STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
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July 29, 2019

ALL COUNTY INFORMATION NOTICE NO. I-50-19

TO: ALL COUNTY CHILD WELFARE DIRECTORS
ALL COUNTY BOARDS OF SUPERVISORS
ALL COUNTY PROBATION OFFICERS
ALL CHIEF PROBATION OFFICERS
ALL TITLE IV-E AGREEMENT TRIBES
ALL CHILD WELFARE SERVICES PROGRAM MANAGERS

SUBJECT: HARM REDUCTION SERIES – PROBATION OFFICER

REFERENCE: SENATE BILL (SB) 855 (STATUES OF 2014, CHAPTER 29); WELFARE AND INSTITUTIONS CODE SECTION 16524.6 – 16524.11; SB 1322 (STATUES OF 2016, CHAPTER 654); ALL COUNTY INFORMATION NOTICE (ACIN) NO. I-79-17, DATED DECEMBER 4, 2017; ALL COUNTY INFORMATION NOTICE (ACIN) NO. I-59-18, DATED SEPTEMBER 14, 2018

The purpose of this ACIN is to inform county juvenile justice departments and other interested service providers of the attached California Department of Social Services Harm Reduction Series - Probation Officer. The California Department of Social Services (CDSS), in collaboration with a multidisciplinary team of subject matter experts, has identified the harm reduction approach as an emerging practice for serving children and youth abused through commercial sexual exploitation. This guide is intended to provide an overview of how probation officers may apply a harm reduction approach in their practice, including a sampling of strategies that may be of benefit when engaging with commercially sexually exploited (CSE) children and youth.

BACKGROUND

In 2016, Senate Bill (SB) 1322 amended the Penal Code to prevent children from being arrested or charged with specified offenses related to prostitution. Recognizing that children who are sexually trafficked are victims of child abuse, this change reiterated that these children may fall within the jurisdiction of child welfare. However, a youth who is a victim of commercial sexual exploitation may also be involved with the juvenile

justice system for other reasons, or may become a victim while they are already under the supervision of probation. Although a youth may not be charged with certain crimes related to prostitution, probation officers continue to play a critical role in identifying and meeting the needs of CSE children and youth who are otherwise involved in the juvenile justice system.

Although there are evidence-based practices, such as trauma focused cognitive behavioral therapy, that have shown to be successful in intervening with victims of commercial sexual exploitation, there are no specific practices that have been identified solely for serving exploited youth. Therefore, the CDSS has identified the harm reduction approach as an emerging practice for engaging CSE children and youth.

HARM REDUCTION SERIES – PROBATION OFFICER

As defined in ACIN I-59-18, An Introduction to the Harm Reduction Series, the harm reduction approach is not intended to change the youth, but to reduce the reliance or desire to engage in an exploitive situation. Harm reduction acknowledges that youth may continue to engage in unsafe behavior even while accessing services, and promotes long term safety through the achievement and recognition of short-term incremental gains. Probation officers play a key role in referring, navigating and coordinating the systems of care that deliver services to CSE children and youth. Thus, probation officers have direct impact over the external changes necessary to ensure the totality of a youth's needs are met, and more specifically, the needs that the exploitive situation was, or currently is, meeting. The attached Probation Officer Practice Guide explores ways in which probation officers can utilize harm reduction as a framework from which they derive specific strategies for serving victims of commercial sexual exploitation. (See Attachment A – Probation Office Practice Guide)

COMMERCIALLY SEXUALLY EXPLOITED CHILDREN (CSEC) TRAININGS

For additional information and training opportunities related to CSEC, the CDSS has made available the following statewide training resource: The California Social Worker Education Center's 90-minute online training, Commercially Sexually Exploited Children Awareness Training Module. For county specific training opportunities, please contact your County's CSEC Coordinator directly. (See Attachment B – County CSEC Coordinator List)

CONTACT INFORMATION

Additional questions and information related to the Harm Reduction Series and the

forthcoming guidance pieces can be directed to the Child Trafficking Response Unit within the Child Welfare Policy and Program Development Bureau, at (916) 651-6160 or CSECProgram@dss.ca.gov.

