gathering for the Strategic Plan involved sharing the draft strategies and actions with key stakeholders: youth, Steering Committee members, community-based organizations, and Los Angeles-based members of the statewide CSEC Action Team's Advisory Board of lived experience experts.

The feedback process was iterative. Through each round, the planning team honed in on specific actions and zoomed out to see how all the actions connect in a five-year, outcome-oriented roadmap that comprehensively addresses the communities' needs.

INTRODUCTION

MISSION & VISION

In Los Angeles County, we are committed to ensuring no youth experiences human trafficking (HT). We envision a future where exploitation is prevented by eliminating the conditions that perpetuate trafficking, and where youth and families are supported in meeting their self-defined needs and finding joy in themselves and their communities.

GOALS

- 01 *Reduce the number of youth and families impacted by human trafficking*
- 02 *Improve youth and family well-being and healthy youth development*
- 03 *Promote healthy family environments and social connectedness*

CURRENT STATE

2,265

child welfare referrals were made for allegations of CSE in Los Angeles County between 2020-23.

1/2

of CSE referrals were for youth aged 15 or younger.

80%

of CSE referrals were for Black or Hispanic youth.

Los Angeles County is consistently cited as one of the nation's centers for CSE of youth (United States (U.S.) Department of Justice, 2009). Over the last three fiscal years (2020-2023), there were 2,265 child welfare referrals made for allegations of CSE in Los Angeles County (Child Welfare Services/Case Management System {CWS/CMS}, 2024). On average, 90 percent of these referrals were for female children, 35 percent were Black children, and 45 percent were Hispanic children. Notably, 18 percent of CSE referrals in 2022-2023 were for children aged between 9-13 years old, 31 percent were for 14-15 year-olds, and 51 percent were for 16-17 year-olds (CWS/CMS, 2024). Studies show that reports made undercount the prevalence of exploitation, with many young people continuing to go unidentified – specifically boys, transgender and non-binary youth, youth experiencing familial exploitation, Native youth, AAPI youth, immigrant youth, youth with disabilities, and neurodivergent youth.

In recent years, California and Los Angeles County have implemented several policy changes to shift public perceptions of children and youth who have experienced CSE and to develop supportive, multidisciplinary, non-punitive responses to their needs. In 2014, Senate Bill (SB) 855 was passed, clarifying that CSE victims are considered victims of child abuse and should be served by the child welfare system, rather than being considered delinquent and pushed into the juvenile justice system. This legislation also established the statewide CSEC Program, which Los Angeles has opted into; this program incentivizes counties with funding to develop multidisciplinary responses to CSE.

Subsequently, in 2015, SB 794 was enacted to codify the federal Preventing Sex Trafficking and Strengthening Families Act, requiring county child welfare and probation departments to establish protocols for identifying, reporting, and serving children and youth at risk of CSE. It also mandated that counties take steps to locate youth

missing from care, and understand the reasons why they were missing or away from care, to inform future placement and service decisions. Further solidifying this commitment, SB 1322 was passed in 2016, prohibiting the arrest of minors for prostitution and related charges, thereby ensuring that young people experiencing CSE are treated as victims of abuse rather than offenders.

Los Angeles County has also made significant practice and policy advancements to better serve children and families. Among these, the County has:

“None of these services existed when I was being exploited. We need more but it is very encouraging to see that it’s getting better.”

Advocate & Lived Experience Expert

LEARN MORE:

- Building Bridges: How Los Angeles Came Together to Support Children and Youth Impacted by Commercial Sexual Exploitation

Developed the Child Trafficking Unit within Probation and the CSEC section, now the Dedication to Restoration through Empowerment, Advocacy, and Mentoring (DREAM) Unit, within DCFS to provide multidisciplinary, intensive strengths-based support and case management services. Each of these units also have associated specialized courts, the Succeeding Through Achievement and Resilience (STAR) and DREAM Courts, which work closely through the multidisciplinary team approach based on SB 855.

Developed several specialized protocols that focus on identifying those experiencing CSE, while avoiding or reducing criminalization and detention in locked facilities. Said protocols included the 2014 groundbreaking Law Enforcement First Responder Protocol (FRP), which stopped the practice of arresting and prosecuting minors for prostitution-related offenses even before state law required this change, and the Detention Interagency Identification and Response Protocol to identify and serve youth who are incarcerated within the County's juvenile detention facilities. It also developed a collaborative protocol to support those who testify against their traffickers in criminal court, the Victim Witness Testimony Protocol.

Connected young people and their families to specialized attorneys and case managers through the Children's Law Center (CLC) of California's DREAM Unit and community-based advocacy services with specific expertise in serving youth impacted by trafficking. Many of these providers have lived experience themselves.

Instituted widespread training for County employees, caregivers, and providers, which has reached more than 100,000 people.

Committed to youth empowerment and survivor leadership development through many specialized youth empowerment events.

Implemented, in partnership with community-based partners, the Parent Empowerment Program (PEP), a psycho-education and support program for parents and caregivers caring for youth impacted by commercial exploitation.

Rolled out Intensive Services Foster Care for Commercially Sexually Exploited Children.

CALL TO ACTION

-  **Build on the strength and power of families and communities in Los Angeles County**
-  **Take bold action to reduce child trafficking in the next five years**
-  **Fill critical gaps in the response to child trafficking**
-  **Assess past efforts to determine where to build on or adapt**

Child trafficking, including CSE, sex trafficking, and labor trafficking are complex social issues. Exploitation of children and youth is a symptom, in large part, of pervasive, historically-grounded ills and unaddressed social issues of poverty, racism, colonialism, misogyny, homophobia and transphobia, xenophobia, and control of women and birthing people's bodies. Addressing this pervasive issue requires a comprehensive and strategic approach that acknowledges these historically-rooted and current-day push factors that result in vulnerabilities for children, youth, and families and that motivate people to exploit others.

More than a decade after Los Angeles' early reforms were initiated, there have been many positive impacts, but significant work remains. The current response to trafficking of children and youth is largely centered on a triage or crisis approach of addressing the harms that have already been felt and experienced. For example, interventions take place when a youth is identified in a sting operation, or when a medical provider treats a youth for persistent

sexually transmitted infections/sexually transmitted diseases (STI/STD). Strategies are reactive to those harms, such as by building more placement options, arresting exploiters, and posting helplines in airport bathrooms, among others.

Some approaches have moved further upstream in an attempt to prevent the harm from occurring by increasing awareness among youth who may be vulnerable and uplifting the issue to the public more broadly. Yet, the complexity of the issue requires a more sophisticated and nuanced approach. One that recognizes and addresses the underlying issues, such as addressing the disease of addiction that drives a mother to sell sex with her young son in exchange for drugs, or the desperation a family is facing when it turns its child over to a sex buyer to have a roof over its head, or when another young person who has been exploited for a long period of time recruits a friend while in an emergency shelter, or a young transgender youth is kicked out of their home and only has a community in the streets

to find love, belonging, and an ability to pay for gender-affirming hormone therapy.

Learning from more than a decade of experience, building on current research and data, and driven by what youth and families are facing, this Strategic Plan calls for a bold and ambitious strategy over the next five years and beyond. The plan aims to fill critical gaps in the response to child trafficking, assess past efforts to determine where to build on or adapt, and continue to drive innovation to prevent and address exploitation of all youth by building on the strengths and power of families and communities that make up Los Angeles County.

“Prevention work is everything. There is so much more we can do to get ahead of exploitation so we are not trying to clear up and restore.”

Advocate & Lived Experience Expert

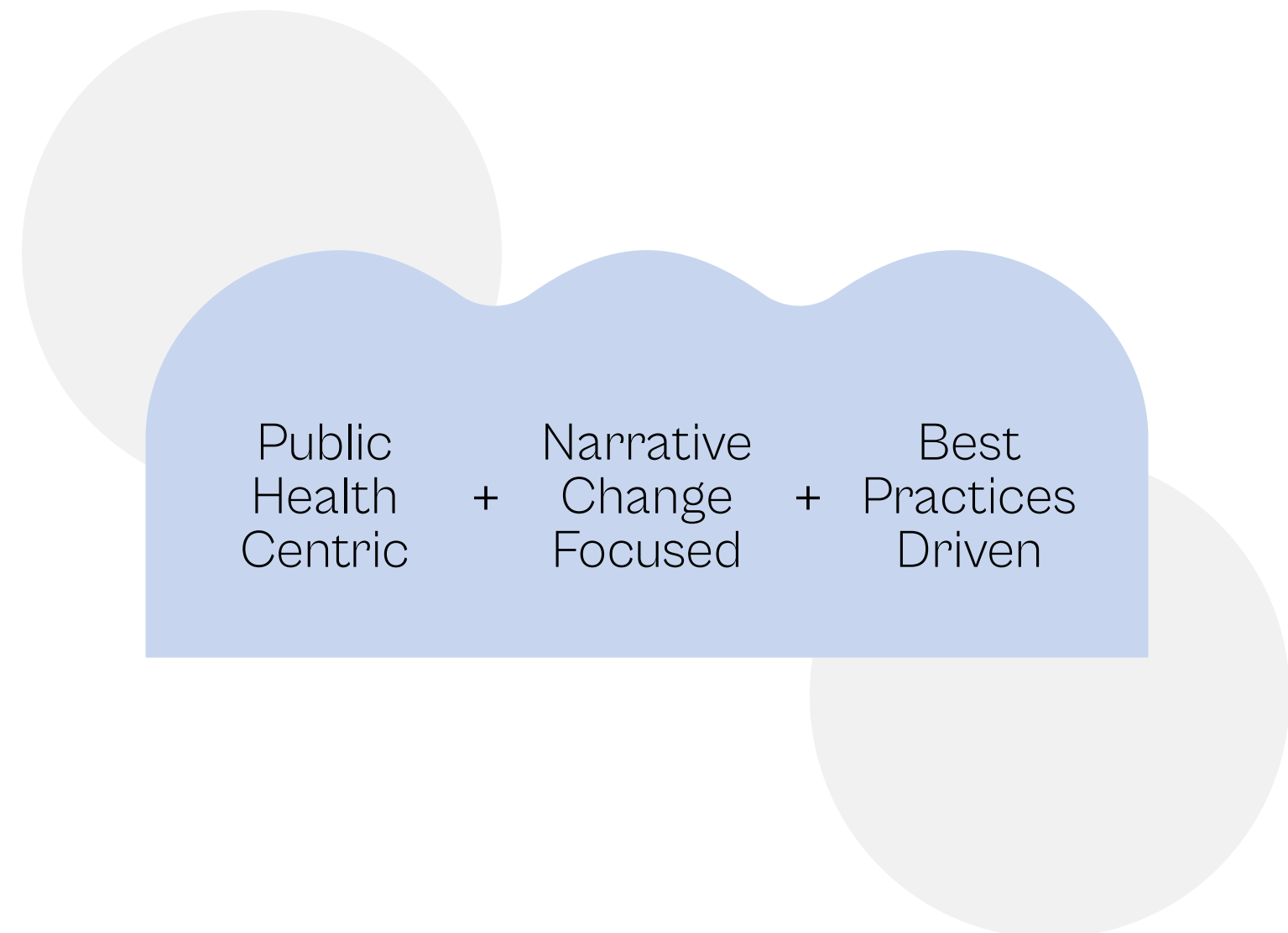
“I’m happy that commercial sexual exploitation is getting more acknowledgment and people in official government jobs are hearing this and spreading the word and doing something about it.”

Youth

APPROACH

The Strategic Plan takes a three-pronged approach to addressing child trafficking – interweaving a public health approach, narrative change, and integration of best practices and core principles. It recognizes the strength of young people, families, and communities; prioritizes reducing and avoiding harm all together; and calls for a change in the way society views and talks about the issue of CSE, with a more inclusive understanding of who is impacted, and who is deserving of help and support.

3-PRONGED APPROACH



APPROACH 1

Public Health Centric

Historically, human trafficking has been addressed through a criminal justice lens: arresting and punishing traffickers, and identifying and serving victims variedly through the juvenile justice system or the child welfare system. The Strategic Plan envisions a path forward that reduces reliance on juvenile justice and child welfare system-based approaches and moves toward a comprehensive public health, community-based response both in prevention and intervention efforts. This approach aligns with other county and nationwide initiatives to increase [prevention efforts](#), build new and bolster existing community-based supports, and

reimagine youth justice, including the elimination of incarcerating girls and gender expansive youth. (See, e.g., W. Haywood Burns Institute, 2020)

Using a socio-ecological model, this plan recognizes that trafficking is a public health issue that impacts individuals, families, and communities across generations. A public health approach seeks to address risk factors that lead individuals and communities to become vulnerable to trafficking and other forms of abuse while promoting protective factors that mitigate those risks. To effectively engage in anti-trafficking work,

including prevention, professionals must consider the complex interplay between individual, relational, community, and societal factors that contribute to conditions of human trafficking, while also recognizing, utilizing, and bolstering the protective factors at each of those levels.

/ System → Community-Based Response

/ Focus on Prevention

/ Multidisciplinary Collaboration

/ Integration of Labor Trafficking

LEARN MORE:

- [Youth Justice Reimagined: Recommendations from the Los Angeles County Youth Justice Work Group](#)

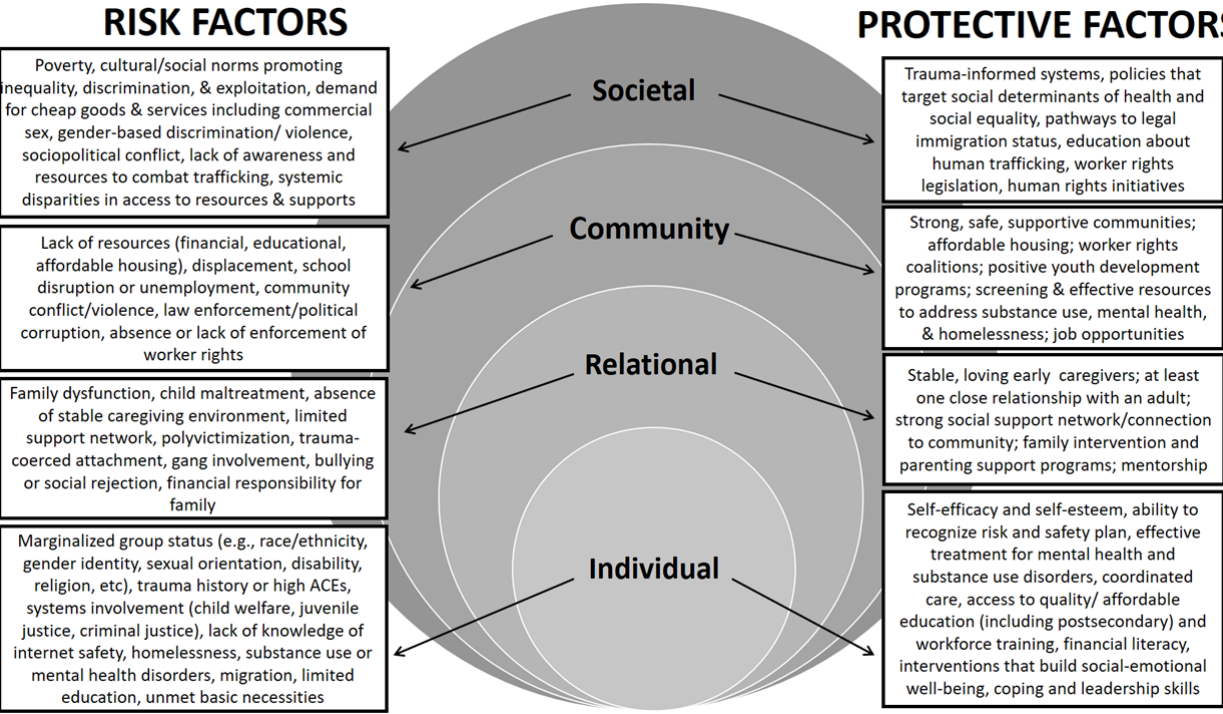


Figure 1:
Socio-ecological Risk and Protective
Factors Related to Human Trafficking
(Hopper, 2024)

**SHIFTING FROM A SYSTEM-BASED TO A
COMMUNITY-BASED RESPONSE**

The public health approach involves a gradual reduction in reliance on juvenile justice and child welfare system-based approaches. This shift recognizes multiple simultaneous truths. First, that youth experiencing CSE are disproportionately under the jurisdiction of the child welfare and juvenile justice systems, thus demanding targeted interventions for youth in those systems, such as the trauma-informed services that the County has developed over the last decade. And second, that the historical focus on law enforcement, DCFS, and Probation as the primary means of identifying and serving youth causes some youth further harm. The harms of these systems and the effectiveness of community-based approaches are well-documented in research, and were regularly and fervently echoed by youth and families in listening sessions. Specifically, system involvement leads to separation from family and community; disconnection from school, extracurricular activities, and positive relationships; negative impacts on physical and mental health; and other consequences, like difficulty obtaining housing and employment.

“All of the systems are pulling families in different directions.”

In addition, system involvement can create additional vulnerabilities for youth experiencing CSE, like further trauma in out-of-home care, an inability to meet basic needs, or targeted recruitment by traffickers. Once in the system, there can be a system “trap” of being stuck in the system, or cycling in and out, because of perceived and actual programmatic gaps in types of services and supports that help the person stay safe and get their needs met in the community. This system “trap” can be particularly strong for youth who are parents themselves, who, because of their prior or current involvement with the child welfare system, face additional scrutiny and surveillance of their parenting. Inadequate support for youth transitioning from the child welfare and juvenile justice systems and into adulthood can create additional vulnerabilities for CSE, including homelessness, unemployment, and lack of connection to healthy adults. These additional vulnerabilities for youth transitioning into adulthood, and for some, continued involvement in the commercial sex industry, may result in new or further criminalization with harsher and long-lasting consequences. Lastly, the system a youth is involved with, child welfare or delinquency, can lead to disparate resources, outcomes and opportunities; they are either criminalized for behaviors and circumstances related to their trafficking experience or encounter difficulty with receiving services, availability of service array, and perceptions of whether they are deserving of services.

The focus on systems also means that children and families cannot access services unless they are formally system-involved. For example, child welfare staff across the state of California report feeling challenged to support youth at-risk for CSE if they do not have an open case. This represents critical missed opportunities to intervene and support vulnerable youth and families in their communities. In addition, data show that about two-thirds of youth referred to child protective services for CSE in California were living at home at the time and had no prior out-of-home care history (Hammond et al., 2023). Youth in out-of-home care have been a primary focus of service provision, and as a result, those living at home with their families or those non-system involved have often flown under the radar. Similarly, the reliance on law enforcement contact to identify youth experiencing trafficking has meant that youth who live in communities that have not been the focus of identification efforts through the FRP, youth who experience more hidden types of exploitation (e.g., familial trafficking), and youth who do not fit the traditional profile of exploited children (e.g., boys) are rarely identified and served. For example, only six of the 561 youth identified through the FRP in years 2014-2020 were boys (Newcombe, French, Ackerman-Brimberg, & Walker Brown, 2020).

Unless and until Los Angeles County prioritizes supporting, building capacity of, and funding community-based alternatives to system involvement to prevent and address child

trafficking using a public health approach, it will continue to rely on the crutch of the child welfare and juvenile justice systems to meet youth and family needs, at tremendous cost – financial, health, safety, well-being, and otherwise – to both the general public and impacted youth and families. Thus, this plan incorporates what many in the listening sessions communicated and what research supports: the need for a broader scope of prevention and intervention efforts that extend beyond public institutional boundaries and build on the power and strength of Los Angeles County's vibrant and diverse communities.

FOCUS ON PREVENTION

By applying a public health approach, the plan strives to implement: 1) primary prevention efforts to ensure that children do not experience trafficking in the first place, 2) secondary prevention efforts to provide an immediate trauma-informed response when child trafficking does occur, and 3) a tertiary prevention response to prevent the recurrence of a child being trafficked while providing long-term support to children and their families to promote healing and well-being.

MULTIDISCIPLINARY COLLABORATION

Another core element of a public health approach is deep partnership and collaboration. Through the implementation of this plan, the County will work closely with communities

and develop partnerships with a wide array of stakeholders, including but not limited to, youth and families who are at risk or have been impacted by trafficking, other community residents, CBOs, schools, medical and mental health providers, social service agencies, businesses, law enforcement, anti-human trafficking task forces, and the faith-based community. Through collaboration and coordination with a spectrum of multidisciplinary agencies that can be supported to serve as frontline responders to trafficking, we can multiply our attention and resources toward meeting the needs of those at risk or impacted by trafficking.

INTEGRATION OF LABOR TRAFFICKING

The application of a public health approach also compels Los Angeles County to take a more comprehensive approach to human trafficking. The public health approach to violence recognizes that different forms of violence, which includes both sex and labor trafficking, can be interconnected and often share similar root causes, such as poverty, racial and gender-based discrimination, family separation, and childhood trauma. Intersections between trafficking, child abuse, domestic and sexual violence are common and complex, with many victims experiencing more than one of these forms of violence. While there is some intersectionality among youth experiencing CSE and labor trafficking, more learning and capacity building is needed in order to fully

understand the scope and dynamics of labor trafficking in Los Angeles County, as well as to appropriately tailor services and supports to meet the needs of youth with this experience.

As the County undertakes this work over the next five years, we aim to apply the lessons learned from CSE prevention and intervention efforts from the last decade, to build on what has worked well, and to avoid replicating mistakes and minimizing unintended harm in the way we identify and serve youth and families impacted by labor trafficking. In some areas, integration of sex trafficking and labor trafficking efforts will be more straightforward, such as with respect to expanding training, resource mapping, and broadening community-based outreach and partnerships. In others, more learning and research is needed, such as identifying specific types of services offered, skills needed to effectively serve youth and families, and the appropriateness and types of system responses. Specifically, the County must take great care to avoid separating families and bringing more children into the child welfare and juvenile justice systems in the name of child safety.

APPROACH 2

Narrative Change Focused

Moving Past the Commercially Sexually Exploited Children (CSEC) Label to Change Perceptions and Serve More Youth

Over the next five years, this Plan aims to further shift how the public understands human trafficking, and how we perceive and view impacted youth, beyond the CSEC label. Narrative change through training, policy, and practice change has been an important piece of Los Angeles' strategy to address CSE, from the beginning. The principle that there is "no such thing as a child prostitute" has been embedded throughout the County's work in public awareness campaigns and through its groundbreaking FRP. Now we must push this narrative change further in ways that are more nuanced and responsive

to emerging research and the perspectives of youth, families, and communities.

- / *Normalization of the Sex Trade*
- / *Stigma of the CSEC Label*
- / *Over-labeling Misses Too Many Youth*
- / *False Dichotomy: Victims vs. Traffickers*
- / *Lack of Attention on Sex Buyers*

NORMALIZATION OF THE SEX TRADE

Involvement in the sex trade is increasingly being normalized among youth because of social media and oversexualization in media, in general. Professionals and young people expressed that many youth think it is no big deal to engage in commercial sex. They may not understand, or do not realize until years later, the trauma and violence that exists within the sex trade or the short and long-term consequences. At the same time, even those who did not self-identify their experience as trafficking or victimization expressed that they often needed to engage in the sex trade to meet their basic needs. One youth shared:

“I was homeless. I needed to have sex to have a place to live. It was normalized to the point where I didn’t see the impact. Maybe I was into the guy, but there were times I didn’t want sex so I was getting raped and I didn’t even know it.”

STIGMA OF THE CSEC LABEL

Being exploited is stigmatizing and can be associated with feelings of shame, both for the youth experiencing it and their families. Association with the “CSEC” label can exacerbate this stigma. Especially when used

to describe an individual as “a CSEC”, this label can push young people into a box based on one experience rather than recognizing them as whole people. Being “CSEC” labeled can also limit young people’s access to essential services, supports, and relationships because of ongoing biases and negative perceptions about youth impacted by CSE.

One youth shared:

“Once it was time for me to be released [from juvenile hall], I was there for an additional two months because they couldn’t find me placement. Because I was a ‘hard to place youth’, the [CSEC] label itself made it hard to get into an appropriate housing situation.”

There are still broad societal beliefs that differentiate between young people who are victims of rape and young people who are commercially sexually exploited. Although their experiences of sexual violence, violation, and trauma have similarities, society often views any perceived engagement in the commercial sex industry as a choice and those in it as less deserving of care, support, and resources. And, despite concerted efforts, media outlets still refer to victims of CSE as “child prostitutes,” perpetuating harmful stereotypes.

OVER-LABELING MISSES TOO MANY YOUTH

Focusing the County’s efforts only on youth who self-identify as having experienced CSE or who the County has labeled CSEC, leads to under-identification of large groups of vulnerable or trafficked youth. Specifically, this has led to disproportionately high numbers of cisgender girls, especially Black and Latina girls, labeled as CSEC, and the under-identification of LGBTQ+ youth, males, immigrant youth, Native youth, AAPI youth, and youth with disabilities and neurodivergent youth. The focus on sex trafficking also means that the County has under-identified, and thus underserved, youth impacted by labor trafficking. Without adapting the narrative to address the broad definitions of trafficking, as well as the gender, cultural and linguistic diversity of Los Angeles County, we will continue to miss large groups of impacted youth.

FALSE DICHOTOMY: VICTIMS VS. TRAFFICKERS

There is a false dichotomy between those considered “victims” and “traffickers.” This obscures the fact that some youth who experience CSE are also involved in bringing other youth into CSE. These youth are often labeled “bad kids,” “recruiters” or even “traffickers,” a practice which criminalizes them for a behavior that is often connected to survival and their own trafficking experience; either through forced criminality by another person, because bringing other youth in can

help reduce the harm they face, or even because they view themselves as helping the other youth (for example, by avoiding an abusive living environment). (See [Shared Hope International, 2020](#)).

In addition, those who traffic or facilitate the exploitation of others often come from the same communities and backgrounds of trauma, and have similar needs as those who are victimized. Exploitation and trafficking has also become a means of survival – a viable, and for some the only, way of making money that is passed down through generations.

LACK OF ATTENTION ON SEX BUYERS

Much of the public focus on CSE remains on the victims and traffickers, granting much less attention to the purchasers of sex who fuel the demand that drives the commercial sex industry. Media coverage, public awareness campaigns and law enforcement efforts often focus on the victims rather than the perpetrators, which gives buyers a level of anonymity and shields them from scrutiny and criminal liability. Given that sex buyers tend to be White males ([Bureau of Justice Statistics, 2017](#)) and those victimized through trafficking tend to be low income, youth of color – predominantly Black, Brown, Native, and LGBTQIA youth – this disparity in treatment continues to reinforce racist, sexist, and capitalistic societal structures that perpetuate trafficking.

APPROACH 3

Best Practices Driven

This plan is guided by best practices and principles in the field, which should be integrated into all areas of the plan – from initial planning to implementation.

/ *Equity, Inclusion, and Intersectionality*

/ *Healthy Youth Development*

/ *Ethical and Authentic Engagement*

/ *Trauma-informed Care*

/ *Harm Reduction*

/ *Intergenerational Approach*

EQUITY, INCLUSION, AND INTERSECTIONALITY

This plan recognizes that human trafficking disproportionately impacts already marginalized populations, especially those youth with multiple intersecting marginalized identities, including youth of color, youth experiencing homelessness, youth in the foster care and juvenile justice systems, immigrant youth, LGBTQ+ youth, and youth with disabilities. Efforts must address the structural drivers of exploitation, such as racism, sexism, misogyny, colonialism, capitalism, homophobia, transphobia, and ableism. All services, supports and awareness building efforts must be delivered in culturally, linguistically and gender responsive ways, recognizing and celebrating the diversity of Los Angeles County youth, families and communities.

HEALTHY YOUTH DEVELOPMENT AND SELF-DETERMINATION

This plan is grounded in the principle that all youth deserve dignity, respect and support. They deserve to have their experiences heard and honored. All youth deserve to thrive, not just survive, to experience joy and tap into their creativity. This plan seeks to support youth in their own self-determination and prioritize healthy youth development and leadership.

ETHICAL AND AUTHENTIC YOUTH AND LIVED EXPERIENCE ENGAGEMENT

This plan acknowledges that all work in the County must be driven by and in partnership with youth, families and individuals with lived experience. This must be done authentically and ethically, ensuring that youth and family input is valued and not tokenized, and that practices are not exploitative or re-traumatizing.

TRAUMA-INFORMED CARE

This plan prioritizes the integration of trauma-informed care, ensuring that all services are designed with an understanding of the impact of trauma on youth and families. This approach emphasizes safety, engagement and empowerment, thus creating an environment where individuals can heal and thrive.

HARM REDUCTION

This plan embraces harm reduction practices, which focus on reducing the harm of risky circumstances or behaviors, and recognizes small, incremental changes that build toward longer-term safety. Harm reduction is grounded in youth autonomy, emphasizing meeting youth where they are without judgment and encouraging them to use their agency in making safer decisions.

INTERGENERATIONAL APPROACH

This plan recognizes that exploitation, and the trauma that often precedes and follows it, is often intergenerational. It also calls upon the tremendous power and strength of intergenerational approaches to interrupt the cycle of trauma and system involvement, and support true healing. This plan seeks solutions that support families and community ecosystems throughout the life trajectory.

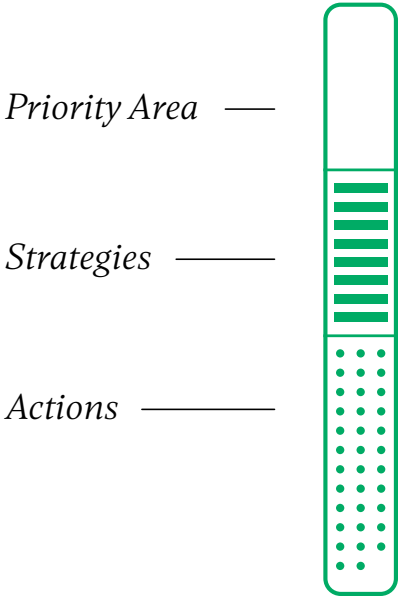
LEARN MORE:

- [HHS Human Trafficking Prevention Framework](#)
- [Massachusetts State Plan to End Youth Homelessness](#)

THE PLAN

THE PLAN OVERVIEW

In this section, you will find the nuts and bolts of the plan. It is divided into six priority areas, each targeting a different aspect of the issue. Within each priority area are specific strategies, which are further broken down into critical and tangible actions - making this plan both accessible and achievable.



6
PRIORITY
AREAS

38
STRATEGIES

123
ACTIONS

Invest in Prevention & Early Education	Build a Broad Community-Based Ecosystem	Fill Key Service Gaps	Promote Youth Leadership	Empower Parents & Caregivers	Assess & Adapt Existing Services

PRIORITY
AREA

1

Invest in Prevention & Early Education

Los Angeles County will increase investment in prevention efforts and early education to stop trafficking before it occurs.

PRIORITY
AREA

2

Build a Broad and Inclusive Community-Based Service and Support Ecosystem

Los Angeles County will support capacity building of a broad, inclusive, holistic, and community-based service ecosystem to increase service capacity, continuity and accessibility, enabling youth and families to exercise self-determination and meet their needs close to home.

PRIORITY
AREA

3

Fill Key Service Gaps: Housing, Mental Health, Health Care, and Substance Use Treatment, Employment Support, and Support for Transition Age Youth

Los Angeles County will support healthy youth development and well-being by filling key service gaps related to housing, health and mental health, substance use treatment, employment support, financial literacy, and other life skills.

PRIORITY
AREA

4

Promote Youth Empowerment, Peer Mentorship, and Lived Experience Leadership

Los Angeles County will continue to invest in and support youth empowerment and self-determination, social connectedness, joy, and lived experience leadership across County and community initiatives.

PRIORITY
AREA

5

Empower Parents & Caregivers to Support their Children

Los Angeles County will take an intergenerational approach to preventing and addressing exploitation, empowering parents and caregivers whose children are experiencing CSE, as well as supporting expectant and parenting youth (EPY) impacted by CSE.

PRIORITY
AREA

6

Assess & Adapt Existing Collaborative, Trauma-Informed Services for System-Impacted Youth

Los Angeles County will continue to evaluate, adapt, and reinvest in collaborative, youth-centered, and effective trauma-informed responses to support youth and families impacted by CSE who are system-impacted.

PRIORITY
AREA

1

Invest in Prevention & Early Education

Investing in prevention and early education is a priority because it has the potential to impact a larger number of youth and families, and reduce harm by avoiding trafficking before it happens. Increasing the focus on prevention will minimize some of the vulnerabilities that contribute to trafficking, the trauma of trafficking itself, along with the associated short and long-term harms to physical and mental health, future educational and employment opportunities, and harms to the broader community and County. This strategy area includes both increased and earlier education about CSE, as well as targeted interventions that address the underlying vulnerabilities that lead to trafficking, such as poverty and homelessness.

The Plan’s emphasis on prevention is aligned with the national focus on prevention within the U.S. Department of Health and Human Services (e.g., the National Human Trafficking Prevention Framework, 2024) and the work of the Los Angeles County Prevention and Promotion Systems Governing Committee. This priority area is also in line with the Human

Trafficking Prevention Education and Training Act of California, SB 1227, which requires middle and high schools to provide human trafficking prevention education to students.

PRIMARY OUTCOMES

- Reductions in the number of youth impacted by human trafficking
- Increases in knowledge about human trafficking and other related forms of violence
- Increased collaboration and information sharing across programs
- Increased protective factors among youth

“I hadn’t realized there was anything wrong. If you are young and it becomes normalized, it is harder to speak up... If my family had any clue about what I was going through as a kid, they would have done something to help prevent it.” Youth

WHY IMPORTANT	STRATEGIES
BROAD & NUANCED AWARENESS BUILDING Young people and families in stakeholder listening sessions shared that they were unaware of CSE and trafficking, as it was never discussed with them. They expressed a desire for open conversations about these topics in schools and with support systems, including peers. SERVICES BEFORE HARM Serious harm and system involvement often have to occur before services are available. Meeting basic needs and offering support before a crisis are essential to preventing CSE. SOCIAL MEDIA Many youth first encountered CSE through social media, which facilitated grooming and normalized the sex trade. Social media can also be an intervention point to counteract negative messages youth receive. SCHOOL-BASED PREVENTION Schools are crucial sites for expanding awareness and capacity of students, school staff and families to prevent, identify and respond to trafficking.	1.1 Build Capacity of Schools to Prevent, Identify, and Respond to Child Trafficking
	1.2 Build Capacity of Community-Based Organizations to Identify and Support Youth Impacted by Trafficking
	1.3 Increase Targeted Prevention Efforts to High-Risk Youth (including but not limited to child welfare and probation system involved youth, homeless youth, LGBTQ+ youth, and immigrant youth)
	1.4 Coordinate with County and City Agencies, and Community-Based Programs/Organizations Addressing Poverty, Homelessness, and Community Violence to Elevate Issue of Human Trafficking and Share Resources
	1.5 Develop Social Media Prevention Strategy
	1.6 Build Awareness and Capacity to Address Familial Trafficking

“I am here for awareness and letting people know the signs, but we need financial literacy, to build self-confidence, build life skills, teach how to fill out job applications. We need to uplift and empower youth to be self-sufficient. The County doesn’t see this as prevention. People want to create a solution to a problem but they don’t want to focus on the cause of the problem. If you ignore poverty and lack of equity that factor into the risk, you are not actually tackling the issue.”

Lived Experience Expert

Why focus on prevention and early education?

1. A broad & nuanced approach to awareness building is needed and desired

Young people in our stakeholder listening sessions shared that they were unaware of CSE and trafficking, as it was never discussed with them. They expressed a desire for open conversations about these topics in schools and with support systems, including peers. For example, the youth planning committee for the 2024 LA Youth Civic Leadership Academy¹ selected CSEC as one of four topics to focus on. Youth, families, community-based providers and public agencies were all excited about leveraging schools to prevent and address CSE. In 2021, only about five percent of referrals to child protective services for exploitation were from schools (CWS/CMS).

Numerous youth shared that they were introduced to CSE by peers or traffickers while in foster care, unhoused, or in juvenile hall. Youth expressed that a desire for love and connection often led them into CSE, which could often mirror unhealthy relationship

dynamics the youth had previously experienced – for example, youth coming from abusive home environments which mirrored the sex industry’s power dynamics, or youth experienced with equating material gifts with love due to poverty. Despite its prevalence, for many youth, no trusted adult or mentor had prepared them for confronting such situations. Some youth shared that they were continuing to attend school while being exploited, and were not identified or offered resources by school personnel. One youth stated:

“While I was in middle school, being in the lifestyle never stopped. I left school to go be with my trafficker, would go work, and come back. If school staff and teachers were able to see warning signs, if there was a teacher aware of me leaving campus, a lot of stuff could have been prevented. They didn’t know what was going on, or what to look for.”

Pervasive misunderstandings and bias about what trafficking is and who it impacts also means that boys, young men, and transgender and non-binary youth are not taught about CSE and associated harms. Biases could also push them into exploitation. One youth shared:

“Parents definitely unfairly punish queer and trans youth... A lot of it comes to self-worth or how you are treated. When you aren’t getting attention or love, you may seek it somewhere else.”

Stakeholders highlighted the need to include in prevention curricula information that could prevent youth from being victimized and from becoming potential perpetrators – as either traffickers or buyers.

Lastly, further assessment is needed of existing public awareness campaigns. Both youth and families shared that they do not connect to or see themselves in either the language or imagery in existing public awareness efforts, like billboards. They may not consider their own experiences as “CSEC” or “trafficking,” and therefore, do not relate to information or services using that language. Additionally, because of the wide linguistic diversity in the County, any future public awareness campaigns and outreach must be tailored to different communities in the languages they speak, and aligned with any relevant County language access plans.

2. Services Before Harm

Many stakeholders shared that trafficking was occurring at seemingly younger and younger ages. Nearly one in five (18 percent) referrals for CSE to child protective services in Los Angeles County in 2022-2023 were for children aged between 9-13 years old (CWS/ CMS, 2024) indicating the need for prevention strategies to begin early to avoid harm.

¹ This convening included youth leaders from the Olivia E. Mitchell LA City Youth Advisory Council, Los Angeles County Youth Commission, Long Beach Youth Advisory Council, Los Angeles County Department of Youth Development, LAUSD’s Superintendent’s Student Advisory Council, Youth Source Center Youth Advisory Councils, and Homeless Youth Forum of LA.

Numerous parents and caregivers shared that they knew something was going wrong with their child (e.g., they started skipping school, hanging out with the wrong crowd) and when they reached out for help, they could not get it. Schools were often the place they went first for help, but they were told by schools that it was normal adolescent behavior or that they could not get any services unless there was system involvement (e.g., child welfare or probation referral). Law enforcement was also frequently not helpful, saying they could not treat the young person as missing if they had “run away” or that they had more pressing cases to focus on. Serious harm had to occur before services were available.

Poverty, homelessness, and unmet basic needs are major drivers of CSE. When asked what could have prevented CSE from occurring, numerous youth noted that they needed a job or a place to live. Youth, families, and service providers agree that providing financial resources and meeting basic needs are crucial to preventing CSE and helping youth avoid returning to it.

3. Social Media

Many youth first encountered CSE through social media, which facilitated grooming and normalized the sex trade. A youth shared:

“Social media can be a factor in talking to [exploiters] or being groomed. You are getting your needs met, but these people know that you are vulnerable.”

Queer youth, in particular, noted that social media was often the only place they felt accepted, but that it could also place them in danger and normalize unhealthy relationship and power dynamics. One youth said:

“I need somewhere that I can go to to be with other queer people, but that place [Grindr] ends up being hypersexualized.”

Recognizing that youth are frequently using social media, service providers also highlighted social media as an opportunity for education and intervention to counteract negative messages youth were receiving. One service provider noted:

“We embrace social media. We share content creators with positive information with youth. If you watched it, I can change your algorithm. The internet is big, let’s meet youth where they are.”

4. School-Based and Other Prevention Strategies are Effective

A report by the National Academies Press (2013) recommends increasing awareness and understanding across various sectors, including

education. Educational institutions are seen as crucial in implementing prevention strategies by fostering environments where students can learn about the risks and signs of exploitation. By integrating awareness programs into the school curriculum, educators also play a pivotal role in early identification and prevention ([National Academies, 2013](#)).

The [Toolkit for Building a Human Trafficking School Safety Protocol](#) (HTSSP), funded by the U.S. Department of Health and Human Services, has been successfully implemented by school nurses in Oklahoma. This program included community collaboration and training. Findings from the research indicate that the training was successful in increasing awareness and preparedness to identify and respond to human trafficking. Results also highlighted the unique position of school nurses to identify at-risk students and respond early with preventive measures (Peck et al., 2024).

Prevention curricula exist and implementation of these programs has been successful in California already. For example, the PROTECT program, managed by 3Strands Global Foundation, offers a comprehensive approach to human trafficking prevention education for K-12 students and school staff. PROTECT provides age-appropriate curriculum, online training, and resources to help school professionals recognize, respond to, and report

human trafficking. The program is implemented in several states, including California, Utah, Texas, Michigan, Ohio, and Georgia, and has trained more than 111,000 adults and 776,000 students to date (3Strands Global). The PROTECT prevention curriculum has been rolled out in four school districts in Los Angeles County, as well as some charter schools, already. Additionally, many CBOs already offer prevention programs in schools, faith-based organizations (FBOs), and other spaces, which can be leveraged and expanded.

INTEGRATION WITH LABOR TRAFFICKING

This priority area aligns with the Strategic Plan to Integrate a Response to Child Labor Trafficking, priority areas 1 (Public Awareness/ Outreach Efforts) and 2 (Training), and labor trafficking will be integrated into the strategies outlined here. Additional community engagement and consultation with individuals with lived experience is needed to ensure language and messaging is appropriately adapted to reach youth impacted by labor trafficking.

PRIORITY
AREA

1

Invest in Prevention & Early Education

Strategies & Actions

STRATEGIES	ACTIONS
1.1 Build Capacity of Schools to Prevent, Identify, and Respond to Child Trafficking	- Develop and implement developmentally-appropriate trafficking prevention education plan for students in elementary, middle and high schools on healthy relationships, identifying grooming and abusive behavior, boundaries, safety planning, seeking help, power and control, health literacy, dynamics that lead to vulnerabilities and resilience/strengths to avoid victimization and perpetrating trafficking. - Provide HT Prevention Train the Trainer Curriculum to school counselors, social workers (SW), nurses, teachers, Department of Public Health (DPH) Student Wellbeing Center staff and other educators, community liaison Public Health Nurses, education sector staff, health educators, promotoras and community health care workers. - Implement HTSSP, including clarifying referral processes between schools and CBOs when CSE of youth is identified or suspected. - Train and leverage Student Wellbeing Centers to be one-stop shops for trafficking-related psycho-education, health and mental health care resources. - Expand use of schools to provide education and appropriate service referrals for parents/caregivers. - Provide prevention education through schools for parents/caregivers and create opportunities for parents/caregivers and youth to come together for dialogue/discussion. - Identify and implement prevention curriculum focused on males and healthy relationships to avoid becoming buyers and traffickers (e.g., I Am Curriculum). - Create HT Prevention Bureau of Speakers composed of trained subject matter experts, including peer advocates and parent partners. - Create new HT 101 training video for posting on County Learning Net and other virtual spaces for access to on-demand training.

1.2 Build Capacity of Community-Based Organizations to Identify and Support Youth Impacted by Trafficking	- Provide training to community-based organizations on human trafficking identification, available prevention resources, and how to tailor services to support youth impacted by trafficking. - Expand existing community-based prevention curriculum to more youth-serving organizations, FBOs and others.
1.3 Increase Targeted Prevention Efforts to High-Risk Youth (including but not limited to child welfare and probation system involved youth, homeless youth, LGBTQ+ youth, and immigrant youth)	- Collaborate with community-based organizations serving high-risk youth to offer prevention curriculum. - Implement prevention curriculum for all youth upon entry to out-of-home care or detention. - Explore integration of trafficking into SW and probation officer training on SB 89 requirements.
1.4 Coordinate with County and City Agencies, and Community-Based Programs/Organizations Addressing Poverty, Homelessness, and Community Violence to Elevate Issue of Human Trafficking and Share Resources	- Explore collaboration with city agencies addressing poverty and supporting the alleviation of poverty, homelessness, and community violence, including but not limited to the Department of Economic Opportunity, the DPH Office of Violence Prevention, and the LA Homeless Services Authority. - Provide training to county and city agencies to increase awareness of trafficking and intersection with poverty, homelessness, and other forms of violence. - Explore integration of trafficking-related information and resources with Mandated Supporting Initiative. - Explore integration with existing universal basic income (UBI) programs, including LA's Guaranteed Income Program, and consider development of a pilot UBI program for youth and families identified as at risk of or experiencing trafficking.
1.5 Develop Social Media Prevention Strategy	- Work with Youth Commission, youth and survivor leaders to develop social media strategy focused on prevention of trafficking (e.g., warning signs of trafficking/exploitation). - Identify and disseminate existing guidance and training on how to safely use the internet and engage in social networking spaces - for both parents and youth (including federal Trafficking in Persons report).
1.6 Build Awareness and Capacity to Address Familial Trafficking	- Integrate familial trafficking into prevention curricula. - Expand discussion of familial trafficking in Human Trafficking 102, mandated reporter training, and agency policies.

“If school staff and teachers were able to see warning signs, if there was a teacher aware of me leaving campus, a lot of stuff could have been prevented.

They didn't know what was going on, or what to look for.”

Youth

5%

of referrals to child protective services for exploitation were from schools, in 2021.

18%

of referrals for CSE to child protective services in Los Angeles County were for children aged 9-13, in 2022-2023.

PRIORITY
AREA

2

Build a Broad and Inclusive Community-Based Service and Support Ecosystem

The public health approach to trafficking – which includes a shift to addressing trafficking without the requirement of child welfare or juvenile justice system involvement – requires deep investment in supporting youth and family safety and well-being in their communities. This priority area aims to develop and increase access to a broad ecosystem of service providers with the skills, knowledge, and resources necessary to address the holistic needs of youth and families impacted by or vulnerable to trafficking. The County already invests in, and must continue to invest in, specialized advocacy and housing services, which have provided critical services and long-lasting relationships to thousands of young people (Dierkhising et al., 2020; Newcombe et al., 2020).

Rather than building more specialized services, this priority area focuses on intentional coordination, collaboration, capacity building, and resourcing the many organizations to which youth and families are already connected –

some of which the public agencies are currently unaware of. *(Intro continues on p. 62)*

PRIMARY OUTCOMES

- A wider range of service options are available to youth and families across the County
- Increased awareness of available services in the community among youth and families
- Increases in access to services and help-seeking among youth and families across the County
- Increases in collaboration between community and public agency partners

“In some ways there are an overwhelming amount of resources, and yet there is also a shortage of resources everywhere.” Lived Experience Expert

WHY IMPORTANT	STRATEGIES
BARRIERS TO ACCESSIBILITY Complex systems, referral processes and eligibility requirements limit access to services.	2.1 Identify and Resource Community-based Human Trafficking Liaison Teams by Region/ Service Planning Area to Support Navigation and Networking
STIGMA Stigma around CSE deters people from seeking help. Service exclusion lists mean some youth are precluded from some services altogether.	2.2 Improve Accessibility of Services to all Youth by Streamlining Referral Processes, Funding Services Navigation, and Removing Requirements of System Involvement to be Eligible for Services
CSE-SPECIFIC SERVICES Specialized services have been highly impactful. There is room for growth so they reach more youth.	2.3 Partner with Youth Commission on Development of Resource App and Ensure Trafficking-Specific Resources are Integrated
LIMITS ON SERVICE PROVISION Funding and staffing limitations prevent providers from building rapport and deepening community outreach.	2.4 Expand Outreach to Organizations Serving Youth in Under-Identified Populations to Increase Awareness of Trafficking, Offer Referrals to Trafficking-Specific Organizations, and Support in Adapting Existing Programming to Address Trafficking-Related Needs
CRISIS VS. LONG-TERM STABILIZATION Providers seek more services for emergency stabilization while youth want services before those crises happen.	2.5 Provide Youth with Safe and Accessible Transportation
TRANSPORTATION Lack of safe and accessible public transportation puts youth in dangerous situations and prevents them from accessing services/support they need and want.	2.6 Expand No Wrong Door Approach to Services Through Safe Youth Zone
SERVICES FOR UNDER-SERVED POPULATIONS Many youth have been missed. Culturally-appropriate and gender-responsive services will help close gaps.	
COST-SAVINGS Community-based responses are a huge cost savings to the public, and avoid severe and life-altering harms of system involvement to youth and families.	

Specifically, the Plan calls for the establishment of HT Liaisons, by region. Ideally, the liaisons will have lived experience, and will be a clearinghouse for the resources available in their area, support referrals, and make it easier for youth and families to access those services. The HT Liaisons will also foster collaboration among CBOs and public agencies by bringing them together, sharing resources and information. In addition, to ensure youth and families can access services close to home, through organizations tailored to their individual languages, cultures, sexual orientation and gender identity and expression (SOGIE), and other important intersections, the County will support capacity building of those organizations to ensure they are equipped to identify youth experiencing or at risk of trafficking, and adapt their services accordingly. Additionally, the County will partner with organizations to coordinate referrals to HT Liaison or particular services. This will broaden access and break down stigma for youth in traditionally under-identified and underserved populations, including males, LGBTQ+ youth, Native youth, AAPI youth, EPY, immigrant youth, youth with disabilities and neurodivergent youth, youth impacted by labor trafficking, and others.

Lastly, the County will take steps to break down barriers to accessibility of these services to ensure the service eligibility requirements are easily navigable. This includes expansion

of the Safe Youth Zone (SYZ) initiative, which supports youth in accessing services within their communities and from a broader range of public agencies (including education, health, mental health, and public health, among others) and CBOs collaboratively. This also includes development of safe transportation support to ensure youth are not put in further harm's way and can access the rich network of services already available.

Why focus on building a community-based ecosystem?

1. Barriers to Accessibility

Despite many available services for youth and families in Los Angeles County, accessibility remains a significant barrier. Families and youth in the listening sessions noted that navigating public systems is complicated, public agencies are often unaware of or disconnected from community-based providers, and programs and services have confusing referral processes, documentation requirements, and eligibility criteria. Youth and families are often handed a long, unvetted list of services without any understanding of what would be most

relevant to them, nor what they qualify for. These accessibility barriers are particularly challenging for youth with disabilities; English language learners; immigrants, especially undocumented and/or unaccompanied minors; and those with unstable living conditions and a lack of connection to trusting adults who can help them.

Youth and families, frequently overwhelmed with services and appointments, prefer to receive help close to home from familiar places and from people with whom they are already connected. Many of these CBOs offer a variety of services under one roof, provide support to meet basic needs (such as food, free clothing, diapers and wipes), and offer activities, support groups, and vetted referrals and relationships with other organizations. Who provides these services and how they are provided make it easier for youth and families to connect. Staff at these organizations are non-judgmental, and are often from the same communities and may even have had similar experiences. Services are offered in numerous languages and are culturally responsive.

2. Stigma

Many stakeholders shared that stigma around CSE deters people from seeking help, as parents are blamed and kids are labeled as promiscuous or "bad."

"I struggled early on with people giving referrals and none of them were relevant to me.

*Do you even know my name?
Do you know anything about me?
When you need support and help,
you need people who are going
to show up.*

*[That's why now] I always vet
resources before I give them out."*

Advocate & Lived Experience Expert

Fear of system involvement if they come forward, such as arrest, juvenile or criminal records, child welfare surveillance, family separation, and deportation, also prevents youth and families from accessing services. Moreover, within families and communities there can be a taboo around communicating about sex generally, which may further stigmatize young people and families who are impacted.

Additionally, stakeholders shared that some agencies – including health and mental health care providers and emergency shelters – have lists of youth they will not serve because they perceive the youth as violent or express that they are unable to meet the youth's needs. These service exclusion lists prevent youth identified as having experienced CSE from accessing needed services.

3. CSE-Specific Services

The County's investment in specialized advocacy services, particularly those from Saving Innocence and ZOE International, has been highly impactful. Youth reported feeling cared for and safe, getting their needs met, and appreciated being connected to others with shared experiences. One youth shared:

“Living there was something I needed. We got everything we needed. It felt like being somebody’s favorite step child. I feel like that right there really helped me heal.”

These services, however, have primarily supported cisgender girls, with small numbers of transgender, non-binary, and male youth receiving services.

In contrast to the specialized services, many CBOs serving youth at risk of or experiencing trafficking do not see themselves as “CSEC providers.” Consequently, they may be unaware they are already serving youth affected by or at risk of trafficking, and some providers shared that their staff lack the knowledge and skills to identify youth, tailor their services to this group, or refer them to specialized providers.

4. Limits on Service Provision and Relationship Building

Strict contract requirements and funding limitations, particularly those requiring referrals from DCFS and Probation to provide services, restrict providers from serving the broader community and under-identified populations, limiting their resources and time for non-system-impacted youth. For example, agencies with Prevention & Aftercare contracts through DCFS reported that they receive so many referrals from DCFS that 90 percent or more

of their services were being provided to youth and families with DCFS referrals, limiting their resources and time for doing community outreach and serving walk-in clients. All stakeholders emphasize the importance of relationship building for healing from trafficking. However, high staff turnover, high caseloads, and confusing funding structures, including uncertainty around the ability to bill for initial outreach, hinder providers from spending the necessary time doing outreach and building rapport with youth. Youth share that they can tell when someone is “just there for a paycheck,” rather than genuinely trying to build a relationship and support them, and this often impacts their willingness to engage in services.

5. Crisis vs. Long-Term Stabilization

Many providers noted the need for emergency or crisis services, and reported that because they were often interacting with youth in crisis moments, it could be difficult to move into longer-term goal-setting and treatment. Conversely, youth reported that they've asked for help before a crisis, but only received assistance once a crisis takes place. They note that their concerns, like ill-equipped or poorly matched placements or unmet mental health needs, are often ignored if the youth appears to be doing well or until the situation becomes dire. For example, a youth asked to be moved from a group home where they were being

“You had to look broken to be taken seriously at times. If you take care of yourself, then people don’t believe you aren’t doing well.”

Youth

“They tend to live in a crisis driven space. From one day to the next things can drastically change. The need for immediate resources is crucial - if you don’t have any immediate resources, it gets really bad and they will go with survival.”

Service Provider

mistreated, but the request was ignored until the youth ran away, which triggered a crisis response. In addition to this escalating the situation and unnecessarily putting the youth in harm’s way, this often leads to punishment or further judgment of the young person.

6. Transportation

Lack of safe and accessible public transportation puts youth at additional risk of exploitative or dangerous situations, and prevents them from accessing services and supports that they need and want. Youth shared that public transportation can be “very scary,” with people targeting youth who look vulnerable. One youth shared:

“I have been turned away from the bus because I didn’t have change, trying to leave the blade. I had no way to get around, especially being a minor.”

7. Services for Under-Identified and Under-Served Populations

Many stakeholders shared that we are missing youth impacted by trafficking, and that there are gaps in services for under-identified and under-served populations, including LGBTQ+ youth, males, Native youth, AAPI youth, immigrant youth, EPY, youth experiencing

familial trafficking, youth with disabilities and neurodivergent youth, and youth experiencing labor trafficking. Language and cultural differences, such as attitudes about sex, views about power and control within families, and widespread stigma often mean that trafficking is either not known about or is not discussed; it also means that services must be adapted to both better identify youth and offer culturally-appropriate and gender-responsive services.

Many youth (particularly males and LGBTQ+ youth) do not identify with the “CSEC” label, even if they have experiences that fall under the legal definition of human trafficking, and therefore do not seek help. Some youth use the term “sex work” and do not view involvement in the commercial sex industry as victimization of any kind, while also viewing it as the only way to meet their needs. Law enforcement and some service providers have noted they are less likely to do outreach to these youth who are viewed as “being out there on their own” and not viewed as trafficking victims.

8. Cost-Savings of Community-Based Responses

In addition to preventing severe and life-altering harm for youth and families that system involvement can cause, investing in community-based resources has the potential for tremendous savings of resources.

The economic toll of child abuse and neglect in California, including CSE, has been estimated at \$16.5 billion in 2023 ([Safe and Sound, 2024](#)) and the economic toll of child sexual abuse, including CSE, has been estimated at \$9.3 billion in the U.S. in 2015 ([Letourneau et al., 2023](#)). In addition, the average annual cost of youth incarceration in California in 2020, was approximately \$300,000 per youth ([Justice Policy Institute, 2020](#)).

INTEGRATION WITH LABOR TRAFFICKING

This priority area aligns with the Strategic Plan to Integrate a Response to Child Labor Trafficking, priority area 6 (Service Provision) and priority area 8 (Collaboration). The precise barriers and solutions to address accessibility, organizations to be included in outreach efforts and partnerships, and youth and family experiences with services may be different for youth impacted by labor trafficking. Additional community engagement and consultation with individuals with lived experience is needed to flesh out how these strategies apply or must be adapted to serve youth impacted by labor trafficking.

PRIORITY
AREA

2

Build a Broad Community-Based Ecosystem

Strategies & Actions

STRATEGIES	ACTIONS
2.1 Identify and Resource Community-Based Human Trafficking Liaison Teams by Region/ Service Planning Area to Support Navigation and Networking	○ Conduct resource mapping across all regions for services for children, youth and families. ○ Create a forum for all regional HT liaisons to meet regularly to share resources and lessons learned. ○ Identify and support a network of community providers within each region. ○ Coordinate Community Partnership/Alliance (including CBOs, public agencies, and individuals with lived experience) to meet regularly, share resources, best practices, and changes to laws and policies. ○ Support youth and families in accessing relevant services and system navigation.
2.2 Improve Accessibility of Services to all Youth by Streamlining Referral Processes, Funding Services Navigation, and Removing Requirements of System Involvement to be Eligible for Services	○ Invest in peer service navigators for youth and families. ○ Explore opportunities for revising referral structures in County contracts to enable peer and community referrals without requirement of system involvement. ○ Conduct outreach to agencies/organizations that have instituted service exclusion lists to understand reasoning, provide education, and address underlying issues. ○ Coordinate with existing County hotlines (including 988 and 211) to ensure child trafficking resources are available and disseminate hotline information to youth.

2.3 Partner with Youth Commission on Development of Resource App and Ensure Trafficking-Specific Resources are Integrated	○ Review and update existing resource compilations for inclusion of necessary information and accessibility ("Know Before You Go" app; One Degree; ILP, online; Child Trafficking Resource Guide). ○ Collaborate with Youth Commission and other youth leaders to ensure information is youth-friendly and accessible.
2.4 Expand Outreach to Organizations Serving Youth in Under-Identified Populations to Increase Awareness of Trafficking, Offer Referrals to Trafficking-Specific Organizations, and Support in Adapting Existing Programming to Address Trafficking-Related Needs	○ Develop relationships with organizations serving youth in under-identified populations and support in adapting existing programming to address trafficking-related needs. ○ Offer trainings on specific intersections of trafficking with under-identified populations. ○ Adapt existing policy, trainings, and materials to include inclusive language and imagery. ○ Expand contracts with CBOs to ensure services are tailored to under-identified populations.
2.5 Provide Youth with Safe and Accessible Transportation	○ Assess cost, impact and opportunity of expanding existing County contracts with child-specific transportation services. ○ Provide flexible funding to CBOs for youth transportation in County advocacy, mental health, prevention & aftercare, diversion, reentry, and other contracts. ○ Support Transition Age Youth (TAY) in obtaining drivers' licenses and provide guidance in the car leasing/purchasing process. ○ Explore collaboration with Los Angeles County Metropolitan Transportation Authority, rideshare companies, and other transportation providers to provide training to employees and identify opportunities for increasing youth safety on public transportation.
2.6 Expand No Wrong Door Approach to Services Through Safe Youth Zone	○ Extend network of participants in SYZ protocol to additional county agencies, hospitals and clinics, schools, FBOs, and CBOs. ○ Create and disseminate signage and quick reference guides for participating organizations and youth. ○ Establish SYZ protocol for non-crisis/emergency support.

“Living there was something I needed. We got everything we needed. It felt like being somebody’s favorite step child.

I feel like that right there really helped me heal.”

Youth

describing the ZOE International Short-Term Residential Therapeutic Program (STRTP)

2/3

of youth referred to child protective services for CSE in California were living at home at the time and had no prior out-of-home care history.

PRIORITY
AREA

3

Fill Key Service Gaps: Housing, Mental Health, Health Care, Substance Use Treatment, Employment Support, and Support for Transition Age Youth

In addition to expanding the network of services available through development of the service ecosystem, the County will also expand the breadth and types of services and supports available to young people to support healthy youth development and well-being. Specifically, this priority area emphasizes capacity building and increased access to the service areas that youth and families asked for, where there are noted gaps, and which have been identified as priorities through from past advocacy and research – housing, physical and mental health care and substance use treatment, education, employment, life skills and financial support and literacy, and peer support. When left unaddressed, these needs are some of the key push factors into exploitation. These gaps are especially noteworthy for TAY, who face additional barriers in the types and accessibility of services, as well as increased potential harms if their needs are not met, including criminal penalties for survival activities, such as involvement in the commercial sex industry and other forced criminality. In each of

these areas, peer support should be integrated (as described more in priority area 4).

Because several of these areas have been identified as priorities for numerous years, this Plan calls for concrete steps and investment to address them now. *(Intro continues on p. 74)*

PRIMARY OUTCOMES

- Improvements in overall physical and psychological well-being among youth, including decreases in substance use
- Increases in youth employment
- Increases in housing stability

“Safe placements are such an issue . . . Youth want to do better and get better and can’t get out of these situations. We tell them ‘this is all there is for you.’”

Advocate & Lived Experience Expert

WHY IMPORTANT	STRATEGIES
HOUSING Homelessness and housing instability for youth and families across the board and lack of placements for youth in out-of-home care and coming out of detention, remain major challenges for youth impacted by CSE.	3.1 Increase Availability of Financial Literacy, Job Readiness, Life Skills, and Educational Support and Advocacy
HEALTH, MENTAL HEALTH, & SUBSTANCE USE Youth impacted by CSE often have greater physical and mental health needs, including substance use, than peers. Trauma-informed, non-judgmental care is essential.	3.2 Increase Availability of Trauma-Informed Mental Health Care and Substance Use Treatment
TRANSITIONING TO INDEPENDENT LIVING Transition age youth often fall through service gaps, being deemed ineligible for benefits and facing months-long waits for assistance, leading to acute housing and food insecurity that can drive them into or back to CSE for survival.	3.3 Increase Availability of Trauma-Informed Health Care
	3.4 Expand Access to a Continuum of Community-based, Trauma-Informed Housing Options
	3.5 Increase Targeted Supports for Transition Age Youth
	3.6 Utilize Flexible Funding to Quickly Address Youth and Family Economic and Concrete Needs

This does not mean building new, trafficking-specific services across all of these areas. Rather, it calls for working within the community-based ecosystem to address these longstanding and long-understood needs, exploring and utilizing new and innovative approaches to support youth and families within their communities and without stigma. Investment in these areas is essential for both prevention into CSE and supporting youth and families to exit and stay out of exploitation.

Why is filling key service gaps important?

1. Housing

All stakeholders highlighted that homelessness and housing instability for youth and families across the board and lack of placements for youth in out-of-home care and coming out of detention, remain major challenges for youth impacted by CSE. Youth with histories of CSE are more likely to experience housing instability, which in-turn increases their risk for ongoing CSE along with other adverse outcomes (Dierkhising et al., 2022; Dierkhising et al., 2020). Youth in Los Angeles County who experience CSE and out-of-home care often live in group homes which are also the type of living

situation they are more likely to leave without permission (Dierkhising et al., 2022).

Both youth and professionals emphasized the need for a range of housing options – both short- term emergency housing for stabilization, and longer-term housing that fosters independence and self-sufficiency. Because of difficulties in accessing safe housing in communities, stakeholders shared that some parents and youth even request that the young person come back into care at 17 and a half years old, even if they had previously returned home, thinking they will get more support within the system; instead they end up homeless due to a lack of housing for this population. One advocate and lived experience expert reflected on the lack of placement and shelter options, noting what DCFS and advocacy agencies have had to resort to when no other housing was available for young people:

“Safe placements are such an issue. The few that there are in the County are right on the blade on Fig. Youth want to do better and get better and can’t get out of these situations. We tell them ‘this is all there is for you.’ They are right along the area we should be protecting you from. We have watched DCFS put youth in motels . . . they are being placed in the very spaces they have been exploited and trafficked in.”

Youth have recommended several ways to improve these housing options to improve safety and stability – including having non-judgmental and well-trained staff, activities that youth are interested in, and having youth participate in designing programs (see, e.g., Dierkhising & Ackerman-Brimberg, 2020).

Service providers also highlight the ubiquity of housing instability among clients who are expectant and parenting. Providers for these youth reported that nearly all of their clients face housing instability, exacerbated by the lack of housing options for parenting youth, particularly those with multiple children or wanting to live with their partners.

2. Health, Mental Health, & Substance Use

Stakeholders have observed an increase in substance use among youth affected by CSE, both in numbers impacted and lethality. Because of the severe levels of trauma many youth have experienced, both before and because of their trafficking, youth who experience CSE often have greater mental health needs, including substance abuse, compared to their counterparts (Cole et al., 2016). Substances may be what leads a young person into exploitation – trading sex to obtain drugs. Substances may be something youth use to cope with their trauma and violence of

“A lot of group homes and foster homes are not accepting of youth that are transitioning [out of exploitation]. They don’t understand that process. They don’t understand that youth need rest. For the first week, they don’t want to do anything. I liked this program because its services were a one stop shop for everything. The biggest thing is housing. They were able to immediately house me. Then they can help you branch out and get referrals to other organizations - mental health services, basic needs like toiletries and clothing.”

Lived Experience Expert

exploitation. And substances may also be used by traffickers and purchasers to control and manipulate young people. The differences in why a youth is using is integral in determining what the response ought to be.

Mental health providers emphasized the need for both emergency inpatient and ongoing outpatient mental health and substance use treatments. Youth and professionals both shared that many youth do not wish to or are not ready to engage in talk therapy, and that a broader range of trauma-informed services and non-western healing modalities must be available, like arts and movement-based healing.

Additionally, significant barriers exist to treatment, such as lack of training on rapport-building with those experiencing CSE, limited cultural awareness, and challenges with engaging youth and families in treatment (Feldwisch et al., 2024). While some community-based providers in Los Angeles are trained in trauma-informed practices, many shared that they have difficulty actually implementing such practices, and lack specific training on how they apply to youth experiencing CSE, and especially those experiencing familial trafficking. Confirming what stakeholders shared, research is clear that continuity of care is needed to improve engagement, rapport, and successful outcomes (Dierkhising et al., 2018; Feldwisch et al., 2024). However, continuity of providers

also remains a challenge in Los Angeles County, with youth getting new clinicians each time they are put in a new placement or as they cycle between detention and the community. One youth shared:

“I’ve had a million therapists and I’m tired of retelling my story.”

Youth and public agency staff noted that receiving adequate health care can also be a challenge. Youth are forced to wait hours to receive CSE health screenings, or are being rejected from health clinics and are being sent to emergency rooms because health care staff is unwilling or ill-equipped to address their needs or behaviors. Other youth report they face judgmental and derogatory language from health care staff when they seek care. Additionally, youth identified through FRP, which explicitly includes health screenings as part of the collaborative process, have low rates of accessing physical health care, especially those who return to their families.

3. Transitioning to Independent Living

Data from the DCFS DREAM Unit indicate that of youth who were 18 and over and exiting care in 2023, 29.5 percent had completed high school or received a GED, 11.4 percent were attending college, 27.2 percent were working full or part time, 59.1 percent had at least

one connection to a committed, caring adult, and 77.2 percent had housing (DCFS DREAM Program case reviews). These transition age youth often fall through service gaps, being deemed ineligible for benefits and facing months-long waits for assistance, leading to acute housing and food insecurity that can drive them into or back to CSE to survive. One youth shared that they were told by their current social worker that when they turned 18, they would lose all support. That youth had been waiting months for food stamps, and did not know how they were going to eat that night. A social worker explained:

“We have a lot of 18 year olds who are homeless or on the road to being homeless.”

Another SW described the cycle of instability and re-traumatization that can occur without support:

“In the AB 12 unit, if there is one offense that occurs that is not a huge safety issue, instead of working with the youth and trying to preserve the placement or housing, they are being asked to immediately leave programs. This is re-traumatizing youth because these professionals and providers who are supposed to be aware [of CSE and trauma-informed care] are telling them that they are not wanted.”

Ongoing criminalization is also common among TAY if adequate support is not provided. Data from Los Angeles’ FRP indicates that one in three youth identified through the FRP went on to be arrested for prostitution after turning 18 (See [Newcombe et al., 2020](#)).

To better support the transition to adulthood, youth and families emphasized the need to directly address poverty and financial instability contributing to CSE. Specifically, youth and families asked for direct financial aid, financial literacy, educational advocacy, internships, and employment support, including in the arts and entrepreneurship, beyond just the trades. Older youth described independent living classes that they liked and found useful, such as cooking, financial literacy, and healthy relationships, but shared that many classes that were once offered are no longer available.

INTEGRATION WITH LABOR TRAFFICKING

This priority area aligns with the Strategic Plan to Integrate a Response to Child Labor Trafficking, priority area 6 (Service Provision). Additional community engagement and consultation with individuals with lived experience is necessary to identify the specific service needs, gaps, and best practices for youth and families impacted by labor trafficking.

PRIORITY
AREA

3

Fill Key Service Gaps

Strategies & Actions

STRATEGIES	ACTIONS
3.1 Increase Availability of Financial Literacy, Job Readiness, Life Skills, and Educational Support and Advocacy	- Clarify referral processes and increase referrals to existing programs, and identify additional programs providing financial literacy, job readiness, internships and mentorships, life skills, employment services, and educational/ support and advocacy. - Ensure all County youth-serving organizations are familiar with programs, including "Level Up", that offer funding for recreation/therapeutic interventions and transportation for youth in foster care. - Explore collaboration with community colleges to increase awareness about trafficking and facilitate referrals of students to all appropriate services and support.
3.2 Increase Availability of Trauma-Informed Mental Health Care and Substance Use Treatment	- Invest in continuity of care model through the Department of Mental Health (DMH) to ensure youth are connected to trauma-informed providers regardless of the youth's location. - Increase the number of beds and locations where youth treatment is offered to address acute and ongoing substance use issues. - Connect DPH/Department of Health Services (DHS) substance use educators and other county funded youth-focused substance use programs to youth serving programs in the community. - Increase and/or clarify funding processes to increase availability of non-western, holistic, integrated, alternative and complementary modalities of healing (including but not limited to leveraging recent changes through the Medi-Cal Transformation). - Provide training to mental health and health care providers on CSEC-specific adaptations to treatment modalities.

	- Provide technical assistance to providers with national experts through National Center on Child Trafficking and others on implementation of Trauma-informed Care (TIC) and CSEC-specific and other adaptations to treatment modalities. - Identify a Substance Abuse Provider to attend DREAM and STAR Court multidisciplinary team meetings. - Provide consultation, support, and training by DMH CSEC Division clinicians to community-based mental health providers on creative, trauma-informed methods of working with youth beyond traditional treatment settings.
3.3 Increase Availability of Trauma-Informed Health Care	- Require discipline-specific training for all medical staff at Medical Hub Clinics, community clinics, hospitals, mental health providers, 988 and 211 staff, DPH nurses and health educators on trauma-informed language, health care practices, and trafficking identification and response. - Develop and implement identification protocols within DMH, DHS, and DPH with clear referral processes when youth impacted by CSE is identified. - Explore development of on-call medical consultation with a child trafficking medical specialist to be available 24 hours per day.
3.4 Expand Access to a Continuum of Community-based, Trauma-Informed Housing Options	- Collaborate with community-based housing providers and philanthropic organizations to support development and implementation of continuum of specialized housing options for youth impacted by CSE, as set forth in 2020 Research to Action Brief. - Require comprehensive staff training and supports at all levels of out-of-home care staff, as set forth in 2020 Research to Action Brief. - Collaborate and provide targeted training with emergency shelter providers to ensure staff have capacity to support youth impacted by CSE. - Support development of youth drop-in center in the City of Los Angeles.

3.5 Increase Targeted Supports for Transition Age Youth	- o Ensure all TAY are connected with Department of Public Social Services (DPSS) Linkages staff and are enrolled in public benefits, as appropriate (e.g., CalFresh, Regional Center, Department of Rehabilitation) before transition. - o Provide all TAY with information and appropriate referrals to relevant CBO, including human trafficking-specific organizations. - o Partner with peer mentor/advocate programs to offer presentations and guidance to TAY on available resources and programs. - o Host fun and engaging Independent Living Program orientation events with youth, planned in collaboration with youth leaders and CBOs. - o Work with community-based and philanthropic organizations to expand access to a continuum of community-based, trauma-informed housing options. - o Expand Advocacy Services contracts to include a curriculum and a toolkit to support youth in acquiring self-sufficiency skills.
3.6 Utilize Flexible Funding to Quickly Address Youth and Family Economic and Concrete Needs	- o Explore feasibility of expanding availability of Restoration Funds to any youth impacted by CSE, regardless of system involvement. - o Identify, implement, and train on new funding available for youth strength building activities and immediate needs through 2024 California Department of Social Services (CDSS) Tiered Rate Structure.



“My daughter turned 18 a week ago. When they close the case, she is basically homeless. There was no plan. There are financial literacy classes and job placement, but they have been

talking about that for 6 months and none of that happened.”

Parent

70.5%
of youth exiting care in 2023, from the DREAM Unit have not completed high school or received a GED.

40.9%
of youth exiting care in 2023, from the DREAM Unit do not have a connection to any committed, caring adult.

PRIORITY
AREA

4

Promote Youth Empowerment, Peer Mentorship, and Lived Experience Leadership

Some of the County’s most impactful programming and investments to date are the survivor and peer-led mentorship services provided through the contracted advocacy agencies, the annual and monthly youth empowerment events, and participation of individuals with lived experience in development of the County’s policies and practices. This Plan calls for expansion of these initiatives, as well as deeper investment in peer-to-peer models of prevention and support services – which includes professional development of youth leaders to effectively serve their peers.

The impact of these investments is exponential – supporting healing through relationships and leadership development, skills building and community power shifting that goes far beyond an individual. Centering youth and lived experience expertise in both individual level decisions and systemic change plays an important role in restoring the power that may have been lost through exploitation, and supporting youth to lead self-determined lives. Lived expertise must also be integrated into all

policy and practice changes to ensure they are driven by community needs and will have the desired impact. *(Intro continues on p. 86)*

PRIMARY OUTCOMES

- Increased participation youth & survivors in policy/practice change
- Increased resources to support youth & survivor participation
- Increased social capital among individuals with lived experience
- Youth and survivors regularly provide feedback to the County in a systematic way
- Youth develop positive relationships with peers & adults

“We need more one-on-one mentorship for survivors. Different people have different talents and specialties. Youth can be matched with other peer leaders that want to learn about those things.” Lived Experience Expert

WHY IMPORTANT	STRATEGIES
RELATIONSHIPS & COMMUNITY BUILDING Youth and parents/caregivers universally report that connections with individuals who have shared lived experiences, such as survivors or peer mentors, are often the most transformative relationships they encounter.	4.1 Fund and Expand Youth Empowerment Programs and Events
YOUTH EMPOWERMENT EVENTS Service providers and youth overwhelmingly appreciate the empowerment events hosted by the County.	4.2 Invest in Youth Leaders to Plan and Carry Out Peer-To-Peer Outreach, Events and Training Efforts
YOUTH & FAMILY VOICE IN CURRENT STRUCTURES Youth and families want more empowering spaces for their voices to be heard.	4.3 Expand Availability of Peer and Survivor Advocates, Mentors, and Navigators to all CSE-Impacted Youth, Regardless of System Involvement
	4.4 Collaborate with the Youth Commission
	4.5 Explore Program Models to Foster Multi-Generational Connections Between Elders and Young People, Movement Building and Mentorship
	4.6 Hire Survivors/Lived experience Experts in Critical Roles, Including Direct Service, Supervision, and Leadership
	4.7 Consult with Lived Experience Experts in all County Program, Curriculum, and Policy Development, Including Implementation of Strategic Plan

Investing in the leadership of lived experience expertise aligns with broader County priorities such as the Youth Commission, and investment in credible messenger programs.

Why is youth empowerment and lived experience leadership important?

1. Relationships & Community Building

Youth and parents/caregivers universally report that connections with individuals who have shared lived experiences, such as survivors or peer mentors, are often the most transformative relationships they encounter. Emotional support and connections with peers can be just as crucial to success outside of exploitation as access to concrete resources like housing, food, and financial security. Youth overwhelmingly report positive experiences with the specialized community-based advocates, with 81 percent of surveyed youth reporting advocacy services as helpful (Dierkhising et al., 2020). However, there are a limited number of organizations that are contracted to provide advocacy services

and they are limited to providing services to youth with a referral from DCFS or Probation. This makes it difficult to reach the broader spectrum of youth from both eligibility and capacity standpoints. Additionally, recent changes in the contracted providers for community-based advocacy services has interrupted continuity in services for young people, and required significant training and onboarding.

Service providers and youth alike praised numerous existing community-based programs and organizations led by individuals with lived experience, and/or offering peer-based models for promoting leadership, education, and employment. Several noted that they had limited capacity to serve large numbers of youth due to funding and staffing shortages, but had the potential and desire to expand their impact to more young people if additional resources were available.

2. Youth Empowerment Events

Service providers and youth overwhelmingly appreciate the empowerment events hosted by the County. Youth enjoy connecting with other survivors, spending time in nature, expressing themselves through art, dance, music, and building relationships with positive adults and peers. These events provide fun and positive experiences that help them reconnect with

their inner child and experience life beyond their trauma, supporting their growth and healing.

3. Youth and Family Voice in Current Structures

Youth and families often feel that their voices are not valued or considered in many public system spaces. Existing structures, such as Child and Family Teams, intended to involve them in decision-making, often are not working as intended, leading to low participation rates. Youth have reported feeling ganged up on, or that all of the pressure was on them to comply with requirements, while public agency partners did not uphold their obligations. Youth and families possess vital information about safe places and resources that could be transformative, but these are often overlooked because they are not seen as partners in case planning, or their input is dismissed. When advocates are present or youth are properly prepared; however, these spaces can feel empowering and generative.

Lived experience experts highlighted that all County efforts to further integrate individuals with lived experience must be done ethically, thoughtfully and with proper support (mental health, emotional, financial, and professional development), so as not to cause additional harm to both the experts themselves and

youth they may be working with. Youth and adults with lived experience expressed having both positive and negative experiences in contributing to practice and policy change in the County – youth shared that they appreciate listening sessions and the opportunity to speak on panels to ensure their voices are considered; others noted that they had been tokenized, or that their feedback had been ignored.

Scholars, survivors, and the U.S. federal government all agree that survivors of human trafficking are critical to the anti-trafficking movement and that there must be opportunities for lived experience leadership beyond the telling of their stories (Lockyer, 2020; Palmer, 2023). Those impacted by human trafficking are crucial in ensuring that programs, practices, and policies are victim-centered, trauma-informed, and culturally competent.

INTEGRATION WITH LABOR TRAFFICKING

This Priority Area aligns, in part, with the Strategic Plan to Integrate a Response to Child Labor Trafficking, Priority Area 9 (Lived Expertise/Partnership with Survivor Leaders). Additional work is needed to build out peer mentorship, youth empowerment, and integration of lived experience expertise in County efforts related to labor trafficking.

PRIORITY
AREA

4

Promote Youth Leadership

Strategies & Actions

STRATEGIES	ACTIONS
4.1 Fund and Expand Youth Empowerment Programs and Events	- Collaborate with and/or fund CBOs and/or youth leaders to plan and host empowerment events. - Expand outreach for youth empowerment events to under-identified and under-served populations. - Expand empowerment events to include parents/caregivers and siblings.
4.2 Invest in Youth Leaders to Plan and Carry Out Peer-To-Peer Outreach, Events and Training Efforts	- Identify and coordinate with existing youth/peer leadership and mentorship programs. - Identify youth leaders and community partners to participate in HT Speakers Bureau. - Use train-the-trainer model, with ongoing professional development to train and support youth leaders to carry out peer-to-peer outreach, prevention and intervention curricula.
4.3 Expand Availability of Peer and Survivor Advocates, Mentors, and Navigators to all CSE-Impacted Youth, Regardless of System Involvement	- Explore feasibility of expanding contracts for peer and survivor advocates and mentors to permit community and peer referrals. - Train and support Peer Support Specialists through DMH to provide support to youth impacted by CSE.

4.4 Collaborate with the Youth Commission	- Collaborate with Youth Commissioners to ensure that Youth Commission initiatives take into account needs of youth impacted by trafficking. - Integrate Youth Commissioners into County trafficking initiatives as appropriate.
4.5 Explore Program Models to Foster Multi-Generational Connections Between Elders and Young People, Movement Building and Mentorship	Explore existing program models (ex. Homeboy Industries) and identify opportunities for collaboration or program development.
4.6 Hire Survivors/ Lived Experience Experts in Critical Roles, Including Direct Service, Supervision, and Leadership	- Evaluate and address barriers to hiring individuals with lived experience in the county and county-contracted positions. - Determine appropriate pay structures given expertise levels, and identify opportunities for ongoing professional development and advancement.
4.7 Consult with Lived Experience Experts in all County Program, Curriculum, and Policy Development, Including Implementation of Strategic Plan	- Identify examples and/or develop and implement protocol for ethical practices for hiring and collaborating with individuals with lived experience. - Identify and support lived experience experts to participate in CTLT and HT Alliance.

“I got a survivor advocate. Me and her literally had the same exact story, so we connected. She used to always tell me, you remind me of little me.

The advocacy program helped me a lot because they knew who I was.”

Youth

All

stakeholders agree that there must be lived experience leadership and peer support programs.

81%

of youth surveyed found specialized CSE advocacy services to be helpful.

PRIORITY
AREA

5

Empower Parents & Caregivers to Support Their Children

Trafficking affects entire families and communities, yet efforts often focus solely on youth, overlooking the family unit's role. Parents and caregivers are crucial resources in prevention and intervention but typically lack awareness until it impacts their family directly. Discrimination worsens the situation, with Black and Brown families facing judgment when their child is experiencing trafficking, while White families receive praise for supporting and seeking out help for their children. In addition, little attention has been paid to navigating the complex family dynamics in cases of familial trafficking including decisions about family separation when abuse occurs. Familial trafficking often involves blame and stigma without addressing factors like intergenerational trauma, poverty, substance dependence, intimate partner violence, and other contributing factors. Many youth impacted by CSE are also expectant or young parents themselves and face incredible difficulty in getting their families' needs met, particularly when still experiencing violence.

(Intro continues on p. 94)

PRIMARY OUTCOMES

- Reductions in system involvement for families impacted by CSE
- Increased access and availability of services and programs for parents (including EPY)
- Improvements in child health and development
- Increases in healing from intergenerational and historical trauma, including familial trafficking

“The information was so powerful. My daughter was missing, and so much was going on. Everytime after the class, I had a plan.”

Parent, describing Parent Empowerment Program

WHY IMPORTANT	STRATEGIES
CAREGIVER SUPPORT IS NEEDED Parents lack information and resources to support their children. Programs we already have are working well and can be expanded. OVERREPRESENTATION OF EPY Programs and supports for expectant and parenting youth can support healing and break intergenerational cycles.	5.1 Expand Parent Empowerment Program
	5.2 Expand Access to Real-Time Coaching and Technical Assistance for Parents/Caregivers
	5.3 Increase Direct Concrete Support to Parents
	5.4 Increase Supports to Expectant and Parenting Young People Impacted by Commercial Sexual Exploitation

This priority area aims to build on the strengths and power of parents and caregivers to prevent exploitation and support healing by equipping them with informational, emotional, and material resources to meet basic needs (such as money, diapers, and food). LA has already initiated support through the Parent Empowerment Program (PEP) and parent partners. This plan calls for expanding these programs and increasing support for EPY to ensure a family-centered, intergenerational approach.

Why is empowering parents and caregivers important?

1. Parents and Caregivers of Youth Experiencing CSE Need Information and Support

Parents and caregivers shared that they initially knew very little about CSE when they noticed concerning behaviors in their children. They found law enforcement and schools unhelpful, as these institutions often dismissed such behaviors as typical adolescent behavior or said they could not help if the youth was a “runaway.”

Parents and professionals shared that if families are struggling to meet basic needs, it can be difficult to provide their children with the attention, care and support necessary to avoid and/or heal from exploitation. They noted that material support to parents and caregivers to help them meet basic needs is essential, including financial assistance, food, diapers, housing, transportation, and hygiene products. Many stakeholders shared experiences of parents asking for their children to be placed into foster care or incarcerated because they felt unable to meet their needs or keep them safe. Providing direct financial support to a family member to secure a larger apartment can be the difference between a youth going into foster care and being able to stay with family in a familiar community.

Parents have responded positively to the PEP offered by CBOs and the DMH, valuing the education, communication strategies, and community it provides. One parent shared:

“So much was going on. Every time after the class [PEP], I had a plan.”

Another said:

“When all of this started with my daughter, and the Social Worker mentioned human trafficking and brought me to this class, I got offended. My daughter is not trafficked, that’s not me. At the beginning,

I never shared that I was taking these classes. When I heard this information, my mouth was open to the floor.”

Parents and caregivers desire more programs similar to this, and available earlier as preventative measures, not just after a youth has experienced CSE.

Additionally, parents seek real-time coaching and technical assistance from individuals with lived experience to guide them through challenging situations. A DMH clinician noted the importance of this one-on-one support:

“We need more parent partners that are more specific to help on these cases, even if it doesn’t come fully wrapped with the advocacy services. If we want kids to come home, this is critical.”

Parents and caregivers whose children are system-involved may lack the resources to participate in court-ordered services, struggling with costs, time off from work, transportation, and childcare. Additionally, families struggle to navigate systems and access appropriate services – with courts often ordering programs unrelated to their actual needs, leading to frustration and disillusionment with the system. This, in turn, hinders family preservation or reunification. Parents also desire funding for fun activities with their children to rebuild

relationships, like going to the movies, not just services like family therapy.

CSE also impacts other children in the home. Other children may observe family conflict, get less attention, or be exposed to the impacts of trauma on their sibling(s) who are experiencing CSE. Multiple families noted being forced to make the impossible choice between supporting their child experiencing CSE and attending to the needs of their other children. Some faced threats from social workers and/or attorneys that they would have their other children removed from their homes due to perceived safety concerns related to the child experiencing CSE’s behavior, exploitation, or exposure to a trafficker. One parent noted:

“It breaks your heart because it unbalances the family.”

2. Expectant and Parenting Youth Experience CSE at High Rates

Many youth participants in the listening sessions were young parents or expecting, and service providers have seen a rise in CSE among their expectant and parenting clients in recent years. A study on girls and young women participating in the STAR Court indicated that 31 percent had been pregnant, and among those, 18 percent had experienced two or three pregnancies (Barnert et al., 2020). Some youth

“As we look to empower families to support youth, we have to keep in mind possible generational cycles and how triggering or unsettling it can be trying to learn about your child and learning about yourself and your experience in turn. We need additional support if parents are going to be in these spaces, especially if they have the experience themselves.”

Lived Experience Expert

“If we also put parents at center, then we can have them in a healthy state - and the kids see that their parents are strong and can help them.”

Parent Partner

noted their own children were in foster care due to concerns about their ability to care for them amidst exploitation, incarceration, or housing instability, with increased surveillance on system-impacted youth who become parents. Intergenerational data in California reveals a concentrated risk for children born to mothers who are in foster care with 53 percent of babies born to mothers in care having a subsequent referral to child protective services (Eastman & Putnam-Hornstein, 2019). One youth reported that staff at her group home for young parents provided some help, but would write her up for making small mistakes, rather than helping her care for her baby.

Youth wanted more information about reproductive health care prior to and during their pregnancies. And because of devastating maternal mortality rates for certain populations of birthing people – with Black women experiencing maternal mortality rates more than 2.5 times that of non-Hispanic White women ([Hoyert, 2021](#)) – youth also wanted additional support through the birthing process, like doulas and midwives that were more attuned to their needs. Once their babies are born, they want non-judgmental support in navigating new parenthood, and help accessing necessary items like diapers and car seats. In addition, there is a need for creating supportive spaces for parenting youth to build community with their co-parents, partners, families and

other parenting young people. Young people expressed the desire to connect to others who understand the struggle of navigating a world where they are seen as “bad” parents for being young, while also expected to be perfect parents. They expressed wanting to be trusted and respected as parents while receiving the support they need to thrive as youth. This looks like taking their children to the doctor and being asked questions by the doctor about their children’s health directly; rather than watching as the doctor asks an accompanying adult. This also looks like not being judged because they ask questions about their child/ren’s health or other things that adults regard as “common sense.” Youth expressed that the threat of child protective services involvement was often used as a method of coercion to get them to comply with others’ parenting expectations. For example, one youth expressed that others told her mother that she should call DCFS on the youth because she hung out with her friends too much. Removing or threatening to remove children of young parents is not supportive and continues a legacy of trauma.

Stakeholders also shared that there are disparities in the availability of services for young parents, specifically that EPY involved in probation have fewer supportive resources than those in the child welfare system.

INTEGRATION WITH LABOR TRAFFICKING

With the exception of exploring the expansion of the PEP, the Strategic Plan to Integrate a Response to Child Labor Trafficking does not currently include work aligning with this Priority Area. Further exploration, including community engagement and consultation with individuals with lived experience, is needed.

PRIORITY
AREA

5

Empower Parents and Caregivers

Strategies & Actions

STRATEGIES	ACTIONS
5.1 Expand Parent Empowerment Program	- Update PEP curriculum based on feedback from parents/caregivers and lived experience experts. - Recruit, hire and train additional parent partners to provide psycho-education workshops and facilitate support groups. - Develop a psycho-education virtual video library for parents/caregivers. - Expand delivery of PEP to more parents and caregivers by enabling community referrals without requirement of system involvement, and including parents/caregivers with children at risk of exploitation to support prevention.
5.2 Expand Access to Real-Time Coaching and Technical Assistance for Parents/Caregivers	- Recruit, hire and train parent partners to provide one-on-one coaching and consultation. - Create and implement a process for parent/caregiver consultation with other lived experience experts and/or other subject matter experts.

5.3 Increase Direct Concrete Support to Parents	- Ensure all impacted parents/caregivers are connected with DPSS Linkages staff and are enrolled in CalFresh and other public benefits, as needed. - Connect parents/caregivers to services and supports, as needed, including mental health, health supports and substance use treatment. - Connect families to post-adoption support services, as appropriate. - Provide financial assistance for positive, fun activities for parents/caregivers and children.
5.4 Increase Supports to Expectant and Parenting Young People Impacted by Commercial Sexual Exploitation	- Collaborate with CLC's Family Support and Advocacy Center and Young Parent Support and Advocacy Center to ensure expectant and parenting youth (EPY) impacted by CSE receive support to care for their children without DCFS/Probation involvement. - Ensure all impacted expectant and parenting youth are connected with DPSS Linkages staff, enrolled in CalFresh and other public benefits, and connected with Nurse Family Partnership, as needed. - Develop peer support and community building for youth experiencing CSE who are EPY. - Conduct resource mapping and create a resource guide for EPY.

“We need more parent partners that are more specific to help on these cases. If we want kids to come home, this is critical.”

DMH Clinician

31%

of girls and young women in the STAR Court had been pregnant.

53%

of babies born to mothers in foster care in California have a subsequent referral to Child Protective Services.

PRIORITY
AREA

6

Assess & Adapt Existing Collaborative, Trauma-Informed Services for System-Impacted Youth

The foundation for providing collaborative, trauma-informed services to youth in Los Angeles County has been continually developed, laid, and implemented for the last decade, and must be revisited and monitored regularly in order to remain strong and be able to bear the weight of changing conditions. Los Angeles County has invested deeply in creating innovative, trauma-informed practices to identify and provide services to youth impacted by CSE – including specialized units within DCFS and Probation, specialized courts, community-based advocates, and several multi-disciplinary protocols. These have been models for other jurisdictions across the country, and have had positive impacts on thousands of youth since 2012.

However, due to changes in the law that have reduced law enforcement presence and known harm that law enforcement-based responses can cause, shifts in dynamics of exploitation in Los Angeles, and strains on resources within the departments that have historically carried out these strategies (including DCFS and

Probation), some of these specialized services are no longer functioning as effectively or as originally intended, and may need to be revisited, adapted, or eliminated.
(Intro continues on p. 104)

PRIMARY OUTCOMES

- Increases in utilization of collaborative, multidisciplinary protocols and practices that have positive outcomes
- Increases in number of youth and families receiving best practices (e.g., collaborative, trauma-informed responses)
- Increases in knowledge and awareness of effective and ineffective practices to support survivors and decrease demand for commercial sex

“There is no STAR Court as we know it right now.”

MDT Participant

WHY IMPORTANT	STRATEGIES
CHANGES TO SPECIALIZED SERVICES Specialized services have worked well for many youth. Recent changes mean it's time to evaluate and adapt.	6.1 Analyze Current Functioning and Impact of STAR and DREAM Courts, Child Trafficking Unit, and DREAM Units and Adapt as Needed
ONGOING INCARCERATION OF CSE YOUTH Despite efforts to decriminalize youth impacted by CSE, data indicates large percentages of youth incarcerated in County detention facilities have CSE experience.	6.2 Provide Case Consultation and Support to Youth-Serving Professionals Outside of Specialized Units
SHIFTING ROLE OF LAW ENFORCEMENT Stakeholder feedback, legal changes, and research indicate the need to revisit law-enforcement-based responses, which can cause further harm to youth and communities.	6.3 Explore Expansion of Use of Multidisciplinary Teams Structures to All Youth Impacted by CSE
BUYER & EXPLOITER ACCOUNTABILITY Further exploration is needed in how the County addresses demand for commercial sex and holds buyers accountable for their role in commercial sexual exploitation of children and youth – including alternatives to criminalization.	6.4 Explore Evolving Role of Law Enforcement in a Public Health Approach to Trafficking, and Develop Appropriate, Trauma-Informed Law Enforcement Responses
	6.5 Collaborate on Countywide Efforts to End Incarceration of Girls to Ensure Trafficking Experience is Considered & Services are Integrated
	6.6 Assess and Refine Implementation of Victim Witness Protocol
	6.7 Assess Appropriateness of Integration of Labor Trafficking into Existing County Specialized Services, Protocols, and Units
	6.8 Assess and Adapt County Efforts to Address Exploiter and Buyer Accountability

In addition, there is opportunity for growth in collaborative approaches that do not require a youth to be involved with law enforcement, DCFS and Probation. This includes collaborating with the DPH, the Department of Youth Development (DYD), and making greater efforts to decarcerate youth and keep youth in their communities through Youth Justice Reimagined.

This priority area calls for assessment of the ongoing efficacy of existing system-based responses to inform where further investment is warranted and where shifts or adaptations are needed, all within the context of the broader shift toward a community-based, public health approach to trafficking.

Why is assessing and adapting existing responses for system-impacted youth important?

1. Changes to Specialized Courts, Units, Advocates, and Multidisciplinary Teaming

Collaborative trauma-informed responses that the County has implemented have worked well for many youth. Youth feel supported by the specialized deputy probation officers (DPO), social workers, judges, court staff, attorneys, and community-based advocates (Dierkhising et al., 2020). These relationships often last far beyond the time in which an official case is open – with judges, advocates, and workers attending graduations, birthday parties, and other important events in youths' lives. This is a testament to the focus on engagement and relationship building in these programs.

While the specialized courts have become national models, assessment of their ongoing efficacy and impact is needed. Some youth do not wish to receive specialized services or transfer to a specialized court because it

can be stigmatizing – if a youth is in the STAR Court, for example, then it “outs” them to peers, family members and others about their CSE experience. Additionally, the STAR Court is facing significant challenges due to staff turnover among court participants, including the absence of a consistent CSEC Liaison from Probation's Child Trafficking Unit (CTU) at multidisciplinary meetings due to staffing shortages. These multidisciplinary teams (MDT), a requirement of the statewide CSEC Program and an essential forum for collaboration among public agencies and community partners to ensure youth receive trauma-informed services, are not functioning as effectively as they once did – which stakeholders report is contributing to rising rates of incarceration of youth impacted by CSE. One MDT participant noted:

“There is no STAR Court as we know it right now.”

Meanwhile, conditions are worsening in the County's juvenile halls, where decades of sexual and physical abuse has been uncovered, and staffing shortages and closures have resulted in significant harm for incarcerated youth. It has also meant that Probation has reassigned DPOs from the Child Trafficking Unit to juvenile hall, significantly reducing the number of specialized CTU DPOs to serve youth and leading to staff turnover. These

frequent staffing changes have disrupted the continuity of CTU DPO assignments as youth transition between community and detention. This lack of consistency undermines the relationship-centered services that were once a cornerstone of the program.

2. Ongoing Disproportionate Incarceration of Youth Impacted by Commercial Sexual Exploitation

Despite efforts to decriminalize young people experiencing CSE, and ongoing efforts to get to zero incarceration of girls in Los Angeles County (see [Board Motion, Nov. 30, 2021](#)), data from the County indicates that large percentages of girls and gender-expansive youth who have been incarcerated in the County over the last several years – often more than 50 percent – have previously been identified as having experienced CSE. Past research has shown that girls identified as having experienced CSE have more contact with the legal system, including more arrests, petitions filed, petitions sustained, bench warrants, and entrances to juvenile hall (Dierkhising et al., 2020). Youth are being incarcerated on warrants for probation violations or because there is nowhere for them to go when parents are unable or unwilling to receive them, there are waiting lists for STRTPs, or it is taking too long to find resource families. In addition, stakeholders reported that dual

status youth are often transferred from DCFS jurisdiction to Probation jurisdiction because there is a perception that DCFS either cannot handle their behavior, or cannot keep the youth and/or their staff safe. One probation officer noted:

“We do see some of our youth deteriorate . . . become involved in incidents while they are [incarcerated], they connect to other kids there, so those who weren’t CSEC are coming back as CSEC.”

Implementation of the County’s collaborative Interagency Detention Identification and Response Protocol, which is meant to identify and serve youth impacted by CSE who are in the County’s detention facilities, have stalled due to staffing shortages and deteriorating conditions in detention facilities.

3. Shifting Role of Law Enforcement

Law enforcement has traditionally played a large role in identifying youth impacted by trafficking. Stakeholder feedback and research on the harm and inefficacy of law enforcement-based responses on both impacted youth and communities more broadly indicates a need to revisit this approach. Many youth report predominantly negative experiences with law enforcement, with some even directly exploited or abused by law enforcement

personnel. Others fear that interactions with law enforcement could worsen their situation, potentially leading to increased friction or violence from exploiters or exposing them to devastating immigration consequences, like deportation. One youth noted:

“I can be put in danger being seen talking to a cop on the street.”

Another youth highlighted that:

“It feels like law enforcement will never care about trans people.”

