



Results from the AB 2085 Training Focus Groups and Training Evaluations

November 3 – 19, 2025

Prepared for

Hillary Konrad
Office of Child Abuse Prevention Bureau Chief

Prepared by

Jessica Mattly, MBA
California Training Institute (CalTrin)

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Summary

CalTrin collected written evaluations and facilitated multiple focus groups to assess the applicability, clarity, and statewide scalability of the Los Angeles County AB 2085 Implementation training between November 3 and November 19, 2025. Overall, participants expressed strong support for the current AB 2085 training but consistently requested more precise guidance, statewide definitions, and practical tools to help translate the law into daily decision-making.

Across both data sources, participants emphasized the need for decision-making resources, such as customizable job aids, county-adaptable decision trees, and realistic case scenarios, to help mandated reporters distinguish between poverty and neglect and confidently determine when a report is required and when community support is appropriate.

Participants also described ongoing uncertainty and fear of liability, noting that the cultural shift introduced by AB 2085 requires unlearning decades of "report to be safe" practice norms. They stressed that without statewide alignment and clear consultation channels, mandated reporters are likely to default to over-reporting, particularly in rural regions with limited services or inconsistent protocols. Participants further requested options to replace or supplement LA-specific decision-making tools (such as the decision tree) with locally relevant tools, resources, and presenters.

Recommendations based on these findings were generated to support both training refinement and implementation strategy. For the AB 2085 statewide training redesign, participants recommended replacing county-specific examples, simplifying language around general neglect, and integrating flexible modules that can be tailored by county.

For the statewide rollout of the broader AB 2085 framework, participants emphasized the need for shared definitions across counties, clearer agreements on when to report versus when to support, and structured consultation pathways, such as hotlines, cross-agency communication protocols, and lived-experience presenters, to reinforce confident and consistent practice.

Introduction

PURPOSE

The AB 2085 focus groups and training evaluations were conducted to gather statewide feedback on the Los Angeles County-developed AB 2085 training and to explore how it could be adapted for use across all California counties. Participants represented a mix of county child welfare agencies, educators, and other mandated reporter stakeholders. Across all groups, the intent was clear: training on AB2085 is valued as a necessary supplement, but scaling it statewide requires clarity, consistency, and improved usability.

METHODS

Mandated Reporter Training Evaluation:

- 22 participants completed a full training evaluation survey

Focus Groups

- 7 Focus Groups were conducted
- 45 total participants attended
- Focus Group Dates & Attendance:

11/03/2025 | 3 participants

11/06/2025 | 5 participants

11/07/2025 | 6 participants

11/13/2025 | 9 participants

11/14/2025 | 6 participants

11/18/2025 | 10 participants

11/19/2025 | 6 participants

PARTICIPANT ROLES

Focus Groups: Attended

Participant Role Type	Count
Child Welfare Professionals	20
CAPC	13
County of Education	6
Child Care Providers	3
Mental Health Providers	1

PROCESS

Step 1: Participant Recruitment

- The OCAP team identified a target population of participants for the Focus Groups: (educators, child welfare professionals, community organization staff, mental health providers), and sent out an email invitation to potential participants, offering the opportunity to provide feedback about the Los Angeles County Implementing AB 2085 training and/or Focus Group participation.
- Reminder emails were sent (1-2 per participant) before each focus group and evaluation survey deadline.

Step 2: Focus Group Scheduling and Session Management

- A total of 7 focus group dates were scheduled, and participants were given access to register themselves to attend a date that best met their scheduling needs.
- All focus groups were conducted virtually using Zoom.
- Participants received reminder emails before their selected Focus Group date.
- General outline and questions asked during the Focus Groups:
 - Review of confidentiality and boundaries
 - Overall Training Experience: What helped? What could be changed?
 - If you were rating this training as-is as far as effectiveness in implementing AB2085, how would you rate? (Poll)
 - How comfortable would you be with implementing AB2085? What would make you more comfortable, etc.? (Poll)
 - What was most helpful about the AB2085 training?
 - Is there anything that was missing?
 - Were there any parts that felt confusing, redundant, or too LA-specific?
 - Did this training change how you think about when to report versus when to connect a family to community supports?
 - Do you feel that this training accurately reflects how AB2085 already applies to your county?
 - Training Adaptation: How can we make this feel relevant for every county?
 - What are the biggest challenges or barriers you face when deciding whether to report?
 - Which examples or tools from the LA training could work statewide without changes?
 - Did the five-step decision-making process make sense for your county context?
 - Which ones would need to be replaced or revised? (e.g., the Decision Tree or LA-based examples).
 - The LA training utilizes a Decision Tree tool. Which tools does your county currently utilize, if any? If you are not using a tool, how well would the LA tools work for you? Why or why not?
 - What kinds of examples, case studies, or language would make it feel more relevant to your region? Rural communities, specific populations, type of reporting structure, region-specific statistics/data, scenarios specific to the county, etc.

- Training Implementation: How can we realistically roll out the training in your county?
 - This training is considered a supplement to mandated reporter training, not a replacement. How is mandated reporter training currently delivered at your agency?
 - How could this training be implemented or integrated into your county? (e.g., onboarding, annual refresher, specialized training?).
 - Do they prefer self-paced, live virtual led, or in-person?
 - What barriers might prevent mandated reporters from completing or applying?
 - What would help increase participation? (maybe LMS access, printable job aids, facilitator guides?)
 - What motivates mandated reporters in your county to engage with a training like this?
- Final Reflection Question:
 - If you could give one piece of advice to the team updating this training – something that would make it relevant and/or actionable for your staff or county?

Step 3: Data Collection

- Training Evaluations
 - Participants were provided with two options for submitting their Training Evaluation after completing the Los Angeles AB 2085 Training:
 - Option 1: Email a copy of the completed Evaluation Worksheet to CalTrin.
 - Option 2: Submit feedback through the electronic Evaluation Worksheet Survey.
- Focus Groups
 - Recorded focus group 60-minute sessions via Zoom (chat and audio transcripts captured).

Step 4: Data Analysis

- Training Evaluations
 - Aggregate data reports generated through Alchemer.
- Focus Groups
 - Focus group transcripts analyzed to identify significant themes and common participant feedback.

CHALLENGES ENCOUNTERED

- **Focus Group No-Shows:** Several participants registered for focus groups but did not attend their scheduled sessions.
- **Training Evaluation:** The number of completed and submitted evaluation surveys was limited.

Implementing AB 2085: Guidance for Los Angeles County Training Evaluation Results

TRAINING EVALUATION RESULTS INTRODUCTION

The AB 2085 Training Evaluation gathered participant feedback on each lesson of the AB 2085 implementation training, which was initially developed by Los Angeles County and piloted with staff from counties across California. Respondents were asked to evaluate the usefulness, clarity, and applicability of each lesson, including the AB 2085 policy shift, the general neglect definition, and the five-step decision-making process. Participants also provided qualitative comments on the relevance of county-specific examples, the decision-making tools presented, and the likelihood of applying the training in real-world situations. The complete survey set is included in Appendix A.