Sincerely,

Original Document Signed By:

MARY SHEPPARD, LCSW
Branch Chief
Child Protection and Family Support
Children and Family Services Division

Attachment

c: County Welfare Directors Association
Chief Probation Officers of California

HARM REDUCTION SERIES

PROBATION OFFICER

2019

CHILD TRAFFICKING RESPONSE UNIT

CDSS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

CTRU Child Trafficking Response Unit

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Probation Officer's Role in Utilizing Harm Reduction Strategies with Commercially Sexually Exploited Youth

Juvenile Probation Departments across California work tirelessly to assess, treat, support and rehabilitate the young people involved in the juvenile justice system. Of those youth, a significant number are at risk for, or are victims of, commercial sexual exploitation. It is not uncommon for commercially sexually exploited (CSE) youth to become entangled with the juvenile justice system as a result of their exploitation. Exploiters often force youth to hold/sell substances, commit assault, and recruit other victims.

Similarly, some youth who lack basic necessities and are trading sex, may also be arrested for stealing something as simple as hygiene products. Given that CSE youth are likely to become involved with the juvenile justice system, juvenile probation departments have been charged with the difficult task of balancing meeting the needs of CSE youth while simultaneously holding them accountable for the fulfillment of their probation requirements.

In 2016, Senate Bill (SB) 1322[1] amended the Penal Code to prevent children from being arrested or charged with specified offenses related to prostitution. Recognizing that children who are sexually trafficked are victims of child abuse, this change reiterated that these children may fall within the jurisdiction of child welfare. However, a youth who is a victim of commercial sexual exploitation may also be involved with the juvenile justice system for other reasons, or may become a victim while they are already under the supervision of probation.

Although a youth may not be charged with certain crimes related to prostitution, probation officers continue to play a critical role in identifying and meeting the needs of CSE children and youth who are otherwise involved in the juvenile justice system. County child welfare workers and probation officers must collaborate to identify which system may best serve the youth, or for dual status counties, to determine whether it is in the best interest of the youth to be served by both systems.

> ***Probation officers have direct impact over the external changes necessary to ensure the totality of a youth's needs are met, and more specifically the needs that the exploitive situation was, or currently is, meeting.***

CSE youth can be challenging to serve due to the complex trauma symptoms associated with their prior abuse and neglect, their exploitation, the exploiter's manipulation, and lack of available specialized resources. This results in difficulty engaging in services, remaining in placement, and at times, complying with other terms of probation. All youth, and especially CSE youth, require a practice approach that is flexible, consistent, and focused on serving their whole being, not solely their exploitive history.

Utilizing a harm reduction approach addresses the delicate balance that probation officers must manage to ensure the safety and well-being of the youth and community, while supporting the entirety of a youth's needs. The approach acknowledges that youth may continue to engage in risky behaviors, such as substance use or posting provocative pictures of themselves on social media, which could result in a violation of their terms of probation. Contrary to traditional approaches, harm reduction instead prioritizes long-term safety; recognizing lasting change is not immediate, building trust takes time, and returning to exploitive situations is a part of the healing process. At times this may feel uncomfortable, but harm reduction reminds us that attempting to exert control over young people, particularly CSE youth, serves only to push them away. The approach is grounded in the principle that short-term incremental gains will lead to long-term stability and safety.

Harm reduction also reminds providers that change is both an internal and external process. Probation officers play a key role in referring, navigating, and coordinating the systems of care that deliver services to CSE youth. Thus, probation officers have direct impact over the external changes necessary to ensure the totality of a youth's needs are met, and more specifically the needs that the exploitive situation was, or currently is, meeting.

Adoption of Harm Reduction in Philosophy and Practice

The application of a harm reduction framework extends beyond the case carrying probation officers and includes supervisors, leadership, placement officers, school resource officers, court and juvenile hall staff, among others. The harm reduction approach requires systemic adoption —meaning it must be incorporated into practice at the case carrying level as well as be adopted by supervisors and executive leadership to ensure systemic buy-in and sustainability.

This multi-tiered buy-in is critical to effectively implementing and reaching intended outcomes, which include: building the youth's sense of authority, establishing healthy relationships with adults and peers, achieving lifelong safety, and readily accessing appropriate resources, among others. It is similarly imperative that all the partnering agencies involved in the youth's life adopt and utilize harm reduction principles.