Youth are also interacting with law enforcement and Probation due to forced criminality related to trafficking at increasingly younger ages. There is a sentiment among traffickers and some youth that they will not get into trouble because they are young and the law no longer applies to them, and they are therefore being groomed into exploitation and to commit more serious crimes.

Changes in the law are also impacting the role of law enforcement in identification and support for youth experiencing trafficking. Specifically, SB 357, passed in 2022, removed loitering with the intent to commit prostitution from the Penal Code, which has resulted in fewer patrol officers in areas known for exploitation and a shift in law enforcement's

interactions (or lack thereof) with young people. Youth and professionals also reported that the reduced law enforcement presence has led to an increase of blatant exploitation and violence on the streets, to the point where some street outreach workers no longer feel comfortable doing street outreach.

4. Assessing Buyer and Exploiter Accountability

Stakeholders expressed an interest in exploring how the County is addressing accountability of both exploiters and buyers. Further exploration is needed into how the County addresses demand for commercial sex and holds buyers accountable for their role in commercial sexual exploitation of children and youth – including alternatives to criminalization. Although there is a lack of consensus on the approach, current policies and practices should be examined to ensure they effectively deter buyers and reduce trafficking of children and youth.

INTEGRATION WITH LABOR TRAFFICKING

The Strategic Plan to Integrate a Response to Child Labor Trafficking priority area 5 (Policies and Procedures) overlaps with some items in this priority area. As the County embarks on this integration in the context of shifting to a community-based, public health

approach, great care must be taken with respect to whether and how these policies, practices and services are expanded to include youth impacted by labor trafficking. As noted, assessment is needed to determine whether to adapt, expand, or scale back on these approaches with respect to youth impacted by CSE. It would be premature to expand these approaches to youth impacted by labor trafficking before such assessment has taken place, as well as further community engagement and consultation with individuals with lived experience. This is essential to avoid replicating mistakes and to minimize unintended harm in the way we identify and serve youth impacted by labor trafficking. Specifically, expansion of some of these approaches could have a net-widening effect, inappropriately expanding the reach of law enforcement, the child welfare system, and the juvenile justice system to more youth and families and putting further strain on already stretched public systems.

PRIORITY
AREA

6

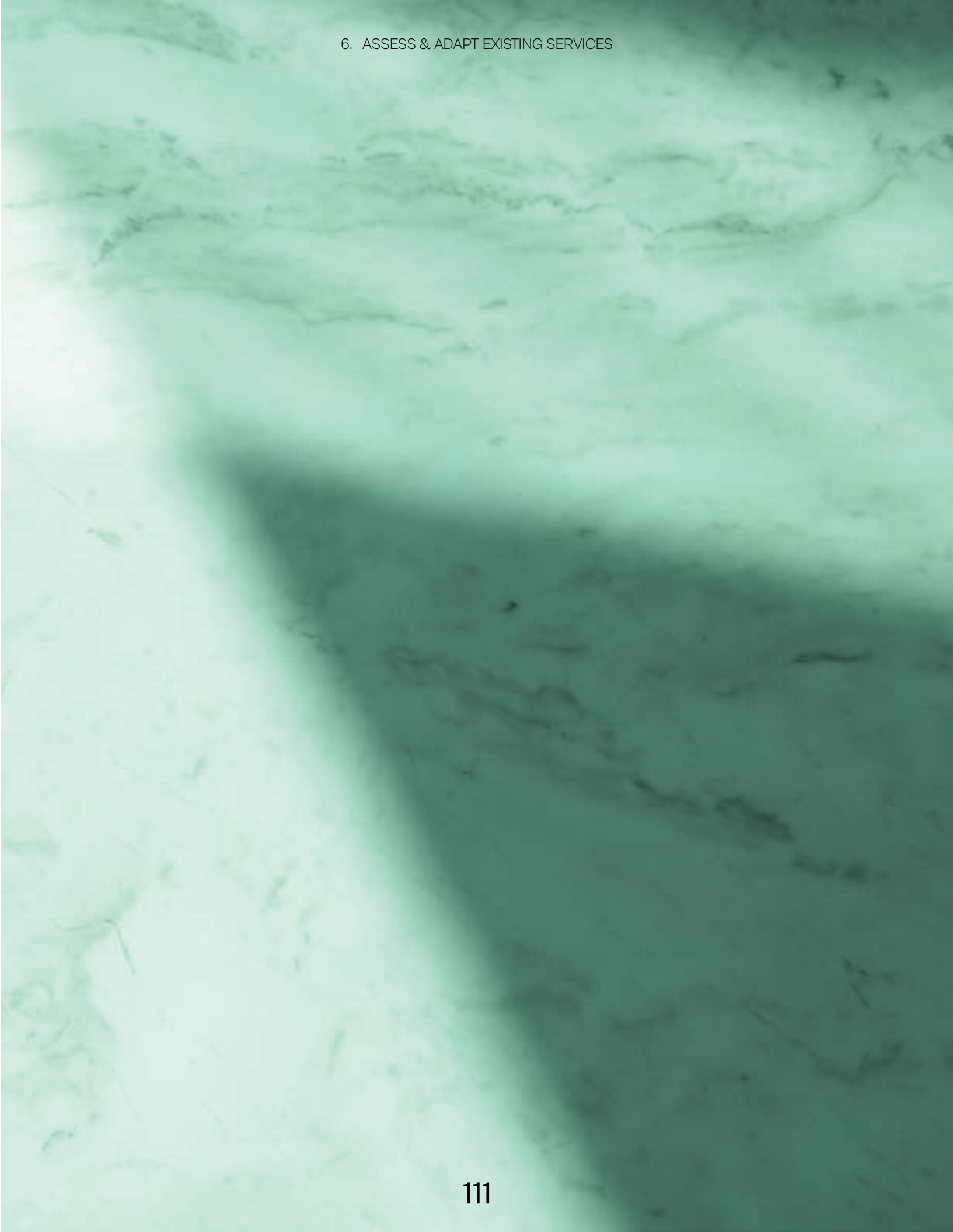
Assess & Adapt Existing Services

Strategies & Actions

STRATEGIES	ACTIONS
6.1 Analyze Current Functioning and Impact of Succeeding Through Achievement and Resilience (STAR) and Dedication to Restoration through Empowerment, Advocacy, and Mentoring (DREAM) Courts, Child Trafficking Unit, and DREAM Units and Adapt as Needed	- Conduct assessment of functioning and impact of STAR and DREAM Courts, CTU, and DREAM Units using administrative and qualitative data from youth and families. - Adjust/amend existing models to enhance impact, as needed.
6.2 Provide Case Consultation and Support to Youth-Serving Professionals Outside of Specialized Units	- Clarify process for specialized DPOs/SWs to provide consultations and support to DPOs/SWs serving youth outside of units. - Create and implement process for connecting youth-serving professionals with lived experience experts through Preventing and Addressing Child Trafficking (PACT) or the CSEC Action Team Advisory Board (or Los Angeles-specific lived experience experts) for one-on-one case consultation.
6.3 Explore Expansion of Use of Multidisciplinary Teams Structures to All Youth Impacted by Commercial Sexual Exploitation	- Assess and implement updates to STAR and DREAM Court MDT processes, as needed. - Explore inclusion of youth outside of specialized courts and units into existing multidisciplinary team processes.

6.4 Explore Evolving Role of Law Enforcement in a Public Health Approach to Trafficking, and Develop Appropriate, Trauma-Informed Law Enforcement Responses	- Assess implementation of FRP and adapt as needed. - Examine and bolster the role of DHS and DMH supports in the FRP process. - Explore expansion of collaborative street outreach models with community-based partners.
6.5 Collaborate on Countywide Efforts to End Incarceration of Girls to Ensure Trafficking Experience is Considered and Services are Integrated	- Collaborate with Ending Girls' Incarceration Community Collaborative and DYD. - Identify and train CSEC Coordinators within all county detention facilities. - Re-establish implementation of Detention Interagency Identification & Response Protocol. - Facilitate collaboration among STAR Court MDT to identify and address drivers of incarceration. - Identify and train HT champion within DYD to participate in CTLT. - Collaborate with DYD in development of Safe and Secure Healing Centers as alternatives to detention to ensure they are equipped to identify and serve youth impacted by CSE.
6.6 Assess and Refine Implementation of Victim Witness Protocol	- Conduct assessment of early implementation of Victim Witness Protocol. - Adjust/amend existing protocol to enhance impact, as needed.

6.7 Assess Appropriateness of Integration of Labor Trafficking into Existing County Specialized Services, Protocols, and Units	○ Consult with youth, families, and CBOs to discuss appropriateness of integration of system-based services for youth impacted by labor trafficking. ○ Collaborate with multidisciplinary partners carrying out specialized services, protocols and courts to discuss appropriateness and feasibility of integration of system-based services for youth impacted by labor trafficking. ○ Conduct further landscape analysis of national research and consult with additional subject matter experts regarding potential integration of system-based services for youth impacted by labor trafficking.
6.8 Assess and Adapt County Efforts to Address Exploiter and Buyer Accountability	○ Review data on law enforcement efforts to hold exploiters and buyers accountable. ○ Review Probation data for individuals arrested for human trafficking, solicitation of prostitution, and related charges. ○ Explore implementation of intervention program for individuals on probation for human trafficking, solicitation of prostitution, and related charges (e.g., I Am curriculum). ○ Explore alternatives to exploiter and buyer accountability from other jurisdictions.



“We need street outreach. Sometimes being in that moment, someone coming to tell you, I can help. It can snatch you right out of it. A few times, I have had someone come and

plant the seed and that makes you ponder.”

Lived Experience Expert

50%

or more of girls incarcerated in LA have experienced CSE, despite efforts to decriminalize young people impacted by trafficking.

Girls impacted by CSE have more legal system contact - more arrests, petitions filed and sustained, bench warrants, and entrances to juvenile hall.

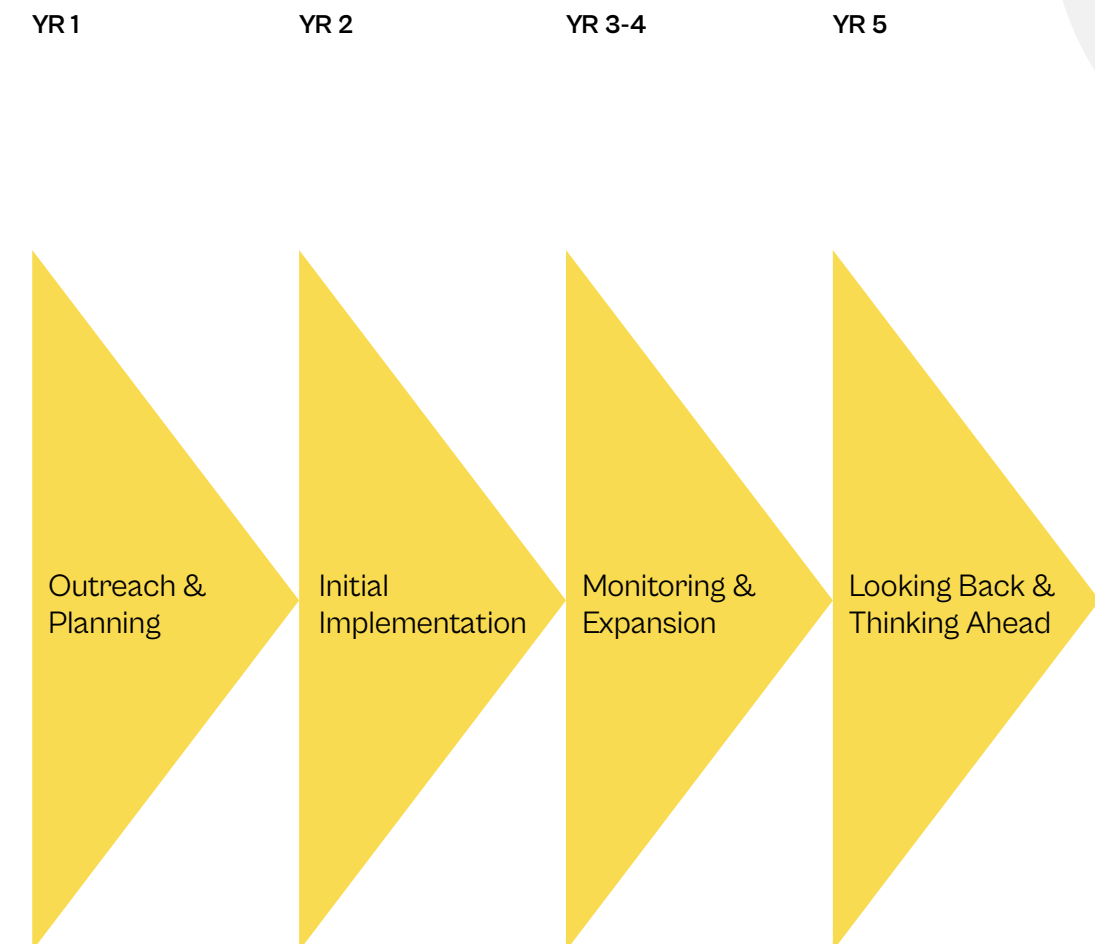
\$300K

is the annual cost per youth of incarceration in California in 2020.

PATHWAY TO CHANGE

ROADMAP

This roadmap highlights the key phases and steps the County will take to realize the goals of this plan over the next five years. This process will be scaffolded, iterative, and will evolve as changes in law, policy, and practice require. In some areas, the County already has a strong foundation upon which to build immediately. In others, more groundwork must be laid first – relationship development, capacity building, and learning. Throughout, the County will work in deep partnership with youth, families, and community partners to carry out the plan, reflect on progress, and adapt as needed.



YR 1

Outreach & Planning



- ☐ Convene Child Trafficking Leadership Team (CTLT) and subcommittees.
- ☐ Develop CTLT subcommittee implementation plans.
- ☐ Connect with and integrate stakeholders, including youth, families, and CBOs.
- ☐ Conduct outreach on related County initiatives.
- ☐ Identify existing programs to pilot/build on.
- ☐ Assess costs of new and existing programming, and identify funding sources.
- ☐ Complete integration of CSE and LT plans.
- ☐ Develop evaluation plan with youth, family and community input.

YR 2

Initial Implementation



- ☐ Continue regular meetings of CTLT and subcommittees.
- ☐ Continue youth, family, and community engagement and integration.
- ☐ Launch prevention pilots.
- ☐ Expand contracts and streamline referrals for community-based programs.
- ☐ Hire and launch HT Liaisons and HT Alliance.
- ☐ Begin evaluation of existing specialized services.
- ☐ Integrate and leverage resources from related County initiatives.

YR 3-4

Monitoring & Expansion



- ☐ Maintain engagement of CTLT members.
- ☐ Continue to carry out implementation plans.
- ☐ Regularly evaluate plan implementation and effectiveness, and adapt as needed.
- ☐ Collect and integrate youth, family and community feedback on implementation.

YR 5

Looking Back & Thinking Ahead



- ☐ Assess progress on goals, strategies and action items.
- ☐ Reflect on learnings from implementation.
- ☐ Identify areas of additional capacity building and expansion.
- ☐ Set goals for next five year goals.

Data-Driven Implementation

Implementation is at the crux of the work and must be done in a thoughtful and collaborative way. First, an implementation team, the CTLT, must be established (see [Board Motion, Aug. 6, 2024](#)). The CTLT plays a pivotal role in coordinating efforts, monitoring progress, and ensuring accountability. Adjustments to the plan, as well as to existing and new initiatives, are also expected given the evolving nature of community needs, emerging challenges, and new opportunities that may arise. This iterative process will ensure the Plan remains dynamic and responsive to the changing landscape.

The CTLT is also responsible for assigning subcommittees to manage the rollout of individual strategies and action items. Importantly, the CTLT subcommittees will include youth and individuals with lived experience. These groups will then develop a timeline for implementing the action items and identify key performance metrics to track progress and outcomes. Tracking progress involves capturing both process metrics and outcome metrics. Process metrics will measure the quantity and quality of the work being done. In parallel, outcome metrics will gauge the impact of the strategies on youth,

families, communities, and public systems or agencies.

These performance metrics will vary across strategies and actions and will likely require data from a variety of agencies, organizations, and individuals, including feedback directly from youth and families. Examples of potential process and impact outcomes are included in the plan (see Appendix), these can be used as starting points that can be adjusted based on available data, resources, or further analysis.

PRIMARY OUTCOMES

- Positive changes in organizational culture, such as increased collaboration, openness, and innovation
- Improved competencies and expertise across stakeholders
- Systematic tracking of progress and outcome data
- Adoption of new practices, behaviors, or attitudes related to human trafficking

Data-Driven Implementation

Strategies & Actions

STRATEGIES	ACTIONS
7.1 Collaborate Across Systems and Initiatives, Along with Community Partners to Implement the Plan	- Community-based organizations are included in the implementation process. - Youth, families, and those with lived experience are included in the implementation process. - Partnerships across public systems and agencies are identified. - Overlap with other County initiatives are explored and considered during implementation, including but not limited to Youth Justice Reimagined (including YES teams and Youth Development Networks), Ending Girls' Incarceration Initiative, poverty alleviation and universal basic income initiatives such as Breathe, Mandated Supporting Initiative, County language access plans, Department of Economic Opportunity programs, Systems of Care, and others.
7.2 Build out an Accountability Structure for Implementation	- Establish a CTLT that includes representatives from DCFS, Probation, Los Angeles County Sheriff's Department, DPH, Los Angeles County Office of Education, DYD, Los Angeles County Youth Commission, the County's Child Trafficking Consultant, community partners and individuals with lived experience. - Develop subcommittees responsible for individual strategies and action items. - Each subcommittee includes at least one individual with lived experience. - Each subcommittee engages in a strategic prioritization process of the strategies assigned to them. - Each subcommittee develops a timeline for implementing the action items based on the strategic prioritization process. - The CTLT approves all implementation plans and timelines.

7.3 Collaborative Identification of Performance Metrics to Track Quality, Reach and Effectiveness of Strategies and Actions	- Each subcommittee identifies the necessary performance metrics to track progress and outcomes. - Available data (both quantitative and qualitative) from a variety of organizations, agencies, and systems are explored and included in the tracking plan. - CBOs are involved in the identification of performance metrics in a way that does not overburden them. - Systematic youth and family feedback is included in the key performance metrics. - Process metrics are included that measure the quantity and quality of the work being done, providing insights into the efficiency and effectiveness of the action items. - Outcome metrics, defined in collaboration with youth and families, will gauge the impact of the strategies on youth, families, communities, and public systems or agencies. - Examples of potential performance metrics in the plan are considered and adjusted based on available data, resources, or further analysis. - The leadership team refines and approves all recommended performance metrics to ensure they accurately reflect the goals of the Strategic Plan.
7.4 Monitor Progress Throughout Implementation	- Each subcommittee is monitored by the CTLT through regular communication and collaboration. - Develop and utilize an agreed upon data tracking mechanism. - Analyze ongoing data to identify patterns, trends, and areas where there are opportunities for growth. - Adjustments are made as needed by the leadership team, with input from the subcommittees, to ensure the plan remains dynamic and responsive to the changing landscape. - A communication strategy is established (e.g., public meetings, updates, and feedback mechanisms) to keep stakeholders, the Board of Supervisors, Steering Committee, and the public informed on progress, successes, and challenges.

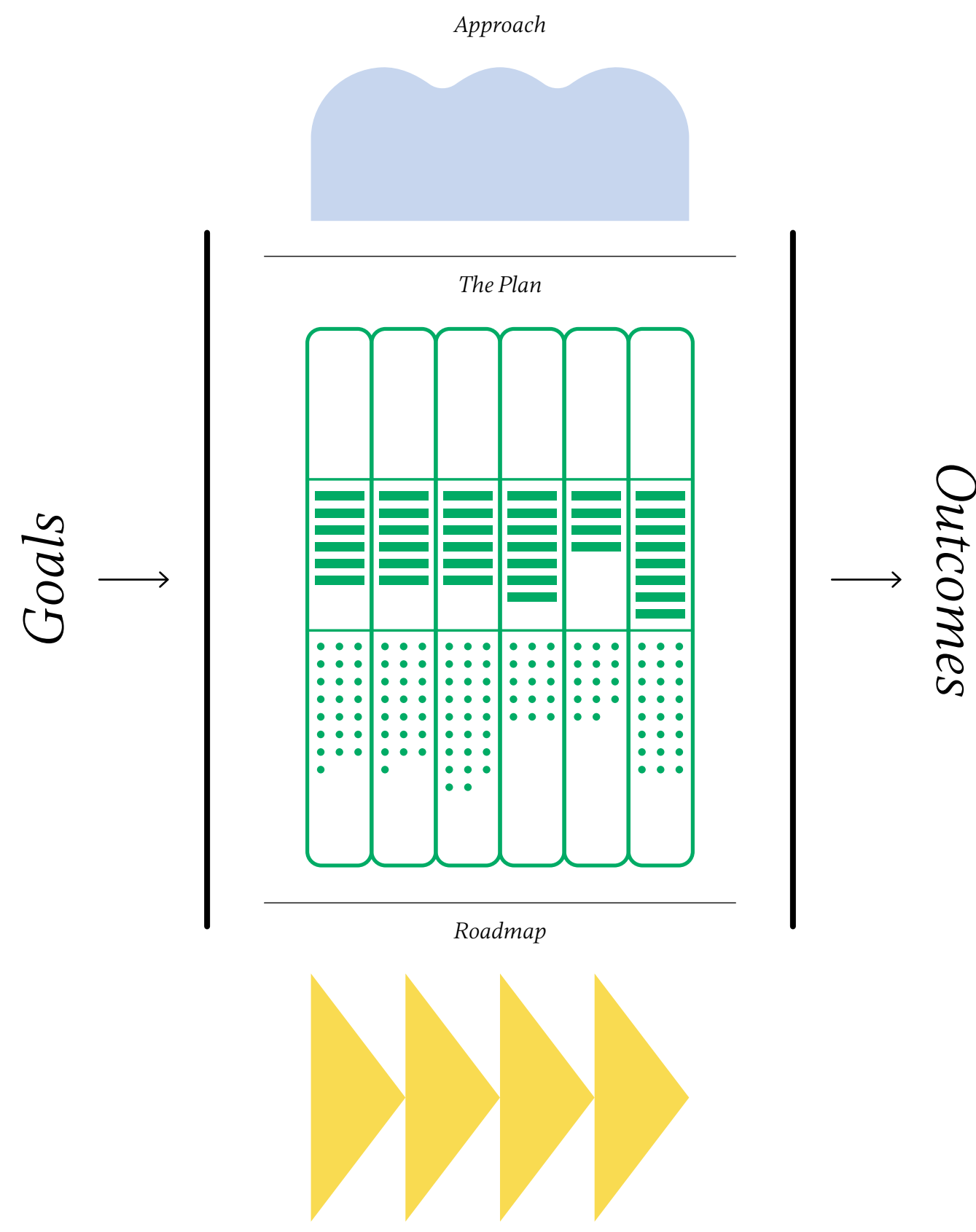
7.5 Explore Creative Funding Streams	○ A variety of creative funding mechanisms such as the Family First Prevention Services Act, Medi-Cal, philanthropic organizations, and federal funding avenues, are explored to support implementation. ○ Explore methods of dissemination of funding that remove bureaucratic barriers, including disbursement of funds directly to CBOs, and methods of funding that ensure continuity of services for youth.
7.6 Include a Process for Deeper Exploration and Capacity Building Throughout Implementation	○ Multiple stakeholders engage in national roundtables and advisory groups to expand the County's knowledge and capabilities. ○ Stakeholders engage in ongoing learning of best practices, national responses to human trafficking, and the overlap between labor trafficking, forced criminality, and sex trafficking.
7.7 Institutionalize the Implementation of the Plan to Guarantee Sustainability	○ Integrate the Strategic Plan into the county's annual budgeting, performance management, and decision-making processes. ○ Provide training or town halls for county staff and stakeholders to ensure they have the skills and knowledge to implement the plan effectively. ○ Periodically review and update the Strategic Plan to ensure it remains relevant and responsive to changing conditions and needs. ○ Engage the community in a systematic way to check that implementation is meeting their expectations and needs.
7.8 Integrate Youth Feedback Structure to Evaluate all County Initiatives and Community-Based Programs on Human Trafficking	○ Develop and implement youth and family feedback structures to assess implementation of Strategic Plan. ○ Require county contractors to include youth and parent/caregiver feedback in program evaluation. ○ Develop and implement youth and family feedback into assessment of all County collaborative protocols and specialized services (FRP, Detention, Victim Witness, SYZ, specialized courts and units). ○ Collaborate with CBOs to identify data already being collected, and capacity for or support needed to collect additional data.



CONCLUSION

CONCLUSION

For nearly fifteen years, the County has demonstrated its commitment to recognizing and addressing the harm caused by child trafficking. This Strategic Plan represents a renewal of this commitment that is rooted in youth and community strength and well-being. It represents a paradigm shift from system-based to a community-based response and from a crisis response to a preventative one. It celebrates the County's diversity and is grounded in equity and inclusion. Building on the momentum established during this plan's creation, Los Angeles County will continue to drive innovation and set a national standard for community-based, compassionate care for youth and families.



“It has been a great experience and feeling to know that there are people trying and working to help. I want my baby to know this is something I was a part of and something to help

the community. Hopefully it will be important to him once he is old enough to understand.”

Youth

APPENDIX

SPREADSHEET OF ALL PRIORITY AREAS, STRATEGIES AND ACTION ITEMS

Priority Area # 1: Invest in Early Education and Prevention		
1.1	Build Capacity of Schools to Prevent, Identify, and Respond to Child Trafficking	
1.1(b)		Provide HT Prevention Train the Trainer Curriculum to school counselors, social workers (SW), nurses, teachers, Department of Public Health (DPH) Student Well-being Center staff and other educators, community liaison Public Health Nurses, education sector staff, health educators, promotoras and community health care workers.
1.1(c)		Implement HTSSP, including clarifying referral processes between schools and CBOs when CSE of youth is identified or /suspected.
1.1(d)		Train and leverage Student Well-being Centers to be one-stop-shops for trafficking-related psycho-education, health and mental health care resources.
1.1(e)		Expand use of schools to provide education and appropriate service referrals for parents/caregivers.
1.1(f)		Provide prevention education through schools for parents/caregivers and create opportunities for parents/caregivers and youth to come together for dialogue/discussion.
1.1(g)		Identify and implement prevention curriculum focused on males and healthy relationships to avoid becoming buyers and traffickers (e.g., I Am Curriculum).
1.1(h)		Create HT Prevention Bureau of Speakers composed of trained subject matter experts, including peer advocates and parent partners.
1.1(i)		Create new HT 101 training video for posting on County Learning Net and other virtual spaces for access to on-demand training.
1.2	Build Capacity of Community-based Organizations to Identify and Support Youth Impacted by Trafficking	
1.2(a)		Provide training to CBOs on human trafficking identification, available prevention resources, and how to tailor services to support youth impacted by trafficking.
1.2(b)		Expand existing community-based prevention curriculum to more youth-serving organizations, FBOs and others.
1.3	Increase Targeted Prevention Efforts to High-Risk Youth (including but not limited to child welfare and probation system involved youth, homeless youth, LGBTQ+ youth, and immigrant youth)	
1.3(a)		Collaborate with CBOs serving high-risk youth to offer prevention curriculum.
1.3(b)		Implement prevention curriculum for all youth upon entry to out-of-home care or detention.
1.3(c)		Explore integration of trafficking into SW and probation officer training on SB 89 requirements.
1.4	Coordinate with County and City Agencies, and Community-based Programs/Organizations Addressing Poverty, Homelessness, and Community Violence to Elevate Issue of Human Trafficking and Share Resources	
1.4(a)		Explore collaboration with city agencies addressing poverty and supporting the alleviation of poverty, homelessness, and community violence, including but not limited to the Department of Economic Opportunity, the DPH Office of Violence Prevention, and the Los Angeles Homeless Services Authority.
1.4(b)		Provide training to county and city agencies to increase awareness of trafficking and intersection with poverty, homelessness, and other forms of violence.
1.4(c)		Explore integration of trafficking-related information and resources with the Mandated Supporting Initiative.
1.4(d)		Explore integration with existing universal basic income (UBI) programs, including Los Angeles' Guaranteed Income Program, and consider development of pilot UBI program for youth and families identified as at-risk of or experiencing trafficking.
1.5	Develop Social Media Prevention Strategy	
1.5(a)		Work with Youth Commission, youth, and survivor leaders to develop social media strategy focused on prevention of trafficking (e.g., warning signs of trafficking/exploitation).
1.5(b)		Identify and disseminate existing guidance and training on how to safely use the internet and engage in social networking spaces — for both parents and youth (including federal Trafficking in Persons report).

1.6	Build Awareness and Capacity to Address Familial Trafficking
1.6(a)	Integrate familial trafficking into prevention curricula.
1.6(b)	Expand discussion of familial trafficking in Human Trafficking 102 training, mandated reporter training, and agency policies.
Priority Area # 2: Build a Broad and Inclusive Community-based Service and Support Ecosystem	
2.1	Identify and Resource Community-based Human Trafficking Liaison Teams by Region/Service Planning Area to Support Navigation and Networking
2.1(a)	Conduct resource mapping across all regions for services for children, youth and families.
2.1(b)	Create a forum for all regional HT Liaisons to meet regularly to share resources and lessons learned.
2.1(c)	Identify and support a network of community providers within each region.
2.1(d)	Coordinate Community Partnership/Alliance (including CBOs, public agencies, and individuals with lived experience) to meet regularly, share resources, best practices, and changes to laws and policies.
2.1(e)	Support youth and families in accessing relevant services and system navigation.
2.2	Improve Accessibility of Services to all Youth by Streamlining Referral Processes, Funding Services Navigation, and Removing Requirements of System Involvement to be Eligible for Services
2.2(a)	Invest in peer service navigators for youth and families.
2.2(b)	Explore opportunities for revising referral structures in County contracts to enable peer and community referrals without requirement of system involvement.
2.2(c)	Conduct outreach to agencies/organizations that have instituted service exclusion lists to understand reasoning, provide education, and address underlying issues.
2.2(d)	Coordinate with existing County hotlines (including 988 and 211) to ensure child trafficking resources are available and disseminate hotline information to youth.
2.3	Partner with Youth Commission on Development of Resource App and Ensure Trafficking-specific Resources are Integrated
2.3(a)	Review and update existing resource compilations for inclusion of necessary information and accessibility ("Know Before You Go" app; One Degree; Independent Living Program (ILP) Online; Child Trafficking Resource Guide).
2.3(b)	Collaborate with the Youth Commission and other youth leaders to ensure information is youth-friendly and accessible.
2.4	Expand Outreach to Organizations Serving Youth in Under-identified Populations to Increase Awareness of Trafficking, Offer Referrals to Trafficking-specific Organizations, and Support in Adapting Existing Programming to Address Trafficking-related Needs
2.4(a)	Develop relationships with organizations serving youth in under-identified populations and support in adapting existing programming to address trafficking-related needs.
2.4(b)	Offer trainings on specific intersections of trafficking with under-identified populations.
2.4(c)	Adapt existing policy, trainings, and materials to include inclusive language and imagery.
2.4(d)	Expand contracts with CBOs to ensure services are tailored to under-identified populations.
2.5	Provide Youth with Safe and Accessible Transportation
2.5(a)	Assess cost, impact and opportunity of expanding existing County contracts with child-specific transportation services.
2.5(b)	Provide flexible funding to CBOs for youth transportation in County advocacy, mental health, prevention & aftercare, diversion, reentry, and other contracts.
2.5(c)	Support Transition Age Youth (TAY) in obtaining drivers' licenses and provide guidance in the car leasing/purchasing process.
2.5(d)	Explore collaboration with Los Angeles County Metropolitan Transportation Authority, rideshare companies, and other transportation providers to provide training to employees and identify opportunities for increasing youth safety on public transportation.
2.6	Expand No Wrong Door Approach to Services Through Safe Youth Zone

2.6(a)	Extend network of participants in SYZ protocol to additional county agencies, hospitals and clinics, schools, FBOs, and CBOs.
2.6(b)	Create and disseminate signage and quick reference guides for participating organizations and youth.
2.6(c)	Establish SYZ protocol for non-crisis/emergency support.
Priority Area # 3: Fill Service Gaps in Key Areas: Housing, Mental Health, Health Care, and Substance Use Treatment, Employment Support, and Support for Transition Age Youth	
3.1	Increase Availability of Financial Literacy, Job Readiness, Life Skills, and Educational Support and Advocacy
3.1(a)	Clarify referral processes and increase referrals to existing programs, and identify additional programs providing financial literacy, job readiness, internships and mentorships, life skills, employment services, and educational/support and advocacy.
3.1(b)	Ensure all County youth-serving organizations are familiar with programs, including "Level Up", that offer funding for recreation/therapeutic interventions and transportation for youth in foster care.
3.1(c)	Explore collaboration with community colleges to increase awareness about trafficking and facilitate referrals of students to all appropriate services and support.
3.2	Increase Availability of Trauma-informed Mental Health Care and Substance Use Treatment
3.2(a)	Invest in continuity of care model through the Department of Mental Health (DMH) to ensure youth are connected to trauma-informed providers regardless of the youth's location.
3.2(b)	Increase the number of beds and locations where youth treatment is offered to address acute and ongoing substance use issues.
3.2(c)	Connect DPH/Department of Health Services (DHS) substance use educators and other county funded youth-focused substance use programs to youth serving programs in the community.
3.2(d)	Increase and/or clarify funding processes to increase availability of non-western, holistic, integrated, alternative and complementary modalities of healing (including but not limited to leveraging recent changes through the Medi-Cal Transformation).
3.2(e)	Provide training to mental health and health care providers on CSEC-specific adaptations to treatment modalities.
3.2(f)	Provide technical assistance to providers with national experts through National Center on Child Trafficking and others on implementation of Trauma-informed Care (TIC) and CSEC-specific and other adaptations to treatment modalities.
3.2(g)	Identify a Substance Abuse Provider to attend DREAM and STAR Court multidisciplinary team meetings.
3.2(h)	Provide consultation, support, and training by DMH CSEC Division clinicians to community-based mental health providers on creative, trauma-informed methods of working with youth beyond traditional treatment settings.
3.3	Increase Availability of Trauma-informed Health Care
3.3(a)	Require discipline-specific training for all medical staff at Medical Hub Clinics, community clinics, hospitals, mental health providers, 988 and 211 staff, DPH nurses and health educators on trauma-informed language, health care practices, and trafficking identification and response.
3.3(b)	Develop and implement identification protocols within DMH, DHS, and DPH with clear referral processes when youth impacted by CSE is identified.
3.3(c)	Explore development of on-call medical consultation with a child trafficking medical specialist to be available 24 hours per day.
3.4	Expand Access to a Continuum of Community-based, Trauma-informed Housing Options
3.4(a)	Collaborate with community-based housing providers and philanthropic organizations to support development and implementation of continuum of specialized housing options for youth impacted by CSE, as set forth in 2020 Research to Action Brief.
3.4(b)	Require comprehensive staff training and supports at all levels of out-of-home care staff, as set forth in 2020 Research to Action Brief.

3.4(c)	Collaborate and provide targeted training with emergency shelter providers to ensure staff have capacity to support youth impacted by CSE.
3.4(d)	Support development of youth drop-in center in the City of Los Angeles.
3.5	Increase Targeted Supports for Transition Age Youth
3.5(a)	Ensure all TAY are connected with Department of Public Social Services (DPSS) Linkages staff and are enrolled in public benefits, as appropriate (e.g., CalFresh, Regional Center, Department of Rehabilitation) before transition.
3.5(b)	Provide all TAY with information and appropriate referrals to relevant CBO, including human trafficking-specific organizations.
3.5(c)	Partner with peer mentor/advocate programs to offer presentations and guidance to TAY on available resources and programs.
3.5(d)	Host fun and engaging ILP orientation events with youth, planned in collaboration with youth leaders and CBOs.
3.5(e)	Work with community-based and philanthropic organizations to expand access to a continuum of community-based, trauma-informed housing options.
3.5(f)	Expand Advocacy Services contracts to include a curriculum and a toolkit to support youth in acquiring self-sufficiency skills.
3.6	Utilize Flexible Funding to Quickly Address Youth/Family Economic and Concrete Needs
3.6(a)	Explore feasibility of expanding availability of Restoration Funds to any youth impacted by CSE, regardless of system involvement.
3.6(b)	Identify, implement, and train on new funding available for youth strength building activities and immediate needs through 2024 California Department of Social Services (CDSS) Tiered Rate Structure.
Priority Area # 4: Promote Youth Empowerment, Peer Mentorship, and Lived Experience Leadership	
4.1	Fund and Expand Youth Empowerment Programs/Events
4.1(a)	Collaborate with and/or fund CBOs and/or youth leaders to plan and host empowerment events.
4.1(b)	Expand outreach for youth empowerment events to under-identified and under-served populations.
4.1(c)	Expand empowerment events to include parents/caregivers and siblings.
4.2	Invest in Youth Leaders to Plan and Carry out Peer-to-peer Outreach, Events and Training Efforts
4.2(a)	Identify and coordinate with existing youth/peer leadership and mentorship programs.
4.2(b)	Identify youth leaders and community partners to participate in HT Speakers Bureau.
4.2(c)	Use train-the-trainer model, with ongoing professional development to train and support youth leaders to carry out peer-to-peer outreach, prevention and intervention curricula.
4.3	Expand Availability of Peer and Survivor Advocates, Mentors, and Navigators to all CSE-impacted Youth, Regardless of System Involvement
4.3(a)	Explore feasibility of expanding contracts for peer and survivor advocates and mentors to permit community and peer referrals.
4.3(b)	Train and support Peer Support Specialists through DMH to provide support to youth impacted by CSE.
4.4	Collaborate with the Youth Commission
4.4(a)	Collaborate with Youth Commissioners to ensure that Youth Commission initiatives take into account needs of youth impacted by trafficking.
4.4(b)	Integrate Youth Commissioners into County trafficking initiatives as appropriate.
4.5	Explore Program Models to Foster Multi-generational Connections Between Elders and Young People, Movement Building and Mentorship
4.5(a)	Explore existing program models (ex. Homeboy Industries) and identify opportunities for collaboration or program development.
4.6	Hire Survivors/Lived Experience Experts in Critical Roles, Including Direct Service, Supervision, and Leadership

4.6(a)	Evaluate and address barriers to hiring individuals with lived experience in the County and county-contracted positions.
4.6(b)	Determine appropriate pay structures given expertise levels, and identify opportunities for ongoing professional development and advancement.
4.7	Consult with Lived Experience Experts in all County Program, Curriculum, and Policy Development, Including Implementation of Strategic Plan
4.7(a)	Identify examples and/or develop and implement protocol for ethical practices for hiring and collaborating with individuals with lived experience.
4.7(b)	Identify and support lived experience experts to participate in CTLT and HT Alliance.
Priority Area # 5: Empower Parents and Caregivers to Support Their Own Children	
5.1	Expand Parent Empowerment Program
5.1(a)	Update PEP curriculum based on feedback from parents/caregivers and lived experience experts.
5.1(b)	Recruit, hire and train additional parent partners to provide psycho-education workshops and facilitate support groups.
5.1(c)	Develop a psycho-education virtual video library for parents/caregivers.
5.1(d)	Expand delivery of PEP to more parents and caregivers by enabling community referrals without requirement of system involvement, and including parents/caregivers with children at risk of exploitation to support prevention.
5.2	Expand Access to Real Time Coaching and Technical Assistance for Parents/Caregivers
5.2(a)	Recruit, hire and train parent partners to provide one-on-one coaching and consultation.
5.2(b)	Create and implement a process for parent/caregiver consultation with other lived experience experts and/or other subject matter experts.
5.3	Increase Direct Concrete Support to Parents
5.3(a)	Ensure all impacted parents/caregivers are connected with DPSS Linkages staff and are enrolled in CalFresh and other public benefits, as needed.
5.3(b)	Connect parents/caregivers to services and supports, as needed, including mental health, health supports and substance use treatment.
5.3(c)	Connect families to post-adoption support services, as appropriate.
5.3(d)	Provide financial assistance for positive, fun activities for parents/caregivers and children.
5.4	Increase Supports to Expectant and Parenting Young People Impacted by Commercial Sexual Exploitation
5.4(a)	Collaborate with CLC's Family Support and Advocacy Center and Young Parent Support and Advocacy Center to ensure expectant and parenting youth (EPY) impacted by CSE receive support to care for their children without DCFS/Probation involvement.
5.4(b)	Ensure all impacted expectant and parenting youth are connected with DPSS Linkages staff, enrolled in CalFresh and other public benefits, and connected with Nurse Family Partnership, as needed.
5.4(c)	Develop peer support and community building for youth experiencing CSE who are EPY.
5.4(d)	Conduct resource mapping and create a resource guide for EPY.
Priority Area # 6: Assess and Adapt Existing Collaborative, Trauma-informed Services for System-impacted Youth	
6.1	Analyze Current Functioning and Impact of Succeeding Through Achievement and Resilience (STAR) and Dedication to Restoration through Empowerment, Advocacy, and Mentoring (DREAM) Courts, Child Trafficking Unit, and DREAM Units and Adapt as Needed
6.1(a)	Conduct assessment of functioning and impact of STAR and DREAM Courts, CTU, and DREAM Units using administrative and qualitative data from youth and families.
6.1(b)	Adjust/amend existing models to enhance impact, as needed.
6.2	Provide Case Consultation and Support to Youth-serving Professionals Outside of Specialized Units
6.2(a)	Clarify process for specialized DPOs/SWs to provide consultations and support to DPOs/SWs serving youth outside of units.
6.2(b)	Create and implement process for connecting youth-serving professionals with lived experience experts through Preventing and Addressing Child Trafficking (PACT) or the CSEC Action Team Advisory Board (or Los Angeles-specific lived experience experts) for one-on-one case consultation.
6.3	Explore Expansion of Use of Multidisciplinary Teams Structures to All Youth Impacted by Commercial Sexual Exploitation

6.3(a)	Assess and implement updates to STAR and DREAM Court MDT processes, as needed.
6.3(b)	Explore inclusion of youth outside of specialized courts and units into existing multidisciplinary team processes
6.4	Explore Evolving Role of Law Enforcement in a Public Health Approach to Trafficking, and Develop Appropriate, Trauma-Informed Law Enforcement Responses
6.4(a)	Assess implementation of FRP and adapt as needed.
6.4(b)	Examine and bolster the role of DHS and DMH supports in the FRP process.
6.4(c)	Explore expansion of collaborative street outreach models with community-based partners.
6.5	Collaborate on Countywide Efforts to End Incarceration of Girls to Ensure Trafficking Experience is Considered and Services are Integrated
6.5(a)	Collaborate with Ending Girls' Incarceration Community Collaborative and DYD.
6.5(b)	Identify and train CSEC Coordinators within all county detention facilities.
6.5(c)	Re-establish implementation of Detention Interagency Identification & Response Protocol.
6.5(d)	Facilitate collaboration among STAR Court MDT to identify and address drivers of incarceration.
6.5(e)	Identify and train HT champion within DYD to participate in CTLT.
6.5(f)	Collaborate with DYD in development of Safe and Secure Healing Centers as alternatives to detention to ensure they are equipped to identify and serve youth impacted by CSE.
6.6	Assess and Refine Implementation of Victim Witness Protocol
6.6(a)	Conduct assessment of early implementation of Victim Witness Protocol.
6.6(b)	Adjust/amend existing protocol to enhance impact, as needed.
6.7	Assess Appropriateness of Integration of Labor Trafficking into Existing County Specialized Services, Protocols, and Units
6.7(a)	Consult with youth, families, and CBOs to discuss appropriateness of integration of system-based services for youth impacted by labor trafficking.
6.7(b)	Collaborate with multidisciplinary partners carrying out specialized services, protocols and courts to discuss appropriateness and feasibility of integration of system-based services for youth impacted by labor trafficking.
6.7(c)	Conduct further landscape analysis of national research and consult with additional subject matter experts regarding potential integration of system-based services for youth impacted by labor trafficking.
6.8	Assess and Adapt County Efforts to Address Exploiter and Buyer Accountability
6.8(a)	Review data on law enforcement efforts to hold exploiters and buyers accountable.
6.8(b)	Review Probation data for individuals arrested for human trafficking, solicitation of prostitution, and related charges.
6.8(c)	Explore implementation of intervention program for individuals on probation for human trafficking, solicitation of prostitution, and related charges (e.g., I Am curriculum).
6.8(d)	Explore alternatives to exploiter and buyer accountability from other jurisdictions.
Pathway to Change: Implement the Strategic Plan in a Data-driven Way to Track Progress and Outcomes	
7.1	Collaborate across systems and initiatives, along with community partners to implement the plan
7.1(a)	Community-based organizations are included in the implementation process.
7.1(b)	Youth, families, and those with lived experience are included in the implementation process.
7.1(c)	Partnerships across public systems and agencies are identified.
7.1(d)	Overlap with other County initiatives are explored and considered during implementation, including but not limited to Youth Justice Reimagined (including YES teams and Youth Development Networks), Ending Girls' Incarceration Initiative, poverty alleviation and universal basic income initiatives such as Breathe, Mandated Supporting Initiative, County language access plans, Department of Economic Opportunity programs, Systems of Care, and others.
7.2	Build out an accountability structure for implementation
7.2(a)	Establish a CTLT that includes representatives from DCFS, Probation, LASD, DPH, LACOE, DYD, Los Angeles County Youth Commission, and the County's Child Trafficking Consultant, community partners and individuals with lived experience.
7.2(b)	Develop subcommittees responsible for individual strategies and action items.

7.2 (c)	Each subcommittee includes at least one individual with lived experience.
7.2 (d)	Each subcommittee engages in a strategic prioritization process of the strategies assigned to them.
7.2 (e)	Each subcommittee develops a timeline for implementing the action items based on the strategic prioritization process.
7.2(f)	The CTLT approves all implementation plans and timelines.
7.3	Collaborative Identification of Performance Metrics to Track Quality, Reach and Effectiveness of Strategies and Actions
7.3(a)	Each subcommittee identifies the necessary performance metrics to track progress and outcomes.
7.3(b)	Available data (both quantitative and qualitative) from a variety of organizations, agencies, and systems are explored and included in the tracking plan.
7.3(c)	CBOs are involved in the identification of performance metrics in a way that does not overburden them.
7.3(d)	Systematic youth and family feedback is included in the key performance metrics.
7.3(e)	Process metrics are included that measure the quantity and quality of the work being done, providing insights into the efficiency and effectiveness of the action items.
7.3(f)	Outcome metrics, defined in collaboration with youth and families, will gauge the impact of the strategies on youth, families, communities, and public systems or agencies.
7.3(g)	Examples of potential performance metrics in the plan are considered and adjusted based on available data, resources, or further analysis.
7.3(h)	The leadership team refines and approves all recommended performance metrics to ensure they accurately reflect the goals of the Strategic Plan.
7.4	Monitor Progress Throughout Implementation
7.4(a)	Each subcommittee is monitored by the CTLT through regular communication and collaboration.
7.4(b)	Develop and utilize an agreed upon data tracking mechanism.
7.4(c)	Analyze ongoing data to identify patterns, trends, and areas where there are opportunities for growth.
7.4(d)	Adjustments are made as needed by the leadership team, with input from the subcommittees, to ensure the plan remains dynamic and responsive to the changing landscape.
7.4(e)	A communication strategy is established (e.g., public meetings, updates, and feedback mechanisms) to keep stakeholders, the Board of Supervisors, Steering Committee, and the public informed on progress, successes, and challenges.
7.5	Explore Creative Funding Streams
7.5(a)	A variety of creative funding mechanisms such as the Family First Prevention Services Act, Medi-Cal, philanthropic organizations, and federal funding avenues, are explored to support implementation.
7.5(b)	Explore methods of dissemination of funding that remove bureaucratic barriers, including disbursement of funds directly to CBOs, and methods of funding that ensure continuity of services for youth.
7.6	Include a Process for Deeper Exploration and Capacity Building Throughout Implementation
7.6(a)	Multiple stakeholders engage in national roundtables and advisory groups to expand the County's knowledge and capabilities.
7.6(b)	Stakeholders engage in ongoing learning of best practices, national responses to human trafficking, and the overlap between labor trafficking, forced criminality, and sex trafficking.
7.7	Institutionalize the Implementation of the Plan to Guarantee Sustainability
7.7(a)	Integrate the Strategic Plan into the county's annual budgeting, performance management, and decision-making processes.
7.7(b)	Provide training or town halls for county staff and stakeholders to ensure they have the skills and knowledge to implement the plan effectively.
7.7(c)	Periodically review and update the Strategic Plan to ensure it remains relevant and responsive to changing conditions and needs.
7.7(d)	Engage the community in a systematic way to check that implementation is meeting their expectations and needs.
7.8	Integrate Youth Feedback Structure to Evaluate all County Initiatives and Community-based Programs on Human Trafficking
7.8(a)	Develop and implement youth and family feedback structures to assess implementation of Strategic Plan.
7.8(b)	Require County contractors to include youth and parent/caregiver feedback in program evaluation.
7.8(c)	Develop and implement youth and family feedback into assessment of all County collaborative protocols and specialized services (FRP, Detention, Victim Witness, SYZ, specialized courts and units).
7.8(d)	Collaborate with CBOs to identify data already being collected, and capacity for or support needed to collect additional data.

TABLE OF PROPOSED OUTCOMES

Impact Outcomes		
Priority Area # 1: Invest in Early Education and Prevention		
Priority Area 1 Impact Outcomes	1. Reductions in those impacted by CSE. 2. Increases in knowledge about human trafficking and other related forms of violence. 3. Increased collaboration and information sharing across programs. 4. Increased protective factors among youth.	
	Strategies	Proposed Process Outcomes
1.1	Build capacity of schools to prevent, identify, and respond to child trafficking	Schools are trained in CSE, equipped with resources to respond to CSE, and providing prevention curricula to students.
1.2	Build capacity of community-based organizations to identify and support youth impacted by trafficking	A broad network of community-based organizations are trained in CSE and equipped with resources to respond to CSE.
1.3	Increase targeted prevention efforts to high-risk youth (including but not limited to child welfare and probation system involved youth, homeless youth, LGBTQ+ youth, and immigrant youth)	Access points to high risk youth are identified and targeted prevention efforts are provided such as identification protocols, education, and harm reduction.
1.4	Coordinate with County and city agencies, and community-based programs/organizations addressing poverty, homelessness, and community violence to elevate issue of human trafficking and share resources	Collaborations exist with agencies, programs, and County initiatives with shared goals.
1.5	Develop social media prevention strategy	Information on safe internet and social media usage is available to youth and was developed by youth.
1.6	Build awareness and capacity to address familial trafficking	Specific and comprehensive information on familial trafficking is integrated into ongoing awareness, prevention, and training activities.
Priority Area # 2: Build a Broad and Inclusive Community-Based Service and Support Ecosystem		
Priority Area 2 Impact Outcomes	1. A wider range of service options are available to youth and families across the County. 2. Increased awareness of available services in the community among youth and families. 3. Increases in access to services and help-seeking among youth and families across the County. 4. Increases in collaboration between community and public agency partners.	
	Strategies	Proposed Process Outcomes
2.1	Identify and resource community-based Human Trafficking liaison teams by region/Service Planning Area to support navigation & networking	Number of CSE liaison teams in each Service Planning Area within the County that coordinate with each other and are each equipped with the knowledge of a broad array of services within their assigned region.
2.2	Improve accessibility of services to all youth by streamlining referral processes, funding services navigation, and removing requirements of system involvement to be eligible for services	Increases in service access youth who are not system-involved
2.3	Partner with Youth Commission on development of Resource App and ensure trafficking-specific resources are integrated	Increases in youth who have easy access to youth-friendly information on human trafficking
2.4	Expand outreach to organizations serving youth in under-identified populations to increase awareness of trafficking, offer referrals to trafficking specific organizations, and support in adapting existing programming to address trafficking-related needs	Increases in access to services and help-seeking among under-identified populations
2.5	Provide youth with safe and accessible transportation	Increases in youth perceptions of safety when using public transportation
2.6	Expand no wrong door approach to services through Safe Youth Zone	Increases in locations that are categorized as SYZs

Priority Area #3: Fill Service Gaps in Key Areas: Housing, Mental Health, Health Care, and Substance Use Treatment, Employment Support, and Support for Transition Age Youth		
Priority Area 3 Impact Outcomes	1. Improvements in overall physical and psychological wellbeing among youth, including decreases in substance use. 2. Increases in youth employment. 3. Increases in housing stability.	
	Strategies	Proposed Process Outcomes
3.1	Increase availability of financial literacy, job readiness, life skills, and educational support and advocacy	Increases in economic and employment stability, and education opportunities
3.2	Increase availability of trauma-informed mental health care and substance use treatment	Reductions in trauma related symptoms (e.g., posttraumatic stress, depression, irritability) and substance use
3.3	Increase availability of trauma-informed health care	Increased engagement in health care services among youth at risk for or experiencing human trafficking
3.4	Expand access to a continuum of community-based, trauma-informed housing options	Increases in safe and stable housing options for youth in out of home care
3.5	Increase targeted supports for transition age youth	Increased housing, economic, and employment stability for youth transitioning out of care
3.6	Utilize flexible funding to quickly address youth/family economic and concrete needs	Improvements in efficiently supporting youth and family's basic needs
Priority Area #4: Promote Youth Empowerment, Peer Mentorship, and Lived Experience Leadership		
Priority Area 4 Impact Outcomes	1. Increase in participation of youth and survivors in policy and practice change 2. Increases in resources to support youth and survivors participation (e.g., training and compensation) 3. Increases in social capital among individuals with lived experience. 4. Youth and survivors regularly provide feedback to the County in a systematic way 5. Youth develop positive relationships with peers and adults.	
	Strategies	Proposed Process Outcomes
4.1	Fund & expand youth empowerment programs/events	Increased access to youth empowerment events and activities
4.2	Invest in youth leaders to plan/carry out peer-to-peer outreach, events and training efforts	Increases in opportunities for professional development and leadership for youth
4.3	Expand availability of peer and survivor advocates, mentors, and navigators to all CSE-impacted youth, regardless of system involvement	Increases in youth impacted by CSE who are connected to an advocate
4.4	Collaborate with the Youth Commission	Improvements in collaboration with the Youth Commission
4.5	Explore program models to foster multi-generational connections between elders and young people, movement building and mentorship	Increased connections to programs that foster multi-generational relationships and connections
4.6	Hire survivors/lived experience experts in critical roles including direct service, supervision, and leadership	Increases in professional development and leadership opportunities for lived experience experts
4.7	Consult with lived experience experts in all County program, curriculum, and policy development, including implementation of Strategic Plan	Increased engagement and integration of lived experience expertise in all human trafficking related work in the County

Priority Area #5: Empower Parents and Caregivers to Support Their Own Children		
Priority Area 5 Impact Outcomes	1. Reductions in system involvement for families impacted by CSE. 2. Increased access and availability of services and programs for parents (including EPY). 3. Improvements in child health and development. 4. Increases in healing from intergenerational and historical trauma including familial trafficking.	
	Strategies	Proposed Process Outcomes
5.1	Expand Parent Empowerment Program	Improved parent-child engagement and parental/caregiver efficacy in resolving conflicts and engaging in rule setting
5.2	Expand access to real time coaching & technical	Improved self-efficacy and agency in caregiving
5.3	Increase direct concrete support to parents	Higher economic self-sufficiency
5.4	Increase supports to expectant and parenting young people impacted by CSE	Increases in family connectedness and access to community support
Priority Area #6: Assess and Adapt Existing Collaborative, Trauma-Informed Services for System-Impacted Youth		
Priority Area 6 Impact Outcomes	1. Increases in utilization of collaborative, multidisciplinary protocols and practices that have positive outcomes. 2. Increases in number of youth and families receiving best practices (e.g., collaborative, trauma-informed responses). 3. Increases in knowledge and awareness of effective and ineffective practices to support survivors and decrease demand for commercial sex.	
	Strategies	Proposed Process Outcomes
6.1	Analyze current functioning and impact of STAR & DREAM Courts, CTU & DREAM Units and adapt as needed	Increased fidelity of specialized programs and alignment with best practices
6.2	Provide case consultation and support to youth-serving professionals outside of specialized units	Increased use of case consultation and secondary support to youth outside of the specialized units who are also impacted by CSE
6.3	Bolster use of multi-disciplinary team structures to all youth impacted by CSE	Improve the multidisciplinary teaming process and expand to youth outside of the specialized units
6.4	Explore evolving role of law enforcement in a public health approach to trafficking, and develop appropriate, trauma-informed law enforcement responses	Improve the law enforcement response to trafficking to alignment with best practices, including a public health approach
6.5	Collaborate on Countywide efforts to end incarceration of girls to ensure CSE experience is considered and services are integrated	Decreases in youth incarceration and increase in access to CBO services
6.6	Assess and adapt County efforts to address exploiter and buyer accountability	Increases in programs and efforts to address demand
6.7	Assess appropriateness of integration of labor trafficking into existing County specialized services, protocols, and units	Increased integration of labor trafficking into County services and appropriate adaptations made
6.8	Assess and refine implementation of Victim Witness Protocol	Increased fidelity to the Victim Witness Protocol

GLOSSARY OF TERMS

CBO -	Community-based organization
CLC -	Children's Law Center of California
CSE -	Commercial sexual exploitation
CSEC -	Commercial sexual exploitation of children
CTLT -	Child Trafficking Leadership Team
CTU -	Los Angeles County Probation Department Child Trafficking Unit
DCFS -	Los Angeles County Department of Children and Family Services
DHS -	Los Angeles County Department of Health Services
DMH -	Los Angeles County Department of Mental Health
DPH -	Los Angeles County Department of Public Health
DPO -	Deputy Probation Officer
DPSS -	Los Angeles County Department of Social Services
DREAM Court -	Dedication to Restoration through Empowerment, Advocacy, and Mentoring Court
DYD -	Los Angeles County Department of Youth Development
EPY -	Expectant and parenting youth
FBO -	Faith-based organization
FFPSA -	Family First Prevention Services Act
FRP -	Los Angeles County Law Enforcement First Responder Protocol for Commercially Sexually Exploited Children
HT -	Human trafficking
HTSSP -	Human Trafficking School Safety Protocol

ILP -	Independent Living Program
LACOE -	Los Angeles County Office of Education
LA Metro -	Los Angeles County Metropolitan Transportation Authority
LE -	Law enforcement
LEE -	Lived experience expert [no hyphens]
MDT -	Multidisciplinary team
PACT -	Child & Family Policy Institute of California’s Preventing and Addressing Child Trafficking Project
PEP -	Parent Empowerment Program
PHN -	Public Health Nurse
Probation -	Los Angeles County Probation Department
SOGIE -	Sexual orientation, gender identity and gender expression
STAR Court -	Succeeding Through Achievement and Resilience Court
STRTP -	Short Term Residential Therapeutic Program
SW -	Social worker
SYZ -	Safe Youth Zone
TAY -	Transition age youth, usually referring to youth approximately 18-25 years old
UBI -	Universal basic income
VWP -	Los Angeles County Victim Witness Testimony Protocol for Supporting Youth Impacted by CSE
YC -	Los Angeles County Youth Commission
YJR -	Youth Justice Reimagined

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Strategic Plan to Integrate a Response to Child Labor Trafficking

2025 - 2030



A Comprehensive Approach to Prevent and Address Child Trafficking in Los Angeles County: Five Year Strategic Plan to Integrate a Response to Child Labor Trafficking

Introduction

For the past decade, California has led the nation in identified human trafficking cases. In 2019, one-third of cases involved the trafficking of children and youth under the age of 18.¹ In response, state and local jurisdictions have dedicated resources to address child trafficking, including the development of systems for identification, prevention, and specialized services.

Like the nation overall, California and Los Angeles County's efforts have focused particularly on a response to child sex trafficking, or the commercial sexual exploitation of children. In 2014, the signing of Senate Bill (SB) 855 clarified that children who had experienced or were at risk of sex trafficking fell under the purview of child welfare agencies and created a statewide Commercially Sexually Exploited Children (CSEC) Program, an opt-in program administered by the California Department of Social Services (CDSS). Counties electing to participate received funding to establish intervention activities and services for children at risk of, or experiencing commercial sexual exploitation (CSE).

In addition to funding, CDSS provided county welfare service professionals with training to effectively identify, intervene, and provide case management services. Subsequently, in 2015, SB 794 was enacted to codify the Federal Preventing Sex Trafficking and Strengthening Families Act, requiring county child welfare and probation departments to establish protocols for identifying, reporting, and serving children and youth at risk of CSE. It also mandated that counties take steps to locate youth missing from care and understand the reasons why they were missing or away from care to inform future placement and service decisions. Further solidifying this commitment, SB 1322 was passed in 2016, prohibiting the arrest of minors for prostitution and related charges, thereby ensuring that young people experiencing CSE are treated as victims of abuse rather than as offenders.

As a response, counties across California have created task forces and coalitions, launched public awareness campaigns, and formed partnerships with community-based providers. A recent report in 2020, highlights the innovative work which has been accomplished over a decade of Los Angeles County's leadership, while acknowledging gaps and the ***"need for more work to be done."***

As described in a recent 2020 report [Building Bridges](#), "Los Angeles County, one of the nation's most populous counties in the country, is also the site for large numbers of children and youth being victimized through commercial sexual exploitation (CSE). Over the last decade, Los Angeles County has devoted significant time, energy, and resources to end the commercial sexual exploitation of children and youth (CSEC/Y). The County's work has been driven by survivors—the individuals who have lived experience and whose lives are most affected by the policy and practice changes implemented. The County has made tremendous progress over the

¹ National Human Trafficking Hotline. (2019). California statistics. Retrieved from <https://humantraffickinghotline.org/state/california>

past decade, learned many lessons along the way, and also recognizes that there is more work to be done.”²

The Gap to Address Child Labor Trafficking

In stark comparison, the lack of legislative mandate, significant data, dedicated funds and services to address child labor trafficking has remained limited; which are critical to mobilize a response to further understand the scale of impact of labor trafficking and its frequent co-occurrence with CSE. Addressing the pervasive issue of commercial exploitation, in all its forms, will require a comprehensive and strategic approach that acknowledges historically-rooted and current-day push factors that result in vulnerabilities for children, youth, families, and communities.

The issue of child labor trafficking has been frequently misunderstood and under identified in systems due to a lack of data around the issue. However, recently more attention has been drawn to the topic exemplified by a 2023-2024 series of New York Times articles entitled [“Alone and Exploited - An investigation into America’s hidden migrant child workforce,”](#) exposing the horrific state of child labor in the U.S., and the record numbers of unaccompanied children entering the U.S. ending up in dangerous and exploitative jobs.³ The national crisis elevated what emerging research and lived experience experts have highlighted for years. There remains a significant gap, in the awareness, and understanding of the shared vulnerabilities, co-occurrence and intersectional forms of commercial exploitation experienced by both immigrant and U.S. citizen children and youth. Research shows that this can occur in formal and informal or gig economies and through forced criminal activities.

Other situations of labor trafficking experienced by immigrant youth in Los Angeles can be seen in [case examples](#) submitted by the Children’s Law Center (CLC) of California [names, and identifying details redacted for confidentiality]. A limited data set of immigrant youth being served by CLC, showed that of the 26 youth who had experienced commercial exploitation, 21 had experienced labor trafficking, four had experienced sex-trafficking, and one had experienced both. The youth identified as female (16) and male (10). The countries of origin included Guatemala (12), El Salvador (6), Honduras (5), and Mexico (3). Industries in which the youth had experienced exploitation included domestic labor, construction, forced criminality, food services, manufacturing, and in meat/poultry processing facilities. It should be noted that this

² Newcombe, A., French, E., Walker Brown, K., & Guymon, M. Building Bridges: How Los Angeles County Came Together to Support Children and Youth Impacted by Commercial Sexual Exploitation (2020). Los Angeles County; National Center for Youth Law. https://live-ncyl-ci.pantheonsite.io/sites/default/files/wp_attachments/LA-County-Story-Building-Bridges.pdf

³ Dreier, H; Luce; K. (2023). Alone and Exploited - An investigation into America’s hidden migrant child workforce. New York Times. <https://www.nytimes.com/series/alone-and-exploited>

was a limited data set and does not include U.S. citizen youth who have experienced CSE, labor trafficking and forced criminality served by CLC across the agency.⁴

In a recent interview, an anti-trafficking expert and advocate, Jess Torres, whose childhood experience included CSE with co-occurring forced criminality and labor trafficking in the massage industry and as an au pair reflected on the importance of addressing the intersectional nature of commercial exploitation.

“People often think there’s a clear-cut experience of trafficking when a trafficker doesn’t care how you make money, or how they are extracting a profit. For example, a trafficker could have someone stripping, selling sex, panhandling, working a regular job, or stealing simultaneously. Sexual violence can also be a key factor of coercion and power dynamic, within a labor trafficking setting. I think that we’re often trained as professionals to be concerned about the traumatic impacts of commercial sexual exploitation of children, but we might not dig deeper or understand the different ways that a young person might be manipulated – or what they are exposed to in other ways that can be equally as harmful.”⁵

Finally, a 2024 report by Loyola Law School, Sunita Jain Anti-Trafficking Initiative entitled [Identifying and Addressing the Needs of Youth Who are Labor Trafficked by Forced Criminality in the Los Angeles Area](#)⁶ summarizes new data demonstrating that the number of youth trafficked for their labor, both sex/labor, or for criminal activities, is likely as common, if not more prevalent than child sex trafficking. The report raises concerns that Los Angeles County is likely criminalizing these youth, instead of identifying them as survivors of trafficking and providing them with wraparound services to stop the cycle of violence and abuse.

Relevant National and Statewide Data

- Of the 1,334 reported cases in 2021, involving 2,122 victims of human trafficking reported in California to the [National Human Trafficking Hotline](#), **nearly 15 percent** involved some form of labor trafficking, and experts agree it is widely under-reported. The top reported industries included domestic work, agriculture/farms, peddling/begging rings, construction, illicit activity and health and beauty services. While age is not collected in all cases, **20 percent** of the total number of trafficking situations [where it was identified] involved children.⁷

⁴ Kari White, Immigration Attorney with Children’s Law Center of California and Member of the Labor Trafficking Sub-Committee of the Child Trafficking Steering Committee to promote an Integrated Child Trafficking Response, July 30, 2024, Written Response on CLC Case Data.

⁵ Jess Torres, Rising Safe and Sound Program Manager, CFPIC PACT Consultant, Interview with Melissa Gomez, PACT Project Director, July 31, 2024.

⁶ Martinez, A. (2024). Identifying and Addressing the Needs of Youth Who are Labor Trafficked by Forced Criminality in the Los Angeles Area. <https://www.lls.edu/media/loyolalawschool/academics/clinicexperientiallearning/sji/publicationsandreports/LTFC%20Report.pdf>

⁷ National Human Trafficking Hotline (2021). California Statistics. Retrieved from <https://humantraffickinghotline.org/en/statistics/california>

- [A ten-city study](#) on commercial exploitation experienced by youth in Covenant House's care across the U.S. revealed that 1 in 5 (of the 641 youth interviewed) had experienced human trafficking – 91 percent were offered a lucrative work opportunity that turned out to be fraudulent.⁸
- In California, the participating sites included Los Angeles, where cases were evenly split, 50 percent CSE, 50 percent labor and Oakland, 40 percent CSE, 60 percent labor. Identified labor cases were largely U.S. citizen youth that disclosed forced criminality (drug dealing).
- Follow up research at Covenant House's New Jersey site "A Case of Mistaken Identity (2023)," similarly identified that as many as half of all youth facing homelessness who experienced trafficking have been labor trafficked (forced criminality was most common).⁹
- The U.S. Department of Labor found that there has been a 69 percent increase in the number of minors who are illegally employed in the U.S during 2018-2022.⁹
- A 2019 report by the Coalition to Abolish Slavery and Trafficking (CAST) summarizing data collected across the state of California found that even with the focus on sex trafficking 39 percent of cases reported included labor trafficking and up to 71 percent of cases involved children.¹⁰
- The 2024 Trafficking in Persons Report: United States noted that Health and Human Services (HHS) issued 2,067 Eligibility Letters to foreign national children in FY 2023. Of the 2,067 foreign national children certified in FY 2023, 24 percent experienced sex trafficking, 67 percent experienced labor trafficking, and three percent experienced both labor and sex trafficking, and for six percent, the type of trafficking was unknown.¹⁰

Relevant Los Angeles County Data

- A 2022 Analysis of CAST's database of over 2200+ clients, revealed that 36 percent of cases involved labor trafficking and 24 percent of cases involved transitional-aged youth. 29 percent of clients surveyed between 2019-2023, were forced to commit crimes as a part of their victimization.
- Of those served in FY 2021-22, by the Governor's Office of Emergency Services Human Trafficking Victim Assistance Program, which has funded Los Angeles service providers including: CAST, Journey Out, and Volunteers of America, 21 percent were survivors of labor trafficking and nine percent were survivors of both sex and labor trafficking.¹⁰
- Recent data publicly available on the U.S. Department of HHS website, documented that Los Angeles County has the second highest number of unaccompanied children (2,503) in the nation released to sponsors in FY 2024 (through May 2024), who are at high risk for both CSE and/or labor trafficking.¹⁰
- A data set provided by the U.S. Department of Labor Wage and Hour Division merged with the Census dataset demonstrates the high number of immigrant youth at risk of labor trafficking in LA County. The data show the concentration of youth by county and by Los Angeles zip code. The highest numbers of youth originated from El Salvador, Guatemala,

⁸ Murphy, Laura. (2017). Labor and Sex Trafficking Among Homeless Youth A Ten-City Study.

<https://oag.ca.gov/sites/all/files/agweb/pdfs/ht/murphy-labor-sex-trafficking-homeless-youth.pdf>

⁹ US Department of Labor. (2024) <https://www.dol.gov/newsroom/releases/osec/osec20230727>

¹⁰ U.S. Department of Labor, Wage and Hour Division (2024), written communication with Paul Chang.

and Honduras. Distribution of sponsors was relatively equal across parents (11,559), aunts, uncles or siblings (11,657). While 3,140 were non-relatives¹⁰.

- An investigation in 2024, found that poultry processing factories in La Puente and City of Industry were found to have employed children as young as 14 years old. These children were working to debone poultry using sharp knives and operate power-driven lifts to move pallets. The children also worked excessive hours in violation of federal child labor regulations and were retaliated against for cooperating with investigators by cutting their wages.¹¹
- A survey conducted by Annie Fukushima, Ph.D., based on training conducted in Los Angeles and San Bernardino counties by the Preventing and Addressing Child Trafficking (PACT) Project and CAST LA, found that Los Angeles County child welfare workers cannot effectively identify child labor trafficking. Over a quarter of participants (26 percent) said “no” when asked if they had ever worked with labor trafficked children, yet 40 percent of the same group said they have “likely or very likely worked with a child who had experienced being coerced for their labor.” Nearly half (47 percent) had provided services to, or worked with children who were defrauded about terms of their employment.¹²

California’s Child Welfare Response

In 2021, CDSS released [ACIN 1-17-21](#), citing research conducted by Child and Family Policy Institute of California’s (CFPIC) PACT Project as an initial roadmap for child welfare agencies, probation, and their partners to build capacity to prevent, early identify, and serve labor trafficked children and youth. The model affirms a comprehensive approach to addressing commercial exploitation of children, acknowledging that exploitation occurs on a spectrum, and can be intersectional in its nature. The learnings from the work among PACT’s ten pilot county model (of which Los Angeles participated) resulted in guidance that counties could leverage the strengths of the existing CSEC Opt-In Program to build a path forward.

The research included a literature review, key interviews, listening sessions, and the facilitation of county readiness surveys, with the participating child welfare agencies and multi-disciplinary partners; in addition to statewide focus groups with community-based organizations (CBOs) and adult survivors of CSE and/or labor trafficking. It concluded that child labor trafficking or the commercial exploitation of a child for their labor or services is highly relevant to child welfare systems for several key reasons:

- Children with experience in foster care or the juvenile justice system are at a particularly high risk for labor trafficking;

¹¹ U.S. Department of Labor, Wage and Hour Division. (2024) Newsroom Release. Retrieved from <https://www.dol.gov/newsroom/releases/whd/whd20240502>

¹² Fukushima, A.I. (2020). A survey of child welfare and labor trafficking in California: A white paper [White paper]. University of Utah. <https://anniefukushima.com/2020/01/20/a-survey-of-child-welfare-and-labor-trafficking-incalifornia-a-white-paper/>

- Child labor trafficking may involve serious physical harm or a substantial risk of serious physical harm to a child resulting from the failure or inability of the parent or guardian to adequately supervise or protect the child, which may be grounds for the child to be removed from the home and/or come under the jurisdiction of the juvenile court (Welfare and Institutions Code section 300(b)(1)). This may include children who were labor trafficked by a parent or guardian;
- Child labor trafficking frequently intersects with CSE; children at risk of or experiencing CSE should also be screened for child labor trafficking; and
- Concerns around child labor or child labor exploitation do not need to rise to the level of child labor trafficking to be harmful to children.

A significant challenge for county programs remains accessing specialized service funds to support labor trafficked youth, with the same equity as those who have experienced CSE. This can include critical wraparound support such as emergency response, contracted advocacy services facilitated by local CBOs, multi-disciplinary teaming, and cross-coordination with local, state, and national partners (particularly critical as cases of sex and/or labor trafficking often involve multiple jurisdictions and cross county or state lines). In 2022, CDSS Legal Team, provided written clarification to CFPIC PACT's County Network, that while Welfare and Institutions Code section 16524.7 requires CSEC Program funds to be used to cover expenditures related to prevention and intervention services and training related to children who are, or may become, victims of CSE; there is flexibility to utilize funds to serve labor trafficked youth, if a county determines that a child who is a victim of labor trafficking is also at risk of, or experiencing CSE. The statute allows CSEC funds to be used for training and services that would help prevent the child from becoming a victim of CSE. Based on this framework of prevention, Los Angeles County expanded their advocacy ¹³contracts in 2023, to provide services to youth experiencing both CSE and/or labor trafficking.

Subsequently, in 2024, CDSS released [ACIN 1-16-17](#), which provides a list of indicators, available screening tools, and four statewide special project codes in order to document information regarding children at risk for or experiencing child labor trafficking and/or forced criminality into the CWS/CMS in a uniform manner. This guidance further acknowledges the important role of the child welfare system in a response to child labor trafficking, in line with the mission to ensure children are safe and free from abuse and neglect.

As discussed above, PACT's initial report found that early adopter counties have approached the work by building on the existing strength of the local CSEC Opt-In Programs, while

¹³ CDSS (2022). Written Response in an email to Melissa Gomez, PACT Project Director with CFPIC, on behalf of multiple county agencies who requested clarification, on use of specialized SB 855 Funds, to serve labor trafficked youth, and for use to train child serving professionals.

<https://docs.google.com/document/d/1Wud5cwH9C0VHHIwxQ6e4t3mjvpM7LXbfZHyATs1TJws/edit>

addressing existing gaps and barriers to identification and specialized services to youth experiencing labor trafficking and its intersection with CSE.

A few key takeaways regarding implementation of a comprehensive approach include:

- In the absence of legislative mandates, it takes time to build buy-in and capacity.
- Early implementation has focused on raising awareness, training staff, and strengthening partnerships.
- Building a structure around labor trafficking [integration] parallels the growth of the CSEC Program.
- Readiness to address child labor trafficking varies based on counties' existing foundation for a response to sex trafficking.
- Collaboration with individuals with lived expertise and community-based youth serving and culturally responsive organizations is critical.

In conclusion, continued education on all forms of child trafficking is necessary, and a prioritization of protocol expansion and partnership across systems, to prevent, better identify, and respond to all children and youth experiencing commercial exploitation.

Los Angeles County's Response

California's CSEC Program laid the groundwork for county child welfare agencies to develop a coordinated response to child trafficking. Since 2014, Los Angeles County has built on that platform and made great strides in developing awareness, implementing screening tools, creating internal and interagency protocols, and expanding services for youth who have experienced or are at risk of trafficking. Until recent years, Los Angeles County's training primarily focused almost solely on sex trafficking, with minimal awareness of the prevalence and co-occurrence of child labor trafficking. An unintended consequence is that many local child serving professionals conflate commercial exploitation or human trafficking with only CSE. This has done a grave disservice to all children at risk of, or experiencing labor trafficking, or who have co-occurring experiences of forced criminality and labor exploitation alongside their experience of CSE.

Los Angeles, as one of the initial ten pilot counties participating in the PACT Project, has been an early innovator, and has taken initial steps to build a comprehensive child trafficking approach since early 2019, by working in consultation with CFPIC's PACT Project, CAST, and the Department of Public Health (DPH), among other experts and leaders with lived expertise.

Raising awareness about labor trafficking has been foundational for developing the buy-in and collaboration that is needed for effective partnership, identification, and response. Moreover, awareness and education promotes a shared understanding to align policies, agreements, and future collaboration across systems. Lived experience leaders and CBOs have been critical leaders in the development of an integrated model. Through this integrative work, Los Angeles County aims to create a more inclusive landscape and equitable treatment for all children and youth experiencing trafficking, regardless of the way in which a child is being exploited.

While there is an increased awareness and movement to strengthen training and partnerships to address child labor trafficking, much work remains in the areas of standardizing screening

and identification, data collection, interagency collaboration and updating protocols to ensure that all children, regardless of the form of exploitation, are protected and supported.

As California and Los Angeles County move forward in developing a comprehensive child trafficking response, re-training is essential. The County must commit resources, strengthen existing partnerships, and consider new partnerships across sectors. This is especially critical, as data shows that engagement with any system can increase the risk of exploitation. Updated child trafficking policies and protocols should be carefully reviewed to ensure that a key goal is to keep families together while ensuring child safety, and also promoting protective factors to reduce vulnerabilities and risk factors associated with child trafficking and other forms of violence.

Roadmap for Implementation

In 2020, [implementation recommendations](#) were introduced by CFPIC's research based on key areas assessed in partnership with California counties [Figure 7] and included input from the CDSS and collaboration with child trafficking experts. While many of the recommendations will not be easy to immediately achieve due to a lack of legislative mandate or financial support, focusing on the key areas will assist Los Angeles County move toward a comprehensive and effective service delivery system to support children and youth at-risk of, or experiencing all forms of exploitation. For a comprehensive list of recommendations by jurisdiction, refer to the report.¹⁴

Figure 7. Key Areas Assessed

Key Area	
1. Prevention and Awareness	✓ Are there known efforts to prevent child labor trafficking in the county? ✓ Are there known efforts to raise awareness of the specific industries of concern in the county?
2. Staff Training	✓ Has the child welfare agency integrated child labor trafficking into staff training? ✓ Are child welfare agency staff and partners trained to recognize, identify, and respond to the indicators of child labor trafficking?
3. Screening and Identification	✓ Does the child welfare agency have a screening tool for both sex and labor trafficking? ✓ To what extent does the child welfare agency collect data in order to understand occurrence or co-occurrence of labor trafficking?
4. Policies and Protocols	✓ Does the child welfare agency have protocols in place, for instance: a designated point of contact, multidisciplinary teams (MDTs), flow chart of roles and responsibilities, 24-hour federal report for foreign born child/youth, etc.? ✓ Do child welfare agency documents, titles, and policy language inclusive of child labor trafficking? ✓ Are counties engaging survivors in the development of their child trafficking response?
5. Interagency Collaboration	✓ Is there a presence and buy-in of a steering team, coalition, and/or taskforce in the county? ✓ Is there collaboration with agencies including local and federal law enforcement, justice partners, CBOs, or faith-based communities?
6. Service Delivery	✓ Have service delivery structures and programs been adapted to support children and youth who have experienced or are at risk of labor trafficking? ✓ Are services for youth who have experienced or are at risk of labor trafficking available, accessible, and effective?

Looking Forward: Existing Implementation Efforts & Five-Year Strategic Plan

Los Angeles County began this critical work in 2019, with initial public awareness and training efforts; however, due to the COVID-19 pandemic in 2020, progress slowed and was inconsistent.

¹⁴ Hamburg A., Barrio, A; Lua, V.; Gomez, M; Oppenheim, S. (2020). The Child Welfare Response to Labor Trafficking in California. Resource Development Associates, Child and Family Policy Institute of California. <https://pact.cfpic.org/wp-content/uploads/2020/12/Child-Labor-Trafficking-Brief.pdf>

In August 2023, leadership made the critical step to establish a child labor trafficking subcommittee under the CSEC Steering Team. Furthermore, to reflect the commitment to a comprehensive approach to addressing all forms of child trafficking in Los Angeles County, the CSEC Steering Committee updated its name to the Child Trafficking Steering Committee. The working group's subsequent coordination efforts have prioritized implementation, with a goal to support an integrated response to commercial exploitation in LA County, and has provided recommendations to guide the county's five year strategic planning process.

Membership is growing and includes partners such as the Department of Children and Family Services (DCFS), Probation, DPH, LA County Office of Education (LACOE), LA County's DA's Office – Labor Justice Unit, Loyola Law School, CLC, community-based agencies serving youth impacted by trafficking, U.S. Department of Labor - Wage and Hour Division, Los Angeles Dependency Lawyers, Los Angeles County Counsel, Thai Community Development Center, and the Department of Immigrant Affairs.

Established priorities include: regular interaction for partnership and collaboration between key partners, gathering of available data and increased understanding of barriers across multiple systems, and garnering expert support for coordination on current implementation efforts.

Some of LA County's significant efforts to date include:

- Participated as a member of initial PACT Cohort and research in 2019, which included a child labor trafficking readiness survey, a county steering team stakeholder survey, listening sessions with child welfare agencies and CBO's, focus groups with adult survivors of labor trafficking in California and key interviews with child welfare coordinators, lived experience leaders, and other experts.
- Consulted with PACT Project Director and CAST LA to establish a new DCFS Assessment of Exploitation policy on September 1, 2021, that includes child labor trafficking.
- Partnered with PACT and CAST Los Angeles, to train social workers and hotline responders on child labor trafficking; subsequently contracted with CAST LA for an ongoing Child Labor Trafficking 101.
- Expanded and executed Advocacy Services for Youth Impacted by Commercial Exploitation contracts on October 1, 2023, to include service provision to youth at risk of, or experiencing labor trafficking.
- In July 2023, hosted Melissa Gomez, PACT Project Director, who presented a plan of action to the LA County CSEC Steering Committee with specific recommendations to integrate LA County's response to Child Labor Trafficking.
- Established a subcommittee in September 2023, to support an integrated response to commercial exploitation in LA County.
- In December 2023, Steering Committee members voted to rename the Steering Committee to the Child Trafficking Steering Committee, an action to indicate their commitment to approach child trafficking from an integrated lens, addressing all forms of commercial exploitation.
- The subcommittee was tasked to support coordination of current implementation efforts and advise on recommendations to include in LA County's strategic five year plan.

About the Five-Year Work Plan

The following work plan was developed with participation and review by Child Trafficking Steering Committee members in order to integrate a child labor trafficking response into the new overall Five Year Strategic Plan to Prevent and Address Child Trafficking.

Acknowledgements

Special acknowledgement is given to key authors including Melissa Gomez (CFPIC PACT Project Director and Consultant), Co-Chairs Adela Estrada (LA County DCFS) and Susie Baldwin, M.D. (DPH), Stephanie Richard (Loyola Law School), Anabel Martinez (Loyola Law School), supportive data provided by Paul Chang (Department of Labor - Wage and Hour Division), Kari White (CLC), Dawn Schiller (CAST Training Director), Jess Torres (Rising World Wide Safe and Sound Director and PACT Consultant), and all the members of the Labor Trafficking Subcommittee who participated in the review and contributed significant knowledge and guidance to the efforts.

This work plan includes recommendations from research conducted by Resource Development Associates and CFPIC, funded by the CDSS.

Reference: [The Child Welfare Response to Labor Trafficking in California, A Ten-County Case Study on Integrating a Response to Child Labor Trafficking, Resource Development Associates \(RDA\), Child & Family Policy Institute of California, 2020.](#)

Strategic Priority 1: Public Awareness & Outreach

Los Angeles County will ensure public awareness and outreach activities and materials are inclusive of all forms of child trafficking. Los Angeles County will increase awareness by bridging partnerships with local, regional, and task forces or coalitions that comprehensively address child trafficking. Collaborate with partners in California including law enforcement, CBOs, child-serving agencies, anti-trafficking experts, tribal organizations, government entities, and other relevant parties on awareness campaigns and outreach activities that are inclusive of child labor trafficking.

Efforts to Date:

- Los Angeles County has a Human Trafficking Website and outreach materials that currently focus on CSEC only, which can be adapted to include all forms of commercial exploitation.
- Los Angeles County is a member of the Los Angeles Regional Human Trafficking Task Force and has many other existing partnerships on all forms of human trafficking that can be leveraged for outreach efforts.

Strategic Priority 1:	Public Awareness/Outreach Efforts		
Implementation Objective:	Adapt existing campaigns and review, update, and/or create awareness/outreach materials so that all are inclusive of child labor trafficking and intersectionality with CSE.		
Key Measures	• <i>Number of public facing county materials updated to include all forms of commercial exploitation.</i> • <i>Number of outreach material to youth and families that are updated to include all forms of commercial exploitation.</i> • <i>Number of future materials developed to include information on all forms of commercial exploitation.</i> • <i>Number of newly developed outreach and materials addressing specific needs and/or populations include information on all forms of commercial exploitation.</i> • <i>Number of individuals reached through updated materials (Web impressions, pamphlets distributed, etc.)</i>		
Target Date:	By January 1, 2025		
Action Steps		Lead(s)	Time-frame
1. Develop public information delivery plan and Identify current awareness/outreach materials, campaigns, that need to be updated to include labor trafficking.		<u>Leads:</u> DCFS/DPH/LACOE <u>Workgroup Members:</u> Child Labor Trafficking (LT) subcommittee	11/28/24

2. Review, Update and finalize awareness/outreach materials, campaigns, training brochures that need to be updated to include both sex/labor trafficking.	<u>Leads:</u> DCFS/DPH/PACT/ Loyola/Cast <u>Workgroup Members:</u> Child LT subcommittee/ Lived Experience Experts/Survivor Advisory Group/Asian Pacific Islander Human Trafficking Task Force/LA Regional Human Trafficking Task Force, Thai Community Development Center, DCFS, and Probation.	10/31/25
3. Review, update, and finalize websites: County of Los Angeles, DCFS, Probation, Department of Mental Health.	<u>Leads:</u> DCFS/DPH/DMH/ Probation/Chief Executive Office (CEO) <u>Workgroup Members:</u> Information Technology Services CEO, other relevant County agencies/Lived Experience Experts	10/31/25
4. Create plan for distributing public awareness/outreach materials.	<u>Leads:</u> DCFS/DPH/LACOE <u>Workgroup:</u> Child LT subcommittee/Child Trafficking Steering Committee	12/15/25
5. Distribute new public awareness/outreach materials	Child LT subcommittee members and LA Regional Human Trafficking Task Force/Labor Trafficking Steering Committee/Child Trafficking Steering Committee	1/12/26

Strategic Priority 2: Training

Los Angeles County will provide comprehensive training on child trafficking. Training will be enhanced to ensure education addresses all forms of CSE, labor trafficking, and forced criminality. Additional training will be developed to address the specialized needs to support foreign-born, immigrant and Native American youth through a culturally responsive and linguistically relevant lens.

Efforts to Date:

- A required CSEC 101 Training for DCFS and Probation are offered, which focuses primarily on identifying and serving US citizen youth and CSEC/Y.
- DCFS contracted with CAST to provide an optional Labor Trafficking 101 training, which will need to be integrated into the required “CSEC 101” and renamed “Child Trafficking 101.”
- In 2021, Child Protection Hotline workers were trained (one time only) on Data Entry into CWS/CMS on standardized codes for labor trafficking.
- In 2024, CSEC 103, was renamed/adapted as Child Trafficking 103, to consistently train DCFS regional office staff, and Child Protection Hotline workers to include data collection utilizing statewide special project codes on labor trafficking and involving a child in criminal activities, which were newly released in 2024, by ACIN 1-16-17.
- A required Caregiver Training, facilitated by CAST/Community College Foundation includes labor trafficking training per legislative requirements.
- Limited to no specialized training on serving foreign national/immigrant youth at risk of, or experiencing CSE and/or labor trafficking has been developed to date and is noted as a top priority based on county demographics. Training should be developed and include a focus on trafficking within familial settings.
- First Responder Protocol Training currently addresses CSEC/Y only and will need to be updated.
- Probation training currently addresses CSEC/Y and will need to be updated.
- LACOE received the Human Trafficking Youth Prevention Education Grant through HHS funding during 2020-2024 and includes a prevention curriculum in limited schools on all forms of commercial exploitation of children.
- Countywide new employment training for all LA County staff currently trains on CSEC/Y. and will need to be updated.
- Safe Zone Training currently addresses CSEC/Y only and will need to be updated.

Strategic Priority 2:	Training		
Implementation Objective:	Complete implementation of a Labor Trafficking Training Plan to increase Los Angeles County capacity to identify and serve victims of child labor trafficking.		
Key Measures	• <i>Number, type of trainings offered in English/Spanish/Other completed by FY.</i> • <i>Training attendance by discipline/affiliation and type of training.</i> • <i>Training Pre/Post tests to measure knowledge acquisition, increased understanding of actionable prevention/intervention behaviors.</i> • <i>Number/percent of identified priority groups in Training Plan that completed training.</i>		
Target Date:	By October, 2029		
Action Steps		Lead(s)	Time-frame
1. Review and assess current array of CSEC and Labor Trafficking training that needs to be updated or adapted to address all forms of exploitation, intersectionality and specialized requirements, supports available to foreign national youth (highest priorities).		DCFS/DPH/CAST Loyola/PACT	Current - 2/1/25
2. Develop training plan, associated costs, and funding/pro bono opportunities to support plan. *A separate document linked HERE has already been started to start this process and includes documented training that should be adapted and newly developed.		DCFS/DPH/LACOE/ CAST	4/1/25
3. Enhance child trafficking training plan to include strategic areas based on key disciplines, i.e., Local Educational Agency, DCFS/Probation, CBOs, Schools, County employees.		DCFS/Cast/DPH/ LACOE District Attorney/PD/Law Enforcement/ Probation/DMH/ DHS	2/1/25- 2/1/26

4. Based on training plan, adapt, update, or newly develop all LA County training i.e. combining the existing CSEC 101 and optional labor trafficking 101, into a Child Trafficking 101 that addresses all forms of commercial exploitation.	DCFS/DPH/LACOE CAST	To be determined (TBD): Date will vary based on the Training Plan by Discipline.
5. Implement training plan to meet the Identified priority training needs.	DCFS/Cast/DPH/ DHS/ LACOE/ DA/Public Defender/Law Enforcement/ Probation/DMH	1/2025- 10/2029
6. Evaluate effectiveness of integrated training content adapted within the training plan.	DCFS/CAST/ Probation	10/1/24- 10/2029

Strategic Priority 3: Screening and Identification

Los Angeles County will review current screening tools and assessments for inclusion of child labor trafficking/child trafficking through forced criminality. Limited understanding of the definition of child labor trafficking and lack of widespread implementation of screening and/or assessment tools inclusive of child labor trafficking has led to minimal identification.

Los Angeles County will work collaboratively and in partnership with the CDSS to develop a shared screening or adapt existing tools to be inclusive of labor trafficking, incorporating the definitions already used for coding child labor, or include additional tools that use a trauma-informed approach to increase screening and identification of child labor trafficking and its intersection with CSE.

Efforts to Date:

- Los Angeles County Policy on Assessment of Exploitation was adapted to include assessment of child labor trafficking; however, will need to be updated with new language released in guidance from CDSS.
- Indicator Chart, utilized by DCFS, was developed by PACT to include an overview of CSE, Labor Trafficking: Exploiting a Child's Labor and involving a Child in Criminal Behavior.
- Probation youth are currently being screened for CSE, but adaptation is necessary to address child labor trafficking and forced criminality.

Strategic Priority 3:	Screening and Identification		
Implementation Objective:	Identify existing screening mechanisms and adapt or develop a universal screening tool to include child labor trafficking/child trafficking through forced criminality. Implement training for those required to screen.		
Key Measures	• <i>Number of LT referrals to Child Protection Hotline.</i> • <i>LT referrals by disposition (evaluated out, unfounded, inconclusive, substantiated).</i> • <i>LT referrals that resulted in a new open case while child remained at home or and new foster care placement, or closed referral.</i> • <i>Demographic data (sex at birth, gender identity, age, race/ethnicity, service planning area, language; industry of exploitation; place of birth).</i> • <i>Number of DCFS/Probation youth documented as at-risk and victims of labor trafficking/Labor Trafficking through Forced Criminality (LTFC) using special project codes.</i> • <i>Number of youth identified as being victims of both sex and labor trafficking.</i> • <i>Number of agencies by discipline using a screening tool.</i> • <i>Sample of evaluated out/closed CPHL referral reviews to determine if/where the family/child/youth was referred to community supports/services.</i> • <i>Structured Decision Making Tool (Safety and Risk Assessment) utilization rate.</i>		
Target Date:	July, 2027		
Action Steps:	Lead(s)	Timeframe	
1. Review Existing Screening Tools: i.e., SDM is currently utilized in LA County and can be enhanced to screen for LT/LTFC.	Child LT Subcommittee	6/2025	
2. Adapt screening mechanisms used by DCFS/Probation to include child labor trafficking and forced criminality.	Child LT Subcommittee	7/2025	
3. Provide training on how to use the chosen screening tool.	TBD	TBD	
4. Implement use of screening tool.	TBD	TBD	

5. Track and monitor and evaluate use of screening tool(s) in LA County.	DCFS/Probation Child LT Sub-committee	TBD

Strategic Priority 4: Data Collection & Research

Los Angeles County will improve data collection to understand the prevalence of child labor trafficking by utilizing the new Special Project Codes for Labor Trafficking, and completing the sub-category allegations (i.e., CSE, exploiting a child's labor, and/or involving a child in criminal behavior) as appropriate.

Los Angeles County will develop aggregated/de-identified data sharing procedures, mechanisms, and expectations for county and community groups participating in the Los Angeles County Child Trafficking Steering Committee, including law enforcement. Data sharing practices will increase collaboration and transparency to better understand the extent of child trafficking, who is at risk and where, which systems youth are engaging with, and outcomes for youth who interface with each system.

Efforts to Date:

- Training was established for DCFS social workers to improve data entry practice for CSEC/Y since 2014, and in 2023, content was updated to include labor trafficking; 10 DCFS Regional offices have been trained to date (August, 2024). New Labor Trafficking Special Project Codes were released by CDSS on May 13, 2024. Additional training is needed.
- Beginning in FY 2013 -2014, data collection by DCFS only tracked CSEC/Y. In 2021, after DCFS Hotline workers were trained around child labor trafficking, several cases of labor trafficking were identified and tracked through the exploitation sub-category. However, data has not been consistently collected/or analyzed for labor trafficking, involving a child in criminal behaviors, or co-occurrence with CSE.
- DCFS Data dashboard exists to track CSEC/Y and will need to be adapted to include labor trafficking, co-occurring victimizations, and involving a child in criminal behaviors.
- DCFS/Probation to add data baseline for CSEC, LT, and both.
- In 2024, Los Angeles County contracted National Center for Youth Law and the University of California, Los Angeles to conduct focus groups with transitional aged youth, gaining qualitative data on the services needs of youth who were at risk of or who had experienced CSE. The DPH has agreed to support additional focus groups with youth who are at risk of, or have experienced labor trafficking and CSE.

Strategic Priority 4:	Data Collection, Data Sharing, and Research		
Implementation Objective:	• Improve data collection and data sharing mechanisms among County and community partners to ensure that youth experiencing all forms of trafficking are identified and tracked in the existing systems. • Complete research to improve understanding of needs of youth experiencing CSE/LT or intersections.		
Key Measures	• <i>Number of youth at risk or victims of LT/LTFC identified and documented using Special Project Codes.</i> • <i>Listening Session qualitative data on experience and needs of labor trafficked children.</i> • <i>Number/percent of youth in DREAM/Child Trafficking Unit with intersectionality with LT/LTFC.</i> • <i>Number of youth arrested for LTFC</i> • <i>Number/percent of DREAM Court youth who are in need of and receiving services (mental health, substance use, education, Advocacy Services, immigration, pregnant/parenting services, and housing)</i>		
Action Steps		Lead(s)	Timeframe
1. Update Child Protection Hotline Policy to include Child Labor Trafficking Special Project Codes and track use of codes quarterly.		DCFS	8/1/25
2. Train Social Workers/Supervising Social Workers and Deputy Probation Officers (DPO)/Supervising DPOs on Child Labor Trafficking Special Project Codes.		DCFS/Probation	10/1/24-10/1/29
3. Review and revise LA County DCFS Assessment of Exploitation Policy to include Child Labor Trafficking Special Project Codes.		DCFS/PACT/Loyola	10/1/25
4. Hold youth focus groups to collect qualitative data on experience and needs for labor trafficked children and youth/intersectional experiences.		DPH/ PACT (TBD) DCFS/Probation	TBD
5. Survey Social Workers and Probation Officers, to determine number of youth on current caseloads which have intersectional experiences with Labor trafficking and Labor Trafficking through Forced Criminality.		DCFS/Probation DREAM/Succeeding Through Achievement and Resilience (STAR) Court	11/1/24

6. Develop a Data Dashboard to collect and analyze youth at risk of or experiencing CSE, labor trafficking, and involving a child in criminal behavior.	DCFS	TBD
7. Coordinate with DA's office/PD's office to track data on cases of youth arrested for LTFC.	DPH/Probation/ DCFS	TBD

Strategic Priority 5: Policies and Procedures

Los Angeles County will update the language in all relevant internal policies and procedures to be inclusive of child labor trafficking. Language to be changed from Sex Trafficking, CSEC, or Domestic Minor Sex Trafficking to inclusive terminology such as Child Trafficking or CEC and/or Labor Trafficking and Forced Criminality.

Efforts to Date:

- DCFS Assessment of Exploitation policy was updated in 2021, but needs review.
- Child Protection Hotline Protocol was updated in 2021, but needs review.