Participants were asked to evaluate the following modules and content themes:

- **Lesson 1:** Introduction to AB 2085 and General Neglect
- **Lesson 2:** Why AB 2085 Was Necessary
- **Lesson 3:** Implementing AB 2085 to Support Families in Need
- **Lesson 4 (Optional):** Plan of Safe Care in Healthcare Settings
- **Lesson 5 (Optional):** Supplemental Module for Mandated Reporters in Education

TOP 5 THEMATIC INSIGHTS

The top five thematic insights from the completed training evaluations are summarized below. The full report is available in Appendix A.

1. Strong Support for the Purpose of AB 2085, but Limited Confidence in Application

Participants agreed that AB 2085 clarifies the definition of general neglect and establishes a more thoughtful approach to supporting families; however, many reported low confidence in knowing when community support is appropriate versus when a mandated report is required. Several respondents described a tension between legal safety and practical uncertainty, noting that the law feels clear, but applying it does not.

2. County-Specific Examples Increase Confusion

While participants valued the real-world examples included in the training, they frequently noted that Los Angeles–specific tools (such as the Decision Tree) limited the transferability of the content to their own counties. Respondents requested statewide alternatives, or templates that counties could adapt to local practices and partnerships. This was especially important in counties with limited services, rural constraints, or different definitions of available community supports.

3. High Interest in Decision-Making Tools and Concrete Job Aids

Across all evaluations, participants consistently asked for downloadable, tangible tools—such as checklists, scripts, and comparison charts—to help them explain decisions to supervisors, families, and partnering agencies. Several respondents emphasized that without these tools, AB 2085 risks becoming another initiative “understood in theory but not usable in practice.”

4. Request for Clarification on Definitions and Thresholds

Participants expressed uncertainty around where the threshold lies between neglect, poverty, and parenting decisions that may appear risky but do not rise to the level of harm. Respondents asked for clearer examples about:

- When something must be reported
- When to support a family
- How to differentiate conditions caused by poverty from reportable neglect

Many also asked for sample scripts, so they could speak confidently with caregivers about concerns without defaulting to reporting.

5. Training Format Well-Received but In Need of More Interaction

Respondents generally found the AB 2085 modules accessible and visually clear, but many noted that the lessons relied heavily on narration and slides. Participants requested:

- Shorter, segmented lessons
- More case-based activities
- Immediate knowledge checks
- Videos showing real application scenarios

Several recommended that lived-experience speakers be incorporated into future versions to ground the lessons in the realities of families affected by reporting decisions.

KEY THEMES & SUPPORTING QUOTES

1. Strong Support for AB 2085 Purpose and Direction

Participants expressed overall support for the training's intent and the shift toward more thoughtful decision-making around general neglect.

- *"Great training overall. I am looking forward to future updates."*
- *"Thank you for this training!!!"*

2. Need to Reduce Los Angeles–Specific Framing for Statewide Use

Multiple respondents noted that the training content was heavily branded for Los Angeles County and would need to be modified for a statewide rollout.

- *"It is branded LA County throughout, so creating a statewide version would be helpful."*
- *"Creating a standardized national MRT would be helpful for consistency."*

3. Requests for Clearer Decision-Making Tools and Structure

Participants consistently asked for more concrete tools to support the application of AB 2085 in practice.

- *"An FAQs section would be interesting to see."*
- *"Identifying the problem and the first steps is helpful, but more structure would help."*
- *"Graded checks for understanding after each module would be helpful."*

4. Desire for Greater Clarity Around Neglect Definitions and Legal References

Some participants requested more explicit legal framing and clarity around general neglect thresholds.

- *"Perhaps adding the WIC 300 Codes for General Neglect would help clarify expectations."*
- *"Adding more information about what it looks like in practice would be helpful."*

5. Sector-Specific and Practice-Specific Enhancements

Several responses suggested tailoring content more directly to professional roles and existing practice models.

- *"A more SDM-specific training for child welfare staff would be helpful."*
- *"There needs to be more recognition of how this applies across different systems."*

6. Recognition of Systemic and Implementation Challenges

A subset of feedback reflected broader system-level concerns affecting AB 2085 implementation.

- *"There are limited services in some areas, which impact how this can be applied."*

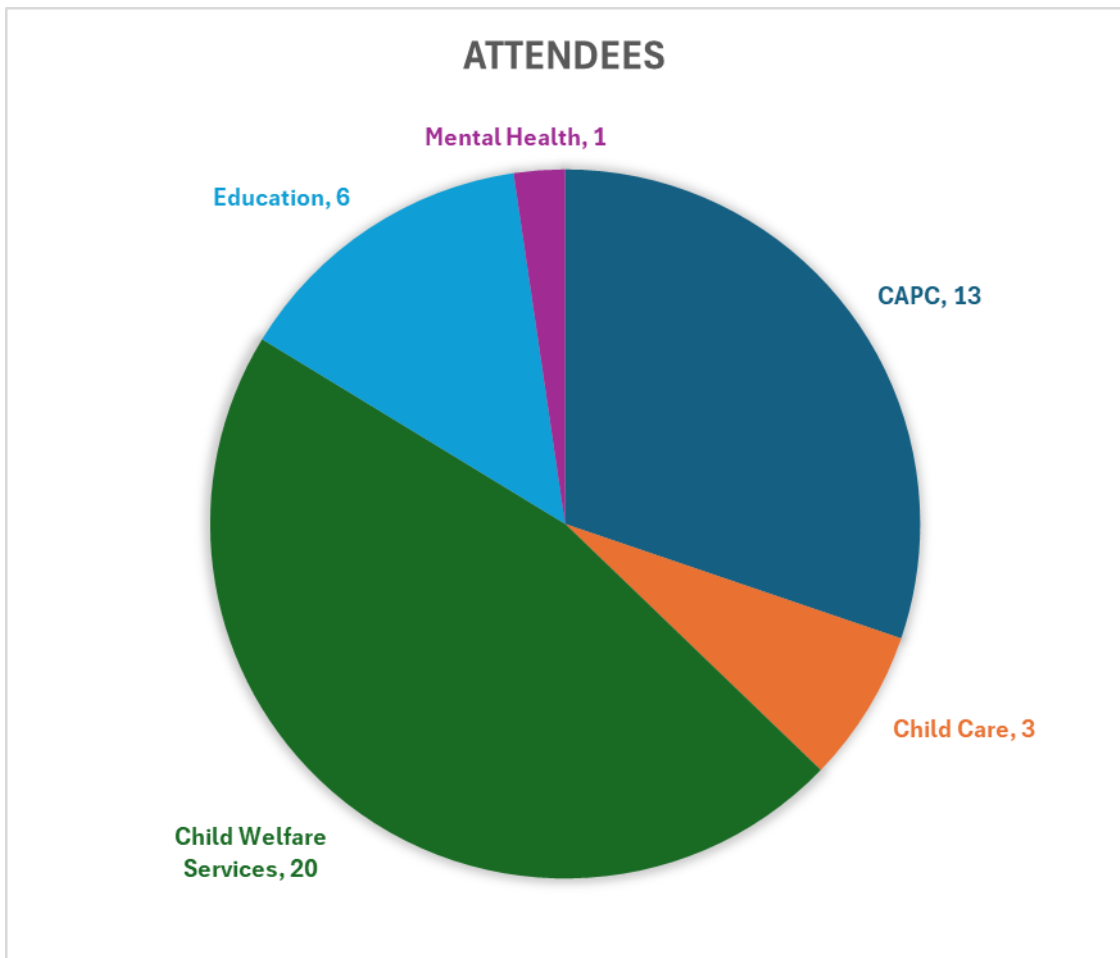
Focus Group Results

Thematic Report: Focus Groups

Analysis was conducted on the transcripts from the seven focus groups. The full transcripts have been provided to OCAP.