> ***...harm reduction reminds us that attempting to exert control over young people, particularly CSE youth, serves only to push them away.***

Scenario

Below is a hypothetical scenario that will be used to identify ways a probation officer can utilize a harm reduction approach while working with a CSE youth in out-of-home placement:

Rose is a 16-year-old female with dual jurisdiction. She has been under the care and supervision of the probation department for a year, and the child welfare department for a year and a half. Since that time, she has been in two different placements; a foster home and a group home, which she left most recently. She is on wardship probation for misdemeanor battery charges incurred three months ago. She has a history of being exploited and was recently incarcerated for violating probation by assaulting another youth in her placement. Rose is currently in juvenile hall, while her probation officer, Laura, works to identify a more appropriate placement. Rose is close with her mother and younger brother who is in another foster home placement. She has inconsistent visits with her mother due to the mother's addiction and lack of stability. She also does not have consistent contact with her brother due to her frequent absences from placement, but notes that he is very important to her. Rose loves basketball, shopping, and spending time with her friends, but has a difficult time describing a future for herself. It is suspected she is actively using marijuana and cocaine. Rose is friends with several other known victims of commercial sexual exploitation. She is struggling with managing her emotions when triggered, as evidenced by a short temper, withdrawing to her room, and occasional self-harming behavior.

While the above scenario and ensuing guidance highlights youth in out-of-home placement, the same strategies listed can be applied and adapted to youth receiving in-home supervision through juvenile probation.

Teaming

A collaborative approach is essential to effectively serving CSE youth[2]. A youth's support team is key in meeting the totality of the youth's needs, and thus critical to a probation officer's ability to successfully supervise a youth's case. In Rose's situation, her team could be of great support to her during this transitional time. At Rose's disposition hearing, Laura arrives to the court room during calendar call. Laura is pleased to see that Rose's child welfare social worker, counselor, and advocate are also present for the hearing.

Laura utilizes time before Rose's hearing to offer some context to her latest report for the judge, public defender, and district attorney. Laura emphasizes that while Rose made a poor choice in assaulting the other youth, she has been working closely with her counselor and attending school regularly. Laura asks the court to acknowledge these positive choices while speaking to Rose once her case is called, and praise her for the growth she's demonstrating.

Other Strategies to Consider

- *Host a team meeting (such as a Child Family Team (CFT)[3] at juvenile hall to identify a plan for transition out of custody.*
- *Ensure youth's team, including family if appropriate, is on the approved list of visitors to promote continuity of care while in custody.*

- *Maintain consistent contact with the youth's counselor to determine common triggers and which healthy coping strategies they are using.*
- *For non-dual status counties, when conducting the 241.1 process[4] , keep in mind both child welfare and probation departments have the capacity to implement harm reduction strategies while assessing which system can best serve the youth.*
- *Encourage youth voice and choice; the youth's participation in decisions and whom is part of their support team.*

Placement

During the pre-meet prior to Rose's hearing, Laura requests the judge make a general placement order, therefore allowing the probation department to collaboratively assess placement options with Rose's input, garnering buy-in while keeping Rose close enough to her family for ongoing visits and contact.

Once the placement order is made, Laura invites a few placement providers to meet with Rose and discuss their programs.

In this circumstance, it is important for Rose to be able to learn about potential placements and hear her options be described by the person most familiar with each program or home. This will help determine fit and appropriateness. It is important to note that youth may initially refuse a certain placement because it can be a lot to digest, but that initial refusal should not lead to that placement being permanently removed from the list of options.

Other Strategies to Consider

- *Ask the youth what about a particular placement they liked. For example, the activities, the approach to home passes, the available resources, etc.*
- *Create a pros/cons list for each placement option to help the youth weigh their options and make an informed decision.*
- *Identify a point person within the department responsible for maintaining knowledge of*

existing placement options, including visiting those placements when possible. Familiarity with placement providers and facilities allows a placement officer to more efficiently match a youth's interests, personality and most importantly, needs, with a particular placement, which, ideally, will ensure a more successful fit.