Strategic Priority 5:	Policies and Procedures		
Implementation Objective:	Policies and procedures that address CSE are developed or adapted to be inclusive of child labor trafficking.		
Key Measures	• <i>Number of revised policies/Memorandum of Understandings (MOUs) identified in the LT work plan that integrate LT/LTFC.</i>		
Target Date:	6/30/25		
Action Steps:		Lead(s)	Timeframe
1. Review and Identification of all policies & procedures which need development or updating.		DCFS/Probation	TBD
2. Review/Update LA DCFS Assessment of Exploitation.		Loyola	TBD
3. Review and Update FRP Policy & Protocol.		Multi-Agency Response Team (MART/Probation/ DCFS /PACT/Loyola	TBD
4. Update CSEC Desk Guide for Social Workers to include Child Labor Trafficking.		Loyola	TBD
5. Child Protection Hotline Policy.		DCFS/PACT/Loyola	TBD
6. MART Policy.		DCFS/PACT/Loyola	TBD

7. Interagency MOU and Matrix.	Child Trafficking Steering Committee	TBD
8. Explore development of MOU with PD to address LT/LTFC.	TBD	TBD
9. Develop shared protocols with the Department of Labor, to discuss roles/responsibilities in response to child labor trafficking cases.	DCFS/Advocacy Agencies	TBD

Strategic Priority 6: Service Provision

Los Angeles County will:

- Utilize the existing SB 855 County Opt-In CSEC Program Model to serve victims of child labor trafficking that currently fall under the purview of child welfare. This includes youth whose victimization has an intersection with sex trafficking, who are labor trafficked by parents or guardians, or are labor trafficked due to the failure or inability of the parent or guardian to adequately supervise or protect the child [WIC 300(b)(1)]. Los Angeles can leverage funding from CSEC Program Appropriation for training and capacity building.
- Make available and utilize Multidisciplinary Teams (MDTs) and/or Child and Family Teams for labor trafficked children and youth. A multi-disciplinary response has proven successful in the collaboration of key stakeholders and available services in order to coordinate and address the ongoing and wide range of complex short, transitional, and long-term needs that exist for victims of sex trafficking. Counties can build on the existing mechanisms to support identified victims of child labor trafficking and their caregivers. Teaming strategies can serve to proactively plan for triggering events and be individualized to each child or youth's experience. Los Angeles will consider the inclusion of additional CBOs or partners with specialized expertise, as needed.
- Collaborate with local, statewide, federal, and tribal partners to ensure comprehensive, trauma-informed, culturally, and linguistically appropriate service delivery to children and youth who have experienced labor trafficking. Los Angeles will collaborate with providers that specialize in serving this population and increase partnerships with individuals and agencies who may offer unique support such as workforce development programs, cultural and immigration centers, or civil attorneys. Counties can clarify processes for referrals and coordination with CBOs and tribal organizations in order to ensure victims receive comprehensive services and individualized services.
- Will address the specialized needs of foreign-born victims and of both labor and/or sex trafficking who are eligible for additional services through the provision of the Trafficking Victims Protection Act (TVPA) and subsequent California legislation. Supporting foreign born victims of child trafficking may include collaboration with the Refugee Program Bureau (which administers the Trafficking and Crime Victim Assistance Program and the California Unaccompanied Refugee Minors Program); and collaboration with the Office on Trafficking in Persons to fulfill the TVPA requirement that federal, state, or local officials notify HHS within 24 hours after discovering a foreign national child victim to facilitate the provision of assistance (22 U.S.C. § 7105).

Efforts to Date:

- Services/resources historically have focused on CSEC/Y.
- Services/resources historically have focused on U.S. Citizen children/youth.
- Advocacy Contracts were revised in 2023, to include services to youth experiencing labor trafficking.
- Additional referrals have been made to CAST and other CBOs that serve child victims of labor trafficking outside of the contracted providers.
- DCFS maintains an Advocacy Platform to track and provide oversight of contracted service providers. The platform will need to be updated to track labor trafficking.
- While providers have noted cases of labor trafficking and co-occurrence with CSE, the actual number of youth served by contracted DCFS providers is unknown.

Strategic Priority 6:	Service Provision/Advocacy		
Implementation Objective:	Develop and implement quality service provision pathways for youth experiencing or at risk of labor trafficking.		
Key Measures	• <i>Number/percent of all contracted Advocacy providers trained on LT.</i> • <i>Number of HT trained language translators to meet the need of victims in LA County.</i> • <i>Data tracking on the # of Track DREAM Court youth with intersection of LT/LTFC.</i> • <i>Sample of case review data and interviews to measure practice around engagement of youth/family/kin/non-kin/MDT partners, teaming, youth voice and choice, harm reduction, coordinated case planning, and tracking/adapting.</i> • <i>Advocacy Services case reviews and interviews to measure application of a trauma-informed approach using the Integrated Core Practice Model.</i> • <i>Results of Advocacy Services' Youth Satisfaction Survey.</i> • <i>Development of a LT Resource Guide.</i>		
Target Date:	TBD		
Action Steps		Lead(s)	Timeframe
1. Map current service flow charts for serving CSE identified youth and adapt to include provisions for LT.		DCFS/Probation/ Loyola Law School	TBD
2. Meet with Advocacy Agency contracted providers monthly to identify training, practice support, and service delivery needs to continually improve efforts to serve child labor trafficking victims.		DCFS	TBD

3. Update DCFS Advocacy Platform to track and provide oversight of contracted service providers.	DCFS	TBD
4. Incorporate referral process and advocate response into First Responder's Protocol for child labor trafficking victims.	DCFS/Probation LASD	TBD
5. Identify additional CBO's (youth serving organizations) to meet gaps in service delivery (i.e., Positive Results in South LA).	Child LT Sub-committee	TBD
6. Review and explore adaptation of DREAM Court/STAR Court Transfer policy and procedures to address court cases involving child/youth victims of labor trafficking.	DCFS/County Counsel/CLC/ Probation/Youth's Attorney	TBD
7. Explore and adapt CLC's data tracking system for youth assigned to DREAM Court, to include labor trafficking.	Child LT Sub-committee/CLC/ DCFS	TBD
8. Establish a pool of HT trained translators who are available during and after traditional business hours to meet the linguistic needs of those identified to be at risk or victims of Human Trafficking in LA County.	TBD	TBD
9. Coordinate with Los Angeles County Office of Immigrant Affairs to better support service delivery for immigrant youth and language access for victims.	TBD	TBD

Strategic Priority 7: Steering Team/Leadership

Los Angeles County expanded the Child Trafficking Steering Committee to provide leadership and expertise on the intersection of child sex and labor trafficking. Los Angeles County's Child Trafficking Steering Committee provides ongoing oversight and support on interagency protocols to ensure county agencies and partners effectively collaborate to better identify and serve children and youth at risk or victims of trafficking. This mechanism was expanded to explicitly address the intersection of child sex trafficking with child labor trafficking and invited additional partners to address any gaps in services or resources. Los Angeles County will continue education and inclusion of additional members as it supports the strategic plan's efforts.

Efforts to Date:

- In July 2023, Melissa Gomez, PACT Project Director, presented a plan of action to the Los Angeles County CSEC Steering Committee with specific recommendations to integrate Los Angeles County's response to Child Labor Trafficking.
- In September 2023, a subcommittee was established to support an integrated response to commercial exploitation in LA County. Identified goals include: regular interaction for partnership and collaboration between key stakeholders, gathering of available data, and increased understanding of system gaps/barriers to serve labor trafficked youth. The sub-committee was tasked to support coordination of current implementation efforts and advise on recommendations to include in LA County's strategic planning.
- Membership is growing and includes partners such as, DCFS, Probation, DPH, LACOE,

Los Angeles County's DA's Office – Labor Justice Unit, Loyola Law School, CLC, Saving Innocence, US Department of Labor - Wage and Hour Division, Los Angeles Dependency Lawyers, Los Angeles County Counsel, Thai Community Development Center, Department of Immigrant Affairs, and the CFPIC - PACT Project.

- In December 2023, Steering Committee members voted to re-name the Steering Committee: the Child Trafficking Steering Committee, an action to indicate their commitment to approach child trafficking from an integrated lens, addressing all forms of commercial exploitation.
- In 2024, Los Angeles County's Child Trafficking Steering Team, embraced a commitment to addressing child trafficking through the lens of a public health and prevention approach.

Strategic Priority 7:	Leadership		
Implementation Objective:	Build capacity within the Child Labor Trafficking Subcommittee and Child Trafficking Steering Committee to effectively implement a public health approach to child trafficking, using an integrated lens to address all forms of commercial exploitation.		
Key Measures	• <i>Number of coordinated meetings.</i> • <i>Presentations by key experts and training to steering committee.</i> • <i>Survey to gauge increase of knowledge.</i>		
Target Date:	10/1/24-10/1/29		
Action Steps:	Lead(s)	Due Date	
1. Continued development of Child LT Subcommittee that meets bi-monthly and as needed.	DCFS/DPH/PACT	TBD	
2. Build accessible library of resources on Child Trafficking to members of Child LT Subcommittee and Child Trafficking Steering Committee.	PACT LT Sub-Committee	TBD	
3. Continued Consultation with CFPIC PACT's technical expertise.	PACT	TBD	
4. Propose and incorporate feedback from the Child Trafficking Steering Team, to address budget and funding needs to accomplish the work plan.	DPH/DCFS	4/2025	
5. Further Education to Steering Team Members about Public Health Approach and Integration of Child Labor Trafficking into a Comprehensive Approach. Include regular presentations by experts from the Labor Trafficking Subcommittee, Lived Experience Experts, and DPH.	DPH/Sub- Committee	TBD	

Strategic Priority 8: Collaboration

Los Angeles County will:

- Collaborate with local, statewide, federal, and tribal partners to ensure comprehensive, trauma-informed, culturally and linguistically appropriate service delivery to children and youth who have experienced labor trafficking. Los Angeles County will collaborate with providers that specialize in serving this population and increase partnerships with individuals and agencies who may offer unique support such as workforce development programs, cultural and immigration centers, or civil attorneys. Counties can clarify processes for referrals and coordination with CBOs and tribal organizations in order to ensure victims receive comprehensive services and individualized services.
- Collaborate with Indian tribes, counties, and tribal governments as well as working with Native American and tribal organizations, including law enforcement, to create a joint response to child labor trafficking and its intersection with sex trafficking. Tribal communities have unique, culturally sensitive, and trauma-informed responses to human trafficking based on their legal status, existing services, and other factors. Government agencies and nongovernmental organizations should consult with local tribes on the best way to identify and respond to human trafficking involving Native American victims of crimes occurring on tribal lands. In addition, it is important to identify service delivery partners who can meet the needs of indigenous individuals who may not be from a federally recognized tribe, including indigenous unaccompanied undocumented minors.

Efforts to Date:

- Partnership development has focused on US citizen CSEC/Y and must be expanded to additional collaborations.
- Partnership has focused on collaboration with LEA, and should shift to prioritize a public health, community-based approach.
- The LT Subcommittee has recruited newly identified partners to further collaborate efforts and improve cross-sector coordination.
- DCFS is a member of the Labor Trafficking Task Force in Los Angeles County and attends quarterly statewide labor trafficking implementation working group meetings with county programs to discuss cross-county collaboration through PACT.
- DCFS partnered with the Department of Labor on cases including investigations of poultry processing.

Strategic Priority 8:	Collaboration
Implementation Objective:	Improve collaboration between stakeholders to improve investigation and coordinated services for youth at risk of/experiencing labor trafficking.
Key Measures	• <i>Number of Human Trafficking Partnership Meetings held.</i> • <i>Number of participants.</i> • <i>Number of partnerships developed with agencies serving victims of LT.</i> • <i>Results of HT Partnership Survey.</i>

Target Date:	6/30/26		
Action Steps:		Lead(s)	Due Date
1. Review membership list of Steering Committee and LT Subcommittee - invite additional relevant members.		Child LT Sub-committee and Child Trafficking Steering Committee	11/1/24
2. Increased partnership with the Department of Labor, to discuss roles/responsibilities and develop shared protocols in response to child labor trafficking cases.		DCFS	TBD
3. Create a Community Partnership/Alliance focused on prevention and addressing child trafficking.		Child LT Sub-committee and Child Trafficking Steering Committee	TBD
4. Increase partnership with the Office of Immigration Affairs to better coordinate efforts and support for immigrant youth at risk of, or experiencing LT/CSE/FC.		TBD	TBD
5. Collaborate with DCFS Specialized Native American Unit to leverage existing partnerships to improve services to CSEC/Y and LT youth who identify as Native American.		DCFS	TBD
6. Outreach and promote coordination with Los Angeles County Department of Youth Development to develop protocol for identified youth trafficked for LTFC who could be within their program or shared support for service delivery, i.e. employment development, etc.		TBD	TBD
7. Expand outreach to TAY-serving organizations to better meet the needs of survivors age 18+.		TBD	TBD

Strategic Priority 9: Lived Expertise

Los Angeles County will engage with lived experience leaders, from diverse backgrounds and perspectives to inform county-level work. Include meaningful input of those with lived experience through participation on advisory boards and involvement in community-wide anti-trafficking efforts, which may include the development of public awareness campaigns, prevention or training curriculum, and direct service provision.

Survivors of child labor and/or sex trafficking should be included in any effort without requiring public disclosure of their experience or exploitation, should be representative of the diverse populations within Los Angeles County, and individuals should be compensated fairly for their expertise and work as subject matter experts.

Efforts to Date:

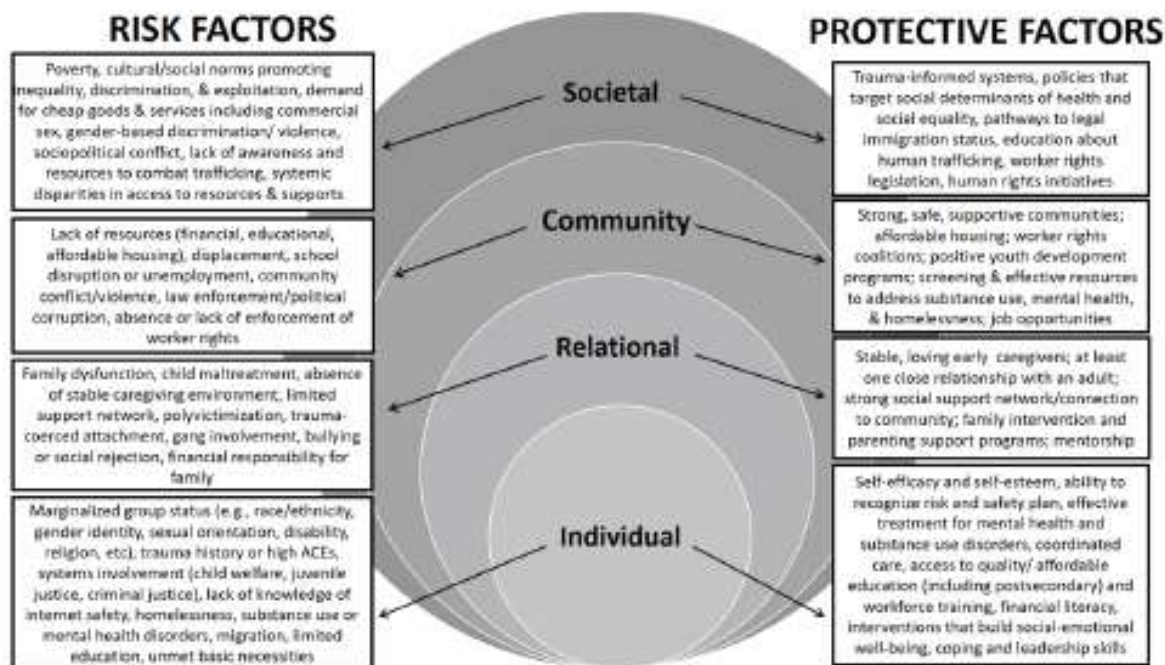
Lived experienced experts of CSE have advised on the development of LA County's work since 2014. Some additional support from survivors of both CSE/LT or LT have advised in consulting capacities, including:

- Jess Torres, is actively involved in leadership of the LT Subcommittee, through CFPIC, PACT Project.
- Dawn Schiller manages the DCFS Training Contract, supports training on Labor Trafficking of Minors, member of the LT Subcommittee, through CAST.
- Jimmy Lopez' training facilitation, through PACT (2020-2021).
- Jamelia Hinds training facilitation, through PACT (2020-2021).

Strategic Priority 9:	Lived Expertise/Partnership with Survivor Leaders		
Implementation Objective:	Strengthen existing program development through meaningful engagement with lived experience experts in multiple domains.		
Key Measures	• <i>Participation of survivor leaders in Child Trafficking Steering Committee and LT subcommittee.</i> • <i># of consultations with lived expertise/leaders.</i> • <i># of individuals contracted in advocacy roles/peer partners.</i> • <i>Funding amounts to support lived expertise in roles to address both CSEC/Y and LT youth, or professional/community education.</i> • <i>Pre-Post Surveys.</i> • <i>Youth satisfaction surveys.</i>		
Target Date:	TBD		
Action Steps		Lead(s)	Due Date
1. Explore and identify funding sources to provide compensation to lived experience experts for involvement in work.		LT Subcommittee	TBD
2. Identify a lived experience expert of labor trafficking to participate and advise on Child Trafficking Steering Team.		LT Subcommittee	TBD
3. Partner with contracted advocacy providers to employ peer mentors with experience of both CSE and/or labor trafficking.		TBD	TBD
4. Utilize survivor informed, reviewed outreach materials, curriculum, etc.		TBD	TBD
5. As the plan progresses, Identify ways to incorporate review, feedback, or participation by those with lived expertise to inform development of each domain, i.e., prevention, outreach, and screening.		TBD	TBD
6. Explore adaptation and implementation of the Parent Empowerment Program Model to support caregivers with youth who have experienced all forms of commercial exploitation.		TBD	TBD
7. Incorporate youth satisfaction survey qualitative data to improve programming.		TBD	TBD

Los Angeles County Five-Year
Strategic Plan to Prevent &
Address Child Trafficking
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Socio-ecological Risk and Protective Factors Related to Human Trafficking (Hopper, 2024)



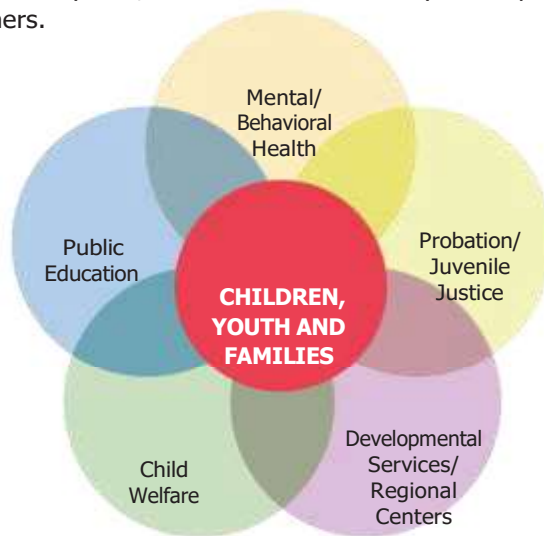
Using a socio-ecological model recognizes that trafficking is a public health issue that impacts individuals, families, and communities across generations. A public health approach seeks to address risk factors that lead individuals and communities to become vulnerable to trafficking and other forms of abuse while promoting protective factors that mitigate those risks. To effectively engage in anti-trafficking work, including prevention, professionals must consider the complex interplay between individual, relational, community, and societal factors that contribute to conditions of human trafficking, while also recognizing, utilizing, and bolstering the protective factors at each of those levels.

INTEGRATED CORE PRACTICE MODEL

Exhibit A-3



A major practice shift in California has been the creation and adoption of California's Integrated Core Practice Model for children, youth and families (ICPM). ICPM has been a collaborative effort to improve practice in California by a variety of disciplines all with the same goal of putting children, youth and families authentically at the center to best meet their individualized needs and goals. ICPM is based on work that grew out of the Katie A. vs. Bonta settlement and the Child Welfare Core Practice Model development that began in 2012. The continued evolution of the ICPM is supported by the state's Department of Social Services, Department of Health Care Services, Department of Developmental Services and the Department of Education, along with 58 county Child Welfare, Behavioral Health and Juvenile Probation Departments, the state's Family Resource Center Association and with input from foster youth, and a host of community based providers and other partners.



The ICPM is a unifying framework for child-serving systems across the state. ICPM aligns and integrates initiatives (such as the Continuum of Care Reform, Wraparound, Child and Family Teaming, CANS, and System of Care) building upon the collaborative, interactive practices that agency staff at all levels and partners provide children, youth and families to improve accountability and outcomes. Underlying principles are the following:

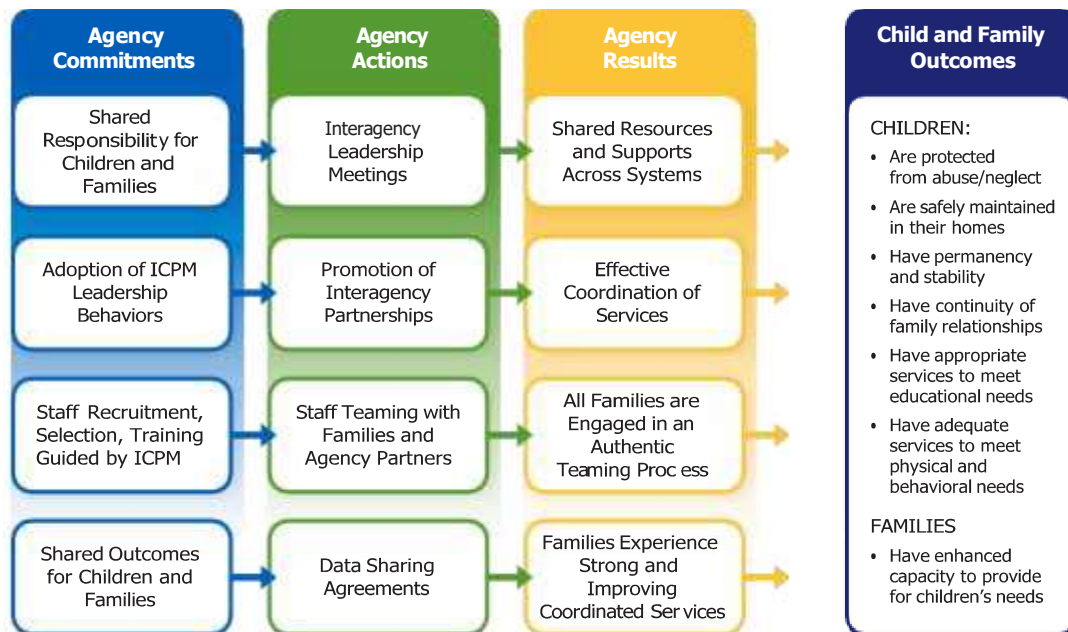
- ICPM is a catalyst for system, leadership and practice change that supports consistent statewide practice
- ICPM is not just another initiative but is the foundation of all of the work that is carried out by child serving system partners in every county in everything that they do
- ICPM describes the way that all system partners do their work. Through exploration, engagement, inquiry, teaming, and advocacy public and private service providers can better meet the need of those whom they serve.
- ICPM defines observable behaviors in interactions with families and partners (see page 2 for specific examples).
- ICPM is guided by a theoretical framework and shared values that have been embraced by California's child-serving community. ICPM provides the foundational Leadership and Practice Behaviors enabling agencies to integrate and deliver any innovation or initiative.

WE BELIEVE ...

- In using prevention and early intervention to help keep children and youth safe from abuse and neglect.
- The best way to support families is to honor their experiences and work together to build partnerships based on mutual respect and trust.
- Children, youth, and young adults need lifelong, loving permanent families and connections to family members, communities, and tribes.
- Children, youth, and young adults should have access to effective services that support their overall well-being and help them achieve their full potential.
- Honestly sharing our assessment of strengths and concerns is essential for engaging with families and building connections.
- In listening to families to learn about their culture and community.
- Families can grow and change.
- In helping families connect with effective, family-focused, strength-based services and supports.
- In creating a competent and professional workforce through quality recruitment, training, and support.
- In individual development, critical thinking, self-reflection, and humility.
- In creating an organizational culture and climate that supports learning and development.



ICPM THEORY OF CHANGE

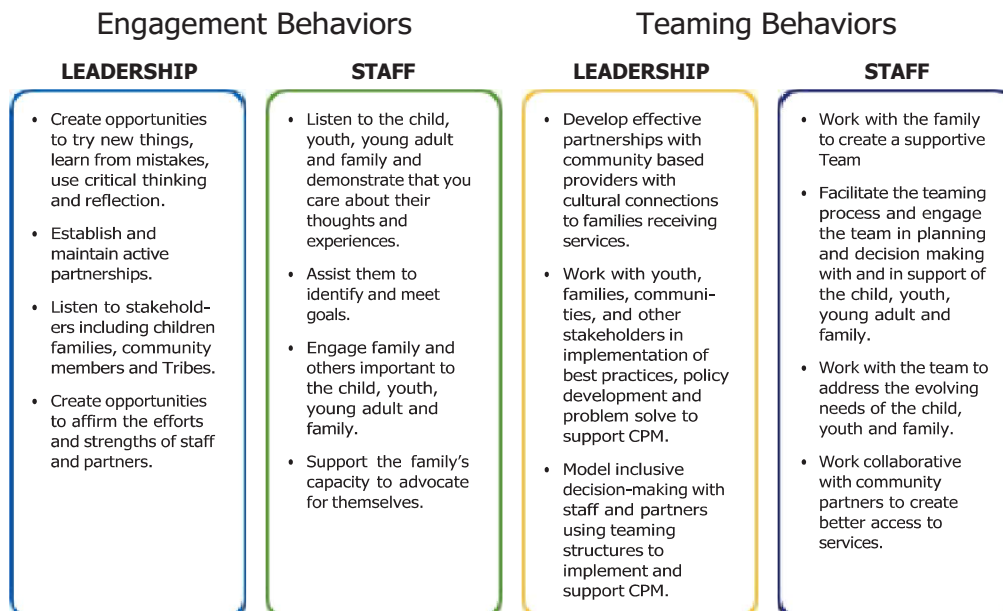


The essence of the Integrated Core Practice Model approach is the universal adoption of Practice and Leadership Behaviors across all systems.

THERE ARE 5 FOUNDATIONAL BEHAVIORS TO THE ICPM:

- Teaming
- Engagement
- Inquiry
- Exploration
- Advocacy

THE ICPM IS A GUIDE FOR LEADERSHIP AND STAFF EXPECTATIONS. FOR EXAMPLE:



For more information about the Integrated Core Practice Model please visit the following website:
www.cdss.ca.gov/inforesources/the-integrated-core-practice-model

**Advocacy Services
Intake Strengths and Needs Assessment**

Youth's Name: _____

Date of birth: _____ Age: _____ Intake Date: _____

Advocate Name: _____ Agency: _____

Section I: Getting to Know the Youth:

Prompt questions: What sort of things do you like to do? What interests/hobbies do you have? What are your strengths? How would you describe yourself? If you had three wishes, what would they be? What do you think is most important for people to know about you?

Section II: Health and Well-Being:

Prompt questions: How is your health overall? Do you need to see a doctor or dentist for any pain or illness? How do you self-care (explain what self-care is)? Are you currently receiving therapy? What are the most important health care concerns or needs that you have right now?

Section III: Placement (if applicable):

Prompt questions: How is your placement? Are you settling in ok? What do you like/not like about it? Have you met people in placement that you feel comfortable with? How are you getting along with the other youth? Are there any worries or concerns or questions you have about your placement? Any family/friends that you hope to talk to and/or visit while in placement?

Section IV: Family and Friends:

Prompt questions: Do you have any family or friends that you feel close to and trust? Who can you go to when you need help, advice or emotional support? Do you have a best friend(s)? If so, how do you like to spend time with your friend(s)? If no, what do you look for in a friend?

Section V: School:

Prompt questions: How is school going? Do you have any worries/concerns about school (i.e., grades, bullying, teachers, difficulties in learning)? Do you have a trusted counselor or teacher at school that you can go to when you need help at school? Do you feel safe in school? Do you have what you need to be successful in school (i.e., tutoring, supplies, safe transportation, etc.)

Section VI: Transition/Independent Living Skills

Prompt questions: What are your career goals? What do you need to achieve your career goals? Would you like assistance in knowing how to prepare and obtain employment, rent an apartment, etc?

Section VII: Other

Prompt question: Is there anything that we haven't discussed that you would like help with?

Summary - Areas of Strength:

Summary - Priority Needs:



Initial Safety Plan (non-FRP)

Date: _____

Youth/TAY Name: _____ DOB: _____

System Involvement: ☐ DCFS ☐ Probation ☐ DCFS/Prob: Lead _____

Advocacy Agency: _____ ☐ No System Involvement

☐ Advocate: _____ CSW/DPO: _____

Safety Assessment Completed and Discussed with the youth: ☐ Yes ☐ No

☐ Youth detained in Juvenile Hall ☐ If no, reason: _____

1. Are there any identified immediate threats to safety? ☐ No Concerns ☐ Yes
If yes, describe the immediate safety concern(s): If no concerns skip to #2.

Who did you contact to discuss the immediate safety concern(s):

(If yes, check all that apply):

☐ Law Enforcement ☐ DCFS Social Worker ☐ Probation CTU DPO

☐ Parent/Guardian (as applicable) ☐ Other: _____

What steps did you/partners take to address or mitigate any immediate safety concern(s):

2. Did you discuss with the youth safe people to reach out to if they have any immediate safety concern(s)? ☐ Yes ☐ No

Does the youth know how to contact the identified safe people: ☐ Yes ☐ No

Was information given to the youth/TAY about how to contact:

☐ Advocate/Advocacy Agency: ☐ Yes ☐ No

☐ Social Worker/DCFS Hotline/ Probation Officer: ☐ Yes ☐ No

☐ Law Enforcement in case of an emergency: ☐ Yes ☐ No

3. Did you discuss with the youth safe places to go if they have any immediate safety concerns or need resources (i.e., safe youth zone identified places and 211 for resources) ☐ Yes ☐ No

4. Did you discuss with the youth what they feel they need to stay safe in the next 24-48-72 hours? ☐ Yes ☐ No

- Did you discuss what the youth can do to keep **themselves** safe? If yes, what did they identify?

- Did you discuss what **you/system partners** can do to support the youth in remaining safe? If yes, what did the youth identify?

- Did you discuss which other safe/support people can do to support the youth in remaining safe? If yes, what did the youth identify?

Date Safety Plan Completed: _____ Completed by: _____

Date Safety Plan sent to DCFS/Probation: _____

****Safety Plan to be sent with Initial Intake Strengths and Needs Assessment***

For DCFS please scan email to CSW and: CSECAAdmin@dcfs.lacounty.gov

For Probation cases please scan email to: childtrafficking@probation.lacounty.gov

Advocacy Case Plan

Client Name: _____

Advocacy Agency: _____

Date of Initial Referral: _____

Date of Current Advocacy Plan: _____

Number of months youth has received services: _____

Advocate's Name: _____

Strengths:

Worries:

Priority Needs:

- 1.
- 2.
- 3.
- 4.

What are the **long-term priority goals** youth would like support on achieving by the end of the Advocacy Program (Note: Advocacy Program is a 12-month program, with the option to extend up to two 3-month extensions)

1.	2.
3.	4.

ADVOCACY PLAN

What priority short-term goals would youth like support on achieving during the next 90 days?

<u>GOAL #1:</u>	ACTION STEPS TO COMPLETE TO ACHIEVE GOAL	Due date	Team member assigned: (i.e., Youth, Parent, Caregiver, Advocate)	Action Step Completed? (YES/NO)
Goal will be achieved by:				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, why?				☐ Yes ☐ No

<u>GOAL #2:</u>	ACTION STEPS TO COMPLETE TO ACHIEVE GOAL	Due date	Team member assigned: (i.e., Youth, Parent, Caregiver, Advocate)	Action Step Completed? (YES/NO)
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
Goal will be achieved by:				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, why?				☐ Yes ☐ No

<u>GOAL #3:</u>	ACTION STEPS TO COMPLETE TO ACHIEVE GOAL	Due date	Team member assigned: (i.e., Youth, Parent, Caregiver, Advocate)	Action Step Completed? (YES/NO)
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
Goal will be achieved by:				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, why?				☐ Yes ☐ No

SAFETY PLAN

Current Safety Concerns: ☐ Yes ☐ No If yes, list:	Ways to mitigate risk/harm:

Coping skills that can be used/practiced to manage stress and difficult emotions

Coping skill:
Coping skill:
Coping skill:

Trusted family members, friends, others youth can contact when they are unable to deal with something alone:

Name:	Relationship:
Name:	Relationship:
If a problem persists, or if the youth is in crisis, youth can seek help from these Professionals:	
Name:	Relationship:
Name:	Relationship:

Signatures				
Name (print)	Relationship to Youth	Signature	Date	E-mail
	Self			
	Advocate			
	Parent			
	Caregiver			
	Survivor Advocate			
	Parent Advocate			

Reviewed and Approved:				
Name (print)	Title	Signature	Date	E-mail
	CSW			
	SCSW			
	DPO			
	SDPO			



The Casey Life Skills (CLS) is a multiple-choice questionnaire that measures independent living skills in a number of functional areas for young people. The CLS standard form has 126 questions that assesses 9 functional areas, (1) daily living, (2) self-care, (3) relationships and communication, (4) housing, money management, and transportation, (5) work and study life, (6) career and education planning, (7) civic engagement, (8) navigating the child welfare system, and (9) looking forward. This assessment is for youth ages 14-21 years. It can be completed by youth and supportive adults (e.g., caregivers, service providers, case workers, etc.) to understand the youth's skills.

The Casey Life Skills Toolkit, which includes the full suite of CLS Assessments, Practitioners Guide and Resources to Inspire Guide, is hosted at:

www.casey.org/casey-life-skills/

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Date (mm/dd/yy) _____

Name _____

Birthdate (mm/dd/yyyy) _____

Gender Identity

☐ Female	☐ Transgender Male	☐ Two-Spirit
☐ Male	☐ Transgender Female	☐ Non-binary
		☐ Other _____

Sexual Orientation

☐ Gay	☐ Bisexual	☐ Pansexual
☐ Lesbian	☐ Asexual	☐ Heterosexual/Straight
☐ Queer	☐ Questioning	☐ Prefer not to say
		☐ Other _____

Pronouns

☐ She, Her, Hers	☐ Ze, Hir	☐ Other _____
☐ He, Him, His	☐ They, Them, Theirs	

Race

☐ African American/Black	☐ Guamanian or Chamorro	☐ Other Pacific Islander
☐ American Indian/ Alaska Native	☐ Japanese	☐ Samoan
☐ Asian Indian	☐ Korean	☐ Vietnamese
☐ Biracial	☐ Multiracial	☐ White
☐ Chinese	☐ Native Hawaiian	☐ Other _____
☐ Filipino	☐ Other Asian	

Latinx/Hispanic

☐ No, Not Hispanic, Latinx	☐ Yes, Salvadoran	☐ Yes, Honduran
☐ Yes, Mexican, Mexican American, Chicano	☐ Yes, Dominican	☐ Yes, Ecuadorian
☐ Yes, Puerto Rican	☐ Yes, Guatemalan	☐ Yes, Peruvian
☐ Yes, Cuban	☐ Yes, Colombians	☐ Yes, Other Hispanic Latino

Religious/ Spiritual Affiliation

☐ Christian	☐ Hindu	☐ No religious/ Spiritual affiliation
☐ Jewish	☐ Baha'i	☐ Other _____
☐ Muslim	☐ Atheist	
☐ Buddhist	☐ Agnostic	

Primary Language

☐ English	☐ Chinese	☐ Sign Language
☐ Spanish	☐ Japanese	☐ Other _____
☐ French	☐ Russian	

Secondary Language

☐ English	☐ Chinese	☐ Sign Language
☐ Spanish	☐ Japanese	☐ Other _____
☐ French	☐ Russian	

Do you have a documented disability?

☐ Yes	☐ No	☐ Prefer not to say



DAILY LIVING SKILLS

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I know how to create, save, and print documents on a computer.					
2	I know how to open an email account and use it.					
3	I know how to access information on the internet safely.					
4	I can recognize phishing via emails, texts, and other social media platforms.					
5	I know the risks of meeting someone in person that I met online.					
6	I know the risk of sharing private information (e.g., pictures, credit card, address) with someone I have met online.					
7	I think of ways pictures or messages may affect other people before I post them.					
8	If someone sent me a message online that made me feel upset or scared, I would know who to reach out to or what to do					
9	When I shop, I make a list and compare prices.					
10	I know how to make healthy meals with or without using a recipe.					



Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
11	I know how to reheat leftover food using a microwave or stove safely.					
12	I understand the importance of creating a healthy meal.					
13	I understand how to read food labels to see calories, serving size, fat, sugar, and salt.					
14	I understand how to read food labels to see manufactured and expiration dates.					
15	I know how to use a washer, dryer and detergent to clean my clothes.					
16	I know how to keep my living space tidy and organized.					
17	I know the appropriate products to use when cleaning my space.					
18	I know how to use a fire extinguisher.					



SELF CARE SKILLS

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I know how to practice personal hygiene (e.g., bathing, brushing, flossing).					
2	I know how to take care of myself when I am on my menstrual cycle.					
3	I know how to take care of minor cuts, burns, and flu-like symptoms.					
4	I understand the importance of scheduling regular physical, dental and eye care appointments with my provider.					
5	I know how to make my medical and dental appointments.					
6	I know when I should go to my primary provider, urgent care, or emergency room.					
7	I know how to access telehealth when I need it.					
8	I know how to understand if I am eligible for benefits, such as health insurance, Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance program (SNAP), Women, Infants and Child program (WIC), Education and Training Vouchers (ETV), etc.					
9	I know how to positively manage my mental health when I am having a difficult day.					
10	I know how to step away from situations if they are too stressful or cause me discomfort.					

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
11	I understand when I am having a mental health crisis.					
12	I know how to access a mental health professional.					
13	I know how to practice safe sex (e.g., using condoms).					
14	I know how to prevent getting pregnant or getting someone else pregnant.					
15	I know where to get reliable information about safe sex and pregnancy.					
16	I know how to protect myself from sexually transmitted diseases (STDs).					
17	I understand that if I am sexually active, I should be getting tested for sexually transmitted diseases (STDs).					
18	I know who to ask to get access to my family's medical history.					



RELATIONSHIP and COMMUNICATION

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I feel confident speaking up for myself when I need to.					
2	I think about my choices and the consequences that come with them.					
3	I can cope with my frustration, hurt and anger without breaking things or retaliating.					
4	I know how to behave around friends, peers, and classmates.					
5	I know how to behave at work and in other professional settings.					
6	I know how to respect people with different beliefs, opinions, and cultures.					
7	I am aware of my racial and ethnic identity.					
8	I feel comfortable exploring my gender identity and sexual orientation.					
9	I have relationships that make me feel valued and worthwhile.					
10	I know the importance of obtaining and giving consent in a relationship.					
11	I know how to identify if my relationships are free from any emotional, physical, and mental abuse.					
12	I have information about family members with whom I could possibly live.					
13	I am comfortable showing affection to the people I care about.					
14	I am comfortable building new relationships.					

HOUSING, MONEY MANAGEMENT and TRANSPORTATION

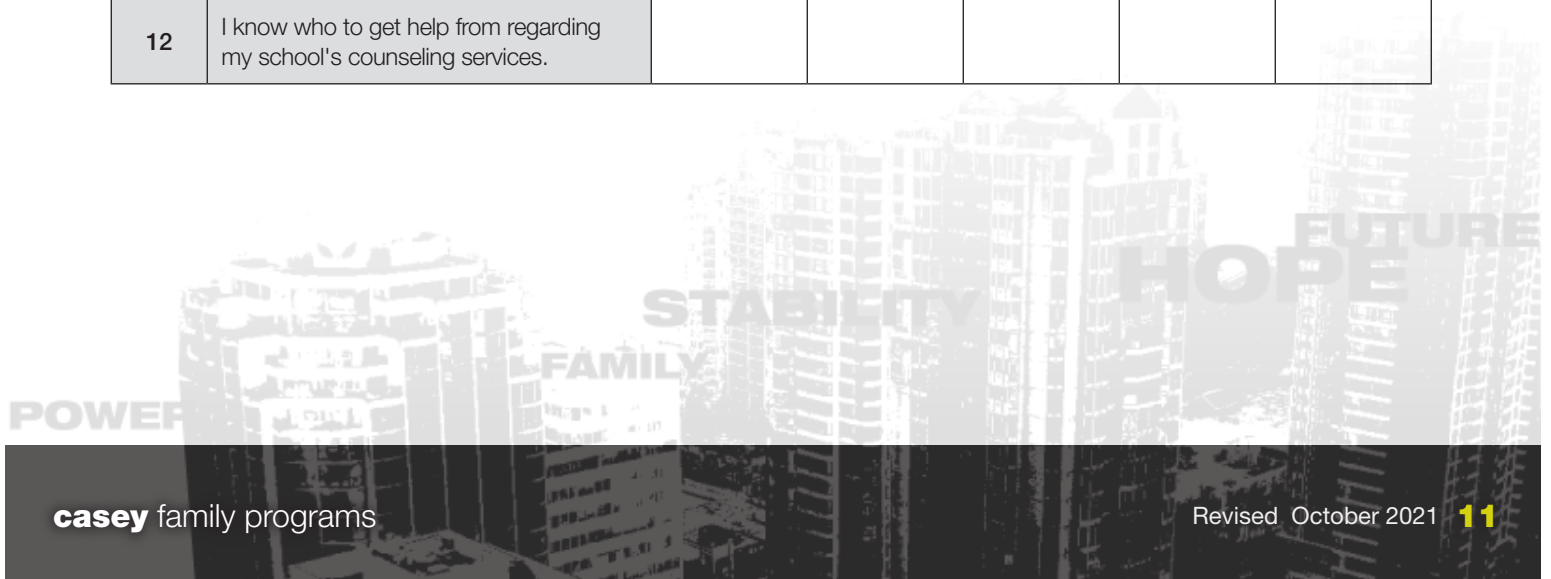
Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I know how to create a daily living budget.					
2	I understand the importance of making payments for my credit card purchases.					
3	I know the importance of having a good credit score.					
4	I know how to get my credit score.					
5	I know how to manage my bank account.					
6	I know the importance of saving money regularly from my paycheck.					
7	I understand how to use online banking to keep track of my money.					
8	I understand how to safely use online money transfer apps (e.g., PayPal, Venmo)					
9	I know the risks of using check cashing or payday loan stores.					
10	I know how to look for safe and affordable housing.					
11	I know what things to look for before signing a lease to ensure everything is working and is a safe environment.					
12	I understand how to plan for moving costs such as deposits, rents, utilities, and furniture.					
13	I know how to fill out an apartment rental application.					
14	I know where to find resources to help with water, gas and electricity bills.					

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
15	I understand the importance of having renters or homeowners' insurance.					
16	I plan for bills and other expenses that I must pay for regularly each month (e.g., car and/or health insurance, cell phone, eating out, rent, video games.)					
17	I understand that I need a valid driver's license and insurance to drive a car.					
18	I know where to go to obtain my driver's license or State ID.					
19	I understand that I need to budget for registration, repairs, insurance, and gas if I own a car.					
20	I know how to use public transportation (or rideshare services such as Uber/LYFT) to get to where I need to go.					



WORK and STUDY LIFE

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I know how to develop a resume for a job that I am applying for.					
2	I know how to fill out an online and paper job application.					
3	I know how to prepare and dress for a job interview.					
4	I know people who can help me find a job.					
5	I know what the information on my paystub or paycheck deposit means.					
6	I know who to ask to get documents I need for work (e.g., social security card, birth certificate, state ID, or work permit).					
7	I know how to fill out a W-4 payroll exemption form when I get a job.					
8	I know what benefits are covered by my employer (e.g., social security, healthcare).					
9	I know where I can get help to fill out my taxes.					
10	I know what workplace sexual harassment is.					
11	I know what workplace discrimination is.					
12	I know who to get help from regarding my school's counseling services.					



Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
13	I can take feedback and guidance at school and/or work to improve my work.					
14	I know how to prepare for course exams and presentations.					
15	I know where I can get tutoring or other help with schoolwork.					
16	I understand that I need to take careful steps to review my work before submitting it.					
17	I get my work done and turn it in on time.					
18	I know how to use a planner, calendar, or phone to plan out and keep track of important dates and assignments.					
19	I know my legal rights as a part-time or full-time employee.					



CAREER and EDUCATION PLANNING

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I know where to find work-related internships.					
2	I know how to use reliable online platforms to find information about job training opportunities.					
3	I know how to use online resources that can help me with filling out a job application.					
4	I understand the benefits of doing volunteer work.					
5	I know the importance of having a mentor to guide me in a career that I would like.					
6	I know how to find an education mentor.					
7	I am familiar with the FAFSA application.					
8	I have talked about my education plans with an education advisor.					
9	I know where to get support to understand my financial obligations for my education loan.					



CIVIC ENGAGEMENT

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I belong to a group at school, church, or community.					
2	I volunteer in my free time or for a school requirement.					
3	I make decisions based on my social, political and or religious beliefs. (e.g., where I buy products, who I support).					
4	I work with neighbors or other people to do something positive for the community.					
5	I provide support to my neighbors and friends when they need it.					
6	I actively participate in advocating for social and political issues that are important.					
7	I know how to share my views on news and politics responsibly.					
8	I have taken steps to express my opinion to a public official.					
9	I am registered or know how to register to vote.					
10	I know how to research information to improve my own understanding of a topic.					



NAVIGATING THE CHILD WELFARE SYSTEM

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I know my permanency goal (e.g., adoption, guardianship, independence, and return to home)					
2	I know how and when I can see my child welfare or juvenile justice records.					
3	I know how to contact the State Foster Care Ombudsperson/Inspector General.					
4	I know that I have a right to a lawyer while in foster care.					
5	I know how to get notified of my court hearings.					
6	I know how to participate in court and share my opinion with my caseworker or probation officer.					
7	I understand the legal and professional terms used in court and by my social worker or probation officer.					
8	I have shared with a judge what my plans are after I have aged out of foster care.					
9	I understand what a Court-appointed special advocate (CASA) or guardian ad litem (GAL) is.					
10	I understand if I am eligible for extended foster care in my state after I am 18 years.					



LOOKING FORWARD

Are the following statements like me?		Yes	Mostly yes	Somewhat	Mostly no	No
1	I have a positive outlook for my future.					
2	I can see myself being successful.					
3	I want to use my experience to mentor other youth with similar experiences.					
4	I believe I have a support system that will help me succeed.					
5	Most days, I feel confident about how my life will turn out.					
6	Most days, I feel proud of the way I am living my life.					
7	I am excited for the next phase of my life.					





Casey Life Skills **RESOURCES TO INSPIRE**



Acknowledgments

The 2021 Casey Life Skills *Resources to Inspire Guide* was informed by the input and expertise of foster care alumni, resource parents, service providers, and child welfare experts. This team was created to ensure that the needs of young people and the adults who support them were central during this refresh project. The project team would like to thank all the young people, resource parents, and service providers who contributed through listening sessions.

Please contact us at **RTeam@casey.org** if you have any questions regarding the *Resources to Inspire Guide*.

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Introduction

Welcome to the Casey Life Skills *Resources to Inspire Guide*! This guide is a collaborative tool for young people and their supportive adults to create a learning plan for skill development. It has been created in partnership with foster care alumni, resource parents, educators, and service providers to ensure the content is in line with the realities that youth are experiencing currently. It provides resources in various formats that can be used to work in groups, or one-on-one. We recognize that skill development is an ongoing process that involves goal setting, skill learning, reflection on successes and challenges, and retrying until the goals are achieved. Our hope is that this guide can be a conversation starter to empower young people to set their own goals, identify resources that will be helpful, and work collaboratively with supportive adults to develop and strengthen their skills.

Note to our young people:

The *Resources to Inspire Guide* has been created while keeping your experiences and voices at the center. We recognize that skill development is a lifelong process. It takes both your hard work and perseverance, and a sustained partnership with supportive adults. Here are some tips on how to make the best use of this guide

- 1) **Set your own goals:** Work with your supportive adult to set your goals and prioritize the skills that you believe are most important for you. Focus on skills, objectives and resources for those particular goals. You can use the *Skill Worksheet* on page [tbd] to help you think through this.
- 2) **Ask questions:** We do not expect you to understand all the information that is presented to you in this guide all at once. Please ask your supportive adults or your friends any questions that you have while going through the guide. If they don't know the answer work with them to find it!
- 3) **Don't be scared to fail:** Learning a skill is an ongoing process. Many adults are also still learning and relearning skills. Don't feel ashamed if you do not succeed in learning something at the first go. When we learn a new skill, we have to practice it and get support from people that might know it better than us.
- 4) **Take your time:** This guide is here for you anytime you need it. You do not have to rush to learn everything at once. You can come back to it any time you want to learn a new skill or refresh a familiar one. The resources can help you learn and grow as you have new experiences in life.

Note to our supportive adults:

The *Resources to Inspire Guide* has been created to be used collaboratively with young people. We encourage you to empower young people to lead the conversation and support them as they navigate the development and strengthening of various skills. Here are some tips on how to best use this guide:

- 1) **Let the youth lead:** It is important for the young person to take ownership of goal setting. Have conversations with young people that will help them recognize their priorities and set goals. The goals young people set may be different than the goals you have for them, but it is important that young people feel empowered to own their skill development journey. You can use the Casey Life Skills (CLS) assessment to help them narrow down their potential goals.
- 2) **Make it relevant:** For young people to be invested in the learning process you are encouraged to find ways to make it relevant to their day-to-day life. You can use the *Skills Worksheet* to relate the skills to their

current life (e.g., you can ask the young person to develop a resume for a job they are interested in applying to).

3) Support success and failure: Create a safe space by acknowledging that skill development is a lifelong and social process, and it may take several tries and seeking support in many ways before achieving the final goal. Make sure to celebrate small wins and to encourage the young person by sharing your own life experiences when they feel challenged.

4) Navigate resources: As you work through the guide, you might notice that the young person needs access to tangible resources. We have created *Resource Checklists* to help you work with the youth to ensure that they have resources they need for their day-to-day life. We also encourage you to connect them with your local or state resources.

How to use this guide:

We recommend using this guide along with the CLS assessment. It has three columns, (1) the skills corresponding to the CLS assessment, (2) sets of goals and expectations for that skill, and (3) resources and tools to help create activities and exercises to develop the skill. While we have provided a list of suggested resources, we encourage supportive adults and young people to find other tools online that might help. Please keep in mind the following cautions as you look for online resources:

(1) Talk to the young person about the importance of carefully examining any website that requires you to put any personal information to access the resource. Walk them through the dangers of divulging personal information to unknown sources.

(2) Help young people differentiate between useful resources and targeted commercial sites that might endorse or encourage purchase of certain products. Caution them against putting their credit card and other personal information on these websites.

(3) Create a safe space so that young people can let you know if they feel uncomfortable using a particular online resource. Assure them that there is no requirement to use a certain resource, and there are several ways to develop their targeted skills.

(4) Please also note that sharing a large volume of information and resources with young people, while well-intended, may be overwhelming to some.

Skill worksheet

This worksheet is a tool to help young people and supportive adults collaborate to set goals and reflect on the process of skill building. You can use it for every skill or set of skills that you are working on.

DEFINE: What skill I am hoping to develop? (e.g., learn how to take care of myself when I have a difficult day)

MOTIVATION: Why do I want to develop this skill? How or where will I use it? (e.g., feel better when things don't go well, like after I get into an argument with a friend)

PREPARE: What are the resources/tools that are helpful to develop this skill? (e.g., meditation, exercise, etc.)

TRY IT OUT: *What happened when I tried this new skill? Be concrete and nonjudgmental (e.g., I tried to make myself my favorite meal when I came home from a stressful day at school, but I didn't have all of the ingredients)*

REFLECT: *What were some successes and challenges I had in developing this skill?*

REFINE: *Did I learn from the approach I used to develop the skill? Is there anything I did not understand or have enough information about?*

RETRY: *What steps can I take to improve my development of this skill?*

Resources

A list of resources with details is available at the end of this guide.

Daily living skills

*A “necessary items” checklist is available at the end of this document under the resource checklists section.



Food & Nutrition

Your goals	Steps to get there	Helpful resources
Is able to evaluate one's diet for nutritional content	- Identify three personal food choices and explain their nutritional content. - Explain how personal food choices contribute to a healthy diet. - Describe the importance of drinking water. - Explain the need for moderation and balance when planning a healthy diet. - Show respect for others' opinions and cultural differences when identifying personal food choices.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 19-22) Ready, Set, Fly! PDF- Nutrition #2-3 (PDF Page 8) I'm Getting Ready PDF- How Did I Do? Section 5: H-2; H-3; H-3.1; H-5 (PDF Pages 62-64, 66) Girls Health website - Nutrition Kids Health website - Kids: Why Drinking Water is the Way to Go; Dehydration Kids Health website - Teens: Vitamins and Minerals; Dehydration Kids Health website- Parents: Dehydration
Knows how “snacking” affects nutrition.	- Explain the value of snacks. - Tell the health and nutritional risks involved in snacking. - Give three examples each of healthy and unhealthy snacks. - Describe occasions when a snack is appropriate.	Ready, Set, Fly! PDF- Nutrition #5 (PDF Page 8) Kids Health website - Teens: Smart Snacking
Knows how to read food labels for nutritional information.	- Explain why it is important to read nutritional information on food packaging. - Explain how to tell which ingredient is the largest in a food item. - Identify a product's serving size, calories, and fat grams.	I'm Getting Ready PDF- Confused? Labels Help! H-12 (PDF page 73) Kids Health website - Kids: Figuring out Food Labels

	Compare the nutritional information posted on four similar food items offered by different brands.	



Menu Planning

Your goals	Steps to get there	Helpful resources
Is able to plan a simple nutritious meal with supervision.	- Name resources available for meal planning (e.g., cookbooks, recipes on food packaging, favorite family recipes, recipes in magazines, and suggestions from cooking shows/internet, local supermarkets). - Tell how individual dietary needs and cultural preferences affect meal planning (e.g., vegetarian, food allergies). - Plan a nutritious meal.	Ready, Set, Fly! PDF- Menu Planning #2 (PDF Page 9) Kids Health website - Teens: Recipes for Teens Tip: Search the internet for find easy recipes.
Is able to plan a week of nutritious and economical meals with supervision.	- Describe how culture affects planning a menu for one or for others. - Create a shopping list specifying the items and quantity for a 7-day menu. - Calculate the cost of a 7-day menu. - Compare the costs of cooking and eating out. - Purchase food for the week within one's budget.	I'm Getting Ready PDF- It's Your Choice.... You're the Chef! H-16; H-17 (PDF Pages 77-78) Ready, Set, Fly! PDF- Menu Planning #2 (PDF Page 9) Kids Health website - Teens: Recipes for Teens



Grocery Shopping

Your goals	Steps to get there	Helpful resources
Knows and understands ways to grocery shop economically.	• Explain the value of a shopping list. • Explain the benefits of using coupons and buying store brands. • Explain unit price information for two grocery items. • Describe the advantages and disadvantages of buying in bulk. • Explain when and where to shop for bargains (e.g., sales, specials, and discounts).	<u>Ready, Set, Fly!</u> PDF- Grocery Shopping Section #5 - #7 (PDF Page 9) Tip: Use online coupon websites to help save money.
Knows how to evaluate grocery items for freshness, nutritional value, and economy.	• Explain what an expiration date is, where it might be found on a package, and how it can be used when shopping for a week's meals. • Describe the signs of spoilage in two or more foods. • Tell three potential economic and nutritional benefits of purchasing produce at local farmers' markets.	<u>I'm Getting Ready</u> PDF- Judging Fresh Produce, H-13 (PDF Page 74); How to Tell What's Inside, H-14 (PDF Page 75); Super Shopper Scavenger, H-15 (PDF Page 76) <u>Ready, Set, Fly!</u> PDF- Grocery Shopping #8 (PDF Page 9)
Knows how and is able to grocery shop for a week within a budget.	• Develop a shopping list for all household items needed for the week (e.g., food, cleaning supplies, paper goods). • Explain one strategy to keep from going over budget when shopping (e.g., use a calculator to keep a running total as you shop). • Demonstrate grocery shopping. • Evaluate the grocery shopping experience. • Grocery shop for a week without supervision. • Evaluate the week's grocery shopping experience for staying in budget and meeting needs.	<u>Ready, Set, Fly!</u> PDF- Grocery Shopping #3, 9 (PDF Pages 9-10)



Meal Preparation

Your goals	Steps to get there	Helpful resources
Knows and understands the importance of maintaining kitchen equipment and appliances.	- Describe how to store kitchen utensils in a safe and organized manner so they can be located and used efficiently and effectively. - Describe how to use available appliances in a safe manner (e.g., oven, toaster, microwave, dishwasher). - Describe how to keep kitchen appliances clean. - Know who to call for appliance repairs and service. - Keep a file of instruction booklets and warranties for kitchen appliances.	<u>I'm Getting Ready</u> PDF- Kitchen Scavenger Hunt, H-6 (PDF Page 67) The Cook's Thesaurus website – <u>The Cook's Thesaurus</u> Tip: Search the internet to find kitchen appliance maintenance.
Is able to use the available kitchen equipment to prepare and cook a simple meal or snack.	- Demonstrate the correct use of all available utensils, pots, and pans when preparing a meal or snack with supervision, if needed. - Demonstrate the appropriate and safe use of available kitchen appliances when preparing a meal or snack with supervision, if needed.	Kids Health website- Kids: <u>Being Safe in the Kitchen</u> The Cook's Thesaurus website – <u>The Cook's Thesaurus</u>
Knows and understands how to prepare food safely.	- Describe why keeping all surfaces and one's hands clean throughout the cooking process are important. - Describe how improper cooking and handling of food can cause physical illness. - Describe safe ways to defrost and clean meats and vegetables. - Demonstrate safe ways to prepare and cook meats and vegetables.	Kids Health website- Kids: <u>Being Safe in the Kitchen; Food Poisoning</u> Kids Health website- Teens: <u>E. Coli</u> The Cook's Thesaurus website – <u>The Cook's Thesaurus</u>
Can read and follow a recipe with supervision if younger, without if older.	- Translate abbreviations commonly used in recipes (e.g., tsp). - Identify and use the proper utensils used for accurate measurements (e.g., cup, teaspoon). - Interpret and demonstrate the	<u>I'm Getting Ready</u> PDF- Cooking Demonstration by Guest, H-7, H-8 (PDF Page 68); Oops! I Need to Change the Recipe, H-9 (PDF Page 69) <u>Conversion Chart</u> PDF <u>Ready, Set, Fly!</u> PDF- Meal Preparation 2, 3 (PDF Page 11)

	meanings of terms and abbreviations for processes commonly used in recipes (e.g., baste, knead, whip, fold in, bake, broil, roast). • Select the utensils and equipment needed to complete a recipe. • Use a clock or timer when baking or cooking. • Prepare food according to a recipe. • Identify and measure the ingredients called for in a recipe. • Analyze the recipe selected (e.g., ingredients required, length of time to prepare, level of difficulty). • Describe possible ingredient substitutions (e.g., margarine vs. butter, sugar vs. artificial sweetener). • Describe at least three tastes that spices add to recipes. • Demonstrate how to change a recipe (e.g., increase or decrease servings based on number of people).	The Cook's Thesaurus website – <u>The Cook's Thesaurus</u> Kids Health website- Kids: <u>Take a Look at Cooking</u>; <u>How to Read a Recipe</u>
Is able to prepare a week of nutritious and economical meals with and without supervision.	• Select the meals to be prepared each day. • Identify ingredients, utensils, and equipment needed for each meal. • Schedule meal prep so all items are ready at the same time. • Prepare the meals using the ingredients, utensils, and equipment.	<u>Ready, Set, Fly!</u> PDF- Meal Preparation #5 (PDF Page 11) Tip: Search the internet to find weekly menus.



Dining

Your goals	Steps to get there	Helpful Resources
Is able to demonstrate appropriate dining behavior in a restaurant setting.	• Demonstrate ordering from a menu. • Exhibit good table manners. • Describe appropriate dress and conversation for different dining experiences. • Demonstrate appropriate ways to get attention of wait staff. • Calculate the tip.	<u>I'm Getting Ready</u> PDF- Eating Out? Try It! H-4 (PDF Page 65) <u>Ready, Set, Fly!</u> PDF- Dining Etiquette Section #3-5 (PDF Page 12)



Kitchen Cleanup & Food Storage

Your goals	Steps to get there	Helpful resources
Can store leftovers and unused ingredients to avoid spoilage.	• Explain how long stored foods can be kept. • Explain which foods need to be refrigerated and why. • Demonstrate how to prepare foods for refrigeration, freezing, and/or storage.	<u>I'm Getting Ready</u> PDF- Empty Those Grocery Bags, H-10 (PDF Page 70); Wonder if Anyone Got Sick after Thanksgiving, H-11 (PDF Pages 71-72); Rx for Ranges, C-2-1 (PDF Page 34) <u>Ready, Set, Fly!</u> PDF- Kitchen Cleanup and Food Storage #1 (PDF Page 12), 3 (PDF Page 13) Consumer Advice on Food Safety, Nutrition, and Cosmetics, Food Storage website- <u>Your Gateway to Food Safety Information</u>
Can clean kitchen after meal preparation with supervision if younger and without supervision if older.	• Demonstrate how to wash glasses, dishes, pots, pans and utensils by hand and dishwasher (if available). • Demonstrate proper use of a garbage disposal (if available). • Demonstrate proper disposal of food and food packaging, paying attention to recycling requirements. • Demonstrate how to clean kitchen equipment and surfaces used in meal preparation.	<u>Ready, Set, Fly!</u> PDF- Kitchen Cleanup and Food Storage #2 (PDF Page 12) American Cleaning Institute (ACI) website- <u>Kitchen Appliances; Pots and Pans; Cleaning 101</u>



Home Cleanliness

Your goals	Steps to get there	Helpful resources
Can maintain a clean living space.	- Identify household chores and the person responsible for completing the task at home. - Demonstrate proper storage of cleaning products. - Demonstrate proper use of cleaning equipment and cleaning techniques. - Demonstrate two ways to store personal items. - Explain what causes sinks and toilets to clog and how to unclog them. - Describe how to minimize roaches, mice, and other pests. - Demonstrate two ways to store personal items (books, clothes, etc.)	<u>I'm Getting Ready</u> PDF- Teach Someone to Clean, C-2.2 (PDF Page 35); Me ... a Vacuum Cleaner Salesman? C-2.3 (PDF Page 36); I Can Clean it, C-2.4 (PDF Page 37); Take Out the Garbage, C-4 (PDF Page 38); Getting Rid of Unwanted Guests ... Pest Control, C-13 (PDF Page 44) <u>PAYA Module 1</u> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 121-127) <u>Ready, Set, Fly!</u> PDF- Home Cleaning and Clothing Care #1, 3 (PDF Page 13) American Cleaning Institute (ACI) website- <u>Cleaning Basics</u>
Can develop and maintain household cleaning routine.	- Explain the benefit of cleaning and changing linens regularly. - Describe what needs to be cleaned on a daily, monthly, and seasonal basis. - Demonstrate household cleaning routine for two weeks (e.g., changing linens, dusting, sweeping, vacuuming, cleaning toilet).	<u>I'm Getting Ready</u> PDF- Setting My Own Cleaning Standard, C-5, C-6 (PDF Pages 39-40) <u>PAYA Module 1</u> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 121-127) <u>Ready, Set, Fly!</u> PDF- Home Cleaning and Clothing Care #2, 5 (PDF Page 13) American Cleaning Institute (ACI) website- <u>Cleaning Basics</u>
Can care for clothing with supervision if younger and without supervision if older.	- Describe different methods for cleaning clothes (e.g., dry clean, hand wash, machine wash). - Describe steps for machine washing (e.g., separating colors, pre-treating, detergent quantity, bleach, fabric softener, selection of water temperature and washing cycles). - Complete two loads of laundry. - Demonstrate how to fold and put away clean clothing.	<u>I'm Getting Ready</u> PDF- I Did the Laundry, LG-2-1 -3 (PDF Page 48) <u>Ready, Set, Fly!</u> PDF- Home Cleaning #7-9 (PDF Page 14)



Home Safety

Your goals	Steps to get there	Helpful resources
Knows and understands the importance of home safety.	<u>Fire safety</u> - Describe use and maintenance of a smoke and carbon monoxide detector and fire extinguisher. - Explain three ways to prevent fires (e.g., avoid overuse of extension cords). - Describe an emergency evacuation route in case of fire. <u>Crime prevention</u> - Explain two ways to prevent breaking and entering in one's home. <u>Natural disasters</u> - Explain two ways to prepare for natural disasters (e.g., hurricanes, floods, tornadoes, earthquakes, national alerts, snow emergencies). <u>Home safety</u> - Explain proper storage of hazardous household materials (e.g., cleaning materials, medicines, knives). - Explain three strategies for child proofing a house (e.g., outlet plugs, cabinet locks, gates on stairways). - Describe signs of possible household dangers (e.g., smelling gas, flooding). <u>First aid</u> - Identify four items in a first aid kit/household emergency kit (e.g., bandages, disinfectant, flash light, batteries). - Describe how to prevent poisoning.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 75-94) PAYA Module 5 PDF- Safety: Handbook for Skill Development (PDF Pages 1-12) Ready, Set, Fly! PDF- Home Safety #1, 2, and 4 (PDF Pages 14-15) The Parent Center/Baby Center website- Safety and Childproofing Kid's Health website- Internet Safety American Association of Poison Control Centers website - Poison Prevention
Knows how to access community resources in case of emergency.	Explain the function of different community resources (e.g., fire, police, ambulance and when they would be used).	Ready, Set, Fly! PDF- Home Safety and Repairs #4 (PDF Page 15); Community Resources #4 (PDF Page 22)

	Evaluate three emergency situations and select the appropriate community resource.	Healthy Children website - At Home; Disasters and Your Family: Be Prepared
Is able to administer first aid and CPR.	- Complete and pass first aid training course. - Complete and pass CPR training course.	Ready, Set, Fly! PDF- Home Safety and Repairs #3 (PDF Page 15) Learn CPR from the University of Washington website - Hands on CPR/First Aid Training



Home Repairs

Your goals	Steps to get there	Helpful resources
Knows how to make simple home repairs.	- Demonstrate how to reset circuit breakers and/or replace fuses. - Demonstrate how to use a plunger or other tool to unclog toilets. - Demonstrate how to replace furnace filters. - Demonstrate safe and appropriate use of home tools. - Demonstrate how to winterize apartment/home windows, where applicable. - Explain the type of repairs for which the tenant is responsible.	I'm Getting Ready PDF- Electrical Detective at Work, C-7, C-8 (PDF Page 41) Ready, Set, Fly! PDF- Home Safety and Repairs #5 (PDF Page 15) State Farm Home website - A collection of home maintenance articles



Computer & Internet Basics

Your goals	Steps to get there	Helpful resources
Can use a computer.	- Demonstrate turning a computer on and off. - Use the mouse to open an application. - Can type on a keyboard.	wikiHow website - Free Typing Tutorial New User Tutorials website - Free Tutorial on Computer Basics
Can use a computer to complete homework assignment.	- Explain when to use word processing, spreadsheet, and presentation software. - List different types of word processing, spreadsheet and presentation software.	Microsoft website - Microsoft Office Training WebTools Company PDF- How to Search the Internet Effectively Tip: Check your local library for resources.

	• Demonstrate the use of the application. • Demonstrate creating, saving, opening, retrieving, and printing documents.	
Knows how to use the internet to locate resources.	• Locate resources that provide internet access (e.g., library, school). • Describe the functions of a search engine (e.g., Yahoo, Google, Bing). • Use the search engine to find information with job search, postsecondary education, financial aid, and leisure time.	University of California: Berkeley Library - Evaluating Resources Media Smarts website - How to search the internet effectively WebTools Company website - How to Search the Internet Effectively
Can safely set up a free email account.	• Locate three websites that offer free email service (e.g., Gmail, Yahoo, Outlook). • Select most appropriate service for your age. • Safely and accurately complete the email registration form. • Select an appropriate email username.	Tip: Do an internet search to find these resources.
Can practice personal safety on the internet.	• Explain what safe internet practice is. • Explain why safety on the internet is important. • Demonstrate three ways to practice personal safety online (e.g., never sharing your password with anyone, keep some details private such as your birth date and where you live).	Connect Safely website - Safety Tips & Advice
Knows how to address cyberbullying.	• Define cyberbullying. • Describe three ways to deal with cyberbullies.	Unicef website - Cyberbullying: What is it and how to stop it Connect Safely website- Tips to Help Stop Cyberbullying
Can explain the danger of giving out personal information online.	• Describe purpose of popular social media and networking platforms (e.g., Instagram). • Explain the function of a personal profile. • Create a safe personal profile. • Explain three consequences of giving personal information.	Connect Safely website - Social Media and Socializing Online Federal Trade Commission website- Kids and Socializing Online Federal Trade Commission website- OnGuard Online: Safety Tips

	Explain three potential consequences of posting inappropriate photos/language on your profile.	
Knows the importance of safe practices in online relationships.	- Describe the types of online relationships. - List three consequences of participating in online relationships. - List three ways to ensure personal safety in online relationships.	Connect Safely website - Online Safety Tips
Can use social networking platforms responsibly.	- Describe purpose of popular social networking platforms (e.g., Facebook, Twitter, Instagram). - Explain the function of a personal profile. - Create a safe personal profile. - Explain three consequences of giving personal information. - Explain three potential consequences of posting inappropriate photos/language on your profile.	Federal Trade Commission website - Kids and Socializing Online Connect Safely website - Online Safety Tips Kids Health website - Teens: Protecting Your Online Identity and Reputation



Daily Living Permanency

Your goals	Steps to get there	Helpful resources
Knows at least one adult, other than their caseworker or other professional, who would help in case of an emergency.	- Can name and identify at least one adult that he/she checks in with on a regular basis. - The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.	Permanency Pact - Emergency place to stay - Mentor - Someone to talk to/discuss problems - Help with reading forms, documents, and complex mail - A place to do laundry - Food/occasional meal
Has an adult the youth trusts, other than a caseworker or other professional, who could help with day-to-day needs.	- Can name and identify at least one adult that he/she checks in with on a regular basis. - The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.	Permanency Pact Regular check-in

Self care skills

*A “necessary items” checklist is available at the end of this document under the resource checklists section.



Health Care

Your goals	Steps to get there	Helpful resources
Knows how to stay healthy.	- Identify three ways to prevent a cold or flu. - Explain how to prevent contagious diseases like measles, mumps, and chicken pox through vaccination and/or avoiding contamination. - Take care of self (e.g., gets enough sleep, protects eyes). - Attend regular doctor/dentist appointments (e.g., yearly). - Explain the importance of washing our hands. - Explain family health history. - Describe personal medical history. - Keep up to date medical records. - Explain how regular exercise can make one feel better and look better. - Demonstrates an exercise that can occur at least two to three times a week.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 17-18) Ready, Set, Fly! PDF- Health #1 & 2 (PDF Page 31) Girlshealth.gov website - Illness & Disability; Fitness; Body Kids Health website - Teens: Your Body; Food & Fitness Kids Health website - Kids: Why Exercise is Wise; Be a Fit Kid Kids Health website - Parents: Parent Information
Knows how to care for minor illness and simple injuries.	- Describe symptoms of colds, flu, and other common health problems. - Demonstrate how to use a thermometer. - Select appropriate over-the-counter medications for pain, stomach upset, diarrhea, cold/allergy symptoms. - Explain how to treat cold and flu symptoms. - Demonstrate treating simple injuries like cuts, burns, bites, stings, and splinters. - Create a basic first aid kit. - Explain what to do when a fever doesn't improve.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 42-44) Ready, Set, Fly! PDF- Health #6 (PDF Page 32) Kids Health website - Kids: Staying Healthy; Illness & Disability Kids Health website - Teens: Body; Infections Kids Health website - Parents: General Health; Infections; About First Aid Guides

Knows when and how to seek medical attention.	• Explain what you would do if an illness has not responded to home remedies. • Tell when you should go to the emergency room, a clinic, or to a doctor. • Describe how to find a doctor and dentist (e.g., check yellow pages, check medical/dental societies, health insurance company, family and friends). • Explain the costs associated with doctors/dentists, clinics, and an emergency room. • See a doctor and dentist regularly for well-being care (e.g., annually). • Demonstrate making and changing a medical/dental appointment. • Explain what to do if someone ingests a poisonous substance.	<u>PAYA Module 2</u> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 45-46 and 76-78) Kids Health website - Kids: <u>People, Places, and Things that Help</u> Kids Health website - Teens: <u>Diseases & Conditions</u>; <u>Infections</u> Kids Health website - Parents: <u>Diseases & Conditions</u>; <u>First Aid & Safety</u>
Knows and understands the importance of taking prescription drugs and over-the-counter medications as prescribed.	• Explain the difference between prescription and over-the-counter medications. • Interpret instructions provided on prescription drugs and over-the-counter medications, including dose frequency, contraindications, warnings, recommended storage (e.g., safety cap use) and possible side effects. • Describe what happens when medication is used improperly. • Describe the possible effects of taking medications while pregnant. • Explain the difference between generic and brand.	<u>PAYA Module 2</u> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 40-41) <u>Ready, Set, Fly!</u> PDF- Health #7 (PDF Page 32)
Knows and understands the medical/ dental coverage available.	• Describe types of medical insurance/coverage available (e.g., Medicaid, employer health plans, student health plans, personal health plans). • Explain where and how to obtain one or more types of medical coverage.	<u>I'm Getting Ready</u> PDF- What Insurance Do I Need? M-14 (PDF Page 18) <u>PAYA Module 2</u> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 46-48) <u>Ready, Set, Fly!</u> PDF- Health #10 (PDF Page 33)

	Identify the common terms used in medical insurance (e.g., HMO, co-pay, deductible, referral, pre-existing condition).	Kids Health website - Kids: People, Places, and Things That Help Kids Health website - Parents: Doctors & Hospitals University of Florida website: Student Health Care Center - Understanding & Navigating Your Insurance Policy Nerdwallet website - Your Step-by-Step Guide to Choosing a Health Insurance Plan HealthCare.gov website - Tips about the Health Insurance Marketplace CNBC website - Turning 26? How to navigate health insurance for the first time on your own
Knows how to execute a health care proxy.	- Define health care proxy. - Explain the importance of having someone you trust to make health care treatment decisions if you are not able. - Identify a trusted adult to be your proxy. - Demonstrate how to make the health care proxy legal and what to do if they change their mind.	Do your proxy - Information on Health Care Proxies; Health Care Proxy Worksheet Appalachian Legal Services - Health Care Surrogates
Knows how to maintain good emotional health.	- Identify situations that may cause conflict between people and lead to stress. - Identify source of conflict or fear in a stressful situation. - Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule). - Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule, journal). - Describe the signs and symptoms of depression and other emotional health problems. - Describe where to go in the	Ready, Set, Fly! PDF- Health #14, 15 (PDF Page 33) Kids Health - Kids: Feelings Kids Health - Parents: Emotions & Behavior

	community to obtain help with depression and other emotional health problems.	
Knows how to avoid situations that may trigger dependency on drugs and/or alcohol.	- Can name three or more common triggers that can cause relapse. - Has an action plan to help guard against relapsing.	CRC Health Group PDF- Teens in Early Recovery: Ten Common Triggers for Relapse
Has at least one adult other than their worker help them with their medical needs. Knows a trusted adult who can help support their sobriety.	- Can name and identify at least one adult they can call to assist them with their medical needs (including visiting if they were hospitalized). - The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth. - Has a safe relationship with an adult who understands how young people can prevent relapses.	Permanency Pact - Assist with medical appointments/chaperone - Drug and alcohol addiction help - Mental health support - Safety and personal security CRC Health Group PDF - Teens in Early Recovery: Ten Common Triggers for Relapse



Personal Benefits

Your goals	Steps to get there	Helpful Resources
Knows how to access benefits such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV).	- Is made aware of the local benefits that are available to them. - Assistance is provided to apply for benefits that they are eligible for.	Centers for Medicare & Medicaid Services website - Home Page Medicaid Services website - Home Page ; Children's Health Insurance Program (CHIP) Back to the Youthhood website - The Government Center



Maintain Personal Records

Your goals	Steps to get there	Helpful resources
Knows how to obtain copies of personal documents. Knows how to maintain personal documents and records.	- Identify where to go to get a birth certificate, Social Security card, photo ID, educational transcripts, passports, voter registration card, and working papers. - Identify where to go to obtain medical history and records. - Identify where to go to obtain immigration documentation (if applicable). - Identify where to go to obtain tribal documentation (if applicable). - Identify documentation necessary to cross U.S. borders. - Identify the costs associated with obtaining these documents. - Complete the forms required to obtain copies of these documents.	<u>Ready, Set, Fly!</u> PDF- Community Resources #6 (PDF Page 22) <u>Department of the Treasury: Internal Revenue Service</u> PDF- Keeping Personal Records US Government website - <u>Replace Your Vital Records</u> Montana State University - <u>Storing Important Papers</u>



Personal Hygiene

Your goals	Steps to get there	Helpful resources
Knows and understands the importance of good hygiene.	- Describe what “good hygiene” means. - Explain how “poor hygiene” affects friendships, relationships with others, and employment opportunities. - Explain how hygiene affects one’s physical and emotional health.	<u>PAYA Module 2</u> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 5-6) Kids Health website - Kids: <u>Acne</u>; <u>Being Good to my Body</u>; <u>Taking Care of Your Ears</u>; <u>Taking Care of Your Teeth</u> Kids Health website - Teens: <u>Why Do I Get Acne?</u>; <u>What Can I do about Acne?</u>; <u>Taking Care of Your Teeth</u>; <u>Tips for Taking Care of Your Skin</u>; <u>Body Image</u>; <u>Body</u>

Can maintain good hygiene.	• Explain when and how to use hygiene products (e.g., toilet paper, soap, shampoo, brush, comb, toothbrush, toothpaste, floss, deodorant, sanitary napkins/tampons, shaving equipment). • Explain the importance of cleaning one's hands after using the toilet. • Wear clean clothes. • Describe when makeup is appropriate and how to apply it if applicable.	<u>I'm Getting Ready</u> PDF- My Grooming Plan Checklist, LG-4 (PDF Page 49) & Clothing Messages on Television, LG-5 (PDF Page 50) <u>PAYA Module 2</u> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 6, 16) Girlshealth.gov website- <u>Looking and feeling your best</u> Kids Health website - Teens: <u>Body</u>



Personal Safety

Your goals	Steps to get there	Helpful resources
Is able to find safe and supportive resources. Has a safe place to stay in the event of an emergency.	• Knows how to trust their instincts when feeling unsafe. • Knows how to access immediate help. • Understands the myths and truths about domestic violence. • Understands the myths and truths about sexual assault. • Can recognize when dating becomes violent.	Love is respect Youth Council website - <u>Home Page</u> Centers for Disease Control and Prevention (CDC) website - <u>Violence Prevention: Dating Matters</u> That's Not Cool national public education initiative website - <u>Home Page</u>



Sexuality

Your goals	Steps to get there	Helpful resources
Knows and understands how male and female bodies change during puberty.	• Identify male and female sexual anatomy. • Explain the bodily changes that take place during puberty for both males and females.	<u>Ready, Set, Fly!</u> PDF- Relationships and Sexuality #1 (PDF Page 36) Girlshealth.gov website - <u>Puberty</u> Kids Health website - Kids: <u>All About Puberty</u>; <u>Boys and Puberty</u>; <u>Puberty and Growing Up</u> Kids Health website- Teens: <u>For Girls</u>; <u>For Guys</u>; <u>Sexual Health</u>

Knows and understands the difference between sexual orientation and gender identity.	• Define the terms sexual orientation and gender identity. • Identify three sexual orientations (e.g., heterosexual, homosexual, and bisexual). • Define stereotyping and discrimination based on sexual orientation.	American Psychological Association website - Just the Facts about Sexual Orientation and Youth Human Rights Campaign website - Youth Report Teaching Sexual Health website - Sexual Orientation
Knows and understands the difference between sexuality and sex.	• Tell the four definitions of “sex” (e.g., gender, intercourse). • Explain myths and misconceptions about sex. • Explain media’s role in portraying sex and sexuality. • Explain the difference between love and sex. • Describe sexual desire versus love.	PAYA Module 5 PDF- Sexuality, STD, and Pregnancy Prevention (PDF Page 5) Sex and Sexuality (ReCAPP) PDF Teaching Sexual Health website - Home Page

Relationships & communication skills



Personal Development

Your goals	Steps to get there	Helpful resources
Knows and understands the concept of self-esteem.	- Define the term “self-esteem.” - Explain how self-esteem is related to self-awareness and self-image. - Describe how self-esteem is affected by the willingness to try new things.	Ready, Set, Fly! PDF- Personal Development #1 & 2 (PDF Page 38) Kids Health website - Kids: Self-Esteem; Feelings Kids Health website - Teens: Be Your Best Self; Mental Health; Mind
Knows and understands one’s personal strengths and needs.	- Describe three personal strengths and three needs. - Recognize how one’s strengths can be used to meet one’s needs.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 92-101) Ready, Set, Fly! PDF- Personal Development #5 (PDF Page 39)
Knows and understands the impact of caring, respectful, responsible, and honest behavior in relationships.	- Define respect. - Define in your own words caring, respectful, responsible, and honest behavior. - Give examples of situations where caring, respectful, responsible, and honest behavior affect a relationship. - Identify behaviors (in a movie, video, or role play) that are caring, respectful, responsible, and honest and behaviors that are not.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 128-138) Ready, Set, Fly! PDF- Relationships #2 (PDF Page 46) Kids Health website - Kids: Feelings
Can demonstrate everyday etiquette.	- Define everyday etiquette (opening doors for others, giving up a seat for someone, sending a thank you note, etc.) when in public. - Give examples of appropriate words to show displeasure or excitement as an alternative to cursing. - Describe the difference between gossip and sharing information.	Emily Post website - Everyday Etiquette Tip: Look up Emily Post website

	Describe at least five situations in which you would express thankfulness.	
Knows and understands how abuse, dishonesty, and disrespect impact relationships.	- Define in your own words abuse, dishonesty, and disrespectful behavior. - Give examples of how abuse, dishonesty, and disrespect impact relationships. - Identify behaviors (in a movie, video) that are abusive, dishonest, and disrespectful. - Describe how these behaviors might affect the relationships (in a movie, video).	Washington State Office of the Attorney General website- Teen Dating Violence Teaching Materials
Knows and understands the influence of spirituality on personal development.	- Define spirituality. - Explain how spirituality can play a role in one's everyday life.	Ready, Set, Fly! PDF- Cultural Awareness #7 (PDF Page 40) Recommend using the internet to find other resources



Developing Relationships

Your goals	Steps to get there	Helpful resources
Knows and understands the differences between various types of relationships.	- Describe different types of relationships (e.g., family, friends, business, professional, marital, and dating). - Recognize the value of maintaining more than one type of relationship.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 128-138) Ready, Set, Fly! PDF- Relationships #1 (PDF Page 46) Kids Health website - Teens: Relationships
Knows how to start a new friendship.	- Can define what a friend is. - Describe ways that friends spend time together. - Can think of ways to invite a new friend to join in a group activity. - Invite a new friend to spend time together in a positive	Kids Health website - Teens: Friendship Q&A for Teens ; Build Good Relationships Tip: Use the internet to find resources

	• activity.	
Knows how to maintain healthy relationships.	• Identify three characteristics of healthy and unhealthy relationships. • Describe two ways to manage an unhealthy relationship (e.g., clarify boundaries, seek counseling, seek legal help, end relationship). • Role play a strategy for managing an unhealthy relationship (e.g., setting boundaries, getting counseling, ending a relationship). • Describe two ways to improve a relationship with family, friends, mentors, co-workers, and romantic interests. • Name at least one person you can confide in.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 146-158) Ready, Set, Fly! PDF- Relationships #2 (PDF Page 46) Kids Health website - Teens: Build Good Relationships
Knows how to talk to others about decisions that affect dating and romantic relationships.	• Explain how to talk to a partner about dating, sexual activity, prevention of STDs and pregnancy, marriage, and/or parenting. • Practice talking with a partner about these issues in a mock situation. • Explain how to talk to family and friends about dating, sexual activity, prevention of STDs and pregnancy, marriage, and parenting. • Practice talking with family and friends about these issues in a mock situation.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 146-179) PAYA Module 5 PDF- Safety: Handbook for Skill Development (PDF Page 8) Ready, Set, Fly! PDF- Relationships #3 &4 (PDF Page 47) Kids Health website - Teens: What Are the Chances of Having an STD? Resource Center for Adolescent Pregnancy Prevention (ReCAPP) PDF- Adolescent Pregnancy Prevention
Knows and understands the concept of “community.”	• Define and give examples of different communities (e.g., cultural groups, neighborhoods, school, faith- based). • Identify three things that make one a part of a community (e.g., age, culture, interest, needs). • Explain the benefits of participating in diverse/different communities. • Describe the responsibilities associated with being part of a	Ready, Set, Fly! PDF- Relationships #12 (PDF Page 49) Kids Health website - Parents: Community Service: A Family's Guide to Getting Involved Key Club website - What is service leadership?

	community. • Tell why volunteerism is good for a community or neighborhood.	
Knows and understands the importance of cooperation.	• Describe three situations where you've helped others. • Describe how family members cooperate with each other. • Explain how cooperating in the workplace is helpful.	Tip: Use the internet to find resources
Knows and understands a process for making thoughtful decisions.	• Recognize the difference between impulsive and thoughtful decisions. • Describe and explain the steps used in a thoughtful decision-making process (e.g., identify goals and values involved, identify options, evaluate pros and cons, narrow unacceptable choices and select an option). • Describe why it is important to gather information when you are not sure about a decision.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 111-122) Ready, Set, Fly! PDF- Decision Making #2, 4: (PDF Page 47) Decision Education Foundation website- <u>What are Decision-Making Skills and What is a Good Decision</u> Students Against Destructive Decisions website - <u>About SADD</u>
Can use a thoughtful decision-making process in a social situation.	• Describe a social situation that requires a decision (e.g., going to a party on a school night, what to do when the person who is driving starts drinking). • Apply a thoughtful decision-making process to a social situation. • Tell why some choices are good and some are bad. • Tell what the consequences of the choices might be for yourself and others. • Evaluate the outcome of the decision (e.g., how my choices affect others).	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 118-122) Ready, Set, Fly! PDF- Decision Making #3 & 4 (PDF Page 47) Students Against Destructive Decisions website- <u>About SADD</u>
Knows at least one adult (including relatives) they can depend on when they leave care.	• Can name and identify at least one adult they can depend on when they leave care. • The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.	<u>Permanency Pact</u> • Emergency place to stay • Other supportive assistance



Communication with Others

Your goals	Steps to get there	Helpful resources
Knows and understands the elements of communication.	• Explain the difference between verbal and nonverbal communication. • Describe three forms of nonverbal communication (e.g., body postures, gestures, eye contact, and facial expressions). • State at least three ways different cultures may influence communication styles. • Identify two ways to give respectful feedback. • Identify two ways to receive feedback (e.g., making eye contact, not interrupting a conversation). • Describe how feedback helps and/or hinders communication.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 137-145) Ready, Set, Fly! PDF- Communication Section #1 – 4, 6, 7, 9, and 10 (PDF Pages 42-44)
Knows how to communicate with friends and family.	• Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language, appropriate touching). • Demonstrate giving and receiving feedback in two situations with family and friends. • Demonstrate how a conversation can show tolerance for the opinions of others. • Demonstrate receiving compliments without feeling/acting embarrassed. • Demonstrate how to clearly present your ideas or how you are feeling to others.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 139-145) Ready, Set, Fly! PDF- Communication Section #2 (PDF Page 42) Kids Health website - Kids: Feelings Kids Health website - Teens: Families
Knows how to communicate in school settings.	• Tell how to get the teacher's attention in the classroom effectively. • Tell when it's okay to talk or not talk with others in class. • Demonstrate using effective listening techniques to clarify instructions. • Demonstrate asking effective	Ready, Set, Fly! PDF- Communication #11 (PDF Page 42) Kids Health website- Kids: Feelings - My School

	questions to get help or to clarify information. • Demonstrate giving and receiving feedback in two situations with school personnel. • Demonstrate tolerance for the opinions of others.	
Knows how to communicate in school or at work.	• Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language). • Demonstrate effective listening techniques to clarify instructions. • Demonstrate the ability to ask effective questions to obtain and/or clarify information. • Demonstrate giving and receiving feedback in two work-related situations. • Demonstrate tolerance for the opinions of others.	<u>Ready, Set, Fly!</u> PDF- Communication #11, 15, 16 (PDF Pages 44- 45) Kids Health website – <u>Feelings - My School</u>
Knows how to use technology to communicate safely and effectively.	• Demonstrate safe and appropriate telephone etiquette in home and work situations (e.g., how to answer, take messages, and convey information). • Demonstrate safe and appropriate email etiquette in home and work situations. • Demonstrate safe and appropriate use of social networking in home and work situations.	<u>Ready, Set, Fly!</u> PDF- Communication #14 (PDF Page 44) Connect Safely website - <u>Online Safety Tips</u> <u>National Cyber Security Alliance</u> PDF- Social Networking Safety Tips <u>Federal Trade Commission (FTC)</u> PDF- Social Networking Sites: Safety Tips for Tweens and Teens
Knows how and when to be assertive when communicating at home, school, and work.	• Explain the differences between passive, aggressive, and assertive styles of communication. • Describe how to communicate assertively in three situations. • Recognize that people have the right to express different opinions.	<u>Ready, Set, Fly!</u> PDF- Communication #15 & 16 (PDF Page 45)
Knows how to use anger management techniques.	• Describe situations that may produce feelings of anger within oneself and others. • Identify a positive message of anger. • Describe the signs and feelings of anger within oneself and others.	<u>Ready, Set, Fly!</u> PDF- Communication #17, 18, 20, and 21 (PDF Pages 45-46) Kids Health website- Teens: <u>Dealing with Anger</u> Kids Health website - Kids: <u>Taking Charge</u>

	Describe two anger management techniques that could be used at home, school, or work.	of Anger



Cultural Competency

Your goals	Steps to get there	Helpful resources
Knows how to effectively respond to prejudice and discrimination.	- Define racism, stereotyping, prejudice, and discrimination. - Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and/or in the community.	Ready, Set, Fly! PDF- Cultural Awareness Section #11 - 14 (PDF Pages 41-42) Learning for Justice website - Home Page ; Anti-bullying Resources ; Standing Up Against Discrimination
Knows and understands one's own cultural identity.	- Define the terms culture, identity, race, and ethnicity. - Describe the customs associated with one's culture (e.g., family structure, language, food, style of dress). - Describe the contributions that one's culture has made to society. - Tell at least four ways culture has affected your identity, values, and beliefs.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 97-101) Ready, Set, Fly! PDF- Cultural Awareness Section #1 thru #8 (PDF Pages 39-40) Tip: Use the internet to find resources
Knows and understands different cultural groups.	- Identify and describe the customs of three different cultural groups. - Describe contributions made to society of at least two cultures. - Tell how to show respect for the attitudes and beliefs of other cultural groups.	PAYA Module 2 PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 97-101) Ready, Set, Fly! PDF- Cultural Awareness Section #6, 7, 9, and 10 (PDF Pages 39-41)



Domestic Violence

Your goals	Steps to get there	Helpful resources
Knows and comprehends the signs of physical and verbal abuse in relationships.	- Can explain at least two signs of domestic abuse. - Can name warning signs of dating abuse.	National Safe Place Network website: - Home Page Love is Respect website - Home Page Teens Experiencing abusive Relationships

Knows ways to safely avoid abusive relationships.		(TEAR) website - Understanding Dating Abuse
Knows ways to avoid sexual assaults or rape. Can explain what steps to take in the event of a sexual assault or rape.	• Can explain the importance of reporting a sexual assault to police or other authorities. • Can seek help in the event of a sexual assault or rape.	National Safe Place Network website - Home Page Love is Respect website - Home Page Teens Experiencing abusive Relationships (TEAR) website - Understanding Dating Abuse



Legal Permanency

Your goals	Steps to get there	Helpful resources
Understand what legal permanency is and ways to have it, such as family reunification, adoption, and guardianship.	• Is able to explain what a permanency goal is and their choices for obtaining permanency.	Refer to policy/protocols in your specific state child welfare system.
Knows what their individual legal permanency goal is and can describe it.	• Is able to describe their permanency goal. • Knows how to identify their state Independent Living coordinator.	National Resource Center for Youth Services (from the University of Oklahoma) website - Home Page

Housing & money management

*A “necessary items” checklist is available at the end of this document under the resource checklists section.