FOCUS GROUP DATES & PARTICIPANTS

- 11/03/2025 | 3 participants
- 11/06/2025 | 5 participants
- 11/07/2025 | 6 participants
- 11/13/2025 | 9 participants
- 11/14/2025 | 6 participants
- 11/18/2025 | 10 participants
- 11/19/2025 | 6 participants



KEY THEMES & SUPPORTING QUOTES

1. Strong Support for the Intent of AB 2085

Participants consistently expressed support for AB 2085's goal of clarifying general neglect and reducing unnecessary child welfare involvement, describing the law as an important step toward more thoughtful and humane decision-making.

- *"This training helps clarify what general neglect actually means and supports more thoughtful decisions."*
- *"AB 2085 feels like a needed shift away from reporting by default."*
- *"It gives language to what many of us have been struggling to explain for years."*

2. Persistent Uncertainty Around Poverty vs. Neglect

Despite support for the law, participants described ongoing confusion about where the line exists between reportable neglect and conditions related to poverty, particularly in complex or ambiguous cases.

- *"We still struggle with knowing when poverty crosses into neglect."*
- *"Economic hardship looks different depending on the county, which makes decisions harder."*
- *"People want to do the right thing, but the gray areas are still scary."*

3. Desire for Practical Decision-Making Tools

Participants repeatedly emphasized the need for concrete tools to support consistent reporting decisions, noting that conceptual understanding alone is insufficient in high-stakes situations.

- *"A step-by-step decision tool would really help in real time."*
- *"The decision tree example is useful, but we'd need something that works for our county."*
- *"People need something they can reference quickly, not just remember from training."*

4. County-Specific Content Limits Statewide Applicability

While LA County examples were seen as helpful illustrations, participants noted that county-specific branding, tools, and protocols reduced the training's relevance for other jurisdictions.

- *"The examples make sense, but they're very LA-specific."*
- *"Our county doesn't use the same tools, so we'd need alternatives."*
- *"Statewide training needs flexibility built in from the start."*

5. Fear of Liability Drives Over-Reporting

Participants acknowledged that fear of legal consequences continues to influence reporting behavior, even when community-based support may be more appropriate.

- *"People still report because it feels safer legally."*
- *"Without clear protection, staff will default to reporting."*
- *"We need reassurance that following the guidance won't get us in trouble."*

QUESTIONS RAISED ABOUT COMMUNITY SUPPORTING

Participants raised thoughtful questions, indicating a need for more explicit guidance and support when implementing AB 2085:

- Will the State provide a standardized decision-making framework or tool?
 - Participants asked whether there will be a state-endorsed tool (or menu of tools) to replace county-specific models like the LA Decision Tree.
 - Will counties be expected to adopt a shared framework?
 - Can the State provide templates that counties can adapt?
 - How much flexibility will counties have while maintaining consistency?
- How should mandated reporters clearly distinguish poverty from neglect in practice?
 - Participants repeatedly asked how to operationalize the distinction between poverty-related conditions and reportable general neglect, particularly in complex or ambiguous situations.
 - What specific indicators should prompt reporting versus community support?
 - How should mandated reporters document concerns when choosing not to report?
 - How should economic hardship be considered across counties with vastly different cost-of-living realities?

SUMMARY STATEMENT

Across the AB 2085 focus groups, participants expressed strong support for the law's intent and the shift toward more thoughtful, community-based decision-making. At the same time, they emphasized that successful implementation will require clear statewide guidance, practical decision-making tools, consistent messaging across counties, and accessible consultation supports to help mandated reporters confidently apply AB 2085 in complex, real-world situations.

Common Themes
Across All Focus Groups & Training Evaluations

KEY COMMON THEMES ACROSS FOCUS GROUPS AND TRAINING EVALUATION DATA

All focus group and training evaluation data were analyzed together as one group. The key common themes are summarized below.

1. Strong Support for AB 2085 Implementation — With Conditions

- **Focus Groups:** Participants expressed strong support for the intent of AB 2085 and its emphasis on clarifying general neglect and promoting thoughtful, community-based responses, while noting that successful implementation depends on clear statewide guidance, consistent county alignment, and adequate support infrastructure.
- **Training Evaluations:** Respondents largely agreed with the direction of AB 2085 but emphasized the need for more precise definitions, practical tools, and concrete examples to apply the law in real-world situations confidently.

2. Need for Practical, Statewide-Aligned Decision-Making Tools

- **Focus Groups:** Participants repeatedly requested practical tools such as adaptable decision trees, checklists, scripts, and real-world scenarios to support consistent reporting decisions across counties.
- **Training Evaluations:** Participants asked for downloadable job aids, FAQs, summaries, and decision-support tools to reinforce learning and guide application after completing the training.

3. Ongoing Uncertainty Around Reporting Decisions

- **Focus Groups:** Participants described fear of liability, concern about making the “wrong” decision, and pressure to default to reporting in ambiguous cases despite the intent of AB 2085.
- **Training Evaluations:** Some respondents indicated they still felt uncertain about when to report versus when to support, particularly in complex or gray-area situations, even after completing the training.

4. Confusion About Poverty vs. Neglect

- **Focus Groups:** Difficulty differentiating poverty-related conditions from reportable general neglect emerged as a dominant theme, particularly given regional differences in cost of living and available resources.
- **Training Evaluations:** Participants requested additional scenarios and more explicit guidance that specifically address poverty, economic hardship, and gray-area cases.

5. Need for Accessible Consultation and Ongoing Implementation Support

- **Focus Groups:** Participants emphasized the need for real-time consultation options such as hotlines, expert guidance, or rapid decision-support tools when facing urgent or complex cases.
- **Training Evaluations:** A smaller but consistent group suggested integrating on-demand resources, FAQs, or decision aids to support continued learning and confident application beyond the training itself.

Recommendations Based on Focus Group and Training Evaluation Data

TRAINING REDESIGN AND ROLL-OUT RECOMMENDATIONS:

Based on findings from the focus groups and training evaluation data, the following recommendations are offered to support both training refinement and statewide rollout of AB 2085.