- *When knowledge of a placement is unknown to the case carrying officer, collaborate with the placement provider and the youth to determine best fit together.*
- *Facilitate a conversation, or visit, between a proposed placement and the youth.*
- *Train members of the Inter Agency Placement Committee in understanding and recognizing harm reduction strategies while determining the appropriateness of placements.*

- *Ensure placement's capacity to support and maintain strong connections with approved support people, regardless of proximity.*
- *If necessary, educate the placement provider on commercial sexual exploitation and harm reduction strategies. Assist the provider in understanding the youth's strengths and challenges where appropriate.*
- *While out-of-county/state placements may appear ideal, consider the youth's buy-in and willingness to engage in a program of that distance. While distance can remove a youth from a harmful situation, and feels better to the providers because they are far away from the harmful situation, it may have more detrimental effects by severing familial and community bonds. Additionally, there is no current research regarding whether a long distance placement will promote long-term safety, stability, or well-being. More importantly, consider what will be accomplished by this move including the youth's ability to successfully transition back to the community.*
- *Utilize a "meet in the middle" mindset; consider what external changes can be implemented to support a youth's engagement in placement. For example, would increased visits with a family member, or opportunities for independence (trips to the mall, attending movies with peers) allow for a larger commitment to the placement. Avoid setting hard limits or attempting to exert control, understanding that while some decisions may not be ideal, they may be more realistic for that youth's engagement and success.*
- *Use reasonable discretion while labeling a youth absent without leave (AWOL) and recognize the long term ramifications associated with each AWOL occurrence. Differentiate the circumstances between a youth leaving placement without permission and truly not knowing their whereabouts, versus a youth leaving placement without permission, yet identifying where they are going, as well as their anticipated time of return.*

Further, be mindful of choice, and understand a youth may not be "choosing" to abscond from placement/ supervision, but rather feel they do not have a choice but to leave due to threats or feelings of obligation to traffickers.

- *Work with caregiver/placement provider to develop reasonable consequences. Some placement providers may defer to the probation officer as the primary authoritative figure; however, this does not have to be the case within placement and home settings. Remind and empower caregiver/placement provider to exercise the Reasonable and Prudent Parent standards[5]. Similarly, work with school providers to honor natural consequences versus deferring to the probation officer for action.*
- *Consider creating an emergency phone line for afterhours that placement providers or caregivers can reach in case of a crisis. Similarly, consider collaborating with local 211[6] providers to be aware of this phone number and connect youth should they call in. If created, ensure the afterhours emergency phone line is knowledgeable of available mental health supports should the need arise.*

Safety Planning

While facilitating the conversation with Rose, Laura acknowledges that it is normal to feel uncomfortable or uneasy while entering a new placement and validates Rose's anxiety and potential urge to leave. Laura asks Rose to define what safety means to her. Laura may also share how she defines Rose's safety, while still honoring her definition. The safety plan should include: realistic strategies to adhere to the terms of her probation, identifying a safe person, noting how frequently Rose will contact them, identifying safe places to go in the community if she feels unsafe, identifying a safety word or phrase to be used during times of emergency, and identifying coping strategies should she feel an urge to leave placement without permission or the desire to use marijuana or cocaine[7]. Laura also encourages Rose to openly communicate with her, explaining that if she is aware of any issues in advance this may impact what Rose can or cannot be violated for. Laura then reviews with Rose the consequences for violating her probation terms.

As mentioned in the scenario above, Rose's involvement in commercial sexual exploitation continues to place Rose at risk. Safety planning is an effective engagement strategy to address the continued risk to a youth, while allowing the youth to develop their own sense of power and have a voice in developing their case plan. In this situation, Laura acknowledges Rose's willingness to meet with her and collaboratively identify a plan that will help her remain safe while entering a new placement and abide by the terms of her probation, which include: refraining from unapproved social media activity, discontinuing substance use and participating in drug testing administered by Laura, adhering to curfew and "stay away" areas, attending school, and participating in 25 hours of community service.