Budgeting & Spending Plan

Your goals	Steps to get there	Helpful resources
Knows and understands how one's values influence money decisions.	- Knows the difference between personal needs and wants. - Identify personal values (e.g., it is more important to spend money on clothes than to save). - Recognize the impact personal values have on money decisions.	I'm Getting Ready PDF- If You Could See Yourself 20 Years from Now... M-1 (PDF Page 6), The Big 3, M-4 (PDF Page 8), and Learn from Those Who've Been There, M-5 (PDF Page 9) I Know Where I am Going, Part I PDF- C. 1, I've Heard of "the Money Pit," pp. 4-8 (PDF Pages 8-12) Ready, Set, Fly! PDF- Beliefs About Money Section #1 - #3 (PDF Page 24) Mapping Your Future website - Establish a Budget
Knows and understands ways that people use money to help others.	- Identify specific ways to contribute to others in need (e.g., giving food, clothing, cash, and donating one's time). - Recognize that it feels good to help others. - Identify one cause to which one would contribute.	I Know Where I am Going, Part II PDF- C. 4, Why Should I Give My Money to Others? pp. 42-46 (PDF Pages 46-50) Ready, Set, Fly! PDF- Beliefs About Money #2 (PDF Page 24) & Budgeting and Spending #12 (PDF Page 29)
Is able to keep track of a weekly allowance.	- Keep an expense diary for a week to track all expenditures. - Determine major areas of expenses (e.g., clothing, food, leisure activities) and what is necessary and what is unnecessary. - Describe the consequences of making unnecessary purchases. - Assess and modify spending habits.	I'm Getting Ready PDF- Make a Money Plan for Today, M-7 (PDF Page 11) I Know Where I am Going, Part I PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43) Ready, Set, Fly! PDF- Budgeting #8 (PDF Page 29) Operation Hope website - Youth Financial Literacy
Can develop a realistic spending plan for one month.	- Explain the importance of planning one's expenditures. - Create a list of spending plan categories (e.g., food, clothes, leisure)	I'm Getting Ready PDF- Make a Money Plan for Today, M-7 (PDF Page 11), A Money Plan for Being on Your Own, M-8; M-9 (PDF

	activities). • Identify whether a category is fixed or flexible. • Assess current situation and allocate money to each category.	Page 12), and Planning My Clothes Budget, LG-8 (PDF Page 53) <u>I Know Where I am Going, Part I</u> PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43) <u>PAYA Module 1</u> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 5-8; 6-63) <u>Ready, Set, Fly!</u> PDF- Budgeting #4 (PDF Page 28) Operation Hope website- <u>Youth Financial Literacy</u>
Can develop a routine for paying monthly expenses.	• Identify at least two strategies for paying bills (e.g., automatic deductions, envelope method, online payment). • Describe the pros and cons of each strategy. • Select a strategy for paying monthly bills. • Recognize the consequences of not paying bills on time. • Develop a system for storing receipts and other payment records (e.g., tax returns, warranties). • Identify timeframes for disposing of tax returns, receipts, and warranties.	<u>I'm Getting Ready</u> PDF- Make a Money Plan for Being on Your Own, M-8, M-9 (PDF Page 12) & Budgeting Using and Envelope System, M-10 (PDF Page 13) <u>Ready, Set, Fly!</u> PDF- Budgeting #3 & 8 (PDF Pages 28-29)
Can maintain a spending plan for one month.	• Develop a monthly spending plan. • Keep an expense diary for a month to track all expenditures. • Assess spending plan and make changes as needed. • Describe the consequences of overspending. • Describe how to avoid making unnecessary purchases (e.g., prepare and use shopping lists). • Participate in leisure activities while staying in budget. • Describe when, why, and to whom	<u>I'm Getting Ready</u> PDF- Budgeting Using an Envelope System, M-10 (PDF Page 13) <u>Ready, Set, Fly!</u> PDF- Budgeting #4 (PDF Page 28) Operation Hope website - <u>Youth Financial Literacy</u> Practical Money Skills website - <u>Learn</u>

	one would turn to ask for help with budgeting.	
Knows and understands where to find help if one experiences financial difficulty.	- Identify two types of financial difficulty (e.g., bankruptcy, credit card debt, paying one's rent). - Identify the short- and long-term consequences associated with financial difficulties. - Identify the community resources that assist people with financial problems. - Explain the services and fees available from each resource.	Practical Money Skills website - Debt Basics Permanency Pact - Emergency place to stay/emergency cash - Bills and money management assistance - Finding community resources



Saving Money

Your goals	Steps to get there	Helpful resources
Knows and understands ways to save money.	- Describe two places to save money (e.g., piggy bank and savings account at a bank). - Identify two strategies for saving (e.g., pay-yourself-first, automatic payroll deduction, percentage of one's income). - Explain how a savings account provides interest on your money.	I Know Where I am Going, Part I PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43) Ready, Set, Fly! PDF- Savings #2 &3 (PDF Page 25) Operation Hope website - Youth Financial Literacy
Is able to develop a savings plan. Is able to determine what amount they have in savings.	- Establish a saving goal (e.g., long-term and short-term). - Create a savings plan to achieve a goal (e.g., special savings account).	I Know Where I am Going, Part I PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43) Ready, Set, Fly! PDF- Savings #2 &3 (PDF Page 25) Operation Hope website - Youth Financial Literacy
Knows how to open and maintain a savings account.	- Describe the different types of savings accounts. - Explain the good and bad points of different types of savings accounts. - List the types of personal identification needed to open an account. - Open a savings account.	PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 5-8; 74-76) Operation Hope website - Youth Financial Literacy

	• Fill out deposit and withdrawal forms. • Read bank statement. • Balance register with statement monthly.	Practical Money Skills website - Saving; Financial Institutions
Can achieve a short-term savings goal.	• Select and use one or more savings strategies. • Assess the effectiveness of each saving strategy in reaching your savings goal. • Tell how much money you have in savings.	I Know Where I am Going, Part I PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43) Ready, Set, Fly! PDF- Savings #4 (PDF Page 25)
Can achieve a long-term savings goal to help in the transition to self-sufficiency/self-responsibility.	• Select and use one or more savings strategies. • Assess the effectiveness of each saving strategy.	I Know Where I am Going, Part I PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43)
Knows and understands simple investment strategies.	• Describe at least two types of investments (e.g., stocks, bonds, mutual funds, property, etc.) • Describe where one would go to make each type of investment. • Explain common investment terms (e.g., assets, earnings per share, dividend yield, etc.) • Explain the costs associated with investments (e.g., transaction fees, closing costs, account management fees, etc.) • Explain the penalties for early withdrawal of money in a retirement plan. • Explain the opportunities to invest with an employer's retirement program.	Operation Hope website - Youth Financial Literacy Money under 30 website - Asset Allocation for Young Investors Forbes website - Personal finance for Young Adults: Stocks vs bonds Khan Academy website - Personal finance - Unit: Investments and retirement



Shopping

Your goals	Steps to get there	Helpful resources
Knows how to make a purchase using cash.	- Calculate discounts (e.g., how much is a \$10 book after a 15% discount?). - Count money correctly for the purchase. - Count money received in change after purchase.	Ready, Set, Fly! PDF- Budgeting #1 & 2 (PDF Pages 27-28)
Can make a return.	- Explain the appropriate procedure for returning an item. - Return one item with supervision. - Return one item without supervision.	PAYA Module 1 PDF- How to Return Clothing to a Store (PDF Pages 52-56)
Knows how advertising impacts spending decisions.	- Identify three forms of advertising (e.g., TV, radio, magazines, internet, newspaper). - Describe two ways that advertising to their age group through mail, credit cards, and television is a lure and often can be misleading or inaccurate. - Identify three products and advertising campaigns that target youth. - Identify advertising language and interpret the “fine print.” - Explain telemarketing solicitation. - Describe what “bait-and-switch” is.	<u>I Know Where I am Going, Part II</u> PDF- C. 2, I Don’t Want to Be a Shopping Fool, pp. 14-25 (PDF Pages 18-29) PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 115-118) Ready, Set, Fly! PDF- Budgeting #11 (PDF Page 29)
Knows and understands the benefits of comparison shopping.	- Explain what comparison shopping is and how it is done. - Interpret product label information and explain how this information can be used to make purchasing decisions (e.g., food labels give nutritional information, clothing labels give washing instructions). - Describe differences between brand name and generic products.	<u>I Know Where I am Going, Part II</u> PDF- C. 2, I Don’t Want to Be a Shopping Fool, pp. 14-25 (PDF Pages 18-29) PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 29-52) Ready, Set, Fly! PDF- Budgeting #9 & 11 (PDF Page 29)

	Distinguish between “fads” and necessities when purchasing products.	
Knows how to comparison shop for a big purchase (e.g., bicycle, computer, stereo, TV).	- Identify and prioritize the essential qualities of the item to be purchased (e.g., compare several bicycles). - Collect information about the choices available on the market. - Evaluate pros and cons of each choice.	Tip: Use the internet to find information on this topic
Knows and understands ways to shop on a budget.	- Describe two ways one’s shopping habits impact one’s spending plan. - Identify three alternative shopping options (e.g., flea markets, department stores, newspaper ads, secondhand shops, garage sales, mail order, internet or online shopping, discount outlets, and lay-away). - Explain when and how to look for sales (e.g., summer items go on sale after July 4, white sales offer discounts on sheets and towels). - Explain where to find and how to use coupons to save money.	<u>I’m Getting Ready</u> PDF- Comparison Shop! LG-9 (PDF Page 54) & Visit a Thrift Shop, LG-10 (PDF Page 55) <u>I Know Where I am Going, Part II</u> PDF- C.2, I Don’t Want to Be a Shopping Fool, pp. 14-25 (PDF Pages 18-29) <u>PAYA Module 1</u> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 9-63, 112-119) <u>Ready, Set, Fly!</u> PDF- Budgeting #6 & 9 (PDF Pages 28- 29) Federal Trade Commission PDF- <u>Online Shopping</u>
Can shop economically for everyday items (e.g., personal care products, food, school supplies).	- Find and use coupons. - Interpret and use unit pricing information to select the best buy for one’s budget. - Interpret and use product label information to select the best buy. - Compare prices on different brands to get the best price.	<u>I Know Where I am Going, Part II</u> PDF- C.2, I Don’t Want to Be a Shopping Fool, p. 14-25 (PDF Page 18-29) <u>PAYA Module 1</u> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 29-54, 112-119) <u>Ready, Set, Fly!</u> PDF- Personal Hygiene #4 (PDF Page 30)



Banking & Credit

Your goals	Steps to get there	Helpful resources
Knows and understands the services provided by financial institutions.	- Identify the financial institutions available in the community (e.g., banks, credit unions, savings and loans). - Describe and compare the services available. - Identify the financial institutions offering the best deals on fees and interest.	I Know Where I am Going, Part I PDF- C.5, Taking It to the Bank, pp. 40-61 (PDF Pages 44-65) I'm Getting Ready PDF- Choose a Bank, M-12 (PDF Page 15) Ready, Set, Fly! PDF- Banking #1 (PDF Page 26)
Knows and understands ways other than banks for cashing checks and borrowing money.	- Identify places in the community to cash checks (e.g., check cashing store, grocery store). - Identify ways to borrow money (e.g., family, friends, pawn shops). - Explain the pros and cons of using these ways to cash checks and borrow money.	I Know Where I am Going, Part I PDF- C.5, Taking It to the Bank, p. 40-61 (PDF Pages 44-65) Ready, Set, Fly! PDF- Banking #5 & 6 (PDF Pages 26-27) Operation Hope website - Youth Financial Literacy
Knows how to complete a money order.	- Explain what a money order is and how it is used. - Identify two places where a money order can be purchased (e.g., post office, bank). - Compare the fees associated with a money order and a checking account. - Complete one money order.	I'm Getting Ready PDF- Different Ways to Pay Our Bills, M-11 (PDF Page 14) Ready, Set, Fly! PDF- Banking #3 (PDF Page 26)
Knows how to open and maintain a savings account.	- Describe the different types of savings accounts. - Explain the good and bad points of different types of savings accounts. - List the types of personal identification needed to open an account. - Open a savings account. - Fill out deposit and withdrawal forms. - Read bank statement. - Balance register with statement monthly.	PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 74-76) Operation Hope website - Youth Financial Literacy Practical Money Skills website - Saving; Financial Institutions

Knows how to open and maintain a checking account.	- Describe the different types of checking accounts. - Explain the benefits of the different types of checking accounts. - List personal identification needed to open an account. - Open a checking account. - Write two checks. - Maintain a check register through checkbook and/or online banking. - Explain the consequences of writing checks with insufficient funds. - Balance register with statement monthly.	<u>I'm Getting Ready</u> PDF- Choose a Bank, M-12 (PDF Page 15), Now You Try It, M-13 (PDF Page 16), Avoid "Bouncing Checks," M-13.1 (PDF Page 17) <u>I Know Where I am Going, Part I</u> PDF- C.5, Taking It to the Bank, pp. 40-46 (PDF Pages 44-50) <u>PAYA Module 1</u> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 74-89) <u>Ready, Set, Fly!</u> PDF- Banking #4 (PDF Page 26) Operation Hope website - <u>Youth Financial Literacy</u> Practical Money Skills website - <u>Financial Institutions</u>
Knows how to manage money using online banking services.	- Describe the electronic banking services available at a local bank. - Explain the pros and cons of electronic banking (e.g., ATM, online services) and related fees. - Demonstrate how to make deposits, pay bills, transfer funds, and monitor balance electronically.	<u>I'm Getting Ready</u> PDF- Different Ways to Pay Your Bills, M-11 (PDF Page 14) <u>I Know Where I am Going, Part I</u> PDF- C.5, Taking It to the Bank, pp. 40-61 (PDF Pages 44-50) <u>PAYA Module 1</u> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 90-91) Operation Hope website - <u>Youth Financial Literacy</u> Practical Money Skills website - <u>Electronic Banking</u>
Knows and understands when and how to borrow money.	- Recognize when it is wise to borrow money. - Describe the benefits, risks, and responsibilities related to borrowing money from friends, family, and financial institutions. - Calculate the effect of interest on a loan.	<u>Ready, Set, Fly!</u> PDF- Banking #6 - #7 (PDF Page 27)
Knows how to apply for a loan.	- Identify two or more situations in which loans may be necessary (e.g., education, car, house). - Identify where to apply for a loan.	Recommend that practitioner or caregiver consult with local banks/credit unions for steps in applying for loans.

	• Explain what information is necessary to complete a loan application. • Complete one loan application with supervision.	
Knows and understands the pros and cons of using credit.	▪ Identify three advantages of using credit (e.g., provides cash in emergencies, allows one to make purchases over the phone or internet, is safer than carrying cash). • Identify three disadvantages of using credit (e.g., can lead to debt, high cost of interest payments, can take years to repay, end up paying more than the original price).	<u>Ready, Set, Fly!</u> PDF- Banking #5 & 6 (PDF Pages 26-27) Operation Hope website - <u>Youth Financial Literacy</u> Practical Money Skills website - <u>Financial Institutions</u>
Knows and understands how credit cards work.	• Explain the differences between credit cards, charge cards, debit cards, and the related fees. • Describe the good and bad points of each card.	<u>I'm Getting Ready</u> PDF- Different Ways to Pay Your Bills, M-11 (PDF Page 14) <u>I Know Where I am Going, Part II</u> PDF- C.2, pp. 24-25 (PDF Pages 28-29) <u>PAYA Module 1</u> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 92) <u>Ready, Set, Fly!</u> PDF- Banking #5. Operation Hope website - <u>Youth Financial Literacy</u> Practical Money Skills website - <u>Financial Institutions</u>
Knows and understands the importance of developing and maintaining a sound credit history and credit rating.	• Explain what a "credit history" and a "credit rating or score" are and how they are related and tracked. • Describe how to develop a good credit score. • Describe how to find out about one's credit score. • Describe how your credit history impacts your ability to make major purchases (e.g., car, house).	Practical Money Skills website - <u>Financial Institutions</u> Khan Academy website - <u>Unit: Interest and Debt- Credit Basics</u>
Can identify at least one adult who can provide money	• Identify at least one supportive adult who may wish to discuss up front their comfort level in supplying financial assistance. • Identify at least one supportive	<u>Permanency Pact</u> • Emergency cash • Bills and money management assistance

management support.	adult who can assist with sorting bills and managing a checkbook • Identify at least one supportive adult who can assist the youth in understanding how to maintain and obtain credit, deciphering loan applications, and • budgeting.	



Housing

Your Goals	Steps to Get There	Helpful Resources
Knows and understands the kinds of housing available in one's community.	• Identify two types of housing options (e.g., apartments, rooms for rent, houses, mobile homes, public or low-income housing). • Compare each housing option against one's personal needs and financial resources.	PAYA Module 4 PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 7-9) Ready, Set, Fly! PDF- Housing #8 (PDF Page 17) Lighthouse Youth and Family Services website - Shelter, Housing Program, and Resources for Homeless Young Adults 18-24
Knows how to search for an apartment or other housing option.	• Define the terms most commonly used in a housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord). • Interpret information contained in housing advertisements. • Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, internet, realtors). • Identify resources available to help with housing search (e.g., local housing authority). • Create a list of housing needs (e.g., close to bus line, on first floor, pets allowed). • Compare two or more housing	PAYA Module 4 PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 27-28, 35-38) Ready, Set, Fly! PDF- Housing #8 (PDF Page 17) I'm Getting Ready PDF- Do I Really Need It? PL-1; PL-2; PL-3; PL-4 (PDF Page 20) PAYA Module 5 PDF- Housing (PDF Pages 5, 14, 20-24)

	choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc. • Conduct a housing search.	
Knows how to inspect an apartment or other housing option.	• Develop a checklist for inspection (e.g., cleanliness, smoke detectors, no pests, outlets, locks, railings). • Evaluate the working condition of housing fixtures and appliances (e.g., stove, refrigerator, sink, toilet). • Determine if structural repairs are necessary and who will pay for them. • Conduct two housing inspections using checklist.	<u>I'm Getting Ready</u> PDF- Inspect an Apartment PL-7 (PDF Page 24) <u>PAYA Module 4</u> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 35-42) <u>Ready, Set, Fly!</u> PDF- Housing #9 (PDF Page 17)
Is able to apply for housing.	• Explain questions and terms on the application form. • Follow directions on the application. • Identify two references for housing application. • Complete one application without supervision. • Follow-up with landlord on status of application.	<u>I'm Getting Ready</u> PDF- Role Play Your Apartment Search, PL-6 (PDF Page 23) <u>PAYA Module 4</u> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 25-26)
Knows how to complete a lease or rental agreement.	• Define terms included in the lease (e.g., tenant, landlord, eviction). • Interpret a lease agreement. • Explain the consequences of breaking the terms of the lease. • Explain the rights and responsibilities of both the landlord and tenant under a lease agreement. • Explain the information needed to complete a rental agreement. • Complete a lease or rental agreement correctly.	<u>I'm Getting Ready</u> PDF- What are Some Types of Rental Agreements? PL-5, PL-5.1 (PDF Pages 21-22) <u>PAYA Module 4</u> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 29-34) <u>Ready, Set, Fly!</u> PDF- Housing #11-13 (PDF Page 18)
Knows and understands the pros and cons of shared living.	• Identify two reasons why people share living arrangements. • List at least four advantages and disadvantages of sharing living arrangements. • Identify two traits of roommate compatibility.	<u>I'm Getting Ready</u> PDF- Compatibility Chart, PL-11 (PDF Page 28) & Informal Roommate Contract, PL-12 (PDF Page 29) <u>PAYA Module 4</u> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF

	- Identify at least two personal traits that might bother a roommate. - Write an ad for “roommate wanted.”	Pages 11-23) Ready, Set, Fly! PDF- Housing #3 (PDF Page 16)
Knows and understands what community resources are available to help with housing issues.	- Identify two or more organizations that help with housing problems. - Describe the types of assistance provided by these organizations. - Identify the community subsidized housing agency.	I'm Getting Ready PDF- What Can I Do if My Landlord Doesn't Take Care of a Problem for Me? PL-13 (PDF Page 30) PAYA Module 4 PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Page 44) Tip: Search the internet to obtain this information for your state.
Can develop a plan to move into one's own living arrangement.	- Identify and calculate all start-up costs (e.g., application fee, security deposit, utility deposits, installation fees, first month's rent, furnishings/household items). - Create a list of necessary items (e.g., furniture, kitchen equipment, towels and linens). - Develop a realistic monthly budget for maintaining the living arrangement. - Identify two personal resources or community agencies to help with the plan. - Create a list of support services in your home community (e.g., medical, dental, emotional support).	I'm Getting Ready PDF- Equipment and Supply Checklist, PL-8-PL-9 (PDF Page 30) PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development: Money Management, Personal Budget, p. 9-63 (PDF Pages 8-67), Start-up Costs, p. 64-69 (PDF Pages 68-73), Personal Budget, p. 4 (PDF Pages 4-7), Housing, p. 40-41 (PDF Pages 40-41) Ready, Set, Fly! PDF- Housing 14 (PDF Page 18)
Can maintain one's own living arrangement.	- Arrange for telephone and utilities service. - Follow terms of the lease agreement. - Meet all financial obligations in a timely manner. - Describe two behaviors of a respectful neighbor. - Describe two ways to make your living arrangement safe (e.g., locks, smoke detector).	I'm Getting Ready PDF- Do I Really Need It? PL-1; PL-2; PL-3; PL-4 (PDF Page 20) PAYA Module 4 PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 45-53) PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 25-32) Back to the Youthhood website - the Apartment

Knows how to get emergency help for payment of utilities like water, electricity, and gas.	- Identify community resources that provide help with payment of utilities (e.g., churches, social service agencies, Chafee aftercare programs, etc.). - Describe the conditions under which help is available. - Demonstrate making a request for emergency help.	Tip: State/city laws may vary. Can obtain this information for your state using the internet.
Knows and understands homeowner/renter's insurance.	- Explain three benefits of having a homeowner/renter's insurance policy. - Explain the different terms in a homeowners/renter's insurance policy (e.g., rider, deductible, replacement value, waiting period, liability). - Identify how to obtain a policy and the related costs.	<u>I'm Getting Ready</u> PDF- What Insurance Do I Need? M-14 (PDF Page 18) <u>Ready, Set, Fly!</u> PDF- Home Safety and Repairs #6 (PDF Page 15)
Can identify at least one adult who can provide emergency housing support	- Explain the value of having people in your personal support system that can help if you were at risk of homelessness. - Identify the type of assistance available if you became homeless (e.g., couch to sleep on, occasional meal, laundry facilities, use of phone, place to receive messages, access to computer, etc.) - List at least one adult for each type of assistance identified.	<u>Permanency Pact</u> - A home for the holidays - A place to do laundry - Emergency place to stay - Food /occasional meals - A phone to use - A computer to use
Can identify at least one adult who can provide housing support/assistance.	- Explain the value of having people who can help with locating and furnishing a house. - Identify the type of assistance that might be needed when house hunting (e.g., transportation to look at housing, inspecting the house, negotiating the rent, reviewing the lease, etc.). - Name at least one person who can help with housing hunting. - Identify the type of assistance that might be needed with moving into a	<u>Permanency Pact</u> - Housing hunt - Apartment move-in

	new place (e.g., manpower, a truck, used furniture, household items, etc.). Name at least one adult to assist with moving into a new place.	



Transportation

Your goals	Steps to get there	Helpful resources
Is able to use public transportation where applicable.	- Identify the types of public transportation available. - Describe the costs of different forms of public transportation (e.g., daily, weekly vs. monthly discount tickets, cabs, bus, trains). - Read transportation schedules and maps. - Demonstrate using at least one form of public transportation.	<u>Making It on Your Own</u> book- Public Transportation (p. 57), How Do People Get Where They Are Going? (p. 50) <u>PAYA Module 4</u> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 58-63) <u>Ready, Set, Fly!</u> PDF- Transportation #3 & 4 (PDF Page 19) Tip: Search the internet for your area's transportation systems for schedules, etc.
Can travel independently.	- Demonstrate reading a map. - Identify the types of transportation available. - Describe the costs of different forms of transportation. - Read transportation schedules and maps. - Select the means of transportation from those available in your community. - Explain how to travel safely for various methods of transportation, like biking or public and private transportation (e.g., wears bike helmet, avoids hitchhiking). - Demonstrate using one or more means of transportation to travel either within or out of your community (e.g., Amtrak, bus, airline). - Give directions to your home.	<u>Making It on Your Own</u> book - Traveling Long Distance, p. 58 <u>Ready, Set, Fly!</u> PDF- Transportation #1 & 2 (PDF Pages 18-19)
Can describe the	Obtain their state's driving manual.	<u>Drivers.com</u> pdf- Learning to Drive: A Guide

steps to learning how to drive a car (study manual, safe driving class, etc.).	• Register for a defensive driving class. • Understands the conditions of driving with a learners' permit.	for Parents PAYA Module 4 PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 64-66) American Automobile Association (AAA) website - Teen Driver Safety Tip: Check your local area for training resources.
Is prepared to take a written driver's exam and driving test in their state.	• Study the driving manual. • Take a defensive driving class.	Drivers.com pdf- Learning to Drive: A Guide for Parents American Automobile Association (AAA) website - Teen Driver Safety Tip: Check your state for auto license requirements.
Knows how to get a driver's license.	• Explain the legal requirements for obtaining a driver's license in one's state. • Identify the forms of identification necessary to apply for a driver's license. • Describe the costs associated with obtaining a license. • Explain where to go to apply for the license. • Describe how to renew a license.	PAYA Module 4 PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 64-66) Drivers.com pdf- Learning to Drive: A Guide for Parents American Automobile Association (AAA) website - Teen Driver Safety Road Ready Teens website - Contract Creator
Knows and understands the consequences of driving without a license.	• Explain the laws related to driving in one's state. • Describe the penalty for driving without a license. • Describe the penalty for driving without insurance.	Tip: State laws may vary. Use the internet to obtain this information for your state.
Knows and understands the costs associated with car ownership.	• Describe the types of insurance needed for the type(s) of vehicles discussed and how to get them. • Identify and calculate the costs of car ownership (e.g., registration, tabs, insurance, routine maintenance, safety inspections).	I'm Getting Ready, PDF- What Insurance Do I Need? M-14 (PDF Page 18) PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 40-43)

	Recognize the laws associated with car ownership (e.g., insurance requirements).	Ready, Set, Fly! PDF- Transportation #10-13 (PDF Page 20)
Knows how to buy a car.	- Identify two or more places to find cars for sale (e.g., new/used car dealerships, newspapers, bulletin boards). - Evaluate the pros and cons of each financing plan. - Identify two or more places to get a car loan (e.g., “buy-here-pay-here car lots,” banks, credit unions). - Identify the pros and cons of leasing vs. buying a new or used car. - Evaluate your financial budget and determine amount of money available for car purchase. - Evaluate the pros and cons of three cars available using resources like Kelly Blue Book and Consumer Reports. - Identify two ways to comparison shop for car insurance.	Ready, Set, Fly! PDF- Transportation #14-16 (PDF Page 21) & Banking #7 (PDF Page 27)

Work & study skills

*A “necessary items” checklist is available at the end of this document under the resource checklists section.



Study Skills

Your goals	Steps to get there	Helpful resources
Knows and understands why and how to do homework.	- Tell why homework is helpful. - Demonstrate how to write down a homework assignment. - Outline a plan or list of ideas for accomplishing a given task. - Describe the importance of checking work. - Explain why it is important to get work done on time.	Kids Health website - Kids: Feelings: My School Kids Health website - Teens: How to Make Homework Less Work ADDvisor website - Creating a Homework Plan Gifted Guru video - Homework Help
Is able to use one or more study techniques to prepare for an exam or presentation.	- Identify your learning style (e.g., visual, auditory, kinesthetic). - Describe two or more study techniques that work best for each learning style (e.g., flash cards, outlining, note taking). - Demonstrate the successful use of a study technique when preparing for a test or presentation.	Kids Health website - Kids: Organize, Focus, Get It Done; Video: Study Break Yoga PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Page 8) Ready, Set, Fly! PDF- Study Skills #3, 5, 6 (PDF Pages 50-51) Education Planner website - What's Your Learning Style? 20 Questions Quiz CrashCourse video on YouTube - Crash Course on Study Skills
Knows how to access resources to improve educational outcomes.	- Name at least two resources in the community that provide tutoring, after school programs and test preparation courses, as well as the costs associated with them. - Name at least three resources in educational settings (e.g., guidance counselors, advisers, student assistance, mentors, tutors). - Explain how to access these community resources.	Ready, Set, Fly! PDF- Study Skills #8 (PDF Page 51)

Knows how to use the internet to locate resources.	• Locate resources that provide internet access (e.g., library, community center, school). • Identify locations that provide free Wi-Fi. • Describe the functions of a search engine (e.g., Google, Bing). • Use a search engine or cell phone app to find information	Ready, Set, Fly! PDF- Community Resources #1 (PDF Page 21) CNET website - How to find free Wi-Fi anywhere in the world Education.com website - How do Different Search Engines Work?
Can use a computer to complete homework assignments.	• Explain when to use word processing, spreadsheet, and presentation software. • Demonstrate the use of the application. • Demonstrate creating, saving, opening, retrieving, printing, and emailing documents.	Microsoft Office website - Microsoft 365 Training Techwalla website - Differences Between Spreadsheets & Word Processing



Employment

Your goals	Steps to get there	Helpful resources
Knows how to find part-time temporary jobs in the community.	• Identify three types of part-time, temporary jobs in the community (e.g., babysitting, paper route, mowing lawns). • Describe one or more ways to obtain a part-time, temporary job (e.g., bulletin boards, advertise in community newsletter, create a flyer, and talk to neighbors). • Select a strategy to obtain one's preferred part-time temporary job. (Signing up with a temporary work agency can sometimes lead to full-time work.) • Identify two jobs for which to apply. • Apply for a job, if applicable. • Describe different types of work experiences. • List three ways an adult can earn money and three ways a youth can earn money.	I Know Where I Am Going, Part II PDF- C.3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40) PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 44-50) Ready, Set, Fly! PDF- Employment #1, 3, 5 (PDF Pages 51-52) Career One Stop (from the United States Department of Labor) website - Career and Job Training

Knows how to search for employment.	• Use the internet to locate job openings. • Read and interpret employment information in newspaper ads and other print material. • Describe the importance of personal contacts in the employment search (e.g., the “hidden job market”). • Locate job openings using one or more search method. • Explain what public and private job placement agencies do and the costs associated with each. • Describe services offered by and utilize the local department of employment training. • Apply to at least one job.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 44-50, 75-80, 82-84) Ready, Set, Fly! PDF- Employment #5 & 6 (PDF Page 52) Career One Stop (from the United States Department of Labor) website - Career and Job Training
Can complete a job application.	• Define the terms commonly used on job applications. • Develop a personal fact sheet to use when completing job applications. • Interpret application questions and provide appropriate responses. • Complete two job applications. • Tell the importance of good job references.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 68-73, 86-88) Ready, Set, Fly! PDF- Employment #7 & 8 (PDF Page 52) Goodwill Community Foundation (GCF) Global website - Job Applications
Can develop a resume and cover letter.	• Define the term “resume.” • Describe different resume formats (e.g., functional, chronological). • Develop a resume using one of these formats with supervision. • Explain what a cover letter is and what it should contain. • Develop a cover letter to accompany a resume or application with supervision.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 39-44, 104-112) Ready, Set, Fly! PDF- Employment #8 & 9 (PDF Pages 52-53) Goodwill Community Foundation (GCF) Global website - Cover Letters; Resume Writing
Can interview for a job.	• Describe the role of the interview in the job search process. • Research the company in preparation for the interview. (Read their website, etc.). • Model appropriate grooming, attire, and behavior for a job interview.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 88-95) Ready, Set, Fly! PDF- Employment #10, 11, 12 (PDF Pages 52-53)

	• Identify possible interview questions and develop responses. • Identify legal vs. illegal interview questions. • Describe the verbal and nonverbal communication skills used in an interview. • Identify at least three personal strengths related to the employment opportunity. • Practice a job interview with a friend or older adult. • Conduct a job interview and evaluate personal performance.	Goodwill Community Foundation (GCF) Global website - Interviewing
Knows and understands the importance of following up after a job interview.	• Explain two ways to follow up, (e.g., phone call, thank you letter, e-mail). • Describe what to say in follow-up contact.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 100-103) Ready, Set, Fly! PDF- Employment #13 (PDF Page 53)
Knows and understands employee wage deductions and benefits.	• Explain the wage deduction information contained on the pay stub. • Identify employee benefits (e.g., health insurance, educational leave, vacation, disability, and pension plans). • Tell where you would find information about employee benefits (e.g., personnel policies, company website). • Describe how to get employee benefits.	I Know Where I Am Going, Part II PDF- C.3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40) PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 39-44, 118-124) Ready, Set, Fly! PDF- Employment #14 & 15 (PDF Page 53)
Knows and understands what the employer expects for a good worker.	• Describe proper workplace attire. • Identify the positive behaviors and attitudes (e.g., being on time, following directions, assuming responsibility, work cooperatively, resolve conflicts, complete tasks, meet deadlines) that affect job retention and advancement.	

Knows and understand employee rights.	- Describe one's rights regarding sexual harassment. - Explain what a grievance is and how to use the grievance procedures to resolve disputes. - Explain child labor laws (e.g., number of work hours, equipment operation).	US Department of Labor website - Youth Rules: Preparing Today's Youth for a Safe and Secure Tomorrow
Knows how to effectively respond to prejudice and discrimination.	- Define racism, stereotyping, prejudice, and discrimination. - Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and in the community.	Ready, Set, Fly! PDF- Cultural Awareness #11-14 (PDF Pages 41-42) Learning for Justice website - Standing Up Against Discrimination ; Recognizing Discrimination
Knows and understands the role of the supervisor.	- Explain what the "chain of command" is and how it works. - Describe the importance of supervision. - Describe two situations where a worker should go to his/her supervisor for assistance.	Easy Small Business HR PDF- Qualities of a Good Supervisor
Knows and understands how to advance on the job.	- Identify additional work skills that would improve your performance on the job. - Identify ways to obtain these work skills (e.g., employment training programs, higher education, self-study).	
Knows how to change jobs.	- Recognize how job endings can impact future job opportunities. - Explain why it is important to give adequate notice to the employer. - Demonstrate a positive exit interview with a company.	Ready, Set, Fly! PDF- Employment #19 (PDF Page 54)



Time Management

Your goals	Steps to get there	Helpful resources
Knows and understands the importance of time management.	- Explain how the lack of time management affects a person's work life and school life. - Identify two personal situations where time management is necessary.	Dartmouth University website - Time Management Tips
Knows the tools and techniques associated with time management.	- List three time management tools (e.g., calendar, alarm clock, watch, cell phone). - List three time management techniques (e.g., make lists, prioritize tasks).	Dartmouth University website - Time Management Tips
Knows how to use at least one time management tool to get tasks turned in on time and to be on time.	- Demonstrate how to use one time management tool to get to school or work on time. - Demonstrate how to use one time management technique to get tasks turned in on time.	Dartmouth University website - Time Management Tips



Personal Development

Your goals	Steps to get there	Helpful resources
Knows how to ask for help at school or work.	- Describe two situations when it may be necessary to ask for help at school or work. - Explain how choice of words, tone of voice, and body language can impact a request for help. - Using the situation described, demonstrate asking for help using both positive and negative words, tone of voice, and body language.	Ready, Set, Fly! PDF- Communication #11, 15, 16 (PDF Pages 44-45) Kids Health website - Kids: What to Do if You Don't Like School Kids Health website - Teens: Getting (and Giving) Help
Knows how to use a problem-solving process to negotiate problems in a	- Identify a problem related to work. (e.g., you don't have a way to get to work, your work schedule conflicts with your school activities). - Identify multiple solutions to the	Ohioline (from Ohio State University) website- Decision Making/Problem Solving with Teens

work or school situation.	problem. - Describe the criteria for selecting the best solution. - Select a solution and tell why you selected it. - Evaluate the solution after implementation.	
Knows how to receive constructive criticism at school or work.	- Identify at least two benefits of constructive criticism you may have received at work or at school. - Identify the feelings that are often associated with criticism. - Describe four strategies that can be used to accept criticism. (e.g., listen, delay reaction, agree when you can, explain what you have learned.) - Demonstrate four strategies to accept criticism.	Tip: Search online for sites such as Mind Tools.
Knows how and when to be assertive when communicating at school and work.	- Explain the differences between passive, aggressive, and assertive styles of communication. - Describe how to communicate assertively. - Recognize that people have the right to express different opinions. - Demonstrate assertive communication in three situations.	<u>Ready, Set, Fly!</u> PDF- Communication #15 & 16 (PDF Page 45)
Knows how to set measurable and achievable goals for work or study.	- Describe a process for setting thoughtful goals. - Follow the process to set two measurable, time-specific goals. - Describe the possible negative side effects of a specific goal. - Describe the positive side effects of a specific goal. - Break down one or more goals into steps.	Tip: Search for SMART goals online on sites such as Mind Tools.
Knows and understands a process for making thoughtful	- Recognize the difference between impulsive and thoughtful decisions. - Describe and explain the steps used in a thoughtful decision-making	<u>PAYA Module 2</u> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 111-119) <u>Ready, Set, Fly!</u> PDF- Decision Making #2

decisions at work and school.	process (e.g., identify the goals and values involved, identify the options, evaluate the pros and cons, narrow unacceptable choices and select an option). Describe why it is important to gather information when not sure about a decision.	& 4 (PDF Page 55) Decision Education Foundation website - <u>Making Good Choices</u>
Can use a thoughtful decision-making process at work and school.	- Describe a work situation that requires a decision (e.g., you are late for work, you see your co-worker make a mistake, you think of a better way to do something). - Apply a thoughtful decision-making process to a work situation. Tell why some choices are good and some are bad. - Tell what the consequences of the choices might be for yourself and others. - Evaluate the outcome of the decision (e.g., how my choices affect others).	<u>PAYA Module 2</u> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 118-119) <u>Ready, Set, Fly!</u> PDF- Decision Making #3 & 4 (PDF Page 55) Decision Education Foundation website - <u>Making Good Choices</u>
Knows how to work cooperatively with others.	- Explain the benefits of working cooperatively. - Identify the skills needed to work cooperatively with others (e.g., listening, giving and receiving feedback, sharing resources, communicating ideas). - Demonstrate using cooperative working skills (e.g., listening, giving and receiving feedback, sharing resources, communicating ideas).	Tip: Search the internet for sites such as Mind Tools
Can identify at least one adult who cares about how I am doing at school and/or work.	- Explain the value of having someone provide school or work support. - Identify the type of support that might be needed (e.g., someone to share school or work successes with and to talk over school or work problems). - Name at least one adult who I can talk to about school or work.	<u>Permanency Pact</u> - Someone to talk to/discuss problems - Mentor - Educational assistance



Income Tax

Your goals	Steps to get there	Helpful resources
Know how to read a pay stub.	- Explain the terms on a pay stub (e.g., gross pay, net pay). - Describe the information on the pay stub (e.g., withholding tax, gross pay, net pay, FICA, health insurance).	I Know Where I Am Going, Part II PDF- C.3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40) PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 96-97) Ready, Set, Fly! PDF- Taxes #2 (PDF Page 25)
Knows and understands one's responsibility for filing income taxes.	- Explain why people pay taxes. - Explain that income earned whether paid in cash or by check is taxable and must be reported. - Identify all types of income tax required in one's locality (e.g., federal, state, city, county). - Tell when and how often a person needs to file tax forms and make tax payments. - Explain the consequences for failing to file timely tax forms and payments.	PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Page 98) Ready, Set, Fly! PDF- Taxes #3 (PDF Page 25) Internal Revenue Service website - Understanding Taxes Student Site Economics & Personal Finance Resources for K-12 (EconoEdLink) website - Resources for All Grades
Know how to file taxes.	- Explain the documents and information required for filing taxes. - Identify places where tax forms are available. - Describe where in the community one can get help in completing tax returns. - Compare the fees associated with different methods of tax preparation (e.g., paper, with software, by an accountant). - Determine the best ways to have tax forms completed and filed (e.g., do it yourself, pay for the service, find a free service, electronic filing). - Describe the pros and cons of rapid refund.	PAYA Module 1 PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Page 98) Ready, Set, Fly! PDF- Taxes #3 (PDF Page 25) Internal Revenue Service website - Understanding Taxes Student Site

Can complete the appropriate tax form(s).	- Identify the documents necessary for completing the tax form (local, state and federal). - Explain the terms on the tax form. - Complete the tax form with supervision. - Complete the tax form without supervision. - File the tax form.	<u>Ready, Set, Fly!</u> PDF- Taxes #3 (PDF Page 25) Internal Revenue Service website - <u>Understanding Taxes Student Site</u> Bank Rate website - <u>Tax forms and publications</u>



Legal

Your goals	Steps to get there	Helpful resources
Knows and understands rights and responsibilities of foster care placement.	- Explain the rights of youth in foster care placement. - Explain how to use legal representation. - Describe the steps to access help when dealing with problems in placement.	National Center for Youth Law (NCYL) website - <u>Home Page</u> Back to the Youthhood website - <u>Knowing Your Rights and Responsibilities</u>
Knows how to view foster care or juvenile justice records.	- Explain who has access to open and closed foster care and juvenile justice records. - Describe state/tribal policies regarding closed foster care and juvenile justice records. - Explain how one goes about viewing their own record.	Contact individual state's child welfare system for policies and procedures.
Knows how to obtain legal documents necessary to go to work.	- Explain the two types of documents that are necessary to obtain employment. (e.g., (1) Driver's license, or official photo ID card, or Native American tribal document, (2) Social Security card, or original birth certificate, or Native American tribal document). - Describe how to obtain an official photo ID. - Describe how to obtain an original birth certificate.	Contact individual state's child welfare system for policies and procedures.

	Describe how to obtain an original Social Security card.	
Knows and understands the legal documents needed to apply for a federal higher education grant (Pell Grant).	Describe the types of legal documents that will be required when applying for the Pell Grant (e.g., official photo ID card, tax records from the previous year, Social Security number, FASFA form).	
Knows and understands when and how to access legal resources.	- Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics). - Describe two situations that require legal assistance. - Describe whom to call and what to do if one is a victim of a crime. - Describe the basic workings of the court system.	<u>A Future Near Me/ The Path Before Me</u> book - Page 94. American Bar Association website - <u>Find Legal Help</u> National Juvenile Defender Center website - <u>Juvenile Court Terminology</u> Law Help.org website - <u>Home Page</u>
Knows and understands the legal consequences of unlawful behaviors.	- Explain legal terms (e.g., felony, misdemeanor, civil action, bail). - Name at least five unlawful behaviors. - Compare and contrast unlawful behaviors by age, action, and potential consequences. - Describe what to do if ever questioned by the police or arrested. - Tell what age it is legal to drink. - Tell what age one can legally marry. - Describe what forms need to be completed before marrying. - Describe how long one must stay in school. - State at least two reasons why it is important to thoroughly read and understand before signing legal documents.	<u>PAYA Module 4</u> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 80-84) American Bar Association website - <u>Find Legal Help</u>



Education Planning

Your goals	Steps to get there	Helpful resources
Understands the importance of education and its relationship to employment.	- Identify personal values related to education. - Compare how individual needs and wants relate to education. - Explain the level of education/vocational training needed to achieve your employment goals.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 9-13) PAYA Module 5 PDF- Education and Career Planning for Teen Parents (PDF Page 4)
Knows and understands the educational institutions that can help me achieve my career goal.	- Identify educational/training programs that focus on my career goal. - Describe the programs at select educational/ training institutions that focus on my career goal.	National Council of Higher Education Resources website - going2college
Is able to develop an educational plan.	- Match knowledge, strengths, and abilities to educational opportunities. - Explain the qualifications necessary to achieve your educational goal. - Create an educational plan, which includes timeframes, goals, and resources needed.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Page 26) PAYA Module 5 PDF- Education and Career Planning for Teen Parents (PDF Pages 8-11)
Can identify at least one adult to talk to about an education plan.	- Explain the value of having at least one supportive adult who can provide advice when needed about educational planning. - Identify a supportive adult who has knowledge of the youth's educational interests and with whom the youth is comfortable talking.	Permanency Pact Educational assistance
Knows how to obtain financial assistance to help pay for education/ training.	- Identify the general financial assistance that is available (e.g., ETV, Pell Grant, etc.). - Identify specific financial assistance that may be available through the school or other groups. (e.g., regional scholarships, scholarship for special student populations, etc.) - Demonstrate steps necessary to apply for financial assistance available.	National Council of Higher Education Resources website- going2college US Department of Education website- Federal Student Aid resources
Knows how to apply for	Identify the steps involved in making an application.	U.S. Department of Education website - Federal Student Aid resources

educational and training programs.	- List the documents needed to complete an application. - Demonstrate the completion of an application for at least one educational or training program.	Fostering Success Michigan website - Campus Support Tip: Search the internet for resources in your area.



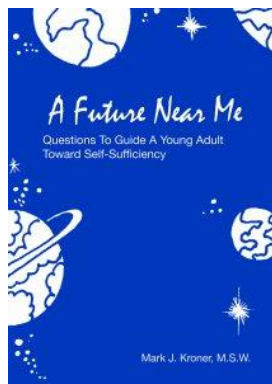
Career Planning

Your goals	Steps to get there	Helpful resources
Is able to identify careers of interest.	- Explain what different people in different jobs do. - Explain the difference between a job and a career. - Identify personal skills, abilities, likes, and dislikes related to work. - Find career fields that match skills, abilities, likes, and dislikes.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 14-22, 57-67) PAYA Module 5 PDF- Education and Career Planning for Teen Parents (PDF Page 6) Ready, Set, Fly! PDF- Career Planning #4 (PDF Page 50) CareerShip by Mapping Your Future website- An online career exploration adventure NERIS Analytics Limited website- 16 Different Personalities Test
Knows how to find career related internship, apprenticeship, or volunteer opportunity.	- Describe one or more ways to obtain an internship, apprenticeship, or volunteer opportunity. - Select a strategy to obtain an internship, apprenticeship, or volunteer opportunity.	PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 14-22, 57-67) PAYA Module 5 PDF- Education and Career Planning for Teen Parents (PDF Page 6) CareerShip by Mapping Your Future website- An online career exploration adventure
Is able to make an informed career decision.	- Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education, and training required). - Describe the benefits of volunteering, job shadowing, and paid internships to gain information about career fields. - Determine career options. - Match career interest with personal	I Know Where I Am Going, Part II PDF- C.3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40) I'm Getting Ready PDF- I Need a Job to Support Myself, M-6 (PDF Page 10) PAYA Module 3 PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 51-56) PAYA Module 5 PDF- Education and Career Planning for Teen Parents (PDF

	skills, abilities, and career objective. • Evaluate each career option and select a realistic career field that best meets one's career goal. • Identify resources that facilitate career choice (e.g., Department of Labor programs, job corps, military services).	Pages 6-7) <u>Ready, Set, Fly!</u> PDF- Career Planning #4 & 5 (PDF Page 50) CareerShip by Mapping Your Future website- <u>An online career exploration adventure</u> Public Broadcasting System (PBS) website - <u>Paying for College</u> (Special) video from 2019 Public Broadcasting System (PBS) website - <u>Ways to pay for College</u> 2019-20 (Special) video
Is able to develop a career plan.	• Describe the education needed to pursue a chosen career. • Determine the resources needed to obtain the education, training, and apprenticeship required. • Develop a written career plan with action steps, resources, and timeframes. • Explain the difference between an educational grant and loan. • Identify scholarships, grants, and financial aid available. • Explain how, when, and where to apply for financial aid. • Apply for financial aid to pay for training, if applicable.	<u>I Know Where I Am Going, Part II</u> PDF- C. 3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40) <u>PAYA Module 3</u> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 29-44) <u>PAYA Module 5</u> PDF- Education and Career Planning for Teen Parents (PDF Pages 8-11) <u>Ready, Set, Fly!</u> PDF- Career Planning #9 (PDF Page 51) Public Broadcasting System (PBS) website- <u>Paying for College</u> (Special) video from 2019 Public Broadcasting System (PBS) website- <u>Ways to pay for College</u> 2019-20 (Special) video Back to the Youthhood website- <u>Understanding Graduation Options</u> U.S. Department of Education website- <u>Federal Student Aid resources</u>
Can identify at least one adult who will provide career planning support.	• Explain the value of having someone provide career planning support. • Identify the type of support that might be needed (e.g., job shadowing, internships, recommendations, introductions to professional in the youth's field of interest, provide a reference, etc.). • Name at least one adult who can provide career planning support.	<u>Permanency Pact</u> • Career counseling • Job search assistance • Employment opportunity

List of resources

Free or low-cost life skills training resources to inspire learning



A Future Near Me/The Path Before Me (FUTURE/PATH)

A Future Near Me contains questions to guide a young adult towards self-sufficiency. The Path Before Me is designed to help American Indian Youth learn tribal ways and skills that will enable them to move into their own place. It contains questions to guide American Indian Youth towards responsible living. Both pocket guide resources, designed by Mark Kroner, can be used by the learner on their own or with an adult. The books can be used with families, schools, youth groups, life skills classes, sharing circles and elders. Self-teaching tool.

Provided by: National Resource Center for Youth Services

Link Location: Call to purchase at 1-800-274-2687 or order via this [website link](#)

Cost: \$6 each plus shipping



Back to the Youthhood

The Youthhood website is a dynamic, curriculum-based tool that can help young adults plan for life after high school. It was designed by a talented group of staff at the National Center on Secondary Education and Transition, which is located at the University of Minnesota. The National Center on Secondary Education and Transition (NCSET) helps organizations and people working with youth help young people like you move from high school to "whatever comes after high school" — whether it be college, technical school, community living, etc.

Provided by: National Center on Secondary Education and Transition

Link Location: [Back to the Youthhood Home Page](#)

Cost: Free



CNET

CNET tells you what's new in tech, culture and science, why it matters, how it works and what you need. Our global team works 24/7 to explore and explain the changing world around us. You can depend on CNET for news, commentary, analysis, features, FAQs, advice, hands-on reviews, buying guides, amazing photography and fun and informative videos.

Our audience is part of the CNET family, and the strength of our relationship with you is the ultimate test of our success. We encourage you to let us know when you find an error, spot a gap in our coverage, want more questions answered or have suggestions for how we can improve.

Provided by: CNET, a Red Ventures

Link Location: [CNET Home Page](#)

Cost: Free



Connect Safely

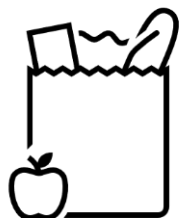
ConnectSafely is a Silicon Valley, California-based nonprofit organization dedicated to educating people about safety, privacy, security and digital wellness. Our resources include research-based safety tips, parents' guidebooks, advice, news and commentary on all aspects of tech use and policy. We offer in-depth guides and "quick-guides" for parents, educators, youth and policymakers along with resources for seniors and other adults. We also produce the twice-weekly ConnectSafely Report for CBS News Radio along with webcasts, podcasts and special events.

Whether it's social media, mobile technology or the "Internet of Things," connected technologies bring us enormous advantages, along with some challenges. ConnectSafely's job is to help users get the most from their technology while managing the risks and help decision-makers craft sensible policies that encourage both innovation and responsible use. ConnectSafely has been a leading voice for rational, research-informed policies — not "moral panics" — when it comes to dealing with challenges brought about by emerging technologies.

Provided by: Larry Magid and Anne Collier

Link Location: [Connect Safely Home Page](#)

Cost: Free



The Cook's Thesaurus

The ***Cook's Thesaurus*** is a cooking encyclopedia that covers thousands of ingredients and kitchen tools. Entries include pictures, descriptions, synonyms, pronunciations, and suggested substitutions.

Provided by: Lori Alden

Link Location: [The Cook's Thesaurus Home Page](#)

Cost: Free



CrashCourse

At Crash Course, we believe that high quality educational videos should be available to everyone for free! The Crash Course team has produced more than 32 courses on a wide variety of subjects, including organic chemistry, literature, world history, biology, philosophy, theater, ecology, and many more!

Provided by: CrashCourse

Link Location: [CrashCourse Youtube Channel](#)

Cost: Free



FAFSA (Free Application for Federal Student Aid)

Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid in the nation. At the office of Federal Student Aid, our more than 1,300 employees help make college education possible for more than 13 million students each year.

Provided by: U.S. Department of Education

Link Location: [Federal Student Aid Home Page](#)

Cost: Free



Girls Health.gov

Girlshealth.gov offers girls reliable, useful information on health and well-being.

We cover hundreds of topics, from **getting your period** to **stopping bullies**, and from **getting fit** to preventing **sexually transmitted infections**. We make our pages clear and fun, and we make sure to answer key questions girls ask. Girlshealth.gov is committed to empowering girls to create strong, positive relationships and happy, healthy futures.

Provided by: **Office on Women's Health** in the **Office of the Assistant Secretary for Health** at the **U.S. Department of Health and Human Services**.

Link Location: **[girlshealth.gov Home Page](https://girlshealth.gov)**

Cost: Free



going2college

The National Council of Higher Education Resources (NCHER) is the nation's oldest and largest higher education finance trade association. NCHER's membership includes state, nonprofit, and for-profit higher education service organizations, including lenders, servicers, guaranty agencies, collection agencies, financial literacy providers, and schools, interested and involved in increasing college access and success. It assists its members in shaping policies governing federal and private student loan and state grant programs on behalf of students, parents, borrowers, and families.

NCHER represents its members on public policy initiatives within the legislative and executive branches of the federal government, and brings together the higher education community to strengthen all federal and private student loan and state grant programs through its ongoing involvement with Congress, the U.S. Department of Education, the U.S. Department of Treasury, the Consumer Financial Protection Bureau, the Federal Communications Commission, and other federal agencies, associations, and organizations engaged in student financing and policy.

The NCHER's mission is to enhance its member organizations' abilities to help families and students develop, pay for, and attain their educational goals so they can pursue meaningful and rewarding work and become contributing members of society. Our members care whether the individual has attained his or her educational goals, not just whether he or she simply accessed a degree program.

Provided by: National Council of Higher Education Resources

Link Location: **[going2college Home Page](https://going2college.org)**

Cost: Free



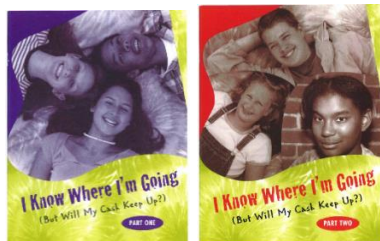
Goodwill Community Foundation

Offers free training to support skill development in areas of career planning, money management, work and job development and daily living. Offers Spanish language website and lessons with auditory component.

Provided by: Goodwill Community Foundation

Link Location: [Goodwill Home Page](#)

Cost: Free



I Know Where I'm Going (But Will My Cash Keep Up?) Part 1 and 2

A free two-part workbook for youth ages 12 and older focusing on all aspects of money management. Developed specifically for youth in out-of-home care, it is applicable to all. It includes a section on career development. Self-teaching tool or use with adult supervision.

Provided by: The Annie E. Casey Foundation (AECF)

Link Location:

Cost: Free

[I Know Where I'm Going: Part One;](#)

[I Know Where I'm Going: Part Two](#)



I'm Getting Ready. I CAN DO IT!

I'm Getting Ready is designed as an interactive workbook. Its activities are created to motivate learning. The "lessons" encourage involvement of friends, groups, family, community, and individual. It can be used by the learner or with the help of teachers, mentors, friends, parents/grandparents, foster parents and social workers. It covers topics like apartment searches, legal issues, safety, nutrition, consumer issues, money management and goal setting.

Written by: Marian B. Latzko

Link Location: [I'm Getting Ready PDF](#)

Cost: Free



Khan Academy

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computing, history, art history, economics, and more, including K-14 and test preparation (SAT, Praxis, LSAT) content. We focus on skill mastery to help learners establish strong foundations, so there's no limit to what they can learn next!

Provided by: Khan Academy

Link Location: [Khan Academy Home Page](#)

Cost: Free



Kids Health

One of the most comprehensive websites covering health, fitness, food, drugs, alcohol, disease, infection, safety, sexual health, and mental health for children, teens and young adults.

Provided by: The Nemours Foundation

Link Location: [Kids Health Home Page](#)

Cost: Free



Mapping Your Future

Mapping Your Future is a nonprofit organization committed to helping students, families, and schools navigate the higher education and student loan processes through trusted career, college, and financial aid counseling and resources. Mapping Your Future's student-minded information portal and person-to-person financial loan counseling provides unbiased financial aid education to help students understand the student loan process, educational institutions enhance default prevention plans, and members find beneficial opportunities to guide students to financial success, while supporting the mission of the organization.

Provided by: Mapping Your Future

Link Location: [Mapping Your Future Home Page](#)

Cost: Free



Medicaid

The Center for Medicaid and CHIP Services (CMCS) is one of six Centers within the [**Centers for Medicare & Medicaid Services \(CMS\)**](#), an agency of the [**U.S. Department of Health and Human Services \(HHS\)**](#). CMCS serves as the focal point for all the national program policies and operations for three important, state-based health coverage programs:

- [**Medicaid**](#) provides health coverage to low-income people and is one of the largest payers for health care in the United States.
- The [**Children's Health Insurance Program \(CHIP\)**](#) provides federal matching funds to states to provide health coverage to children in families with incomes too high to qualify for Medicaid, but who can't afford private coverage.
- The [**Basic Health Program \(BHP\)**](#) allows states an option to provide affordable coverage and better continuity of care for people whose income fluctuates above and below Medicaid and CHIP eligibility levels.

Together, these three programs provide an important foundation for maintaining the health of our nation.

Provided by: U.S. Department of Health and Human Services (HHS)

Link Location: [**Medicaid Home Page**](#)

Cost: Free

Money Pals: Being Cool with Cash

A free two-part workbook for youth ages 8-10 focusing on all aspects of money management. Developed specifically for youth in out-of-home care. Includes a section on career development. Self-teaching tool or use with adult supervision.

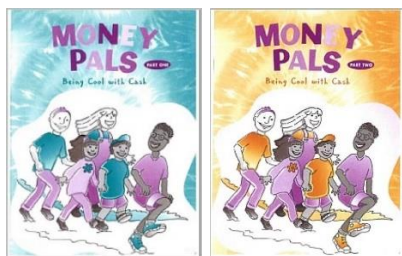
Provided by: The Annie E. Casey Foundation (AECF)

Link Location:

Cost: Free

[**Money Pals: Part One;**](#)

[**Money Pals: Part Two**](#)





Navigation Tips

Resources to help you navigate using maps and GPS

Provided by: Various

Link Location:

Cost: Free

[How to Use a Compass](#)

[How to Navigate with a Map and Compass \(with video\)](#)

[How to Navigate With a Map and Compass](#)

[How to use a compass and map](#)

[How to Use GPS](#)

**The New
Making It
On
Your
Own**



The New Making It On Your Own

This youth workbook contains 92 pages of life skill exercises that will help youth make it on their own. The New Making It On Your Own tests a youth's knowledge and challenges them to seek out new information. The workbook covers employment, housing, home management, health, leisure time, and money management. Designed for older youth working alone or with an adult.

Provided by: National Resource Center for Youth Services

Link Location: Call to purchase at 1-800-274-2687 or order via this [website link](#)

Cost: \$8.95 plus shipping. Quantity discounts available.



OASH (Office of Population Affairs) from the U.S. Department of Health and Human Services

Up-to-date information on major aspects of adolescent health, including physical and mental health, substance abuse, sexual behavior, pregnancy prevention, and healthy relationships. The website provides both new information and existing federal resources geared to meet the adolescent health information needs of diverse stakeholders.

Provided by: Office of Population Affairs from the U.S. Department of Health and Human Services

Link Location: [Office of Population Affairs Home Page](#) **Cost:** Free



Permanency Pact

A Permanency Pact creates a formalized, facilitated process to connect youth in foster care with a supportive adult. The process of bringing the supportive adult together with youth and developing a pledge or “Permanency Pact” has proven successful in clarifying the relationship and identifying mutual expectations. A committed, caring adult may provide a lifeline for a youth, particularly those who are preparing to transition out of foster care to life on their own.

Provided by: FosterClub

Link Location: [Permanency Pact](#) PDF **Cost:** Free



Practical Money Skills

Visa believes that greater financial knowledge can empower people to better manage their money and improve their quality of life. Through partnerships with state and national governments, leading consumer advocates, educators and financial institutions, Visa has developed an award-winning global program. Practical Money Skills offers interactive tools and educational resources to help individuals and communities build stronger financial futures.

Provided by: Visa

Link Location: [Practical Money Skills Home Page](#) **Cost:** Free



Preparing Adolescents for Young Adulthood (PAYA) Modules

A workbook series created by Massachusetts Department of Social Services. PAYA can be used by the learner alone, or with an adult. Topic areas and brief assessments match the learning goals and expectations of the Guidebook. The Activity/Resource Workbook contains information and exercises by topic area to help develop or strengthen the skills of the learner.

Provided by: Massachusetts Department of Social Services



PAYA Module 1

Money, Home, and Food Management Workbook



PAYA Module 2

Personal Care, Health, Social Skills, and Safety Workbook



PAYA Module 3

Education, Job Seeking Skills, and Job Maintenance Skills Workbook



PAYA Module 4

Housing, Transportation, Community Resources, Understanding the Law, and Recreation Workbook



PAYA Module 5

Young Parents Guide (Broken into Sections)

- **Sexuality, STD and Pregnancy Prevention**
- **Unplanned Pregnancy**
- **Pregnancy and Health Skills**
- **Health Care**
- **Safety**
- **Infancy**
- **Older Babies and Toddlers**
- **Children Ages 2-5**
- **Making the World a Better Place/Environment**
- **Education and Career Planning for Teen Parents**
- **Housing**
- **Making Ends Meet**



Ready, Set, Fly! A Parent's Guide to Teaching Life Skills

This resource was developed by foster parents for other parents to use when teaching life skills. It contains a series of activities and suggestions that may be used in one-to-one instruction. For parents use with youth ages 8 and older.

Provided by: Casey Family Programs

Link Location: [Ready, Set, Fly! PDF](#)

Cost: Free



Self-Care Resources

List of self-care links that include yoga and mindfulness activities

Provided by: Various

Link Location:

Cost: Free

[Yoga For Beginners At Home \(20 Minute Class\)](#) [Easy Yoga Poses For Flexibility](#)

[Beginners Yoga Series: 10 Most Important Yoga Poses for Beginners](#)

[Getting Started with Mindfulness](#)

[Mindfulness exercises](#)

[Mindfulness](#)



Self Defense/Basic Personal Safety Links and Videos

Here is a list of links and videos to learn how to defend yourself if you are attacked

Provided by: Various

Link Location:

Cost: Free

[Simple Self Defense Moves You Should Know Video](#)

[3 Simple Self Defense Moves You Must Know Video](#)

[5 Common Attacks and How to Stop Them Video](#)

[5 Self-Defense Moves Every Woman Should Know Video](#)

[National Center on Safe Supportive Learning Environments- Physical Safety Page](#)



SNAP/EBT Card

The Supplemental Nutrition Assistance Program (SNAP) is the largest federal nutrition assistance program. SNAP provides benefits to eligible low-income individuals and families via an Electronic Benefits Transfer card. This card can be used like a debit card to purchase eligible food in authorized retail food stores.

Provided by: USDA (U.S. Department of Agriculture)

Link Location: [SNAP Eligibility Info Page](#) **Cost:** Free



TANF

The Temporary Assistance for Needy Families (TANF) program provides states and territories with flexibility in operating programs designed to help low-income families with children achieve economic self-sufficiency. States use TANF to fund monthly cash assistance payments to low-income families with children, as well as a wide range of services.

Provided by: U.S. Department of Health and Human Services- Office of Family Assistance

Link Location: [TANF Eligibility Info Page](#) **Cost:** Free



Think of Us

Think of Us operates as a Research and Development Lab for child welfare, transforming the system so that people with Lived Experience are at the center of designing, imagining, and building.

The Child Welfare system is failing, causing greater trauma for the youth and families it is meant to serve. More than 70% of siblings are separated, 20,000+ youth age out of foster care each year, and 36%+ of aged out youth experience homelessness. Riddled with systemic racism, private interest money, and the criminalization of poverty, there is a devastating human cost to the gap between the goals of child welfare and its outcomes.

We envision a world where every person has the conditions they need to Heal, Develop, and Thrive. Think of Us strategically engages projects across tech, participatory research, and state and federal partnerships, driving system-wide solutions that bridge the gap between policy, practice, and people.

Provided by: Think of Us

Link Location: [Think of Us Youth Support Page](#) **Cost:** Free



Think of Us Virtual Support Services

Personal assistants who support young people and caregivers to get resources, fast.

Provided by: Think of Us

Link Location: [Virtual Support Page](#)

Cost: Free



Time Management Skills/Tips

Time management refers to managing time effectively so that the right time is allocated to the right activity.

Effective time management allows individuals to assign specific time slots to activities as per their importance.

Time management refers to making the best use of time as time is always limited.

Provided by: Various

Link Location:

Cost: Free

[7 Time Management Tips for Students](#)

[18 Best Time Management Apps and Tools \(2021 Updated\)](#)

[Time Management](#)

[Time Management - Meaning and its Importance](#)



Youth.gov

Youth.gov is the U.S. government website that helps you create, maintain, and strengthen effective youth programs. Included are youth facts, funding information, and tools to help you assess community assets, generate maps of local and federal resources, search for evidence-based youth programs, and keep up-to-date on the latest, youth-related news.

Provided by: U.S. Government

Link Location: [Youth.gov Home Page](#)

Cost: Free

Resource checklists

DAILY LIVING SKILLS CHECKLIST

KITCHEN

- ☐ Cups, plates, and bowls
- ☐ Cutlery (forks, knives, spoons)
- ☐ Cooking utensils (e.g., peeler for peeling fruits or vegetables, spatula for flipping hamburgers, tongs, wooden stirring spoon)
- ☐ Pots & pans (e.g., frying pan, large pot, and smaller pot)
- ☐ Can opener
- ☐ Kitchen knife
- ☐ Cutting board
- ☐ Mixing bowls
- ☐ Dish soap
- ☐ Kitchen cloth
- ☐ Sponges
- ☐ Broom, dustpan, mop
- ☐ Paper towels
- ☐ Water pitcher with ice filter

LAUNDRY

- ☐ Laundry basket
- ☐ Laundry detergent and dryer sheets
- ☐ Iron
- ☐ Ironing board

BEDROOM

- ☐ Bed frame
- ☐ Mattress
- ☐ Pillows
- ☐ Comforter / blanket
- ☐ Bed linens: sheets & pillowcases [check the bed size!]
- ☐ Mirror
- ☐ Alarm clock
- ☐ Curtains / blinds
- ☐ Hangers

TECHNOLOGY

- ☐ Wi-Fi router
- ☐ Computer/laptop
- ☐ Smart phone
- ☐ TV
- ☐ Streaming service

BATHROOM

- ☐ Bath towel
- ☐ Hand towels
- ☐ Bathmat
- ☐ Shower curtains
- ☐ Shampoo & conditioner
- ☐ Soap
- ☐ Bathing sponge/Washcloths
- ☐ Hairbrush/comb
- ☐ Menstrual pads/tampons
- ☐ Nail clippers
- ☐ Razors
- ☐ Shaving gel/cream
- ☐ Toilet paper
- ☐ Toothbrush & toothpaste
- ☐ Deodorant
- ☐ Toilet plunger

MISC. HOUSEHOLD

- ☐ First aid kit
- ☐ Vacuum
- ☐ Screwdriver, hammer, and other basic tools
- ☐ Garbage bags
- ☐ Garbage bin
- ☐ Extension cord

SELF CARE SKILLS CHECKLIST

PERSONAL INFORMATION

☐ Driver license/state ID	☐ Health insurance ID
☐ Car insurance and registration	☐ Health records, including vaccination proof
☐ Original or official copies of birth certificate	☐ Information of emergency contact
☐ Original or official copies of Social Security card	☐ Public transportation pass (e.g., bus/train pass)

HOUSING & MONEY MANAGEMENT CHECKLIST

EVALUATING SAFE HOUSING

**Make sure to check the conditions of:*

☐ Floors	☐ Electric outlets
☐ Walls/coverings	☐ Kitchen equipment
☐ Doors & windows	☐ Fire alarms
☐ Locks	☐ Switches & outlets
☐ Lighting	

WORK & STUDY SKILLS CHECKLIST

HOW TO PREPARE FOR A JOB INTERVIEW

- ☐ Dress professionally (check the dress code of the company)
- ☐ Prepare to arrive 10-15 minutes early
- ☐ Bring copies of your resume
- ☐ Take a paper & pen
- ☐ Take legal documentation with you (e.g., driver's license, state ID, work permit, Social Security card)
- ☐ Practice answering questions
- ☐ Prepare question to ask the employer
- ☐ Send thank you notes to all interviewers
- ☐ Follow up if you have not heard back within the timeframe discussed in the interview



casey life skills

**FUTURE
HOPE**

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Additional Assessments

These **free additional assessments** are available to help practitioners and caregivers attend to life skills relevant to youth with particular characteristics or circumstances. These assessments were developed by content experts and vetted by young people and professionals. Each assessment takes approximately 20 - 30 minutes to complete.

Like the Casey Life Skills Assessment (CLSA), they are scored on a scale of 1 – 5 and practitioners can see a youth's average scores on the assessment results. Co-administration of these assessments with the primary CLSA may provide a more thorough picture of a young person's overall life skills readiness and preparation.

To have youth take one of these additional assessments, have youth select the assessment from the assessment type drop down box on the Login page.

Pregnant and Parenting Assessments

Healthy Pregnancy

Addresses a range of prenatal and post-partum care issues that pregnant youth need to know. This 31 item assessment addresses skill areas important to having a healthy pregnancy, birth and recovery: medical, daily habits and care, safety and well-being, newborn care, self-care following birth, and expectant fathers.

Parenting of Infants

This 77 item instrument is designed to help parents of infants—birth to one year—learn skills and gain knowledge. It covers health, nutrition, child care, safety and well-being, child growth and development, and nurturing behaviors. The assessment helps young people gain knowledge and heighten self-awareness about proper parenting—skill areas needed to insure healthy babies.

Parenting Young Children

A 61 item assessment that covers skill areas to promote positive parenting of young children—ages two to six years—including health, nutrition, child care, safety and well-being, child growth and development, and nurturing behaviors. Very young parents may lack knowledge about toddlers in regards to their health, nutrition, and safety. This assessment promotes conversation between parents and teachers in order to improve overall parenting skills.

Education Assessments

The Education Assessments cover factors related to school performance and attitudes, school climate and safety, home support for education, high school completion, and enrollment in and completion of a postsecondary education and training experience. Aspects of the education experience include expectations and support from teachers and caregivers, school support for a youth's cultural identity, attendance and behavior, achievement in basic skills, study skills, school engagement and motivation, planning for postsecondary education and training, and determining support services.

Type of Assessment	Grades	Number of Items	Areas Assessed
Level 1 Elementary School	4 – 5	76	Specifics about a youth's school or program, motivation, academic success, technology and study skills, time management, supportive connections, financial aid and debt, health, foster care issues, and feelings of safety in school. and, if applicable, disabilities and other education challenges
Level 2 Middle School	6 – 8	102	Similar to Level I
Level 3 High School	9 – 12	106	Similar to Levels 1 & 2 plus assessing a youth's plans for after high school
Level Postsecondary	Two and four-year college, vocational and technical training	105	Similar to Level III plus advanced study skills, a sound knowledge of technology, and stable, supportive relationships
Educational Supports	All ages	32	IEP or 504 Plan support and assistance for young people with disabilities

These assessments serve as a “snapshot” of a student's strengths, needs, and areas of concern for educational planning. They are applicable for youth of all genders, races, ethnicities, and sexual orientations. These assessments do not measure academic skills and knowledge, but they do contain probes in math, reading, written language, technology, and transition planning. All levels have been reviewed by K-12 and postsecondary experts to assure that the probes relate to factors directly related to school success. The Educational Supports Assessment helps to inform conversations, counseling and formation of IEP's and 504 plans.

Gay, Lesbian, Bisexual, Transgender, and Questioning Youth Assessment (GLBTQ)

The number of young people in foster care who are GLBTQ is not known, however research estimates this population to be between 4 percent and 10 percent. Addressing the particular needs of GLBTQ youth is a relevant concern for child welfare agencies because youth are “coming out” at younger ages than ever before, and this presents a unique set of challenges for both families and child welfare systems. This assessment has 81 items and covers GLBTQ terminology, self-concept, community resources and supports, health, environment and safety, and family and community values.

The GLBTQ Assessment is to be used only with youth who have self-identified as GLBTQ and/or expressed an interest in this area. If you believe you have a youth who may be GLBTQ, it helps to create a positive environment to let them know you are a caring provider and receptive to helping them. For guidance on how to treat your GLBTQ clients with dignity and respect [click here to access Caseworkers with GLBTQ Clients PDF](#).

American Indian Assessment

The American Indian Assessment is designed to address the unique cultural needs of American Indians in maintaining their cultural identity while navigating between two worlds. The 27 items covered include religious and spiritual beliefs, resources and trust, tribal affiliations, family and community values, and living in two worlds. It was built in collaboration with tribal elders, community leaders, parent and youth from tribes across the United States.

This assessment may help American Indian youth as they struggle to retain their tribal values when living in large, urban settings and difficulty they may experience when they return to their tribal community. In addition, identity and spiritual development for American Indian youth may have a different pattern than that of non-native youth. This self-report can promote conversation between the youth and responsible caregivers or other adults.

Homeless Youth Assessment

This 48 item assessment addresses issues of care for youth living on the streets. It taps domains crucial to insuring they understand the resources available to them, ways to be safe, how to avoid victimization, and how to secure safe and sustainable housing. It covers knowledge and behavior in the skill areas of daily life, family and friends, health, housing, jobs, legal, safety and survival, and school. Heightened self-awareness for homeless young people may result in successfully and permanently leaving homelessness and achieving greater long-term success

Younger Youth

Youth Assessment Level I (elementary ages)

This 33-item assessment is appropriate for younger youth ages 8-9 or any young person with reading and/or developmental challenges. Youth can self-report on communication, daily living, home life, self-care, and work and study skills.

Youth Assessment Level II (middle school ages)

With 49 items, this assessment is for youth ages 10-13. Like Youth Level I, it may be useful for young people with reading and/or developmental challenges. It assesses areas in communication, daily living, self-care, social relationships, and work and study skills.

PREGNANCY AND HEALTH SKILLS

SKILL ASSESSMENT

The following questions will help you identify the skills in which you excel and target those which you need to develop. By yourself or with your team, try to answer each of the questions as honestly as possible. After completing this independent living skill assessment, review it with your team and identify those skills you would like to strengthen.

	<i>I do not know about this</i>	<i>I need to know more about this</i>	<i>I know about this</i>
1. Understand why early and regular pre-natal care (going to the doctor is important for a healthy normal baby.	☐	☐	☐
2. Understand that on the first visit to the obstetrician, he/she will ask for the mother's complete medical history and father's history, if known.	☐	☐	☐
3. Understand why the doctor will ask the patient questions about herself and father, if they smoke, drink, take any medications/drugs, etc.	☐	☐	☐
4. Understand why the obstetrician will monitor a woman's weight during pregnancy.	☐	☐	☐
5. Understand how the doctor can estimate when the baby will be born.	☐	☐	☐
6. Understand why it is so important for the mother-to-be to go to the doctor/clinic for regularly scheduled check-ups.	☐	☐	☐
7. Understand why a woman must immediately report to the doctor any unusual pain, bleeding, or swelling.	☐	☐	☐
8. Understand what physical changes will occur in a woman's body during pregnancy.	☐	☐	☐
9. Understand why it is normal for a woman to experience many different emotions (joy, fear, pride, sadness, guilt, etc.) during pregnancy.	☐	☐	☐
10. Understand why it's important for a woman to talk about these feelings with someone she trusts.	☐	☐	☐
11. Understand why some exercise is good for a mother-to-be and her baby.	☐	☐	☐
12. Know that schools have special programs for pregnant teens.	☐	☐	☐
13. Know where to go to get free or low-cost pregnancy testing and pre-natal care.	☐	☐	☐

You have now completed the assessment section and identified those pregnancy and health skills that you would like to strengthen in order to make better decisions on your own. The following guide can help you in planning how you can learn about and practice these skills. Choose a few skills that you want to develop and, with your team, write down your plan of action. Remember, once you accomplish these goals you can go back to you assessment tool and select new goals to build your new skills.

EXAMPLE

GOAL:

IMPROVE PRE-NATAL CARE SKILLS

State Skill 1:

Plan:

When:

Who:

To promote a healthy pregnancy.

Improve my eating habits by Replacing junk food with fruits and vegetables to eat a well balanced and nutritious diet

Daily for the next month

Myself

Stop myself from smoking during my pregnancy by obtaining appropriate help from others (support line, smoking cessation classes, arts, crafts and learning to knit).

Daily for the next month

Myself and my foster mother will teach me

Make sure that I attend all my scheduled prenatal appointments

Daily for the next month

Myself

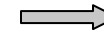
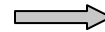
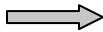
GOAL: WORK ON PRE-NATAL CARE SKILL

State Skill 1:
To be developed
and/or improved.

Plan:
How do you plan to learn,
develop and improve this skill?

When:
When, where, and how often will you
work on this skill and by when will you
have mastered this?

Who:
Who will assist you?

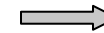
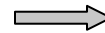


State Skill 2:
To be developed
and/or improved.

Plan:
How do you plan to learn,
develop and improve this skill?

When:
When, where, and how often will you
work on this skill and by when will you
have mastered this?

Who:
Who will assist you?



TAKING CARE OF YOURSELF AND YOUR PARTNER DURING PREGNANCY

Taking care of yourself and/or your partner is vital in promoting a healthy pregnancy and reducing the risks of complications and birth defects. Mothers-and fathers-to-be must learn about healthy diets, regular prenatal appointments, rest, and all other factors that contribute to physically taking care of oneself. In addition, it is important for both parents to know what to expect and how to deal with thoughts, feelings and challenges that may come up during this time. Finally, it is important to prepare for the birth of your child by making all necessary arrangements, which include skills that range from care-taking to obtaining furniture and baby items. This is also a time to think about what kind of changes you will have to make (i.e. day care, living situation) to accommodate a child's needs. There is much work ahead of you. But don't get discouraged! If you organize yourself, use supports offered, and take one step at a time, you will get a lot accomplished. In addition to each of the individual sections on pregnancy and birth, you also must begin to work on skills targeted in the caretaking, parenting and safety sections of this module to obtain skills and knowledge needed to care for your baby.

Let's look at tasks, expected changes and necessary accomplishments for both mother and father, a trimester (3 months of pregnancy) at a time.

FIRST TRIMESTER (1-3 months)

PHYSICAL CHANGES/SYMPTOMS THE MOTHER-TO-BE SHOULD EXPECT

- Breasts will grow (until about the fifth month of pregnancy) and as they get larger, they may feel tender. Expect the brownish circle around each nipple (areola) to get darker also. Make sure you wear a bra that gives you good support because you don't want your breasts to sag later.



ACTIVITY

If necessary, you will need to buy a new, larger size bra that fits you properly and offers sufficient support.

Father: Remember, it is your responsibility to financially assist your partner in purchasing maternity clothes. You may want to accompany your partner to the store or mall and assist her financially in obtaining bras.

- You may notice that you have to go to the bathroom more often. During the first few months, the growing fetus and the uterus press on the bladder where the urine is stored. Even if you are bothered by frequent urination, it is important to drink 6-8 glasses of fluid every day.
- You may feel nauseous or have to vomit. That is called morning sickness, although it does not only occur in the morning.



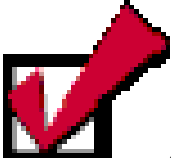
ACTIVITY

If you have morning sickness, try eating a few crackers before getting up in the morning, or when you feel sick. For breakfast, try eating dry toast. Eating 4-6 small meals a day, or light snacks between meals, may also help you. If certain smells bother you, get some fresh air.



Father: Morning sickness is no fun! You may want to help out by being supportive and carrying crackers with you and eating small meals with your partner.

- You may feel tired and more sleepy than usual.

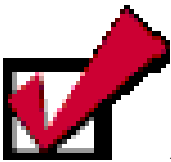


ACTIVITY

During pregnancy, you will need 8 to 10 hours of sleep each night. It is also a good idea to rest during the day. The amount of sleep and rest you need will depend, in part, on how active you are. So, look at your schedule and make sure to adjust all your activities in order to get plenty of rest.

Father: You may want to run errands, help with chores and task, etc. to assure that the mother-to-be is getting enough rest.

- While doctors agree that there is no medical reason to stop having sexual intercourse when pregnant (except if you have pain, bleeding, or cramping during or after making love—and in such cases, you should see a doctor), it is possible that your feelings about sex may change while you are pregnant. You may be more or less interested in it.

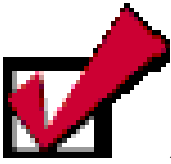


ACTIVITY

Whatever your feelings or changes in your sexual desires, talk them over with your partner.

Father: You must be understanding and supportive of any changes in her sexual desires.

- It is common for pregnant women to feel faint or dizzy after they have been standing for long periods of time or when they stand up too quickly.

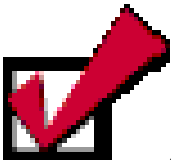


ACTIVITY

Try and remember to stand up slowly. If you feel dizzy, sit down and put your head between your knees. This should make you feel better. If you feel faint or dizzy frequently, consult your doctor.

Father: Remind your partner to stand up slowly and not to stay on her feet too long. Offer her a hand to support her when she gets up. Ask her frequently how she feels.

- Having a heavy discharge (white stuff) in your underpants is normal.



ACTIVITY

Take frequent baths or showers to help you feel clean. If the discharge gives you a burning sensation, itchy feeling, or has a bad smell, call your doctor.

Father: You may feel uncomfortable about some physical changes that come along with pregnancy, but remember—so may she. Talking about it and becoming educated will make it easier for both of you.

PREGNANCY



ACTIVITIES

I. Answer True or False to each of the statements below. (Answers follow the questions.)

1. The developing baby is protected and can move freely within the fluid-filled amniotic sac inside the mother's body.
2. The placenta is a sponge-like sac, which transmits nourishment and oxygen from the mother to the baby and gets rid of waste.
3. Sugar or albumin (protein) in the urine is normal during pregnancy.
4. A simple blood test can give the doctor necessary information about a patient's blood type and Rh factor. It can also determine whether or not the patient is anemic or has a sexually transmitted disease (STD).
5. Colostrum is a clear or yellowish liquid which may drip from a woman's breasts during pregnancy.
6. Constipation and heartburn never occur during pregnancy.
7. Most pregnant teenagers gain more than 30 lbs. during pregnancy.
8. A woman may feel more tired than usual during pregnancy.
9. Eating foods with lots of calcium is very important for mothers-to-be.

ANSWERS:

1. TRUE. Between the wall of the uterus and the baby is a bag of water (the amniotic sac). The water is called the amniotic fluid. This fluid protects the baby from bumps and falls. The fluid in the bag is cleaned about eight times a day. No one knows for sure how this happens. A mucus plug blocks the opening in the cervix to protect the baby.
2. TRUE. The placenta forms during the first 3 months of pregnancy. In the early stages of pregnancy, it is small and flat and looks like a pancake. It is attached to the wall of the uterus. The umbilical cord grows out of the placenta and connects to the baby at his or her navel (belly button).
3. FALSE. If a urine test reveals sugar or albumin in the urine, this may be a sign of a problem.
4. TRUE. The doctor needs to know if the mother's blood type is O, A, B or AB and whether she has a positive (+) or negative (-) RH factor. The doctor will also test her blood for anemia. All this information will help the doctor to better plan for both mother and the baby during pregnancy. An STD (Sexually Transmitted Disease) can be harmful to mother and her baby. It is important to treat or take the necessary precautions with such diseases immediately.

5. TRUE. This liquid is a sign that a woman's body is getting ready to produce milk for the baby. It is normal.
6. FALSE. Constipation and heartburn are common during pregnancy. Eating and exercising properly can help alleviate these problems.
7. FALSE. A normal weight gain for most pregnant teens is approximately 24 to 30 pounds.
8. TRUE. As the uterus gets larger, a mother-to-be has more weight to carry around. However, she may feel more tired during some months of pregnancy than others.
9. TRUE. Find out why calcium is so important to pregnant teens and the developing baby in the food and nutrition section.

II. How many of the following questions can you answer correctly? Select the correct term from the choices below.

1. When a woman is 2 weeks pregnant, the developing baby is called a/an _____.
2. Twelve weeks into pregnancy, the developing baby is called a/an _____.
3. A baby's growth within the mother's body is separated into time periods called _____.

Choices:

- A. Circumcision
- B. Fetus
- C. Crowing
- D. Hemoglobin
- E. Embryo
- F. Trimester

Answers

1. E 2. B 3. F

III. Circle the letter that corresponds to the correct answer in the multiple-choice questions below (answers follow).

1. Doctors can tell what the sex of the developing baby is at
 - a. 4 weeks.
 - b. 8 weeks.
 - c. 12 weeks.
 - d. 16 weeks.
 - e. 20 weeks.

2. A pregnant woman will feel the baby move for the first time during the
 - a. 1st month.
 - b. 3rd month.
 - c. 5th month.
 - d. 6th month.
 - e. 8th month.

3. In utero, the developing baby is able to do the following during the 4th month:
 - a. Kick
 - b. Roll over
 - c. Turn from side to side
 - d. Wave arms and legs, wake and sleep
 - e. All of the above

4. The developing baby (in utero) is able to do the following during the 7th month:
 - a. Hear the sound of loud voices and other loud noises
 - b. Recognize mother by the sound of her voice
 - c. Suck on his/her thumb
 - d. Cry and hiccup
 - e. All of the above

5. Bleeding from the vagina during pregnancy, especially if it happens in the first 12 weeks, is a possible indication of
 - a. cholestasis
 - b. Pressure from the developing baby
 - c. A big baby
 - d. Miscarriage

6. Drugs can hurt a developing baby by
 - a. Causing serious birth defects
 - b. Retarding the developing baby's growth
 - c. Impairing the baby's brain development
 - d. A and B
 - e. All of the above

7. If a mother-to-be smokes during pregnancy, the developing baby may be
 - a. Born with cancer
 - b. Smaller to the point that his health and life can be endangered
 - c. Less smart
 - d. All of the above
 - e. B and C
8. A pregnant woman who drinks alcohol can damage her baby's
 - a. Looks
 - b. Brain
 - c. Growth
 - d. All of the above
9. Which of the following can be very dangerous to the unborn baby if the mother gets it during the first 3 months of her pregnancy?
 - a. The flu
 - b. Sinusitis
 - c. German Measles
 - d. All of the above

Answers:

1. a
2. c
3. e
4. e
5. d (refer to note)
6. e
7. e
8. d
9. c

NOTE: Bleeding from the vagina may not be anything to worry about, but it is a danger sign during pregnancy which should be immediately reported to the doctor.

What do we need to do to promote a healthy pregnancy during this trimester?

1. HAVE A REGULAR PRENATAL CARE

To assure a healthy start for the mother as well as the baby, it is very important that you set up an appointment with your gynecologist or clinic as soon as you find out that you are pregnant. The doctor will perform tests to rule out any early complications. He/she will most likely prescribe vitamins and talk to you about all issues related to pregnancy.

It is also very important to have your doctor's name, address, and telephone number with you at all times in case of complication or later on, when labor begins. You may also want to give his/her name to the father-to-be.

Note to fathers: While the mother carries the baby, fathers assume responsibility during pregnancy as well. Every doctor will be happy to answer any questions you may have. Most mothers-to-be welcome fathers to accompany them to prenatal appointments and to be part of the decision-making process regarding labor and birth. Fathers can also assist mothers by reminding them to take their vitamins and helping with transportation to appointments, etc.

Doctor's/Clinic's Name

Street

City/Town

Telephone #

Emergency

ACTIVITY

If you haven't already done so, set up an appointment with your doctor or clinic.

My appointment is on:

Date _____

Time _____

Your doctor will schedule regular appointments. It is important that you post them and keep track of them.

2. EAT WELL DURING PREGNANCY

The food you eat supplies your growing baby with all the things s/he needs to build the whole body. Bones, organs, muscles, and the brain are formed from the food you eat while you are pregnant. It's also good for you to remember that you, too, as a teenager are still growing. When you become pregnant, you are eating for your own health as well as the baby's. So it is especially important for you to eat well.

How do you eat a well-balanced diet? The best way to make sure you are getting the right nutrients is to eat a variety of foods every day. To help you choose the foods you and your baby need, we have provided two charts which give you information about the different food categories and examples of foods in each of these groups, including their nutrients and recommended daily portions. We have also provided a fact sheet, which explains nutrients.

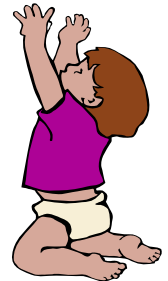
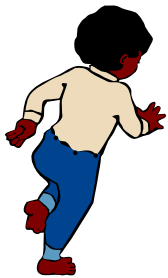
Before you turn to the charts and fact sheet, consider the following:

Mother Who Eat Well

- Are stronger for delivery
- Have a normal weight gain
- Have a better chance of being able to nurse their babies
- Are better able to deal with their emotions
- Get their figures back more easily

Babies With Mothers Who Eat Well Have a Better Chance of

- Developing needed brain cells
- Having a well-formed and healthy body
- Attaining normal weight



In order to be sure to eat right, mothers- and fathers-to-be have to be familiar with basic nutritional information. So to learn about a healthy diet, let's start with a closer look at the four food groups.

THE FOUR FOOD GROUPS

Milk and Milk Products:

Whole, skim, powdered, buttermilk, cottage cheese, ice cream, ice milk, yogurt, and other foods made with milk.

Benefits for you and your baby:

Calcium:

Needed to build strong bones and teeth; helps nerves and muscles work well.

Protein:

The building block of the body, brain, and blood; needed to build a strong body and mind and keep them healthy;

Vitamin D:

Helps the body use calcium; prevents rickets

Vitamin A:

“Good Looks Vitamin” needed for eyes, skin, hair, and normal body growth.

Meat and Other Protein Foods:

Meat, fish, chicken, eggs, menudo, liver, pinto beans (all beans), dried peas, nuts, soybeans, chitlins, and peanut butter.

Benefits for you and your baby:

Protein:

The building block of the body, brain, and blood; needed to build a strong body and mind and keep them healthy;

Folic acid:

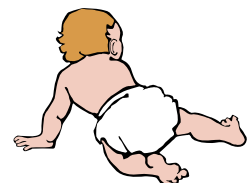
B Vitamin needed to help the body use iron.

Iron:

Needed for red blood cells, which carry oxygen through the body; prevents anemia. The baby's body stores iron during pregnancy for use after birth.

B Vitamins:

Needed for healthy nerves, good appetite; helps body use other nutrients.



Fruits and Vegetables

Vitamin C:

Oranges, lemons, grapefruit, strawberries, green chilies, tomatoes, brussel sprouts, broccoli.

Vitamin A:

*Choose at least one serving of Vitamin C each day.

Green or red chilies, carrots, spinach, greens, cantaloupe, pumpkin, any dark yellow or green fruits or vegetables.

Benefits for you and your baby:
Vitamin C:

*Choose at least one serving of Vitamin A each day.

Helps keep body healthy; needed for teeth, gums, bones, body cells, and blood vessels. “Good Looks Vitamin” needed for eyes, skin, hair, and normal body growth.

Vitamin A:

Breads and Cereals:

Whole grain or “enriched” bread, cereal, muffins, tortillas, rye bread, buns, rice, pasta.

Benefits for you and your baby:
B Vitamins:

Needed for healthy nerves, good appetite; helps body use other nutrients

Iron:

Needed for red blood cells, which carry oxygen through the body; prevents anemia. The baby’s body stores iron during pregnancy for use after birth.

Water:

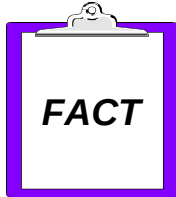
Alone or in other fluids

Benefits for you and your baby:

Helps the body use the food you eat and carries wastes out of the body.

Note to fathers: This section is also important for you. While it is true that mothers carry the children, it is a father's responsibility to help mothers eat healthy! Fathers should adjust their diets and habits, too, to support their partners.

In addition, it is important to know the following basic facts about nutrients:



Facts About Nutrients

Protein

Protein is needed for growth of new tissues of mother and baby and for repair of body cells. Extra amounts are needed during pregnancy. Proteins come from animal sources, such as meat, fish, chicken, turkey, eggs, milk, and cheese, or vegetable sources, such as cooked dried beans, peas, nuts, and peanut butter.

Fats

Foods that contain fats are high in calories. Fats supply energy and make food taste good. In addition, some fats provide Vitamins A, B, E, and K and other essentials for good health.

Fats from vegetable sources include cooking and salad oils, margarine, and vegetable shortenings, butter, bacon and lard are major sources of animal fats. Meats, poultry, fish, whole milk, and cheese contain smaller amounts of fat.

Carbohydrates

Carbohydrates include both sugars and starches, which the body changes into energy. Some starches contain minerals, vitamins, and small amounts of protein. Carbohydrates are found in breads and cereals, dried beans and peas, rice, flour, sugars and fruits and vegetables.

Minerals

Many minerals are needed to maintain good health. Here are some of them:

Iron is used for building blood. Foods that are good sources of iron and other minerals include lean meat, liver, dried peas, dried beans, dark green leafy vegetables, enriched bread and cereals, dried fruits such as prunes and raisins.

Calcium and **Phosphorus** are needed for the development of bones and teeth. Milk and milk products such as cheese are major sources of calcium and phosphorous and some other minerals.

Vitamins

Vitamins are nutrients that are needed by the body in very small amounts to help the body cells work. Each vitamin plays a different role. When daily meals do not contain enough vitamins, body cells do not develop and work properly.

Vitamin A must be present in the foods you eat for normal growth and normal vision. It is mainly found in dark green leafy and yellow vegetables.

Vitamin C is needed for healthy gums, bones, and teeth. It is found in oranges, tangerines, grapefruit, tomatoes, and dark green leafy vegetables.

Vitamin D works with calcium and phosphorus to develop bones and teeth and keep them healthy.

Thiamin, riboflavin, and niacin are B complex vitamins needed for healthy cells. Thiamin is found in whole-grain and enriched breads and cereals, meat, poultry, and eggs. Milk and cheese are particularly rich sources of riboflavin. Meat, poultry and cooked dried beans are good sources of niacin.

Folic acid, which helps protect the body against anemia, is especially important before and during pregnancy. It is found in dark green leafy vegetables, liver, and many other foods.

For good health your body needs small amounts of other vitamins and minerals. These are supplied by the foods that make up balanced meals.

Food Products/Ingredients to Avoid

You should avoid chocolate, coffee and all foods and beverages containing caffeine. It is strongly recommended that you not ingest any artificial sweeteners. That means no diet sodas! MSG (Monosodium Glutamate), which is often used in Chinese cooking, should also be avoided during pregnancy.



ACTIVITY

Find someone to quiz you on the information about the food groups and nutrition. How did you do?

Now that you know about general information related to nutrition, let's take a closer look at daily requirements.

DAILY FOOD GUIDE*

FOOD GROUP

Milk and milk products:	Size of Serving	Foods
(4-5 servings per day)	1 cup	Milk
	2 slices	Cheese
	2 cups	Cottage Cheese
	1 ½ cups	Ice cream
	1 cup	Yogurt
	1 cup	Pudding
Meat and other protein foods:	Size of Serving	Foods
(3 or more servings per day)	2	Eggs
	1	Patty
	2 thin slices	Beef, pork, or lamb
	1 leg or ½ breast	Chicken
	½ cup	Tuna salad
	1 cup	Cooked beans
	¼ cup	Peanut butter
	½ cup	Nuts or seeds
Fruits and vegetables:	Size of Serving	Foods
(4 or more servings per day)	1 cup	Raw vegetables
	¾ cup	Cooked vegetables
	½ cup	Fruit juice
	1 medium	Fruit

Breads and Cereals

Size of Serving

Foods

(5-6 servings per day)



1 slice

$\frac{1}{2}$

1

1

$\frac{1}{2}$ cup

$\frac{3}{4}$ cup

$\frac{1}{2}$ cup

1 cup

Bread

Hotdog or hamburger bun

Dinner roll or biscuit

Tortilla or taco shell

Hot, cooked cereal

Ready-to-eat cereal

Cooked rice, noodles, or spaghetti

Popped popcorn

Other Foods:

Vary amount eaten based on caloric (energy) needs.

Margarine, butter, cooking oil, salad dressing, mayonnaise, jams/jellies

Water:

8 oz. glasses

Alone or in other fluids



(6-8 glasses per day)



ACTIVITY

Evaluate your present eating habits. Do you eat food from all food groups? Do you get enough nutrients, vitamins and minerals? Why? Why not?

The following sample menus may help you in establishing a healthy daily diet.

MENU 1

Breakfast	Orange juice, read-to-eat cereal with sliced banana, milk, and toast with margarine or butter.
Snack	Glass of milk, peanuts
Lunch	Cheeseburger with bun, coleslaw, milk
Snack	Vegetable sticks with cottage cheese dip
Dinner	Tuna-noodle casserole, lettuce and tomato salad, roll with margarine, apple pie, milk
Snack	Orange

MENU 2

Breakfast	Grapefruit juice, two scrambled eggs, muffin with margarine, milk
Snack	Yogurt
Lunch	Pizza with cheese and meat, vegetable salad, milk
Dinner	Baked fish, rice spinach, milk, biscuit with margarine
Snack	Apple

YOUR DAILY MENU



ACTIVITY

Plan your own menu.

If you are pregnant, remember that you will need 300 more calories a day than women who are not pregnant.

BREAKFAST

SNACK

LUNCH

SNACK

DINNER

SNACK

THE FATHER'S DAILY MENU

ACTIVITY

Fathers, plan your menu.

BREAKFAST

SNACK

LUNCH

SNACK

DINNER

SNACK



ACTIVITY

If you need additional practice in establishing daily menus, plan meals for a week.



ACTIVITY

Test your knowledge of food and nutrition by matching the following statements with the foods listed in the right-hand column.

1. A food product which has Vitamin C	Spinach*
2. A food product which has protein	Yogurt*
3. A food product which has calcium	Beans*
4. A food product which has iron	Macaroni*
5. A food product which has Vitamin A	Whole grain enriched bread
6. A food product which has Vitamins C and A	Cheese
7. A food product which has B Vitamins and iron	Eggs
8. A food product which has fats and calcium	Lean meat
9. A food product which has protein and B Vitamins	Milk
10. A food product which has protein and B Vitamins	Oranges
11. A food product which has protein, calcium, Vitamins A & D	Peanut butter
12. A food product which has protein, iron, B Vitamins, and folic acid	Juice
13. A food product which has water	Fish
14. A food product which has protein and fats	Butter
15. A food product which has fats	Broccoli

Note: Food products with (*) may contain more than the single nutrient listed.

Answers

1. orange
2. beans
3. yogurt
4. macaroni
5. spinach
6. broccoli
7. whole grain/enriched bread
8. cheese
9. eggs
10. lean meat
11. milk
12. peanut butter
13. juice
14. fish
15. butter

ACTIVITY

From the groupings provided below, select the more healthful food.

1. A pear	Bag of potato chips
2. Non-fat frozen yogurt	Ice cream cone
3. Glass of milk	Chocolate chip cookies
4. Cheese and crackers	Strawberry milkshake
5. An apple	Chocolate pudding
6. Canned fruit cocktail	Fresh peaches
7. Non-fat yogurt	Bagel and cream cheese
8. Carrot sticks	Granola bar
9. Cream Of Wheat™	Sugared Frosted Flakes™
10. Peanut butter sandwich	Hot dog
11. Canned green beans	Fresh garden salad
12. French fries	Baked potato
13. Hot chocolate	Cottage cheese with fresh fruit
14. An orange	Bag of cheese curls
15. Pizza	Fluffer nutter sandwich

Answers

1. A pear	A pear has fewer calories and more nutritional value than a bag of chips
2. Non-fat frozen yogurt	This is your best choice for nutrition and weight-watching
3. Glass of milk	Milk has more nutritional value
4. Cheese and crackers	You get calcium and protein without the sugar!
5. An apple	Fruits are a necessary staple of your diet
6. Fresh peaches	Always choose fresh fruits and vegetables when you can. They have no preservatives or artificial ingredients
7. Non-fat yogurt	It's a healthy way to get part of your requirements of calcium
8. Carrot sticks	An alternative health food to junk food
9. Cream of Wheat™	Cream of Wheat™ has less sugar and more vitamins
10. Peanut butter sandwich	A peanut butter sandwich has more protein, less salt, and if you use a multi-grain bread, more fiber
11. Fresh garden salad	A fresh garden salad (with oil and vinegar, perhaps) is lower in sodium, has fewer calories and more nutritional value. Canned foods are generally high in sodium
12. Baked potato	Better to get your carbohydrates without extra fat
13. Cottage cheese with fresh fruit	Cottage cheese with fresh fruit has a better variety of nutrients
14. An orange	An orange is a good source of Vitamin C as opposed to cheese curls which have "empty calories"
15. Pizza	If you selected pizza, you're right! Pizza gives you selections from 3 of the 5 food groups.

It is also helpful to read labels on all groceries to make sure that they are healthful and provide the nutrients you need. For example, not all cereals are healthful. Some contain a lot of sugar, artificial (chemical) ingredients or food coloring. Some fruit drinks may not contain any fruit.

Let's look at the following two cereals. Read the information on the labels carefully and decide which one is more healthful.

Brand A: Quaker Flavor Crunchy Rice Bran

Ingredients: Brown rice flour with rice bran, rice bran, sugar, salt, sodium bicarbonate, and natural flavor. Vitamins and minerals: reduced iron, niacin amide B vitamin, zinc oxide, calcium pantothenate B vitamin, pyridoxine hydrochloride B Vitamin, riboflavin, folic acid, thiamine mononitrate, vitamin B 12.

<u>Cereal</u>		<u>With ½ cup Vitamins A & D fortified skim milk</u>
Calories	100	150
Protein	2	7
Carbohydrates	22	28
Fat	1	2
Cholesterol	0	0
Sodium	250	320
Potassium	120	330

Brand B: Kellogg's Corn Flakes

Ingredients: Corn, sugar, salt, malt flavoring, corn syrup, vitamins and minerals: vitamin C (sodium ascorbate and ascorbic acid) niacin amide, iron vitamin B6 (pyridoxine hydrochloride), vitamin B2 (riboflavin), vitamin A (Palmitate), vitamin B1 (thiamine hydrochloride), folic acid, vitamin D.

<u>Cereal</u>		<u>With ½ cup vitamin fortified skim milk</u>
Calories	100	140
Protein	2	6
Carbohydrates	24	30

My choice is: _____.



ACTIVITY

Go to the grocery store and practice label reading. Compare brands of food items you regularly buy.

WIC

WIC is a special food supplement program which offers pregnant women and children less than 5 years of age nutritious foods such as eggs, milk, peanut butter, cereal, etc. If you are WIC eligible, you will be given 4 vouchers per months, one for each week. It's like going grocery shopping. Every week, you go to the grocery store and using the WIC food vouchers, pick up the food you need.



ACTIVITY

To find out more about the WIC program, call the Office of Transitional Assistance nearest you or ask your obstetrician or baby's doctor.

3. AVOID SMOKING AND USING ANY SUBSTANCES

Pregnant women **must** refrain from smoking, using alcohol and drugs. Smoking and use of alcohol and drugs, (including prescription pills, inhalants, etc.) can cause serious birth defects (i.e. blindness, deformation, mental retardation) and other complications like premature delivery, low birth weight, etc. In some cases, use of substances can lead to miscarriage, still born babies, or death of an infant. It is, therefore, vital to refrain from use of any harmful substances throughout pregnancy.

During the first month as a baby develops, the use of alcohol or drugs can be devastating. It therefore, is crucial that you refrain from use of substance as soon as you think you might be pregnant.

Smoking

Smoking can cause birth defects, low birth weight and premature birth. If you are pregnant, you owe it to your child and yourself to give up smoking as soon as possible. Quitting smoking takes a lot of commitment and you have to believe you can do it for the sake of yourself and your child. The physical symptoms of withdrawal disappear relatively quickly (3 days to 2 weeks) and then you will have to work on habits and coping skills. Smoking, like most other addictions, has to be tackled one day at a time. Fathers/partners of pregnant women must be supportive of their effort to quit. If fathers smoke, they should quit as well—to help encourage mothers-to-be and because **second-hand smoke is harmful to babies and children.**

If you do want to stop smoking, the following organizations provide information and assistance:

Smoking Hotline 800-952-7644

American Lung Association of Boston, 1015 Commonwealth Avenue, Brighton, MA
(617) 787-4501

Department of Public Health, 150 Tremont Street, Boston, MA 727-2700



ACTIVITY

If you do smoke, develop reasons and strategies to quit smoking.

My reasons and strategies to quit smoking are:

People who will support me:

ALL DRUGS ARE HARMFUL TO YOU AND YOUR CHILD!

Alcohol and all drugs are harmful and can often have devastating or even deadly consequences for you and your child. Children born to drug addicted mothers most often have serious birth defects and delays. Some babies are very premature and thus subject to serious complications and others may die from complications of their mother's drug use. Mothers who abuse alcohol often give birth to children who have fetal alcohol syndrome and other problems. Unfortunately, alcohol and drugs are available in too many places. Some people may try persuading you to take drugs, or circumstances in your own life might make you more vulnerable to the temptation of alcohol and drugs. Therefore, it is essential for you to think about how you can resist and avoid drugs.

Note to fathers: Avoiding and resisting drugs is vital for fathers as well. Besides supporting the mother, fathers will be role models to their children and will have to provide for their needs. Alcohol and drugs will very much interfere with those responsibilities.