- 1. Strengthen Clarity Around Poverty vs. Neglect**
 - Training Changes: Incorporate additional case examples that explicitly distinguish poverty-related conditions from reportable general neglect, including gray-area scenarios and guided decision-making explanations.
 - Rollout Considerations: Develop and disseminate statewide guidance that clarifies thresholds and expectations, with consistent language that can be reinforced across counties and systems.
- 2. Develop Practical, Statewide-Aligned Decision-Making Tools**
 - Training Changes: Integrate practical tools directly into the training, such as adaptable decision trees, checklists, flowcharts, and sample scripts that model conversations with families and supervisors.
 - Rollout Considerations: Provide a state-endorsed set of templates that counties can customize while maintaining consistent core principles and expectations.
- 3. Reduce Reliance on County-Specific Examples**
 - Training Changes: Replace Los Angeles–specific branding, tools, and protocols with statewide examples or clearly labeled illustrative samples, ensuring relevance across diverse county contexts.
 - Rollout Considerations: Allow counties to supplement statewide training with local resources or “plug-ins” without altering the foundational content or intent of AB 2085.
- 4. Increase Interactivity and Flexibility in Training Delivery**
 - Training Changes: Redesign modules to be shorter and more interactive, incorporating scenario-based activities, knowledge checks, and applied learning opportunities throughout the training.
 - Rollout Considerations: Offer multiple delivery options, such as self-paced modules paired with facilitated discussions, to support varied learning environments and staff capacity.
- 5. Address Reporting Anxiety and Liability Concerns**
 - Training Changes: Include explicit discussion of legal protections, supervisory support, and documentation practices when community-based responses are used appropriately.
 - Rollout Considerations: Provide consistent statewide messaging that reinforces leadership support for AB 2085-aligned decision-making and reduces fear-driven over-reporting.
- 6. Provide Accessible Consultation and Ongoing Support**
 - Training Changes: Highlight existing consultation pathways within the training and model how mandated reporters can seek guidance in real time when facing complex

cases.

- Rollout Considerations: Explore statewide options for real-time consultation support, such as hotlines, expert consultation lines, or on-demand decision-support resources.

7. **Support Implementation in Resource-Limited and Rural Counties**

- Training Changes: Acknowledge resource variability within training scenarios and address how AB 2085 can be applied when community supports are limited.
- Rollout Considerations: Invest in resource mapping, referral infrastructure, and cross-county collaboration to promote equitable implementation across diverse regions.

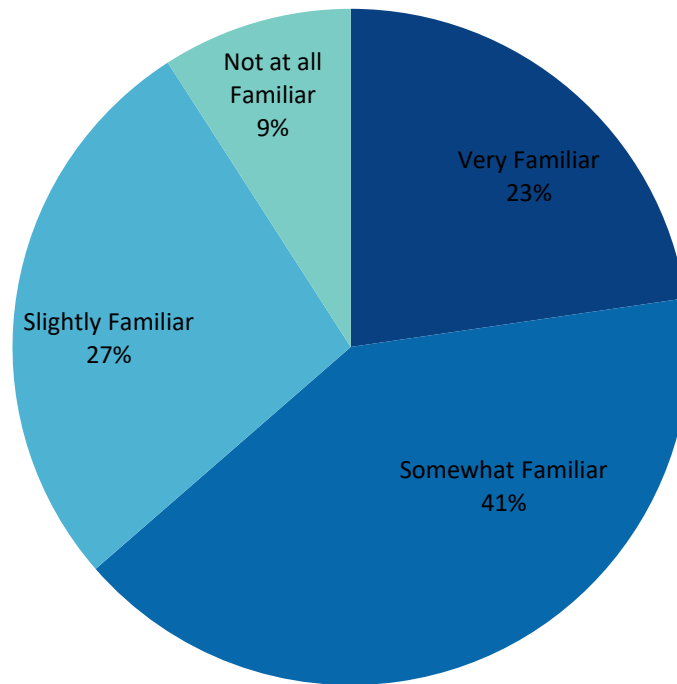
8. **Reinforce AB 2085 as a Cultural Shift, Not a One-Time Training**

- Training Changes: Emphasize mindset change and ongoing practice throughout the training, including reflection prompts and reinforcement of core principles.
- Rollout Considerations: Pair training with continued communication, leadership engagement, and follow-up learning opportunities to sustain long-term change.

Appendices

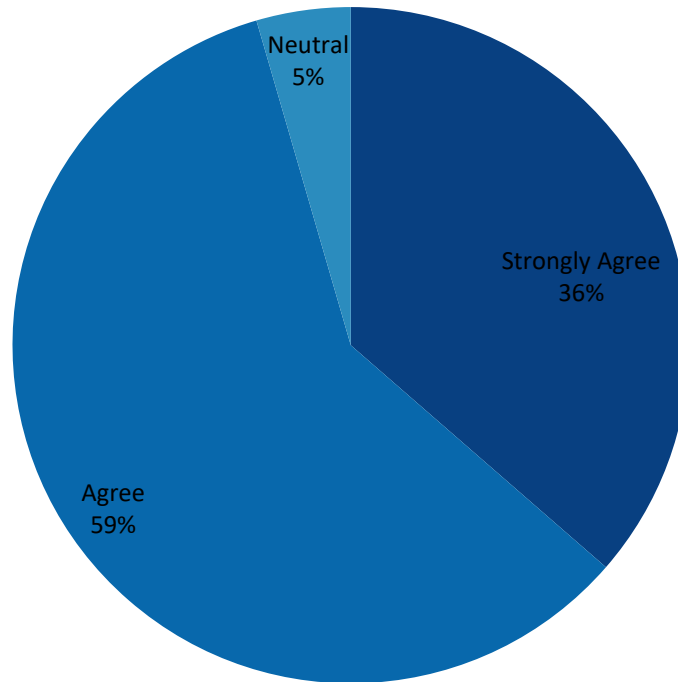
Appendix A – Full results from the Training Evaluation

2. Prior to this training, how familiar were you with AB2085?



Value	Percent	Count
Very Familiar	22.7%	5
Somewhat Familiar	40.9%	9
Slightly Familiar	27.3%	6
Not at all Familiar	9.1%	2
	Totals	22

3. Please rate your agreement with the following statement: The introduction video (4 minutes, 21 seconds) helped me gain a clear understanding of AB2085 and its background.



Value	Percent	Count
Strongly Agree	36.4%	8
Agree	59.1%	13
Neutral	4.5%	1
	Totals	22

4. What parts of this lesson were most helpful for understanding AB2085?

ResponseID	Response
2	Clarification on what is and is not neglect or abuse vs. what is due to the family's economic situation.
3	The reasons for the need for the change to the reporting law.
4	The visual representation showing the changes in the language for the Assembly Bill.
5	It helped to understand the purpose, and explained it very well for Mandated Reporters.
6	Seeing the definition.
7	the explanation
8	Basic info to understand why it is helpful training. Overview of what would be presented was helpful. Explanation of the why the changes would improve over reporting rates, bias, racial inequities that were present. Clear details on assessing reasonable suspicion.
9	The tree sheets and practice
10	How Overreported neglect happens when people assume that poverty = neglect - which it does not.
12	The slide decks were clear
13	Seeing the difference between how general neglect was defined and how AB2085 outlines the additions/changes.
14	narrowing the legal definition of legal neglect and how it helping child welfare system
16	Clear presentation of General Neglect Laws and how it has been changed. It was clear and concise.
17	The explanation of where the bill came from and why
18	The compare/contrast of the definitions.