Other Strategies to Consider

- *Allow the youth to be the lead in creating their safety plan.*
- *To ensure transparency, clarify non-negotiables and have the youth be part of this planning process to encourage trust.*
- *Provide the youth contact information to shelters, Child Protective Services hotline, advocacy agencies, health and mental health care providers, and emergency services in anticipation of crisis.*
- *Create the plan in coordination with the youth, family and/or caregiver. It should also be shared, with the youth's permission, and agreed to by the other partnering agencies involved in the youth's life.*
- *Utilize Safety Mapping[8] tools to assist youth in visualizing where they hope to be as well as to help create a shared understanding amongst the team members, youth and social worker. These plans can be focused on either the short or long-term, or both.*

- *Utilize solution-focused questions to empower the youth to be the curator of their own safety. For example, if the youth's brother is an important person in the youth's life asking, "What would your brother think safe means for you?" Or, "I noticed you chose not to leave yesterday. What was different about yesterday?"*
- *Normalize feelings of anxiety and urges to leave placement.*
- *Acknowledge the youth's feelings of connectivity to their exploiter, if applicable. It is important to recognize that it is less about the individual whom they attach to and more important to see and respond to the connection. This illustrates to the youth that their feelings are of value and not shameful or wrong, conveying safety and trust. This can later be used as a platform to discuss healthy relationships and assist the youth in defining what love looks and feels like to them. In addition, it is a way to begin identifying the needs the exploiter was fulfilling within a youth, and outlining that which needs to be met within the contexts of the systems serving the youth.*

- *Create a plan for when/if a youth leaves placement, identifying resources and a plan for meeting ongoing needs if the youth will not return home/to placement. For example, where can a youth seek safety, access food and health care services, and whom can they contact in an emergency? This is also an opportunity to discuss with a placement provider expectations regarding a youth returning following an absence from placement.*
- *Share the safety plan with all parties of the treatment team, including those identified within the safety plan.*
- *Clearly define each agency's roles and responsibilities in creating and implementing the plan.*
- *The safety plan should include a location the youth can seek safety at any hour of the day- consider nontraditional locations which may include peer's home's, relatives, or those persons identified in the safety plan.*

- *Encourage the youth and team to think about the safety plan as a dynamic and ever-evolving set of guidance. They can be created and updated in any situation or circumstance and do not require a formal process. Meaning, it is appropriate to develop safety plans while the youth is in custody, absent from placement, and preparing for placement changes.*
- *Discuss scenarios in which the youth would utilize their safety plan once it is made. For example, practice making phone calls when reaching out for help, remembering phone numbers in case youth may not have their phone, or asking the youth to share with you whom they would call in case of an emergency in the middle of the night.*
- *Develop appropriate strategies and plans with the youth's support team and providers for what should occur when the youth returns to care following an absence from placement. Consider where youth will be placed, whom the youth may contact, how basic needs will be assessed and provided, and most importantly, how a youth will be engaged and reintegrated upon return to care. How the youth is received and welcomed back can impact their feelings of importance and value.*
- *Remind youth that as a probation officer, you are a resource to them. Reaching out or communicating with you, even when AWOL, will not necessarily result in a violation of probation.*

Immediate Needs and Well-Being

Upon learning Rose has left her placement without permission (commonly known as AWOL), Laura attempts to expeditiously locate her, as required by Welfare and Institutions Code Section 16501.35[9]. This includes checking Rose's social media accounts, looking for postings involving Rose on known trafficking websites, interviewing staff and other youth from the Short Term Residential Therapeutic Program (STRTP) she was placed in, speaking with Rose's social worker, and contacting Rose's mother to ask if she has any ideas of where Rose could be. With no leads, Laura texts Rose and pleads with her to at least let her know she's safe, even if she's not willing to disclose where she is. A few days later Rose responds and shares that she's safe, but unwilling to return to the STRTP. Laura thanks Rose for her reply and shares her relief that Rose is safe.

Laura asks if there are any immediate needs Rose has that she could help meet. She asks Rose to commit to staying connected with her while absent from placement and updates her safety plan over the phone. Laura then suggests scheduling a CFT meeting where Rose can meet with her support system and discuss her recent triggers, placement options, and any other concerns Rose identifies. Laura is transparent with Rose in sharing that if Rose attends the CFT while absent from placement, Laura would be obligated to execute the active warrant.

Laura and Rose discuss options which include Rose returning to her previous placement and coming back into care willingly, preventing the need for her to be taken into custody.