ACTIVITY

Fill out the chart below:

I will say no to drugs by:

My strategies to avoid drugs are:

If you need more information or if you think you may have an alcohol or drug problem, call:

Alcoholics Anonymous

617-426-9444

Call to find the nearest youth group

Cocaine Hotline: 800-262-2463

Narcotics Anonymous: 800-884-7709

Alateen and Alanon Family Groups: 800-356-9996

For referral to groups for partners and teenagers in families of substance abusers.

AVOID POTENTIALLY HARMFUL SUBSTANCES AND CHEMICALS

- Pregnant women should avoid handling cat litter, which may contain infectious parasites.
- Doctors also warn pregnant women to avoid touching the mucous membranes of their mouth and eyes after handling raw meat or vegetables. They should wash their hands thoroughly after touching raw meat and vegetables.
- Some chemicals in household cleaners, bug sprays and other products like hair dye may be harmful. Always read the labels for special warnings.
- Some over-the-counter medications should be avoided during pregnancy. Again always read the labels and let all medical personnel know that you are pregnant, particularly when you need x-rays or medication of any kind (including psychotropic medications for depression, bipolar disorder, anxiety, hyperactivity, etc.)
- **Don't take any medication without first asking your obstetrician.**

Fathers: Help you partner in finding out which substances may be dangerous for the baby.



ACTIVITY

Establish a list with medications and household cleaners you use that may be harmful.

KEEP FIT

Exercising is good for your mind and body, **and** your baby. Exercise helps you sleep well, keeps your appetite under control and tones your muscles. Walking and swimming can be good for you during pregnancy. It is better, however, for pregnant women to stop playing rough sports like football or skiing. Ask your doctor for recommendations for exercise during pregnancy.

Fathers: Exercising together or simply taking a daily walk will be fun and healthy for both of you.



ACTIVITY

Establish an exercise plan according to your doctor's advice and your preferences.

DATE

EXERCISE

TAKE CARE OF YOUR MENTAL HEALTH

Pregnancy can cause a lot of pressure on the mother- and father-to-be. Becoming a parent is a huge responsibility. You may feel overwhelmed and uncertain about your new responsibilities. You will have many questions, doubts and hopes that you will need to address. One of the best ways to reduce stress and worries is to prepare you for the upcoming challenge. You will need thorough information on childbirth, parenting, etc. to feel confident to successfully meet the needs of your child. You will also need a support system comprised of friends, family, professionals and medical personnel to assist you in preparing for parenthood. So let's think for a minute about the people in your life who could assist you.



ACTIVITY

Establish a list of people, organizations and professionals who can help you prepare for the birth of your child.

NAME	PEOPLE/PROFESSIONALS	CAN HELP WITH

In addition, it is also important for you to work on decision-making skills so that you won't become overwhelmed.

PLANNING FOR LABOR AND BIRTH

Mothers and fathers-to-be have to acquire information and make decisions about labor and birth.

You will have to decide whether or not you want to participate in child birth classes that will teach breathing and relaxation techniques to help you through labor. These classes are usually offered in clinics, hospitals, and doctors' offices. If you cannot pay for them, you may receive a voucher or be able to pay a minimal fee. Mothers also have to decide who (if anybody) they would like to have stay with them while they are in labor.

Note to fathers: Many fathers decide to participate in classes and to be present during their child's birth. If you decide that you do not want to participate, you can still help with transportation or assist in practicing breathing techniques, etc.



ACTIVITY

Research child birth classes in your area; find out the cost, dates/times, and registration deadlines.

Have you decided to enroll or participate in classes? Why? Why not?

HOSPITAL

Another issue to be thinking about is the hospital the mother will give birth in. Most doctors have privileges (are able to practice and deliver) in one or two hospitals. Therefore, you may not have a choice as to where you will deliver. Doctors strongly recommend delivery in a hospital equipped with emergency facilities rather than home delivery with a mid-wife, as the risk for you and your baby may be too high. (This is particularly true in the case of teens that are giving birth for the first time.)



ACTIVITY

Talk to your doctor about which hospital you will deliver in. Arrange for a hospital tour so you will be familiar with the facility. Establish a transportation plan for both day and night time.

Based on your research and experience, fill out the chart below:

Name of Hospital	Transportation Plan for a.m.	Transportation Plan for p.m.

**Name of Birthing
Coach**

**Maternity Ward
Location (name of
building, floor)**

**Other Information: (important
telephone numbers, medical
information)**

Some hospitals and health insurance plans require that you register before giving birth.



ACTIVITY

Find out at your hospital and with your health insurance plan whether or not you have to pre-register.

PLANNING FOR OBTAINING NECESSARY BABY FURNITURE ITEMS AND CLOTHES



ACTIVITY

Establish a list of all necessary baby items including clothes and furniture you will need for the first six months.

FURNITURE	COST	CLOTHES	COST	OTHER	COST

TOTAL:

TOTAL:

TOTAL:



ACTIVITY

Research the costs of each item you listed and record each one on the chart. Take into consideration which items may be given to you or which ones you can buy cheaper at a second hand store. (Many baby items and clothes are available at a third of the original price at second hand stores. Most of them look and feel brand new!) After completing your list, estimate how much money you will need to obtain all necessary baby items.

The estimate is: \$ _____.
(Total)



ACTIVITY

Based on your estimate, develop a budget/purchase plan as to how you will save for and obtain all items on your list. You may want to save for the most expensive items (e.g. crib) first. Smaller items are obtained much more easily!

Note to fathers: Whether or not you plan to be involved with your child, your financial obligations begin right here! You will have to provide financial assistance to the mother to ensure that the baby's basic needs for food, clothing and shelter are met.

Item	Cost	Amount to save each month	Purchase Date

Great job! You've done a lot of work! Don't forget, however, to work on skills in the caretaking, parenting and safety sections of this module.

What can we expect during the second trimester?

SECOND TRIMESTER

Let's look at tasks, expected changes and necessary accomplishments for both the mother and father in the second trimester (3-6 months).

WHAT ARE SOME OF THE PHYSICAL CHANGES AND SYMPTOMS THE MOTHER-TO-BE SHOULD EXPECT?

The good news for those pregnant women who have morning sickness is that nausea and vomiting usually end by the third month of pregnancy. By that time your body is generally used to all the changes pregnancy brings. Also, if you have been feeling very tired, you may begin to re-coup some of your energy in the second trimester.

While your belly won't grow significantly until the third month, your abdomen will grow larger during the fourth month and your regular clothes may not fit any longer.



ACTIVITY

You need to wear loose fitting, comfortable clothes. If you don't have any (e.g. jogging pants, etc), you may want to go shopping for some loose fitting or maternity clothes. Keep in mind that you will grow larger and may want to buy clothes that will accommodate you in the third trimester as well. Use the following chart and take an inventory of the clothes you already have and those you'll need to get.

HAVE		NEED TO OBTAIN	
How Many	Size	How Many	Size
Pants		Pants	
Blouses,		Blouses,	
Shirts		Shirts	
Sweatshirts,		Sweatshirts,	
Sweaters		Sweaters	
Underwear		Underwear	
Dresses		Dresses	
Jacket/Coat		Jacket/Coat	
Other		Other	



Maternity clothes can be very expensive. You, therefore, may want to buy them secondhand or buy regular items in larger sizes.

Father: You can accompany the mother-to-be shopping and assist her financially in obtaining the necessary clothing.

- As you grow larger and your weight increases, you may become a little unsteady on your feet. Therefore, you should not wear high heel shoes. Instead, you need to wear flats or low-heeled shoes that give your feet more support and are less dangerous than high heels.



ACTIVITY

Take a look at your shoes and make sure that you have flat, supportive shoes. If not, you must obtain a pair.

Father: Help her in this process by accompanying her to the shoe store and assisting her financially.

- You may develop heartburn, which is a form of indigestion that causes a burning sensation in the stomach and esophagus (the portion of the digestive tract that lies between the throat and stomach).



ACTIVITY

If you have developed heartburn, eat smaller amounts of food more often. Don't lie down after eating and stay away from fried foods and desserts. Drinking milk may also be helpful. Do not take any medicine for heartburn without consulting your doctor first.

Father: You may want to adjust your diet and eat frequent small meals with her.

- The position of the uterus puts a strain on your back, particularly later in your pregnancy, and may lead to back pain.



ACTIVITY

Try to develop the habit of standing up straight and doing pre-natal exercises. If you are not already familiar with them, ask your medical provider to show you the exercises most helpful to you.

Father: You may want to help the mother-to-be by reminding her of the importance of good posture and assisting her with exercises.

- Some women develop hemorrhoids (swollen veins around the rectum) during pregnancy. Hemorrhoids can be quite uncomfortable and painful. After you deliver the baby, hemorrhoids often go away.



ACTIVITY

If you have hemorrhoids, sitting in a tub of warm water will make them feel better. Tell your doctor. He/she may give you medicine to use. Remember; don't use any medication without consulting your obstetrician first!

Father: Again remember that she will be very uncomfortable with some changes that come along with pregnancy. Talking about them and becoming educated will make it easier for both of you.

- It is common for pregnant women to be constipated (not having a bowel movement as often as you did before pregnancy).



ACTIVITY

If you are constipated, eat plenty of fresh fruits and vegetables. Whole grain breads, cereal, and prunes help as well. Drinking lots of water also helps you become more regular. Do not take laxatives, medicines or enemas without consulting your doctor!

Father: You can help by buying her fruit and vegetables.

- You may feel bumps and movement in your uterus during this trimester. That is the baby kicking and moving. As the baby gets larger, you will feel or even see kicks.



ACTIVITY

Put your hand over your belly and try to feel the baby's movements. Don't be alarmed if you don't feel anything until the fifth month. That is quite normal. However, some expectant mothers feel movements earlier than that.

Father: Put your hand on her belly and find out if you can feel your child move.

WHAT CAN WE DO TO PROMOTE A HEALTHY PREGNANCY DURING THIS TRIMESTER?

- You need to continue to eat well, not use any alcohol or harmful substances, including cigarettes, and take your pre-natal vitamins. You need to continue to get plenty of rest and drink a minimum of 6-8 glasses of water a day. You also must avoid cat litter and potentially harmful cleaners, household items, paints, medications, caffeine, etc.
- You must wear loose fitting clothing and may continue with certain exercises, but stay away from dangerous sports and activities.

Evaluate your habits:

Are you continuing to eat well, rest and avoid substances, etc.?

For Fathers: Do you support the mother-to-be in maintaining healthy habits? In what way(s)?

For Fathers and Mothers: Do you need to change and/or improve some of your habits? Describe which ones and establish strategies as to how you will change.

HABIT

HOW WILL I CHANGE IT?

WHO WILL HELP?

- You must also continue to attend your pre-natal appointments regularly. Remember, it's a good idea to write down any questions you may have and bring your list of questions to your appointments. There will be several tests and appointments scheduled for this trimester. You need to attend **all** of them. If you have to miss one (due to an emergency), you need to reschedule as soon as possible.

Most mothers and fathers will hear their baby's heartbeat for the first time during their 12th or 13th week check up. It is very fast and faint; some people think it sounds like a train.

- In about the 18th week of pregnancy, many women will have an ultrasound. Prior to that, mothers- and fathers-to-be have to make the decision about whether or not they want to know the sex of the child prior to birth, because in many cases you and the ultrasound technician can see the sex of the baby on the screen.

Let's evaluate the pros and cons of each option.

KNOWING THE SEX OF YOUR CHILD BEFORE BIRTH

PROS

CONS

Have you made a decision? Have you discussed your decision/preference with the father-/mother-to-be?
The decision is

During the ultrasound, the technician takes several pictures of the baby and may give you one or two. These are the first photos of your child. Also, during this trimester, doctors will perform a blood test to exclude fetal anomalies, such as Down's Syndrome or spina bifida (birth defects).

Fathers: It is important that you come along to these appointments, as they are vital to your child's health. You can also help with transportation and establish a list of questions you may have prior to each visit. In addition, you may research additional information on the computer or in the library they may be helpful to you and the mother-to-be.

- Sometimes pregnant women may experience certain complications during pregnancy. Therefore, you will have to learn the warning signs of such complications so you can get medical attention as soon as possible.



ACTIVITY

Memorize the warning signs listed below:

Fathers: You, too should memorize these warning signs so you can be of assistance in case of possible complications.

WARNING SIGNS DURING PREGNANCY

IF YOU HAVE ANY OF THESE SYMPTOMS, CALL YOUR DOCTOR IMMEDIATELY:

SWELLING IN YOUR FACE, HANDS OR FEET

BLURRING OF VISION OR SPOTS BEFORE YOUR EYES

ANY BLEEDING FROM THE VAGINA

SEVERE OR CONSTANT VOMITING

FEVER OR CHILLS

BURNING AND PAIN WHEN YOU URINATE

SHARP OR CONSTANT PAIN IN YOUR ABDOMEN

SUDDEN GUSH OR STEADY TRICKLE OF WATER FROM THE VAGINA

The more parents are prepared for labor and the caretaking of their infants, the more confident and relaxed they will be. It is important, therefore, to learn the skills necessary to help you prepare for the birth of your child. Also, look at the skills listed in the caretaking, parenting and safety sections to prepare for parenting responsibilities.

For the first trimester, we talked a lot about labor/birth and all the preparations and decisions that go along with that process. So, let's review how you feel about giving birth before we move on.

Do you feel comfortable and prepared for labor and the birth process? Why? Why not?

If you do not feel ready, develop strategies as to how you will continue to prepare for labor and birth.

Good! Now we can move on to learning how to take care of a newborn baby. The first and very important issue we must discuss is that:

A newborn human being is very helpless and depends completely on his parents and other caregivers for survival.

It is, therefore, extremely important that you learn how to take care of your child and meet all of his/her needs. Your desires, wishes and needs will always have to come **after** those of your child. For example, if you are tired and do not feel well, you will still have to feed, change, and tend to your baby. In consequence, your life style will change a lot. In order to prepare for these changes, complete the following exercise.

For Mothers:

What you might do before becoming a parent and what you do after the baby's birth may be very different.

What a non-parent might do:

Lily enjoys talking to her best friend on the telephone for hours. She does not like to be interrupted.

What I will have to do as a parent:

Her friend asks her to go to a dance with him/her on Friday evening. She accepts right away.

She enjoys listening to very loud music and cranks up the stereo often.

She likes to sleep in on Saturdays and Sundays.

She likes to buy nice clothes and often spends all her money for new outfits.

Can you think of 3 additional situations where your life style will change as a parent?
Write them in the chart below.

Not a parent

Parent

Situation 1:

Situation 2:

Situation 3:

For Fathers:

What you might do before becoming a parent and what you do after the baby's birth may be very different.

Situation of a non-parent

What will I have to do as a parent?

Derek is putting all his money towards the expenses of his car. He enjoys riding around with his friends

He is trying to make the varsity football team and spends every available minute training.

He is offered a full scholarship to a good college out of state.

Can you think of 3 things that you do now that will have to change when you become a parent?

Not a Parent

Parent

Situation 1:

Situation 2:

Situation 3:

How do you feel about these changes? What are you feeling about the responsibility of taking care of a child and the fact that a baby will completely depend on you at all times?



ACTIVITY

It is very normal to feel excited and yet somewhat afraid and overwhelmed. Talk with people you trust about your feelings. Also, you may want to talk to other teen parents about their experiences.

COPING

As we established, parenthood can be both a wonderful and challenging experience. It is very normal for all parents to feel frustrated and overwhelmed at times. However, it is very important to deal with frustration in an appropriate way. Coping with difficult situations in a positive and productive way is essential to becoming a good parent. However, some people cope with stress negatively. For example, a smoker may smoke a cigarette, some people will eat a bag of potato chips, and others may start yelling.

Mothers- and fathers-to-be:



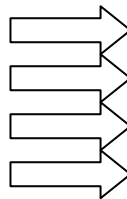
ACTIVITY

Examine your coping skills. Are some of the negative? Describe. What do you do when you're stressed/frustrated?

Think about how you can replace negative coping skills with positive ones.

Negative Coping Skill

Positive Coping Skill



Your way of handling stress will greatly impact the well being of your child.

Let's look at the following example:

Dina has a two-month-old baby. He is colicky and cries often. Dina has tried to sooth him, but nothing has worked. She has not slept well for the past three days and is very tired and frustrated.

What do you think Dina could do to handle her frustration and stress?



ACTIVITY

Can you think of situations that may be stressful to you as a parent and how you would cope with them in a positive way?

Situation

copng

We will continue to work on additional exercises on coping skills throughout this module to address the ongoing needs to deal with various parental and life stressors successfully.

HEALTH INSURANCE

During this trimester, you should also find out how to obtain health insurance for your child. If the mother or the father is working and has health insurance, the baby can usually go on either parent's health insurance plan for an additional fee (even if the father is not married to the mother) or they can apply for MASS Health or the Medical Security Plan if the father and mother do not have insurance and meet the income guidelines. For information, you can call MASS Health at 1-800-841-2900.



ACTIVITY

Research how you can obtain health insurance for your child. Identify time frames and steps necessary to assure that your child will be insured once he/she is born. Fill out the chart below:

HEALTH INSURANCE TO BE OBTAINED	STEPS INVOLVED (E.G., APPLICATIONS, INCOME VERIFICATION, ETC.)	TIME FRAME	COSTS (IF ANY)

FINDING THE RIGHT PEDIATRICIAN

Next you will have to find a pediatrician. Make a list of pediatricians in your area who will accept your health insurance. You may want to call them and ask if they accept new patients. You also may want to ask people you know if they can recommend a pediatrician. Finally, if you narrowed your choice to 3, you can try to set up a meeting with a potential pediatrician to see if you like him/her. You may want to establish a list of questions to ask the doctor prior to your appointment.

Sample Questions:

Does your practice have 24-hour, 7-day-a-week coverage?

Will I always see a doctor when I schedule an appointment?

Do you have a separate waiting room for children who are sick to keep them separate from the children who are well and have check-up appointments?



ACTIVITY

What other questions would you want to ask the doctor? List them below.



ACTIVITY

Choose a pediatrician based on the criteria above and write his/her name, address and telephone number below:

NAME: _____

ADDRESS: _____

TELEPHONE #: _____

HOURS: _____

Note to Fathers: You should definitely participate in the process of choosing a doctor for your child, as health care is one of the very important needs of a child.

I/we choose this pediatrician because

Remember, you should choose a pediatrician **before** your baby is born. The pediatrician usually examines the baby shortly after he/she is born. Once you and your baby leave the hospital, you should schedule regular visits according to your doctor's advice.

EDUCATIONAL PLANNING

Being pregnant or becoming a parent is **not** a reason to disrupt your education or drop out of high school. Actually, to continue your education becomes vital in order for you to be able to support your child. Only a good education will provide you with the skills necessary to obtain a good job. As we established earlier, you can only receive DTA benefits for a limited time before you are required to work. You should use this time carefully to continue your education. So, let's evaluate different options that will support you in your efforts to continue your education with minimal absences.

High School

If you are enrolled in high school, you can continue to attend until close to your due date. As your pregnancy will begin to show this trimester, you may want to anticipate questions your peers and teachers might ask.

How do you feel about possible questions and comments by peers and teachers?

How do you think you will respond?

You may want to talk to your guidance counselor about your credits and how you will be able to make up for missed time during maternity leave. You may even consider the possibility of being home tutored during the last few weeks of your pregnancy. You may also want to talk to your gym teacher about physical education. While you may be able to exercise until close to your due date, you may not want to participate in all activities because of the risk of injury.



ACTIVITY

Talk to your guidance counselor and teachers about these issues and describe the results below.

You should be able to return to school 6-8 weeks after the baby is born. You may still feel tired. Try to rest as much as you can. Eat healthy foods and make use of your supports. If you feel overwhelmed or cannot finish your work on time, talk to your teachers and/or guidance counselor.



We certainly have worked on a lot of skills during this trimester. However, there is still a lot of work ahead of you! Also, don't forget to learn skills targeted in the care-taking section!

How can we prepare for the third trimester?

**THIRD TRIMESTER
PHYSICAL CHANGES A MOTHER CAN EXPECT DURING THIS
TRIMESTER.**

- Leg cramps are common during the last months of pregnancy because the pressure of your uterus slows down the flow of blood in your legs.

Suggestion: *Some things that may help are rubbing your legs, applying a heating pad or a warm water bottle and bending your foot forward with you hands. Drinking more milk can help, too.*

- Lines may appear on your breasts or abdomen. These are called stretch marks. They are caused by hormonal changes and stretching of your skin. Stretch marks will turn a light color after your baby is born.

Suggestion: *If your skin is dry and itchy, try using body cream. Don't scratch!*

- The farther you get along in your pregnancy, the harder it might be for you to breathe. During the last two weeks of pregnancy, you might notice that it will become easier to breathe again. When the baby drops back down into the pelvis, the uterus moves away from your lungs and you get more air once again.

Suggestion: *If you feel shortness of breath, you can try sleeping on your left side or propped up with extra pillows. This will help the baby get more oxygen, too!*

- Late during the pregnancy, you will have to go to the bathroom more often. During the ninth month, the baby drops within your pelvis. This pressure will make you feel like you need to urinate frequently.

Suggestion: *If you are away from your home, you may want to be aware of the location of the closest bathroom.*

- While you are pregnant, the enlarged uterus puts pressure on the blood vessels and slows the flow of blood in the legs. This results in stretched blood vessels or varicose veins.

Suggestion: *If you have varicose veins, you can help the flow of blood in your legs by not wearing tight clothing or socks/stockings. Also, try not to sit with your legs crossed and try to move around a lot. You may find it helpful to elevate your feet and legs.*

- You may feel very tired and have difficulty moving around.

Suggestion: *Try and get plenty of rest and at least 8-10 hours of sleep every night.*

Note to Fathers: The last three months of pregnancy can put great physical strain on a mother-to-be. Make sure that you ask her how you can help.

NAMING YOUR CHILD

If you haven't already done so, it is time to think about what you would like to name your child. If you do not know the sex of your baby, you will have to think about names for boys and girls. When picking out names, you may want to consider the following:

- A name will always be part of a child's identity.
- Names can reflect your cultural heritage.
- Long and/or very unusual names may result in difficulty with pronunciation and may cause other children to make fun of your child.
- Naming a child is both the mother's and father's responsibility. Therefore, both parents should be involved in the process and agree on a name.
- Family traditions and/or religious beliefs are often reflected in names and may be of importance to extended family members.
- If you are not sure about possible names, you may want to obtain a book of names from your local library or bookstore.



ACTIVITY

For fathers- and mothers-to-be:

Make a list of your favorite names. Discuss your choices of names and narrow them down to a few possibilities.

Describe your choices below.

MOTHER		FATHER	
I would like to name child:		I would like to name child:	
BOY	GIRL	BOY	GIRL

Reasons:	Reasons:

If you haven't agreed on a name, continue your discussion for the next few weeks. If you cannot agree on one name, a compromise might be for one parent to choose the child's first name and the other parent, the child's middle name.

OUR CHOICE IS:

For a girl.

For a boy.

If the mother and father of a child are not married, they will also have to think about whose last name the baby will have. You will be asked to provide that information for the baby's birth certificate while you are at the hospital.



ACTIVITY

If you are not married, discuss whose last name the baby will have and describe the result below.

The baby's last name will be _____ because _____

REVIEWING YOUR BUDGET

As you get closer to your due date, you need to make sure that you have the financial resources to obtain all the items you will need. Therefore, let's review the budget and purchase plan you established during the first trimester.

Have you obtained any of the baby clothes, items and furniture you listed? If so, describe below.

I have obtained:

Which items do you still need to purchase/obtain?

Item	Cost	Amount to Save Each Week	Purchase Date

Note to fathers:

Again, a reminder that the budget and purchase plan must include financial contributions from fathers.

Also, don't forget to plan carefully for large and expensive items!

GETTING READY FOR DELIVERY

You must also learn how to recognize the signs of labor in order to know when to get to the hospital.

Fathers: You, too, should learn about the signs of labor so you can help the mother-to-be get medical assistance on time.

SIGNS OF LABOR

1. A pink or light red discharge from the vagina is a sign that labor is beginning or soon approaching. The pink or light red discharge is the plug of mucus blocking the cervix during pregnancy.
2. If you have a sudden gush or a trickle of water from the vagina (birth canal), it is a sign of the beginning of labor and you need to call your doctor immediately.
3. The start of contractions is a sign that labor is beginning. There are three parts to labor. The first part is the longest. The uterus contracts (cramps). The labor pains usually begin in the back and move to the front. Labor may last from 8 to 15 hours **after** the pains come regularly, about four to five minutes apart. But the birth experience will be different for each mother). Ask your doctor how to time your contractions and when you should call him/her. The contractions cause the mouth of the uterus to open and the baby's journey from the birth canal out to the delivery room begins. The third part of labor is the shortest. It is the passage of the placenta (afterbirth) out of the mother's body through the birth canal.

WHAT TO EXPECT DURING LABOR AND BIRTH

As stated before, labor and birth are different for every woman. Many women report the process is very painful, while others don't think it is all that bad. Many women request pain medication or an epidural (which takes away feeling from the waist to the thighs and is given during the hardest part of labor). Others make the decision to not receive any medication. Fathers and mothers should talk to their doctor about what option may be the best for them.

In some instances, the doctor may need to perform an episiotomy, which is an incision to make the vaginal opening larger so that the baby can fit through without tearing the mother's skin. Usually, the mother will receive a local anesthetic if she hasn't had an epidural. An episiotomy is much less painful and heals better than a tear.

Although labor and birth are inevitably painful, giving birth is also an amazing experience. Trust yourself and your body to do what comes naturally. Rely on medical personnel and your support system to help you through.

Fathers: You may want to help the mother-to-be preparing for labor and reducing pain and anxiety by:

- Talking to the doctor about pain medication together
- Helping her in assessing her pain threshold
- Bringing/preparing relaxing music, etc.
- If you are the birthing coach and decide to be in the deliver room, you can also help her by:
 - o Talking/reading
 - o Holding her hand
 - o Helping her with breathing and relaxation exercises

Also, be prepared yourself! Seeing somebody in pain is not easy. Plan in advance what may help you both through the delivery.

Caesarean Section

Sometimes, however, a regular (vaginal) birth is not possible and the doctor has to perform a C-section. Babies are delivered by C-section if they cannot pass through the mother's birth canal. This happens, for example, if a baby is breech (legs down instead of head), if the baby's umbilical cord is wrapped his/her neck and contractions restrict blood and/or oxygen flow (which can be checked by monitor), or if the mother has vaginal herpes outbreak that could cause the child to become infected and subsequently experience developmental delays or die. The doctor performs a C-section (after the mother has received an epidural) by making an incision (cut) in the mother's abdomen/uterus and then lifting the baby out.

Apgar Score

When babies are born, medical professionals will perform a test called the Apgar Score immediately after delivery and again five minutes later. The test determines whether the baby is okay or if he/she needs medical attention. They test for color of the skin, respiration and heart rate, reflex and temperature. Many babies, when they are born, may look blue. It is also normal for both boy and girl babies to have swollen genitals for a few days after birth. All babies have a soft spot on top of their heads. So, if you notice any of these things, don't be alarmed. They are all normal. Also, the baby's umbilical cord will be attached when he/she is born. The father or doctor will cut it. But don't worry! The baby won't feel a thing.

Women who deliver vaginally usually stay in the hospital for 48 hours and recover quickly. Most women are able to take a shower 1-2 hours after birth. If an episiotomie was performed, it takes about 1-2 weeks to heal. Some who have a C-section stay in the hospital for 4-5 days. Recovery often takes several weeks, as the incision needs to heal. Women who have had a C-section also may be restricted for a certain time from climbing stairs, lifting, etc., after being released from the hospital.

Fathers: Plan to take time off from work if you can to help the mother after the delivery and to bond with your child. Many employers offer paternity leave and/or will let you

take personal/vacation days. Inform your supervisor as soon as possible about the due date.

BREAST FEEDING

Another decision mothers and fathers have to make is whether or not they want to have their child be breast or bottle fed. Doctors agree that unless women are infected with HIV/AIDS or take substances, including some prescription medication that can be passed on to the baby, breast-feeding is beneficial for the infant. Mothers pass their antibodies to their children and protect them from diseases while strengthening their immune system. However, breast-feeding is not for everyone. Many people think that breast-feeding is time consuming and complicated. They also feel uncomfortable and, therefore, prefer to bottle-feed. You have to decide which is best for you.

ACTIVITY

Evaluate advantages and disadvantages of breast/bottle feeding and establish a preference for either. Discuss the issue with the father-/mother-to-be.

Did you decide? Will your baby be breast- or bottle-fed? Why?

CIRCUMCISION

Circumcision is the removal of the loose fold of skin that covers the end of the penis. Although most baby boys are circumcised at birth, the parents must decide if they want circumcision for the baby or not. If you are uncertain about this decision, your doctor can help you decide.

If you have a boy will you have him circumcised? Why? Why not?

PREPARING FOR LABOR AND BIRTH

(How will you get to the hospital?)

ACTIVITIES

- I. Answer True or False to the statements below. (Answers follow the questions).**
1. If you have a sudden gush or a trickle of water from the vagina (birth canal), it is a sign of the beginning of labor.
 2. There are more than three stages of labor.
 3. Pink or light red discharge from the vagina is not a sign of labor beginning.
 4. The third part of labor is the passage of the placenta (afterbirth) out of the mother's body through the birth canal.
 5. The small cut the doctor makes at the mouth of the vagina to help the baby's birth is called an episiotomy.
 6. A Caesarian birth occurs through the mother's birth canal.
 7. The length of labor is the same for everyone.
 8. A common form of anesthesia given to pregnant women for delivery is the epidural.
 9. All baby boys are circumcised at birth.

ANSWERS:

1. TRUE. If the bag of water breaks, go to the hospital or call your doctor!
2. FALSE. There are three parts to labor. The first part is the longest. The uterus contracts (cramps), the mouth of the uterus opens, and the baby's journey from birth canal out into the delivery room begins. The third part of labor is the shortest. It is the passage of the placenta (afterbirth) through the birth canal.
3. FALSE. It is a sign that labor is beginning or is soon approaching. The pink or light red discharge from the vagina is the plug of mucus blocking the cervix during pregnancy.
4. TRUE.
5. TRUE.
6. FALSE. A doctor performs a Caesarian section when the baby cannot be born through the mother's birth canal. The doctors will operate and remove the baby. S/he makes an incision (cut) in the mother's abdomen and uterus and then lifts the baby out.
7. FALSE. Labor may last from 8 to 15 hours after the pains come regularly 4 to 5 minutes apart. But the birth experience will be different for each mother.
8. TRUE. It is given in the lower back during the hardest part of labor. The epidural takes away the feeling from the waist to the thighs.

9. FALSE. Circumcision is the removal of the loose folds of skin that cover the end of the penis. Although most baby boys are circumcised at birth, the parent(s) must decide if they want circumcision for the baby or not. If you are uncertain about this decision, your doctor can help you decide.

II. Test your knowledge of the following information. Select either “a” or “b” to match each of the statements below. (Answers to follow.)

- a. True Labor Pains
b. False Labor Pains

1. You will usually feel these labor pains strongest in the front. _____
2. These usually begin in the back and move to the front. _____
3. If you walk around, these contractions (cramps) may let up. _____
4. You may find that there is a regular pattern with these contractions getting closer and lasting longer. _____
5. If you walk around, these contractions get stronger. _____
6. You may find that there is no regular pattern over a long period of time and these pains may just stop. _____

ANSWERS:

1. b
2. a
3. b
4. a
5. a
6. b

III. What Was It You Expected?

Now that you have delivered you baby, think back to your pregnancy and delivery. How would you describe the experience? Were there any surprises?

Do you have any questions now that you would like some help in answering? If so, write them here.

What advice would you give to another teen awaiting the birth of her baby?

PHYSICAL AND HEALTH CARE

SKILL ASSESMENT

The following questions will help you identify the skills in which you excel and target those which you need to develop. By yourself or with your team, try to answer each of the questions as honestly as possible. After completing this independent living skill assessment, review it with your team and identify those skills you would like to strengthen.

	<i>I do not know about this</i>	<i>I need to know more about this</i>	<i>I know about this</i>
1. Know why babies may look blue for the first few days of live.	☐	☐	☐
2. Know why a baby will have a soft spot on top of his/her head.	☐	☐	☐
3. Know that newborn babies have an inch or more of umbilical cord still attached after birth and that it will turn black and fall off by itself in the first 2 weeks of life.	☐	☐	☐
4. Know that it is normal for both boy & girl babies to have swollen breasts & genitals for a few days after birth.	☐	☐	☐
5. Know why a newborn human being is very helpless and depends completely on his/her parents or other caregivers for survival.	☐	☐	☐
6. Know what happens to a baby's weight during the first 2 or 3 days after birth.	☐	☐	☐
7. Know why newborn babies, even when not crying will hiccup, shake and startle.	☐	☐	☐
8. Know why parents should keep track of their babies' bowel movements.	☐	☐	☐
9. Know what babies are able to do at birth.	☐	☐	☐
10. Know when babies can see clearly.	☐	☐	☐
11. Know what foods newborn babies can digest.	☐	☐	☐
12. Know how to dress babies.	☐	☐	☐
13. Know when parents can put their babies in bath water.	☐	☐	☐

14. Know what colic is.	☐	☐	☐
15. Know which sounds are comforting to babies and which are disturbing.	☐	☐	☐
16. Know approximately how many times each day a baby's diaper should be changed.	☐	☐	☐
17. Know the difference between a baby spitting up and vomiting.	☐	☐	☐
18. Know how to take a baby's temperature.	☐	☐	☐
19. Know that infants should drink only breast milk or infant formula for the first 12 months of life.	☐	☐	☐
20. Know why babies need to be on a feeding schedule and why it's important for parents to follow it.	☐	☐	☐
21. Know what is required to prepare formula.	☐	☐	☐
22. Know why cow's milk is not recommended for infants during the first 12 months.	☐	☐	☐
23. Know what baby formula is and that a variety of formulas are available.	☐	☐	☐
24. Know why breast milk is the natural food for infants.	☐	☐	☐
25. Know why nutrition is so essential during the first year of life.	☐	☐	☐
26. Know how to hold the baby's bottle	☐	☐	☐
27. Know at what age babies should begin eating solid foods.	☐	☐	☐
28. Know why babies need solid foods at this age.	☐	☐	☐
29. Know which solid food is the best one to offer baby first.	☐	☐	☐
30. Know why babies who are just beginning to eat solid foods should be given only one new food each week.	☐	☐	☐
31. Know why babies might enjoy their food better if parents mix their fruit and vegetables.	☐	☐	☐
32. Know why parents should provide their babies with a varied and nutritious diet.	☐	☐	☐
33. Know why it is so important for parents to follow the immunization schedule for their babies.	☐	☐	☐
34. Know the names and schedule of vaccinations given to babies.	☐	☐	☐
35. Know how to determine if a baby is sick and when a call or visit to the doctor is necessary.	☐	☐	☐
36. Know how and when to burp a baby.	☐	☐	☐

You have now completed the assessment section and identified those physical and health care skills that you would like to strengthen in order to make better decisions on your own. The following guide can help you in planning how you can learn about and practice these skills. Choose a few skills that you want to develop and, with your team, write down your plan of action. Remember, once you accomplish these goals you can go back to your assessment tool and select new goals to build on your new skills.

EXAMPLE

GOAL:

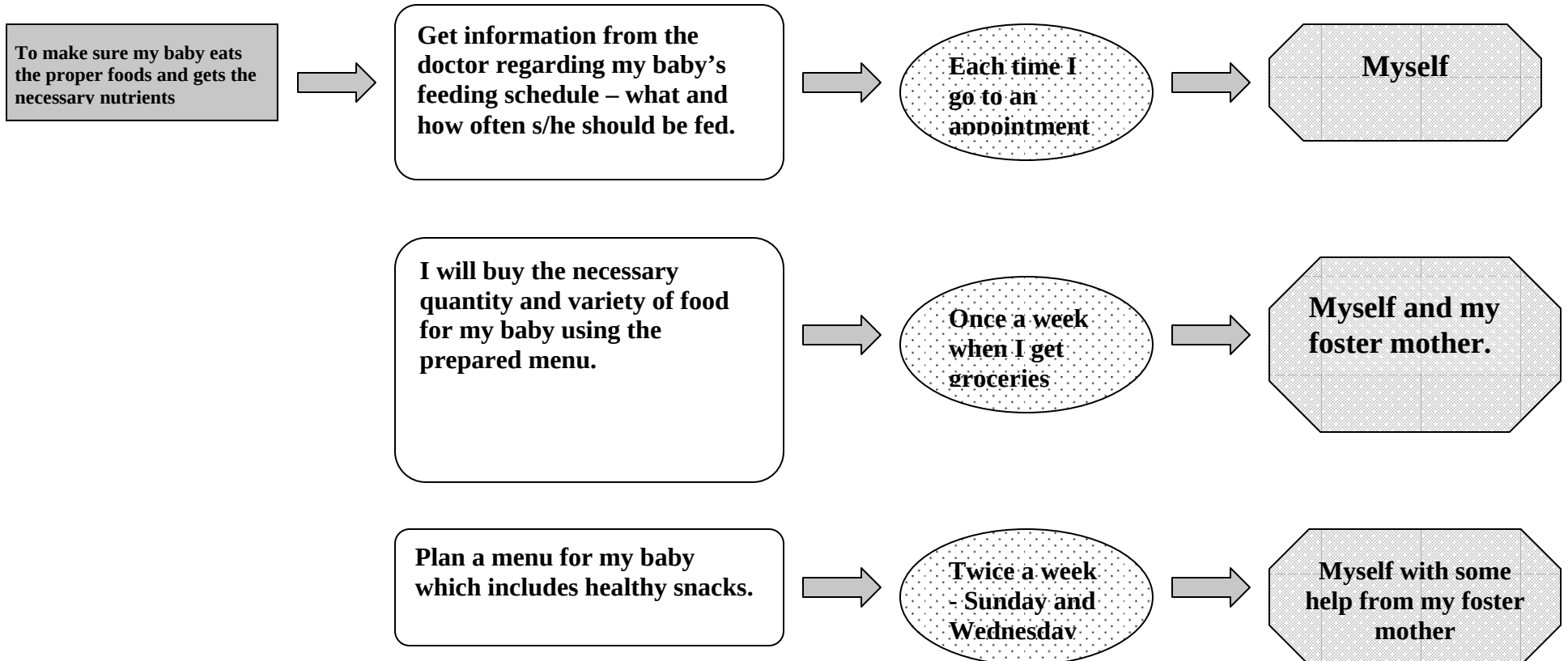
IMPROVE PHYSICAL AND HEALTH CARE SKILLS

State Skill 1:

Plan:

When:

Who:



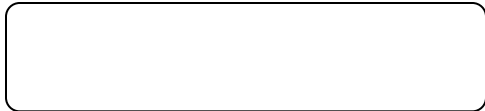
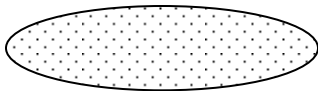
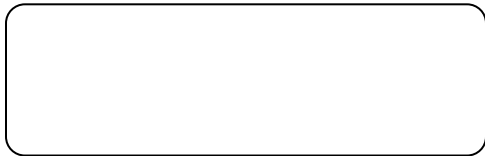
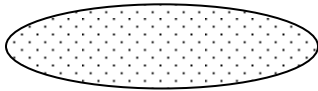
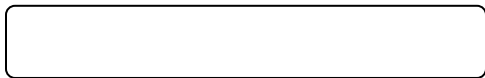
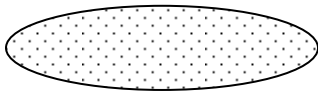
GOAL: WORK ON PRE-NATAL CARE SKILL

State Skill 1:
To be developed
and/or improved.

Plan:
How do you plan to learn,
develop and improve this skill?

When:
When, where, and how often will you
work on this skill and by when will you
have mastered this?

Who:
Who will assist you?

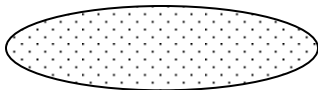
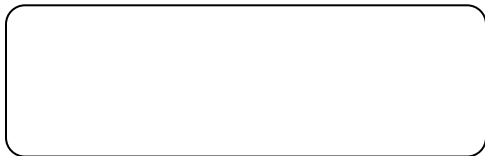
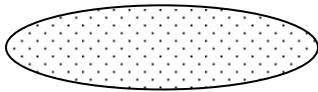
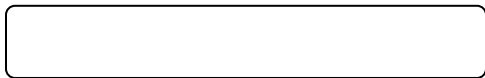
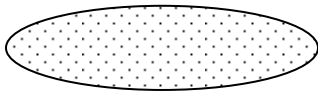
	→		→		→	
			→		→	
			→		→	

State Skill 2:
To be developed
and/or improved.

Plan:
How do you plan to learn,
develop and improve this skill?

When:
When, where, and how often will you
work on this skill and by when will you
have mastered this?

Who:
Who will assist you?

	→		→		→	
			→		→	
			→		→	

Now that we have established that a baby will depend completely on his/her parents at all times, let's learn about what is involved in caring for a newborn.

CARING FOR YOUR NEWBORN

In this section we will focus on skills necessary to care for your newborn, such as feeding and burping. The “Responding to Your Child’s Needs” section in this module focuses on parenting and child development of infants, toddlers and children.

Section I: Feeding

Breast-Feeding

As we discussed previously, while bottle-feeding will be fine, breast-feeding has certain advantages.

- Breast milk is the most natural food for babies
- It is easier for babies to digest.
- It has all the nutrients needed by an infant.
- It may protect against the development of allergies.
- It provides temporary protection against many diseases an infant might contract.

If you have made the decision to breast-feed, take a look at the following information.

- Talk to your doctor or nurse about how to best prepare yourself for nursing.
- Once the baby is born, you should wear nursing bras that provide you with sufficient support as nursing mothers have large and engorged breasts. Nursing bras make breast-feeding easier because of the design of the bra.
- It will take an average of three to six days after the baby is born until the milk comes in. During this time babies will feed on Colostrum liquid that is released from the breasts prior to the mother’s beginning to produce milk. Colostrum has wonderful nutrients for the baby.
- Mothers who breast-feed should try to relax and find a position they are comfortable with. Most choose a sitting up position while supporting the baby.
- Don’t get discouraged if it doesn’t work on the first, second or third try. Ask the nurses in the hospital to help you and try again.
- Women who are breast-feeding have to eat healthy food and make sure that they include calcium rich foods (milk, cheese, yogurt, etc.) in their diets. Nursing

mothers also have to eat more calories than women who are not breast-feeding and drink plenty of fluids.

- Remember that if you are breast-feeding, you will pass on whatever is in your body to your baby. Therefore, you must stay away from harmful substances such as alcohol, cigarettes, drugs, certain medications, etc. You cannot breast feed if you are infected with HIV.
- Every baby (and mother) is different. Some babies nurse every four hours for a big feeding. Other babies nurse every two hours for a smaller meal.
- Mothers should breast-feed as often as their baby is hungry. If you feel overwhelmed by your baby's demand, your nipples are sore, or you wish to implement a feeding schedule, talk to your doctor or nurse for advice.
- Breast-feeding will not necessarily interfere with your work/school schedule. Breast milk can be pumped and stored in the refrigerator or freezer and fed by bottle later on. Also, if mothers need a good night's sleep, dads can feed breast milk from a bottle during regular feeding times.
- Remember, your baby should be drinking only breast milk or formula until the pediatrician tells you to begin feeding his/her first food, usually rice cereal.
- It is difficult to know whether or not the baby is getting enough breast milk. Therefore, it is important to check the baby's weight regularly. However, during the first 2-3 days of a baby's life, he/she will lose weight.

Note to fathers: You can be very much involved in feeding your baby, even if the baby is breast-fed. You can be present while the mother is nursing.

Help her and the baby to feel comfortable.

Bottle-feed with breast milk.

Burp the baby after nursing.

Hold the baby while the mother is switching from one breast to the other.

ACTIVITY

Ask your doctor for additional information and a brochure on breast-feeding. Or, contact La Leche League at (617) 469-9423.

BOTTLE-FEEDING/FORMULA

You will find different kinds and styles of bottles and will have to evaluate which best meets your needs, budget and your baby's needs.

1. Disposable bottles (with disposable nipples) containing prepared formula.

Advantages: Easy to use; great for travel; don't have to be cleaned.

Disadvantage: They are very expensive.

2. Bottles with thin plastic liners that can be purchased in rolls.

Advantage: You only have to clean the nipple and bottle ring (the part that holds the nipple and liner in place).

Disadvantage: You have to purchase the liners to use in the bottles.

3. Plastic bottles that come in all different shapes and colors.

Advantage: They're cost effective as you can reuse the bottle, nipples, and bottle rings.

Disadvantage: They have to be thoroughly cleaned each time they're used.

ACTIVITY

Go to a supermarket and/or drug store and evaluate and compare the different kinds of bottles.

Which kind of bottle do you think will best meet your needs?

Unless you chose disposable bottles (which most people do not because they are too expensive), you have to thoroughly clean the bottles, nipples and rings before and after each feeding. You do not have to boil the bottles any more because almost all towns have clean water, free of dangerous bacteria. So, unless you have well water, you can wash bottles, rings and nipples thoroughly with hot tap water, dishwasher detergent and a brush. Use a bottle brush for the inside of the bottle, nipple brush for inside of the nipple. You also can put the bottles in the dishwasher, but use only dishwasher detergent, not any of the special rinses.

Baby's Choice

Be prepared to change your choice of nipple or bottle if you baby seems to be getting a lot of gas. Some nipples and bottles are designed to reduce gas build up for infants.

FORMULA

Formula is a liquid food especially made for babies. It has about the same nutritional value as breast milk, but it does not provide protection against infant diseases. There are basically two different kinds of formula. Regular formula made of cow's milk and protein formula made from soybeans. If babies are sensitive to regular formula and develop colic, eczema, etc., doctors often advise mothers to try soybean formula. Most babies, however, usually start with regular formula first and pediatricians usually recommend a brand. There are many different brands of formula and it is offered in various forms.

Let's evaluate which is best.

1. Already prepared formula comes in cans or bottles.

Advantage: You do not have to dilute it or prepare it in any way. It is great for when you travel.

Disadvantages: It is the most expensive kind of formula. Also, after you open it, you have to use it within a certain period of time.

2. Concentrated formula that comes in cans. You have to add water.

Advantage: It is easy to prepare by just adding water.

Disadvantage: It is in the middle price range for formula. Once you have opened a can, you can only use it for a certain period of time.

3. Powdered formula

Advantage: It is the cheapest of all options. You can prepare as little or as much as you like. You can store the powder for long periods of time.

Disadvantage: You have to prepare it by adding water. It is not very practical for travel.

ACTIVITY

After evaluating this information, go to the supermarket and compare the different brands, prices and types of formula. Decide which one will be the best for your needs.

My choice is _____
because _____
_____.

ACTIVITY

Obtain a bottle and formula of your choice and practice preparing a bottle. Follow all directions carefully.

UNUSED FORMULA

You can store unused formula in the refrigerator. You have to cover it with wrap to keep bacteria, mold, etc. out. You should not use formula that is more than 24 hours old (even if it has been stored appropriately).

- If a bottle has been at room temperature more than one hour, you should not use it.
- Do not reuse formula left over from a feeding.

FEEDING

ACTIVITY

Talk to your doctor/nurse about how much formula you should give to your child and how often. Also, ask for advice regarding a feeding schedule. (Feed the baby at the same time each day.)

Before feeding the baby, make sure the formula is not too hot for him/her. It should be warm or room temperature for young babies. Always test the temperature before feeding and **NEVER heat bottles in the microwave.** Even though a test drop of formula feels okay to you, there may be a “hot spot” in the middle of the bottle so that when your baby sucks the formula, he/she could burn his/her mouth or esophagus.

When feeding you baby, you should always hold him/her. Holding is a way of bonding with your baby and makes her/him feel secure and loved. When you feed your baby, make sure you tilt the bottle so that the nipple is filled with formula. Also make sure that the hole in the nipple is not too big/small. Do not prop up bottles as that leads to ear infections, tooth decay, and difficulty weaning from the bottle at age one. Offer the baby the bottle only until he/she stops sucking. Do not force a baby to finish a bottle.

Note to fathers: You can and should be equally involved in preparing formula and bottles and feeding your child. It is very important, particularly during the first few months when the baby does not sleep through the night, that you take over some feedings to allow the mother to rest. It also will be an enjoyable experience that will make you feel close to your child.

BURPING

When a baby feeds, he/she will swallow air along with formula/breast milk. The air will become uncomfortable for the baby and, therefore, it is important to burp him/her. You burp a baby by placing him/her over your shoulder and gently patting or rubbing his/her back. It is also a good idea to have a cloth on hand just in case the baby spits up.

Note: Remember that infants should not eat/drink anything other than breast milk or formula. They are too sensitive and their digestive systems are not developed enough to handle anything else! Cows' milk is not recommended during the first 12 months. Pediatricians usually inform parents when they can begin feeding their babies milk.

Sometimes food can go the wrong way and the baby will choke. This is often very frightening for parents, but it is important that you stay calm and follow the procedure described on the next page.

HELPFUL HINTS FOR FEEDING FORMULA TO BABIES

ALWAYS:

- **Hold the baby in an upright position to prevent choking.**
- **Make sure that the nipple is full of formula. If the baby sucks in too much air, s/he is likely to spit up.**
- **Offer baby the bottle only until baby stops sucking. Do not force a baby to finish a bottle.**
- **Burp baby by placing him or her over your shoulder or lap and gently patting or rubbing the back. It is a good idea to have a cloth on hand—just in case!**
- **Father or other family member can also share in the feeding, thereby encouraging a child's additional attachments.**

Emergency Choking Aid for Infants

The following emergency procedures, as recommended by the American Red Cross and the American Heart Association, should be implemented if an infant suddenly cannot breathe, cough or make any sounds. Rapid transport to a medical facility is urgent if these emergency procedures fail.

1. Lay baby face down, straddling your arm, with the head lower than the chest. Support baby's head with your hand around the jaw and under the chest. Rest your arm on your thigh. Give 4 back blows rapidly between the shoulder blades with the heel of your hand.
2. (A) If the foreign object is not relieved, carefully turn baby over. Place your free hand on the baby's back and sandwich the baby between your hands and arms. One hand supports the chest, neck, and jaw, and the other hand supports the back, neck, and head. (B) Holding the baby between your hands and arms, turn it face up. Rest your arm on your thigh, so the head is lower than the chest.
3. Push on the chest 4 times with your fingertips—one finger width—below an imaginary line between the nipples. Your hand should come in from the side so that your fingertips run up and down the sternum, not across it.
4. If the baby is conscious, keep repeating 4 back blows and 4 chest thrusts until the object is expelled or the baby becomes unconscious.
5. If the infant loses consciousness, immediately call for emergency medical assistance (ambulance, paramedics, etc.). Place the infant back down, straddling your arm. Tilt the infant's head back gently, open your mouth wide and make a tight seal around the infant's mouth and nose, then give two slow breaths (1-1 ½ seconds each). The proper amount of air to give is just enough to make the infant's chest rise. A puff of air held in the cheeks should be sufficient. If the infant's chest does not rise, try repositioning the head to attempt to rescue breathing a second time. If the infant's chest still does not rise, maneuvers outlined above to remove any obstruction should be repeated until an open airway is achieved or emergency assistance arrives. Check after each series of back blows and chest thrusts for an expelled object in the infant's mouth. If you see an object, remove it with a finger. Don't poke straight in—sweep in from the side. Do not sweep unless you see an object. Repeat until you obtain an open airway.
6. If an open airway is obtained, put your ear close to the infant's mouth and nose. "Look" at the chest and abdomen for movement, "listen" for exhaled air, and "feel" for exhaled air flow. If there is no sign of breathing, open your mouth wide and make a tight seal around the mouth and nose of the infant. Give 1 slow breath every 3 seconds. Continue giving breaths until the baby begins breathing on his/her own, or emergency medical assistance arrives.

WHAT TO DO IF SOMEONE IS CHOKING

Heimlich Maneuver (to be used for adults and older children—approximately age 9 and up).

Method 1: Victim standing or sitting, rescuer standing.

- I. The rescuer stands directly behind the victim and wraps his arms around the victim's waist.
- II. The rescuer makes a fist with one hand and places his fist thumb side against the victim's navel and rib cage.
- III. With one hand on top of the other, the rescuer places the heel of the bottom hand on the victim's abdomen, slightly above the navel and below the rib cage.
- IV. With a sharp upward thrust, the rescuer presses his hand into the victim's abdomen.
- V. The rescuer should repeat the maneuver several times until the victim stops choking.

Method 2: Victim lying face-up, rescuer kneeling.

1. The rescuer should position the victim on his back.
2. The rescuer kneels, facing the victim and straddling him with one knee on either side of the victim's hips.
3. With one hand on top of the other, the rescuer places the heel of the bottom hand on the victim's abdomen, slightly above the navel and below the rib cage.
4. With a sharp upward thrust, the rescuer presses his hand into the victim's abdomen.
5. The rescuer should repeat the maneuver several times until the victim stops choking.

Youth Reproductive Health and Pregnancy

0600-507.10 | Revision Date: 7/23/2024

Overview

This policy provides guidelines for CSWs to address **reproductive health** care such as sexually transmitted infections (STIs) and pregnancy with minors/NMDs, including available resources and options for pregnant minors/nonminor dependents (NMDs).

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Version Summary

This policy guide was updated from the 08/26/22 version, to address new legislation pertaining to the Supreme Court overturning Roe v. Wade, which allows states to ban abortions. The changes also address the termination of pregnancy for youth who are placed out of state and the accessibility of abortions in California, if desired. In addition, the information contained in FYIs 19-12, 20-02, and 23-02 were incorporated into this guide therefore cancelling those FYIs.

POLICY

Reproductive and Sexual Health Care and Related Rights for Minors and NMDs

[State law](#) mandates social workers to inform a minor or NMD in foster care of their rights regarding sexual and **reproductive health** care to include as follows:

1. The right to receive medical services, including **reproductive** and sexual **health** care.
2. The right to consent to, or decline, medical care (without need for consent from a parent, caregiver, guardian, social worker, probation officer, court, or authorized representative) for:
 - a. The prevention or treatment of pregnancy, including contraception, at any age.
 - b. Abortion, at any age.
 - c. Diagnosis and treatment of sexual assault, at any age.
 - d. The prevention, diagnosis, and treatment of STIs, at age twelve (12) and older.
 - e. The right at age twelve (12) and older whenever feasible to choose their own **health** care provider for medical, dental, vision, mental **health**, substance abuse disorder services, and sexual and **reproductive health** care. This age group can also communicate with **health** care providers regarding treatment concerns and request a second opinion before undergoing invasive medical, dental, or psychiatric treatment.
3. The right to **access** age-appropriate, medically accurate information about **reproductive** and sexual **health** care without discrimination or harassment, including but not limited to:
 - a. The prevention of an unplanned pregnancy, including abstinence and contraception, at any age.
 - b. Abortion care and other pregnancy services, at any age.
 - c. The prevention, diagnosis, and treatment of STIs, including but not limited to, the availability of the Human Papillomavirus (HPV) vaccination, at age twelve (12) and older.
4. Confidentiality Rights:
 - If the minor/NMD has the right to personally consent to medical services, such services shall be provided confidentially and maintained as confidential between the provider and the minor/NMD to the extent required by HIPAA. Disclosure of services may only be provided through written consent of the minor/NMD or through a court order.
 - When a minor/NMD has a right to consent to examinations and/or treatment by a medical provider must be private unless the minor/NMD specifically requests otherwise.
5. The right to be provided transportation to **reproductive** and sexual **health**-related services in a timely manner.
6. The right to obtain, possess and use contraception of their choice, including condoms.
7. The right to storage space and to be free from unreasonable searches of their belongings. Contraception cannot be taken away as part of a disciplinary measure or for religious beliefs, personal biases and/or judgments of another individual.
8. The right to independently contact state agencies, including the Community Care Licensing Division of the California State Department of Social Services (CDSS) and the State Foster Care Ombudsperson, regarding violations of rights. The right to speak to representatives of these offices confidentially, and to be free from threats or punishment for making complaints.
9. Depending on the type of facility and age of the minor/NMD, to have personal rights posted and/or explained in an age and developmentally appropriate manner, and provided to the minor/NMD.

The Foster Youth Bill of Rights can be a very useful tool to facilitate a discussion with foster youth about their rights to **reproductive health** and sexual care. Foster youth have a right to receive a copy of the Foster youth Bill of Rights upon entry into foster care, every six (6) months, and at every replacement. In addition to those rights outlined in the [Foster Youth Bill of Rights](#), **reproductive** and sexual **health** care rights of minors and NMDs in out-of-home care should be given in a manner appropriate to the age and/ or development level of the minor or NMD upon entry into placement and [at least every six \(6\) months thereafter](#). "[A Guide for Case Managers: Assisting Foster Youth with Healthy Sexual Development and Pregnancy Prevention](#)" provides information on the roles and responsibilities of social workers in providing sexual **health** care information as well as guidance on addressing such matters with minors and NMDs.

See "[Documentation of Pregnancy and Parenting in CWS/CMS for Minors and NMDs](#)" documenting discussions related to the minor/NMD's **reproductive** rights and pregnancy.

Implementation of Senate Bill 89 Mandates

Senate Bill 89 went into effect in June 2017, resulting in the requirements listed below for child welfare agencies and those serving foster youth, related to the **reproductive** and sexual **health** care of youth in foster care.

Informing Youth of Their Rights and Removing Barriers

CSWs are to update case plans annually and document compliance with the mandates of SB 89 in all 6-month court reports (21.e, 21.f, .22, .26 reports) for youth in foster care, 10 years of age and older, including young adults in foster care, to indicate that the CSW has:

1. Informed the youth or young adult that he or she may access age-appropriate, medically accurate information about **reproductive** and sexual **health** care, including, but not limited to, unplanned pregnancy prevention, abstinence, use of birth control, abortion, and the prevention and treatment of sexually transmitted infections.
2. Informed the youth or young adult, in an age- and developmentally appropriate manner, of his or her right to consent to sexual and **reproductive health** services and his or her confidentiality rights regarding those services.
3. Informed the youth or young adult how to access **reproductive** and sexual **health** care services and facilitated access to that care, including by assisting with any identified barriers to care, as needed.
4. CSWs may refer to age-appropriate fact sheets when having this conversation with tweens, middle adolescents, and transition-aged youth.

Improving Access to Comprehensive Sexual Health Education (CSHE)

SB 89 requires DCFS to improve access to sexual **health** education. CSWs are required to document in the case plan and in all 6-month court reports (21.e, 21.f, .22, .26 reports) the following information:

1. For all youth in foster care age ten (10) and older who are enrolled in middle school, junior high or high school, Children's Social Workers (CSWs) are required to do the following:
 - a. Review the case plan annually and update it, as needed, to indicate that the case-carrying CSW has verified that the youth or NMD has received CSHE that meets the requirements of the California **Healthy** Youth Act (CHYA), once in middle school and once in high school.
 - b. Review the case plan annually and update it, as needed, to indicate that the case-carrying CSW has verified that the youth or NMD has received CSHE that meets the requirements of the California **Healthy** Youth Act (CHYA), once in middle school and once in high school.
2. For youth and NMDs in foster care who have not met this requirement, SB 89 requires the CSW to document in the case plan how the Department will ensure that the youth/NMD receives the CHYA-compliant CSHE instruction at least once before completing junior high or middle school and once before completing high school.
 - Pending the youth being linked to and receiving an alternative CHYA-compliant CSHE, consider referring younger youth to [AMAZE](#), a free online sexual **health** education resource that includes engaging, educational, and age appropriate sex education videos. The AMAZE website works best on County computers when using Google Chrome. Consider referring older youth and NMDs to a similar resource, [BEDSIDER](#).

In order to verify that a foster minor/NMD has received or will receive instruction within the necessary timeframe, it is recommended that the Children Social Worker (CSW) communicate with school personnel working at the minor/NMD's school. This will allow the CSW to determine if the youth/NMD will be able to meet this requirement through school attendance, or if the CSW will need to arrange an alternative way for the minor/NMD to receive the instruction.

The [California Department of Education \(CDE\)](#) website provides information about [comprehensive sexual health education](#), including the curriculum requirements and a list of [Frequently Asked Questions](#). The CSW can also reach out to staff from the **Health** Management Services Division –Child Welfare **Health** Services Section for further information on alternative comprehensive sexual **health** education. Although [W&IC section 16501.1, subdivision \(g\)\(20\)](#) does not dictate a specific year of middle school, junior high, or high school in which the curriculum must be delivered, it is recommended that CSWs connect a minor/NMD to comprehensive sexual **health** education as early as possible so that if it is determined that a minor/NMD will not receive this education through school attendance, there is sufficient time for the minor/NMD to receive it by some other means, prior to completing middle school, junior high, or high school.

If the youth has not received or is not scheduled to receive the required comprehensive sex education curriculum, the youth shall be provided access to the curriculum in an alternate way and document this both in the case plan and court report. The CSW may reach out to the **Health** Management Services Division – Child Welfare **Health** Services Section for assistance in locating free online sexual & **reproductive health** education courses.

Online courses are usually made available during the registration/enrollment period. The Child Welfare **Health** Services Section post announcements of online courses on LAKids Weekly News when they were informed that registration to online courses is open.

If the youth declines or refuses to participate in the SB89 mandated sexual and **reproductive health** education course, the CSW should document this refusal in CWS/CMS Contact Notebook and consult with either the out stationed **regional office** County Counsel or the assigned trial County Counsel regarding next steps including informing minor’s counsel of the youth’s refusal. The youth’s reasons for refusal including efforts to offer alternative venues for the educational course should be documented in the next status review court report. The youth’s reasons for declining cannot be disclosed if it pertains to protected **health** information. For example if the youth says, “I do not want to take this course because it brings up trauma from when I was raped”. That would be protected information that registration to online courses is open.

If the youth declines or refuses to participate in the SB89 mandated sexual and **reproductive health** education course, the CSW should document this refusal in CWS/CMS Contact Notebook and consult with either the out stationed regional office County Counsel or the assigned trial County Counsel regarding next steps including informing minor’s counsel of the youth’s refusal. The youth’s reasons for refusal including efforts to offer alternative venues for the educational course should be documented in the next status review court report. The youth’s reasons for declining cannot be disclosed if it pertains to protected **health** information. For example if the youth says, “I do not want to take this course because it brings up trauma from when I was raped”. That would be protected information that cannot be disclosed without consent. Refer to [SB 89 Quick Reference Guide](#) on how to document SB 89 requirements.

Documenting SB 89 Compliance in Court Reports

As of January 1, 2023, compliance with the SB 89 mandates must be documented in court reports. When documenting in status review court reports for children in out-of-home care ten (10) years of age or older, information may be inserted under a new heading such as, “Compliance with SB 89 Mandates,” or “**Reproductive Health** Information”. Information shared in a court report should comply with confidentiality laws.

Reproductive Health Rights of California Foster Youth Placed Out-Of-State

All California youth placed in foster care (“foster youth”), including NMDs, have a right to access and receive **reproductive health** care including abortion care, should that be their decision. This holds true whether the youth are living in California or out of state. For any California foster youth placed in a state that has limited or banned the provision of any services related to sexual, **reproductive** or **gender** affirming **health** care (i.e., abortion services, hormone therapies, birth control, etc.), CSWs are to continue to ensure that these youth are able to receive **health** care services as required under California law. To help navigate the statutory challenges and to ensure a youth’s access to **health** care services continue, CSWs can contact their local county **Medi-Cal** office. For assistance in determining what services are available in the youth’s placement state, the CSW and the youth must reach out to their dependency attorney and the CSW must reach out to County Counsel, the Regional

Administration Team, and/or the **Health** Management Services Division – Child Welfare **Health** Services Section (PPT_EPY_Conferences@dcfs.lacounty.gov), and the Regional Administration Team. CSWs can also refer to www.abortionfinder.org for a detailed breakdown of each state’s laws regarding what types of **reproductive health** care are legal in the youth’s placement state as well as assistance in locating **health** care providers in that state. For assistance in determining what services are available in the youth’s placement state, the CSW can reach out to the **Health** Management Services Division – Child Welfare **Health** Services Section (PPT_EPY_Conferences@dcfs.lacounty.gov),

If a youth expresses a desire or need for **reproductive** or gender affirming **health** care, the CSW should act with reasonable promptness to address this need in a timely manner as many of these services are very time sensitive. This includes any transportation needs. [WIC Section 16001.9](#) describes the right to timely care and [ACL 16-82](#) provides guidance on a youth’s right to be provided transportation to **reproductive** and sexual **health**-related services. Because abortion, gender affirming care and other **reproductive health** care laws are changing quickly, California youth living out of state can contact their dependency attorney to discuss their options.

The CSW has an ongoing duty to assist the youth. If the youth does not feel comfortable talking to their attorney, or has limited capacity (mentally or access) to make calls, search websites, etc. the CSW must assist the youth. CSWs can consult with their Regional Administration Team or the **Health** Management Services Division – Child Welfare **Health** Services Section for assistance on supporting the youth/NMD.

When a foster youth requires ongoing **health** care (e.g., hormone therapy or other gender affirming care) that is unavailable or difficult to access in the state where they are currently residing, an alternative placement may need to be considered by the case management team, including the youth’s attorney. The youth should be consulted when making any alternative placement decision and the [youth’s written consent](#) must be obtained prior to disclosing any **health** information. CSWs must honor the foster youth’s confidentiality as required by law.

CSWs are recommended to regularly provide youth who are placed out of state with a contact form or resource card with current information of their California support team including their CSW and Juvenile Dependency attorney to help them access any medical care or information they may need. If a youth placed out of state has a medical need that cannot be addressed in their placement area, transportation procedures should be arranged to ensure that their medical care can be addressed in a time-sensitive manner.

For information and resources, including but not limited to fees, lodging, and transportation to support **reproductive health** care access for minors/NMDs, CSWs can consult with their Regional Administration Team, County Counsel, or the **Health** Management Services Division – Child Welfare **Health** Services Section (PPT_EPY_Conferences@dcfs.lacounty.gov) for assistance. Refer to [Management Directive, 14-02 Travel Policy, Travel Advance and Expense Reimbursement](#) when requesting transportation and lodging for a child/youth/NMD. Please note that per the travel policy, “transportation of a child is a case work decision to be approved by the RA and does not require a court order.”

Pregnancy Prevention & Avoiding Sexually Transmitted Infections

CSWs may distribute condoms to dependent DCFS minors/NMDs in foster care. CSWs should make minors/NMDs aware of the availability of condoms and make them available. CSWs should consult with the manager of their respective DCFS office on the availability of condoms for distribution to minors/NMDs and, if appropriate, seek guidance from their assigned SCSW and Public **Health** Nurse (PHN) on how to provide an educational context (such as literature and educational materials) for the minor/NMD receiving condoms. If the youth wants condoms, they do not need or have to take a pamphlet, listen to an educational talk, etc. in order to receive condoms. CSWs can also refer minors/NMDs to the [condom project, 211, 1degree.org](#), or [DPH Health Centers](#) for free condoms.

DCFS and Department of Public **Health** (DPH) PHNs are available for consultation with the CSW, for direct consultation with the minors/NMD, and for [joint response or collaborative planning](#) regarding **reproductive health** issues.

Any DCFS served minor/NMD can be seen at any of the [Medical Hubs](#) for reproductive health information and discussion of available birth control options. Some Medical Hubs offer birth control. Additionally, most Obstetrics/Gynecological doctors, family medical providers, and pediatricians can also discuss options for contraception with youth/NMD, provide services, and/or offer referrals for services. When calling for appointments, the CSW or caregiver would need to confirm with the provider's office if there are age limits for whom they can see and whether they can provide contraception counseling and other **reproductive health** services. For additional information, see [Overview of Youth's Rights for Sexual Health Services, Sexual Health Services Available at the Medical Hub Clinics and Reproductive Health Resources for Youth](#).

Pregnancy

A minor/NMD's choice to [continue](#) or [terminate](#) their pregnancy is a very personal decision and the CSW must support the minor/NMD's decision without expressing personal bias or attempting to influence their decision. Minors/NMDs should be directed to the [Planned Parenthood, a Los Angeles County Health Clinic](#) or an equivalent local family planning clinic for assistance in pregnancy testing and counseling/ education regarding their options. CSWs will ensure that the local, family planning clinic the minor/NMD is referred to provides counseling/education for a full range of options. These options include parenting, adoption, and pregnancy termination. A minor/NMD should also be encouraged to seek out people who will support them in making a decision, such as their partner(s), family, friends, attorney, clergy, or a professional counselor. If a minor/NMD is exploring [relinquishment](#) of parental rights and placement of the baby for adoption, they may contact the DCFS Foster and Adoption Recruitment number, (888) 811-1121 or via email, Relinquishment@dcfs.lacounty.gov. CSWs should be aware of "crisis pregnancy centers" which do not provide a full range of **reproductive health** services. CSWs and minors/NMDs are encouraged to find a vetted clinic in California that provides a full range of **reproductive health** services: <https://www.bedsider.org/find-health-care/clinics>. If they are exploring this option, explain to the minor/NMD that they must discuss with their attorney the legal implications of adoption. Provide the minor/NMD with their attorney's name and the CLC main number (323) 980-1700.

Revealing pregnancy information in the absence of a minor/NMD's written consent is a violation of their right to privacy. The father's written consent is necessary before documenting in the father's case file that they are possibly going to be a father. This does not apply when documenting all non-**reproductive**/routine [medical information](#) in the minor/NMD's case file or on CWS/CMS, or when sharing medical information with **health** care providers when appropriate. Refer to [ACIN No. I-73-16](#) for guidance regarding how to document minor and NMD parents in CWS/CMS.

Continuing the Pregnancy

If a minor/NMD becomes pregnant, they have the right to continue their pregnancy, regardless of their age, marital status, or financial situation. All minors/NMDs in care are eligible to receive Medi-Cal and financial support to provide for themselves and their children.

It is important that a pregnant minor/NMD visit a doctor for prenatal care, including regular check-ups during pregnancy. If a minor/NMD thinks they are pregnant, they should be encouraged to talk to their **health** care provider about medications they are taking.

Safe Surrender

The CSW, and DPO if the minor/NMD receives dual supervision, must inform any minor/NMD of childbearing age of the [Safe Haven](#) law and provide them with the Safe Surrender Hotline number 877-BABY-SAFE and website: <https://www.cdss.ca.gov/safe-surrender-baby>. The law states that no parent/legal guardian who has custody of a minor child who is seventy-two (72) hours (three (3) days) old or younger may be prosecuted for child abandonment, if they voluntarily surrenders physical custody of the child to a designated employee at a public or private hospital emergency room, designated fire station, or other safe surrender site, as determined by the local County Board of Supervisors. The law also allows for a fourteen (14) day "cooling off" period, during which the parent/legal guardian may return to reclaim the child.

Adoption

Adoption can be an alternative for a minor/NMD who does not feel prepared to raise a child but does not want to have an abortion. Adoption is a legal process, during which the minor/NMD gives up all rights and responsibilities as a parent. Adoption is permanent and cannot be reversed.

There are two methods for legal adoption in California:

- Through a private or government agency, where the agency takes full responsibility for all legal matters involved
- Independent adoption, where the parent locates an adoptive family on their own.

In both cases, the adopting family must be approved before the adoption process is final.

If the minor/NMD expresses an interest in adoption, CSWs should provide the minor/NMD with the DCFS Adoption Information/Intake number, (888) 811-1121 to seek assistance from an Adoption CSW to discuss adoption. CSWs should also provide the minor/NMD with their attorney's information so that they may get legal advice regarding adoption.

Safe Pregnancy and Healthy Baby

Expectant and Parenting Youth (EPY) Conference

A youth referred to an EPY Conference must have already considered and discussed their options with their parent(s)/legal guardian(s), attorney, or other trusted adult and decided to become a parent. All Expectant and Parenting Youth (EPY), whether a birthing parent or co-parent, shall be offered a voluntary EPY conference. An Expectant and Parenting Youth (EPY) Conference (formerly Pregnant and Parenting Teen (PPT) Conference) is a voluntary proactive tool intended to identify and discuss issues related to pregnancy and early stages of child rearing for expectant or parenting minors/NMDs, including fathers/co-parents. EPY Conferences focus on planning for **healthy** parenting, identifying appropriate resources and services, and preparing for a successful transition to independence. During EPY conferences, the facilitator should review the [DCFS 229, Permission from Youth to Share Reproductive Health-Related Information](#) form, including going over the youth's right to disclose or not disclose information and their right to discuss it with their attorney.

The Child Welfare **Health** Services Section, Expectant and Parenting Youth (EPY) Conference Facilitators help promote the Expectant Parent Payment (EPP) as appropriate during EPY Conferences. The EPY Conference Facilitators are available for any questions regarding EPP. These staff can be reached at mendeh@dcfs.lacounty.gov and melenaa@dcfs.lacounty.gov.

Collaborative Planning with a Public Health Nurse (PHN)

When a youth/NMD chooses to continue a pregnancy and to become a parent, upon [written consent](#), the CSW may disclose this information to the Public **Health** Nurse (PHN). Before signing the written consent, the minor/NMD should be advised that if desired, they are able to consult with their attorney prior to signing any release of information. The CSW and a Public **Health** Nurse (PHN) co-located in the CSW's office will have a collaborative planning meeting with the minor/NMD. At this meeting, the minor/NMD's needs will be assessed and interventions to ensure a safe pregnancy and a **healthy** baby will be offered. These interventions may include, but are not limited to:

- A joint visit to the home, hospital, school, or office
- Sending for medical records
- Interpreting medical information
- Referrals to appropriate community agencies

The goal of the collaborative planning meeting is to develop a plan that protects the minor/NMD and their child's **health** and safety needs. Once the PHN receives the copy of the consent and disclosure and when a home visit is warranted, the CSW will work with the PHN to schedule and conduct the visit. During the CSW joint visit, the PHN will follow their Child Welfare PHN Policies & Procedures for completing their assessment for the minor/NMD and follow CWPHN documentation procedure. Refer to the section [Documentation of Pregnancy and Parenting in CWS/CMS for Minor and Nonminor Dependents](#).

When a home visit is indicated, the PHN and the CSW will meet at the minor/NMD's placement to assess their **health**, safety, and **health** practices. During the joint visit, the PHN will:

- Assist the CSW with the assessment of the home environment.
- Identify actual and potential **health** needs of the minor/NMD and their child(ren) through observation and interviews.
- Inform the CSW of any **health** and/or safety concerns. If the PHN raises concerns, the CSW shall employ a strengths-based approach to support the minor/NMD. The CSW shall ensure that the minor/NMD is referred to preventative services to address any concerns regarding the safety, **health**, or well-being of the child, and to help prevent, whenever, possible, the filing of a petition to declare a child a dependent of the juvenile court under WIC 300. The CSW shall ensure that

the minor/NMD is provided access to services targeted at supporting and maintaining the parent-child bond and the minor/NMD's ability to provide a permanent and safe home for the child.

Nurse Family Partnership (NFP) Program

A minor/NMD qualifies for the [Nurse Family Partnership \(NFP\)](#), if they meet all of the following criteria:

- Is pregnant for the first time (subsequent pregnancies accepted in certain areas)
- Is under 28 weeks pregnant at the time of the referral
 - Some Service Planning Areas (SPAs) may accept referrals as long as the youth/NMD has not yet given birth – post-delivery, NFP program will refer the youth/NMD to other home visitation programs
- Agrees to NFP program services

The program provides home visiting services, beginning during the pregnancy and extending through the child's first two (2) years of life. The PHNs who visit the minor/NMD's home will focus on the new parent's **health** and on their development as a parent.

The CSW can refer minors/NMDs living in Los Angeles County to Nurse Family Partnership using the [LA County Home-Visiting Confidential Referral Form](#).

If NFP is not an option, the CSW can still refer the minor/NMD to a home-visiting program using the LA County Home-Visiting Confidential Referral Form (hyperlink to form), which will allow the youth to be linked to Parents as Teachers or **Healthy Families America**. The CSW can also consider other home visitation resources, such as Welcome Baby, Partnerships for Families and Early Intervention programs, such as Early Head Start. The Los Angeles County Perinatal and Early Childhood Home Visitation Consortiums e-directory ([Home Visiting E-Directory](#)) can be utilized to find appropriate programs.

Partnerships for Families (PFF) Program

A minor/NMD is eligible for the Partnerships for Families (PFF) program as long as the minor's children are not dependents of the court. A referral can be generated in the Family Centered Services Portal on LA Kids to refer an expectant mother and/or father. PFF's home visitation services are provided by a master's level staff. PFF provides and connects the youth to counseling, concrete supports including baby items and cribs, and other services and resources as needed.

In addition to the home-visiting programs listed above, the CSW can refer the pregnant youth for a free doula if the youth would like a doula. A doula is a trained professional who provides expert guidance for the service of others and who supports another person through a significant **health-related** experience, such as childbirth, miscarriage, induced abortion or stillbirth, as well as non-**reproductive** experiences such as a dying. Youth identifying as Black or African American can be referred for a doula through the [Black Infants and Families Program](#). CSWs can also refer pregnant youth of all racial identities for a doula through the [Joy in Birthing Foundation](#). Youth placed out of county can access doula care through Medi-Cal. Youth may also access the Frontline Doula Hotline (Frontline Doulas). The Frontline Doula Hotline is a respectful "warm line" that allows youth to schedule a call-back time with a Doula. The Frontline Doula Hotline operates Monday through Sunday, 7 am–10 pm, PST.

Expectant Parent Payment (EPP)

Effective January 1, 2022, WIC 11465(e) authorizes a payment to be made directly to an expectant minor or NMD, approximately three (3) months prior to the minor/NMD's due date. Prior to automation, this payment will be issued as a lump sum of \$2,700; once automation has been finalized, an amount equivalent to the home-based foster care infant supplement will be paid monthly for the final three (3) months of a minor/NMD's pregnancy. The payment will be the same regardless of placement type, and it will be paid directly to the expectant minor/NMD.

This expectant parent payment is available to meet the specialized needs of the pregnant minor/NMD, as well as prepare for the needs of the infant. Preparing for the birth of a newborn is expensive. Some potential expenses this payment could be used for are included below. Listed expenses are only examples, the expectant minor/NMD who receives the payment is not required to submit any accounting or receipts to show how the funds are utilized. All items purchased with these funds are the property of the minor/NMD and go with them if/when they change facilities or exit care.

Example uses of the payment include, but are not limited to:

- Cribs, rocking chairs, changing tables or other infant related furniture.

- Car seats, strollers, or infant carriers.
- Clothes for the infant or maternity clothes for the pregnant minor/NMD.
- Nursing bras, breast pumps, formula or other infant feeding necessities.
- Diapers, pacifiers, bibs, and other miscellaneous infant items.
- Birth preparation or parenting classes.

CSWs must discuss the availability of EPP funds with the pregnant minors/NMDs.

The EPP replaces the Early Infant Supplement (EIS) financial benefit that was previously provided to DCFS pregnant minor/NMD in placement in the 7th, 8th, and 9th months of pregnancy.

To implement the EPP benefit, CSWs must obtain and submit a copy of an official medical record given directly to the pregnant minor/NMD from a qualified medical provider, containing both verification of pregnancy and the Expected Delivery Date. A determination of the 7th, 8th, or 9th month of pregnancy for the purpose of implementing the EPP payment(s) will be based on the Expected Delivery Date provided in the medical record. Minors/NMDs are eligible for the entire lump sum payment even if the EPP application is submitted after the 7th month of pregnancy.

If the pregnant minor/NMD does not have an official medical record from their **health** care provider containing the required information, the CSW may request a verification of pregnancy letter from the medical provider on formal letterhead with an Expected Delivery Date. Any verification and documentation procedure must abide by applicable confidentiality laws. The CSW may use DCFS 6119, DCFS Expectant Parent Payment (EPP) **Health** Care Provider Request, which includes a signature line for the pregnant youth/NMD to authorize the **health** care provider to disclose the youth's pregnancy and Expected Delivery Date. A verification of pregnancy letter from a qualified medical provider, reflecting the Expected Delivery Date, must be submitted as a part of the application.

Expectant parent payments are available to pregnant minors/NMDs who receive AFDC-FC or ARC payments, including those placed in Short Term Residential Therapeutic Placements (STRTPs), Supervised Independent Living Placements (SILPs), Transitional Housing Placements (THPP) or home-based foster care. Los Angeles County will also issue an EPP for youth who are not in an approved placement but are otherwise eligible, through a Special Payment request for an Administrative Review Net County Costs (NCC). If the minor/NMD is not in an approved placement, the assigned CSW and SCSW should consult with their Regional Administration Team, assigned County Counsel, and/or a **Health** Management Services EPY Facilitator on the appropriateness of providing the EPP due to case considerations. Expectant Parent Payments are not available for minors/NMDs in the Adoption Assistance Program (AAP) and the Kinship Guardianship Assistance Payment Program (Kin-GAP). Pregnant minors/NMDs residing in the home of one or both parents (HOP) are not eligible to receive EPP payments. However, they may be eligible to receive financial assistance from the Department of Public Social Services (DPSS). The address provided on the EPP request must match the pregnant minor/NMD's placement address as reflected in CWS/CMS.

The Child Welfare **Health** Services Section, EPY Conference Facilitators help promote the EPP as appropriate during EPY Conferences. The EPY Conference Facilitators are available for any questions regarding EPP. These staff can be reached at mendeh@dcfs.lacounty.gov, melenaa@dcfs.lacounty.gov, or PPT_EPY_Conferences@dcfs.lacounty.gov.

Infant Supplement

The infant supplement begins the month that the infant is born and continues as long as the non-dependent infant continues to reside with the minor/NMD parent in an eligible placement. As soon as the infant is born and is under the care of the now parenting minor/NMD, the CSW must initiate an [FCSS Automated DCFS 280](#) request to start the official Infant Supplement payment of \$900 per month, or \$1,379 per month for group home/STRTP placements, and to begin Medi-Cal coverage for the infant. To begin Medi-Cal coverage for the baby, initiate an FCSS Automated 280 (Note: a hospital discharge summary or hospital certificate of birth may be needed to initiate the DCFS 280).

The infant supplement is an additional payment tied to AFDC-Foster Care, Kin-GAP and Approved **Relative** Caregiver (ARC) programs for children of parenting foster youth, when the child and parenting foster youth live in a foster care setting. Other parenting youth who are living with their non-dependent child are also eligible including youth under delinquency jurisdiction who are living in foster care, NMDs, and youth in non-related legal guardianships who are receiving AFDC-FC. An infant supplement payment is paid to the youth's caregiver. NMDs living in a SILP receive their payment directly. A co-parent in foster care is entitled to the infant supplement if the newborn/young child is living with the co-parent at least part of the time. Infant supplements may only be used to provide for

the care and supervision of the child of the eligible parent and are not intended to be additional compensation for the youth/NMD's caregiver.

A NMD parent residing in a SILP with their non-dependent child, may enter into a Parenting Support Plan (PSP) with an identified and approved responsible adult mentor. The NMD parent may obtain the PSP rate of \$200 (which is paid directly to the parenting NMD). Refer to PG 0100-510.40, Services for Minor and **Nonminor Dependent (NMD)** Parents for more information and procedures on how to obtain a PSP rate for the parenting NMD.

Termination of Pregnancy

If a minor/NMD at any age does not want to continue a pregnancy, they have the legal right to terminate it. If the minor/NMD is under DCFS supervision, the CSW must ensure that the minor/NMD's transportation needs are met, including transporting them, if necessary. No one has the legal right to force a minor/NMD to terminate or choose not to terminate the pregnancy, regardless of the minor/NMD's age. Termination of pregnancy services are time sensitive. If the minor/ NMD's right to these services are being violated, the CSW must ensure that the minor/NMD is able to obtain the services in a timely manner ([Planned Parenthood, a Los Angeles County Health Clinic](#)). For example, if a minor/NMD wishes to terminate their pregnancy and they are having trouble finding a medical provider who can assist them promptly, or if the minor/NMD needs transportation to their medical appointment and their housing provider/Resource Parent is unable to assist them, the CSW shall assist the minor/NMD to help remove these barriers to accessing services. Each case needs to be addressed and evaluated on a case-by-case basis as to the logistics of transportation and lodging, and the CSW must consult with County Counsel, Regional Administration Team, and Child Welfare **Health** Services Section to avoid violating the state's specific **reproductive health** laws. CSWs can also refer to www.abortionfinder.org for a detailed breakdown of each state's laws regarding what types of **reproductive health** care are legal in the youth's placement state as well as assistance in locating **health** care providers in that state. CSWs should inform the minor/NMD that Medi-Cal covers the cost of the termination of pregnancy, and refer to [Management Directive 14-02, Travel Policy, Travel Advance and Expense Reimbursement](#) when requesting transportation and lodging for a child/youth/NMD. For information regarding California protections for **reproductive health** care refer to <https://www.gov.ca.gov/2023/09/27/california-expands-access-and-protections-for-reproductive-health-care/>.

Documentation of Pregnancy and Parenting in CWS/CMS for Minors/NMDs

Under the requirements of [SB 794](#), data regarding pregnancy must be collected and reported. Pregnancy is a **health** condition which may be reported by the minor/NMD, their caregiver or physician. Due to the confidential nature of this information, conversations with minor/NMD about pregnancy-related topics should be handled with sensitivity and care to eliminate coercion regarding the disclosure of pregnancy status. Any disclosure regarding pregnancy requires the minor/NMD's written consent.

Revealing pregnancy information in the absence of a minor/NMD's written consent is a violation of their right to privacy. The father's written consent is necessary before documenting in the father's case file that they are possibly going to be a father. This does not apply when documenting all non-**reproductive**/routine medical information in the minor/NMD's case file or on CWS/CMS, or when sharing medical information with **health** care providers when appropriate.

Under the requirements of SB 794, data regarding pregnancy must be collected and reported. There are two (2) ways to capture pregnancy information in CWS/CMS. Pregnancy information may be entered under the Observed Condition tab or under the Diagnosed Condition tab. The correct way to enter this data depends on whether the minor/NMD has consented to the release of information.

Discussions related to the minor/NMD's **reproductive** rights and pregnancy may also be documented in the CWS/CMS Case Notes (i.e. Title XXs) with suggested language as follows:

- The CSW and the minor/NMD discussed topics of **reproductive health**.
- The CSW provided resources regarding **reproductive health**.
- The CSW offered to remove any barriers the minor/NMD may experience accessing **reproductive health** services.

Under the requirements of [SB 528](#), complete and accurate data on parenting minor and NMD parents must be collected. The reported data must also include the parenting minor/NMD's county, age, ethnic group, placement type, time in care, number of children they have, and whether the children are court dependents.

When a CSW first learns that a minor/NMD is pregnant, the information should be entered into CWS/CMS via the [Observed Condition](#) tab. This will ensure that the information is not automatically populated on the Health and Education Passport (HEP) and will keep the information private from caregivers and others such as school personnel, counselors, mentors and Foster Youth Services providers that receive copies of a minor/NMD's HEP. This information may not be relevant to the provisions of some types of services and supports and therefore need not be included in the HEP. Additionally, the minor/NMD should be consulted prior to the disclosure of any pregnancy-related information.

If a minor/NMD has been hospitalized for a **health** issue related to the pregnancy, such as a pregnancy complication or due to giving birth, the pregnancy must be recorded as a diagnosed condition in order to allow for entering the hospitalization information. Pursuant to WIC section 16010(a), any hospitalization must be recorded in a manner in which the information would be entered into the minor/NMD's HEP.

The [All County Information Notice \(ACIN\) I-73-16](#), provides information on the state-required guidelines for entering parenting information into CWS/CMS. Prior to release ACIN I-73-16, guidelines had been established via [ACIN I-60-15](#) to collect data on parenting minors/NMDs via CWS/CMS data entry. An FYI was issued (FYI 16-01) on how to document the state-required information into CWS/CMS and an update to FYI 16-01 was released via [FYI 16-19](#).

Cross Reporting to Law Enforcement

The CSW must ensure that a [child abuse report](#) is made with DCFS and that a cross report is made to local law enforcement in cases where the age difference is as described below, and any time there is a [reasonable suspicion](#) that the sexual activity was coerced or not voluntary (including sexual exploitation). In the absence of an emergency, prior to disclosure, the CSW must inform the minor that they will be disclosing this information and explain the reason for that disclosure. The CSW should notify the youth's attorney of reports made to local law enforcement on behalf of their clients.

Age Difference

Mandated reporters must report if they have a reasonable suspicion that:

1. A person fourteen (14) or older engaged in sexual intercourse with a minor under age of fourteen (14).
2. A person twenty-one (21) or older engaged in sexual intercourse with a minor aged fourteen (14) or fifteen (15).

Sexual Activity that is Coerced or Not Voluntary

Mandated reporters must report if they have a reasonable suspicion that intercourse with a minor was coerced, or in any other way not voluntary. As one example, sexual activity is not voluntary when the victim is unconscious or so intoxicated that they cannot resist. See below, and see [Penal Code sections 261](#) and [11165.1](#), for more examples.

Sexual Activity Involving Sexual Exploitation or Trafficking

Mandated reporters must report if they have a reasonable suspicion that a minor has been sexually trafficked or is being sexually exploited. Child pornography is sexual exploitation, as is the provision of food, shelter, or payment to a child in exchange for any sexual act described in Penal Code section 11165.1. See Penal Code section 11165.1 for more examples.

CSWs must make a report to law enforcement in cases where the minor reports that the sexual activity occurred under any circumstance where there is a reasonable suspicion that the sexual activity was coerced or in any way not voluntary. These include, but are not limited to:

- While the minor was unconscious, intoxicated or lacked the mental, developmental or physical capacity to give legal consent; or

- Was accomplished against the minor's will by means of force, violence or fear of immediate bodily injury; or
- The minor is a victim of commercial sexual exploitation, or other sexual exploitation.

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PROCEDURE

Informing Youth of Their Rights and Removing Barriers

CSW Responsibilities

1. Communicate with DCFS youth, age 10 and above, about their **reproductive** and sexual **health**, and utilize the following resources:
 - [DCFS FYI 17-36](#): FOR DCFS-SERVED YOUTH: Know Your Rights For Sexual **Health** Services, Sexual **Health** Services Available At The Medical Hub Clinics And **Reproductive Health** Resources for Youth
 - [FACT SHEET](#): "What CSWs and DPOs Need to Know: Preventing Unwanted Teen Pregnancies & Sexually Transmitted Infections."
 - [CDSS' BROCHURE](#): Know Your Sexual and **Reproductive Health** Rights
 - [CDSS' "A Guide for Case Managers: Assisting Foster Youth with Healthy Sexual Development and Pregnancy Prevention"](#)
 - [SB Case Manager Guide and Youth Factsheets](#)
 - [Pocket Guide LA](#): Empowering Los Angeles Youth to Make **Healthy** Choices
 - [Foster Youth Bill of Rights](#)
 - [LA Youth Rights web site](#)
2. Document the required activities in the case plan utilizing the two (2) new Case Management Services, Service Categories: Inform Sexual and Repro **Health** Rights and Assist Access to Sexual/Repro Care Srvcs.
 - Since case plans are attached to court reports, the court will be kept apprised of CSWs meeting the mandates of having an annual conversation with youth age ten (10) and above regarding their **reproductive health** rights, accessing **reproductive health** services, and assisting in removing any identified barriers.
3. Document the required activities in a contact in the case. Documentation should include any actions the CSW took to provide the youth/NMD with information, resources, and assistance to remove any barriers the youth/NMD may have in receiving sexual and **reproductive health** care. Confidential information about the youth/NMD receiving sexual and **reproductive health** care does not belong in the case documentation.

Improving Access to Sexual Health Education

CSW Responsibilities

1. Submit [DCFS 1726 DCFS School Records Request](#) and ensure that Verification of Completion of Comprehensive Sexual **Health** Education (CSHE) is requested, through checkbox-marked on first page of the DCFS 1726.
2. Upon receipt of the completed DCFS 1726, review the information provided by the youth's school to ensure all requested information was given.
3. If the required CSHE information was not provided, contact the youth's school counselor to inquire if the youth completed the required CHYA-compliant CSHE. The attached Unified School Districts CHYA Matrix can be used as a tool to communicate with the school.
4. If the youth has not received the CHYA-compliant CSHE at his/her school, refer to information provided by the school on the DCFS 1726, II. Availability of Alternative CHYA-compliant Comprehensive Sexual **Health** Education, on the possibility of the youth taking the class out of sequence, in independent study, or in summer school.
5. With the youth's agreement to participate, coordinate with the school to assist the youth in participating and completing the alternative CSHE. If the youth is not able, or does not wish, to participate during the proposed alternative time, document this information in the CWS/CMS Contact Notebook.
6. If transportation is needed, explore the possibility of the caregiver assisting, or if the caregiver is unable to provide transportation, assist in facilitating transportation.
7. If there is no alternative CSHE available through the school, notify the DCFS Child Welfare **Health** Services (CWS) Section by emailing the Comprehensive Sexual **Health** Education InBox at

CSHE@dcfs.lacounty.gov with the youth's name, DOB, school name and grade level. The CWHS Section is tracking the need for youth to receive an alternative curriculum. This notification is required to assist DCFS in establishing an alternative to the youth receiving the CSHE once in Middle School and once in High School.

8. Pending the youth being linked to and receiving an alternative CHYA-compliant CSHE, consider referring younger youth to [AMAZE](#), a free online sexual **health** education resource that includes engaging, educational, and age appropriate sex education videos. The AMAZE website works best on County computers when using Goggle Chrome. Consider referring older youth and NMDs to a similar resource, [BEDSIDER](#).
9. Document the information obtained from the youth's school in the Case Plan utilizing the Service Category, Sexual **Health** Education Services, and the two (2) Service Types, Sexual **Health** Education High School and Sexual **Health** Education Middle School.
 - Since Case Plans are attached to court reports, the Court will be kept apprised of the Department's mandate to ensure that the case plan is reviewed annually and updated, as needed, to indicate that the CSW has verified that the youth/NMD has received the CHYA compliant CHSE, once in middle school and once in high school.
10. Document the required activities in the CWS/CMS Contact Notebook. Documentation should include any actions the CSW took to obtain the required CSHE information.

Documenting SB 89 Compliance in Court Reports

CSW Responsibilities

1. For all youth in placement, age 10 and above, document compliance with the mandates of SB 89 in all 6-month court reports (21.e, 21.f, .22, .26 reports). The following sample language may be used to avoid violating confidentiality rights:
 - Given the youth's age, (s/he) was provided with information regarding **reproductive**/sexual **health** rights on (Date).
 - On (Date), the youth was provided information regarding **reproductive**/sexual **health** resources, as appropriate, and CSW discussed and removed any existing barriers to youth receiving **reproductive**/sexual **health** care.
 - Youth is currently attending _____ Middle School and received the CHYA-compliant Comprehensive Sexual **Health** Education on (Date).
 - Youth is currently attending _____ High School and received the CHYA-complaint Comprehensive Sexual **Health** Education on (Date).
 - Youth is unable to receive the CHYA-compliant Comprehensive Sexual **Health** Education (CSHE) at their school. CSW referred youth to an alternative CHYA-compliant Comprehensive Sexual **Health** Education program at _____ on (Date).
 - Youth received the alternative CHYA-compliant Comprehensive Sexual **Health** Education program at _____ on (Date).

Sexual and Reproductive Health for Minors and NMDs

CSW Responsibilities

1. Personal biases and/ or religious beliefs will not be imposed upon the minor/NMD.
2. Provide a copy of and explain in an age-appropriate manner the [Foster Youth Bill of Rights](#) upon entry into foster care and at least once every six (6) months at the time of scheduled contact and any change of placement.
3. Inform the minor/NMD, in an age appropriate manner, of their rights to consent at any age to pregnancy-related care, including contraception, abortion, and prenatal care. See [FYI 22-19, Youth and Reproductive Health Rights](#).
 - a. **Reproductive** and sexual **health** care.
 - b. Unplanned pregnancy prevention, including abstinence, and use of birth control.
 - c. Options regarding pregnancy, including abortion.
 - d. Prevention and treatment of STIs.
4. Inform the minor/NMD of their right to consent at age 12 or older to the prevention, diagnosis, and treatment of STIs.
5. Inform the minor/NMD about their confidentiality rights regarding medical services and seek the youth/NMD's written consent prior to any disclosure of their sexual or **reproductive health** information. Also, inform the minor/NMD of their right to withhold consent to such disclosure(s.)
6. Ensure the minor/NMD is up-to-date on their annual medical appointments.

7. Ask the minor/NMD if they are facing any barriers in accessing **reproductive** and sexual **health** care services or treatment, and ensure any barriers are addressed in a timely manner.
8. Use the [reasonable and prudent parent stand](#) to create normalcy and to support the **healthy** sexual development of the minor/NMD based on their individual needs. See the [Guide for Case Managers: Assisting Foster Youth with Healthy Sexual Development and Pregnancy Prevention](#).
9. Provide the minor/NMD with the youth-friendly brochure, "[Know your Sexual and Reproductive Health Care Rights](#)."
10. Provide resources such as [Planned Parenthood](#), a Los Angeles County **Health** Clinic, and/ or a primary physician, information on condom availability, as well as other resources to address the [sexual health needs of DCFS-served youth](#).
11. Provide pregnant minor/NMD with **Reproductive Health** and Parenting Resources for Youth in LA County. The resources listed in this document are not exhaustive, but will serve as a starting point for locating resources appropriate for the individual youth/NMD.
12. Document in the case plan any measures taken towards ensuring that items #1 through #7 were completed. All documentation needs to comply with existing confidentiality laws.

Assisting a Pregnant Minor/NMD

CSW Responsibilities

1. Upon a minor/NMD's disclosure they are pregnant:
 - a. With the minor/NMD's written consent, immediately inform PHN about the pregnant minor/NMD.
 - b. Document in the **Health** Notebook the pregnancy as an observed condition.
 - i. Click on the [Observed Condition](#) page tab.
 - ii. To add an Observed Condition, click the "+" in the Observed Condition grid to create a new row, and complete all known and mandatory fields.
 - iii. Under Condition, select Physical **Health** from the Category dropdown list and Pregnant from the **Health** Problem dropdown list.
 - iv. Add any known contact information regarding the pregnancy related **health** care provider in the Description box under the **Health** Problem dropdown list.
 - v. Any condition with the Alert box selected will populate in the **Health** and Education Passport (HEP).
2. If the minor/NMD is hospitalized for a pregnancy related issue and has provided written consent, consult with the PHN to request for PHN review and documentation on CWS/CMS and assistance with any medical follow-ups, as needed.
 - a. Submit a PHN consult referral (Pubic **Health** Nursing Consultation Request)
 - Under Request Reason, select "Input Medical Info into CWS/CMS"
3. Advise the minor/NMD of the family planning options available to them, including:
 - Terminating the pregnancy
 - Continuing the pregnancy and relinquishing the baby for adoption
 - Continuing the pregnancy and keeping the baby
4. Encourage the minor/NMD, if appropriate, to discuss their options with their parent(s)/legal guardian(s), attorney, or other trusted adult.
5. Reassure the minor/NMD that they will receive CSW support no matter their choice.
6. Provide the minor/NMD with a copy of [Reproductive Health and Parenting Resources for Teens in LA County](#) prior to closing the referral or promoting the referral to a case.
7. Refer the minor/NMD to [Planned Parenthood, a Los Angeles County Health Clinic](#) and/or a primary physician to further discuss their family planning options.
 - If the minor/NMD is under DCFS supervision, ensure that the minor/NMD's transportation needs are met, including transporting them, if necessary. The CSW does not have to transport the minor/NMD; however, the CSW is responsible for ensuring transportation needs are met.
8. Inform the minor/NMD of their right to confidentiality.
9. If a DCFS-supervised minor/NMD decides to continue their pregnancy, inform them of the [Nurse Family Partnership \(NFP\)](#) program.
 - If they wish to participate and qualify, refer them for the services.
10. If the minor/NMD has decided to carry their pregnancy to term and raise the baby, offer the minor/NMD an EPY Conference to assist with planning for **healthy** parenting, identifying resources and preparing for a successful transition to independence as a young parent.
 - a. If the minor/NMD agrees, ask the minor/NMD to complete the DCFS 229, Permission from Youth to Share **Reproductive Health**-Related Information form and submit the [DCFS 174](#)

requesting the EPY Conference via the referral portal to "PPT/EPY." An EPY can request an EPY Conference before and after the baby is born.