19	The what that was changing in terms of the law and more importantly, the why.
21	The explanation was clear and concise. Even without any prior knowledge of MRCS, I gained a solid understanding of why change is needed.
22	I think that the overview gave a good general overview of AB2085. It would be helpful to have the before definition and after definition as a side-by-side to make it even clearer for participants to see.
23	Good overview
24	The explanation and scenarios.
25	The presentation framed the change in terms we already use for mandated reporting. We teach that homelessness or substance use by itself is not reportable, you need to have safety concern to make a report.
26	Clearly defining what AB2085 is.

5.What aspects of this lesson, if any, or included information were confusing or difficult to understand?

ResponseID	Response
2	N/A
3	none
4	It would be helpful to have a glossary handy. Words that are intentionally vague, like "disadvantaged" and "reasonable suspicion" can be hard to grasp and apply later (though you do go over reasonable suspicion a fair amount)
5	None.
6	Nothing. The information was really clear
7	none
8	None for me. Seemed to include the necessary overview points.
9	None
10	I did not feel that anything was confusing or difficult.
12	N/a
13	The presentation was clear and I was not confused. It was easy to understand.
14	"general neglect does not include a parent's economic disadvantage"
16	None
17	None
18	Enhancement recommendation for reasonable efforts: Highlighting the importance of using the individual's actual knowledge/scope and clearly articulating when they think/feel/believe something that is outside of their scope (ie. assigning medical cause to an injury on a child)
19	I might imagine that if I weren't as familiar with being a mandated reporter that this would be more information than I could put into my existing schema
21	Nothing.

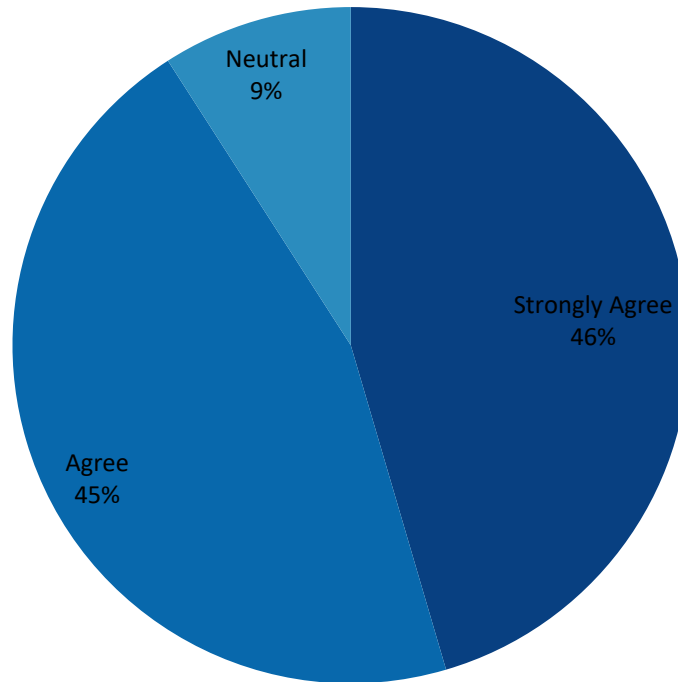
22	I think that it is clear. There is a lot of text on the screen, it may be helpful to remove the video of the person talking to allow for more space for the actual text.
23	None easy to understand
24	N/A
25	Nothing

6.What, if anything, should be modified about this lesson to make it more applicable to your County? Consider the resources, video, etc.

ResponseID	Response
2	Providing resources specific to the county if possible.
3	just making sure the acronyms we use are the same for our county
4	The resources to download have lengthy names. It made it tricky for me to extract (once downloaded)
5	Providing local county resources, or how to access a list of local resources. Or who Mandated Reporters should reach out to in order to access the information for resources.
6	The activites between the videos were great
7	none
8	No need
9	Nothing
10	I do not think that anything should be changed.
12	N/a - video was clear and concise
13	N/A
14	n/a
16	For Ventura County we would address the disproportionality of the Latino community receiving reports.
17	not sure
18	For reasonable suspicion: Update to a general CPS reporting line.
19	Perhaps adding a before and after check for understanding after this and all the lessons
21	County-specific data or stats will be useful. Also, when discussing bias or racism, knowing the reporting party's race and ethnicity provides important context. In many

	cases, what is labeled as racism may actually stem from classism -- an issue that often gets overlooked.
22	I think it is important to have closed captioning for a variety of languages. Additionally, a little bit of history regarding the creation and approval of AB2085 may help with establishing context.
23	None
24	N/A
25	No changes

7. Please rate your agreement with the following statement: The video (7mins, 23 seconds) helped me gain a clear understanding of why AB 2085 was necessary and how it is part of the solution.



Value	Percent	Count
Strongly Agree	45.5%	10
Agree	45.5%	10
Neutral	9.1%	2
	Totals	22

8.What parts of this lesson were most helpful for understanding why AB2085 was necessary?

ResponseID	Response
2	Providing a scenario that could be any of the children we work with, and how to determine if abuse or neglect need to be reported.
3	Neglect is the most reported but has a high unsubstantiated reports. Poverty does not mean that you cannot care for your children. Consequences of inaccurate reporting
4	Addressing bias and understanding that it happens to everyone is super important and appreciated.
5	It dove deeper into the impact in inaccurate or overreporting, and how it impacts families, including the CWS history forever staying there.
6	Showing how the calls to the hotline has affected the line, caller and family
7	understanding why poverty level is not an accurate finding for neglect
8	Explanation of over reporting and its consequences were well supported by the statistics. Emphasis on how those consequences might affect families and children is excellent. Emphasizing Poverty does not equal neglect was a clear important distinction. It also spoke a bit to the fear for the mandated reporter as well. The disparities are immense and will only get worse in our current political and economic climate. Using the report to access resources is a negatively impactful practice for families. There can be dire consequences and an increase of shame and its ramifications. The resulting stress is immense when reported when no actual abuse is present.
9	Videos
10	Inaccurate reporting happens especially for Black families. Training for mandated reporters is so important. Knowing what my personal biases are will assist me in better decision making.
12	It makes a pretty clear case for the need to more clearly define "general neglect"
13	It is working on creating a standardized way of training and takes out bias.
14	statistics on how general neglect is overreported

16	It was clear and concise for professionals/mandated reporters to understand the change in the law. Furthermore, the discussion of bias, how reporting may affect families, and the system.
17	What was happening before and how it contributed to disproportionality and reports received with many biases
18	The large number of unsubstantiated claims- a different visual might help clarify this. Really liked the Mandated Reporter Training and Support slide- may benefit from a heading name adjustment to match content
19	This lesson delved into the inherent biases in humans and the previous iteration of the law. The facts about overreporting were very compelling
21	The tool tree was extremely helpful and easy to follow.
22	I think it is helpful to define the "why" behind AB2085.
23	The reminders of over reporting and the percentages provided as well as the substantiations.
24	The explanations
25	Since most of the calls we receive to the hotline are general neglect, reducing those calls to only the ones with a safety concern will allow us to better use resources.
26	The clearly identified goals in the video and descriptions in the writing.

9.What aspects of this lesson, if any, or included information were confusing or difficult to understand?