Once Rose agrees to attend the CFT and return to her previous placement, Laura connects with Rose's social worker Greg to convene the meeting as soon as possible. On the morning of the CFT, Rose meets her team at the meeting. Laura takes a few minutes before the meeting begins to check in with Rose about her immediate needs—asking if Rose needs something to eat, medical attention, or a private space to talk with anyone on her treatment team.

Other strategies to consider:

- *Make every effort possible to meet whatever needs the youth identifies, regardless of whether practitioners may define them as truly "immediate."*
- *Retain, or retrieve the youth's belongings while they are missing from placement so they have access to their clothing and personal property immediately upon return.*
- *Acknowledge every success, or improvement, no matter how minimal it may seem. Determine the primary factors that contributed to the youth running away or otherwise being absent from care[10].*
- *Continue attempts to engage with youth while they're absent from placement.*
- *Clear bench warrants as soon as possible. Consider clearing a warrant via phone to avoid an unnecessary trip to court or detention in juvenile hall.*

Ongoing Engagement

The scenario described above, details a crisis situation a youth and probation officer may encounter. However, a harm reduction approach should be utilized and applied in all situations and instances of engagement with a CSE youth. Below are strategies to consider during ongoing engagement with CSE youth:

- *Maintain the same probation officer for the duration of case when possible.*
- *Match youth with a probation officer based on best fit. Make changes to the assigned probation officer if it is not a good fit.*
- *Identify the youth's interests and goals, outside of typical ones such as high school completion, allowing for more individualized treatment planning and support. This includes getting to know the youth's hobbies and passions, then connecting to those activities when possible.*
- *Be mindful of body language when engaging and interacting with youth. For example, appearing shocked by, or disinterested in, a situation a youth describes may make them feel like they cannot or should not confide in you.*
- *Be mindful of the circumstances that may have contributed to the youth's involvement in the juvenile justice system versus focusing solely on the action itself that resulted in an arrest.*
- *Start small; get to know the youth as a young person versus solely as a victim or offender.*
- *Use ongoing transparency while case planning and report writing*
- *Explain to the youth the role and obligations a probation officer has to the court. Be flexible and meet the youth where they are both figuratively and literally*
- *Ask the youth their preferred communication method, whether phone, text, or social media.*
- *Encourage building a relationship with other team members in case the youth is unable/ unwilling to communicate with the assigned probation officer.*
- *Working with the CFT, identify the push and pull factors that impact the youth's decision to leave placement. For example, what might they be running from or to? Use these factors to help create an environment or plan that is supportive of the youth's wants and needs*
- *Recognizing that youth often respond well to otherwise difficult conversations in informal settings, such as car rides or while on a walk, use every interaction as an opportunity to build rapport and a trusting relationship with the youth*
- *Coach the youth on ways in which social media can be used as a positive form of communication and relationship building. Discuss the dangers and repercussions of using social media or other websites for concerning activity*

What to Avoid

A harm reduction approach ultimately requires patience, consistency and a recognition that lasting change will take time. Most importantly, probation officers should understand that when a youth is being exploited, a rescue mentality that seeks an immediate and complete break in the abusive relationship has proven ineffective. It is important to recognize that a youth's exploitation is not a choice they made. Assuming that it is will result in a youth's disengagement and distrust. At the same time, it is not the probation officer's role to convince the youth that they are a victim of sexual exploitation, as youth may not understand the dynamics and psychological coercion that may keep them in an exploitive situation. Below are other things to avoid when working with youth abused through commercial sexual exploitation:

Do not:

- *Solely focus on the exploitive situation, as opposed to the holistic needs and interests of the youth.*
- *Engage in behavior that is clearly outside of your role or may be viewed as exploitive, such as using your authority to exert power inappropriately. For example, utilizing or leveraging a violation of probation as a means to achieve an outcome. Instead, maintain healthy boundaries and consistency.*
- *Utilize a punitive approach, such as issuing a violation of probation unnecessarily.*
- *Take a youth's slow progress, or a lack thereof, personally.*
- *Make assumptions before understanding the entirety of a youth's circumstances.*
- *Pass judgment on a youth's choices, behaviors, and/or experiences.*
- *Disregard the impact of trauma on a youth's behaviors.*
- *Blame or shame a youth about their choices and/or experiences.*
- *Lie or omit information from the youth or their family/support system.*