- b. Email EPY facilitators Anita Melendez melenaa@dcfs.lacounty.gov & Hipolito Mendez mendeh@dcfs.lacounty.gov as well as the EPY email address, PPT_EPY_Conferences@dcfs.lacounty.gov to confirm receipt of the referral.

11. If a DCFS-supervised minor/NMD decides to continue their pregnancy, inform them of the [Nurse Family Partnership \(NFP\)](#) program.
 - If they wish to participate and qualify, refer them for the services. If they do not qualify for or wish to participate in NFP, offer referrals to other Home Visitation or Community-Based support programs. [The Los Angeles County Perinatal and Early Childhood Home Visitation Consortia e-directory \(Home Visiting E-Directory\)](#) can be utilized to find appropriate programs.
12. Inform the minor/NMD of the [Safe Haven](#) law.
13. If the minor has an open referral, arrange for a [joint response](#) with a PHN.
14. For DCFS-supervised minor/NMD, follow the relevant guidelines, depending on their decision:
 - [Terminate the pregnancy](#)
 - Continue the pregnancy and [relinquish the baby](#) for adoption
 - Continue the pregnancy and [keep the baby](#)
15. Document on the "Observed Condition" tab in CWS/CMS that:
 - Referrals were provided to the minor/NMD
 - The options for managing the pregnancy (family planning) were discussed prior to promoting the referral to a case, closing the referral, or on the open case.
 - Document in the **Health** Notebook information regarding the pregnancy and related medical treatment, including the name, address, and phone number of the physician providing prenatal care.
16. If a [Child and Family Team \(CFT\)](#) meeting is held, advise the minor/NMD that their pregnancy will not be revealed during the CFT unless they authorize it.
17. If a minor/NMD's open referral is promoted to a case, incorporate financial and medical assistance, as well as expectant parent programs, into the [case plan](#).
18. If a placement decision must be made for a minor/NMD, their prenatal needs must be considered along with the permanency needs of their family unit, if the youth chooses to become a parent.
 - The minor/NMD should be advised that they have the right not to disclose their pregnancy status.
 - Discuss with the minor/NMD about the importance of informing the [Resource Parent](#) that they are pregnant so that they can help support them.
19. Obtain the required verification once the pregnant minor/NMD is eligible and submit for the EPP (the pregnant minor/NMD can receive this payment even after the birth of the baby). Refer to [Procedural Guide 0100-510.40, Services for Minor and Nonminor Dependent \(NMD\) Parents](#).
20. At each subsequent home visit:
21. Determine whether the minor/NMD and their family are using the referred resources.
22. Document that information in the Contact Notebook.

Expectant Parent Payment (EPP) During a Minor/NMD's Pregnancy

CSW Responsibilities

1. Discuss with the pregnant minor/NMD in placement the availability of EPP and the purpose of the funds, namely to assist the minor/NMD in preparing for the birth of the infant and to promote the purchase of necessary items for the arrival of the soon-to-be-born infant.
2. Obtain an official medical record from the pregnant minor/NMD, containing both verification of pregnancy and the Expected Delivery Date.
 - a. If such official medical record is not available, obtain the pregnant minor/NMD's signature on the [DCFS 6119, DCFS EPP Health Care Provider Request](#) authorizing the **health** care provider to disclose the youth/NMD's pregnancy and Expected Delivery Date.
3. Submit the [DCFS 6119, DCFS EPP Health Care Provider Request](#) signed by the minor/NMD authorizing the **health** care provider to disclose the minor/NMD's pregnancy and Expected Delivery Date to the **health** care provider via mail, email or fax.
4. Complete the [DCFS 5540, Special Payment Authorization/Request](#) with a request to implement three (3) months of EPP payments at \$900 each, for a total of \$2,700. Complete all yellow-highlighted mandatory fields (refer to attached SAMPLE) and attach an official medical record containing verification of pregnancy and the Expected Delivery Date, or if unavailable, the

completed DCFS 6119, DCFS EPP **Health** Care Provider Request, as well as the verification letter from the **health** care provider, and the History of Child Placements Report from CWS/CMS.

Obtain approval of the DCFS 5540 from SCSW, ARA, and RA.

- Submission of EPP payment requests will only be possible at the minor/NMD's 7th month of pregnancy or beyond via the DCFS 5540. If for some reason the EPP has not been processed and received by the youth during the 7th, 8th, or 9th month of pregnancy they remain eligible to receive the total sum of \$2700 after the baby is born.
5. Scan and email the approved DCFS 5540, the official medical record containing verification of pregnancy and the Expected Delivery Date, and the History of Child Placements Report from CWS/CMS to the DCFS Special Payments Section In-box:
SpecialPaymentRequests@dcfs.lacounty.gov.
 6. If the minor/NMD's situation changes, (i.e., if the minor/NMD is no longer pregnant by the 7th month of pregnancy, no longer a dependent, or if there is a change in the minor/NMD's address), notify the DCFS Special Payments Section in a timely manner by sending an email to the DCFS Special Payments In-box: SpecialPaymentRequests@dcfs.lacounty.gov.
 7. As soon as the infant is born and under the care of the now parenting minor/NMD, initiate an Automated DCFS 280 request to start the official Infant Supplement payment of \$900 per month or \$1379 per month for group home/STRTP placements, and to begin Medi-Cal coverage for the infant.
 8. If the minor/NMD is not in an approved placement, the assigned CSW and SCSW should consult with their Regional Administration Team, assigned County Counsel, and a **Health** Management Services EPY Facilitator on the appropriateness of providing the EPP and any case considerations.
 - Requests for EPP for a youth/NMD in a non-approved placement go through an Administrative Review Net County Costs (NCC).
 - Complete and gather the documents specified in #4. Consult with the EPY Facilitator and submit the required documents to the EPY Facilitator who will reach out to the program manager of Child Welfare **Health** Services Section for assistance. The program manager will draft a memo on behalf of the Regional Deputy Director explaining and justifying the EPP request and need for NCC funding. The memo will be sent to the Regional Deputy Director for their review/approval to then submit to the Finance Administrative Deputy III for approval.

SCSW Responsibilities

1. Review the official medical record or verification letter with the Expected Delivery Date for accuracy of the DCFS 5540, based on the minor/NMD's Expected Delivery Date.
2. If accurate, approve the DCFS 5540 and forward it to the ARA and RA for review and approval.
3. If the case is in the process of being transferred to another CSW, or in the absence of the CSW, if the youth's situation changes, (i.e., if the minor/NMD is no longer pregnant by the 7th month of pregnancy, no longer a dependent, or if there is a change in the minor/NMD's address) notify the Special Payment Section by sending a notification email to
SpecialPaymentRequests@dcfs.lacounty.gov

Infant Supplement Following the Birth of a Child

CSW Responsibilities

1. After the birth of the baby, if the non-dependent infant is residing with minor/NMD in an eligible placement (link to FYI), describe the availability of the Infant Supplement to the parenting minor/NMD.
2. To request the infant supplement and begin Medi-Cal coverage for the baby, initiate an FCSS Automated 280. A hospital discharge summary or hospital certificate of birth may be needed to initiate the 280.

Continuing a Pregnancy

A minor/NMD's pregnancy is confidential and thus without the minor/NMD's written consent, information entered into CWS/CMS and other documents, such as court reports, is not permitted except as described above under, "[Entering Pregnancy Information as an Observed Condition](#)" and "[Entering Pregnancy Information as a Diagnosed Condition](#)." Guidelines for documentation of each are described above under, "Assisting a Pregnant Minor/NMD."

CSW Responsibilities

1. Confirm that you have followed all of the steps in [Assisting a Pregnant Minor/NMD](#).
2. If the minor/NMD provides written consent and it has not been already completed, arrange for a collaborative planning meeting with a PHN.
3. Engage the minor/NMD in a discussion of their feelings about going through pregnancy, the responsibilities of parenting, planning for education and finances, and other related questions for the youth/NMD to consider in making their decision. See [Discussion Questions for Pregnant Youth](#) for additional guidance. Document this conversation in the Contact Notebook.
4. If not already offered and the minor/NMD agrees, refer the minor/NMD for an EPY Conference .
5. Assess the minor/NMD's need for **health**, financial, placement/housing, and education resources.
 - Document assessments in CWS/CMS Contact Notebook with the minor/NMD's consent
 - Document assessments on the "Observed Condition" tab of CWS/CMS when the minor/NMD's consent has not been given.
6. If the minor/NMD decides to keep the baby, talk to them about the home visitation programs, doula services, and the [Nurse Family Partnership \(NFP\) Program](#). If they agree to participate and qualify for the program:
 - a. Complete the NFP Referral Form.
 - b. If the expectant parent is a nonminor dependent, they must sign a [DCFS 565](#), Authorization for Disclosure of Medical Information for Participation in the Nurse Family Partnership Program.
 - c. Give the completed form(s) to the PHN to submit. The NFP Program will send an enrollment status letter to the PHN.
7. Consider referring the minor/NMD to the [Adolescent Family Life Program \(AFLP\)](#).
8. Refer the minor/NMD and their caregiver to community resources, as needed or requested.
9. If the minor/NMD resides with a parent or adult relative who is receiving CalWORKS, refer them and the parent/relative to the Department of Public Social Services (DPSS) to determine the minor/NMD's eligibility for the Cal-Learn.
10. Consult with the PHN to obtain the guidelines for appropriate prenatal care from the College of Obstetricians and Gynecologists, and to ensure that the youth/NMD receives appropriate prenatal care.
11. Assist in supporting face-to-face contact between the pregnant minor/NMD and the biological parent if the minor/NMD requests assistance with this.
 - Document the contact or attempted contact in the Contact Notebook.
12. If the other parent is a DCFS-Supervised minor/NMD, offer them an EPY conference and provide them with referrals to community-based programs such as AFLP. If the other parent is a probation youth, provide referrals via the Deputy Probation Officer (DPO).
13. If the minor/NMD is reluctant to disclose their pregnancy to their out-of-home caregiver, discuss with the minor/NMD about the importance of informing the Resource Parent that they are pregnant so that they can help support them. If the minor/NMD declines to disclose their pregnancy to the Resource Parent explore with the minor/NMD why they do not feel comfortable, while reassuring the minor/NMD that their decision to keep this information confidential will be respected.
14. Inform and refer the minor/NMD to EPP and submit the application.
15. Following the child's birth, initiate an Automated DCFS 280 request to start the [Infant Supplement](#) payment and to begin Medi-Cal coverage for the infant, even if the child is non-detained. The minor/NMD is eligible for this funding for their child until their case closes.
16. Following the child's birth document parenting information into CWS/CMS utilizing the instructions in ACIN I-73-16.

Required Documentation

1. Only after obtaining the minor/NMD's written consent document the pregnant minor/NMD referral in the CWS/CMS on the Special Projects page as follows:
 - a. Pregnant Youth – Referred to the NFP Program
 - b. Pregnant Youth – Status of referral to the NFP Program
 - i. Client accepted into NFP
 - ii. Client was not accepted into NFP
 - Did not meet intake criteria
 - Refused
 - No NFP capacity in geographical area
 - c. Pregnant Youth – Not referred to the NFP Program
 - i. Does not meet eligibility criteria
 - ii. Referred to Prenatal Care provider (list provider name)
 - iii. Youth declined

- iv. Referred to other home visiting program (list program name)
- 2. Include the date when the action was taken or the notification was received on the Special Projects Page.
- 3. List the provider's name in the Comment section.

Terminating a Pregnancy

CSW Responsibilities

1. Confirm that you have followed all of the steps in [Assisting a Pregnant Youth](#).
2. If the minor/NMD provides written consent and it has not been already completed, arrange for a collaborative planning meeting with a PHN.
3. Encourage the minor/NMD, if appropriate, to discuss their options with their parent(s)/legal guardian(s), attorney, or other trusted adult.
 - Reassure the minor/NMD that they will receive your support no matter what choice they make.
4. Ensure that the minor/NMD's decision to terminate the pregnancy is based on their knowledge of the available options.
 - Document the conversation to terminate the pregnancy in the Contact Notebook.
5. Refer the minor/NMD to Planned Parenthood or a Los Angeles County **Health** Clinic to further discuss and arrange for pregnancy termination services.
6. If the minor/NMD or Resource Parent, in consultation with the youth, requests the abortion procedure.
 - Assist them in making adequate arrangements for the abortion procedure and adequate recovery time.
 - If the minor/NMD does not have other supportive people who can transport them to and from the location where the abortion procedure will occur, the CSW is to assist them by either making arrangements for their transportation or transporting the minor/NMD to and from the appointment. The CSW may request transportation per [Management Directive, 14-02, Travel Policy, Travel Advance and Expense Reimbursement](#) after consulting with County Counsel, the Regional Administration Team, or the **Health** Management Services Division – Child Welfare **Health** Services Section. This plan should be discussed with the minor/NMD in advance to ensure they are in agreement with the plan.
7. Document information regarding the pregnancy and related medical treatment as well as conversations with the minor/NMD on the "Observed Condition" tab in CWS/CMS. Include the name, address and phone number of the treating physician.
8. Provide post termination supportive services as needed, and ensure the minor/NMD's attendance at follow-up medical appointments.
9. Provide resources to the minor/NMD for family planning counseling and/ or sexually transmitted infection (STIs).

Relinquishing an Infant for Adoption

CSW Responsibilities

1. Confirm that all of the steps in [Assisting a Pregnant Minor/NMD](#) have been followed.
2. If the minor/NMD provides written consent and it has not been already completed, arrange for a collaborative planning meeting with a PHN.
3. Inform the minor/NMD that adoption is a legal process, during which they give up all rights and responsibilities as a parent, and that once adoption procedures are completed, the decision is permanent and cannot be reversed.
4. Explain to the minor/NMD that they must discuss with their attorney the legal implications of adoption. Provide the minor/NMD with their attorney's name and the CLC main number (323) 980-1700.
5. If the minor/NMD expresses interest regarding adoption, with the minor/NMD's consent, request assistance from an Adoptions CSW by calling (888) 811-1121 or emailing Relinquishment@dcfs.lacounty.gov. The Adoptions CSW will engage the minor/NMD in a discussion of their feelings about going through pregnancy, the emotional impacts of adoption, adoption procedures, and other related questions for the minor/NMD to consider in making their decision. See [Discussion Questions for Pregnant Youth](#) for additional guidance. Document this conversation in the Contact Notebook.
6. Inform the minor/NMD that there are two methods for legal adoption in California.

- 7. Assist the minor/NMD in contacting the other parent and obtaining their consent for the adoption.
 - If the baby’s other parent is known, the other parent is required to give consent to the adoption.
- 8. Create a Client Notebook for the infant.
 - If available, include the name, address, and phone number of the other biological parent in the infant’s Client Notebook.
- 9. Provide the minor/NMD with the DCFS Adoption Information and Applicant Intake toll-free number (888) 811-1121.
 - Only the infant’s parents may decide to [relinquish the infant](#) and to call the Adoption Information and Applicant Intake section.
- 10. Consult with PHN to obtain the guidelines for appropriate prenatal care from the College of Obstetricians and Gynecologists, and to ensure that the minor/NMD receives appropriate prenatal care.
- 11. Inform the minor/NMD of doula services and home-visitation programs such as the Nurse Family Partnership (NFP) Program. If they agree to participate and qualify for the Nurse Family Partnership or other LA County Home-visiting program.
 - a. Complete the LA County Home-Visiting Program Referral Form.
 - b. If the expectant parent is a nonminor dependent (NMD), they must sign a [DCFS 565](#), Authorization for Disclosure of Medical Information for Participation in the Nurse Family Partnership Program.
 - c. Give the completed form(s) to the PHN to submit. The NFP Program will send an enrollment status letter and quarterly updates to the PHN.
- 12. Refer the minor/NMD and their caregiver to community resources, as needed or requested.
- 13. For dual supervised minors (DCFS and Probation) or for previous probation minors, refer to the [Placement Permanency and Quality Assurance \(PPQA\) unit](#) via the minor’s Deputy Probation Officer (DPO).

[Back to Procedure](#)

APPROVALS

SCSW Approval

- Review and approve DCFS 5540

ARA Approval

- Review and approve DCFS 5540

RA Approval

- Review and approve DCFS 5540

[Back to Approvals](#)

HELPFUL LINKS

Attachments

[California Expands Access and Protections for Reproductive Health Care](#)

[Discussion Questions for Pregnant Minors/NMDs](#)

[Expectant Parent and Parenting Support Hub](#)

[Expectant Parent Payment Memo](#)

[Expectant Parent Payment Toolkit](#)

[FFPSA Evidence Based Practices Desk Guide](#)

[Foster Youth Rights Handbook](#)

[If You Are in Foster Care, You Have Rights! \(Middle Adolescents\)](#)

[If You Are in Foster Care, You Have Rights! \(TA/Young Adult\)](#)

[If You Are in Foster Care, You Have Rights! \(Teen/Early Adolescents\)](#)

[Know Your Rights for Sexual Health Services and Sexual Health Services Available at the Medical Hub Clinics](#)

[Overview of Adolescent Health Information Forms](#)

[Referral to LA County Home Visiting Program](#)

[Reproductive Health and Parenting Resources for Teens in LA County](#)

[Resources for Parenting Foster Youth](#)

[SB 89 Quick Reference Guide – A DCFS Caseworker Toolkit](#)

[Youth Brochure: Know Your Sexual and Reproductive Health Rights](#)

Forms

LA Kids

[ABCDM228](#), Applicant's Authorization of Release of Information

[ABCDM228, \(Sp\)](#), Applicant's Authorization of Release of Information

[DCFS 174](#), Family Centered Referral and Services Form

[DCFS 179-PHI](#), Authorization for Disclosure of Child's **Protected Health Information (PHI)**

[DCFS 179-PHI \(Sp\)](#), Authorization for Disclosure of Child's Protected **Health** Information (PHI)

[DCFS 229](#), Permission from Youth to Share **Reproductive Health**-Related Information

[DCFS 565](#), Authorization for Disclosure of Medical Information for Participation in the Nurse Family Partnership Program

[DCFS 5540](#), Special Payment Authorization/Request

[FCSS Automated 280](#)

[Parenting Youth or Nonminor Dependent \(NMD\) Consent to Document and Share Her/His Non-Dependent Child's Health Information](#)

[Back to Helpful Links](#)

REFERENCED POLICY GUIDES

[0050-501.10](#), Child Abuse and **Neglect** Reporting Act (CANRA)

[0050-502.10](#), Child Protection Hotline (CPH)

[0070-520.10](#), Safely Surrendered Babies (SSB)

[0070-548.01](#), Child and Family Teams

[0070-560.05](#), Joint Response Referral: Consulting with PHN

[0080-502.10](#), Case Plans

[0100-510.40](#), Services for Minor and Nonminor Dependent (NMD) Parents

[0200-508.10](#), Relinquishment Procedures and the Statement of Understanding

[FYI 20-17](#), Foster Care Search System Automated 280 (FCSS Auto 280 – Infant Supplement Update

[FYI 22-03](#), Expectant Parent Payment (EPP)

[FYI 22-19](#), Youth **Reproductive** and Sexual **Health** Rights

[Back to Referenced Policy Guides](#)

STATUTES AND OTHER MANDATES

[All County Information Notice \(ACIN\) No. I-73-16 \(October 19, 2016\)](#) - Provides guidance regarding how to document minor and NMD parents in CWS/CMS.

[All County Letter \(ACL\) 14-38](#) (June 16, 2014) – Summarizes the requirements as outlined in [Senate Bill \(SB\) 528](#) regarding the rights of foster children, ages 12 and older, and NMDs in out-of-home care. SB 25 permits a social worker to provide dependent children and NMDs with age-appropriate, medically accurate information about sexual development, **reproductive health**, and prevention of unplanned pregnancies and sexually transmitted infections on an ongoing basis.

[ACL 16-31 \(April 22, 2016\)](#) - States that caregivers to use the reasonable and prudent standard, and defines the **reasonable and prudent parent standard** under federal law.

[ACL 18-61 \(June 20, 2018\)](#) – Authorizes social workers to inform a youth or NMD in foster care, beginning at age ten (10), of his/her rights regarding sexual and **reproductive health** care.

[ACL 21-123 \(October 8, 2021\)](#) – New expectant parent payment

[Civil Code \(CIV\) Section 56.103](#) – Allows CSWs to receive Protected **Health** Information (PHI) related to service coordination, delivery, and treatment for foster youth.

[Family Code \(FAM\) Section 6925](#) – A minor may consent to medical care related to prevention or treatment of pregnancy, except sterilization. A minor may receive birth control without parental consent.

[FAM Section 6926](#) – A minor who is 12 years of age or older may consent to medical care related to the diagnosis, treatment, or prevention of a sexually transmitted disease.

[FAM Section 6928](#) - A minor who is alleged to have been sexually assaulted may consent to medical care related to the diagnosis and treatment of the condition, and the collection of medical evidence with regard to the alleged sexual assault.

[Welfare and Institutions Code \(WIC\) 369](#) – If a dependent child is 12 years of age or older, his or her social worker is authorized to inform the child of his or her right as a minor to consent to and receive those **health** services, as necessary. Social workers are authorized to provide dependent children access to age-appropriate, medically accurate information about sexual development, **reproductive health**, and prevention of unplanned pregnancies and sexually transmitted infections.

[WIC 16001.9](#) - States minor's and NMD's rights.

[WIC 16002.5](#) - States in part that complete and accurate data on parenting minor and NMD parents is collected.

[WIC 16521.5](#) - States in part that adolescents, including NMDs, are to receive age-appropriate pregnancy prevention information to the extent state and county resources are provided.

[Back to Statutes and Other Mandates](#)

Extension Request

Client Name: _____

Advocacy Agency: _____

Date Agency was assigned: _____

Date of Most Recent Advocacy Plan: _____

Has there been a previous extension request? __Yes __No If yes, date of previous extension request: _____

Extension Request: ☐ 1st 3 months ☐ 2nd 3 months**Provide Reason(s) for Extension Request:****Describe current safety concerns:****What services is the youth currently receiving?**

List what needs to be accomplished during the extended period of services:

1.	2.
3.	4.
5.	6.

Signatures				
Name (print)	Relationship to Youth	Signature	Date	E-mail
	Advocate			
	Advocate Supervisor			

Reviewed and Approved:				
Name (print)	Title	Signature	Date	E-mail
	CSW			
	SCSW			
	DPO			
	SDPO			
	County Program Manager			

CONTRACT DISCREPANCY REPORT

TO: _____

FROM: _____

DATES: _____

Prepared: _____

Returned by Contractor:_____

Action Completed:_____

DISCREPANCY PROBLEMS:_____

Signature of County Representative Date

CONTRACTOR RESPONSE (Cause and Corrective Action): _____

Signature of Contractor Representative Date

COUNTY EVALUATION OF CONTRACTOR RESPONSE:_____

Signature of County Representative Date

COUNTY ACTIONS:_____

CONTRACTOR NOTIFIED OF ACTION:

County Representative's Signature and Date _____

Contractor Representative's Signature and Date _____

OPERATIONAL AGREEMENT
BETWEEN
LOS ANGELES SHERIFF'S DEPARTMENT
Herein referred to as "LASD"
AND
LONG BEACH POLICE DEPARTMENT
Herein referred to as "LBPD"
AND
LOS ANGELES POLICE DEPARTMENT
Herein referred to as "LAPD"
AND
DEPARTMENT OF CHILDREN AND FAMILY SERVICES
Herein referred to as "DCFS"
AND
PROBATION DEPARTMENT
Herein referred to as "Probation"
AND
DEPARTMENT OF HEALTH SERVICES
Herein referred to as "DHS"

**Los Angeles County Commercially Sexually Exploited Children
(CSEC) Law Enforcement First Responder Protocol**

WHEREAS, the parties to this Agreement, LASD, LAPD, LBPD, DCFS, Probation and DHS (the "Parties"), have previously created the attached Law Enforcement First Responder Protocol as a first step for a victim-centered, multi-agency response model within the County. The First Responder Protocol serves to guide law enforcement, County agencies, and community-based partners on appropriate steps to take within the first 72 hours of interfacing with an identified or suspected CSEC. The Operational Agreement and protocol reflect Los Angeles County's commitment to treating commercially sexually exploited children who have been exposed to severe violence, threats, and trauma, as victims of child abuse and human trafficking, rather than criminalizing them as delinquents.

WHEREAS, the First Responder Protocol was initially implemented in August 2014 in a pilot area with LBPD and LASD Compton and Century Stations and was expanded in 2015 to include LAPD's 77th and Southeast Divisions and all LASD patrol stations. Since implementation, there have been a total of three hundred thirty-five (335) CSEC recoveries. The parties to this Agreement have convened on a monthly basis to monitor implementation, discuss challenges and successes and make necessary changes to the protocol to ensure it continues to meet the overarching goals.

WHEREAS, California has unequivocally declared that there is No Such Thing as a Child Prostitute through the passage of Senate Bill 1322, which renders the crimes of loitering with the intent to commit prostitution and prostitution inapplicable to minors as of January

2017. The Parties to this agreement remain committed to serving these youth through a victim-centered approach.

WHEREAS, this Agreement defines the mutually agreed upon collaboration and responsibilities of the Parties to implement the First Responder Protocol. These cooperative activities under this Agreement shall be implemented at no additional cost to the Parties. It is not intended to establish legal duties or otherwise alter the respective responsibilities of the Parties.

WHEREAS, in order to implement the First Responder Protocol and to allow for the sharing of information among the Parties, it is the purpose of this Agreement to form a multidisciplinary personnel team to investigate reports of suspected child abuse and neglect.

Now, therefore, in order to further update and expand the First Responder Protocol, each party agrees to enter into this Operational Agreement and provide the services contained herein. As the First Responder Protocol continues to expand, additional parties will enter this agreement through an addendum signed by the Los Angeles County Integrated Leadership Team (ILT), comprised of the Department of Children and Family Services (DCFS), Probation Department (Probation) and the Los Angeles Sheriff's Department (LASD), and will also agree to take on the responsibilities outlined below:

LAW ENFORCEMENT RESPONSIBILITIES

The law enforcement agencies that are joining as parties to this agreement are the LASD, LAPD and LBPd. LASD, LAPD and LBPd agree to:

1. Designate law enforcement officials to support and resolve issues with implementation of the First Responder Protocols. They will also be responsible for approving or denying non-material change requests to this Agreement. See attached Contact List (Attachment A) that includes designated officials from each law enforcement agency. This contact list will be updated when necessary to reflect personnel changes.
2. Assign personnel who have been trained to recognize the signs and symptoms of commercial sexual exploitation in order to engage any suspected CSEC using best practice approaches.
3. In accordance with Welfare and Institutions Code ("WIC") § 305(a), take a child victim of commercial sexual exploitation into temporary custody if the officer has reasonable cause to believe the child is a person described by WIC § 300 and:
 - a. The child has an immediate need for medical care, or
 - b. The child is in immediate danger of physical or sexual abuse, or
 - c. Leaving the child unattended poses an immediate threat to the child's health or safety. If the parent or guardian of the youth cannot be

contacted, the officer must notify a social worker within DCFS to assume custody of the child.

4. Conduct an initial investigation in accordance with internal protocols.
 - a. Make best efforts to obtain the identity of the child, including using a Blue Check device if available.
5. Give notice to the investigating officer:
 - a. Follow internal agency protocol for notification for First Responder Protocol cases.
6. Assess the urgency of the child's medical needs:
 - a. If there is evidence of a sexual assault, follow applicable department protocols. The law enforcement agency that interacts with the youth is responsible for transporting the child and requesting a forensic exam.
 - b. The child must be taken to the emergency room or Sexual Assault Response (SAR) site as soon as possible if:
 - i. There was genital-genital or genital-mouth contact between a person and the child in the last 72 hours;
 - ii. There was unprotected genital-genital contact between a person and the child within the past 5 days; or
 - iii. The child appears to need immediate medical treatment for any other reason.
7. Request an Emergency Protective Order pursuant to California Family Code §6250, if the child identifies the trafficker.
8. If the child is 10 years of age or older, the officer shall complete an advisement of rights. The child has a right to make two phone calls, except where physically impossible. One call will be to a parent, guardian, or responsible relative; and the other call will be to an attorney.
9. Follow department protocol to ascertain the child's real age, if the child reports to being over the age of 18 years old, but there is any indication that the child is a minor.
10. Use the following guidelines, if the investigation uncovers potential crimes or offenses committed by the child:
 - a. For misdemeanors: After engaging the child, law enforcement will use discretion to decide whether to detain.

- b. For felonies: If the child is 14 years of age or older and is taken into custody for the personal use of a firearm in the commission or attempted commission of a felony or any offense listed in Welf. & Inst. Code § 707(b), then law enforcement must detain the child.
11. Contact the child's parent, guardian or caregiver to notify them that the child was found. Notify parent of staging area location, if it is safe to do so.
12. Complete an advisement of the child's constitutional rights, including the right to stay silent, if the officer takes the child into temporary custody because the officer has reasonable cause to believe the child falls under WIC § 602, or that the child has violated an order of the juvenile court or escaped from any commitment ordered by the juvenile court.
13. Report suspected abuse to the DCFS Child Protection Hotline (CPH).
 - a. Use specified triggering language, identify reporting law enforcement agency and state that the officer has a suspected CSEC in custody.
 - b. Provide the CPH all known information regarding the child, including whether the child is from Out of County or Out of State.
 - c. Provide the location of the staging area where the child will be in 90-minutes from the call.
14. Transport the child to the identified staging area.¹
15. Interface with DCFS and/or the Probation Department and the designated advocacy agency at the staging area.
16. Participate in the Multi-Disciplinary Team (MDT) meeting led by either DCFS or Probation, if necessary.
17. Alert DCFS/Probation and the advocacy representative as soon as the child can be released from the police station so that they can transport the child to the agreed-upon placement/home. Help with transporting the child, if determined necessary.
18. Follow policies for temporary involuntary commitment under the Lanterman-Petris Short Act if, at any point, the child presents as a danger to self or others.

DCFS RESPONSIBILITIES

DCFS agrees to:

1. Designate a Program Manager to support and resolve issues with the implementation of the First Responder Protocol. The Program Manager will also be responsible to perform the duties stated in the General Terms, subsections 3 and

¹ Specific FRP responses vary depending on the youths' system involvement and home jurisdiction. For further guidance regarding the specific law enforcement, DCFS, Probation and Advocate response, see "FRP Scenarios" (Attachment B)

4. See attached Contact List (Attachment A) that includes designated Program Managers from each division. This contact list will be updated when necessary to reflect personnel changes.
2. Assign personnel who have been trained to recognize the signs and symptoms of commercial sexual exploitation in order to engage any suspected CSEC using best practice approaches.
3. Duties of the DCFS Child Protection Hotline (CPH) Staff:
 - a. Upon receipt of a hotline call about a CSEC, determine whether or not the call is originating from an agency that is a party to this agreement.
 - i. If case did not come from a party to this agreement, follow standard Hotline Department Response.
 - b. If the call is about a CSEC, the hotline worker will initiate a CSEC Expedited Response by taking the following steps:²
 - i. Obtain demographic information and allegation information.
 - ii. Obtain information regarding the current location of the youth/staging area for the response.
 - iii. Determine if the child is from out of county or out of state.
 - iv. Flag as “Commercially Sexually Exploited Child-CSEC” using Special Projects Code when triggering language (“CSEC in custody”) is used by the caller.
 - v. Initiate CSEC Expedited Form.
 - vi. Utilize CWS/CMS to determine if the child has an open or prior case with DCFS.
 - vii. When the child does not have an active referral or DCFS case in CWS/CMS, check Probation Case Management System (PCMS) to determine whether the child has an open delinquency case or is involved with Probation. If necessary, call the Probation Child Trafficking Unit (CTU) at (562) 445-6413 for additional assistance in making this determination.

² Specific FRP responses vary depending on the youths’ system involvement and home jurisdiction. For further guidance regarding the specific law enforcement, DCFS, Probation and Advocate response, see “FRP Scenarios” (Attachment B)

- viii. Determine which agency to contact (DCFS Multi-Agency Response Team (MART), DCFS Emergency Response Command Post (ERCP), or Probation CTU).
 - c. If the child is under DCFS jurisdiction; the child is under dual jurisdiction and DCFS is the lead agency; the child is unknown to both DCFS and Probation; or the child is from out of county/out of state and does not have a delinquency warrant³:
 - i. Notify the MART/ERCP Unit and request presence at the staging area within 90-minutes (via the expedited response form).
 - ii. Send an email notification to existing social worker and supervising children's social worker, if there is one.
 - d. If the child is under Probation jurisdiction; the child is under dual jurisdiction and Probation is the lead agency; or is out of county/out of state and has a delinquency warrant:
 - i. Notify Probation 's Child Trafficking Unit (CTU) via email at childtrafficking@probation.lacounty.gov. If there is no response to the email, call the CTU at (562) 445-6413.
 - e. If the child is under Probation jurisdiction; the child is under dual jurisdiction and Probation is the lead agency; or is out of county/ out of state and does not have a delinquency warrant:
 - i. Notify Probation's Child Trafficking Unit (CTU) via email at childtrafficking@probation.lacounty.gov, and request presence at the staging area within 90 minutes. If there is no response to the email, call the CTU at (562) 445-6413
 - f. Complete the CSEC Expedited Form.
 - g. Distribute the CSEC Expedited Form to responding agency (DCFS MART/ERCP or Probation CTU, as appropriate).
- 4. Duties of the DCFS Multi-Agency Response Team (MART)/Emergency Response Command Post (ERCP):
 - a. Serve as the investigatory agency whenever a CSEC case is referred to the DCFS Child Protection Hotline if the child:

³ For all youth identified in Los Angeles County that are from out of state, agencies will follow the Interstate Compact for Juveniles (ICJ).

- i. Is currently under DCFS jurisdiction;
 - ii. Is currently under dual jurisdiction with DCFS designated as the lead agency;
 - iii. Has prior DCFS or Probation history, but has no open jurisdiction;
 - iv. Is unknown to both DCFS and Probation;
 - v. Is out of county/out of state with no delinquency warrant; or
 - vi. Is under the jurisdiction of LA County Probation with a delinquency warrant.
- b. Respond to the identified staging area within 90-minutes of being informed by the CPH about a CSEC referral unless the youth is being detained in juvenile hall.
 - i. If the youth has a delinquency bench warrant from Out of County/ Out of State and is detained in juvenile hall, meet with the child within twenty-four (24) hours and provide a courtesy interview unless requested to respond earlier by law enforcement.
 - ii. If youth is LA County probation detained in juvenile hall, conduct investigation within 72 hours unless the youth was exploited while on a suitable placement order, in which case Probation is responsible for investigating.
- c. Immediately notify designated advocacy agency upon being contacted by the Child Protection Hotline.
- d. Request additional support from Probation as deemed necessary. Call Probation CTU dedicated number (562-445-6413).
- e. Notify the parent, guardian, or caregiver of the child's location, if the law enforcement officer was unable to reach them and it is safe to do so.
- f. Initiate the required DCFS assessment for a child abuse investigation per department protocols. The child must be interviewed separately from the parent or guardian. Determine if it is appropriate to allow the advocate to be present during the interview with the child.
 - i. Follow standard department protocol.

- ii. Determine if parent can safely care for and protect the child without further DCFS intervention. Develop a safety plan with the parent and child/youth and provide any necessary resources or referrals.
 - iii. Ascertain whether or not it is appropriate to provide voluntary services to the child and his or her parent or guardian.
 - If a decision is made to offer voluntary services, obtain consent from the child and parent or guardian, identify needs, and initiate process.
 - iv. If a decision is made to temporarily remove the child from parental custody, the worker will obtain a removal order, unless exigent circumstances exist that justify the immediate warrantless removal of the child, or the parents' consent to the removal of the child.
- g. Lead a Crisis MDT meeting at the staging area with other members of the MDT team, which may include law enforcement officer, DCFS, Probation and the advocate. Determine if it is appropriate to include the child, parent, guardian or other caretaker in the MDT while discussing placement issues. Ensure the MDT addresses transportation for the youth's initial and follow-up medical appointments, engagement over the first seventy-two (72) hours, and short-term safety planning.
- i. Provide the child with child-friendly information/materials about confidentiality during MDT meetings. Explain the various ways that information may be used in the child's delinquency or dependency case and explain how it differs when information is shared within the MDT or outside of the MDT.
- h. If the parent is present, follow department protocols to obtain signed consent for health care and authorization to release protected health information. If parent is not present, check the child's file to determine whether there is a valid signed consent and release.
- i. Arrange for transportation to the selected placement or the child's home as soon as the law enforcement officer indicates that the child can be moved from the staging area.
- j. After engaging with youth for the first seventy-two (72) hours, reassess next steps to include safety planning and a follow-up MDT. The follow-up MDT should be scheduled within seventy-two (72) hours and held within ten (10) business days after recovery.

- k. Send an E-mHub referral to the Hub for CSEC medical services. Call or email the requested Hub to initiate the scheduling process.
- l. Coordinate with the advocate and other applicable parties to organize a follow-up MDT/CFT within ten (10) business days from the date of recovery, which should include the development of a comprehensive safety plan. This meeting shall be held at the placement, home or other convenient location, and shall include the child, the caregiver or placement staff, as well as the advocate. Provide each participant with a copy of the safety plan.
- m. Follow policies for temporary involuntary commitment under the Lanterman-Petris Short Act if, at any point, the child presents as a danger to self or others.
- n. Within twenty-four (24) hours, submit advocacy referral for all youth, except for youth from out of county/out of state. Follow internal protocol for submitting referral.
- o. If the youth has been placed in a group home or other placement that requires approval for outside contact, add the specialized advocate to the youths' contact list.
- p. Complete the FRP Intake form for any case where there was no advocate response.⁴
 - i. Submit completed intake form within fourteen (14) days of recovery to childtrafficking@probation.lacounty.gov AND csec@dcfs.lacounty.gov.

PROBATION DEPARTMENT RESPONSIBILITIES

Probation agrees to:

1. Designate a Program Manager to support and resolve issues with the implementation of the First Responder Protocol. The Program Manager will also be responsible to perform the duties stated in the General Terms, subsections 3 and 4. See attached Contact List (Attachment A) that includes the designated Program Manager. This contact list will be updated when necessary to reflect personnel changes.

⁴ On most cases, a specialized advocate will be responding and will be responsible for completing the FRP Intake Form. On certain occasions, a specialized advocate may not respond. On these cases, either DCFS or Probation are responsible for completing the FRP Intake Form. These responsibilities are further spelled out in FRP Scenarios (Attachment B).

2. Assign personnel who have been trained to recognize the signs and symptoms of commercial sexual exploitation in order to engage any suspected CSEC using best practice approaches.
3. Respond to the identified staging area within 90-minutes of being informed by the Child Protection Hotline about a CSEC case.⁵
4. Immediately notify designated advocacy agency upon being contacted by the Child Protection Hotline.
5. If the youth is from Los Angeles County and has a delinquency bench warrant, unless requested to respond by law enforcement sooner, meet with youth within twenty-four (24) hours in detention facility. Notify the advocate of the same.
6. If the youth is from Out of County/Out of State, Probation will respond on all cases within the necessary timeframe as requested by DCFS.
 - a. If the youth is detained, advocacy support will be provided to the youth while detained by a Juvenile Hall CSEC Coordinator.
7. Notify parent, guardian, or caregiver of the child's location, if the law enforcement officer was unable to reach them and it is safe to do so.
8. Lead a Crisis MDT meeting at the staging area with other members of the MDT team, which may include law enforcement officer, DCFS, Probation and the advocate. Determine if it is appropriate to include the child, parent, guardian or other caretaker in the MDT while discussing placement issues. Ensure the MDT addresses transportation for the youth's initial and follow-up medical appointments, engagement over the first seventy-two (72) hours, and short-term safety planning.
 - a. Provide the child with child-friendly information/materials about confidentiality during MDT meetings. Explain the various ways that information may be used in the child's delinquency or dependency case, and explain how it differs when information is shared within the MDT or outside of the MDT.
9. Contact the DCFS Child Protection Hotline if there is any indication of neglect or child abuse.
10. If the parent is present, obtain signed consent for health care and authorization to release protected health information. If parent is not present, check the child's file to determine whether there is a valid signed consent and release.

⁵ Specific FRP responses vary depending on the youths' system involvement and home jurisdiction. For further guidance regarding the specific law enforcement, DCFS, Probation and Advocate response, see "FRP Scenarios" (Attachment B).

11. Arrange for transportation to the selected placement or the child's home as soon as the law enforcement officer indicates that the child can be moved from the identified staging area. Support transportation needs for out of county youth, as deemed necessary through the crisis MDT.
12. If the youth has been placed in a group home or other placement that requires approval for outside contact, immediately add the specialized advocate to the youths' contact list.
13. After engaging with youth for the first seventy-two (72) hours, reassess next steps to include safety planning and a scheduling a follow-up MDT. The follow-up MDT should be scheduled within seventy-two (72) hours and held within ten (10) days after recovery.
14. For youth who are not detained, call the out-stationed DCFS worker to arrange for an appointment at the Hub for the next day, or if appropriate on the same day. Follow internal protocol for Hub appointments.
15. Coordinate with the advocate and other applicable parties to organize a follow-up MDT within ten (10) days after recovery of the youth, which should include the development of a comprehensive safety plan. Provide each participant with a copy of the safety plan.
16. Follow policies for temporary involuntary commitment under the Lanterman-Petris Short Act if, at any point, the child presents as a danger to self or others.
17. Complete advocacy referral for all youth, except for youth from out of county/out of state. Follow internal protocol for submitting referral.
18. Complete the FRP Intake form for youth who are from Out of County or Out of State and are detained in juvenile hall pending transportation home.
 - a. Submit completed intake form within fourteen (14) days of recovery to childtrafficking@probation.lacounty.gov AND csec@dcfs.lacounty.gov

DHS RESPONSIBILITIES

DHS agrees to:

1. Designate a Program Manager to support and resolve issues with the implementation of the First Responder Protocols. They will also be responsible for approving or denying non-material change requests to this Agreement. See attached Contact List (Attachment A) that includes the designated Program Manager. This contact list will be updated when necessary to reflect personnel changes.

2. With appropriate legal consent or authority, and to the extent it is legally permissible to do so, DHS will complete an Enhanced Medical Clearance within seventy-two (72) hours that will include:
 - a. A brief, system-targeted medical evaluation for signs of abuse and/or neglect, and for evidence of infestation or contagious illnesses, if one has not already been done within the previous seventy-two (72) hours.
 - b. A brief social, developmental, and medical history including any current ill symptoms, chronic medical conditions, allergies, and current medications.
 - c. HIV post-exposure prophylaxis treatment if within 72 hours of genital-genital or genital-mouth contact.
 - d. Pregnancy-related services, including brief reproductive counseling, pregnancy testing and emergency contraception.
 - e. Testing and treatment for sexually transmitted infections and HIV.
 - f. Coordination with DCFS and/or Probation and the advocate to arrange for follow-up medical evaluation and treatment.
3. With appropriate legal consent or authority, and to the extent it is legally permissible to do so, DHS will complete a Comprehensive Medical Hub Evaluation of the child within thirty (30) days, but preferably within the first fourteen (14) days, that will include:
 - a. A comprehensive medical evaluation, including complete medical history and physical examination, to assess and treat medical needs and to evaluate the child's overall well-being and development.
 - b. Follow up for any medical conditions found or treatment given during the Enhanced Medical Clearance.
 - c. Detailed contraceptive counseling and associated medical care.

ADVOCACY AGENCY RESPONSIBILITIES:

The designated advocacy agency agrees to:

1. Designate a Program Manager to support and resolve issues with the implementation of the First Responder Protocol. They will also be responsible for approving or denying non-material change requests to this Agreement. See attached Contact List (Attachment A) that includes the designated Program

Manager. This contact list will be updated when necessary to reflect personnel changes.

2. Answer calls 24 hours a day, 7 days a week.
3. Respond on all cases to specified location within ninety (90) minutes of receiving the notification call from Probation or DCFS, unless:⁶
 - a. The youth is from Los Angeles County and is detained in juvenile hall on a bench warrant, in which case Advocate must respond to juvenile hall within twenty-four (24) hours of receiving the notification call from Probation or DCFS, unless an earlier response is requested.
 - b. The youth is from Out of County/Out of State with a delinquency warrant and detained in juvenile hall.
4. Engage the child using best practice approaches, including:
 - a. Explain to the child what will happen during the intake process (MDT meeting, assessment at DHS Medical Hub, continued engagement, etc).
 - b. Explain confidentiality as it pertains to the advocate's relationship with the youth.
5. Ensure the child's basic needs are met by providing the child with a humanitarian bag, which includes a change of clothes
6. Participate in an MDT meeting at the staging area with other members of the MDT team, which may include law enforcement officer, DCFS, Probation, the child, and parent or guardian, if it is appropriate to include the parent or guardian.
7. Provide intense engagement and support for the child for the first 72 hours, as agreed upon in the crisis MDT.
 - a. This may include in-person supervision by several advocates at the temporary placement or emergency shelter during the first seventy-two (72) hours or if not providing intensive supervision, follow up the morning after recovery at the family or caregiver's home or the child's placement.
8. After engaging with youth for the first seventy-two (72) hours, reassess next steps to include safety planning.

⁶ Specific FRP responses vary depending on the youths' system involvement and home jurisdiction. For further guidance regarding the specific law enforcement, DCFS, Probation and Advocate response, see "FRP Scenarios" (Attachment B)

9. Complete the FRP Intake Form.⁷

- a. Submit completed intake form within fourteen (14) days of recovery to childtrafficking@probation.lacounty.gov AND csec@dcfs.lacounty.gov.

10. Transport and/or accompany the child to all medical appointments, if determined the responsible party in the crisis MDT.
11. Participate in the follow-up MDT and safety planning as the child stabilizes.
12. Provide advocacy services for the first ninety (90) days including case management and crisis stabilization.
13. Determine whether ongoing case management is necessary, and if so, make appropriate referral.
14. If the advocate is made aware of a youth's AWOL at any point during case management, immediately communicate this to the system lead, pursuant with contract obligations.
15. Follow policies for temporary involuntary commitment under the Lanterman- Petris Short Act if, at any point, the child presents as a danger to self or others.

FORMATION OF A MULTI-AGENCY REVIEW COMMITTEE

In order to best serve CSEC in Los Angeles County, it is imperative that the agencies that interface with these children collaborate. To ensure the effectiveness of the First Responder Protocol, a County CSEC Multi-Agency Review Committee was formed when the protocol was first implemented. This group has met on a monthly basis to review the protocol; identify what is working well; discuss any barriers that have arisen; and develop strategies to ensure the protocol runs efficiently. The Review Committee is also responsible for reporting to the County's Integrated Leadership Team (ILT). The ILT submits quarterly reports to the Board of Supervisors on all anti-trafficking-related activities in the county. In these reports, the ILT provides details as to the progress of the First Responder Protocol and makes additional funding requests as needed to meet increased demand. This Review Committee will continue to meet on a monthly basis moving forward. All agencies that sign onto this Agreement must designate a representative to attend the monthly Review Committee meetings.

FORMATION OF A CHILD ABUSE MULTIDISCIPLINARY TEAM

By this Agreement, the parties are establishing a qualified child abuse multidisciplinary team ("MDT"), subject to the provisions contained in WIC § 18961.7. The parties agree that each of its staff participating in any convened MDT meeting are qualified under Section 18961.7 to participate in an MDT and have been trained in the prevention, identification or treatment of child abuse and neglect and are qualified to provide a broad

⁷ On any case that the advocacy agency responds, the advocate will be responsible for completing the FRP Intake Form. These responsibilities are further spelled out in FRP Scenarios (Attachment B).

range of services related to child abuse. The purpose of the MDT will be to allow all participating agencies to share confidential information in order to investigate reports of suspected child abuse and neglect for all CSEC cases that are received. Additionally, confidential information that is shared among the participating agencies may be used by DCFS or Probation to make a detention determination. As part of the MDT, confidential information may be utilized to create a safety plan for the child, identify the child's needs for proper placement and treatment, develop a plan to connect the child to appropriate services and determine the appropriate placement for the child. The following guidelines reflect statutory requirements under California law:

1. Given the complexities of the issues involved in CSEC matters, the parties agree there is good cause to extend the thirty (30) day period for members of the MDT to meet, disclose, and exchange information, documents, or any other material that relate to any incident of child abuse reported under the Protocol. This information may be exchanged even though it may also be designated as confidential under state law as long as a member of the MDT having the information reasonably believes it is generally relevant to the prevention, identification, or treatment of child abuse.
2. Any discussion related to the disclosure or exchange of the information or anything that is written down during a team meeting is confidential. Testimony concerning this discussion is inadmissible in any criminal, civil, or juvenile court proceeding.
3. Every MDT team member who either receives information or records regarding children and families in the capacity of an MDT member shall be under the same privacy and confidentiality obligations and subject to the same confidentiality penalties as the person disclosing or providing the information or records.
4. All information or records obtained during the MDT must be maintained in a manner that ensures the maximum protection of privacy and confidentiality rights.
5. Disclosure and exchange of information shall not be made to anyone other than members of the MDT.
6. Under WIC § 18964, an MDT may allow a parent, guardian or other caregiver of the child to attend the MDT meeting and provide information, without becoming a member of the MDT. The individual must sign a written statement that he or she will not disclose any confidential information received as a result of attending the meeting.
7. If the youth is a non-minor dependent, the MDT team may have access to confidential records only with the explicit written and informed consent of the non-minor dependent.

CONFIDENTIALITY

1. Each department and agency shall maintain the confidentiality of all records including, but not limited to County records and client records in accordance with

all applicable federal, state and local laws, regulations, ordinances, and directives regarding confidentiality.

2. DHS, Law Enforcement, Probation, DCFS, and the designated advocacy agency shall comply with all applicable laws pertaining to confidentiality. This shall include, but is not limited to, the confidentiality provisions of WIC § 827 and 10850 and California Department of Social Services Manual of Policies and Procedures Division 19, Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 ("HIPAA"), Section 13402 of Title XII of Division A and Title IV of Division B, the Health Information Technology for Economic and Clinical Health Act ("HITECH") of the American Recovery and Reinvestment Act of 2009 (Pub. L. 111-5), the Confidentiality of Medical Information Act, Cal. Civ. Code § 56 et seq. ("CMIA"); and Health and Safety Code § 123100 et seq, among others, as applicable, which require to the parties to protect and safeguard both child abuse and patient medical information and prevent unauthorized access to such information.
3. Each department shall maintain the confidentiality of all reports, information and data received, prepared or assembled pursuant to this Agreement and will work to prevent re-disclosure of such information except as required or permitted by law, including but not limited to the Public Records Act, Government Code § 6250 et seq. Records and information includes, but is not limited to any information regarding a child or family who has received services from either DCFS or Probation that becomes known to any other department during the course of providing services to the child or family.
4. Any breaches or suspected breaches of confidentiality will be cross-reported immediately to each impacted department so there is no delay in the impacted department's ability to meet its statutory reporting obligations. Such breaches or suspected breaches, to the extent it is legally permissible to do so, shall be reviewed by the impacted department and DCFS, and the department and/or departments will work together to develop and implement a corrective action plan.

GENERAL TERMS

This Agreement supersedes the original Operational Agreement executed on August 15, 2014.

This Agreement shall be effective March 1, 2018 and will remain in effect until March 1, 2020 or as subsequently amended in accord with Section 2 below, with automatic renewals each subsequent year for a total of five years through March 1, 2023.

1. Any party may terminate its participation in this Operational Agreement by giving ninety (90) days prior notice to the other parties.
2. It is mutually agreed that for any material change this Operational Agreement may be modified or amended upon the written mutual consent of the parties hereto.

3. For any non-material change, a written request by e-mail or letter from one party to the Program Managers from DCFS and Probation must be made. The Program Managers will distribute the request to the affected Parties, who will have five (5) business days to approve or deny the request, a non-response will be considered approval. Once approved by the other affected Parties, a Change Notice may be issued and signed by the Program Managers. Any disputes will be mediated through the CEO's office.
4. Notification of staffing and/or Protocol changes may be requested by e-mail or letter from one party to the Program Managers from DCFS and Probation, who may issue, sign and distribute the Change Notice to all Parties to this Agreement through e-mail or letter within ten (10) business days of the request.
5. With the exception of the obligations set forth in this Agreement, this Agreement contains the entire agreement and understanding concerning the subject matter among the parties and supersedes and replaces all prior negotiations and proposed agreements, whether oral or written. Each of the parties hereto acknowledges that no other party, nor any agent or attorney of any other party, has made any promise, representation or warrant whatsoever, express or implied, not contained herein, concerning the subject matter hereof, to induce them to execute this Agreement, and acknowledges that this Agreement has not been executed in reliance upon any such promise, representation or warranty not contained herein.
6. This Agreement may be executed in one or more counterparts, all of which counterparts shall be deemed to be one instrument and shall constitute one agreement with the same force and effects as if all signatures have been entered in one document. The parties further agree that a faxed signature shall have the same force and effect as an original.

Department of Health Services

Dated: _____, 2018

By: _____

Jorge Fuentes, M.D.
Medical Director of
Medical Hubs System

Department of Children and Family Services

Dated: _____, 2018

By: _____

Bobby Cagle
Director, Department of Children
and Family Services

Probation Department

Dated: _____, 2018

By: _____

Terri L. McDonald
Chief Probation Officer

Los Angeles Sheriff's Department

Dated: _____, 2018

By: _____

Jim McDonnell
Sheriff

Long Beach Police Department

Dated: _____, 2018

By: _____

Robert Luna
Chief of Police

Los Angeles Police Department

Dated: _____, 2018

By: _____

Charles Beck
Chief of Police

Advocacy Agency
See attached addendum



Auxiliary Funds Request

Expenditures must be pre-approved by the DCFS Administrator. In addition, the expenditures must be in alignment with allowable Advocacy Services expenses (see attached). **Items should not be purchased until this request is approved by the DCFS Administrator. The Contractor must submit this approval request with the appropriate receipts to be reimbursed for the expenditure.**

Date of Request:

Requestor: ☐ DCFS ☐ Probation

Requesting Advocacy Agency:

Reason for Request:

Item(s) Requested	Quantity	Projected Cost	Actual Cost
Total Cost:			

Provide receipt(s) within 3 business days and source documentation (flyer/agenda, sign-in sheet, etc)

Signatures

REQUESTOR (PRINT NAME):

TITLE:

DATE:

SIGNATURE

Administrative Use Only:

☐ APPROVED ☐ DENIED

REASON FOR DENIAL:

COUNTY ADMINISTRATOR (PRINT NAME):

SIGNATURE:

DATE:

Allowable Expenditures for Advocacy Services Funding

Direct Supports for Youth

- 24/7 crisis response to youth (may be done by county staff or contract providers)
- Incentive gift cards (small, daily incentives for remaining in placement, completing chores, participating in group, etc.)
 - The County equates gift cards to cash, which means that they have a potential for loss or abuse. As such, DCFS maintains control over spending in this category, including requiring the Contractor to provide proof of payment and a signed confirmation of receipt by the intended recipient for each gift card. Physical gift cards may only be distributed. The electronic sending of gift cards is not permitted. Signed acknowledgements of receipt of the gift cards shall include: Name of the distributing agency, Participant's legal name, address, phone number, type of gift card (i.e., Target, Walmart, Ralph's, etc.), gift card amount, printed name and full signature of the person distributing the gift card and printed name and full signature of the Participant receiving the gift card, and caregiver's printed name and signature (if applicable) and if the youth is under 18 years of age.
- Sports equipment/uniforms
- Holistic therapeutic activities (for example: art, yoga, music, dance, animals)
- Funding for time with mental health clinicians that may not be billable (for example: relationship and trust-building time)
- Educational services: tutoring, college tours, internships, etc.
- Vocational services, career exploration: school-to-work programs, internships and leadership activities
- Participation in activities and outings (for example: theme parks or shopping outings)
- Funding for outings during visits with parents/bio family
- Buy car seats, cribs, and other items for infant care
- Tattoo/scar removal
- Specialized education and training related to gang affiliation, financial education, pregnancy/parenting, family planning education, financial education, etc.
- Physical/medical/dental work not otherwise covered by Medi-Cal or other health insurance
- Alcohol and drug treatment (to the extent not Medi-Cal funded)
- Clothing, toiletries, personal items and emergency kits
- Grooming services (hair, nails, etc.) so youth do not have to turn to exploiters to get them
- My Life, My Choice/Word on the Street/GEMS or similar prevention & intervention training delivery to survivors and youth at risk.
- Wraparound services to support reunification with family
- Incidentals to support youth engagement during MDT/CFT meetings (ex. doodle pads)
- Temporary cell phones to facilitate connect to the youth who is a runaway risk, or a new cell phone to replace the cell phone provided by the perpetrator
- Child care (for parenting youth to participate in activities)
- Legal services and children's attorneys- funding for expert witness during trial

- Transportation funding to get youth to and from activities: agency van/car
- Support groups for youth
- Emergency housing/shelter assistance
- Recognition and celebrations for birthdays and important milestones (i.e. program graduations)
- Pay for basic need items (food, clothing, transportation, hygiene items, etc.)
- Food for Youth Empowerment Workshops and Events, including catering fees, non-optional fees, gratuities that are not optional, and administrative fees required by the vendor
- Transportation and rideshare costs, including up to 20% tip
- Equipment and supplies needed for Youth Empowerment Event, outings, activities, and workshops
- Survivor Leadership stipends
- Parent incentive gift cards
- Gift cards for holidays and special celebrations
- Gifts for special holiday events and celebrations

CONFIDENTIALITY OF CORI INFORMATION

Criminal Offender Record Information (CORI) is that information which is recorded as the result of an arrest, detention or other initiation of criminal proceedings including any consequent proceedings related thereto. As an employee of _____ during the legitimate course of your duties, you may have access to CORI. DCFS has a policy of protecting the confidentiality of Criminal Offender Record Information.

You are required to protect the information contained in case files against disclosure to all individuals who do not have a right-to-know or a need-to-know this information.

The use of any information obtained from case files or other related sources of CORI to make contacts with probationers or their relatives, or to make CORI available to anyone who has no real and proper reason to have access to this information as determined solely by DCFS is considered a breach of confidentiality, inappropriate and unauthorized.

Any employee engaging in such activities is in violation of the DCFS confidentiality policy and will be subject to appropriate disciplinary action and/or criminal action pursuant to Section 11142 of the Penal Code.

I have read and understand DCFS' policy concerning the confidentiality of CORI records.

Signature

Name (Print)

Title

Date

Copy to be forwarded to County Program Manager within five (5) business days of start of employment.

FIRST RESPONDER PROTOCOL (FRP) AREA LISTING

FRP Area 1

Cities	Unincorporated Areas	Los Angeles City
Azusa	Avocado Heights	Atwater Village (portion)
Baldwin Park	Bandini (islands)	Boyle Heights
Bell	Bassett	Chinatown
Bell Gardens	Claremont (portion)	Downtown (portion)
Claremont	Covina (portion)	Eagle Rock/Glassell
Commerce	East Azusa (portion)	El Sereno
Cudahy	East Los Angeles	Highland Park
El Monte	East Valinda / San Jose Hills	Lincoln Heights
Huntington Park	Firestone (portion)	Little Tokyo
Industry	Florence (portion)	Los Feliz (portion)
Irwindale	Graham (portion)	Miracle Mile (portion)
La Puente	Hacienda Heights (portion)	Mt. Washington
Los Angeles (portion)	Los Nietos (portion)	Silverlake
Maywood	Pellissier	South Park (portion)
Montebello	Rowland Heights (portion)	West Adams/Exposition Park (portion)
Monterey Park	South San Gabriel	Westlake (portion)
Pico Rivera	South San Jose Hills	Wholesale
Pomona	South Whittier (portion)	
Rosemead	Sunshine Acres	
South El Monte	Valinda	
South Gate	Walnut Park	
Vernon	West Puente Valley	
Walnut	West Valinda	
West Covina	West Whittier (portion)	
	Whittier Narrows	
	Whittier/Sunrise	

FIRST RESPONDER PROTOCOL (FRP) AREA LISTING

FRP Area 2

Cities	Unincorporated Areas	Los Angeles City
Carson	Athens (or West Athens)	Adams
Compton	Baldwin Hills	Barnes City
Culver City	Del Aire	Central Avenue
Gardena	East Rancho Dominguez	Crenshaw
Hawthorne	El Camino Village	Expo Park (portion)
Inglewood	Florence-Firestone	Green Meadows
Lawndale	Ladera Heights	Hollywood (portion)
Los Angeles (portion)	Lennox	Koreatown
Lynwood	Marina del Rey (portion)	La Brea
	Rancho Dominguez	Mar vista
	View Park	Miracle Mile (portion)
	West Carson (portion)	North Shoestring
	West Compton	Palms (portion)
	West Rancho Dominguez/Victoria	Sawtelle (portion)
	Westmont	South Park
	Willowbrook	South Vermont
	Windsor Hills	Venice (portion)
	Wiseburn	Vermont Square
		Watts
		West Adams
		Westchester (portion)
		Westlake (portion)
		Wholesale District
		Wilshire Center (portion)

FIRST RESPONDER PROTOCOL (FRP) AREA LISTING

FRP Area 3

Incorporated Cities	Unincorporated Areas	Los Angeles City	Los Angeles City, cont.
Agoura Hills	Agoura	Arleta	Ranch Park
Beverly Hills	Calabasas (adjacent)	Atwater Village	Reseda
Calabasas	Calabasas Highlands	Bel Air	Sawtelle (portion)
Hidden Hills	Franklin Canyon	Benedict-Coldwater Canyon	Sepulveda
Los Angeles (portion)	Malibu Vista	Beverly Glen	Sherman Oaks
Malibu	Mullholland Corridor	Brentwood	Silver lake (portion)
San Fernando	Cornell	Canoga Park	Studio City
Santa Monica	Las Virgenes/Malibu Canyon	Chatsworth (portion)	Sun Valley (portion)
West Hollywood	Malibou Lake	Encino	Sunland (portion)
Westlake Village	Malibu Bowl	Hancock Park	Sylmar (portion)
	Malibu Highlands	Hollywood (portion)	Tarzana
	Malibu/Sycamore Canyon	Lake Balboa	Toluca Lake
	Monte Nido	Lakeview Terrace	Valley Glen
	Seminole Hot Springs	Los Feliz (portion)	Valley Village
	Sunset Mesa	Miracle Mile (portion)	Van Nuys
	Triunfo Canyon	Mission Hills (portion)	Venice (portion)
	Topanga Canyon	Mount Olympus	Warner Center
	Fernwood	North Hills	West Hills (portion)
	Glenview	North Hollywood	West Los Angeles
	Sylvia park	Northridge	Westwood
	Topanga	Pacific Palisades	Wilshire Center (Portion)
	Universal City	Pacoima	Winnetka
	Veterans Administration Center	Palms (portion)	Woodland Hills
	West Chatsworth (portion)	Panorama City	
	Westhills	Park La Brea	

FIRST RESPONDER PROTOCOL (FRP) AREA LISTING

FRP Area 4

Cities	Unincorporated Areas	Los Angeles City
Artesia Avalon Bellflower Cerritos Diamond Bar Downey El Segundo Hawaiian Gardens Hermosa Beach La Habra Heights La Mirada Lakewood Lomita Long Beach Los Angeles (portion) Manhattan Beach Norwalk Palos Verdes Estates Paramount Rancho Palos Verdes Redondo Beach Rolling Hills Rolling Hills Estates Santa Fe Springs Signal Hill Torrance Whittier	Cerritos Islands East La Mirada East Whittier Hacienda Heights La Habra Heights La Rambla Los Nietos Marina del Rey Northwest Whittier Rowland Heights San Clemente Island Santa Catalina Island South Whittier West Whittier Westfield	Harbor City Playa del Rey San Pedro Wilmington

FIRST RESPONDER PROTOCOL (FRP) AREA LISTING**FRP Area 5**

Incorporated Cities	Unincorporated Areas	Los Angeles City	Los Angeles City, cont.
La Canada-Flintridge Lancaster Palmdale Santa Clarita	Acton Agua Dulce Alpine Antelope Acres Big Pines Bouquet Canyon Canyon Country Castaic Charter Oak Chatsworth (portion) Citrus Oak (islands) Crystallaire Deer Lake Highlands Del Sur El Dorado Elizabeth Lake Fair Oaks Forrest Park Gorman Green Valley Hi Vista Juniper Hills Kagel Canyon Kinneola Mesa La Crescenta Lake Hughes Lake Los Angeles Lakeview Lang Leona Valley	Littlerock Llano Longview Mint Canyon Montrose Neenach Oat Mountain Pearl Blossom Placerita Canyon Quartz Hill Redman Roosevelt San Pascual Saugus Soledad Southern Oaks Stevenson Ranch Sulphur Springs Sunland/Sylmar/Tujunga (adjacent) Sunset Pointe Sun Village Three Points Twin Lakes Val Verde Valencia Valyermo Vasquez Rocks West Ranch White Fence Farms Wilsona Gardena	Canoga Park (portion) Chatsworth (portion) Granada Hills Mission Hills (portion) Olive View Hospital (in Sylmar) Porter Ranch Tujunga

FIRST RESPONDER PROTOCOL (FRP) AREA LISTING

FRP Area 6

Incorporated Cities	Unincorporated Areas	Los Angeles City	Los Angeles City, cont.
Alhambra	Altadena	Monrovia/Arcadia/Duarte (islands)	Sunland (portion)
Arcadia	Citrus (Covina islands) (portion)	North Claremont (islands) (portion)	Sun Valley (portion)
Bradbury	East Azusa (islands) (portion)	Northeast San Dimas (islands)	
Burbank	East Pasadena	Northeast San Gabriel	
Covina	Glendora (islands)	West Arcadia (islands)	
Duarte		West Pomona (islands)	
Glendale		Wrightwood	
Glendora			
La Verne			
Los Angeles (portion)			
Monrovia			
Pasadena			
San Dimas			
San Gabriel			
San Marino			
Sierra Madre			
South Pasadena			
Temple City			

**Advocacy Services for Youth
Community-Based Referral Form**

Advocacy Services is a voluntary program for youth between the ages of 9 and 18 years old who are interested in learning about healthy relationships, communication skills, self-care, stress management, human trafficking awareness, staying safe on social media, and building skills to become more self-sufficient.

Date of Referral: _____

Referring Party Information:

Name: _____

Relationship to Child: _____

Youth Information:

Name: _____

Home Address:

Date of Birth: _____

Age: _____

Current Address (if not Home):

Language: _____

Phone Number: _____

Parent/Guardian Information:

Name: _____

Phone Number: _____

Email Address: _____

Reason for Referral:

PEP Evaluation

Thank you for participating in LA County's Parent Empowerment Program.

Please complete the following survey so that we receive feedback on your experience with taking the PEP course.

1. What did you enjoy most about the class? (Select all that apply)

Check all that apply.

- ☐ Information on slides
- ☐ Videos
- ☐ Hearing other parents' share
- ☐ Being able to share
- ☐ Parent Advocate sharing
- ☐ Survivor Advocate sharing
- ☐ Instructor sharing
- ☐ Links to other resources

Other: _____

2. Did this class help you increase in your awareness about child trafficking?

Mark only one oval.

- ☐ Yes
- ☐ No

3. Did this class help you increase your understanding about the dynamics of child trafficking?

Mark only one oval.

- ☐ Yes
- ☐ No

4. Did this class help you grow positively in your understanding, attitude, and beliefs about your child and child trafficking?

Mark only one oval.

- ☐ Yes
- ☐ No

5. What did you gain most from this class?

6. Any suggestions to improve the class?

7. How would you rate this class overall? With 1 being poor and 5 being excellent?

Mark only one oval.

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

Please share more about your rating:

8. How would you rate the Instructor(s)/Facilitator(s)? With 1 being poor and 5 being excellent? *Mark only one oval.*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

Please share more about your rating:

9. Do you need additional resources? Please let us know and some will be shared with you:

☐ Yes

☐ No

Please share if there are specific resources you would like to receive:

PARENT EMPOWERMENT PROGRAM Pretest and Post Test

Code Number: _____

Date survey completed: _____

☐ Pretest ☐ Post test

Date participant began program (complete for pretest) _____ / _____ / _____

Date participant completed program (complete at post test) _____ / _____ / _____

How many Parent Empowerment Program sessions have you attended? _____

Please circle the number that best describes how much you agree or disagree with the statement.

	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Strongly Agree
1. I have others who will listen and support me when I need to talk about my problems.	1	2	3	4	5	6	7
2. I am aware of resources that can help meet the needs of my family.	1	2	3	4	5	6	7
3. If there is a crisis, I have others to help me.	1	2	3	4	5	6	7

Please circle how often the following happens with you and your child that has been exploited:

	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Agree
4. My child and I talk about and solve problems	1	2	3	4	5	6	7
5. My child and I take time to listen and understand each other.	1	2	3	4	5	6	7

Please circle the extent to which you disagree/agree with the following statements:

	Strongly Disagree	Mostly Disagree	Slightly Disagree	Neutral	Slightly Agree	Mostly Agree	Strongly Agree
6. I understand how youth may become involved in Commercial Sexual Exploitation.	1	2	3	4	5	6	7
7. I know how to help my child heal and recover.	1	2	3	4	5	7	7
8. My child misbehaves just to upset me.	1	2	3	4	5	6	7

1. Commercial Sexual Exploitation of Children is:

(Circle all that apply)

- a) A choice that youth make to sell themselves to earn money so that they can buy things they want.
- b) Sexual exploitation of a minor that involves youth being manipulated into trading sex for anything of value (i.e., money, shelter, love, attention, food, drugs)
- c) A form of severe child abuse
- d) A crime that youth commit that requires confinement of the youth in Juvenile Hall.

2. Circle risk factors that are associated with a youth becoming a victim of Commercial Sexual Exploitation (circle ALL that apply):

- a) Child has experienced a history of sexual abuse.
- b) Child runs away; experiences homelessness
- c) Child hangs around people that are involved in the commercial sex industry
- d) Child/youth has had previous contact with the Juvenile Justice System.
- e) All of the above

Circle whether or not the following statements are true or false:

3. Legally, a minor under the age of 18 cannot consent to sex with an adult. TRUE FALSE

4. Children who are sold for sex make the choice to be sold for sex. TRUE FALSE

5. Parents and caregivers play a vital role in the healing and restoration of commercially sexually exploited youth. TRUE FALSE

6. Circle the reasons it may be challenging for victims to leave their exploiters:

- a) The exploiter threatens to harm the victim.
- b) The exploiter threatens to harm the victim's family.
- c) The victim has formed a strong emotional bond with the exploiter.
- d) The victim has been involved in the commercial sex industry for so long and it is all he or she knows.
- e) I don't know.

7. What are some ways to help your child heal and recover? (Circle all that apply):

- a) Foster the development of supportive, nurturing relationships that can provide encouragement and positive guidance for your child (i.e., family member, mentor, church group leader).
- b) Help your child build resilience (i.e., expressing feelings appropriately, building social and communication skills, healthy ways to cope with stress, self-advocacy, conflict resolution, practicing self-care)
- c) Focus on using medication only to help your child deal with emotional stress.
- d) Identify your child's strengths and interests, and connect them to positive social/group activities at school and/or the community that supports their strengths and interests.
- e) Identify your child's underlying needs and seek support and services that can address their underlying needs.

Case Notes

Date:	Name:	Current Location:
Contact Type: Phone In-person Other:		
Away from Care: No contact or Contact by: Text: Facebook Other:		
DMST DPO:	Discussed w/DPO: Yes No N/A	Time Spent:
Youth Activity Type: Advocacy Mentor Assessment 1 st Responder		
Other Activity: Meeting Consulting Training JH Workshop Prevention Workshop Prevention Workshop Other:		
Source Documentation: Meeting Agenda Training Flyer JH Wkshop Ppwk Assessment Prevention Wkshop Ppwk Intervention Wkshop Ppwk		
Summary:		

Los Angeles County ***First Responder Protocol***

INTAKE FORM

Date of Recovery: ____ / ____ / ____

Advocacy Agency: _____ Name of Advocate Responding: _____

(Advocate) Time of Notification: _____ ☐ AM ☐ PM Time of Response: _____ ☐ AM ☐ PM

(Advocate) Notified by: ☐ Law Enforcement ☐ DCFS MART/ERCP ☐ CPH ☐ Probation

(System) Time of Notification: _____ ☐ AM ☐ PM By: ☐ CPH ☐ LE ☐ CSW ☐ DPO

(System) Time of Response: _____ ☐ AM ☐ PM CSW/DPO: _____

Recovery Information

Youth Name: _____ **Date of Birth:** _____ **Age:** _____

LE Referring Agency: ☐ LASD ☐ LAPD Station: _____

☐ Other Law Enforcement: _____ **Time of Recovery:** _____

***LE Contact Type:** _____ **Location:** _____

Suspected Exploiter: Identified ☐ Yes ☐ No If yes, **Arrested/in-Custody:** ☐ Yes ☐ No

Staging Area: ☐ Law Enforcement Station ☐ Juvenile Hall

☐ Hospital: _____ ☐ Other: _____

***Jurisdiction (LA County):** _____

☐ ***Out of County:** City: _____ County: _____

☐ **Out of State/Country:** City: _____ State/Country: _____

OOC/OOS Delinquency Warrant: ☐ Yes ☐ No

Status at Time of Recovery: ☐ Home/Parent ☐ Home/Relative/LG ☐ Foster Care

Responding Agency: ☐ DCFS MART ☐ ERCP ☐ Probation CTU ☐ Both

☐ No Response JH ☐ No Response Return to County

Crisis MDT & Initial Housing Decision

Crisis MDT Held: ☐ Yes ☐ No ☐ Youth detained in Juvenile Hall

MDT Comments:

Initial Housing Decision: ☐ *Refer to attached list of options: _____

SART Exam /Medical Clearance (At time of Recovery)

Medical: SART Exam Completed ☐ Yes ☐ No **By:** ☐ LE ☐ DCFS ☐ Probation

Location: _____

Medical Clearance Completed: ☐ Yes ☐ No ☐ Medical Clearance in J.H.

If yes, Location: _____ Date: _____

If not detained in JH and no medical clearance completed, reason: _____

Los Angeles County
First Responder Protocol

Exhibit A-22

INTAKE FORM

Safety Assessment & Stabilization Plan

Safety Assessment Completed and Discussed with the youth: ☐ Yes ☐ No

☐ Youth detained in Juvenile Hall ☐ If no, reason: _____

1. Are there any identified immediate threats to safety? ☐ Yes ☐ No

If yes, describe the immediate safety concern(s):

Who did you contact to discuss the immediate safety concern(s): ☐ No concern(s)
(If yes, check all that apply):

☐ Law Enforcement ☐ DCFS Social Worker ☐ Probation CTU DPO

☐ Parent/Guardian (as applicable) ☐ Other: _____

What steps did you/partners take to address or mitigate any immediate safety concern(s): _____

2. Did you discuss with the youth safe people to reach out to if they have any immediate safety concern(s)? ☐ Yes ☐ No

Does the youth know how to contact the identified safe people: ☐ Yes ☐ No

Was information given to the youth/TAY about how to contact:

☐ Advocate/Advocacy Agency: ☐ Yes ☐ No

☐ Social Worker/DCFS Hotline/ Probation Officer: ☐ Yes ☐ No

☐ Law Enforcement in case of an emergency: ☐ Yes ☐ No

3. Did you discuss with the youth safe places to go if they have any immediate safety concerns or need resources (i.e., safe youth zone identified places and 211 for resources) ☐ Yes ☐ No

4. Did you discuss with the youth what they feel they need to stay safe in the next 24-48-72 hours? ☐ Yes ☐ No

➤ Did you discuss what the youth can do to keep **themselves** safe? If yes, what did they identify? _____

➤ Did you discuss what **you/system partners** can do to support the youth in remaining safe? If yes, what did the youth identify? _____

➤ Did you discuss which other safe/support people can do to support the youth in remaining safe? If yes, what did the youth identify? _____

Los Angeles County **First Responder Protocol**

Exhibit A-22

INTAKE FORM

Plan for Engagement & Stabilization: Plan discussed with the youth: ☐ Yes ☐ No

☐ Youth detained in Juvenile Hall ☐ If no, reason: _____

Advocate (1st 24-hours): _____

(24-48 hours): _____

(48-72 hours): _____

CSW/DPO (1st 24-hours): _____

(24-48 hours): _____

(48-72 hours): _____

Advocacy Referral and Follow-up Appointments, MDT's

Advocacy Referral: Completed by CSW/DPO ☐ Yes ☐ No If no, _____
reason: ☐ Open Advocacy Case Advocacy Agency: ☐ _____ ☐ _____

*If youth is returned to their County/State skip the following questions in this section

Follow-up Medical Appointment Scheduled and discussed with the youth: ☐ Yes ☐ No

Date: ____/____/____ Time: _____ ☐ AM ☐ PM Location: _____

Transportation to be facilitated by: ☐ Advocate ☐ CSW/DPO Other: _____

Initial MDT Meeting Scheduled (within 14-days): ☐ Yes ☐ No Date: ____/____/____

MDT Type: ☐ DREAM Court ☐ DCFS Other ☐ Probation

72-Hour Status / 10-Day Status *See attached List

***72-Hour Status:** _____

☐ Return to County/State: Date: ____/____/____ Transported by: _____

***10-Day Status:** _____

☐ Return to County/State: Date: ____/____/____ Transported by: _____

Runaway Episodes During the first 10-Days

Runaway Date: ____/____/____ Time: _____ ☐ AM ☐ PM

Missing Persons Police Report Filed: ☐ Yes ☐ No Police Agency: _____

Return Date: ____/____/____ Time: _____ ☐ AM ☐ PM

Runaway Date: ____/____/____ Time: _____ ☐ AM ☐ PM

Missing Persons Police Report Filed: ☐ Yes ☐ No Police Agency: _____

Return Date: ____/____/____ Time: _____ ☐ AM ☐ PM

Document completed by: ☐ Advocacy Agency ☐ DCFS ☐ Probation

**To be completed by DCFS/Probation anytime the advocacy agency is not involved with the FRP.

Print Name _____

Date _____

Email to: ChildTrafficking@probation.lacounty.gov / CSEC@dcfs.lacounty.gov (within 14 days of recovery)

Los Angeles County ***First Responder Protocol***

Exhibit A-22

INTAKE FORM

LEGEND

Law Enforcement Contact Type		
Patrol – Street Patrol – Traffic Stop	Internet/Social Media Planned Op – Street Planned Op – Hotel	Hospital Contacted LE Train / Metro Family Member Contacted LE Youth Contacted LE
Jurisdiction (LA County)		
New DCFS DCFS Open (Ref or Case) Prior DCFS DCFS Lead	Probation Probation Lead	Out of County – DCFS Out of County – Probation Out of County – New Out of State – DCFS Out of State – Probation Out of State – New
Initial Placement/Housing Decision		
AWOL from LE Station AWOL on way to Medical AWOL on way to TSC/FC	Home/Parent Home/Relative TSC/Shelter Foster Care Hospital – Psychiatric Hospital – Injury Return to County	Juvenile Hall – LA Warrant Juvenile Hall – Arrest Juvenile Hall – OOC Missing Juvenile Hall – OOC Warrant Juvenile Hall – OOS/NCIC Juvenile Hall – OOS Warrant
72-Hour Status / 10-Day Status		
AWOL from TSC/Shelter AWOL from Foster Care AWOL from Home/Parent AWOL from Home/Relative	Home/Parent Home/Relative TSC/Shelter Foster Care Hospital – Psychiatric Hospital – Injury Return to County Return to State Recovered Again	Juvenile Hall – LA Warrant Juvenile Hall – Arrest Juvenile Hall – OOC Missing Juvenile Hall – OOC Warrant Juvenile Hall – OOS/NCIC Juvenile Hall – OOS Warrant Probation – CCP/DKC

AUTHORIZATION REQUESTING RELEASE OF INFORMATION AND/ OR RECORDS

Client Name: _____ Date of Birth: _____

Client Address: _____

The client is receiving services from _____ and authorizes the release of information to:

Name of Agency _____ Contact Person at the agency _____

Address _____ Phone _____

For the purpose of (check the boxes below):

Diagnosis Only

Course of treatment

Discharge Summary

History and Physical

· Immunization Record

· Pathology Report

· School Reports, Specify _____

· Diagnostic Examination, Specify _____

· Consultation(s), Specify _____

· DCFS Reports, Specify _____

· Probation Reports, Specify _____

Other, Specify _____

Dates requested include: _____ to _____

We understand the release or transfer of the specified information to any person or entity herein is prohibited. An additional written authorization must be obtained for a proposed new use of the information or for its transfer to another person or entity.

This authorization shall become effective ____ / ____ / ____ and is subject to revocation by the undersigned at any time except to the extent that the action has already been taken. If not earlier revoked, this authorization shall terminate on ____ / ____ / _____. (Termination date should not be more than 90 days from effective unless the treatment plan justifies ongoing communications with the above agency. Under no circumstance should the termination date exceed one year).

Client's Printed Name: _____

Client's Signature: _____ Date: _____

Parent/Guardian's Printed Name: _____

Parent/Guardian's Signature: _____ Date: _____



Advocacy Services Referral

Date of Referral: _____

Lead Agency: ☐ DCFS ☐ Probation Is this a dual supervision case: ☐ Yes ☐ No

Section I: Type of Referral (check ONE):

MART/ERCP staff only:

- ☐ First Responder's Protocol (FRP) Response and Advocacy Services (For *brand new* referrals coming to our attention via the FRP.
- ☐ First Responder's Protocol (FRP) Response only (For youth already receiving Advocacy Services). **For FRP response services only, complete Sections I and II only.**

FRP Response Date: _____

For all DCFS/Probation staff:

- ☐ Prevention Services (For referrals that will not be promoted to a case)
- ☐ Advocacy Services (For youth on open cases that have been identified as a victim or at-risk of child trafficking)
- ☐ Victim Witness Testimony Support
- Discussed advocacy services with ☐ youth and/or ☐ parent (if applicable) and they agreed to receive services: ☐ yes ☐ no

Section II: Case Information

Youth's Name: _____ DOB: _____ AGE: _____

Youth's Contact #: _____

Youth's Language: _____ Parent's Language: _____

If dual supervision, both numbers are required:

CWS #: _____ PDJ#: _____

CSW/DPO Name: _____

Contact #: _____ Email: _____

SCSW/SDPO Name: _____

Contact #: _____ Email: _____

Attorney's Name (if known): _____ Contact #: _____

Email: _____

Section III: Youth's Current Whereabouts:

(IN ORDER TO REFER FOR ADVOCACY SERVICES, CHILD/YOUTH CANNOT BE CURRENTLY MISSING)

Parent/Caregiver/Contact Information with whom youth is located:

☐ Parent ☐ RFA ☐ FFA ☐ GH/STRTP ☐ TSC ☐ Juvenile Hall ☐ Probation Camp/DKC ☐ SILP

Parent/Caregiver Name: _____ Relationship/Title: _____

Contact #: _____

Name of FFA/STRTP/Facility (if applicable): _____

Address: _____

E-mail: _____

Section IV: Current Service Component:

DCFS (mandatory if the lead): ☐ ER referral ☐ FM ☐ FR ☐ PP ☐ Transitional Services ☐ AB12

Probation (mandatory if the lead): ☐ 654 ☐ 725/790 ☐ Home on Probation ☐ Foster Care

☐ Camp Community Placement ☐ Dorothy Kirby Center ☐ Transitional Services ☐ AB12

Section V: Reason for Referral:

☐ At-risk of Trafficking ☐ Victim of Trafficking

Mark all of the indicators that are present (mark as many that apply):

- ☐ Youth runs away or frequently leaves their residence or placement for extended periods of time (overnight, days)
- ☐ Youth experiences periods of homelessness, e.g. living on the street or couch surfing
- ☐ Youth relies on emergency or temporary resources to meet basic needs, e.g. hygiene, shelter, food, and/or medical care
- ☐ Youth has highly irregular school attendance, including frequent or prolonged tardiness or absences
- ☐ Youth presents a significant change in appearance, e.g. dress, hygiene, weight
- ☐ Youth shows signs of physical trauma/injuries
- ☐ Youth has tattoos, scarring or branding, indicating being treated as someone's property (i.e., crowns, roses, "references to money", "\$", "loyalty")
- ☐ Youth has repeated or concerning testing or treatment for pregnancy or STIs
- ☐ Youth is sleep deprived or sleep is inconsistent
- ☐ Youth has health problems or complaints related to poor nutrition or irregular access to meals
- ☐ Youth has substance abuse issues that interfere with their functioning
- ☐ Youth engages in sexual activities that cause harm or place them at risk of victimization
- ☐ Youth spends time where exploitation is known to occur
- ☐ Youth uses language that suggests involvement in exploitation (i.e., "the life", "the game", "track/blade", "daddy")
- ☐ Youth is connected to people who are exploited or who buy or sell sex
- ☐ Youth has provocative images of themselves on social media or phone
- ☐ Juvenile justice system involvement (i.e. truancy, curfew, fighting, etc.)
- ☐ Gang affiliation
- ☐ Youth has unhealthy, inappropriate or romantic relationships with an older, dominating "boyfriend"
- ☐ Youth meets with contacts they developed over the internet, including sex partners or boyfriends/girlfriends
- ☐ Youth receives or has access to unexplained money, credit cards, hotel keys, gifts, drugs, alcohol, transportation
- ☐ Youth has several cell phones or their cell phone number changes frequently
- ☐ Youth is exchanging sex for money or material goods, including food or shelter for themselves or someone

else, e.g. child, family, partner.

- ☐ Youth is watched, filmed or photographed in a sexually explicit manner
☐ Youth has a history of sexual exploitation

Was a child trafficking allegation called in to the Child Protection Hotline? ☐ Yes ☐ No

What was the date of the last trafficking referral: ☐ _____ Not applicable

Describe how the youth came to the attention of DCFS/Probation:

Describe current family dynamics/family involvement:

Section VI: Signatures

CSW/DPO Print Name:	Signature:	Date:
SCSW/SDPO Print Name:	Signature:	Date:

*DCFS referrals to be scanned and emailed to: CSECAAdmin@dcfs.lacounty.gov

*Probation Referrals to be scanned and emailed to: childtrafficking@probation.lacounty.gov

For Administrative Use Only:

DCFS/Probation Program Administrator: Once the referral has been assigned to an Advocacy Agency, the CSW/SCSW or the DPO/SDPO should receive an assignment alert or a rejection of referral alert via e-mail.



Advocacy Services: Termination Report

Please complete the following information and submit to CSW/DPO and SCSW/SDPO for review.

*For Probation cases also submit to childtrafficking@probation.lacounty.gov email

Youth Name:	D.O.B.	CSW/DPO Name:
Date of Termination		
Age of youth		
Reason for Termination	☐ Completed Program/Services ☐ Aged Out: Age of Youth: _____ ☐ Away from Care/Missing ☐ Youth not interested in services at this time. ☐ Youth is out of county/out of state ☐ Youth completed receiving Victim Witness Testimony support ☐ Other:	

Please summarize the termination conversation. Is the youth aware of how to access Advocacy Services in the future? Please specify:	

LIST LONG-TERM GOALS ESTABLISHED DURING PROGRAM:	WAS LONG-TERM GOAL ACHIEVED?	IF NOT ACHIEVED, WHY?
	☐ Yes ☐ No	
	☐ Yes ☐ No	
	☐ Yes ☐ No	
	☐ Yes ☐ No	

List at least two community resources to which you referred the client, based on youth need:

Name of Community Resource	Description of resource	Youth's need the resource addresses	Resource contact information
1.			
2.			

Signatures

Print Name	Signature	Date
ADVOCATE:		
CSW/DPO		
SCSW/SDPO		



Advocacy Services 6 - Month Review Report

Youth Name: _____

DOB: _____

CSW/DPO: _____

Please provide an update in the following areas:

1. Status of goals:

List all goals that have been completed and goals that are in progress since first Advocacy Plan:	Describe progress for each goal:	In-progress / Completed
1.		☐ In-progress ☐ Completed
2.		☐ In-progress ☐ Completed
3.		☐ In-progress ☐ Completed
4.		☐ In-progress ☐ Completed
5.		☐ In-progress ☐ Completed
6.		☐ In-progress ☐ Completed

Barriers/Challenges to achieving prior goals:

Goal #	Possible solutions to overcome barriers/challenges:

2. What are the priority goals for the next 90-days?

Goal #1	Action Steps to Achieve the Goal	Due Date	Team Member(s) assigned: (i.e., Youth, Parent/Caregiver, Advocate)	Action Step Completed? (Yes/No)
Goal will be achieved by:				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, Why?				☐ Yes ☐ No

Goal #2	Action Steps to Achieve the Goal	Due Date	Team Member(s) assigned: (i.e., Youth, Parent/Caregiver, Advocate)	Action Step Completed? (Yes/No)
Goal will be achieved by:				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, Why?				☐ Yes ☐ No

Goal #3	Action Steps to Achieve the Goal	Due Date	Team Member(s) assigned: (i.e., Youth, Parent/Caregiver, Advocate)	Action Step Completed? (Yes/No)
Goal will be achieved by:				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, Why?				☐ Yes ☐ No

3. Safety

Safety Worries/Concerns	Possible solutions to overcome barriers/challenges:

4. Strengths

List the strengths/interests of the youth	How are the youth's strengths/interests being built upon?

5. Is the youth connected to family members and/or a consistent adult in his/her life that she/he can go to for support, guidance and emotional support when needed?

6. Are there any unmet needs that need to be addressed? If so, please describe.

7. Does the youth have any recommendations or feedback on how she can be better supported?

8. Describe pre-transition preparation efforts that are being or will be provided:

Signatures				
Name (print)	Relationship to Youth	Signature	Date	E-mail
	Self			
	Advocate			
	Parent			
	Caregiver			
	Survivor Advocate			
	Parent Advocate			

Reviewed and Approved:				
Name (print)	Title	Signature	Date	E-mail
	CSW			
	SCSW			
	DPO			
	SDPO			



Advocacy Services 6-Month Review Report

Youth Name: _____

DOB: _____

CSW/DPO: _____

Please provide an update in the following areas:

1. Status of goals:

List all goals that have been completed and goals that are in progress since first Advocacy Plan:	Describe progress for each goal:	In-progress / Completed
1.		☐ In-progress ☐ Completed
2.		☐ In-progress ☐ Completed
3.		☐ In-progress ☐ Completed
4.		☐ In-progress ☐ Completed
5.		☐ In-progress ☐ Completed
6.		☐ In-progress ☐ Completed

Barriers/Challenges to achieving prior goals:

Goal #	Possible solutions to overcome barriers/challenges:



Advocacy Services 6-Month Review Report

2. What are the priority goals for the next 90-days?

Goal #1	Action Steps to Achieve the Goal	Due Date	Team Member(s) assigned: (i.e., Youth, Parent/Caregiver, Advocate)	Action Step Completed? (Yes/No)
Goal will be achieved by:				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, Why?				☐ Yes ☐ No

Goal #2	Action Steps to Achieve the Goal	Due Date	Team Member(s) assigned: (i.e., Youth, Parent/Caregiver, Advocate)	Action Step Completed? (Yes/No)
Goal will be achieved by:				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, Why?				☐ Yes ☐ No

Goal #3	Action Steps to Achieve the Goal	Due Date	Team Member(s) assigned: (i.e., Youth, Parent/Caregiver, Advocate)	Action Step Completed? (Yes/No)
Goal will be achieved by:				☐ Yes ☐ No
Was goal achieved by target date? ☐ Yes ☐ No				☐ Yes ☐ No
If no, Why?				☐ Yes ☐ No



Advocacy Services 6-Month Review Report

3. Safety

Safety Worries/Concerns	Possible solutions to overcome barriers/challenges:

4. Strengths

List the strengths/interests of the youth	How are the youth's strengths/interests being built upon?

5. Is the youth connected to family members and/or a consistent adult in his/her life that she/he can go to for support, guidance and emotional support when needed?

6. Are there any unmet needs that need to be addressed? If so, please describe.



Advocacy Services 6-Month Review Report

7. Does the youth have any recommendations or feedback on how she can be better supported?

8. Describe pre-transition preparation efforts that are being or will be provided:

Signatures				
Name (print)	Relationship to Youth	Signature	Date	E-mail
	Self			
	Advocate			
	Parent			
	Caregiver			
	Survivor Advocate			
	Parent Advocate			

Reviewed and Approved:				
Name (print)	Title	Signature	Date	E-mail
	CSW			
	SCSW			
	DPO			
	SDPO			

PERFORMANCE REQUIREMENTS SUMMARY (PRS) CHART

REQUIRED SERVICES	STANDARD	MAXIMUM ALLOWED DEVIATION	METHOD OF SURVEILLANCE	LIQUIDATED DAMAGES
Overall compliance with Section 9.0 (Scope of Work) of Appendix B (Statement of Work)	100% adherence to County requirements	0%	- User and/or Staff Complaints - Random Inspections - Random and/or Judgmental Samplings	Up to \$100 per occurrence
Overall compliance with Section 10.0 (Specific Tasks) of Appendix B (Statement of Work)	100% adherence to County requirements	0%	- Random Inspections - Random Samplings - Information from Contractor Reports	\$100 per day until rectified
Contractor shall establish and maintain a Quality Control Plan to assure that the requirements of the Contract are met pursuant to Section 12.0 (Contractor's Quality Control Plan and Monitoring) of Appendix B (Statement of Work)	100% adherence to County requirements	0%	- User and/or Staff Complaints - Random Inspections - Random and/or Judgmental Samplings	Up to \$100 per occurrence
Personnel assigned to provide service under this contract shall be fingerprinted prior to employment pursuant to Section 9.0 of the Contract (Background and Security Investigations)	100% adherence to County requirements	0%	- User and/or Staff Complaints - Random Inspections - Random and/or Judgmental Samplings	Up to \$100 per occurrence
No Contractor personnel shall have a criminal conviction unless such record has been fully disclosed previously pursuant to Subparagraph 9.1.2 of the Contract	100% adherence to County requirements	0%	- User and/or Staff Complaints - Random Inspections - Random and/or Judgmental Samplings	Up to \$100 per occurrence
Contractor shall reimburse County for record check pursuant to Subparagraph 9.1.6 of the Contract	100% adherence to County requirements	0%	- User and/or Staff Complaints - Random Inspections - Random and/or Judgmental Samplings	Up to \$100 per occurrence
Contractor in compliance with Part II, Standard Terms and Conditions of the Contract	100% adherence to County requirements	0%	- Random Inspections - Random Samplings - Information from Contractor Reports	\$100 per day until rectified



Restoration Funds Request

Exhibit A-28

Expenditures must be pre-approved by DCFS/Probation CSW/DPO and approved by the DCFS/Probation Administrator. In addition, the expenditures must be in alignment and support of the goals identified in the youth's Case Plan/Advocacy Plan. **Items should not be purchased until this request is approved by the DCFS/Probation Administrator. The Contractor must submit this approval request with the appropriate receipts to be reimbursed for the expenditure.**

Date of Request: _____

Requestor (Agency Representative): _____

Advocacy Agency: _____

Youth's Name: _____ D.O.B.: _____

Lead Agency: ☐ DCFS ☐ Probation

State ID or PDJ # (for Lead Agency): _____

Item(s) Requested	Quantity	Projected Cost	Actual Cost
Total Cost:			

Indicate how the item(s) requested will help support one or more of the youth's case plan/advocacy plan goals:

***Attach receipts with youth's printed name and youth's signature on receipts**

Signatures		
ADVOCATE (PRINT NAME)	SIGNATURE	DATE
CSW/DPO (PRINT NAME)	SIGNATURE	DATE
Administrative Use Only		
☐ APPROVED ☐ DENIED	Reason:	
COUNTY ADMINISTRATOR (PRINT NAME)	SIGNATURE	DATE

Advocacy Services**Youth Survey**

Thank you for taking the time to complete this survey! Your input and feedback is very important so that we know what we are doing right and what we could do better to support youth.

Instructions: Please fill in the circle that best describes how you feel about each statement below:

1) I felt heard and understood by my Advocate.

1. Strongly Disagree
2. Disagree Agree
3. Neutral
4. Agree Disagree
5. Strongly Agree

2) I received services that were helpful.

1. Strongly Disagree
2. Disagree Agree
3. Neutral
4. Agree Disagree
5. Strongly Agree

Please describe which services were most helpful:

3) I feel/felt I had safe person to talk to.

1. Strongly Disagree
2. Disagree Agree
3. Neutral
4. Agree Disagree
5. Strongly Agree

4) I feel/felt like Advocacy Goals were based on my input.

1. Strongly Disagree
2. Disagree Agree
3. Neutral
4. Agree Disagree
5. Strongly Agree

5) I accomplished the goals I wanted to achieve.

1. Strongly Disagree
2. Disagree Agree
3. Neutral
4. Agree Disagree
5. Strongly Agree

6) I feel that my Advocate cares about my safety and well-being.

1. Strongly Disagree
2. Disagree Agree
3. Neutral
4. Agree Disagree
5. Strongly Agree

7) I would recommend Advocacy Services to others.

1. Strongly Disagree
2. Disagree Agree
3. Neutral
4. Agree Disagree
5. Strongly Agree

Please share why or why not:

Please answer the following questions:

8) What did you like about the Advocacy Services program?

9) What did you not like about the Advocacy Services program?

10) What can we do to improve the Advocacy Services program?

11) Is there anything else you would like to share?