ResponseID	Response
2	N/A
3	none
4	There is data presented that talks about disproportionality, but it isn't tied back to the "bias" conversation. It (otherwise) seems out of place for this section. This section also undermines local Mandated Reporter Trainings and does not provide any information on how to identify if one is "good" or "not so good".
5	None.
7	no
8	The responsibility for the mandated reporter and the fear of a child experiencing harm is very real for the mandated reporter so without these explanations of the effects and ramifications of bias and poverty, and trust is important and helpful to understand.
9	Nothing
10	None was difficult to understand or confusing.
12	Would be helpful to have references for the statistics - potentially a link to the report?
13	N/A
14	n/a
16	None.
17	None
18	Discussion about intersection of poverty/race during overreporting gets a little jumbled and is hard to follow because it's not matching the visual slide. Suggest to make consequences 3 different slides so it's easier to read/understand/follow and brings feeling piece home. Add more clarification/why to the burden on the system piece ie. overworked prevents serving those who most need it/perpetuates disproportionality etc.

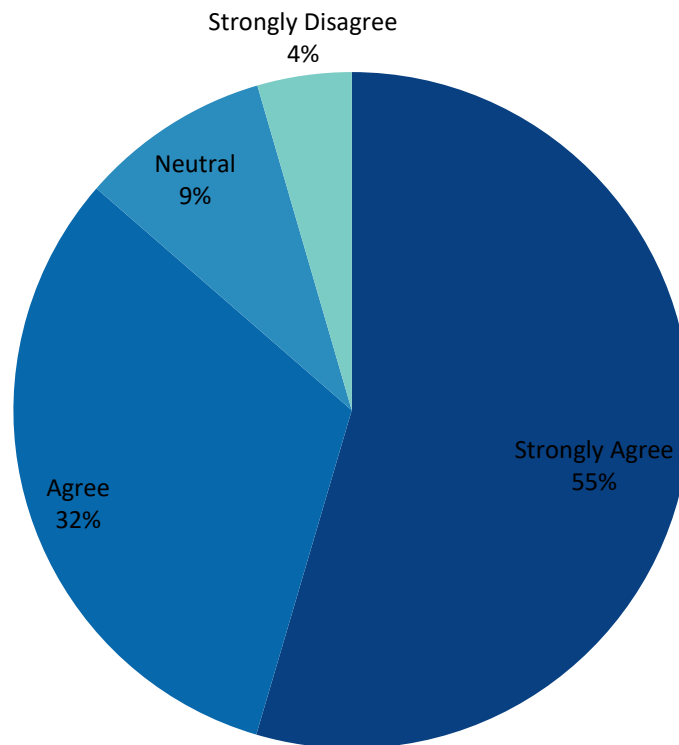
19	None
21	Nothing.
22	I think that it would be helpful to include information about how our current systems for reporting neglect is impacting the over-reporting of neglect or reports that are determined to be not substantiated. I also think that it's important to acknowledge that "almost three out of every four of those reports that are investigated of general neglect are not substantiated" that does not necessarily mean that it was a report that didn't need to be made.
23	None
25	Nothing

10. What, if anything, should be modified about this lesson to make it more applicable to your County? Consider the resources, video, etc.

ResponseID	Response
2	Maybe just change the background so it isn't specific to LA County. Other than that it was a good training.
4	It would be helpful to see the impact in reporting since the implementation of AB2085.
5	Nothing that I can think of.
7	no
8	I was unaware that the training I received from my organization was not a standardized course. I looked back at my training modules and indeed these were specific to CA but it is a private provider not a product created by the state of California. That was fascinating and lost on me until this training. Fortunately it did address the poverty factor and lightly touched on bias. Santa Clara county is probably by demographic similar to LA County though the breakdown of population by racial or cultural demographics would differ slightly. We do have the potential for bias however so I appreciate this emphasis on bias and unconscious decisions that influence these families and kids dramatically. The political, racial and economic divides and resulting abuses make this even more important to emphasize.
9	Nothing
10	I do not feel that anything should be modified
12	Would be helpful to have disproportionality statistics (and references)
13	N/A
14	none
17	not sure
18	Adding a slide at the end with strategies for mitigating biases when reporting.
19	Resources tailored to county availability
21	Every county and region is different; hence, identifying necessary regional changes is important. The success of any approach depends largely on the quality of the intervention and the implementation of follow-up and case-management protocols.

	Identifying the problem and its contributing factors represents only the surface of the work. The greater challenge involves motivating and sustaining change. Goal-setting with parents must also be handled carefully so that it does not create the impression that non-compliance will automatically trigger a report.
23	None
25	No changes

11. Please rate your agreement with the following statement: The five-step decision-making process presented in this lesson helps support consistent reporting decisions.



Value	Percent	Count
Strongly Agree	54.5%	12
Agree	31.8%	7
Neutral	9.1%	2
Strongly Disagree	4.5%	1
	Totals	22

12.The General Neglect Decision Tree is a recommended tool in Los Angeles County. What tool does, or would, your organization or County recommend as a mandated reporting tool that could be used in Step 4 (Complete)?

ResponseID	Response
2	This would be a good tool for our organization/county.
3	It would be helpful for Mandated reporters to have on hand.
4	We do not currently have a tree, but our child welfare does use a Structured Decision Making Tree. It would be helpful to have a simplified version of that for this purpose. It would also help reporters to better understand Child Welfare Speak.
5	We would recommend SDM Hotline tool. We don't have any other kind of MRP tools that are provided.
7	I am not familiar with a tool or guide that could be used - I feel conversation with family is best, especially if establishing trust is key
8	I didn't encounter a decision tree as I recall. I like it because the training is quite extensive and the clear route offered by the decision tree helps focus the path toward a solution, allowing for slowing it all down to actionable decisions and steps.
9	The same tool - Decision making tree
10	I am not sure and will need to look into what our county uses.
12	We utilize an adapted version of the General Neglect Decision Tree within our organization and really emphasize the importance of critical thinking before reporting (as well as require annual Mandated Reporter training)
13	A decision making tool would be helpful especially if it was standardized to support across counties.
14	n/a
16	At this time Ventura County does not have a GN decision tree or a current Mandated Reporter training. This tool would be beneficial for our use.
17	Same
19	The case study and decision tree is a strong practical application of the new law

21	The Decision Tree is a great place to start, but having an official consultation team or hotline will be just as important. Casual conversations with whichever colleagues happen to be available can sometimes turn toxic and end up harming families.
22	Each agency/organization utilizes their own process for how they determine general neglect.
23	Any way we can add this to SDM rather than creating a new tool would be the most helpful.
25	I think this tool would be useful to deploy statewide. I would advocate for its use in my county.
26	I found this to be extremely helpful and I believe our County should adopt and implement. This was a very thought out process that supports transparency and learning.

13.What parts of this lesson were most helpful for understanding the implementation of AB 2085?