Conclusion

Juvenile Probation Departments can better serve CSE youth by focusing on the short-term incremental achievements gained through the use of harm reduction strategies that will ideally result in significant, long-term progress. These strategies are the building blocks a youth needs to create a life outside of exploitation. Utilizing a harm reduction approach allows for authentic engagement that builds trust and relationships while empowering the youth; all of which are instrumental in effecting positive change and lasting outcomes, including reducing recidivism. Youth crave a positive, consistent, and trustworthy adult in their lives – for many CSE youth, their trafficker exploits this need. A probation officer has the opportunity to be a positive, adult role model and dispel the messages an exploitive situation tells youth about themselves. It is important to remember that serving CSE youth is challenging and often heartbreaking. It will take time and there will be set backs. Not every strategy will be successful every time, but it is vital to not give up. Harm reduction is an approach most successful when used consistently. Further, it is important to practice self-care and be cognizant of the impacts of vicarious trauma.

CTRU
Child Trafficking Response Unit

Contact Information

For further information relative to CSE youth, the California Department of Social Services has made available a free, 90-minute online learning module at the California Social Worker Education Center's link. For county specific training opportunities, please reach out to your county's designated CSEC point of contact. A list of each identified contact can be found attached to ACIN I-28-19.

Resources

1 All County Information Notice (ACIN) I-79-17

2 Kate Walker, California Child Welfare Council, Ending The Commercial Sexual Exploitation of Children: A Call for Multi-System Collaboration In California (2013), available at, https://youthlaw.org/wp-content/uplo−−ads/2015/01/Ending-CSEC-A-Call-for-Multi-System_Collaboration-in-CA.pdf

3 All County Information Notice (ACIN) I-14-18

4 Welfare and Institution Code § 241.1

5 Reasonable and Prudent Parent Standard

6 211. Get Connected. Get Answers

7 All County Letter (ACL) 17-107

8 Safety Organized Practice: Safety Mapping Quick Guide

9 Senate Bill 794

10 All County Letter (ACL) 16-15

California Department of Social Services
Child Welfare Policy & Program Development Bureau
744 P Street | MS 8-11-87
Sacramento, CA 95814
http://www.cdss.ca.gov/inforesources/Child-Welfare-Protection/Child-Trafficking-Response

Coordinator Lists - FY 2019 - 2020
Updated 07/22/19

COUNTY	CONTACT NAME	PHONE	E-MAIL
Alameda	Connie Linas	(510) 780-8899	linasc@acgov.org
Alpine	Jeffrey McKay	(530) 694-2235	Jmckay@alpinecountyca.gov
Amador	Suzanne Ballen	(209) 223-6651	Sballen@amadorgov.org
Butte	Cathy Jones	(530) 538-3707	cljones@buttecounty.net
Calaveras	Mayle Johnson	(209) 754-6548	mjohnson@co.calaveras.ca.us
Colusa	Crystal Painter	(530) 458-0740	Crystal.Painter@colusadhhs.org
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El Dorado	Leslie Griffith	(530) 642-4842	Leslie.Griffith@edcgov.us
Fresno	Danielle Nieto	(559) 600-6626	nietod@co.fresno.ca.us
Glenn	Kelly Scanlon	(530) 934-1436	kscanlon@countyofglenn.net
Humboldt	Jeremy Coleman	(707)388-6703	jcoleman@co.humboldt.ca.us
Imperial	Paula Llanas	(760) 337-3085	paulallanas@co.imperial.ca.us
Inyo	Marilyn Mann	(760) 873-6505	mmann@inyocounty.us
Kern	Erin Gillespie	(661) 631-6798	gillese@kerndhs.com
Kings	Patricia Shubert	(559) 852-2211	Patricia.Shubert@co.kings.ca.us
Lake	Kim Costa	(707) 262-4546	Kim.costa@lakecountyca.gov
Lassen	Lisa Chandler	(530) 251-8277	lchandler@co.lassen.ca.us
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Marin	Maria Affinito	(415) 473-7117	maffinito@marincounty.org
Mariposa	Peggy Walker	(209) 742-0908	pwalker@mariposahsc.org
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