Facilitator Workshop Debrief

Date of Workshop/Conference: _____

Workshop Title: _____ Workshop #: _____

Facilitator Name: _____ Agency: _____

Facilitator Name: _____ Agency: _____

Number of Participants: _____ Location of Workshop: _____

What talking points/activities/video were the participants engaged in **most**:What talking points/activities/video were the participants engaged in **least**:

Participants remarks/statements about any of the material covered:

Suggested changes/improvements/Issues/Concerns: ☐ No ☐ Yes – explain**Attachments:**☐ Facilitator workshop debrief document☐ Pre/Post Tests☐ Sign-in sheet☐ Other: _____

Prevention and Advocacy Services Comparison Chart

Prevention Services (for Community-Based Referrals and DCFS/Probation youth with DCFS referrals that will not be promoted to an open case)	Advocacy Services (for youth at-risk and victims of child trafficking who have an open DCFS/Probation case)
FRP Crisis Response, if applicable	FRP Crisis Response, if applicable
FRP Intake Form, if applicable	FRP Intake Form, if applicable
Safety Plan within 14 days of referral	Safety Plan within 14 days of referral
Strengths and Needs Assessment submitted within 30 days of referral	Strengths and Needs Assessment submitted within 30 days of referral
Advocacy Plan submitted within 30 days of referral	Advocacy Plan submitted within 30 days of referral
Updated Advocacy Plan updated within 134 Calendar days of referral assignment	Updated Advocacy Plan updated within 134 Calendar days of referral assignment
6-month Review Status Report due at 6 months from referral date, as applicable	6-month Status Review Report due at 6 months from referral date, as applicable
Advocacy Plan Updated within 314 Calendar days of referral	Advocacy Plan Updated within 314 Calendar days of referral
No extension requests permitted. Maximum length of services is 12 months	Up to two 3-month extensions permitted. Updated Advocacy Plans due within 14 days of approved extension. Maximum length of services is 18 months
Prevention Curriculum Provided to youth and parents/guardian of youth	Prevention Curriculum Provided to at-risk youth and parents/guardian/caregiver
Youth invited to Empowerment Workshops/Activities, as appropriate	Empowerment Workshops/Activities
Parent Advocacy	Parent Advocacy
Parent Empowerment Program, as appropriate/needed	Parent Empowerment Program
Survivor Advocacy, as appropriate/needed	Survivor Advocacy
Intervention Curriculum as appropriate	Intervention Curriculum
Termination Report Due within 7 days of termination	Termination Report Due within 7 days of termination
Restoration Funds as needed and approved	Restoration Funds as needed and approved
No MDT or CFT requirements	Attend MDTs and CFTs
2 to 4 face to face visits per youth per month, based upon the child's needs	4 face to face visits per month per youth during Stabilization services (about 4 months); 2 face to face visits per month per youth thereafter
Average of 6 hours of Advocacy Services per youth, per month	Average of 9 hours per youth per month during Stabilization services (about 4 months); Average of 6 hours per youth per month thereafter

Los Angeles Victim Witness Testimony Protocol

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I. BACKGROUND

A. Introduction

Despite common misconceptions that human trafficking is an international phenomenon, thousands of children and youth are bought and sold for sex every day in the United States. Based on a growing recognition of the problem in Los Angeles County since 2011, county officials have made great strides in developing innovative approaches to preventing the commercial sexual exploitation of children and youth (CSEC/Y), as well as identifying and serving children and youth who have been exploited and those at risk of exploitation.¹ Among the County's efforts to fight this problem, it has established two collaborative courts, created specialized units within the Probation Department (Probation) and Department of Children and Family Services (DCFS) to provide intensive, specialized services to children and youth identified as exploited or at risk, trained thousands of county employees, service providers, caregivers and community members, expanded the capacity of the Departments of Health Services (DHS), Mental Health (DMH), Public Health (DPH), and others to serve this population, and convened multidisciplinary workgroups to develop and implement interagency protocols to promote prevention, identification, and appropriate responses to children and youth who have been or are at risk of commercial sexual exploitation (CSE).

Alongside these efforts to proactively identify and provide services and supports to exploited and at-risk youth, the County has committed to zealously prosecuting individuals who purchase sex and exploit and traffic youth. Because the testimony of a victim² can be very influential, youth who have been commercially sexually exploited are often called upon to testify as witnesses in court to aid in the criminal prosecution of their traffickers. The experience of appearing and testifying in court can be stress-inducing and traumatizing for many witnesses; it is made even more so when the witness is a child testifying against their trafficker.

In order to decrease the risk of re-traumatization and harm to youth asked to testify in criminal proceedings against their traffickers, and to support the goal of zealous prosecution of traffickers, Los Angeles County convened a multi-agency workgroup to develop the Victim Witness Testimony Protocol (VWTP). The VWTP defines the roles and responsibilities of all agencies that will interact with a youth before, during, and after their testimony against their trafficker. The VWTP provides for multi-disciplinary supports for the youth and their family/guardian/caregiver(s) throughout the entire process, from case filing through the day of testimony and beyond.

B. Why a Victim Witness Testimony Protocol is Needed

Calling victims and survivors of commercial sexual exploitation to testify in criminal proceedings presents a number of challenges, which together necessitate a collaborative, planned system of supports for victim witnesses.

¹ Throughout this document, we use the terms "child/children" and "youth," which are meant to include children, sometimes as young as 9 years old, and transition age youth and young adults up to age 21. The term "trafficker" is meant to include those who sell or otherwise financially benefit from the commercial exploitation of the child.

² Throughout this document, we use the terms "victim" and "survivor" when referring to those who have experienced CSE. We acknowledge that each individual's experience with exploitation and association with related terms and labels varies, and that not all who have experienced CSE identify as a victim and/or as a survivor.

First and foremost, these witnesses are children and adolescents. As with other child witnesses, without adequate support and preparation, they may have trouble understanding or answering questions, or sharing fully what happened to them, due to age, lack of maturity, intellectual or cognitive capacity, or language ability.

They are also victims of child abuse and trauma. Despite the abuse and manipulation inherent in an exploitative relationship, the complex dynamics of the relationship with a trafficker may prevent a youth from self-identifying as a victim of exploitation. Exploited youth are often bonded to their traffickers, some believing they are in a romantic, loving or caring relationship, which can make the prospect of testifying against them in court challenging and daunting. “Trauma bonding,” a powerful tool for manipulation created through a mix of threats, violence and intimidation alternated with small acts of kindness and caring, can foster intense feelings of loyalty to the trafficker, isolation from others, responsibility for what happened to them, and shame around the exploitation. In addition, many exploited youth have significant histories of trauma prior to exploitation, including childhood abuse and neglect, sexual abuse and assault, community violence, familial instability, and grief and loss, which may have led to child welfare or juvenile justice involvement and out-of-home care. Those experiences of loss and abandonment can contribute to youth feeling that their traffickers are the only people who have ever loved and cared for them. As victims of abuse at the hands of trusted adults, they may also maintain a distrust of law enforcement, attorneys, or the courts, whether as a result of the trafficker’s influence or their own experiences. All of these factors can contribute to youth’s reluctance to testify in court against their traffickers.

In addition, testifying in court requires youth to publicly recount difficult and painful events they likely wish to forget.³ For many victims of CSE, as with other survivors of abuse and sexual violence, the court testimony will be the first time they have spoken aloud the horror that they experienced during their exploitation. This retelling can bring up feelings of sadness, anger, anxiety, shame, humiliation, and many others. Doing so face-to-face with one’s trafficker, and in front of a room full of family and friends, a judge, attorneys, and other strangers is all the more challenging. Further, disclosing abuse and exploitation in the context of being questioned by attorneys presents additional barriers. Especially given that some youth may have experienced and attempted to disclose abuse in the past and have been ignored, disbelieved, or even punished, the experience of being questioned, discredited and challenged through cross examination has the potential to cause serious additional harm. In some cases, youth may also “crack” under the pressure, recanting, declining, or being unable to tell the whole story when scrutinized.⁴ Like many survivors of trauma, these young people may have coped with their trauma by dissociating from their experiences and memories, making it difficult or impossible to remember or relate their experiences in the narrative, chronological manner that court testimony often requires.

There may also be a very real fear of violent retribution against themselves or their friends and families for testifying against their traffickers. The tactics that traffickers use to lure young people into exploitation and keep them there – threats, violence, and intimidation – often remain in place after a victim has managed to leave the exploitative situation; indeed, the incentive for traffickers to use those

³ RIGHTS4GIRLS, *Survivor Protection: Reducing the Risk of Trauma to Child Sex Trafficking Victims* 14-17 (Jan. 2018), <https://rights4girls.org/wp-content/uploads/r4g/2018/01/Survivor-Protection.pdf>.

⁴ Strategies such as forensic interviewing, with a focus on intense engagement, can increase the likelihood of obtaining complete, truthful information.

tactics may even become heightened with the threat of incarceration, loss of liberty and financial benefit from the exploitation that results from a successful prosecution. Appearing in court also makes the victim and the victim's family more visible to the trafficker and those who seek to protect the trafficker. The risk of violence that testifying can bring is especially high where the exploitation is connected to gang activity or other forms of community violence.⁵ In such circumstances, a gang may have more to gain from discouraging the prosecution, and more capacity to wreak havoc on the victim and the victim's friends and family, even if it is only an individual trafficker who is being prosecuted and convicted. In the absence of proper planning and attention, youth may also be exposed to physical, psychological or emotional harm as they encounter traffickers or the traffickers' friends and family in courthouse elevators, hallways, waiting rooms, and even holding cells if they are being detained on other charges at the time of testimony.

The experience on the day of testimony can also be a source of fear, confusion, and stress for youth testifying against their traffickers. Many will be unfamiliar with the layout and different roles of individuals present in the courthouse and courtroom, the adversarial format and formality of court proceedings, and the language used by the attorneys and the judge. Youth may also fear that their testimony could be used against them in the future if, as is common, in the course of their exploitation, they were forced to partake in criminal activity that could expose them to prosecution (for example, for holding drugs for their trafficker). Others may have had negative experiences with the court or law enforcement through prior involvement with the child welfare or juvenile justice systems. If a youth's only previous experience with a court resulted in separation from a parent, detention in juvenile hall, or incarceration of a family member or friend, then testifying in court may bring back painful memories or make them feel like they have done something wrong or are in trouble. They may wait for long periods of time, without food, activities, someone to talk to, or information about the case status, which can exacerbate feelings that the youth has done something wrong. Further, a criminal case can seem long and grueling to a youth, often lasting months or years. If they are not kept well informed about updates in the case, such as changes to the trial date or the trafficker's bail status, and are given insufficient notice about when they are expected to testify, the process itself can cause additional stress, confusion, and anxiety.⁶

Victim witness testimony can also be difficult for caregivers and family members of the victim. The exposure of the caregiver to the trafficker and the trafficker's associates may create concerns for their own safety. The court testimony may also be the first time that caregiver hears the often graphic and disturbing details of the physical, psychological, and sexual abuse a youth experienced during their exploitation. Left unaddressed, the grief, guilt, and shame, among other emotions, of hearing about a youth's abuse can reverberate through a family. Combined with potential intergenerational trauma – including possible histories with exploitation of other family members – court testimony may cause

⁵ See Laura J. Lederer, *Sold for Sex: The Link between Street Gangs and Trafficking in Persons*, The Protection Project, J. HUM. RTS. & CIV. SOC'Y 1, 6-8 (2011), https://www.researchgate.net/publication/280948057_Sold_for_Sex_The_Link_between_Street_Gangs_and_Trafficking_in_Persons.

⁶ U.S. DEP'T OF JUSTICE, OFFICE OF JUSTICE PROGRAMS, OFFICE FOR VICTIMS OF CRIME, *The Victim as a Witness, Human Trafficking Task Force E-Guide: Strengthening Collaborative Responses*, OFFICE FOR VICTIMS OF CRIME TRAINING & TECHNICAL ASSISTANCE CENTER, <https://www.ovcttac.gov/taskforceguide/eguide/5-building-strong-cases/54-landing-a-successful-prosecution/the-victim-as-a-witness/> (last visited Feb. 1, 2022) [hereinafter *The Victim as a Witness*]; Jodi A. Quas & Gail S. Goodman, *Consequences of Criminal Court Involvement for Child Victims*, PSYCHOLOGY, PUBLIC POLICY, AND LAW (2011).

harm to the family members and potentially interfere with their ability to fully support the youth's needs.

All of these concerns may deter a youth from testifying or make the experience incredibly difficult and potentially re-traumatizing. Because of the stress, fear, and potential for re-traumatization, some youth refuse to testify or run away; others who agree to testify have difficulty telling or remembering the full or true story or answering questions coherently once they are on the witness stand; still others who are compelled to testify without proper supports suffer the ramifications of re-traumatization far beyond the day of testimony.⁷

These risks, however, are avoidable. Providing sufficient support to victims and their families before, during, and after their testimony, can help support their safety and wellbeing – both in the short and long terms.⁸ Ultimately, that support will also further the goal of eliciting useful information to assist in the criminal prosecution of traffickers and prevent future exploitation of other youth.

C. Structure of the Reform

As the County amplified its efforts to identify and serve youth who have experienced CSE, county officials began to identify the urgent need for additional supports for youth who are called to testify in court against their traffickers. These officials recognized the numerous challenges a youth may face when testifying – challenges which can only be addressed through a cohesive, collaborative, and coordinated approach by different agencies across the County. In response, the County convened a multi-agency workgroup to develop the VWTP.

The workgroup was comprised of members from the Succeeding Through Achievement and Resilience (STAR) Court, the Probation Department (Probation), Department of Children and Family Services (DCFS), Department of Mental Health (DMH), Los Angeles Police Department (LAPD), Los Angeles Sheriff's Department (LASD), the Public Defender (PD), Alternate Public Defender (APD), District Attorney's office (DA), Children's Law Center (CLC), Saving Innocence (SI) and Zoe International (Zoe), with technical assistance from the National Center for Youth Law (NCYL). Bringing together diverse

⁷ Research shows that child abuse victims who testified in court without proper preparation and supports may experience difficulties months or years later, such as behavior challenges, increased sexual problems and defensive avoidance, and negative mental health outcomes, such as poor self-concept, lower self-control, and greater risk of suicide attempts. Quas & Goodman, *supra* note 6; see also Quas et al., *Childhood sexual assault victims: Long-term outcomes after testifying in criminal court*, MONOGRAPHS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT, 70, Serial No. 280 (2005) (citing D.F. Bill, *The effect of testifying in court on children who have been sexually abused*, Unpublished doctoral dissertation, The Fielding Institute (1995); K. Oates & L. Tong, *Sexual abuse of children: An area with room for professional reform*, MEDICAL JOURNAL OF AUSTRALIA, 147, 544-548 (1987); S. Whitcomb et al., *Child victims as witnesses: Research and development program*, Final Report to the Office of Juvenile Justice and Delinquency Prevention (1991)). Other factors, such as caregiver support, the existence of corroborative evidence, delays and continuances, and repeated interviews and testimony may also impact the likelihood of adverse mental health outcomes later on. Quas & Goodman, *supra* note 6. In addition, negative childhood experiences testifying in court can also lead to negative attitudes about the legal system, including future willingness to report crimes or engage with law enforcement and the courts. *Id.*

⁸ Studies suggest that court preparation programs or other supports before, during and after testimony that include procedural preparation, emotional and familial support, efforts to reduce the number of times a child must testify, and informing the youth about the outcome of the case can all be useful in avoiding the potentially negative consequences of a child testifying in court. Quas & Goodman, *supra* note 6.

stakeholders who do not traditionally work together, the members of the workgroup set out to break down siloes to better serve youth with the comprehensive supports they need. Members of the workgroup met over the course of several years to determine the collaborative processes to best support the multi-faceted needs of youth called to testify against their traffickers. These processes were then memorialized into the written VWTP.

D. Guiding Principles & Goals of the Victim Witness Testimony Protocol

The members of the multi-agency workgroup have agreed upon the following guiding principles and goals, which establish the foundation for this protocol.

Guiding Principles of the VWTP include:

1. Youth who have been exploited endure significant trauma.
2. Youth who have been exploited often develop trauma bonds to their traffickers.
3. Testifying in court can be a stressful experience, which may be even more traumatic when the witness is a youth and is testifying against someone with whom they are trauma bonded.
4. Positive relationships are transformative for individuals who have experienced trauma.
5. A cohesive, coordinated, and collaborative approach to supporting a youth will reduce the trauma a youth experiences throughout the court process.
6. Youth and families involved in testifying should understand the process and their role in it.
7. Youth must have a voice in decision making that will affect their lives.
8. Youth testifying as victim witnesses against their traffickers should not be penalized for information they disclose on the stand, or be made to feel like they are in trouble.
9. Youth victims of trafficking should be recognized as victims of crime who are entitled to be treated with dignity, respect, and sensitivity; their victims' rights should be asserted and followed.⁹

Goals of the VWTP include:

1. Establish a team of trustworthy adults to support a youth who is testifying against their trafficker.
2. Coordinate and communicate a plan to support a youth who is testifying against their trafficker.
3. Provide timely notice of key case dates and any changes to necessary team members.
4. Develop a safety plan in collaboration with the youth, and update on a regular basis and as needed.
5. Prepare the youth to understand the process and meaningfully participate.
6. Reduce the re-traumatization by supporting the youth throughout the process.
7. Support caregiver(s) affected by the youth's testimony, as appropriate.

E. Agency Participation

The following agencies and community-based partners each play a key role in coordinating the County's support of youth throughout the testimony process. The roles and responsibilities of each are woven throughout this protocol.

⁹ See California Constitution, Article 1 §28(b); see also Los Angeles County District Attorney's Office Information for Witnesses in Criminal Cases, available at <https://da.lacounty.gov/sites/default/files/pdf/WitnessAdultCases-011620.pdf>.

1. DEPARTMENT OF CHILDREN AND FAMILY SERVICES (DCFS)
 - a. County Counsel
 - b. Runaway Outreach Unit (ROU)
 - c. Commercially Sexually Exploited Children's Unit (CSEC)
 - d. Child's Social Worker (CSW)
2. PROBATION DEPARTMENT (PROBATION)
 - a. Child Trafficking Unit (CTU)
 - b. Deputy Probation Officer of Record (DPO)
 - c. Juvenile Hall CSEC Coordinators
 - d. Transportation Staff
3. DEPARTMENT OF MENTAL HEALTH (DMH)
 - a. On-Call Clinician or DMH Officer of the Day (Detention)
 - b. Assigned Mental Health Clinician
 - c. Mental Health Staff
4. DISTRICT ATTORNEY (DA)
 - a. Assigned Deputy District Attorney (DDA)
 - b. Specialized Victim Witness Advocate
5. LAW ENFORCEMENT (LE)
 - a. Investigating Officer (IO)
6. PUBLIC DEFENDER & ALTERNATE PUBLIC DEFENDER (PD & APD)
7. CHILDREN'S LAW CENTER OF CALIFORNIA (CLC)
 - a. Attorney
 - b. Case Manager
 - c. Survivor Advocate
8. SPECIALIZED ADVOCACY AGENCY
 - a. Advocate
 - b. Survivor Advocate

F. Overview of the Key Components of the Protocol:

Part 1: Initiating the Victim Witness Testimony Protocol – The notification and subpoena process is the critical first step that initiates the Protocol. Providing timely notice to parties supporting youth who are called to testify against their trafficker(s) allows these agencies and organizations the time needed to coordinate and plan to ensure the youth is prepared and supported throughout the process.

Part 2: Creating a Supportive Environment for Youth Witnesses – For every youth called to testify against their trafficker in a criminal proceeding, a Victim Witness Support Team will be established. For system-involved youth, either Probation or DCFS will lead and convene the team; for non-system involved youth, the County will provide a specialized advocate who will coordinate with the relevant individuals on the case. The Support Team is established immediately once the District Attorney notifies partners that they intend to call a youth as a witness. It is an individualized, multi-disciplinary group of people who aim to coordinate and collaborate in order to support the youth who is testifying. Preparation and support prior to testimony reduces the potential trauma experienced by the youth, facilitates more complete and accurate testimony, and enables successful prosecutions against traffickers.

Part 3: Testimony Planning - The primary role of the Support Team is to develop a plan around how to best support the youth leading up to testimony, on the day of testimony, and following testimony. These plans clearly define the roles and responsibilities of each team member to ensure the youth and their caregiver(s) are supported throughout the process. The plans will be defined in the Victim Witness Support Team template, which can be used by all team members to most efficiently support youth and ensure accountability among the parties.

Part 4: Post Testimony – Following testimony, the Support Team will communicate to determine whether there are any outstanding needs or concerns. During this period of time, the specialized advocate will engage with the youth to ensure that they have an opportunity to voice any additional needs, concerns, and/or to provide input and feedback on the process. Individual cases and needs will be reviewed at multi-disciplinary team (MDT) meetings, which will occur within 10 days of testimony. Broader systemic issues will be addressed through Victim Witness Review Committee meetings, which will be comprised of a representative from each of the agencies that are a party to this protocol and will occur on a regular basis.

II. Part 1: Initiating the Victim Witness Testimony Protocol

A. Notification & Subpoena Process

1. Notice

Notice should be provided to the parties supporting youth whenever a youth will be called to testify in criminal proceedings against their trafficker(s). This advanced notice allows these individuals the time needed to coordinate and plan to ensure the youth is prepared and supported throughout the testimony process. Notice will be provided at the following times:

- a. At or before Defendant's arraignment:
 - i. District Attorney's Office
 - 1. At the time of case filing, but no later than the day of arraignment of the trafficker, the DA's Office will identify all minor victim witnesses and provide notification to include the names and dates of birth of such witnesses to:
 - a. Arraignment defense counsel and the Public Defender CSEC Inbox (pubdefCSEC@pubdef.lacounty.gov) to run a check for conflicts of interest to ensure that the defendant and victim witness are not represented by the same office
 - b. DCFS (vwt@dcfs.lacounty.gov) and Probation (childtrafficking@probation.lacounty.gov) to determine system involvement and begin convening the youth Support Team(s).
 - ii. DCFS and Probation:
 - 1. Upon notification from the DA's Office, the DCFS/Probation Team Lead¹⁰ will:
 - i) Determine whether the youth is under dependency (Cal. Welf. & Inst. Code § 300) and/or delinquency (Cal. Welf. & Inst. Code § 600) jurisdiction, or neither.
 - ii) Inform the DA's Office and Law Enforcement Investigating Officer (IO) which youth are under DCFS and/or Probation jurisdiction and which youth are unknown to the system.
- b. At time of subpoena:
 - i. District Attorney's Office:
 - 1. The DA's Office will notify DCFS (vwt@dcfs.lacounty.gov), Probation (childtrafficking@probation.lacounty.gov), the IO, the Public Defender CSEC Inbox (pubdefCSEC@pubdef.lacounty.gov), and County Counsel who represents DCFS (CSECsubpoenas@counsel.lacounty.gov) via email of their intent to call the youth witness and the expected date of testimony. The email notification should include:

¹⁰ The Team Lead is determined based on the child's system involvement and jurisdiction, as outlined in Part 2 below.

- a. Case name
 - b. Case number
 - c. Name of youth witnesses
 - d. Date of birth of youth witnesses
 - e. Name of DDA assigned to the case
 - f. Location of hearing
 - g. Instructions on where to take the youth once they arrive at the courtroom
 - h. Any known safety concerns
- iii. DCFS and Probation:
 - 1. The DCFS/ Probation Team Lead will convene an individualized Support Team, as is outlined in Part 2 below.
 - 2. If the youth is non-system-involved, DCFS will coordinate with the specialized advocate, who will serve as Team Lead, as described below.
 - 3. The DCFS/Probation Team Lead will notify the Support Team members of the issuance of the subpoena and work with the Support Team to identify any issues related to service of the Subpoena, including the appropriate method, time and place for service.
- c. When there are other updates related to timing of the case, youth testimony, or custody of the defendant during the course of the case up to sentencing¹¹:
 - i. District Attorney's Office:
 - a) The DA's Office will notify the DCFS/Probation Team Lead and youth's attorneys as soon as practical, preferably within 24 hours of learning any updates related to:
 - i) Change in timing after case filing, such as preliminary hearing date, trial date, and necessary meetings with law enforcement or the Assigned Deputy District Attorney (DDA).
 - ii) The expected date of the youth's testimony.
 - iii) Change in custody of the trafficker (e.g. if released on bail).
 - ii. DCFS and Probation:
 - a) The DCFS/Probation Team Lead will provide updates to the Support Team as they are made aware of any changes in case timing or scheduling impacting the youth.
 - iii. All Support Team members:
 - a) If any Support Team member learns of any such change that has not yet been communicated to the entire team, the member will notify the DCFS/Probation Team Lead.

¹¹ Pursuant to Marcy's Law, a victim is entitled to certain notifications regarding the release of defendant from custody. See California Constitution, Article I, Section 28(b). However, this protocol only applies during the course of the case up until the sentencing of defendant.

2. Subpoena

In addition to the notice procedures set forth above, youth should be served with a subpoena indicating the date on which they are expected to testify. This protocol works in tandem with California law governing the subpoena process.¹² Timely communication and coordination about service of the subpoena as soon as is practically possible can support youth in understanding what the subpoena is, and what to expect moving forward.¹³ This preparation and support can reduce the incidence of youth avoiding or ignoring a subpoena, encourages accurate and complete testimony, and reduces the potential for re-traumatization.

- a. Preparing for Service of the Subpoena – Determining Jurisdiction, Youth’s Location and Method of Service
 - i. DCFS/Probation:
 1. The DCFS/Probation Team Lead will assist the IO in determining the youth’s jurisdiction, current location, and coordinate with the Support Team to determine the most appropriate method, time and place for providing service of subpoena to the youth.
 - ii. Law Enforcement:
 1. Coordinate with the DCFS/Probation Team Leads to determine the youth’s location and most appropriate method, time and place for service of the subpoena to the youth, with input from the Support Team members as needed and appropriate.
- b. Service of the Subpoena
 - i. Law Enforcement:
 - a) Service to Youth and Caregiver(s): The IO will serve the subpoena on the youth, if they are 12 years of age or older, and the following parties, in accordance to department policy and California law:¹⁴
 - i) If youth is in custody (e.g. juvenile hall, camp):
 - (a) Juvenile hall Officer of the Day
 - ii) If youth is in out-of-home placement (e.g., Short Term Residential Treatment Program):
 - (a) Program Manager or Designee
 - iii) If youth is placed in family foster home, FFA or relative home:
 - (a) Foster parent/relative
 - iv) If youth is at home of parent/guardian:
 - (a) Parent/guardian

¹² See California Penal Code § 1328.

¹³ A victim in a criminal case has the right to be treated with fairness, respect, courtesy and sensitivity. A victim also has the right to reasonable notice of and the right to be heard at all public proceedings. See California Constitution, Article 1 §28(b); see also Los Angeles County District Attorney’s Office Information for Witnesses in Criminal Cases, available at <https://da.lacounty.gov/sites/default/files/pdf/WitnessAdultCases-011620.pdf>.

¹⁴ “If service is to be made on a minor, service shall be made on the minor’s parent, guardian, conservator, or similar fiduciary, or if one of them cannot be located with reasonable diligence, then service shall be made on any person having the care or control of the minor or with whom the minor resides or by whom the minor is employed, unless the parent, guardian, conservator, or fiduciary or other specified person is the defendant, and on the minor if the minor is 12 years of age or older.” California Penal Code § 1328.

- b) When serving the subpoena, the IO should explain to the youth, and to the parent/guardian if the youth is at home or in a foster home, the next steps and answer any questions. (See Engagement section)
 - i) To the extent possible, the service of the subpoena and related conversation should take place in a private, discreet location.
 - ii) If the youth is in juvenile hall at the time of service of the subpoena, Probation's Child Trafficking Unit should proactively assist the IO in arranging for a private meeting space.
 - ii. Probation:
 - a) Upon receipt of email from the DDA with subpoena information, Probation Team Lead will:
 - i) Sign, scan and return the subpoena to the DDA for the purpose of proof of service to the county department.
 - ii) Provide notice to all necessary parties, in accordance with existing policy, including, but not limited to:
 - (a) Youth's Deputy Probation Officer
 - (b) Supervising Probation Officer
 - iii) If the youth is in Probation custody, send a copy of the subpoena to:
 - (a) Transportation Supervisor, and
 - (b) Probation Department Civil Litigation Office at civillitigationoffice@probation.lacounty.gov, for the purpose of tracking.
 - iii. DCFS County Counsel:
 - a) Upon receipt of email from IO with subpoena information, DCFS County Counsel will:
 - i) Sign, scan and return the subpoena to the DDA for the purpose of proof of service to the county department.
 - ii) Provide notice to all necessary parties, in accordance with existing policy, including:
 - (a) Child's Social Worker (CSW)
 - (b) Supervising Child's Social Worker (SCSW)
 - (c) Assigned County Counsel on youth's case
 - (d) Youth's Dependency Attorney
 - (e) Victim Witness Support Team Lead

III. Part 2: Creating a Supportive Environment for Youth Witnesses

A. Victim Witness Support Team

The purpose of the Victim Witness Support Team (Support Team) is to provide comprehensive, holistic support to all system-involved youth who testify against their traffickers in Los Angeles County before, during, and after testimony. The Support Team is an individualized, multi-disciplinary group of people who coordinate and collaborate in order to wrap the youth in support throughout the testifying process, and beyond. The Support Team is established as soon as the Team Lead notifies team members of the pending case.

1. Support Team

a. Determining Support Team Members.

The Support Team is comprised of individuals who are key support people in the youth's life and/or central to the youth's court involvement.

- i. Required Support Team Members: *The following individuals are required team members for all youth who are involved in the child welfare or juvenile justice system. For a youth who is not system-involved, their Support Team will be determined on a case-by-case basis, dependent on the individual circumstances of their testimony, but at a minimum will include the DDA, law enforcement, and a specialized advocate.*

1. DCFS/Probation Support Team Lead
2. Child's Social Worker (CSW) and/or Deputy Probation Officer of Record (DPO)
3. Specialized Advocate
4. County Counsel (for DCFS cases)
5. Assigned Deputy District Attorney (DDA)
6. Law Enforcement Investigating Officer (IO)
7. Youth's Attorney (Dependency and/or Delinquency Attorney)
8. Mental Health Clinician
9. Juvenile Hall CSEC Coordinator (if applicable)

- ii. Optional Support Team Members: *The following individuals are optional team members for each child's case. These individuals should be invited to join the team as deemed necessary and appropriate by the required members.*

1. Parent, Guardian or other Caregiver (including Foster Parent)¹⁵
2. Short Term Residential Therapeutic Program (STRTP) Staff/Resource Families
3. District Attorney's Specialized Advocate
4. Court Appointed Special Advocate (CASA)
5. Anyone the youth or Support Team has identified as being a meaningful

¹⁵ Significant consideration should be given to whether the parent/guardian should be a Support Team member. Considerations include but should not be limited to: the child's relationship with their parent, where the child is currently placed, whether the child is involved in family reunification with the parent/guardian, and whether the parent/guardian is possibly involved in the child's exploitation. Regardless of what the determination is, unless safety concerns exist, the Team should keep the parent/guardian informed on the necessary details regarding the status of the case and the child's testimony.

support person in the youth's life.

b. Support Team Members' Responsibilities.

All Support Team Members will:

- i. Fulfill agency responsibilities (outlined further below) related to:
 1. Support and Engagement;
 2. Safety Planning;
 3. Testimony Planning;
 4. Ongoing Support
 - ii. Be responsive to emails and other communications regarding the youth's upcoming testimony.
 - iii. Proactively participate in the Support Team by sharing anticipated problems or safety concerns, known physical and/or emotional limitations, and overall recommendations on how to support the youth throughout the testimony process.
- c. Legal and Professional Obligations of Support Team Members
- i. All individual team members have legal and professional obligations based on their relationship with the youth. Nothing in this protocol restricts or limits an individual agency's ability to perform its existing duties or mandates.

2. Support Team Lead

a. Determining the Team Lead.

The Team Lead is determined based on the youth's system involvement and jurisdiction, as outlined below:

- i. Probation Jurisdiction – The Team Lead is Probation's Child Trafficking Unit (CTU) Director's designee if the youth is:
 1. Under the jurisdiction of the Probation Department (pursuant to Cal. Welf. & Inst. Code § 600);
 2. Dual status with Probation Lead; or
 3. Not system-involved, but detained in a Los Angeles County Juvenile Probation facility as a result of a material witness hold.
- ii. Child Welfare Jurisdiction – The Team Lead is the DCFS CSEC Unit representative or designee if the youth is:
 1. Under the jurisdiction of the DCFS (pursuant to Cal. Welf. & Inst. Code § 300); or
 2. Dual status with DCFS Lead.
- iii. Non System-Involved (no open jurisdiction) – The Team Lead is the Specialized Advocate if the youth is:
 1. Not under the jurisdiction of DCFS or Probation and is not in custody pursuant to a material witness hold.

b. Team Lead Responsibilities.

The Team Lead will:

- i. Communicate with the DDA and IO regarding the system-status of victim witnesses (i.e. whether they are under jurisdiction of DCFS, Probation, or are not system involved).
- ii. Within 24 hours of notification from the DA's Office that a system-involved youth will be called as a victim witness in a criminal case (which notification should occur between case filing and no later than the day of Defendant's arraignment, see Part 1 above), contact agency leads and agency points of

- contact,¹⁶ who will determine relevant Support Team members from their agency.
- iii. Provide initial notification to the Support Team members regarding the youth's pending testimony and convene an initial virtual team meeting.
 - iv. Work with required team members and youth to determine whether any additional members should be included on the team (see the "Optional" list of Support Team members, above).
 - v. Convene the Support Team and facilitate ongoing communication and coordination among the team members throughout the testimony process.
 - vi. Notify youth's attorney if a pre-testimony meeting is arranged between the youth and DDA as soon as the meeting is scheduled.
 - vii. Ensure the youth is added to either the DCFS or Probation CSEC Multi-Disciplinary Team (MDT) calendar, depending on the youth's jurisdiction, and that their case will be heard within 10 business days of notification.
 - a) The MDT will discuss the youth's case and will work with the Support Team to ensure they are provided with coordinated care and appropriate services from the court and the child welfare/juvenile justice system as they move forward through the testimony process.¹⁷
 - viii. Ensure the youth is connected to the services and supports deemed necessary by the Support Team by overseeing assigned tasks.
 - ix. Convene meetings, as necessary, to facilitate the youth's testimony and to support the youth before, during, and after testimony.
3. Specialized Advocate
- The Specialized Advocate is a key member of the youth's Support Team and their engagement with the youth often extends beyond the duration of testimony.
- i. For system-involved youth:
 - 1. If a youth already has a specialized advocate, that advocate will be assigned to the youth's support team.
 - 2. If a youth does not have a specialized advocate, a referral will be made by DCFS or Probation.
 - 3. Specialized advocacy services for system-involved children will continue for a minimum of 90 days following testimony, regardless of outcome.
 - ii. For non-system-involved youth:
 - 1. For youth unknown to the system, the County is committed to providing a specialized advocate to support them through the testimony processes. The DDA shall communicate with the county agency responsible for advocacy contracts (DCFS at time of finalization of this Protocol), via their dedicated

¹⁶ The point of contact for each agency will determine the appropriate participant in the Support Team and notify that person (ex. the delinquency attorney point of contacts will determine whether the youth is represented by the Public Defender, Alternate Public Defender, Panel attorney, or other, and notify the youth's individual attorney).

¹⁷ The County of Los Angeles is committed to coordinating a specialized multi-disciplinary team (MDT) meeting for every identified CSEC child in the county to coordinate case management and service planning for the child. See Senate Bill 855, Cal. Welf. & Inst. Code §16524.8(b). For Probation-involved children, these MDTs will be included in the County Probation CSEC MDT; for DCFS-involved children, the DCFS Team Lead will coordinate an MDT. This MDT is separate from the child's Victim Witness Support Team, although several members are likely to overlap.

- email address and request an advocate. County agency will facilitate a referral to the advocacy agency.
- 2. Advocacy services for these children will be provided prior to testimony, on the day of testimony, and for 30 days following testimony, at a minimum (for LA County residents).
- iii. At the end of the initial assigned period (whether 30 or 90 days), the advocate will re-evaluate and make a recommendation to Probation or DCFS as to whether to continue services.
- iv. In rare circumstances, an advocate may be working with multiple victim witnesses on the same case; if this occurs, the advocacy agency will proactively work to minimize conflict among victim witnesses and provide additional or alternative advocacy support for the youth, if necessary.

B. Support and Engagement

Survivors of commercial sexual exploitation frequently attribute their ability to heal and thrive after exploitation to strong relationships they have built with trusted and safe adults outside of exploitation. This trust and rapport is also effective in preparing and supporting youth throughout the testimony process. As such, members of the Support Team will work together to coordinate and structure their engagement with the youth. This is particularly important for those members of the Support Team who will be involved in the court proceedings.

1. Components of Engagement
 - a. Identifying needs and strengths of the youth and their caregiver(s);
 - b. Addressing the youth's short and long term needs;
 - c. Defining and explaining the role of the Support Team to the youth and their caregiver(s);
 - d. Proactively reaching out and spending time with the youth;
 - e. Establishing a trusting and non-judgmental relationship with the youth;
 - f. Ensuring the process is informed by the youth's feedback and input;
 - g. Providing information such that the youth understands the court process, the agencies involved, and their roles;
 - h. Utilizing a harm reduction approach when working with the youth.¹⁸
2. When Engagement Should Occur
 - a. Engagement should begin as soon as the parties become aware that a youth will be called to testify and continues through the day of testimony and beyond, as requested by the youth and agreed on by the Support Team.
 - b. The precise frequency of contact with the youth should be determined on a case-by-case basis, based on the Support Team's determination and the youth's preferences.

¹⁸ See California Department of Social Services' Harm Reduction Guidance Series for more information on utilizing a harm reduction approach with youth who have experienced CSE. CAL. DEP'T OF SOC. SERV. CHILD TRAFFICKING RESPONSE UNIT, *Harm Reduction Series Introduction* (2018), <https://www.courts.ca.gov/documents/BTB25-3E-01.pdf> [hereinafter *Harm Reduction Series*]. Utilizing a harm reduction approach acknowledges that change is difficult, and that it may take a period of time before a youth is willing or able to leave an exploitive situation. Providers utilizing a harm reduction approach will continue to engage and serve youth who are actively interacting with purchasers and traffickers.

3. Agency Responsibilities

Each agency partner is responsible for developing rapport and engaging with the youth at different points in the testimony process, as set forth below.

a. Law Enforcement:

- i. The IO should meet with the youth in accordance with existing policy, to the extent possible, prior to:
 - a) Submitting the case to the DA for filing;
 - b) Preliminary Hearing; and
 - c) Trial.
- ii. During the meeting, the IO should:
 - a) Explain the process, their role in it, next steps, and answer any questions.
 - b) Assess safety of the youth.
 - c) Further develop rapport with the youth.
 - d) Inform the youth that, if at any point, they feel that their safety or the safety of their caregiver(s) is at risk, they should immediately notify the IO.
- iii. The IO will meet with the youth in a safe, comfortable location.
 - a) The IO should consult with the Support Team and the youth about where they would like to meet, within reason.
 - b) If the meeting occurs at a location where other people may observe (e.g. a group home, school, detention facility, etc.), the IO should make every effort possible to conduct the interview in a private location. The IO can request assistance from the Team Lead to secure a private location, if necessary.
 - c) If the youth is in custody in juvenile hall and the IO or the youth wishes to meet there, the IO should notify the CTU, who will arrange for the meeting to occur in a private space.
 - d) If the transportation of the youth to the meeting is necessary, the IO may contact the Team Lead or others, as described in *Section 4. Transportation* below, to arrange for transportation.
- iv. The IO should communicate any changes in circumstance or plan based on their meetings with the youth to the Support Team.

b. Deputy District Attorney:

- i. The DDA should meet with the youth, in accordance with existing policy, to the extent possible, prior to the:
 - a) Preliminary hearing; and
 - b) Trial.¹⁹
- ii. During the meeting with the youth, the DDA should:
 - a) Explain the court process, their role in it, and the expectations of the youth at each stage, including, but not limited to the:
 - i) Subpoena process;
 - ii) Timelines of the case;
 - iii) Preliminary hearing;

¹⁹ Best practice dictates that the DDA will meet with the victim witness in person prior to a court proceeding and communicates clearly with the youth throughout the course of the case. *The Victim as a Witness*, *supra* note 6.

- iv) Trial;
 - v) Direct and cross examination; and
 - vi) Courtroom layout.
- b) Develop rapport with the youth.
- iii. The DDA will meet the youth in a safe, comfortable location.
 - a) The DDA will coordinate with the Probation/DCFS Team Lead to identify a location to meet, which may require the specialized advocate or DCFS/Probation to bring the youth to the DDA to accommodate the DDA's schedule. If transportation is required, it will be arranged as described in *Section 4. Transportation* below.
 - b) If the meeting occurs at a location where other people may observe (e.g. a group home, school, detention facility, etc.), the DDA should make every effort possible to conduct the interview in a private location. The DDA can request assistance from the Team Lead to secure a private location, if necessary.
 - c) If the youth is in custody in juvenile hall and the DDA wishes to meet there, the IO should notify the CTU, who will arrange for the meeting to occur in a private space.
 - d) Meetings between the DDA and youth may occur virtually if the Support Team, in consultation with youth, agree that virtual meeting is the most appropriate method.
- c. DCFS/ Probation:
 - i. The CSW/DPO will meet with or check-in with the youth at the following times:
 - a) Prior to testimony;
 - b) Within 24 hours after testimony;
 - c) Within 72 hours after testimony.
 - ii. At least one of the first two communications should be in person.
 - iii. The Team Lead will coordinate with the Support Team to ensure that adequate pre-testimony communication and engagement between the IO, the DDA and the youth takes place.
 - a) The CSW/DPO may need to transport the youth to the DDA's office for a meeting if the DDA is unable to come to the youth's location.
- d. Department of Mental Health (DMH):
 - i. The DMH representative will determine whether the youth is currently under the care of a DMH or other mental health clinician (e.g., a clinician serving the youth in placement, detention, or a community-based organization), and coordinate among the DMH clinicians and any other clinician supporting the youth.
 - ii. For youth who are not currently under the care of a mental health clinician, the DMH representative will connect the youth to a DMH clinician, as needed and determined by the youth and caregiver.
 - iii. The DMH representative should reach out to the youth's existing clinician, if any, to determine whether the youth and their caregiver(s) need additional services.
 - iv. The DMH representative/clinician will meet with the youth at home/placement/detention, as defined by the Support Team in the Testimony Planning:

- a) Prior to testimony;
 - b) Day of testimony (before and/or after testimony);
 - c) In the days following testimony.
- e. Specialized Advocacy Agency:
 - i. The specialized advocate will interface with the youth at least twice within the 10 day period from initial notification to preliminary hearing.
 - a) Within 72 hours of notification; and
 - b) At least 72 hours prior to the preliminary hearing.
 - ii. If the youth is called to testify at any other proceedings (e.g., subsequent hearings or trial), the specialized advocate will interface with the youth:
 - a) At least 72 hours prior to the testimony.
 - iii. The advocate will maintain close communication with the youth in the week following testimony including:
 - a) Within 24 hours following testimony;
 - b) Within 72 hours after the testimony, as needed.
 - iv. If the youth is already on the Advocate's caseload, the Advocate should continue with their regularly scheduled visits, but ensure that they have at least one face-to-face meeting in the week prior to testimony.

IV. Part 3: Testimony Planning

The main task of the Support Team is to develop a plan for how to support the youth prior to, on the day of, and after testimony. This plan will clearly delineate the roles and responsibilities of each team member to ensure the youth and their caregiver(s) are supported throughout the process. The testimony planning includes (a) safety planning; (b) mental health support; (c) testimony logistics, such as courthouse support, food, clothing, and medication; (d) transportation; and (e) housing.

A. Phases of Testimony Planning

All planning will occur prior to testimony and may be discussed during the same or multiple convenings of the Support Team. The Support Team should consider how to support the youth's needs during the following phases and assign responsibilities to team members in each of the designated areas:

1. Pre-testimony:
 - a. Pre-testimony planning will take place within 72 hours of being notified by the DDA that they intend to call a youth witness (no later than the day of the Defendant's arraignment).
 - b. Pre-testimony planning covers any support the youth may need during the period from notification up to the day-of testimony, and should include the following, as described below:
 - i. Introduction to the Support Team and testimony process;
 - ii. Safety planning;
 - iii. Mental health support;
 - iv. Coordination / preparation with law enforcement and DDA; and
 - v. Transportation.
2. Day-of testimony:
 - a. Unless notified by the DDA of a different timeframe, the Support Team will complete planning for the day-of testimony within the 10 court days (excluding weekends and holidays) between notification and the preliminary hearing.²⁰
 - b. If the youth testifies in a subsequent hearing or trial, the Support Team will complete additional day-of testimony planning within 72 hours of notification of subsequent testimony.
 - c. Day-of testimony planning should include, as described below:
 - i. Safety planning;
 - ii. Mental health support;
 - iii. Testimony logistics:
 - a) Courthouse support;
 - b) Courthouse logistics;
 - c) Food;
 - d) Clothing;
 - e) Medication.
 - iv. Transportation.

²⁰ While the preliminary hearing must be held within 10 days, it is common practice that the preliminary hearing takes place on day 8. The Support Team should be aware of this, as well as other common court timelines, and prepare accordingly.

3. Post-testimony:
 - a. The post-testimony plan should be drafted in advance of testimony, but may be updated as information emerges or circumstances change.
 - b. Post-testimony planning should include:
 - i. Safety planning;
 - ii. Mental health support; and
 - iii. Housing.

B. Components of Testimony Planning

Prior to the day of testimony, the Support Team will work together to address each of the following areas of planning for the youth – Safety Planning, Mental Health Support, Testimony Logistics, Transportation and Housing. Testimony Planning includes coordinating support for the youth in advance of testimony, on the day of testimony, and in the time following testimony. Responsibilities of each team member are set forth below, and will be further determined and documented in the Victim Witness Support Team Template.

1. Safety Planning

Witness testimony can create safety concerns both for the youth and their caregiver(s). The Support Team is responsible for collaborating with the youth to develop a safety plan. Safety planning is dynamic, meaning that it should be developed as soon as possible upon notification and updated on a regular basis both before and after testimony, based on any changes in circumstance.

 - a. Components of Safety Plan²¹
 - i. Circumstances/situations where the youth or family feels threatened;
 - ii. Potential safety issues related to school, including: transportation to/from school, whether anyone at school should be notified of upcoming testimony/potential safety issues, whether the youth is likely to avoid school or be truant and if so, measures for maintaining safety during absences, and who the youth might be exposed to at school (including friends/gang affiliates of the trafficker);
 - iii. Potential safety issues related to the family, particularly if involved in exploitation;
 - iv. Potential safety issues related to the neighborhood where youth resides or frequents;
 - v. Individuals the youth should avoid contact with;
 - vi. Neighborhoods/streets the youth should avoid;
 - vii. Whether the youth and family cell phone numbers/email addresses should be changed to avoid contact;
 - viii. Privacy settings on all of youth's social media accounts;
 - ix. Strategies to prevent and address trauma reminders before, during and after testimony;
 - x. Plan if the youth experiences trauma reminders;

²¹ Numbers one (i) through seven (vii) require input from the law enforcement investigating officer. If any of these concerns are identified, they must be noted on the Victim Witness Support Team Template.

- xi. Plan if the youth requires unexpected physical or mental health support at any time during the process;
 - xii. List of support people and their contact information, should the youth need to reach out (including all members of the Support Team);
 - xiii. Plan for contact with trafficker or trafficker's family/associates on day of testimony;
 - xiv. Whether relocation is necessary to ensure safety of the youth/family;
 - xv. Who the youth and caregiver(s) should reach out to should safety concerns arise before or after testimony;
 - xvi. Who will ensure that the youth and caregiver(s) have all necessary contact information to communicate ongoing concerns or questions;
 - a) Even if this information was provided previously, all information should be reiterated to the youth and caregiver(s) following testimony to ensure they know who to reach out to should any concerns arise.
 - xvii. How the youth's safety plan will be updated following testimony;
 - xviii. Harm reduction strategies, which recognize that youth may continue to engage in unsafe or risky behavior, and that short-term, incremental steps to reduce the level of risk of the behavior can lead to longer-term safety and stability.²²
- b. When Safety Planning Should Occur or be Revisited
- i. Within 72 hours of case filing and notification;
 - ii. At least 72 hours prior to testimony (preliminary hearing, subsequent hearings, or trial);
 - iii. Within 72 hours after testimony;
 - iv. Change in placement;
 - v. Change in custody of the defendant (e.g. release on bail);
 - vi. At the request of the youth, caregiver(s); and
 - vii. Any other circumstances as deemed necessary by the Support Team.
- c. Agency Responsibilities
- i. DCFS/Probation Team Lead:
 - 1. Facilitate communication between the Specialized Advocacy Agency, Law Enforcement Investigating Officer, DDA, and any others with information about potential safety risks.
 - ii. Specialized Advocacy Agency:
 - 1. Lead the safety planning process, which will include but is not limited to the following:
 - a) Meet with the youth to determine safety needs of them and their caregiver(s).
 - i) If the advocate is aware of or the youth identifies another Support Team member with whom they feel more comfortable, the other Support Team member should meet with the youth to gather safety-related information.
 - b) Arrange meetings with the Support Team to develop a safety plan.

²² See *Harm Reduction Series*, *supra* note 22.

- c) Ensure the Support Team centers the youth voice when developing the safety plan.
- d) Memorialize the components of the plan and provide copies to all relevant team members, the youth, and the caregiver(s) (as appropriate).
- e) Reconvene with the Support Team to update the safety plan as necessary and defined above (“When Safety Planning Should Occur”).
- f) Redistribute updated safety plan as necessary.

2. Mental Health Support

Without adequate mental health support, testifying in court may be an incredibly painful and re-traumatizing experience for youth. Not only may it be the first time that a youth has shared details of their exploitation publicly, but it may also be the first time that a youth has been in a courtroom. Or, for a youth who has had prior negative experiences with the court or law enforcement, testifying in court may bring up painful memories or make them feel like they are in trouble. To help youth with the stress and confusion that may accompany testifying, and to minimize the risk of re-traumatization, mental health support for a youth testifying is crucial.

a. Agency Responsibilities

i. Department of Mental Health will:

- i. Determine with the youth, and in consultation with the Support Team, what mental health support the youth is likely to require throughout the testimony process, including before, on the day-of, and after testimony.
- ii. Provide (or coordinate to provide) adequate support to the youth throughout the testimony process.
- iii. When meeting with the youth, identify any ongoing health or mental health needs or concerns and communicate these to the team, as necessary and allowable by law.
- iv. If requested by the youth or deemed necessary by the Support Team, accompany youth to the courthouse on the day of testimony.
- v. To the extent possible, the day-of and post-testimony support should be provided by an individual with whom the youth already has an established relationship and who has met with the youth prior to testimony.

3. Testimony Logistics

To facilitate a youth’s testimony, there are a number of logistics that should be decided upon by the Support Team prior to the day of testimony. Making these determinations in advance can help to ensure the day-of testimony runs as smoothly as possible, minimizing the risk of additional stress, confusion, and anxiety for a youth and increasing the likelihood of accurate testimony in support of the District Attorney’s case. The Support Team should discuss and make the following determinations in regard to courthouse support, courthouse logistics, food, clothing, and medication.

a. Courthouse Support

Courthouse support refers to the individuals who will be present on the day of testimony to support the youth. The Support Team will:

- i. Identify the individuals to be present on day of testimony. This decision will be informed by the youth's input.
 - a) Upon the youth's request, this includes an individual to be present on the stand with the youth while they testify.
 - ii. Take into account the following considerations when determining courthouse support:
 - a) Not all Support Team members need to be present.
 - b) The day-of testimony can be hectic and overwhelming. Each individual who is present to support the youth should have a specific role to fulfill.
 - c) Several youth may be testifying on the same case. Specialized advocates or other Support Team members may be working with multiple youth who are called to testify on the same day/in the same case. Considerations should be made ahead of time to avoid potential day-of testimony conflict among victim witnesses.
- b. Courthouse Logistics

To arrange courthouse logistics, the Support Team will coordinate with the DA's specialized advocate to:

 - i. Determine how the youth will move from the transportation vehicle (see *Section 4: Transportation* below) to the waiting area in the courthouse.
 - a) Consider using the judges' or freight elevator to avoid potential confrontation with defendant's family or other victim witnesses. These arrangements must be made in advance.
 - ii. Determine the location at the courthouse where the youth will be waiting prior to being called into the courtroom.
 - a) Consider which other witnesses might be testifying and what potential conflicts may exist.
 - b) It is ideal for the youth to have a private, safe place in which to wait. This location should be designated and monitored by the DDA and Law Enforcement.
 - c) The youth should not be held in any waiting area, including a holding cell if the youth is in detention, where the youth is exposed to the defendant.
 - i) In rare circumstances where this is necessary and unavoidable, the Support Team should be notified in advance so additional support can be provided.
- c. Food

It is common that a youth will end up waiting for several hours at the courthouse prior to testimony. The Support Team should plan for snacks and meals accordingly. The Support Team will:

 - i. Identify any allergies or dietary restrictions.
 - ii. Ensure the youth will have adequate food throughout day of testimony.
- d. Clothing

Youth should be consulted regarding what would make them feel most comfortable and empowered when they are testifying. To ensure the youth has adequate clothing for testimony, the Support Team will:

 - i. Determine what clothing the youth would like to wear for testimony.

- a) If the youth is in custody, they should be offered the choice to remain in or change out of their probation-assigned clothing.
 - ii. Determine which team member will be responsible for obtaining clothing.
 - a) Typically, the specialized advocate will be responsible of getting the clothing in the right size and per the youth's specifications, within reason. These clothing costs are accounted for through the specialized advocacy contracts with the County.
 - iii. Determine when/how clothing will be provided to the youth.
 - iv. If the youth is in custody, communicate these plans, as necessary, with probation transportation staff to avoid any complications or confusion.
- e. Medication

Because a youth may be at the courthouse for several hours on the day-of testimony, it is important to ensure they have access to any necessary medication. To do so, the Support Team will:

 - i. Determine if the youth requires medication on the day of testimony.
 - ii. If so, determine which team member will be responsible for ensuring youth has access to medication. It may be necessary to include additional individuals on the Support Team for this purpose, such as a public health nurse.
 - iii. Determine who will administer medication.
 - iv. Communicate these plans with team members and any necessary court personnel prior to the day of testimony and any medical professionals, as needed.
 - v. As is necessary, assess the possibility of raising this issue to the Judge to request that the case/witness be called earlier in the day so that the youth can return to their home or placement to receive medication.

4. Transportation

Ensuring timely and efficient transportation of a witness to meetings, hearings, and trial on time is incredibly important. It reduces the feeling of being rushed around or unprepared, which may contribute to or amplify the youth's feelings of anxiety and unease. It also allows all parties supporting the youth time to fulfill their obligations. Lastly, it promotes efficiency by maintaining fidelity to the court calendar and process. During the course of transporting a youth, there is an opportunity to engage and support them. It is a time that is likely filled with trepidation and the adult transporting the youth can help ease those feelings by openly communicating and checking in with the youth.

- a. Components of Transportation
 - i. Identifying the agency responsible for providing transportation;
 - ii. Coordinating between the agency transporting the youth and the placement/caregiver where the youth will be retrieved from at least 48 hours in advance to ensure adequate time to arrange and coordinate;
 - iii. Engaging with and supporting the youth during transportation;
 - iv. Ensuring transportation occurs in a timely manner;
 - v. Assessing risk when determining transportation needs and requesting transport by the IO, if necessary.
- b. When Transportation May Be Needed
 - i. Interviews with the law enforcement IO and DDA, as requested;
 - ii. Courthouse, for testimony;

- iii. Mental health appointments.
- c. Support Team Responsibilities:
 - i. Transportation for a youth in detention:
 - a) If DCFS Lead, coordinate with Probation Lead to transport the youth with Probation's specialized transportation team, as necessary.
 - ii. Transportation for a youth who is not in detention:
 - a) The Support Team will work together to determine the most appropriate transportation plan. This may include transportation by: placement staff, parent/caregiver, specialized advocate, DPO/CSW, or the law enforcement IO.
 - b) If any safety concerns exist, transportation should be provided by the law enforcement IO.
 - iii. Transportation for youth who is located out of county:
 - a) Transportation plans will be made on a case-by-case basis; however, it is standard practice that:
 - i. Up until the time of the preliminary hearing, law enforcement will arrange for transportation.
 - ii. After the preliminary hearing, the DA will arrange for transportation.
 - b) Accommodation plans for youth located out of county will also be made on a case-by-case basis. Options for accommodations include, but are not limited to:
 - i. Parent, guardian, relative or caregiver
 - ii. Housing, with staff support
 - iii. Juvenile Hall
 - 1. Note: Juvenile hall should only be used when absolutely necessary, as determined by the court.
 - c) The Support Team will provide input, as is necessary, to ensure the witness is transported in the most comfortable and efficient way possible.
 - iv. Transportation for Federal Bureau of Investigation (FBI) cases:
 - a) If the youth is involved in a case with the FBI, the FBI may arrange their own transportation for the youth.
 - i) If the FBI cannot transport, arrangements should be made in line with the above guidelines.
 - ii) Note that on these cases, the youth may be requested for a forensic interview. These interviews may start early and extend beyond normal court hours.

5. Housing

Without proper support, fear, stigma, and discomfort around testimony leads some youth to leave home or care to avoid testimony or in response to the stress of testimony; safety concerns may also arise because of others they are living with if they are in care or detention, or because of retaliation from the defendant or their associates. The Support Team should determine whether any supports around housing are needed before or after testimony.

- a. Refer to Part 3, Safety Planning above.
- b. Consider where the youth is likely to feel safe in their housing and not overly stimulated before and after testimony.
- c. Consider alternative plans for short and long-term housing or placement and plan for any necessary changes in advance of testimony:
 - i. If the youth is in care, returning to group care may not be appropriate immediately following testimony.
 - ii. If the youth is currently in custody, the Support Team should also determine whether the youth should return to the same unit or would benefit from time away from the unit. When making this determination, consider where the youth has formed connections, including with DMH and Probation staff.

Part 4: Post Testimony

A. Support Team Closing Responsibilities

The Team lead is responsible for ensuring that each of the Support Team members has fulfilled their responsibilities as defined in the Victim Witness Support Team template, and have taken the following closing steps:

1. Immediately following the youth's testimony, the DDA will send an email to the Support Team regarding the following information:
 - a. Confirmation that testimony occurred;
 - b. Any ongoing safety needs or concerns;
 - c. If known, whether the youth is expected to have any further obligations in the case;
2. Immediately following the youth's testimony, the Support Team will communicate to determine whether there are any outstanding needs or concerns, including whether the youth's safety plan needs to be revised. If the safety plan needs to be revised, the advocate will take the lead in ensuring this occurs.
3. Within 5 business days of testimony, or when most appropriate for the youth taking into account their individualized experience and mental health needs, the specialized advocate will debrief with the youth regarding their experience. Discussion should be casual, with a goal of supporting the youth's needs and gathering their perspective on the process (e.g., what went well, what could have been better). The advocate will bring this information to the MDT meeting, which will be held within 10 days of testimony. This discussion with the youth will help to ensure that individual issues are identified and addressed immediately at the MDT, and larger systemic issues are addressed at the regular review committee meetings.
4. Within 10 business days of testimony, the youth's case will be discussed in the DCFS/Probation CSEC MDT (if under DCFS/Probation jurisdiction). The Team Lead will ensure that the youth is added to the MDT calendar after testimony. The MDT will discuss the youth's case and will help to ensure they are provided with coordinated care and the appropriate services from the court/system following testimony.²³ The Team Lead will document feedback on the process.
5. Within 14 business days of testimony, the Team Lead will provide a final follow up email to the Support Team with a closing statement, including but not limited to, the following:

²³ For Probation-involved children, these MDTs will be included in the County Probation CSEC MDT; for DCFS-involved children, the DCFS Team Lead will coordinate a MDT. This MDT is separate from the child's Victim Witness Support Team, although several members are likely to overlap.

- a. Any further information regarding youth's well-being post-testimony (including whether youth is in stable housing); and
 - b. Confirmation of whether team responsibilities are complete; if not complete, any next steps or follow up required by team members.
- 6. The Support Team, at any time throughout the process, is encouraged to communicate with the Team Lead any positive feedback or concerns regarding the process.

B. Formation & General Responsibilities of the Victim Witness Review Committee

To ensure the effectiveness of the Victim Witness Testimony Protocol, the parties to the protocol will form a Victim Witness Review Committee, which will be comprised of a designee from each agency. The Committee will meet on a regular basis to ensure fidelity to the protocol and ongoing improvement.

The Victim Witness Review Committee members will:

- 1. Convene on a regular basis to monitor implementation, discuss challenges and successes, review feedback documented by the Team Leads and any other feedback from Support Team members, and review data related to victim witness testimony;
- 2. Be responsible for making necessary changes to the protocol to ensure it continues to meet overarching goals;
- 3. Maintain a contact list for all participating agencies that will be regularly updated to ensure accuracy; and
- 4. Communicate pertinent information from the Committee back to their respective agencies.



Billable Activities	General Description (includes, but not necessarily limited to):
First Responder Protocol Response	Provide humanitarian bag, address immediate basic needs of youth, engage youth, build rapport, crisis safety planning, crisis MDT, FRP Intake Form
Case Management/Planning	Engaging, teaming, planning, documenting and tracking around the contractual deliverables: FRP Intake Form/72-hr. Safety Plan Intake/Needs Assessment Safety Plan Advocacy Plans Restoration Funds Request Six Month Review Termination Report
Contacts with Youth and Caregiver/Parent (if applicable)	Face to face and telephonic/social media contacts with the youth to: Build rapport and provide emotional support; Provide prevention or intervention curriculum; Coach youth around knowledge/skills/abilities to become self-sufficient and integrated/connected to community and supportive/positive relationships in the community; Discuss progress/successes/challenges of Advocacy Plan goals and adapt plan as needed to find solutions; Discuss Safety Plan (ongoing worries, concerns and interventions to help youth feel safe); Provide opportunities, options and support to youth to build youth resiliency; Appointments as needed
Parent Advocacy	Co-facilitate Parent Empowerment Program workshops, other CSEC related workshops, link parents to resources, provide information to help educate and equip parents to support their child, attend CFTs
Survivor Advocacy	Co-facilitate workshops, engage and build rapport with youth to stabilize, support youth in fulfilling Advocacy Plan goals, assist with safety planning, assist with youth empowerment events, victim witness testimony support
Transportation of Youth	Provide direct transportation services for youth as needed to support youth's fulfillment of Advocacy Plan goals. Can only bill for transportation when the youth is in the car with the Contractor.
Event Coordination and Implementation	Planning, coordinating, and implementing monthly empowerment activities



Consultation with Team and Collaterals	Collaborate, communicate and coordinate with MDT and CFT members around assessment of strengths, needs, case planning, safety planning, and service implementation.
Clinical Supervision	Monthly group and individual clinical supervision
CSEC Advocacy Roundtable Meetings	Meet to discuss Continuous Quality Improvement, data-informed decision making, present case reviews, provide additional training and co-learning opportunities, engage in collaborative problem solving; share updated policies/procedures; track program goals and outcomes.
County Mandated Trainings	County mandated trainings are billed by group, not by individual.
Empowerment Activity Participation	Participation in the implementation of empowerment activities
Participation in MDT and CFT Meetings	Participation in team meetings to develop case plans that address the needs of the youth, the caregiver, and parent (if applicable) in order to achieve improved safety, permanency, well-being and self-sufficiency outcomes for youth
Referral and Linkage to Services/Supports in the community	Contacts to agencies and supports in the community and school in order to verify the appropriateness of a service/support in order to link a child/youth/caregiver to needed services/supports (i.e., tutoring, sports club, YMCA groups, camps, recreational activities, volunteer opportunities, support groups, school clubs, spiritual/cultural groups, classes at community colleges/local educational institutions, library programs, Parks and Recreation programs, church groups, etc)
Victim Witness Testimony Support	Participate in VWT safety planning meetings; provide support to youth before, during and after hearings against trafficker as needed.

NOTE: Bill in 15 minute increments: .15 (15 minutes), .30 (1/2 hour), .45 (45 minutes), 1.0 (one hour)

Exhibit A-34

[illegible]

AGENCY NAME

INVOICE

BILL TO
County of Los Angeles
Department of Children and Family Services
DCFS/Contract Accounting
510 S. Vermont Avenue 14th Floor
Los Angeles, CA 90020

Invoice #
Date of Invoice
Due Date

RE: CONTRACT AREA: SERVICE PERIOD:
FRP AREAS:
Contract No:

DESCRIPTION		AMOUNT
Advocacy:	Advocacy	\$
Advocacy:	Workshops	\$ -
Advocacy:	Training	\$ -
Advocacy:	Empowerment Activities	\$ -
Advocacy:	Restoration Funds	\$ -
Advocacy:	Auxiliary Funds Request	\$ -

Submitted By: _____ BALANCE DUE \$

Signature: _____ Date _____

I certify that all information is true and accurate

Approved By: _____

Signature: _____ Date _____

DCFS Approval

Adela Estrada, Children Services Administrator III Date _____

Advocacy Budget	\$
Current Advocacy Expenditures:	\$
Prior Expenditures:	\$
Advocacy YTD Expenditures:	\$
Remaining Advocacy Budget:	\$

Vendor No.:
RPT:
SRPT no.:

COUNTY'S ADMINISTRATION

CONTRACT NO. Click or tap here to enter text.

COUNTY'S PROJECT DIRECTOR:

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Address: Click or tap here to enter text.

Click or tap here to enter text.

Telephone: Click or tap here to enter text.

E-mail Address: Click or tap here to enter text.

COUNTY'S CONTRACT ANALYST:

Name: Click or tap here to enter text.

Address: Click or tap here to enter text.

Click or tap here to enter text.

Telephone: Click or tap here to enter text.

E-mail Address: Click or tap here to enter text.

COUNTY'S PROJECT MANAGER:

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Address: Click or tap here to enter text.

Click or tap here to enter text.

Telephone: Click or tap here to enter text.

E-mail Address: Click or tap here to enter text.

COUNTY'S PROJECT MONITOR:

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Address: Click or tap here to enter text.

Click or tap here to enter text.

Telephone: Click or tap here to enter text.

E-mail Address: Click or tap here to enter text.

CONTRACTOR'S ADMINISTRATION

CONTRACTOR'S NAME: Click or tap here to enter text.

CONTRACT NO. Click or tap here to enter text.

CONTRACTOR'S PROJECT MANAGER:

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Address: Click or tap here to enter text.

Click or tap here to enter text.

Telephone: Click or tap here to enter text.

E-mail Address: Click or tap here to enter text.

CONTRACTOR'S AUTHORIZED OFFICIAL(S):

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Address: Click or tap here to enter text.

Click or tap here to enter text.

Telephone: Click or tap here to enter text.

E-mail Address: Click or tap here to enter text.

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Address: Click or tap here to enter text.

Click or tap here to enter text.

Telephone: Click or tap here to enter text.

E-mail Address: Click or tap here to enter text.

NOTICES TO CONTRACTOR:

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Address: Click or tap here to enter text.

Click or tap here to enter text.

Telephone: Click or tap here to enter text.

E-mail Address: Click or tap here to enter text.

FORMS REQUIRED AT THE TIME OF CONTRACT EXECUTION

- F1 CONTRACTOR ACKNOWLEDGEMENT AND CONFIDENTIALITY AGREEMENT
- OR**
- F2 CONTRACTOR EMPLOYEE ACKNOWLEDGEMENT AND CONFIDENTIALITY
AGREEMENT
- F3 CONTRACTOR NON-EMPLOYEE ACKNOWLEDGEMENT AND CONFIDENTIALITY
AGREEMENT

CONTRACTOR ACKNOWLEDGEMENT AND CONFIDENTIALITY AGREEMENTContractor Name: [Click or tap here to enter text.](#)Contract No [Click or tap here to enter text.](#)**GENERAL INFORMATION:**

The Contractor referenced above has entered into a contract with the County of Los Angeles to provide certain services to the County. The County requires the Corporation to sign this Contractor Acknowledgement and Confidentiality Agreement.

CONTRACTOR ACKNOWLEDGEMENT:

Contractor understands and agrees that the Contractor employees, consultants, Outsourced Vendors and independent contractors (Contractor's Staff) that will provide services in the above referenced agreement are Contractor's sole responsibility. Contractor understands and agrees that Contractor's Staff must rely exclusively upon Contractor for payment of salary and any and all other benefits payable by virtue of Contractor's Staff's performance of work under the above-referenced contract.

Contractor understands and agrees that Contractor's Staff are not employees of the County of Los Angeles for any purpose whatsoever and that Contractor's Staff do not have and will not acquire any rights or benefits of any kind from the County of Los Angeles by virtue of my performance of work under the above-referenced contract. Contractor understands and agrees that Contractor's Staff will not acquire any rights or benefits from the County of Los Angeles pursuant to any agreement between any person or entity and the County of Los Angeles.

CONFIDENTIALITY AGREEMENT:

Contractor and Contractor's Staff may be involved with work pertaining to services provided by the County of Los Angeles and, if so, Contractor and Contractor's Staff may have access to confidential data and information pertaining to persons and/or entities receiving services from the County. In addition, Contractor and Contractor's Staff may also have access to proprietary information supplied by other vendors doing business with the County of Los Angeles. The County has a legal obligation to protect all such confidential data and information in its possession, especially data and information concerning health, criminal, and welfare recipient records. Contractor and Contractor's Staff understand that if they are involved in County work, the County must ensure that Contractor and Contractor's Staff, will protect the confidentiality of such data and information. Consequently, Contractor must sign this Confidentiality Agreement as a condition of work to be provided by Contractor's Staff for the County.

Contractor and Contractor's Staff hereby agrees that they will not divulge to any unauthorized person any data or information obtained while performing work pursuant to the above-referenced contract between Contractor and the County of Los Angeles. Contractor and Contractor's Staff agree to forward all requests for the release of any data or information received to County's Project Manager.

Contractor and Contractor's Staff agree to keep confidential all health, criminal, and welfare recipient records and all data and information pertaining to persons and/or entities receiving services from the County, design concepts, algorithms, programs, formats, documentation, Contractor proprietary information and all other original materials produced, created, or provided to Contractor and Contractor's Staff under the above-referenced contract. Contractor and Contractor's Staff agree to protect these confidential materials against disclosure to other than Contractor or County employees who have a need to know the information. Contractor and Contractor's Staff agree that if proprietary information supplied by other County vendors is provided to me during this employment, Contractor and Contractor's Staff must keep such information confidential.

Contractor and Contractor's Staff agree to report any and all violations of this agreement by Contractor and Contractor's Staff and/or by any other person of whom Contractor and Contractor's Staff become aware.

Contractor and Contractor's Staff acknowledge that violation of this agreement may subject Contractor and Contractor's Staff to civil and/or criminal action and that the County of Los Angeles may seek all possible legal redress.

SIGNATURE: _____

DATE: [Click or tap here to enter text.](#)PRINTED NAME: [Click or tap here to enter text.](#)POSITION: [Click or tap here to enter text.](#)

CONTRACTOR EMPLOYEE ACKNOWLEDGEMENT AND CONFIDENTIALITY AGREEMENT

Contractor Name: [Click or tap here to enter text.](#) Contract No [Click or tap here to enter text.](#)

Employee Name: [Click or tap here to enter text.](#)

GENERAL INFORMATION:

Your employer referenced above has entered into a contract with the County of Los Angeles to provide certain services to the County. The County requires your signature on this Contractor Employee Acknowledgement and Confidentiality Agreement.

EMPLOYEE ACKNOWLEDGEMENT:

I understand and agree that the Contractor referenced above is my sole employer for purposes of the above-referenced contract. I understand and agree that I must rely exclusively upon my employer for payment of salary and any and all other benefits payable to me or on my behalf by virtue of my performance of work under the above-referenced contract.

I understand and agree that I am not an employee of the County of Los Angeles for any purpose whatsoever and that I do not have and will not acquire any rights or benefits of any kind from the County of Los Angeles by virtue of my performance of work under the above-referenced contract. I understand and agree that I do not have and will not acquire any rights or benefits from the County of Los Angeles pursuant to any agreement between any person or entity and the County of Los Angeles.

I understand and agree that I may be required to undergo a background and security investigation(s). I understand and agree that my continued performance of work under the above-referenced contract is contingent upon my passing, to the satisfaction of the County, any and all such investigations. I understand and agree that my failure to pass, to the satisfaction of the County, any such investigation will result in my immediate release from performance under this and/or any future contract.

CONFIDENTIALITY AGREEMENT:

I may be involved with work pertaining to services provided by the County of Los Angeles and, if so, I may have access to confidential data and information pertaining to persons and/or entities receiving services from the County. In addition, I may also have access to proprietary information supplied by other vendors doing business with the County of Los Angeles. The County has a legal obligation to protect all such confidential data and information in its possession, especially data and information concerning health, criminal, and welfare recipient records. I understand that if I am involved in County work, the County must ensure that I, too, will protect the confidentiality of such data and information. Consequently, I understand that I must sign this agreement as a condition of my work to be provided by my employer for the County. I have read this agreement and have taken due time to consider it prior to signing.

I hereby agree that I will not divulge to any unauthorized person any data or information obtained while performing work pursuant to the above-referenced contract between my employer and the County of Los Angeles. I agree to forward all requests for the release of any data or information received by me to my immediate supervisor.

I agree to keep confidential all health, criminal, and welfare recipient records and all data and information pertaining to persons and/or entities receiving services from the County, design concepts, algorithms, programs, formats, documentation, Contractor proprietary information and all other original materials produced, created, or provided to or by me under the above-referenced contract. I agree to protect these confidential materials against disclosure to other than my employer or County employees who have a need to know the information. I agree that if proprietary information supplied by other County vendors is provided to me during this employment, I must keep such information confidential.

I agree to report to my immediate supervisor any and all violations of this agreement by myself and/or by any other person of whom I become aware. I agree to return all confidential materials to my immediate supervisor upon completion of this contract or termination of my employment with my employer, whichever occurs first.

SIGNATURE: _____ DATE: [Click or tap here to enter text.](#)

PRINTED NAME: [Click or tap here to enter text.](#)

POSITION: [Click or tap here to enter text.](#)

CONTRACTOR NON-EMPLOYEE ACKNOWLEDGEMENT AND CONFIDENTIALITY AGREEMENT

Contractor Name: Click or tap here to enter text. Contract No Click or tap here to enter text.

Non-Employee Name: Click or tap here to enter text.

GENERAL INFORMATION:

The Contractor referenced above has entered into a contract with the County of Los Angeles to provide certain services to the County. The County requires your signature on this Contractor Non-Employee Acknowledgement and Confidentiality Agreement.

NON-EMPLOYEE ACKNOWLEDGEMENT:

I understand and agree that the Contractor referenced above has exclusive control for purposes of the above-referenced contract. I understand and agree that I must rely exclusively upon the Contractor referenced above for payment of salary and any and all other benefits payable to me or on my behalf by virtue of my performance of work under the above-referenced contract.

I understand and agree that I am not an employee of the County of Los Angeles for any purpose whatsoever and that I do not have and will not acquire any rights or benefits of any kind from the County of Los Angeles by virtue of my performance of work under the above-referenced contract. I understand and agree that I do not have and will not acquire any rights or benefits from the County of Los Angeles pursuant to any agreement between any person or entity and the County of Los Angeles.

I understand and agree that I may be required to undergo a background and security investigation(s). I understand and agree that my continued performance of work under the above-referenced contract is contingent upon my passing, to the satisfaction of the County, any and all such investigations. I understand and agree that my failure to pass, to the satisfaction of the County, any such investigation will result in my immediate release from performance under this and/or any future contract.

CONFIDENTIALITY AGREEMENT:

I may be involved with work pertaining to services provided by the County of Los Angeles and, if so, I may have access to confidential data and information pertaining to persons and/or entities receiving services from the County. In addition, I may also have access to proprietary information supplied by other vendors doing business with the County of Los Angeles. The County has a legal obligation to protect all such confidential data and information in its possession, especially data and information concerning health, criminal, and welfare recipient records. I understand that if I am involved in County work, the County must ensure that I, too, will protect the confidentiality of such data and information. Consequently, I understand that I must sign this agreement as a condition of my work to be provided by the above-referenced Contractor for the County. I have read this agreement and have taken due time to consider it prior to signing.

I hereby agree that I will not divulge to any unauthorized person any data or information obtained while performing work pursuant to the above-referenced contract between the above-referenced Contractor and the County of Los Angeles. I agree to forward all requests for the release of any data or information received by me to the above-referenced Contractor.

I agree to keep confidential all health, criminal, and welfare recipient records and all data and information pertaining to persons and/or entities receiving services from the County, design concepts, algorithms, programs, formats, documentation, Contractor proprietary information, and all other original materials produced, created, or provided to or by me under the above-referenced contract. I agree to protect these confidential materials against disclosure to other than the above-referenced Contractor or County employees who have a need to know the information. I agree that if proprietary information supplied by other County vendors is provided to me, I must keep such information confidential.

I agree to report to the above-referenced Contractor any and all violations of this agreement by myself and/or by any other person of whom I become aware. I agree to return all confidential materials to the above-referenced Contractor upon completion of this contract or termination of my services hereunder, whichever occurs first.

SIGNATURE: _____ DATE: Click or tap here to enter text.

PRINTED NAME: Click or tap here to enter text.

POSITION: Click or tap here to enter text.

INFORMATION SECURITY AND PRIVACY REQUIREMENTS EXHIBIT

The County of Los Angeles ("County") is committed to safeguarding the Integrity of the County systems, Data, Information and protecting the privacy rights of the individuals that it serves. This Information Security and Privacy Requirements Exhibit ("Exhibit") sets forth the County and the Contractor's commitment and agreement to fulfill each of their obligations under applicable state or federal laws, rules, or regulations, as well as applicable industry standards concerning privacy, Data protections, Information Security, Confidentiality, Availability, and Integrity of such Information. The Information Security and privacy requirements and procedures in this Exhibit are to be established by the Contractor before the Effective Date of the Contract and maintained throughout the term of the Contract.

These requirements and procedures are a minimum standard and are in addition to the requirements of the underlying base agreement between the County and Contractor (the "Contract") and any other agreements between the parties. However, it is the Contractor's sole obligation to: (i) implement appropriate and reasonable measures to secure and protect its systems and all County Information against internal and external Threats and Risks; and (ii) continuously review and revise those measures to address ongoing Threats and Risks. Failure to comply with the minimum requirements and procedures set forth in this Exhibit will constitute a material, non-curable breach of Contract by the Contractor, entitling the County, in addition to the cumulative of all other remedies available to it at law, in equity, or under the Contract, to immediately terminate the Contract. To the extent there are conflicts between this Exhibit and the Contract, this Exhibit will prevail unless stated otherwise.

1. DEFINITIONS

Unless otherwise defined in the Contract, the definitions herein contained are specific to the uses within this exhibit.

- a. **Availability:** the condition of Information being accessible and usable upon demand by an authorized entity (Workforce Member or process).
- b. **Confidentiality:** the condition that Information is not disclosed to system entities (users, processes, devices) unless they have been authorized to access the Information.
- c. **County Information:** all Data and Information belonging to the County.
- d. **Data:** a subset of Information comprised of qualitative or quantitative values.
- e. **Incident:** a suspected, attempted, successful, or imminent Threat of unauthorized electronic and/or physical access, use, disclosure, breach, modification, or destruction of information; interference with Information Technology operations; or significant violation of County policy.
- f. **Information:** any communication or representation of knowledge or understanding such as facts, Data, or opinions in any medium or form, including electronic, textual, numerical, graphic, cartographic, narrative, or audiovisual.
- g. **Information Security Policy:** high level statements of intention and direction of an organization used to create an organization's Information Security Program as formally expressed by its top management.

- h. **Information Security Program:** formalized and implemented Information Security Policies, standards and procedures that are documented describing the program management safeguards and common controls in place or those planned for meeting the County's information security requirements.
- i. **Information Technology:** any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of Data or Information.
- j. **Integrity:** the condition whereby Data or Information has not been improperly modified or destroyed and authenticity of the Data or Information can be ensured.
- k. **Mobile Device Management (MDM):** software that allows Information Technology administrators to control, secure, and enforce policies on smartphones, tablets, and other endpoints.
- l. **Privacy Policy:** high level statements of intention and direction of an organization used to create an organization's Privacy Program as formally expressed by its top management.
- m. **Privacy Program:** A formal document that provides an overview of an organization's privacy program, including a description of the structure of the privacy program, the resources dedicated to the privacy program, the role of the organization's privacy official and other staff, the strategic goals and objectives of the Privacy Program, and the program management controls and common controls in place or planned for meeting applicable privacy requirements and managing privacy risks.
- n. **Risk:** a measure of the extent to which the County is threatened by a potential circumstance or event, Risk is typically a function of: (i) the adverse impacts that would arise if the circumstance or event occurs; and (ii) the likelihood of occurrence.
- o. **Threat:** any circumstance or event with the potential to adversely impact County operations (including mission, functions, image, or reputation), organizational assets, individuals, or other organizations through an Information System via unauthorized access, destruction, disclosure, modification of Information, and/or denial of service.
- p. **Vulnerability:** a weakness in a system, application, network or process that is subject to exploitation or misuse.
- q. **Workforce Member:** employees, volunteers, and other persons whose conduct, in the performance of work for Los Angeles County, is under the direct control of Los Angeles County, whether or not they are paid by Los Angeles County. This includes, but may not be limited to, full and part time elected or appointed officials, employees, affiliates, associates, students, volunteers, and staff from third party entities who provide service to the County.

2. INFORMATION SECURITY AND PRIVACY PROGRAMS

- a. **Information Security Program.** The Contractor must maintain a company-wide Information Security Program designed to evaluate Risks to the Confidentiality, Availability, and Integrity of the County Information covered under this Contract.

Contractor's Information Security Program must include the creation and maintenance of Information Security Policies, standards, and procedures. Information Security Policies, standards, and procedures will be communicated to all Contractor employees in a relevant, accessible, and understandable form and will be regularly reviewed and evaluated to ensure operational effectiveness, compliance with all applicable laws and regulations, and addresses new and emerging Threats and Risks.

The Contractor must exercise the same degree of care in safeguarding and protecting County Information that the Contractor exercises with respect to its own Information and Data, but in no event less than a reasonable degree of care. The Contractor will implement, maintain, and use appropriate administrative, technical, and physical security measures to preserve the Confidentiality, Integrity, and Availability of County Information.

The Contractor's Information Security Program must:

- Protect the Confidentiality, Integrity, and Availability of County Information in the Contractor's possession or control;
- Protect against any anticipated Threats or hazards to the Confidentiality, Integrity, and Availability of County Information;
- Protect against unauthorized or unlawful access, use, disclosure, alteration, or destruction of County Information;
- Protect against accidental loss or destruction of, or damage to, County Information; and
- Safeguard County Information in compliance with any applicable laws and regulations which apply to the Contractor.

- b. **Privacy Program.** The Contractor must establish and maintain a company-wide Privacy Program designed to incorporate Privacy Policies and practices in its business operations to provide safeguards for Information, including County Information. The Contractor's Privacy Program must include the development of, and ongoing reviews and updates to Privacy Policies, guidelines, procedures and appropriate workforce privacy training within its organization. These Privacy Policies, guidelines, procedures, and appropriate training will be provided to all Contractor employees, agents, and volunteers. The Contractor's Privacy Policies, guidelines, and procedures must be continuously reviewed and updated for effectiveness and compliance with applicable laws and regulations, and to appropriately respond to new and emerging Threats and Risks. The Contractor's Privacy Program must perform ongoing monitoring and audits of operations to identify and mitigate privacy Threats.

The Contractor must exercise the same degree of care in safeguarding the privacy of County Information that the Contractor exercises with respect to its own Information, but in no event less than a reasonable degree of care. The Contractor will implement, maintain, and use appropriate privacy practices and protocols to preserve the Confidentiality of County Information.

The Contractor's Privacy Program must include:

- A Privacy Program framework that identifies and ensures that the Contractor complies with all applicable laws and regulations;
- External Privacy Policies, and internal privacy policies, procedures and controls to support the privacy program;
- Protections against unauthorized or unlawful access, use, disclosure, alteration, or destruction of County Information;
- A training program that covers Privacy Policies, protocols and awareness;
- A response plan to address privacy Incidents and privacy breaches; and
- Ongoing privacy assessments and audits.

3. PROPERTY RIGHTS TO COUNTY INFORMATION

All County Information is deemed property of the County, and the County will retain exclusive rights and ownership thereto. County Information must not be used by the Contractor for any purpose other than as required under this Contract, nor will such or any part of such be disclosed, sold, assigned, leased, or otherwise disposed of, to third parties by the Contractor, or commercially exploited or otherwise used by, or on behalf of, the Contractor, its officers, directors, employees, or agents. The Contractor may assert no lien on or right to withhold from the County, any County Information it receives from, receives addressed to, or stores on behalf of, the County. Notwithstanding the foregoing, the Contractor may aggregate, compile, and use County Information in order to improve, develop or enhance the System Software and/or other services offered, or to be offered, by the Contractor, provided that (i) no County Information in such aggregated or compiled pool is identifiable as originating from, or can be traced back to the County, and (ii) such Data or Information cannot be associated or matched with the identity of an individual alone, or linkable to a specific individual. The Contractor specifically consents to the County's access to such County Information held, stored, or maintained on any and all devices Contractor owns, leases or possesses.

4. CONTRACTOR'S USE OF COUNTY INFORMATION

The Contractor may use County Information only as necessary to carry out its obligations under this Contract. The Contractor must collect, maintain, or use County Information only for the purposes specified in the Contract and, in all cases, in compliance with all applicable local, state, and federal laws and regulations governing the collection, maintenance, transmission, dissemination, storage, use, and destruction of County Information, including, but not limited to, (i) any state and federal law governing the protection of personal Information, (ii) any state and federal security breach notification laws, and (iii) the rules, regulations and directives of the Federal Trade Commission, as amended from time to time.

5. SHARING COUNTY INFORMATION AND DATA

The Contractor must not share, release, disclose, disseminate, make available, transfer, or otherwise communicate orally, in writing, or by electronic or other means, County Information to a third party for monetary or other valuable consideration.

6. CONFIDENTIALITY

- a. **Confidentiality of County Information.** The Contractor agrees that all County Information is Confidential and proprietary to the County regardless of whether such Information was disclosed intentionally or unintentionally, or marked as "confidential".
- b. **Disclosure of County Information.** The Contractor may disclose County Information only as necessary to carry out its obligations under this Contract, or as required by law, and is prohibited from using County Information for any other purpose without the prior express written approval of the County's contract administrator in consultation with the County's Chief Information Security Officer and/or Chief Privacy Officer. If required by a court of competent jurisdiction or an administrative body to disclose County Information, the Contractor must notify the County's contract administrator immediately and prior to any such disclosure, to provide the County an opportunity to oppose or otherwise respond to such disclosure, unless prohibited by law from doing so.
- c. **Disclosure Restrictions of Non-Public Information.** While performing work under the Contract, the Contractor may encounter County Non-public Information ("NPI") in the course of performing this Contract, including, but not limited to, licensed technology, drawings,

schematics, manuals, sealed court records, and other materials described and/or identified as “Internal Use”, “Confidential” or “Restricted” as defined in [Board of Supervisors Policy 6.104 – Information Classification Policy](#) as NPI. The Contractor must not disclose or publish any County NPI and material received or used in performance of this Contract. This obligation is perpetual.

- d. **Individual Requests.** The Contractor must acknowledge any request or instructions from the County regarding the exercise of any individual’s privacy rights provided under applicable federal or state laws. The Contractor must have in place appropriate policies and procedures to promptly respond to such requests and comply with any request or instructions from the County within seven (7) calendar days. If an individual makes a request directly to the Contractor involving County Information, the Contractor must notify the County within five (5) calendar days and the County will coordinate an appropriate response, which may include instructing the Contractor to assist in fulfilling the request. Similarly, if the Contractor receives a privacy or security complaint from an individual regarding County Information, the Contractor must notify the County as described in Section 14 SECURITY AND PRIVACY INCIDENTS, and the County will coordinate an appropriate response.
- e. **Retention of County Information.** The Contractor must not retain any County Information for any period longer than necessary for the Contractor to fulfill its obligations under the Contract and applicable law, whichever is longest.

7. CONTRACTOR EMPLOYEES

The Contractor must perform background and security investigation procedures in the manner prescribed in this section unless the Contract prescribes procedures for conducting background and security investigations and those procedures are no less stringent than the procedures described in this section.

To the extent permitted by applicable law, the Contractor must screen and conduct background investigations on all Contractor employees and Subcontractors as appropriate to their role, with access to County Information for potential security Risks. Such background investigations must be obtained through fingerprints submitted to the California Department of Justice to include State, local, and federal-level review and conducted in accordance with the law, may include criminal and financial history to the extent permitted under the law, and will be repeated on a regular basis. The fees associated with the background investigation will be at the expense of the Contractor, regardless of whether the member of the Contractor’s staff passes or fails the background investigation. The Contractor, in compliance with its legal obligations, must conduct an individualized assessment of their employees, agents, and volunteers regarding the nature and gravity of a criminal offense or conduct; the time that has passed since a criminal offense or conduct and completion of the sentence; and the nature of the access to County Information to ensure that no individual accesses County Information whose past criminal conduct poses a risk or threat to County Information.

The Contractor must require all employees, agents, and volunteers to abide by the requirements in this Exhibit, as set forth in the Contract, and sign an appropriate written Confidentiality/non-disclosure agreement with the Contractor.

The Contractor must supply each of its employees with appropriate, annual training regarding Information Security procedures, Risks, and Threats. The Contractor agrees that training will cover, but may not be limited to the following topics:

- a) **Secure Authentication:** The importance of utilizing secure authentication, including proper management of authentication credentials (login name and password) and multi-factor authentication.
- b) **Social Engineering Attacks:** Identifying different forms of social engineering including, but not limited to, phishing, phone scams, and impersonation calls.
- c) **Handling of County Information:** The proper identification, storage, transfer, archiving, and destruction of County Information.
- d) **Causes of Unintentional Information Exposure:** Provide awareness of causes of unintentional exposure of Information such as lost mobile devices, emailing Information to inappropriate recipients, etc.
- e) **Identifying and Reporting Incidents:** Awareness of the most common indicators of an Incident and how such indicators should be reported within the organization.
- f) **Privacy:** The Contractor's Privacy Policies and procedures as described in Section 2b. Privacy Program.

The Contractor must have an established set of procedures to ensure the Contractor's employees promptly report actual and/or suspected breaches of security.

8. SUBCONTRACTORS AND THIRD PARTIES

The County acknowledges that in the course of performing its services, the Contractor may desire or require the use of goods, services, and/or assistance of Subcontractors or other third parties or suppliers. The terms of this Exhibit will also apply to all Subcontractors and third parties. The Contractor or third party will be subject to the following terms and conditions: (i) each Subcontractor and third party must agree in writing to comply with and be bound by the applicable terms and conditions of this Exhibit, both for itself and to enable the Contractor to be and remain in compliance with its obligations hereunder, including those provisions relating to Confidentiality, Integrity, Availability, disclosures, security, and such other terms and conditions as may be reasonably necessary to effectuate the Contract including this Exhibit; and (ii) the Contractor will be and remain fully liable for the acts and omissions of each Subcontractor and third party, and fully responsible for the due and proper performance of all Contractor obligations under this Contract.

The Contractor must obtain advanced approval from the County's Chief Information Security Officer and/or Chief Privacy Officer prior to subcontracting services subject to this Exhibit.

9. STORAGE AND TRANSMISSION OF COUNTY INFORMATION

All County Information must be rendered unusable, unreadable, or indecipherable to unauthorized individuals. Without limiting the generality of the foregoing, the Contractor will encrypt all workstations, portable devices (such as mobile, wearables, tablets,) and removable media (such as portable or removable hard disks, floppy disks, USB memory drives, CDs, DVDs, magnetic tape, and all other removable storage media) that store County Information in accordance with Federal Information Processing Standard (FIPS) 140-2 or otherwise approved by the County's Chief Information Security Officer.

The Contractor will encrypt County Information transmitted on networks outside of the Contractor's control with Transport Layer Security (TLS) or Internet Protocol Security (IPSec), at a minimum cipher strength of 128 bit or an equivalent secure transmission protocol or method approved by County's Chief Information Security Officer.

In addition, the Contractor must not store County Information in the cloud or in any other online storage provider without written authorization from the County's Chief Information Security Officer. All mobile devices storing County Information must be managed by a Mobile Device Management system. Such system must provide provisions to enforce a password/passcode on enrolled mobile devices. All workstations/Personal Computers (including laptops, 2-in-1s, and tablets) will maintain the latest operating system security patches, and the latest virus definitions. Virus scans must be performed at least monthly. Request for less frequent scanning must be approved in writing by the County's Chief Information Security Officer.

10. RETURN OR DESTRUCTION OF COUNTY INFORMATION

The Contractor must return or destroy County Information in the manner prescribed in this section unless the Contract prescribes procedures for returning or destroying County Information and those procedures are no less stringent than the procedures described in this section.

- a. **Return or Destruction.** Upon County's written request, or upon expiration or termination of this Contract for any reason, Contractor must (i) promptly return or destroy, at the County's option, all originals and copies of all documents and materials it has received containing County Information; or (ii) if return or destruction is not permissible under applicable law, continue to protect such Information in accordance with the terms of this Contract; and (iii) deliver or destroy, at the County's option, all originals and copies of all summaries, records, descriptions, modifications, negatives, drawings, adoptions and other documents or materials, whether in writing or in machine-readable form, prepared by the Contractor, prepared under its direction, or at its request, from the documents and materials referred to in Subsection (i) of this Section. For all documents or materials referred to in Subsections (i) and (ii) of this Section that the County requests be returned to the County, the Contractor must provide a written attestation on company letterhead certifying that all documents and materials have been delivered to the County. For documents or materials referred to in Subsections (i) and (ii) of this Section that the County requests be destroyed, the Contractor must provide an attestation on company letterhead and certified documentation from a media destruction firm consistent with subdivision b of this Section. Upon termination or expiration of the Contract or at any time upon the County's request, the Contractor must return all hardware, if any, provided by the County to the Contractor. The hardware should be physically sealed and returned via a bonded courier, or as otherwise directed by the County.
- b. **Method of Destruction.** The Contractor must destroy all originals and copies by (i) cross-cut shredding paper, film, or other hard copy media so that the Information cannot be read or otherwise reconstructed; and (ii) purging, or destroying electronic media containing County Information consistent with NIST Special Publication 800-88, "Guidelines for Media Sanitization" such that the County Information cannot be retrieved. The Contractor will provide an attestation on company letterhead and certified documentation from a media destruction firm, detailing the destruction method used and the County Information involved, the date of destruction, and the company or individual who performed the destruction. Such statement will be sent to the designated County contract manager within ten (10) days of termination or expiration of the Contract or at any time upon the County's request. On termination or expiration of this Contract, the County will return or destroy all Contractor's Information marked as confidential (excluding items licensed to the County hereunder, or that provided to the County by the Contractor hereunder), at the County's option.

11. PHYSICAL AND ENVIRONMENTAL SECURITY

All Contractor facilities that process County Information will be located in secure areas and protected by perimeter security such as barrier access controls (e.g., the use of guards and entry badges) that provide a physically secure environment from unauthorized access, damage, and interference.

All Contractor facilities that process County Information will be maintained with physical and environmental controls (temperature and humidity) that meet or exceed hardware manufacturer's specifications.

12. OPERATIONAL MANAGEMENT, BUSINESS CONTINUITY, AND DISASTER RECOVERY

The Contractor must: (i) monitor and manage all of its Information processing facilities, including, without limitation, implementing operational procedures, change management, and Incident response procedures consistent with Section 14 SECURITY AND PRIVACY INCIDENTS; and (ii) deploy adequate anti-malware software and adequate back-up systems to ensure essential business Information can be promptly recovered in the event of a disaster or media failure; and (iii) ensure its operating procedures are adequately documented and designed to protect Information and computer media from theft and unauthorized access.

The Contractor must have business continuity and disaster recovery plans. These plans must include a geographically separate back-up data center and a formal framework by which an unplanned event will be managed to minimize the loss of County Information and services. The formal framework includes a defined back-up policy and associated procedures, including documented policies and procedures designed to: (i) perform back-up of data to a remote back-up data center in a scheduled and timely manner; (ii) provide effective controls to safeguard backed-up data; (iii) securely transfer County Information to and from back-up location; (iv) fully restore applications and operating systems; and (v) demonstrate periodic testing of restoration from back-up location. If the Contractor makes backups to removable media (as described in Section 9 STORAGE AND TRANSMISSION OF COUNTY INFORMATION), all such backups must be encrypted in compliance with the encryption requirements noted above in Section 9 STORAGE AND TRANSMISSION OF COUNTY INFORMATION.

13. ACCESS CONTROL

Subject to and without limiting the requirements under Section 9 STORAGE AND TRANSMISSION OF COUNTY INFORMATION, County Information (i) may only be made available and accessible to those parties explicitly authorized under the Contract or otherwise expressly approved by the County Project Director or Project Manager in writing; and (ii) if transferred using removable media (as described in Section 9 STORAGE AND TRANSMISSION OF COUNTY INFORMATION) must be sent via a bonded courier and protected using encryption technology designated by the Contractor and approved by the County's Chief Information Security Officer in writing. The foregoing requirements will apply to back-up media stored by the Contractor at off-site facilities.

The Contractor must implement formal procedures to control access to County systems, services, and/or Information, including, but not limited to, user account management procedures and the following controls:

- a. Network access to both internal and external networked services must be controlled, including, but not limited to, the use of industry standard and properly configured firewalls;

- b. Operating systems will be used to enforce access controls to computer resources including, but not limited to, multi-factor authentication, use of virtual private networks (VPN), authorization, and event logging;
- c. The Contractor will conduct regular, no less often than semi-annually, user access reviews to ensure that unnecessary and/or unused access to County Information is removed in a timely manner;
- d. Applications will include access control to limit user access to County Information and application system functions;
- e. All systems will be monitored to detect deviation from access control policies and identify suspicious activity. The Contractor must record, review and act upon all events in accordance with Incident response policies set forth in Section 14 SECURITY AND PRIVACY INCIDENTS; and
- f. In the event any hardware, storage media, or removable media (as described in Section 9 STORAGE AND TRANSMISSION OF COUNTY INFORMATION) must be disposed of or sent off-site for servicing, the Contractor must ensure all County Information, has been eradicated from such hardware and/or media using industry best practices as discussed in Section 9 STORAGE AND TRANSMISSION OF COUNTY INFORMATION.

14. SECURITY AND PRIVACY INCIDENTS

In the event of a Security or Privacy Incident, the Contractor must:

- a. Promptly notify the County's Chief Information Security Officer, the Departmental Information Security Officer, and the County's Chief Privacy Officer of any Incidents involving County Information, within twenty-four (24) hours of detection of the Incident. All notifications must be submitted via encrypted email and telephone.