ResponseID	Response
2	Breaking down what the facts are, and then having an interactive training to help guide me through the process.
3	Considering biases, the case study
4	The interactive scenarios were helpful.
5	The decision support steps, and the case example.
6	the case study on child M
7	the example of M
8	Clarification vs investigation information was excellent. The clarifying questions were helpful aids to looking for more information. The concepts of bringing compassion, curiosity, care and critical thinking are great. I especially appreciate curiosity and the open mind approach. Curiosity and compassion will each be valuable tools to aid critical thinking and my own fear or judgement that might create a tendency to overreport. They support critical thinking well. M's situation as described had a lot of places that more questions and curiosity about her life would give better insights than a quick reaction to her body order or hygiene challenges. Asking why questions and what's under that will give lots of insight. Krystal's differentiation between the clarifying process and investigation is very helpful. It also encouraged that clarification has an appropriate place in the work of the mandated reporter to gain understanding but not overstep the role. It also helps to include the care and compassion elements in that clarification to keep the investigative energy out of the process since that is not the role of the mandated reporter. The summary is helpful as well.
9	Nothing in particular
10	The importance of Critical Thinking
12	The structuring of this training was very clear and I appreciated the various engagement methods and resources provided
13	I found the tree to be VERY helpful and necessary. It takes away some of the bias in the process and allows you to think critically. I also liked the scenarios and the step by step approach to if a report was needed or not.
14	critical thinking and how to make decisions on reporting, the five steps

16	The importance of General Neglect. Poverty does not equal neglect. Furthermore, the reminder the the community needs to trust Mandated Reporters.
17	the decision tree and explanations
18	The definition
19	the case study
21	The lesson was easy to follow. However, there also has to be a Q & A that answers "what ifs." The more scenarios we can add, the better.
22	I think the decision tree was helpful as a supplemental resource. I think there could be a way to make a "universal" version to use across the state.
23	All helpful.
24	All of the parts.
25	Again, using the language we're familiar with combined with a decision tree process made it easy to understand the changes.
26	The connections made and thorough elements of the explanations.

14. What aspects of this lesson, if any, or included information were confusing or difficult to understand?

ResponseID	Response
2	Some of the questions were worded a little confusing, so I was not sure exactly what the question was and I chose all options to find out what the outcome would be for all answers.
3	none
4	None. For me this was helpful and easy to navigate.
5	None.
7	none
8	This first video felt very fast and left me wondering what I am assessing here. It was pretty basic and felt largely like a legal notice to us as students more than informational regarding the bill itself. Felt redundant. As I scrolled down and encountered the first interactive flash card exercise I could see what was coming a bit better. A single sentence segueing into the next steps might have felt like a smoother transition.
9	None
10	Easy to follow along with
12	I was initially a little confused by the "scroll down" nature of the training platform, but was able to figure it out with some practice
13	N/A
14	n/a
16	none.
17	None
18	The decision tree wasn't discussed in the video.
19	The alternate reading of the case study
21	Nothing.

22	What I anticipate will be extremely difficult, especially for those who work in education, since there is not a clear distinct on how this specifically connects and impacts mandated reporting and the decision tree inherently is vague that may would need a lot of support to identify if a case needed to be reported.
23	None
25	Nothing

15.What, if anything, should be modified about this lesson to make it more applicable to your County? Consider the resources, video, etc.

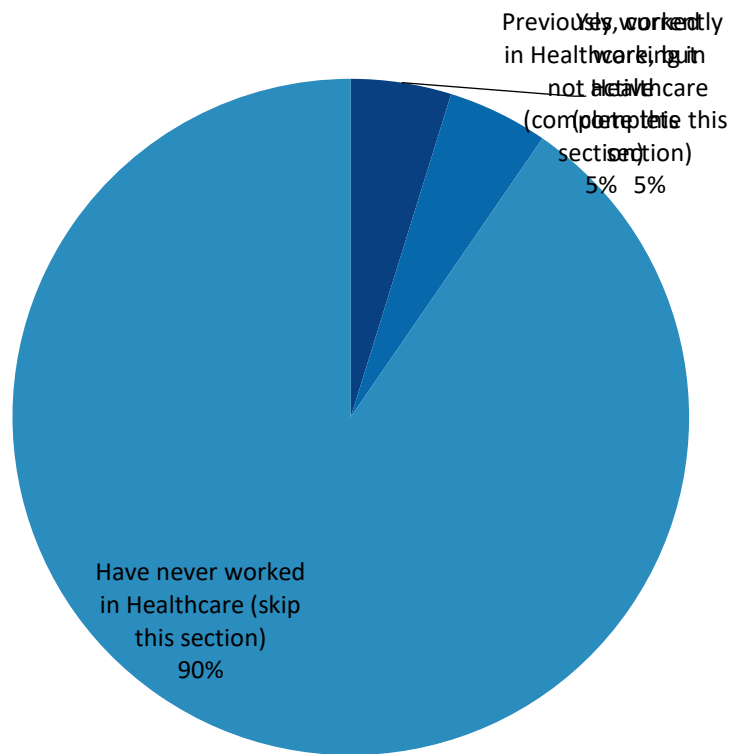
ResponseID	Response
2	Just links or referral sources that are specific to Orange County, as well as state resources.
3	only making sure agency names are consistent with what we use in our county
4	A list of resources (or even suggested types of resources). It also sometimes helps to understand what the family sees as their highest need, instead of prescribing things.
5	None.
7	none
8	I think a list of good clarifying questions that many neglect or poverty cases have in common would be very helpful. It would be a great resource to open up critical thinking without starting from scratch every time if you're new to mandated reporting.
9	Nothing
10	Nothing
12	N/a
13	Seeing these as CA laws helps it stay neutral rather than trying to adapt it county to county.
14	n/a
17	not sure
18	A list of things to consider when critically thinking about making a report. Encouragement to offer resources to mitigate poverty concerns
19	Should be split into two so that users don't get confused about which story they are responding to
21	The lesson was straightforward; however, we know that real-world situations are rarely that simple. There's a reason attorneys review prior cases and decisions. Also, how do we identify chronic situations, previous interventions, in order to

	ensure or improve outcomes? Identifying families that are already working with social services would be helpfu,
22	It should be noted that since this transition in definition of general neglect, in addition to the transition from mandated reporter to community to supporter there needs to be a clearer connection and acknowledgement on how this transition will impact how providers and agencies support families and what that level of support will entail.
25	No changes

16. What, if anything, should be modified about this lesson to make it more applicable to your County? Consider the content, resources, etc.