County Chief Information Security Officer and Chief Privacy Officer email

CISO-CPO_Notify@lacounty.gov

Chief Information Security Officer:

Ralph Johnson
Chief Information Security Officer
320 W Temple, 7th Floor
Los Angeles, CA 90012
(213) 253-5600

Chief Privacy Officer:

Lillian Russell
Chief Privacy Officer
320 W Temple, 7th Floor
Los Angeles, CA 90012
(213) 351-5363

Departmental Information Security Officer:

Allen Ohanian
Departmental Information Security Officer II
12440 Imperial Hwy., Room 501
Norwalk, CA 90650
(562) 345-6606

AOhanian@dcfs.lacounty.gov

- b. Include the following Information in all notices:
 - i. The date and time of discovery of the Incident,
 - ii. The approximate date and time of the Incident,
 - iii. A description of the type of County Information involved in the reported Incident, and
 - iv. A summary of the relevant facts, including a description of measures being taken to respond to and remediate the Incident, and any planned corrective actions as they are identified.
 - v. The name and contact information for the organizations official representative(s), with relevant business and technical information relating to the incident.
- c. Cooperate with the County to investigate the Incident and seek to identify the specific County Information involved in the Incident upon the County's written request, without charge, unless the Incident was caused by the acts or omissions of the County. As Information about the Incident is collected or otherwise becomes available to the Contractor, and unless prohibited by law, the Contractor must provide Information regarding the nature and consequences of the Incident that are reasonably requested by the County to allow the County to notify affected individuals, government agencies, and/or credit bureaus.
- d. Immediately initiate the appropriate portions of their Business Continuity and/or Disaster Recovery plans in the event of an Incident causing an interference with Information Technology operations.
- e. Assist and cooperate with forensic investigators, the County, law firms, and and/or law enforcement agencies at the direction of the County to help determine the nature, extent, and source of any Incident, and reasonably assist and cooperate with the County on any additional disclosures that the County is required to make as a result of the Incident.
- f. Allow the County or its third-party designee at the County's election to perform audits and tests of the Contractor's environment that may include, but are not limited to, interviews of relevant employees, review of documentation, or technical inspection of systems, as they relate to the receipt, maintenance, use, retention, and authorized destruction of County Information.

Notwithstanding any other provisions in this Contract and Exhibit, The Contractor will be (i) liable for all damages and fines, (ii) responsible for all corrective action, and (iii) responsible for all notifications arising from an Incident involving County Information caused by the Contractor's weaknesses, negligence, errors, or lack of Information Security or privacy controls or provisions.

15. NON-EXCLUSIVE EQUITABLE REMEDY

The Contractor acknowledges and agrees that due to the unique nature of County Information there can be no adequate remedy at law for any breach of its obligations hereunder, that any such breach may result in irreparable harm to the County, and therefore, that upon any such breach, the County will be entitled to appropriate equitable remedies, and may seek injunctive relief from a court of competent jurisdiction without the necessity of proving actual loss, in addition to whatever remedies are available within law or equity. Any breach of Section 6 CONFIDENTIALITY will constitute a material breach of this Contract and be grounds for immediate termination of this Contract in the exclusive discretion of the County.

16. AUDIT AND INSPECTION

- a. **Self-Audits.** The Contractor must periodically conduct audits, assessments, testing of the system of controls, and testing of Information Security and privacy procedures, including

penetration testing, intrusion detection, and firewall configuration reviews. These periodic audits will be conducted by staff certified to perform the specific audit in question at Contractor's sole cost and expense through either (i) an internal independent audit function, (ii) a nationally recognized, external, independent auditor, or (iii) another independent auditor approved by the County.

The Contractor must have a process for correcting control deficiencies that have been identified in the periodic audit, including follow up documentation providing evidence of such corrections. The Contractor must provide the audit results and any corrective action documentation to the County promptly upon its completion at the County's request. With respect to any other report, certification, or audit or test results prepared or received by the Contractor that contains any County Information, the Contractor must promptly provide the County with copies of the same upon the County's reasonable request, including identification of any failure or exception in the Contractor's Information systems, products, and services, and the corresponding steps taken by the Contractor to mitigate such failure or exception. Any reports and related materials provided to the County pursuant to this Section must be provided at no additional charge to the County.

- b. **County Requested Audits.** At its own expense, the County, or an independent third-party auditor commissioned by the County, will have the right to audit the Contractor's infrastructure, security and privacy practices, Data center, services and/or systems storing or processing County Information via an onsite inspection at least once a year. Upon the County's request the Contractor must complete a questionnaire regarding Contractor's Information Security and/or program. The County will pay for the County requested audit unless the auditor finds that the Contractor has materially breached this Exhibit, in which case the Contractor must bear all costs of the audit; and if the audit reveals material non-compliance with this Exhibit, the County may exercise its termination rights underneath the Contract.

Such audit will be conducted during the Contractor's normal business hours with reasonable advance notice, in a manner that does not materially disrupt or otherwise unreasonably and adversely affect the Contractor's normal business operations. The County's request for the audit will specify the scope and areas (e.g., Administrative, Physical, and Technical) that are subject to the audit and may include, but are not limited to physical controls inspection, process reviews, policy reviews, evidence of external and internal Vulnerability scans, penetration test results, evidence of code reviews, and evidence of system configuration and audit log reviews. It is understood that the results may be filtered to remove the specific Information of other Contractor customers such as IP address, server names, etc. The Contractor must cooperate with the County in the development of the scope and methodology for the audit, and the timing and implementation of the audit. This right of access will extend to any regulators with oversight of the County. The Contractor agrees to comply with all reasonable recommendations that result from such inspections, tests, and audits within reasonable timeframes.

When not prohibited by regulation, the Contractor will provide to the County a summary of: (i) the results of any security audits, security reviews, or other relevant audits, conducted by the Contractor or a third party; and (ii) corrective actions or modifications, if any, the Contractor will implement in response to such audits.

17. CYBER LIABILITY INSURANCE

The Contractor must secure and maintain cyber liability insurance coverage in the manner prescribed in this section unless the Contract prescribes cyber liability insurance coverage provisions and those provisions are no less stringent than those described in this section.

The Contractor must secure and maintain cyber liability insurance coverage with limits of at least \$2,000,000 per occurrence and in the aggregate during the term of the Contract, including coverage for: network security liability; privacy liability; privacy regulatory proceeding defense, response, expenses and fines; technology professional liability (errors and omissions); privacy breach expense reimbursement (liability arising from the loss or disclosure of County Information no matter how it occurs); system breach; denial or loss of service; introduction, implantation, or spread of malicious software code; unauthorized access to or use of computer systems; and Data/Information loss and business interruption; any other liability or risk that arises out of the Contract. The Contractor must add the County as an additional insured to its cyber liability insurance policy and provide to the County certificates of insurance evidencing the foregoing upon the County's request. The procuring of the insurance described herein, or delivery of the certificates of insurance described herein, must not be construed as a limitation upon the Contractor's liability or as full performance of its indemnification obligations hereunder. No exclusion/restriction for unencrypted portable devices/media may be on the policy.

18. PRIVACY AND SECURITY INDEMNIFICATION

In addition to the indemnification provisions in the Contract, the Contractor agrees to indemnify, defend, and hold harmless the County, its Special Districts, elected and appointed officers, agents, employees, and volunteers from and against any and all claims, demands liabilities, damages, judgments, awards, losses, costs, expenses or fees including reasonable attorneys' fees, accounting and other expert, consulting or professional fees, and amounts paid in any settlement arising from, connected with, or relating to:

- The Contractor's violation of any federal and state laws in connection with its accessing, collecting, processing, storing, disclosing, or otherwise using County Information;
- The Contractor's failure to perform or comply with any terms and conditions of this Contract or related agreements with the County; and/or,
- Any Information loss, breach of Confidentiality, or Incident involving any County Information that occurs on the Contractor's systems or networks (including all costs and expenses incurred by the County to remedy the effects of such loss, breach of Confidentiality, or Incident, which may include (i) providing appropriate notice to individuals and governmental authorities, (ii) responding to individuals' and governmental authorities' inquiries, (iii) providing credit monitoring to individuals, and (iv) conducting litigation and settlements with individuals and governmental authorities).

Notwithstanding the preceding sentences, the County will have the right to participate in any such defense at its sole cost and expense, except that in the event contractor fails to provide County with a full and adequate defense, as determined by County in its sole judgment, County will be entitled to retain its own counsel, including, without limitation, County Counsel, and to reimbursement from contractor for all such costs and expenses incurred by County in doing so. Contractor will not have the right to enter into any settlement, agree to any injunction or other equitable relief, or make any admission, in each case, on behalf of County without County's prior written approval.



**AUDITOR-CONTROLLER
CONTRACT ACCOUNTING AND ADMINISTRATION
HANDBOOK**

- REVISED JULY 2025 -

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AUDITOR-CONTROLLER

CONTRACT ACCOUNTING AND ADMINISTRATION HANDBOOK

The purpose of the Auditor-Controller Contract Accounting and Administration Handbook (Handbook) is to provide organizations (CONTRACTORS) that contract with the County of Los Angeles (COUNTY) with guidance on key accounting, financial reporting, internal control, and contract administration standards, along with best practices and recommended approaches that will help to promote accountability, protect the integrity of assets and financial information, and minimize the risk of fraud.

The accounting, financial reporting, and internal control standards presented in this Handbook are fundamental and derived from applicable federal, State, and COUNTY regulations and guidelines (see [Section F](#)). These standards are not intended to be all inclusive or replace acceptable existing procedures, preclude the use of more sophisticated methods, or supersede any laws or requirements imposed by the applicable funding source(s) (i.e., federal, State, and COUNTY agencies) that may be more restrictive and/or stringent. Instead, this Handbook includes the minimum federal, State, and COUNTY required procedures and controls that must be incorporated into a CONTRACTOR'S accounting and financial reporting system to ensure compliance, as well as guidance on other recommended procedures and controls. The internal control standards described apply to organizations with adequate staffing. Organizations with insufficient staff to implement the internal controls as described herein must adopt alternative controls (e.g., use of appropriate alternative staff and/or board members) to comply with the intent of the standards to ensure effective internal control systems are in place within the organization. The CONTRACTOR'S subcontractors must also follow these standards unless otherwise stated in the COUNTY Agreement.

For additional resources, please see [Section F](#), and for any inquiries, please see [Section G](#).

A. ACCOUNTING AND FINANCIAL RECORDS

1.0 [Basis of Accounting](#)

Unless otherwise specified by the applicable funding source(s), CONTRACTORS may elect to use either the accrual or cash basis of accounting during the year for recording financial transactions. CONTRACTOR must ensure their basis of accounting is adequately documented in their accounting policies. Monthly invoices must be prepared on the same basis used for recording financial transactions.

The COUNTY generally recommends the use of the accrual basis for recording financial transactions when appropriate.

1.1 [Accrual Basis](#)

Under the accrual basis for recording financial transactions, revenues are recorded in the accounting period earned (rather than when cash is received). Expenditures



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are recorded in the accounting period incurred (rather than when cash is disbursed).

Recorded accruals (e.g., to estimate expenditures) should be reversed in the subsequent accounting period or when deemed appropriate and/or necessary to ensure revenues and expenditures are not double counted, and are in compliance with Generally Accepted Accounting Principles (GAAP).

1.2 Cash Basis

If a CONTRACTOR elects to use the cash basis for recording financial transactions during the year:

- Necessary adjustments must be made to record the accruals at the beginning and the end of each year of the COUNTY Agreement, and at the end of the COUNTY Agreement.
- All computations, supporting records, and explanatory notes used in converting from the cash basis to the accrual basis must be retained.

1.3 Prepaid Expenditures

Prepaid expenditures (e.g., insurance, service agreements, lease agreements) must be expensed during the appropriate COUNTY Agreement year to the extent goods and services are received, or are applicable to that COUNTY Agreement year.

2.0 Accounting System

Each CONTRACTOR must maintain a ***double entry accounting system*** (utilizing debits and credits) and adequate, accurate, and reliable financial records in accordance with GAAP. The financial records must provide a comprehensive audit trail, and typically include, but may not be limited to a General Journal, a Cash Receipts Journal, a General Ledger, a Cash Disbursements Journal, and a Payroll Register or equivalent records as described in this Handbook. Postings to the General Ledger and Journals must be made timely, at least on a monthly basis. The CONTRACTOR must maintain separate cost centers, which clearly identify funds received and expended on services provided under the COUNTY Agreement.

2.1 General Journal

A General Journal (or equivalent records) must be maintained to ensure transactions are recorded accurately and timely in the order they occur, and for recording adjusting entries, reversing entries, closing entries, and other financial transactions not normally recorded in the Cash Receipts Journal or Cash Disbursements Journal (or their equivalent records). Entries in the General



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Journal (or equivalent record) must be adequately documented and entered in chronological order with sufficient explanatory notations to support the transaction.

Example:

	<u>Debit</u>	<u>Credit</u>
Rent Expenditure	100	
Rent Payable		100

To record accrued rent to March 31, 20XX

2.2 Cash Receipts Journal

A Cash Receipts Journal (or equivalent records) must be maintained for recording and identifying all cash inflows and sources of income (e.g., COUNTY warrants, contributions, interest income), and should, at a minimum, contain the following information:

- Date
- Invoice, Reference and/or Receipt Number (if applicable)
- Amount of Cash or Income Received
- Names of Accounts Debited (e.g., Cash) and Credited (e.g., Income) for the following:
 - COUNTY payments
 - Contributions/Donations
 - Other Income (e.g., grants, sales of supplies/services, rental income, miscellaneous revenue, fees)
- Description to clearly specify the source of cash receipts

2.3 Cash Disbursements Journal

A Cash Disbursements Journal (or equivalent records) must be maintained for recording all cash outflows or disbursements (e.g., rent, utilities, maintenance) to manage and track outgoing funds, and should, at a minimum, contain the following information:

- Date
- Invoice, Reference, and/or Check Number (if applicable)
- Amount of Cash Disbursed
- Names of Accounts Debited or Credited
- Payment Method (e.g., cash, check, electronic transfer)
- Description to clearly specify the nature of the cost and the corresponding cost classification, if not included in the column heading.

Checks should not be written to employees (other than payroll, reimbursements for small incidental out-of-pocket costs, mileage reimbursements, travel reimbursements, and petty cash fund custodian checks).



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A ***Check Register*** may be substituted for the Cash Disbursements Journal (or equivalent records), but this is not recommended. If used, the Check Register (or equivalent records) must contain the same cost classifications and description information required when a Cash Disbursements Journal (or equivalent records) is used.

2.4 General Ledger

A General Ledger (or equivalent records) must be maintained with accounts for all assets, liabilities, fund balances/net assets, revenues, and expenditures to ensure the accuracy, consistency, and transparency of all financial transactions in accordance with GAAP. Separate accounts or cost centers must be maintained for the revenues (e.g., donations, grants, rental income, miscellaneous revenue) and expenditures of each of the CONTRACTOR'S programs and activities (both COUNTY and non-COUNTY).

2.5 Chart of Accounts

A Chart of Accounts (or equivalent records) must be maintained to organize and classify financial transactions accurately and consistently in accordance with GAAP:

- The COUNTY recommends that CONTRACTORS use the same expenditure account titles on the monthly invoice submitted to the COUNTY.
- If the CONTRACTOR uses account titles which differ from the account titles on the monthly invoice, each account title should clearly identify the nature of the transaction(s) posted to the account.
- CONTRACTOR must consistently post transactions that are of a similar nature to the same account. For example, all expenditures for travel can be posted to an account titled "travel," but must not be intermixed with other expenditure accounts.

2.6 Payroll Register

A Payroll Register (or equivalent records) must be maintained to manage payroll activities, detail the necessary payroll information, and ensure payroll transactions and payments are accurate. The Payroll Register (or equivalent records) should contain the following information for each employee:

- Name
- Position
- Unique code identifying each employee (e.g., employee number/ID)
- Salary or hourly wage
- Payment Record including:



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- Accrual Period
- Gross Pay
- Itemized Payroll Deductions
- Net Pay Amount
- Check/Payment Number

CONTRACTOR must ensure compliance with:

- All applicable federal and State requirements for withholding payroll taxes (e.g., FIT, FICA, FUTA, SIT, SIU), reporting, filing (e.g., 941, DE-7, W-2, W-4, 1099), and all applicable tax deposits.
- Internal Revenue Service and State guidelines to properly classify employees and independent contractors.

3.0 Information and Supporting Documentation Requirements

CONTRACTOR must retain the original source document for inspection by COUNTY. All revenues and expenditures charged to the COUNTY must be supported by original vouchers, invoices, receipts, or other documentation to clearly establish the nature and the reasonableness of the expenditure and its relevance to the COUNTY program, and evidence of actual payment (e.g., canceled checks, proof of electronic funds transfer). Internally generated documents (e.g., vouchers, request for check forms, requisitions), and bank and credit card account statements alone do not constitute supporting documentation for revenues and expenditures.

If the CONTRACTOR is unclear as to the appropriate documentation that must be maintained to support an expenditure, CONTRACTOR should consult with the COUNTY **before** the expenditure is charged to the COUNTY. Unsupported or inadequately supported expenditures will be disallowed upon audit. CONTRACTOR will be required to repay COUNTY for all disallowed costs.

Electronic documentation is permitted when the source documentation originated electronically (e.g., electronic bills and bank statements). To the extent the source for electronic documentation is an original hardcopy document (e.g., PDF scans of original vendor invoices), COUNTY at its sole discretion may accept photocopies (including scanned images) of supporting documentation in preference to the original documents subject to any limitations imposed by the applicable funding source(s) (i.e., federal, State, and COUNTY agencies), and if the CONTRACTOR maintains adequate internal controls over their information technology systems and data (e.g., electronically stored information, records, or documentation) as required by the standards described in this Handbook (e.g., see [Sections A.3.5](#) and [B.7.0](#) through [B.7.3](#)) and any other applicable federal, State, and COUNTY requirements (e.g., COUNTY Agreement). Failure to provide original hardcopy documents and/or maintain an adequate system of



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internal controls over electronic documentation to support expenditures charged to the COUNTY will result in inadequately supported expenditures and will be disallowed upon audit.

For the following categories of expenditures, adequate supporting documentation may include, but not be limited to:

Payroll

- Timecards and attendance records signed and dated by the employee and the employee's supervisor (in ink or electronically) certifying the accuracy and approval of the reported time.
- Time distribution records by program, accounting for total work time on a daily basis for each employee.
- Records showing actual expenditures for payroll, Social Security and unemployment insurance.
- State and federal quarterly tax returns, federal W-2 forms, federal W-4 forms, and any other records to support payroll tax payments.

Personnel Files

- Documentation supporting approved employee pay rates.
- Proof of employees having the required education, practical experience, and license(s)/certification(s) for their position.
- Criminal record clearances as required.

Contracted/Consultant Services

- Contracts detailing the nature and scope of services to be provided, and the method and rate of compensation (e.g., cost reimbursement, fixed fee, fee for service, rate per hour) for each service.
- Itemized invoices or other documentation detailing specific service(s) provided and rate(s) of compensation applied to support total amounts charged.
- Time and attendance records or other documentation detailing when services were provided.
- Travel vouchers detailing purpose, time, and location of travel reimbursed by CONTRACTOR.
- Purchase orders, itemized invoices, and proof of receipt of good/services for amount reimbursed by CONTRACTOR.
- Copies of all completed federal Form 1099s, establishing that all payments to contractors/consultants were reported timely to federal and State taxing agencies.



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Payments to Affiliated Organizations or Persons (i.e., Related Party/Less-Than-Arm's-Length Transactions)

- Financial records (e.g., general ledgers, payroll registers, labor distributions, invoices/receipts) of the affiliated or related organizations/persons
- Price and rate quotations for the same services/goods from an adequate number of independent and qualified sources
- Cost and price analysis
- Vendor selection analysis
- Other documentation to support payments to affiliated organizations or persons did not exceed the lesser of actual costs of the affiliated or related organizations/persons or the reasonable costs for services rendered or items purchased (see [Section C.1.2](#) for additional guidance)

Loans (including, but not limited to, loans to the CONTRACTOR from employees and/or related parties)

- Written loan agreement approved by the CONTRACTOR'S board of directors.
- Documentation showing that loaned funds were deposited into a CONTRACTOR bank account.
- Documentation showing that loan proceeds were actually used for COUNTY programs.

To the extent that the loan agreement provides for the payment of interest, the interest may not be an allowable expenditure under the Agreement. If the payment of interest is allowable, interest must not be accrued at a rate which exceeds the COUNTY Treasury Rate plus one percent.

Travel

- Travel policies (written) of the CONTRACTOR
- Travel expenditure vouchers
- For travel related to conferences, meetings, seminars, symposiums, workshops, and other similar events, CONTRACTOR must at a minimum, retain literature, such as agendas and handouts, or other documentation detailing the purpose of the event, as part of the CONTRACTOR'S documentation of the propriety of the travel expenditure
- Itemized receipts for all travel expenditures (e.g., lodging for approved out-of-town travel, airfare, car rentals, meals, ground transportation, parking).

Note: Reimbursement for actual receipts or per diem rates for lodging and meal expenditures must not exceed the COUNTY'S maximum reimbursement rate for employees. CONTRACTOR should obtain the COUNTY'S maximum reimbursement rate for each fiscal year from the COUNTY before travel expenditures are charged.



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Vehicle Expenditures

- Invoices/receipts for repairs, maintenance, fuel, etc.
- Vehicle registration card
- Vehicle title
- Insurance policy
- Purchase or financing agreement
- Vehicle lease or rental agreement
- For vehicles owned/leased by the CONTRACTOR and personal vehicles that are primarily used for business purposes, a vehicle mileage log (or equivalent record) must be maintained establishing the extent to which the vehicles are used for business versus non-business purposes. The mileage log (or equivalent record) must identify:
 - Trip dates
 - Origin and destination addresses of the trip
 - Purpose of the trip and how it relates to the Agreement services
 - Beginning and ending odometer readings and the resulting mileage for all trips (including non-business trips) to account for 100% use of the vehicle
- For personal vehicles that are not primarily used for business purposes, documentation to support reimbursements to employees for mileage and parking must include:
 - Date and time of travel
 - Origin and destination addresses of the trip and the resulting mileage
 - Purpose of the trip and how it relates to the Agreement services
 - Rates claimed (**Note:** Reimbursement rates for mileage must not exceed applicable federal guidelines.)
 - Itemized receipts for reimbursed parking and toll charges

All supporting documentation must include sufficient information to identify the vehicle the expenditures are related to, which should include, but not be limited to, vehicle make and model, vehicle license number, and vehicle identification number.

CONTRACTOR must only charge the COUNTY for vehicle expenditures (e.g., gasoline, repairs/maintenance, insurance, depreciation) to provide COUNTY Agreement services. CONTRACTOR must pro-rate vehicle expenditures based on vehicle usage to exclude the portion of expenditures related to non-COUNTY and non-business use (i.e., non-COUNTY program services, personal use, employee transportation to and from work).

Operating Expenditures (e.g., utilities, office supplies, equipment rentals)

- Bona fide contracts or lease agreements, if applicable
- Invoices and receipts detailing the cost and items purchased
- Documentation acknowledging the receipt of purchased goods and services (e.g., itemized delivery confirmations, stock received reports, packing slips, or



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other documentation) signed by the employee(s) who verified the good/services were approved and received

Outside Meals

- Itemized receipts and/or invoices for all meals
- Documentation detailing the nature and business purpose of each meal
- Documentation identifying the participants of each meal

3.1 Filing

All relevant supporting documentation for reported revenues and program expenditures must be filed in a systematic and consistent manner. It is recommended that supporting documents be filed as follows:

- Checks/Payments – Numerically
- Invoices – Vendor name and date
- Vouchers – Numerically
- Receipts – Chronologically
- Timecards – Pay period and alphabetically

3.2 Referencing

Accounting transactions posted to the CONTRACTOR'S books must be appropriately cross-referenced to supporting documentation. When applicable, it is recommended that expenditure transactions on the CONTRACTOR'S books be cross-referenced to the supporting documentation as follows:

- Invoices – Vendor name and date
- Checks – Number
- Vouchers – Number

Supporting documentation for non-payroll expenditures (i.e., operating expenditures) should be cross-referenced to the evidence of actual payment (e.g., corresponding check issued for payment, bank statement). If multiple invoices are paid with one check or transaction, all related invoices should be cross-referenced to the evidence of actual payment.

3.3 Security Over Documentation

Adequate care must be exercised to safeguard the financial records, including accounting records and supporting documentation. Any destruction or theft of the CONTRACTOR'S financial records must be immediately reported to the COUNTY. CONTRACTOR must report, to the local law enforcement agency having jurisdiction, any act(s), which may reasonably constitute a crime and appear to have resulted in the destruction, damage, or alteration of any record subject to the



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provisions of this Handbook. CONTRACTOR must make their report to the local law enforcement agency within twenty-four hours of becoming aware of the acts which resulted in the destruction, damage, or alteration of the record.

A copy of the resulting crime/incident report must be retained by the CONTRACTOR for the same period of time the underlying records that were destroyed/damaged were required to be retained (see [Section A.3.4](#)), and must be retained for a longer period in the case of unresolved litigation or audit.

3.4 Retention

All financial records, including accounting records (e.g., journals, ledgers) and supporting documentation, must be retained for a minimum of three years after the termination of the CONTRACTOR'S Agreement or the date of submission of the final invoice, billing, or expenditure report, unless a longer retention period is prescribed by the Agreement or applicable laws and regulations, in which case the CONTRACTOR must comply with the longer retention period and all other retention requirements set forth in the Agreement or the applicable laws and regulations.

3.5 Protection of Electronically Stored Information

CONTRACTOR must employ sufficient security measures to safeguard all COUNTY non-public information (e.g., confidential information including, but not limited to, the names and addresses of individuals, Social Security numbers, credit card information) that is electronically stored and used. CONTRACTOR is also responsible for the security of any COUNTY non-public information that is transmitted, exchanged, or shared with other authorized individuals and/or organizations including, but not limited to, third-party vendors/providers, subcontractors, contractors/consultants, or other external parties.

Information security and privacy safeguards (e.g., policies, access restrictions, employee background checks, training programs, cyber liability insurance, encryption) and standards must be developed, implemented, and maintained in accordance with applicable standards described in this Handbook (e.g., see [Sections B.7.0](#) through [B.7.3](#)), the [COUNTY Board of Supervisors \(Board\) Policy 5.200](#), and any other applicable federal, State, and COUNTY requirements (e.g., COUNTY Agreement, applicable sections of the [Board Policy Manual](#)).

4.0 Donations and Other Sources of Revenue

For CONTRACTORS that use donations and/or other sources of revenue (e.g., grants, sales of supplies/services, rental income, miscellaneous revenue, fees) to pay for expenditures related to a COUNTY service, the CONTRACTOR must maintain accounting and other financial records that clearly identify the specific expenditures that were paid for with the other source(s) of revenue. Restricted donations and other sources of revenue, earmarked specifically for the



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COUNTY program, must be utilized on allowable COUNTY Agreement expenditures. Similarly, income from investments (e.g., interest, dividends), where the source of the amount invested is COUNTY program funds, must be deemed restricted revenue that must be utilized on allowable COUNTY program expenditures, or returned to the COUNTY as specified under the COUNTY Agreement.

5.0 Audits

For routine audits and inspections, CONTRACTOR will make available to COUNTY representatives, upon request, during working hours, during the duration of the COUNTY Agreement and for a period of three years thereafter (unless a longer period is specified under the Agreement, or by applicable laws and regulations), all of its books and records, including, but not limited to, those which relate to its operation of each project or business activity, which is funded in whole or part with governmental monies, whether or not such monies are received through the COUNTY. All such books and records must be made available upon request at a location within or near Los Angeles County.

In general, audits will normally be performed during normal business hours, Monday through Friday. However, COUNTY retains the right to inspect and conduct investigations of CONTRACTOR'S program/fiscal operations and compliance with the COUNTY Agreement at any time, without prior notice to CONTRACTOR seven days a week, when the COUNTY has information which it, in its sole discretion, justifies such an unannounced visit, inspection, audit or investigation.

6.0 Single Audit Requirements

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) "[Audit Requirements](#)" requires organizations that expend the applicable threshold (e.g., \$750,000 (prior to October 1, 2024), \$1,000,000) or more in federal awards during their fiscal year (including pass-through awards) to have a single audit conducted in accordance with Generally Accepted Government Auditing Standards for that year. Additional details regarding single audit requirements are included in [Uniform Guidance](#).

A copy of any single audit report must be filed with the COUNTY upon request or within the timeframes prescribed by the COUNTY Agreement, or any extended timeframes granted by the federal Office of Management and Budget (OMB).

7.0 Unique Entity Identifier and System for Award Management Requirements

Title 2 United States Code of Federal Regulations "[Unique Entity Identifier and System for Award Management](#)" requires organizations receiving federal funds to have a "Unique Entity Identifier (UEI)" and register with the System for Award Management (SAM.gov), unless exempted by federal statute. CONTRACTOR



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must maintain documentation to demonstrate they have a current and active UEI and registration in SAM.gov, if applicable. Additional details regarding UEI requirements are included in the [Electronic Code of Federal Regulations \(eCFR\)](#) and [SAM.gov](#).

B. INTERNAL CONTROLS

1.0 Internal Controls Overview

Internal controls are processes designed to provide reasonable assurance regarding the achievement of the CONTRACTOR'S objectives relating to operations, reporting, and compliance, and should safeguard the CONTRACTOR'S assets from misappropriations and misuse. Each CONTRACTOR must prepare necessary written procedures establishing internal controls for its personnel's use. The CONTRACTOR must instruct all personnel in these procedures and continuously monitor operations to ensure compliance with their own policies and procedures, and any other applicable funding source requirements (e.g., [Uniform Guidance](#)).

2.0 Cash and Revenues

Cash or cash equivalents (e.g., checks, money orders, other liquid assets such as prepaid/EBT/gift cards) and revenue must be adequately monitored to ensure they are properly accounted for, safeguarded, and accurately reported.

2.1 Separate Fund or Cost Center

All COUNTY Agreement revenues must be maintained in a bank account. If revenues from other sources are maintained in the same bank account, revenues for each source must be clearly identifiable in the accounting records through the use of cost centers or separate accounts.

2.2 Manual Deposits

When cash or cash equivalents are received by mail, two employees should be assigned to open the mail and list all collections received on a receipts/check remittance log.

All COUNTY checks should be restrictively endorsed upon receipt.

Cash and cash equivalents received should be recorded on pre-numbered receipts and the receipts/check remittance log should be reconciled to the amount being deposited.

Voided receipts must be retained and the sequence of receipts issued/voided must be periodically accounted for.



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Cash and cash equivalents totaling \$500 or more must be deposited within one day of receipt, or as soon as reasonably possible. Collections of less than \$500 may be held and must be secured and deposited weekly or when the total reaches \$500, whichever occurs first. If CONTRACTOR can establish that a larger limit is warranted, CONTRACTOR may request authorization from COUNTY to increase the limit to an amount greater than \$500.

Deposit slips should be retained in an organized manner, and must contain sufficient reference information for comparison to the Cash Receipts Journal (or equivalent records) and individual receipts, if applicable. A recommended best practice is to retain a photocopy of the deposit slip and the COUNTY warrants reflected on each deposit slip, or record the individual warrant numbers on the deposit slip.

2.3 Separation of Duties Over Deposits and Cash

Employees' duties must be separated to ensure that one individual does not control all key aspects (e.g., receiving, receipting, depositing, disbursing, reconciling, recording) of a transaction. For example, an employee who does not handle cash or cash equivalents should record all receipts in the CONTRACTOR'S accounting records.

2.4 Bank Reconciliations

Bank statements should be received and reconciled by someone with no cash handling or check writing/preparation responsibilities. The person reconciling the bank account(s) should receive the bank statement(s) directly from the bank.

Monthly bank reconciliations should be prepared and reviewed by management for appropriateness and accuracy within 30 days of the bank statement date. The bank reconciliations should be signed and dated by both the preparer and the reviewer. See [Exhibit A](#) for a suggested bank reconciliation format.

Reconciling items should be reviewed, researched, and resolved immediately. If an item cannot be resolved within the next bank statement period, the CONTRACTOR should monitor the reconciling item to ensure the reconciling item is resolved timely.

2.5 Bonding

All officers, employees, and contractors who handle cash or have access to the CONTRACTOR'S funds (e.g., prepare checks) must be bonded.

3.0 Disbursements

All disbursements (other than those made for petty cash purchases), must be made using a CONTRACTOR check, electronic funds transfer, or debit/credit card.



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Blank check stock must be secured and accounted for to preclude unauthorized use.

Checks must NOT be payable to "cash" or signed in advance. Similarly, electronic debits to "cash" or withdrawals of cash must not be made. Checks written to employees for reimbursement of out-of-pocket costs must be supported by receipts and invoices.

Voided checks must be marked void. If paper checks are used, the signature block must be cut out. Voided checks must be maintained with the canceled checks.

Returned or undelivered checks must be canceled regularly, but no less frequent than monthly.

Unclaimed checks must be canceled periodically, but no less frequent than every six months.

All supporting documentation should reference the payment made for the expenditure (e.g., check number, transaction number for an electronic funds transfer, credit card payment) and marked "paid" or otherwise canceled to prevent duplicate payments or reuse.

Disbursements without adequate supporting documentation and/or without adequate controls over electronic documentation (See [Section A.3.0](#) regarding the use of electronic documentation) will be disallowed upon audit.

A second signature is also recommended on all checks over \$500, unless otherwise specified in the COUNTY Agreement.

3.1 Approvals and Separation of Duties Over Disbursements

Employees responsible for approving cash disbursements and/or signing checks should examine all supporting documentation at the time the checks are approved and signed.

All disbursements, excluding petty cash purchases, should be approved by persons independent of check preparation and bookkeeping activities.

In instances where the payee is also a signor on the check, the disbursement must be reviewed and approved by a higher-level employee or board member who must also sign the check. If the bookkeeper signs checks, a second signature must be required on the checks, regardless of limits specified in the COUNTY Agreement.

3.2 Credit Cards

Credit cards issued in the CONTRACTOR'S name must be adequately safeguarded and usage monitored to ensure that only authorized and necessary



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items are purchased.

Credit card purchases should be pre-approved by CONTRACTOR management to ensure that they are reasonable and necessary.

The use of an employee's personal credit card on behalf of the CONTRACTOR for authorized and necessary items must be limited to purchases where established purchasing and disbursement practices are not suitable.

All credit card disbursements must be supported by original invoices, store receipts, or other external authenticating documents indicating each item purchased, the employee making the purchase, and the justification for the purchase. ***Credit card statements alone are not sufficient support for credit card purchases.*** See [Section A.3.0](#) regarding the use of electronic documentation.

Employee duties must be separated so that the same person cannot approve purchases, reconcile credit card statements, approve reconciliations, or approve payments. Cardholders should not perform any of these duties.

Monthly credit card statements should be reconciled to the source documentation for the expenditure and reviewed by management in a timely manner for appropriateness and accuracy. Any discrepancies must be reviewed, researched, and resolved immediately. The credit card reconciliations should be signed and dated by the reconciler and reviewer.

3.3 Petty Cash

Petty cash must NOT be used as a substitute for normal purchasing and disbursement practices (i.e., payment by check).

A CONTRACTOR may establish a petty cash fund up to \$500 to pay for **small** incidental expenditures incurred (e.g., postage due, parking meters, small purchases of office supplies), and may establish multiple petty cash funds when appropriate (i.e., petty cash fund for each location where services are rendered). CONTRACTOR must obtain written approval from the COUNTY to establish a single petty cash fund greater than \$500. Applicable policies and procedures must be established to ensure accountability and restrict the usage of petty cash to the intended purpose of the fund.

Petty cash disbursements must be supported by original invoices, store receipts, or other external authenticating documents indicating each item purchased and the employee making the purchase. If external supporting documentation is not obtainable for minor disbursements (under \$10), such as parking meters, fees, etc., then some written documentation should be maintained and approved by a supervisory employee not associated with the transaction. See [Section A.3.0](#) regarding the use of electronic documentation.



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The petty cash fund should be maintained on an imprest (fixed) basis. A check should be drawn to set up the fund and to periodically replenish the fund up to the imprest amount. Receipts, vouchers, etc., supporting each fund replenishment should be cross referenced to the reimbursement check.

A petty cash log (or equivalent record) must be maintained for each petty cash fund to track the usage and replenishment of petty cash. Petty cash logs should be reviewed monthly by a higher-level employee not having responsibilities over the respective petty cash fund to ensure petty cash funds are being used for their intended purposes. See [Exhibit B](#) for a suggested petty cash log format.

There should be a separate petty cash fund custodian assigned for each petty cash fund established. The petty cash fund custodian should:

- Not have any other cash handling responsibilities (e.g., sign checks).
- Be responsible for maintaining and disbursing the petty cash funds and requesting replenishment of the fund up to its imprest amount, when necessary.
- Reconcile the petty cash fund amount to the cash-on-hand, receipts/invoices for which replenishment has not yet been requested, and replenishment requests in process, but not yet received, each day the petty cash fund is used.

Petty cash must be secured at all times in a locked safe, file cabinet, or cash drawer. Access to the petty cash fund should be limited to the petty cash fund custodian and one other employee in case of absence or emergency.

Surprise cash counts of each petty cash fund should be conducted periodically, but no less than quarterly, to ensure the petty cash fund is being maintained as required. The cash counts should be conducted by a higher-level employee not having cash handling responsibilities over the specific fund being counted. Documentation should be maintained to support each cash count conducted and should be signed and dated by the employee conducting the cash count.

3.4 Other Liquid Assets

Liquid assets must NOT be used as a substitute for normal purchasing and disbursement practices (e.g., payment by check).

CONTRACTOR must centrally monitor any liquid assets that can easily be converted to personal use (e.g., bus tokens/passes, prepaid/EBT/gift cards, tickets, vouchers). Applicable policies and procedures must be established to ensure accountability and restrict the usage of liquid assets to their intended purposes.

The distribution and usage of liquid assets must be supported by a log and/or external authenticating documents. The documents must clearly identify each item distributed/used, amounts issued, the date of distribution/usage, and the name and signature of the recipient/user. If the liquid assets (e.g., gift cards, prepaid cards)



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are used to pay for other expenditures, additional documentation must be maintained to support the expenditures as required by [Section A.3.0](#). See [Exhibit C](#) for a suggested liquid assets log format.

Logs and/or other external authenticating documents should be reviewed monthly by a higher-level employee not having responsibilities over the respective liquid asset to ensure liquid assets are being used for their intended purposes.

A custodian should be assigned to monitor liquid assets, and should:

- Not have any other cash handling responsibilities (e.g., sign checks).
- Be responsible for maintaining and distributing the liquid assets and requesting replenishment when necessary.
- Reconcile the log to the liquid assets-on-hand and the documentation supporting the distribution and usage of the liquid assets to-date, each day liquid assets are distributed and used.

Liquid assets must be safely secured at all times (e.g., in a locked safe, file cabinet, or drawer). Access to liquid assets should be limited to the custodian and one other employee in case of absence or emergency.

Surprise counts of each liquid asset should be conducted periodically, but no less than quarterly, to ensure liquid assets are being maintained as required. The counts should be conducted by a higher-level employee not having responsibilities over the liquid asset being counted. Documentation should be maintained to support each count conducted and should be signed and dated by the employee conducting the count.

4.0 Payroll and Personnel Records

Adequate payroll and personnel records must be maintained to support payroll transactions. Payroll and/or personnel records should include, but not be limited to, the following:

- Employee's authorized salary rate
- Employee information sheet (e.g., employee contact information, emergency contact information)
- Resume and/or application
- Proof of qualifications for the position, if required (e.g., job description, notarized copy or original diploma, academic transcripts, license(s))
- Hiring and termination (if applicable) documents
- Employment history and performance evaluations
- Criminal record clearance (if required)
- Citizenship Status
- Benefit balances (e.g., paid time off, sick time, vacation)
- Health Clearances (if required)



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In addition, personnel records should also include disclosures of any relationships with other CONTRACTOR employees or associates.

4.1 Timecards

Timecards or time reports must be prepared for each employee each pay period. If an employee works on multiple COUNTY/non-COUNTY programs and/or activities, the total hours charged to each of the programs and/or activities must be based on actual conditions (e.g., total hours worked each day by program and the total hours charged to each of the CONTRACTOR'S programs, time studies, full-time equivalents).

Time or budget estimates (i.e., estimates determined before the services are performed) alone do not qualify as support for payroll expenditures and will be disallowed upon audit. Time or budget estimates may be used for interim accounting purposes, unless prohibited by the COUNTY Agreement or applicable funding source(s), provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed. Significant changes in work activity must be identified and adjusted in the financial records in a timely manner. The CONTRACTOR'S system of internal controls must include processes to review after-the-fact interim charges made using time or budget estimates, and be adequately documented. All necessary adjustments must be made such that the final amount charged to the COUNTY is accurate, allowable, appropriately allocated, and based on actual conditions.

All timecards and time reports must be signed and dated by the employee and the employee's supervisor (in ink or electronically) to certify the accuracy and approval of the reported time.

To the extent the CONTRACTOR utilizes electronic timecards and time reports, the CONTRACTOR'S electronic time reporting system must be designed to comply with the internal control standards described in this Handbook (e.g., see [Sections A.3.5](#) and [B.7.0](#) through [B.7.3](#)), and any other applicable federal, State, and COUNTY requirements (e.g., COUNTY Agreement), and support the reporting of accurate and reliable financial information.

4.2 Benefit Balances

Employee benefit balances (e.g., paid time off, sick time, vacation) should be maintained on at least a monthly basis. Benefit balances must be increased when benefit hours are earned and decreased as hours are used.

4.3 Incentive Compensation

Incentive compensation paid to employees should be reasonable, based on a measurable performance metric (e.g., cost reduction, efficient performance, suggestion awards, safety awards), and in accordance with the CONTRACTOR'S



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established policy or agreement with employees. The CONTRACTOR must maintain documentation to support any incentive compensation payments to employees.

Any bonuses, gifts, or other payments provided to employees that are solely intended to improve employee morale will be disallowed upon audit, unless expressly allowed by the COUNTY Agreement and/or the applicable funding source(s).

4.4 Limitations on Positions and Salaries

The CONTRACTOR should not pay any salaries higher than those authorized in the COUNTY Agreement or by the applicable funding source(s) (i.e., federal, State, and COUNTY agencies).

Payroll expenditures for employees working on more than one agreement, program, or activity must be equitably allocated in accordance with the applicable sections of [Uniform Guidance](#) and any other applicable federal, State, and COUNTY requirements (e.g., COUNTY Agreement). If an employee serves in the same or dual capacities under more than one agreement or program, time charged to the agreements or programs taken as a whole may not exceed 100% of the employee's actual time worked.

Salaried employees should be paid a salary that corresponds with the employee's work schedule. For example, a half-time salaried employee performing the same or similar work should be paid proportionately less than a full-time salaried employee.

4.5 Retroactive Payroll Adjustments and Payments

The CONTRACTOR must not charge the COUNTY for any retroactive adjustments to an employee's authorized hourly/salary rate or benefits that result in additional compensation to an individual or group of employees without written approval from the COUNTY.

Retroactive payments to employees to correct underpayment errors may be charged to the COUNTY provided that adequate documentation is maintained to support an employee was underpaid in a prior pay period and the retroactive payment is necessary.

4.6 Separation of Duties Over Payroll and Personnel

Payroll checks should be distributed by persons not involved in timekeeping (e.g., preparing/recording, approving, processing, and reporting of payroll transactions), or reconciling bank accounts.



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All employee hires and terminations, or pay rate changes, must be approved in writing by authorized persons independent of payroll responsibilities.

4.7 Security Over Payroll and Personnel Records

Adequate security must be maintained over payroll and personnel records with access restricted to authorized individuals. Any automated payroll and personnel records which contain confidential information, such as, but not limited to, employee addresses and medical information, must be adequately safeguarded using the information security and privacy standards discussed in Section A.3.6 to prevent unauthorized access and use.

5.0 Procurement

Written policies and procedures must be established to ensure goods and services are procured in a manner providing full and open competition and in accordance with the requirements of [Uniform Guidance](#) and any other applicable funding source(s) (i.e., federal, State, and COUNTY agencies). The written policies and procedures must also cover conflicts of interest where the CONTRACTOR and/or its directors, officers, or key employees are unable (or appear to be unable) to be impartial in conducting a procurement action.

CONTRACTOR must maintain sufficient records to support the history of procurement. At a minimum, the records should detail the rationale for the procurement method, the selection of the contract type (e.g., cost reimbursement, fixed-price), reasoning/justification for contractor or vendor selection or rejection, and the basis for the contract price/rate.

The procurement of any goods and/or services with an aggregate value that exceeds the lesser of \$5,000 or the amount required by the CONTRACTOR'S policy must be approved by the CONTRACTOR'S board of directors.

Failure to procure goods and services as required and maintain adequate documentation to support expenditures charged to the COUNTY may result in inadequately supported expenditures and may be disallowed upon audit.

5.1 Methods of Procurement

[Uniform Guidance](#) describes the following methods for procuring goods and services:

- Informal Procurement
- Formal Procurement
- Noncompetitive Procurement



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Informal Procurement

When the aggregate value of the goods and/or services being procured is less than \$10,000, the CONTRACTOR must ensure the price is reasonable based on research, experience, purchase history, and/or other relevant information.

Where the aggregate value of the goods and/or services being procured is between \$10,000 and \$249,999, the CONTRACTOR must ensure the price is reasonable by obtaining price or rate quotations from an adequate number of qualified sources. CONTRACTOR should consider obtaining price or rate quotations from at least three qualified sources.

Formal Procurement

When the aggregate value of the goods and/or services being procured is \$250,000 or more, the CONTRACTOR must ensure the price is reasonable by formally and publicly advertising and soliciting sealed bids or competitive proposals from an adequate number of qualified sources.

Sealed bids are generally solicited for firm-fixed price contracts (lump sum or unit price). The contract should be awarded to a responsible bidder whose bid conforms with all material terms and conditions of the invitation for bids and is the lowest price.

Competitive proposals are generally solicited when conditions are not appropriate for the use of sealed bids and can be used for either cost reimbursement or fixed price type contracts. The contract should be awarded to the offeror whose proposal is most advantageous to the CONTRACTOR and should be based on price and other relevant factors.

Noncompetitive Procurement

Noncompetitive procurements should only be used when the aggregate value of the goods or services is less than \$10,000, the goods or services can only be obtained from a single source, there is an immediate need for the goods or services and delays from publicizing a competitive solicitation are not permitted, or a competitive solicitation was conducted and competition was determined to be inadequate.

The CONTRACTOR must obtain written approval from the COUNTY and/or the applicable funding source(s) prior to using a noncompetitive procurement that does not meet one of the conditions described above.

6.0 Capital and Non-Capital Assets

Controls over capital and non-capital assets are necessary to safeguard investments, establish responsibility for the custody of each asset, provide



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necessary data for financial reporting, and provide required information and documentation for depreciation, insurance, audit, and other purposes.

6.1 Capital Assets

Capital assets are tangible or intangible assets of significant value having a useful life that extends beyond the current year and include land, buildings and improvements, equipment, and intellectual property (including software). All applicable assets with an acquisition cost of \$5,000 or more must be capitalized in accordance with GAAP.

Acquisition cost means the net invoice unit price of an item, including shipping costs and sales taxes, the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it was acquired. Acquisition costs for software include those development costs capitalized in accordance with GAAP.

Capital asset purchases must be approved by the CONTRACTOR'S board of directors or their authorized representative.

Capital assets should not be ordered or purchased and charged to the COUNTY during the last three months of the term of the Agreement, unless the acquisition is pre-approved by the COUNTY or the CONTRACTOR'S Agreement with the COUNTY is renewed or extended.

6.2 Acquisition

CONTRACTOR must submit a purchase versus lease analysis to COUNTY and obtain written authorization before making a capital asset purchase where the acquisition cost is \$25,000 or more, and all, or a portion of the cost of the capital asset will be charged to the COUNTY Agreement. If the cost of the capital asset will be charged to multiple COUNTY Agreements, the CONTRACTOR only needs to obtain written authorization from the COUNTY department(s) where the CONTRACTOR anticipates expenditures charged will exceed the lesser of 10% of the acquisition cost of the capital asset or \$5,000, unless more restrictive and/or stringent requirements over acquisitions are required by the COUNTY Agreement and/or the applicable funding source(s).

6.3 Non-Capital Asset Equipment

Non-capital asset equipment is defined as equipment containing COUNTY non-public information, or equipment with a unit cost of more than \$250 but less than \$5,000, a useful life over one year, and can generally be easily carried or moved; especially by hand (e.g., personal computers, scanners, other portable assets).



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6.4 Asset Identification and Inventory

All capital assets and non-capital asset equipment (assets) purchased in full, or in part, with COUNTY Agreement funds are to be used for the benefit of the COUNTY Agreement and should be appropriately tagged.

CONTRACTOR must maintain an accurate, complete, and current listing of assets. The listing should include the item description, serial number, date of purchase, acquisition cost, source(s) of funding, location, and the specific employee(s) the asset is assigned to or controlled by, when applicable. Unassigned assets must also be identified on the listing.

An inventory of all assets must be conducted at least once every two years to ensure that all assets are accounted for, used, maintained in proper working order, and needed. Documentation must be maintained to support the inventory conducted, and any depreciation charges in accordance with [Uniform Guidance](#).

6.5 Security Over Assets

Physical security must be adequately maintained over all assets to prevent the misuse, theft, or destruction of COUNTY property and non-public information. To the extent necessary, physical security controls over assets should include the use of badges/identification cards, locks, security cables, and/or assorted barriers to prevent physical tampering, damage, theft, or unauthorized physical access.

6.6 Asset Management

The CONTRACTOR must assume responsibility and accountability for the maintenance of all assets purchased, leased, or rented with COUNTY Agreement funds, or any other assets containing COUNTY non-public information.

The CONTRACTOR must maintain documentation to support all cases of theft, loss, damage, or destruction of assets purchased with COUNTY Agreement funds or containing COUNTY non-public information. The documentation should, at a minimum, contain item identification, recorded value, facts relating to loss, and, where appropriate, a copy of the law enforcement report. In cases where the loss resulted from suspected criminal activity (e.g., theft, vandalism, arson), the incident must be reported to the local law enforcement agency with jurisdiction over the location of the suspected crime.

The supporting documentation, including a copy of any related crime/incident reports, must be retained by the CONTRACTOR for a period of time under which the underlying records were destroyed or damaged were required to be retained and must be retained for a longer period in the case of unresolved litigation or audit.



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The CONTRACTOR must promptly report in writing to the COUNTY, and provide copies of all relevant supporting documentation described above, all cases of theft, loss, damage, or destruction of:

- Any capital assets purchased with COUNTY Agreement funds.
- Any non-capital asset equipment purchased with COUNTY Agreement funds with an acquisition cost or aggregate costs of \$950 or more.
- Any capital or non-capital assets that electronically stored, used, and/or transmitted COUNTY non-public information.

CONTRACTOR must safely and securely dispose of or return to the COUNTY all capital and non-capital assets in accordance with the Agreement.

7.0 Information Technology

Information technology (IT) controls are necessary to protect the security, integrity, and availability of COUNTY non-public information, Protected Health Information (PHI), IT resources (e.g., systems and networks, accounting management software/applications, electronic time reporting systems), and data (e.g., electronically stored information, records, or documentation).

7.1 Information Technology Controls

It is the CONTRACTOR'S sole obligation to design and implement appropriate and reasonable IT controls to, at a minimum:

- Secure and protect its IT resources and data against internal/external threats and risks.
- Help ensure the accuracy and integrity of CONTRACTOR'S electronic records and data is not compromised.
- Ensure adequate safety mechanisms (e.g., unique log-on identifications, computer access codes, account codes, passwords, multi-factor authentication tokens, transaction approval/authorization controls) are in place to limit user (e.g., employees, subcontractors, contractors/consultants) access privileges to protect COUNTY non-public information, PHI, IT resources, and data related to the COUNTY Agreement from unauthorized or unlawful access, use, disclosure, alteration or destruction.
 - Users must only receive access to non-public information that is necessary to perform their assigned job duties, and must not be given an access authorization level that is higher than needed.



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- CONTRACTOR must review, and update, if necessary, user access rights/permissions at least annually, or when a user's job assignment and/or responsibilities change, to ensure access capabilities are consistent with the user's job duties. In addition, guest user access and inactive users, including terminated employees, contractors/consultants, and other unnecessary access should be reviewed and removed or disabled timely.
- Ensure adequate and ongoing IT and cyber security awareness training is provided to applicable CONTRACTOR employees.
- Capture sufficient audit trail information to identify the individual user(s) who performed key components (e.g., entry, approval) of critical or high risk (e.g., disbursement, payroll) transactions.
- Ensure all data/transactions entered into an information system are processed completely and accurately, duplicate transactions are prevented and/or detected timely, inputs and modifications to data are authorized, and all data is protected from improper or unauthorized deletion and alteration. For example, procedures for reviewing and approving source documents for reasonableness and proper authorization prior to entering information should be established, when applicable.
- Ensure any output (e.g., paper printouts, digital information, electronic records) containing non-public information or regulated data and transactions is adequately protected and clear individual accountability is maintained, when applicable.

7.2 Information Technology Security Management

CONTRACTOR must establish and implement IT policies and procedures that align with the applicable IT standards described in this Handbook, [COUNTY Board Policy 5.200](#), and any other applicable federal, State, and COUNTY requirements (e.g., COUNTY Agreement, applicable sections of the [Board Policy Manual](#)). A good IT policy should address, at a minimum, such issues as:

- Security management
- Security awareness training
- Security and privacy violations/breaches, incident reporting, and response protocols
- Cyber security (e.g., encryption, malware/ransomware protection, vulnerability testing and monitoring)
- Separation of duties
- User access (including remote access) to system(s) data
- Authorization of transactions
- Exception/error resolution
- Back-up recovery and restart protocols (e.g., disaster recovery and business



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contingency planning)

- Change controls (e.g., for maintenance, enhancements, or modifications to application systems, networks, and software), if applicable

CONTRACTOR must also ensure their IT policies are periodically reviewed and updated/modified when changes are necessary (e.g., to implement new systems or changes in procedures, adopt new security protocols, address new risks or circumstances).

To the extent CONTRACTOR exchanges or shares information with other authorized external parties (e.g., third-party vendors/providers, subcontractors, contractors/consultants), CONTRACTOR must also establish policies and procedures to ensure the security, reliability, and integrity of such information.

Any applicable security incidents (e.g., loss of COUNTY non-public information, breach of confidentiality, non-permitted use or disclosure of PHI) must be reported in accordance with the standards described in this Handbook, and any other applicable federal, State, and COUNTY requirements (e.g., COUNTY Agreement).

7.3 Separation of Duties Over Systems

CONTRACTOR must ensure sufficient checks and balances exist, and adequate separation of duties are maintained over IT systems to help minimize the risk of fraudulent activity and user error, and ensure transactions (e.g., accounting, payroll, time reporting, disbursements) are properly initiated, approved, processed, reported, and reconciled.

Work should be divided among two or more employees so that one employee does not have control over multiple key aspects of an IT system, and the functions performed by one employee may be checked by functions performed by other employees. For example, employees who have access to add or change vendor information (e.g., vendor and contact names, addresses, phone numbers) must not have access to process invoices.

8.0 Electronic Signatures

Electronic signatures (e-Signatures) may be used to represent an individual's acknowledgment, acceptance, or approval of an agreement, transaction, report, record, or form, unless otherwise prohibited by the COUNTY Agreement and/or applicable funding source(s). Various types of e-Signatures exist. The most secure forms of e-Signatures will provide a digital audit trail that confirms when a document was signed, provides assurance that the individual claiming to be the signor is the signor through effective authentication methods (e.g., unique log-on identifications, account codes, passwords), and can safeguard documents from being altered after they have been signed. When determining which type of e-Signature to use, CONTRACTOR should consider the associated risks and level of assurance needed for the signature or document, and any other applicable



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federal, State, and COUNTY requirements (e.g., COUNTY Agreement).

9.0 Subcontracts

CONTRACTOR must not subcontract services without the prior written consent of the COUNTY. Payments for subcontracted services without the prior written consent of the COUNTY may be disallowed upon audit.

CONTRACTOR must provide the COUNTY with copies of all executed subcontracts and must be responsible for the performance of their subcontractors. CONTRACTOR may submit an electronic copy of executed subcontracts in preference to a hardcopy, unless original signed subcontracts are required by the COUNTY Agreement or the applicable funding source(s).

9.1 Subcontractor Monitoring

CONTRACTOR must monitor the activities of their subcontractors as necessary, but no less than annually, to ensure governmental monies are used for their intended purposes, compliance with applicable federal, State, and COUNTY requirements, and performance goals are achieved. For example, the monitoring must include, but not be limited to:

- Performing reviews of the subcontractor's fiscal and program operations (e.g., verifying expenditures charged to the subaward are adequately supported, allowable, and appropriately allocated; verifying internal controls are maintained as required; and verifying subcontracted services are meeting required performance standards).
- Performing reviews of required financial and performance reports.
- Verifying all subcontractors are audited as required.
- Following-up and ensuring appropriate corrective action is taken on all deficiencies pertaining to the subcontract.

C. COST PRINCIPLES

1.0 Purpose of Program Funds

It is the intent of the COUNTY to provide funds for the purpose of the CONTRACTOR to provide the services required by the Agreement. CONTRACTOR must use these funds on actual expenditures in an economical and efficient manner, and ensure they are reasonable, proper, and necessary costs of providing services and allowable in accordance with the applicable sections of [Uniform Guidance](#), and any other applicable funding source(s) (i.e., federal, State, and COUNTY agencies) requirements.



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1.1 Limitations and Requirements for Program Expenditures

CONTRACTOR must comply with all limitations and requirements for COUNTY Program expenditures in the Agreement, the applicable sections of [Uniform Guidance](#), and/or any other applicable funding source(s) (i.e., federal, State, and COUNTY agencies). If a CONTRACTOR is unsure of the allowability of any particular type of expenditure, the CONTRACTOR should request advance written approval from the COUNTY and/or applicable funding source(s) prior to incurring the expenditure.

1.2 Limitations on Payments to Affiliated Organizations or Persons (i.e., Related Party/Less-Than-Arm's-Length Transactions)

For purposes of the COUNTY Agreement, COUNTY must be solely responsible for determining affiliation unless otherwise allowed and approved by federal, State, or COUNTY agencies. Organizations or persons will be considered affiliated when one party is able to control or substantially influence the actions of the other. Affiliation includes, but is not limited to, a relationship between the CONTRACTOR and:

- An organization related through legal organization (i.e., corporation, partnership, parent company, subsidiary organization, association).
- An organization under common control through its common officers, directors, or members.
- A director, trustee, officer, or key employee, or an individual related by blood, marriage, or affinity, either directly or through corporations, trusts, or similar arrangements in which they hold a controlling interest.

Prior to making payments to affiliated organizations or persons (i.e., related party/less-than-arm's-length transactions), CONTRACTOR must complete and submit to the COUNTY a disclosure statement identifying the nature of the relationship with the affiliated or related organizations/persons.

CONTRACTOR must not make payments to affiliated organizations or persons for program expenditures (e.g., salaries, services, rent) that exceed the lesser of actual costs of the affiliated or related organizations/persons or the reasonable costs for services rendered and/or items purchased. A reasonable cost is the price that would be paid by one party to another when the parties are dealing at arm's length (fair market price).

Payments to affiliated organizations or persons will be disallowed upon audit to the extent the payments exceed the lesser of actual costs of the affiliated or related organizations/persons or the reasonable costs (fair market value) for services rendered or items purchased.



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1.3 Unallowable Expenditures

[Uniform Guidance](#) addresses the allowability of a variety of costs. For all costs, there are certain restrictions and limitations; however, the following are examples of costs that are generally unallowable, unless expressly allowed by the COUNTY Agreement and/or the applicable funding source(s):

- Bad debts
- Bonuses, gifts, and other expenditures solely intended to improve employee morale
- Contingency provisions
- Contributions and donations
- Entertainment, social activities, and other similar expenditures (unless there is a programmatic purpose)
- Fines and penalties (e.g., Non-sufficient Funds Check Fees, Traffic Citation Fees)
- Fundraising activities
- Interest
- Losses on other awards

1.4 Depreciation

Unless otherwise approved by the COUNTY, compensation for the use of buildings, capital improvements, equipment, and software projects may be made through depreciation in accordance with the applicable sections of [Uniform Guidance](#):

- The computation of depreciation is based on the acquisition cost of the asset(s).
- The computation should exclude the cost of:
 - Land
 - Buildings and equipment donated by governmental agencies
 - Buildings and equipment contributed by the CONTRACTOR to satisfy funding matching requirements
 - Any asset acquired solely for the performance of a non-Federal award.
- For depreciation, an appropriate useful life must be established for the asset(s), which considers factors such as the type of construction, nature of the asset used, susceptibility to technological obsolescence or technological developments in the particular area, historical data, and the renewal and replacement policies followed for the assets involved, etc.
- [Appendix B to IRS Publication 946](#), "How to Depreciate Property," contains guidelines for establishing an asset's useful life.



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1.5 Rental Costs of Buildings and Equipment

Rental costs are allowable to the extent that the rates are reasonable considering rental costs of comparable property, market conditions in the area, condition of the property being leased, etc.

- Under a “sale and leaseback” arrangement, rental costs would be allowable up to the amount that would be allowed if the CONTRACTOR had continued to own the property. This amount generally includes expenditures such as depreciation, maintenance, taxes, and insurance.
- Under a “less-than-arms-length” lease, costs are only allowable up to the amount that would be allowable had title to the property vested in the CONTRACTOR. This amount generally includes expenditures such as depreciation, maintenance, taxes, and insurance.

1.6 Budget Limitation

Expenditures must not exceed the maximum limits in the COUNTY Agreement budget.

1.7 Expenditures Incurred Outside the Agreement Period

Expenditures charged against program funds may not be incurred prior to the effective date of the COUNTY Agreement or subsequent to the COUNTY Agreement termination, or expiration date. Similarly, current period expenditures related to events or activities that occurred prior to the effective date of the COUNTY Agreement may not be allowable. For example, legal costs incurred prosecuting or defending a lawsuit stemming from events which occurred during a period not covered by a valid COUNTY Agreement between CONTRACTOR and COUNTY are not allowable.

1.8 Unallowable Activities

COUNTY program funds, materials, property, or services must not be used for investments where there is a risk of loss or for the performance of any political activity, the election of any candidate, or the defeat of any candidate for public office.

1.9 Unspent Program Funds

CONTRACTOR must return any unspent program funds to the COUNTY, unless otherwise permitted by the COUNTY Agreement. In addition, the COUNTY will determine the disposition of unspent program funds upon termination of the COUNTY Agreement.



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2.0 Allocable Expenditures

For CONTRACTORS that operate programs or provide services in addition to the services required under the COUNTY Agreement, the CONTRACTOR must allocate expenditures to all benefiting programs, activities (including unallowable activities, such as fundraising and investment activities), and funding sources using an equitable basis.

In accordance with the applicable sections of [Uniform Guidance](#), CONTRACTORS must define their allocable expenditures as either direct or indirect costs (as defined below) and allocate each cost using the basis most appropriate and feasible. ***Actual conditions must be taken into account when selecting the method and/or base to be used to allocate expenditures to ensure expenditures are allocated equitably to each benefiting program, activity, and funding source.***

The CONTRACTOR must maintain documentation for allocated expenditures (e.g., timecards, time studies, calculation of full-time equivalents, square footage measurements).

Under no circumstances can allocated expenditures be charged to an extent greater than 100% of actual expenditures or the same expenditure be charged both directly and indirectly.

2.1 Direct Costs

Unless otherwise set forth in the COUNTY Agreement, or required by the applicable funding source(s), direct costs are defined as those costs that can be identified specifically with a particular final cost objective (e.g., a particular program, service, or other direct activity of an organization). Examples of direct costs include salaries and benefits of employees working on the program, supplies and other items purchased specifically for the program, costs related to space used by employees working on the program.

For all employees, other than general and administrative, the hours spent on each program (activity) should be recorded on the employees' timecards and the payroll expenditures should be treated as direct charges and distributed on the basis of the actual recorded hours spent on each program or using another equitable basis based on actual conditions.

Shared costs (i.e., costs that benefit more than one program or activity) that can be distributed in reasonable proportion to the benefits received may also be direct costs.

Examples of bases for allocating shared costs as direct costs:

- Number of direct hours spent on each program



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- Full-time equivalents for each program
- Square footage occupied by each program
- Other relevant and equitable methods of allocation

2.2 Indirect Costs

Indirect costs are those costs that have been incurred for common or shared purposes and cannot be readily identified with a particular final cost objective. Examples of indirect costs include the salaries and benefits of executive officers and administrative personnel (e.g., accounting, human resources, information technology), depreciation and use allowances for administrative buildings, and other costs related to the general administration of the organization. Only expenditures that are allowable in accordance with the applicable sections of [Uniform Guidance](#) and any other applicable funding source(s) (i.e., federal, State, and COUNTY agencies) can be included as indirect costs and allocated to the COUNTY program(s).

Examples of bases for allocating indirect costs:

- Total direct salaries and wages.
- Total direct costs, excluding unallowable costs that do not represent an activity of the CONTRACTOR (e.g., fines, penalties, bad debts), capital expenditures, and other distorting items such as significant one-time expenditures, or subcontractor payments.
- Modified total direct costs, including all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the applicable threshold (e.g., \$25,000 (prior to October 1, 2024), \$50,000) of each subaward (regardless of the period of performance of the subawards under the award). It excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs, and the portion of each subaward in excess of the applicable threshold (e.g., \$25,000 (prior to October 1, 2024), \$50,000) as required by [Uniform Guidance](#).

2.3 Acceptable Indirect Cost Allocation Methods

[Uniform Guidance](#) describes the following allowable methods for allocating and charging indirect costs:

- Simplified allocation method
- Direct allocation method
- Multiple allocation base method
- Negotiated indirect cost rate
- De minimis rate



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CONTRACTOR must ensure the indirect cost allocation methodology chosen is clearly described in their Cost Allocation Plan and is used consistently to allocate indirect costs. See [Exhibit D](#) for examples of how to allocate indirect costs using these methods.

Simplified Allocation Method

This method can be used when an organization's major functions benefit from its indirect costs to approximately the same degree. Using this method, all allocable costs are considered indirect costs and an indirect cost rate is determined by dividing total allowable indirect costs by an equitable distribution base (see [Exhibit D.1](#) for example).

Direct Allocation Method

This method can also be used when an organization's major functions benefit from its indirect costs to approximately the same degree. Using this method, all costs except general administration and general expenditures are treated as direct costs. Shared costs, such as depreciation, facility and equipment rentals, facilities maintenance, telephone, and other similar expenditures, are prorated individually to each direct activity on a basis appropriate for that type of cost.

The remaining costs, which consist exclusively of general administration and general expenditures, are then allocated using the simplified allocation method previously discussed (see [Exhibit D.2](#) for example).

Multiple Base Allocation Method

This method can be used when an organization's major functions benefit from its indirect costs in varying degrees. Using this method, indirect costs are grouped to permit allocation of each grouping on the basis of the benefits provided to the major functions. Each grouping is then allocated individually using the basis most appropriate for the grouping being allocated (see [Exhibit D.3](#) for example).

Negotiated Indirect Cost Rates

CONTRACTORS have the option of negotiating an indirect cost rate or rates for use on all their federal programs. The CONTRACTOR must submit a cost allocation plan to the federal agency with the largest dollar value of federal awards funded to the organization. The approved indirect cost rate is then applied to the total approved direct cost base (see [Exhibit D.4](#) for example).

If CONTRACTOR has a federally approved indirect cost rate, CONTRACTOR must submit a copy of the approval letter to COUNTY upon request.



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De Minimis Rate

A CONTRACTOR that does not have a current negotiated (including provisional) federally approved indirect cost rate may elect to charge indirect costs based on the applicable de minimis rate (e.g., 10% (prior to October 1, 2024), up to 15%) of modified total direct costs. If elected, this rate may be used indefinitely, but must be used consistently to charge indirect costs to all programs and activities (see [Exhibit D.5](#) for example).

2.4 Indirect Cost Limitations

CONTRACTOR must ensure indirect costs charged to the COUNTY program(s) are within any maximum limitations established by statutory requirements. Any amounts charged in excess of maximum limitations will be disallowed upon audit unless otherwise allowed and approved by the applicable federal, State, or COUNTY agency.

2.5 Cost Allocation Plan

CONTRACTOR must maintain an annual Agency-wide Cost Allocation Plan (Plan), and submit the Plan to the County if required by the COUNTY Agreement, and/or when requested by the COUNTY. The Cost Allocation Plan must be prepared in accordance with the applicable sections of [Uniform Guidance](#), and any other applicable federal, State, and COUNTY requirements (e.g., COUNTY Agreement, COUNTY instructions) and include the following information:

- CONTRACTOR's general accounting policies:
 - Fiscal year
 - Method for allocating indirect costs (e.g., simplified, direct, multiple, negotiated rate, de minimis rate)
 - Indirect cost rate allocation base (e.g., direct salaries and wages, direct costs).
- Identify the CONTRACTOR'S direct, shared, and indirect costs (by category) and describe the cost allocation methodology for each category.
- Signature of CONTRACTOR management certifying the accuracy of the plan.

3.0 Overpayments

If upon audit, or at any time during the Agreement year, it is determined that cost reports or invoices submitted to the COUNTY which were used as a basis for payments to the CONTRACTOR were inaccurate, the COUNTY may determine the total overpayment and require the CONTRACTOR to repay the COUNTY. The COUNTY may withhold payments from CONTRACTOR'S future payments unless otherwise prohibited by federal and/or State regulations.



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D. GOVERNANCE

1.0 Governance Overview

Large numbers of nonprofit corporations, organized for public benefit, receive public funds through contracts with the COUNTY. Many COUNTY service contracts support key public initiatives, including protecting children, providing health care, fostering employment, and reducing the effects of mental impairments and substance abuse.

Nonprofit organizations doing business with the COUNTY must conduct their work in a manner consistent with their charitable mission and the public purposes embodied in the COUNTY Agreement. This demands that nonprofit agency governing boards be conscious of their fiduciary responsibilities in providing proper oversight and direction, and making decisions.

1.1 Board of Directors' Requirements

Nonprofit agencies doing business with the COUNTY must have a governing board of at least three (3) directors in accordance with State law (e.g., [Sections 12331](#) and [5227](#) of [California Corporations Code](#)). At no time should more than 49% of the persons serving on the board of directors (board or directors) be "interested persons." An "interested person" includes:

- Any person currently being compensated by the CONTRACTOR for services rendered within the previous 12 months, whether as a full-or part -time employee, independent contractor, or otherwise.
- Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in law, daughter-in-law, mother-in law, or father-in law of any such person (e.g., directors, CONTRACTOR or subcontractor employees).

The majority of the directors should not have a direct or indirect material financial interest in the organization, or any other relationship that could create a conflict of interest on the part of the director(s). A financial interest may exist for reasons of business, investment, or family relationship. "Financial interest" means an actual or potential ownership, investment, or compensation arrangement in or with any entity or individual with which the organization has, or is negotiating, a transaction or arrangement.

Directors, officers, and employees of nonprofit corporations with which the COUNTY contracts must not:

- Permit or benefit from self-dealing transactions (unless permitted by law), or unreasonable compensation.
- Misuse or dissipate scarce public resources.



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Additional details regarding governance and directors' requirements are included in State Law (e.g., [California Corporations Code](#), [Section 12586 of California Government Code](#)).

1.2 Board of Directors' Fiduciary Responsibilities

All members of a nonprofit organization's governing board must perform their duties in good faith and in a manner they believe to be in the best interests of the CONTRACTOR and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. Although directors may delegate management of CONTRACTOR operations, activities, and affairs, to officers, employees, management companies, or committees, the directors are ultimately responsible for the direction and oversight of the organization. Directors' fiduciary responsibilities include, but are not limited to, the following:

- Monitoring the organization's fiscal and programmatic performance.
- Overseeing the organization's risk management, control processes, usage of funds, and protection of the organization's assets.
- Ensuring the organization's compliance with applicable federal, State, and COUNTY regulations.
- Making, reviewing, and/or approving decisions that are in the best interest of the organization (not in the best interest of any individual or other organization). For example, the board should review and approve all significant transactions (e.g., less-than-arm's length transactions, purchases of capital assets, loans, incentive compensation to the organization's management and employees).
- Recognizing and disclosing conflicts of interest.

1.3 Oversight Mechanisms

An organization's governing board must provide for its governance by:

- Adopting and disclosing the organization's governance standards, including director qualifications, responsibilities, and compensation. The standards may provide for "just and reasonable" compensation and benefits consistent with the compensation amount or guidelines established in the organization's contract(s) with the COUNTY. Compensation and benefits of directors, officers, and employees should be comparable to agencies of similar size and function (see [Section B.4.4](#), "Limitations on Positions and Salaries"). No employee may receive compensation or benefits for more than one organization job. For example, the Chief Executive Officer (CEO) cannot receive compensation or benefits for the job of CEO and another job such as program manager, etc.



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- Adopting and disclosing a code of business conduct and ethics for directors, officers, and employees, and promptly disclosing to the County any waivers (e.g., authorized exemptions, exceptions) of the code affecting organization directors, officers, or employees.
- Reviewing, no less than annually, the CONTRACTOR'S compliance with COUNTY Agreement terms and conditions/provisions (e.g., insurance, internal controls, federal and State reporting, payment requirements for payroll withholding) and report any applicable deviations to the COUNTY .

An organization's governance guidelines and code of ethics must:

- Provide for an annual process to distribute to and obtain from directors, officers and employees written acknowledgments of their adherence to the CONTRACTOR'S governing standards.
- Incorporate a mechanism for disclosing and addressing possible conflicts of interest.
- Provide appropriate record-keeping, particularly of transactions and arrangements required to be reviewed by the governing board and where significant organization resources are expended by or for officers, directors and employees.

1.4 Board Meetings

A CONTRACTOR'S board must meet periodically to ensure the directors' fiduciary responsibilities (see [Section D.1.2](#)) are carried out as required. It is recommended a CONTRACTOR'S board meet at least four times a year. Board members may participate in meetings using conference telephone or electronic communication. Additional details are included in State Law (e.g., [Section 5211 of California Corporations Code](#)).

Board meeting minutes must be written (or in any form capable of being converted into clearly legible tangible form), maintained for each meeting, and certified by the board secretary (or an assistant secretary/alternate) in accordance with State Law (e.g., [Sections 5215 and 6320 of California Corporations Code](#)). In addition, the meeting minutes should include:

- The names of the board members who are present and absent.
- The date and time the meeting begins and ends.
- A summary of all discussions, deliberations, and actions taken by the board.
- The names of board members making and seconding motions, and a breakdown of the votes on the motions.
- A summary of future action items/steps and who is responsible for them.



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1.5 Audit Committee

The board must establish an audit committee when applicable in accordance and compliance with the Nonprofit Integrity Act of 2004 ([SB 1262 Chapter 919](#)) and State law (e.g., [Section 12586 of California Government Code](#)).

Annual Audit Duties

The Audit Committee:

- Is responsible for making recommendations to the board on the hiring and firing of the CONTRACTOR'S independent auditor to perform annual audits.
- Must confer with the CONTRACTOR'S independent auditor to satisfy audit committee members that the financial affairs of the CONTRACTOR are in order, review each audit and decide whether to accept it, and ensure that the COUNTY receives a copy of the annual audit report and all other audits, reviews, and other third-party reports.

Additional Audit Committee Duties

The audit committee must:

- Establish procedures for receiving and addressing complaints regarding accounting, internal controls, and auditing matters.
- Monitor and take steps to ensure proper management response to major performance or fiscal deficits, such as any material weaknesses and/or significant deficiencies identified during an audit.
- Pre-approve all audit and non-audit services provided by the auditor. Non-audit services are defined as any professional services provided other than those provided in connection with an audit or review of the financial statements of the CONTRACTOR. The following is a list of non-audit services for which the independent auditor cannot perform unless the firm follows the independence standard in the Yellow Book issued by the U.S. Comptroller General:
 - ✓ Bookkeeping or other services related to the accounting records or financial statements of the audit client
 - ✓ Financial information systems design and implementation
 - ✓ Internal audit outsourcing services
 - ✓ Management functions or human resources
 - ✓ Investment adviser or investment banking services
 - ✓ Legal services and expert services unrelated to the audit



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E. REPORTING FRAUD/MISCONDUCT

CONTRACTORS are required to report suspected fraud, waste, or misuse of public monies, as well as misconduct involving COUNTY personnel to the Los Angeles County Fraud Hotline (Hotline). CONTRACTORS are also required to report suspected fraud committed by their employees and subcontractors when that fraud affects their Agreement with the COUNTY. Reportable conditions include, but are not limited to:

- Requests for bribes/kickbacks/gratuities.
- Favoritism/nepotism in the awarding of COUNTY Agreements, or selection of vendors.
- Embezzlement, theft, or misuse of any COUNTY funds, resources, time, equipment, or information.
- CONTRACTOR or vendor improprieties (e.g., inappropriate or unethical actions/behaviors such as unfair business practices, disregard for laws, abuse of power, corruption, etc.)

Reportable conditions must be reported to the Hotline upon their discovery by CONTRACTOR. Failure to report the types of fraud/misconduct discussed above may be grounds for contract termination.

The reporting party may remain anonymous. Reports can be made via telephone, mail, e-mail, or online to:

Online: <https://fraud.lacounty.gov/>
E-mail: fraud@auditor.lacounty.gov
Call: (213) 89-FRAUD or (213) 893-7283
Toll Free: (800) 544-6861
Fax: (213) 947-5809
U.S. Mail: County of Los Angeles
Department of Auditor-Controller
Office of County Investigations
500 West Temple Street, Suite 514
Los Angeles, CA 90012

F. RESOURCES

As noted in the introduction of this Handbook, the accounting, financial reporting, and internal control standards described in this Handbook are compiled from various federal, State, and COUNTY regulations and guidelines. The sources cited in this Handbook include, but are not limited to, those listed below. CONTRACTORS can refer to these sources for additional information and guidance on the federal, State, and COUNTY regulations and guidelines applicable to their organization (since some regulations and guidelines may not apply to every CONTRACTOR).

- Electronic Code of Federal Regulations - www.ecfr.gov
 - Uniform Guidance - <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>
- Internal Revenue Service - www.irs.gov



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- United States Department of Labor - www.dol.gov
 - Health Insurance Portability and Accountability Act (HIPAA) - <https://www.dol.gov/agencies/ebsa/laws-and-regulations/laws/hipaa>
- The System for Award Management (SAM.gov) - <https://sam.gov>
- The Sarbanes-Oxley Act of 2002 - <https://www.govinfo.gov/content/pkg/COMPS-1883/pdf/COMPS-1883.pdf>
- Financial Accounting Standards Board - <https://fasb.org>
 - Accounting Standards Codification (including Generally Accepted Accounting Principles) - <https://asc.fasb.org>
- State of California
 - Laws (including Corporations, Government, Labor, Civil, and Welfare and Institutions Codes) - www.leginfo.ca.gov
 - Department of Justice Office of the Attorney General - www.oag.ca.gov
 - Guide for Charities - <https://oag.ca.gov/charities/guide-live>
 - Franchise Tax Board - www.ftb.ca.gov
 - Secretary of the State - www.sos.ca.gov
- COUNTY Board Policy Manual - https://library.municode.com/ca/la_county_bos/codes/board_policy
- The Committee of Sponsoring Organizations of the Treadway Commission (COSO) - www.coso.org
 - COSO sponsoring organizations:
 - The American Accounting Association - www.aaahq.org
 - The American Institute of Certified Public Accountants - www.aicpa.org
 - The Government Finance Officers Association - <https://www.gfoa.org>
 - The Financial Executives International - www.financialexecutives.org
 - The Institute of Internal Auditors - www.theiia.org
 - The Association of Accountants and Financial Professionals in Business - www.imanet.org
 - COSO's Guidance on Internal Control Integrated Framework - <https://www.coso.org/guidance-on-ic>

G. HANDBOOK ADMINISTRATION AND INQUIRIES

This Handbook is intended to be a continual work in progress. Changes are made by Auditor-Controller staff on an ongoing basis. As conditions and the accumulation of changes warrant, the online version that is available to COUNTY departments and CONTRACTORS is replaced with the latest version.

COUNTY departments and CONTRACTORS may make inquiries regarding the standards and guidance described in this Handbook by completing the inquiry form linked below. All inquiry forms will be submitted to the Auditor Controller's Countywide Contract Monitoring Division. When submitting an inquiry form, please provide as much information as possible to assist in ensuring all inquiries are properly addressed.

Inquiry Form: <https://forms.office.com/q/HNDS8DL8VX>

Bank Reconciliation Example

Agency Name
Bank and Account #
For the Month Ended June 30, 202X

Balance Per Bank Statement			\$ 35,000.00
Add:	Deposit(s) in Transit		\$ 4,000.00
	Bank Service Charge (erroneously posted -- to be reversed next month)		\$ 20.00 [1]
Less:	Outstanding Checks		
	#100	\$ 1,000.00	
	#101	\$ 500.00	
	#102	\$ 500.00	\$ (2,000.00)
	Bank Posting Error (to be reversed next month)		\$ (120.00) [1]
Adjusted Bank Balance			<u>\$ 36,900.00</u>
Balance Per Book			\$ 36,950.00
Less:	Bank Charges	\$ 40.00	
	Post Error	\$ 10.00	\$ (50.00) [1]
Adjusted Book Balance			<u>\$ 36,900.00</u>

Prepared by: _____ Date _____

Reviewed by: _____ Date _____

[1] Reconciling items.

Petty Cash Log Example

Petty Cash Log

January 202X

Program/Location: _____

Approved Petty Cash Fund Amount: _____

Date of Transaction	Description of Transaction	Account Code	Cash Out	Amount of Transaction	Cash Received	Balance
Beginning Petty Cash on Hand						\$ 500.00
1/1/202X	Parking	XX-XXX	\$ 10.00	\$ 10.00		\$ 490.00
1/5/202X	Postage	XX-XXX	\$ 10.00	\$ 10.00		\$ 480.00
1/8/202X	Supplies (Posterboard)	XX-XXX	\$ 5.00	\$ 5.00		\$ 475.00
1/12/202X	Replenishment Check #101	XX-XXX			\$ 25.00	\$ 500.00
Total			\$ 25.00	\$ 25.00	\$ 25.00	
Ending Petty Cash on Hand						\$ 500.00

Petty Cash Custodian Signature

Date _____

Petty Cash Log Reviewer Signature

Date _____

Liquid Assets Log Example

Liquid Asset Disbursement/Usage Log

Type: Gift Cards to ABC, Inc. Grocery Store

January 202X

Data Issued	Liquid Asset No.	Purpose/ Description	Quantity	Amount	Authorized by	Recipient	Recipient Signature
Beginning Liquid Assets on Hand			25	\$ 500			
1/1/202X	XX-XXXX-X1	Gift card for client	1	\$ 20	John Smith	Jane Doe	<i>Jane Doe</i>
1/10/202X	XX-XXXX-X2	Gift card for client	1	\$ 20	John Smith	Robert Jones	<i>Robert Jones</i>
1/25/202X	XX-XXXX-X3	Gift card for client	2	\$ 40	John Smith	Jane Doe	<i>Jane Doe</i>
1/26/202X	XX-XXXX-X4	Gift card for client	1	\$ 20	John Smith	Robert Jones	<i>Robert Jones</i>
Total Disbursed/Used			5	\$ 100			
Ending Liquid Assets on Hand			20	\$ 400			

Liquid Asset Custodian Signature

Date _____

Liquid Asset Log Reviewer Signature

Date

Indirect Cost Allocation Methods Examples

D.1 - Simplified Allocation Method Example

ABC, Inc. operates two programs, uses direct salaries as their distribution base for indirect costs, and reported the following costs:

Agency-wide Indirect Costs	\$250,000
Program A Direct Salaries	\$100,000
Program B Direct Salaries	\$900,000

Step 1: Classify all costs as either direct or indirect (as indicated above).

Step 2: Calculate the indirect cost rate by dividing the total indirect costs by total direct salaries.

Indirect Costs	\$250,000	
Total Direct Salaries	\$1,000,000	= \$100,000 + \$900,000
Indirect Cost Rate	25%	= $\frac{\$250,000}{\$1,000,000}$

Step 3: Allocate indirect costs to each program by multiplying the indirect cost rate by the direct salaries for each respective program.

Indirect Costs Allocated to Program A	\$25,000	= \$100,000 x 25%
Indirect Costs Allocated to Program B	\$225,000	= \$900,000 x 25%

D.2 - Direct Allocation Method Example

ABC, Inc. operates two programs and conducts fundraising activities. The Agency uses square footage as their distribution base for shared facility rent and maintenance costs and direct costs as their distribution base for indirect costs. ABC, Inc. reported the following costs:

General Administration and General Expenses (Indirect Costs)	\$250,000
Shared Costs: Facility Rent and Maintenance	\$150,000
Program A Direct Costs	\$100,000
Program B Direct Costs	\$850,000
Fundraising Direct Costs	\$50,000

Step 1: Separate costs into three basic categories:

- General Administration and General Expenses (Indirect Costs)
- Direct Programs and Activities
- Fundraising

Step 2: Calculate the percentage of square footage occupied by each program and activity. ABC, Inc.'s facilities have a total of 4,000 square feet and the Agency determined Program A occupies 2,800 square feet, Program B occupies 1,000 square feet, and fundraising activities occupies 200 square feet, respectively.

Program A Square Footage	2,800	70%
Program B Square Footage	1,000	25%
Fundraising Square Footage	200	5%
Total Square Footage	4,000	100%

Step 3: Allocate the shared facility rent and maintenance costs based on the percentage of square footage used by each program and activity.

Shared Costs: Facility Rent and Maintenance	\$150,000	
Shared Costs Allocable to Program A	\$105,000	= \$150,000 x 70%
Shared Costs Allocable to Program B	\$37,500	= \$150,000 x 25%
Shared Costs Allocable to Fundraising	\$7,500	= \$150,000 x 5%

Step 4: Calculate the total direct costs for each program and activity by adding the direct costs to the shared costs allocated to each respective program.

Program A Direct Costs	\$100,000
+ Program A Shared Costs	\$105,000
Total Program A Direct Costs	\$205,000
Program B Direct Costs	\$850,000
+ Program B Shared Costs	\$37,500
Total Program B Direct Costs	\$887,500
Fundraising Direct Costs	\$50,000
+ Fundraising Shared Costs	\$7,500
Total Fundraising Direct Costs	\$57,500

Step 5: Calculate the indirect cost rate by dividing the total indirect costs by total direct costs.

Total Indirect Costs	\$250,000	
Total Direct Costs	\$1,150,000	= \$205,000 + \$887,500 + \$57,500
Indirect Cost Rate	21.74%	= $\frac{\$250,000}{\$1,150,000}$

Step 6: Allocate indirect costs to each program and activity by multiplying the indirect cost rate by the total direct costs for each respective program and activity.

Indirect Costs Allocable to Program A	\$44,565	= \$205,000 x 21.74%
Indirect Costs Allocable to Program B	\$192,935	= \$887,500 x 21.74%
Indirect Costs Allocable to Fundraising	\$12,500	= \$57,500 x 21.74%

D.3 - Multiple Allocation Base Method Example

ABC, Inc. operates two programs and conducts fundraising activities. The Agency uses square footage as their distribution base for indirect facilities costs and modified total costs⁽¹⁾ as their distribution base for indirect administration costs. ABC, Inc. reported the following costs:

- (1) *Modified total costs (MTC) are the modified total direct costs (MTDC) plus allocated indirect costs. MTDC includes all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$50,000 (effective October 1, 2024) of each subaward (regardless of the period of performance of the subawards under the award). It excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs, and the portion of each subaward in excess of \$50,000 (effective October 1, 2024).*

Indirect Depreciation	\$100,000
Indirect Interest	\$150,000
Indirect Operation and Maintenance Expenses	\$550,000
Indirect General Administration	\$700,000
Indirect General Expenses	\$500,000
Program A Modified Total Direct Costs	\$7,250,000
Program B Modified Total Direct Costs	\$1,500,000
Fundraising Modified Total Direct Costs	\$250,000

Step 1: Establish separate indirect cost groupings based on the benefits provided to the programs and activities. The cost groupings are classified within two broad categories, "Facilities" and "Administration", and should include the following indirect cost pools:

Facilities

- Depreciation
- Interest
- Operation and Maintenance Expenses

Administration

- General Administration and General Expenses

Indirect Facilities Costs

Indirect Depreciation	\$100,000
Indirect Interest	\$150,000
Indirect Operation and Maintenance Expenses	\$550,000
Total Indirect Facilities Costs	\$800,000

Indirect Administration Costs

Indirect General Administration	\$700,000
Indirect General Expenses	\$500,000
Total Indirect Administration Costs	\$1,200,000

Step 2: Calculate the percentage of square footage occupied by each program and activity. ABC, Inc.'s facilities have a total of 10,000 square feet and the Agency determined Program A occupies 5,000 square feet, Program B occupies 2,000 square feet, fundraising activities occupies 500 square feet, and administration occupies 2,500 square feet, respectively.

Exhibit D

Program A Square Footage	5,000	50%
Program B Square Footage	2,000	20%
Fundraising Square Footage	500	5%
Administration Square Footage	2,500	25%
Total Square Footage	10,000	100%

Step 3: Allocate "Facilities" costs to all benefiting programs and activities based on the percentage of square footage used by each program and activity.

Indirect Facilities Costs Allocated to Program A	\$400,000	= \$800,000 x 50%
Indirect Facilities Costs Allocated to Program B	\$160,000	= \$800,000 x 20%
Indirect Facilities Costs Allocated to Fundraising	\$40,000	= \$800,000 x 5%
Indirect Facilities Costs Allocated to Administration	\$200,000	= \$800,000 x 25%

Step 4: Calculate the modified total costs for each program and activity to allocate indirect administration costs by adding the MTDC to the allocated indirect costs calculated above.

Program A - MTDC	\$7,250,000
+ Indirect Facilities Costs Allocated to Program A	\$400,000
Program A - MTC	\$7,650,000
Program B - MTDC	\$1,500,000
+ Indirect Facilities Costs Allocated to Program B	\$160,000
Program B - MTC	\$1,660,000
Fundraising - MTDC	\$250,000
+ Indirect Facilities Costs Allocated to Fundraising	\$40,000
Fundraising - MTC	\$290,000
Program A - MTC	\$7,650,000
Program B - MTC	\$1,660,000
Fundraising - MTC	\$290,000
Total MTC	\$9,600,000
Program A - MTC	\$7,650,000
Program B - MTC	\$1,660,000
Fundraising - MTC	\$290,000
Total MTC	\$9,600,000

Step 5: Calculate the total indirect administration costs.

Indirect Administration Costs	\$1,200,000
+ Indirect Facilities Costs Allocated to Administration	\$200,000
Total Indirect Administration Costs	\$1,400,000

Step 6: Calculate the indirect cost rate by dividing the total administration costs by the total modified costs.

Total Administration Costs	\$1,400,000
÷ Total MTC	\$9,600,000
Indirect Cost Rate	14.58%

Step 7: Allocate "Administration" costs to all benefiting programs and activities based on modified total costs.

Indirect Administration Costs Allocated to Program A	\$1,115,625	= \$7,650,000 x 14.58%
Indirect Administration Costs Allocated to Program B	\$242,083	= \$1,660,000 x 14.58%
Indirect Administration Costs Allocated to Fundraising	\$42,292	= \$290,000 x 14.58%

D.4 - Negotiated Indirect Cost Rate Example

ABC, Inc. operates two programs and has a negotiated indirect cost rate. The negotiated indirect cost rate agreement indicates the Agency's indirect cost rate is 15% and the distribution base is total direct costs excluding capital expenditures and equipment. ABC, Inc. reported the following costs:

	Program A	Program B
Salaries	\$ 2,000,000	\$ 1,250,000
Benefits	\$ 1,100,000	\$ 400,000
Capital Expenditures	\$ -	\$ 200,000
Equipment	\$ 60,000	\$ 15,000
Travel	\$ 40,000	\$ 25,000
Materials and Supplies	\$ 60,000	\$ 35,000
Total Direct Costs	\$ 3,260,000	\$ 1,925,000

Step 1: Calculate the direct costs distribution base for each program as required by the negotiated indirect cost rate agreement.

	Program A	Program B
Salaries	\$ 2,000,000	\$ 1,250,000
Benefits	\$ 1,100,000	\$ 400,000
Travel	\$ 40,000	\$ 25,000
Materials and Supplies	\$ 60,000	\$ 35,000
Direct Costs Base ⁽¹⁾	\$ 3,200,000	\$ 1,710,000

⁽¹⁾ Direct cost base does not include capital expenditures and equipment.

Step 2: Calculate the indirect costs charged to each program by multiplying the direct costs base for each respective program by the negotiated indirect cost rate.

	Program A	Program B
Direct Cost Base	\$ 3,200,000	\$ 1,710,000
x Indirect Cost Rate	15%	15%
Indirect Costs Charged	\$ 480,000	\$ 256,500

D.5 - De Minimis Rate Example

ABC, Inc. operates two programs and reported the following direct costs:

	Program A	Program B
Salaries	\$ 750,000	\$ 100,000
Benefits	\$ 250,000	\$ 20,000
Equipment	\$ 50,000	\$ 5,500
Travel	\$ 20,000	\$ 7,000
Materials and Supplies	\$ 40,000	\$ 4,000
Rent	\$ 60,000	\$ 12,000
Total Direct Costs	\$ 1,170,000	\$ 148,500

Step 1: Calculate the modified total direct costs (MTDC)⁽¹⁾ for each program.

- ⁽¹⁾ MTDC includes all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$50,000 (effective October 1, 2024) of each subaward (regardless of the period of performance of the subawards under the award). It excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs, and the portion of each subaward in excess of \$50,000 (effective October 1, 2024).

	Program A	Program B
Salaries	\$ 750,000	\$ 100,000
Benefits	\$ 250,000	\$ 20,000
Travel	\$ 20,000	\$ 7,000
Materials and Supplies	\$ 40,000	\$ 4,000
MTDC⁽¹⁾	\$ 1,060,000	\$ 131,000

- ⁽¹⁾ MTDC does not include the costs of equipment and rent.

Step 2: Calculate the indirect costs charged to each program by multiplying the MTDC for each respective program by the 15% de minimis rate (effective October 1, 2024)

	Program A	Program B
MTDC	\$ 1,060,000	\$ 131,000
x De Minimis Rate	15%	15%
Indirect Costs Charged	\$ 159,000	\$ 19,650

ATTACHMENT B

**ADVOCACY SERVICES FOR CHILDREN AND YOUTH IMPACTED BY CHILD TRAFFICKING
LIST OF AGENCIES
WITH COVERAGE AREAS**

SERVICE PLANNING AREA (SPA)	SUPERVISORIAL DISTRICT (SD)	AGENCY NAME	CONTRACT PERIODS					MAXIMUM CONTRACT AMOUNT
			7/15/26 to 7/14/27	7/15/27 to 7/14/28	7/15/28 to 7/14/29	7/15/29 to 7/14/30	7/15/30 to 7/14/31	
1,2,4	1,2,4,5	Inner Circle Foster Family Agency, Inc.	\$900,000.00	\$900,000.00	\$900,000.00	\$900,000.00	\$900,000.00	\$4,500,000.00
3,5,6	1,3,5	Optimist Boy's Home and Ranch, Inc.	\$900,000.00	\$900,000.00	\$900,000.00	\$900,000.00	\$900,000.00	\$4,500,000.00
ANNUAL CONTRACT AMOUNT:			\$1,800,000.00	\$1,800,000.00	\$1,800,000.00	\$1,800,000.00	\$1,800,000.00	
MAXIMUM CONTRACT AMOUNT:								\$9,000,000.00

While agencies are expected to provide First Responder Protocol (FRP) responses within 90 minutes for children/youth recovered in their area, awarded FRP agencies are also expected to provide ongoing advocacy services for children/youth, wherever they may reside or if replaced in foster care in San Bernardino or Orange County, as continuity of services is deemed a critical component of the Advocacy Services Program. Awarded agencies are expected to receive approximately 125 annual Advocacy Services referrals based on needs of the child/youth in order to ensure that identified children/youth in Los Angeles County have access to these critical services.



JENNIFER TROIA
DIRECTOR

CALIFORNIA HEALTH & HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES

744 P Street, Sacramento, CA 95814
www.cdss.ca.gov



GAVIN NEWSOM
GOVERNOR

April 18, 2025

Leticia Torres-Ibarra, Division Manager
Contracts Administration Division
Department of Children and Family Services
County of Los Angeles
510 S. Vermont Avenue
Los Angeles, CA 90020

SUBJECT: APPROVAL FOR A FIVE-YEAR CONTRACT TERM WITH ADVOCACY SERVICES FOR CHILDREN AND YOUTH IMPACTED BY CHILD TRAFFICKING

Dear Ms. Torres-Ibarra:

By letter dated April 1, 2025, the County of Los Angeles (County) requests approval for a five-year contract term with Advocacy Services for Children and Youth Impacted by Child Trafficking. The County's request is made pursuant to California Department of Social Services (CDSS) Manual of Policies and Procedures (MPP), Section 23-621, Contract Periods, Subsection 23-621.15, "Contracts for periods longer than those stated above shall be allowed only if CDSS approval is obtained prior to the start of the procurement process." The CDSS approves the County's request for a five-year contract term.

California created the Commercially Sexually Exploited Children (CSEC) Program which authorizes the use of CSEC Program funding for prevention and intervention activities and services to children who are victims, or at risk of becoming victims, of commercial sexual exploitation. The CSEC Program requires training for Department of Children and Family Services (DCFS) Children's Social Workers and the Probation Department's Deputy Probation Officers to identify, intervene, and provide case management services to children who are victims of, or at risk of commercial sexual exploitation.

In addition, the CSEC Program requires data collection concerning children who are commercially sexually exploited and requires counties participating in the Program to develop inter-agency protocol to be utilized to serve sexually exploited children who are a dependent child of the juvenile court.

The County's letter states that the five-year term will allow more time to assess the services needed, improve the next solicitation resulting in a more impactful program, and reduce cost related to staff hours and solicitation costs.

Under MPP 23-621.15, county contracts may have longer than a three-year term if CDSS approval is obtained prior to the start of the procurement process.

DCFS plans to release a Request for Proposal for replacement contracts in May 2025. The County has submitted its request to CDSS for a five-year term prior to the start of the procurement process. In addition, to abiding by the procedural requirement for requesting a longer contract term, the five-year term will allow for improved CSEC Program services and reduce staffing and advertisement costs.

CDSS approves the request for a five-year contract term.

For comments or questions, I may be reached at Sharon.Hoshiyama@dss.ca.gov.

Sincerely,

A handwritten signature in cursive script that reads "Sharon Hoshiyama".

Sharon Hoshiyama, Section Chief
Grants, MOU, and Child Care Direct Services