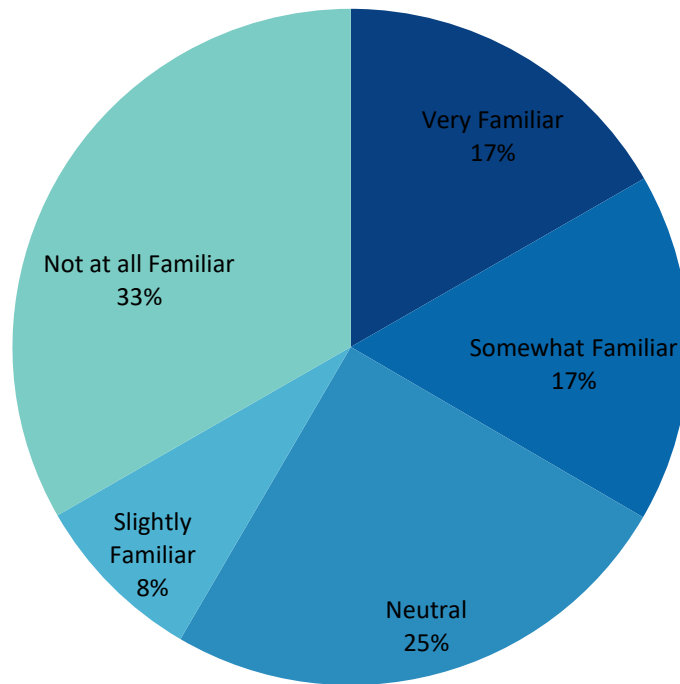
ResponseID	Response
2	N/A
4	Duplicate Question
5	None.
7	none
8	It's not clear from the slide which of those displayed resources are California wide and which are local to LA except in a couple of instances. It might help if something is national or statewide to make a designation of that. Also a tiny point to avoid any sense the slide is not complete as it is displayed--I think I would suggest removing the colon punctuation mark from the your own community resources line. To do so makes it more of a bullet point of instruction and feels less like there's info missing from the slide. (tiny detail)
9	Nothing
10	I plan on using this information and sharing it with my county!
12	I'd be curious to learn more about if the number of unsubstantiated reports general neglect have decreased since AB 2085
14	n/a
17	about our response times as my county only has EO, IRs, and 10days.
19	resources
21	Nothing.
22	It would be really beneficial to acknowledge that this transition will cause a significant shift in how we work with families and there will be a significant impact on the level of support that agencies and providers need to ensure that families do not fall through the cracks.
25	No changes

17. Do you work in the Healthcare sector?



Value	Percent	Count
Yes, currently working in Healthcare (complete this section)	4.8%	1
Previously worked in Healthcare, but not active (complete this section)	4.8%	1
Have never worked in Healthcare (skip this section)	90.5%	19
Totals		21

18.How familiar are you with the Plan of Safe care process in your County?



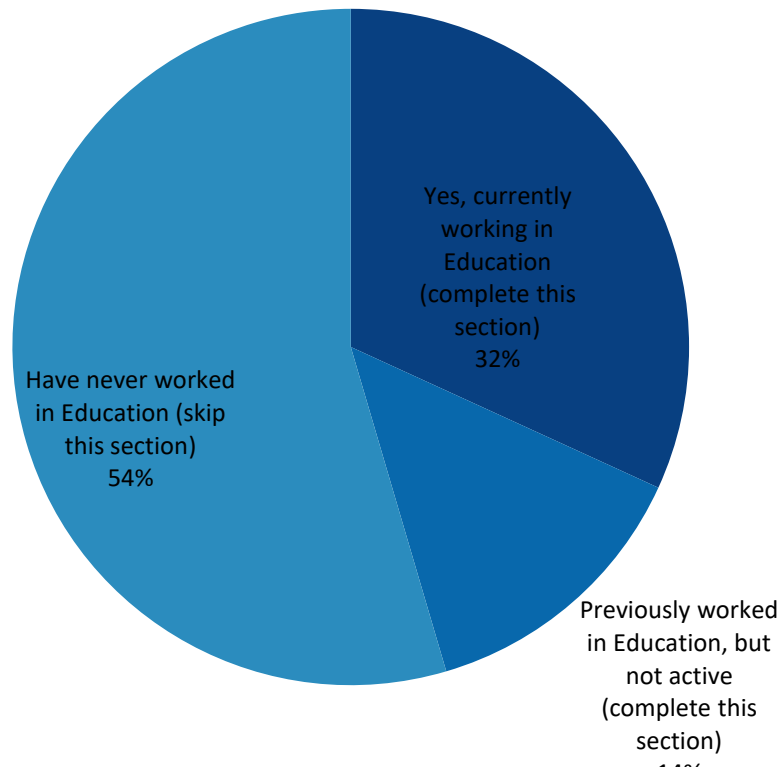
Value	Percent	Count
Very Familiar	16.7%	2
Somewhat Familiar	16.7%	2
Neutral	25.0%	3
Slightly Familiar	8.3%	1
Not at all Familiar	33.3%	4
	Totals	12

19.What parts of this lesson were most helpful for understanding the implementation of AB 2085 in Healthcare?

ResponseID	Response
2	n/a
3	a positive toxicology report is not in of itself a sufficient bases for reporting
4	N/A since I can't skip
5	NA
6	n/a
7	n/a
8	I do not work with substance affected people at present but I found the information informative and encouraging if resources are available that can support people in these situations instead of pulling them into a law enforcement or penalizing rather than supportive services to build trust and hope for recovery, education, or other helpful support.
9	Video
10	The importance of me knowing and understanding our counties Plan of Safe Care process
12	N/a
13	N/A
14	n/a
16	The definition of Plan of Safe Care and the law.
17	NA
18	Having more general information clearly described because it was difficult to sperate LA specific processes from the information.
19	N/A
21	N/A

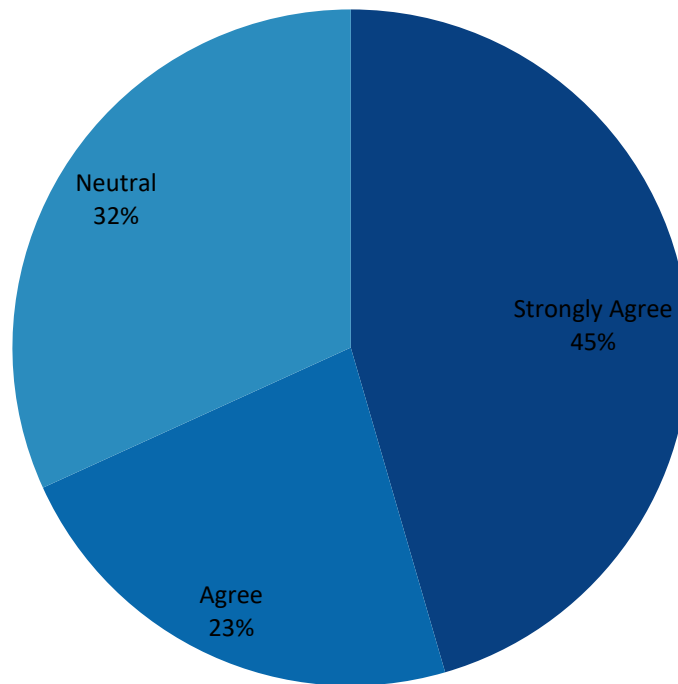
22	I do not work in healthcare nor have I worked in health care.
23	It was helpful to hear for healthcare however as a child welfare social worker and director this was all aspects and strategies I was already familiar with.
24	All of the parts
25	I have never worked in health care.
26	Not applicable.

20.Do you work in the Education sector?



Value	Percent	Count
Yes, currently working in Education (complete this section)	31.8%	7
Previously worked in Education, but not active (complete this section)	13.6%	3
Have never worked in Education (skip this section)	54.5%	12
	Totals	22

21. Please rate your agreement with the following statement: The case study is relevant and applicable to professionals in Education.



Value	Percent	Count
Strongly Agree	45.5%	10
Agree	22.7%	5
Neutral	31.8%	7
	Totals	22

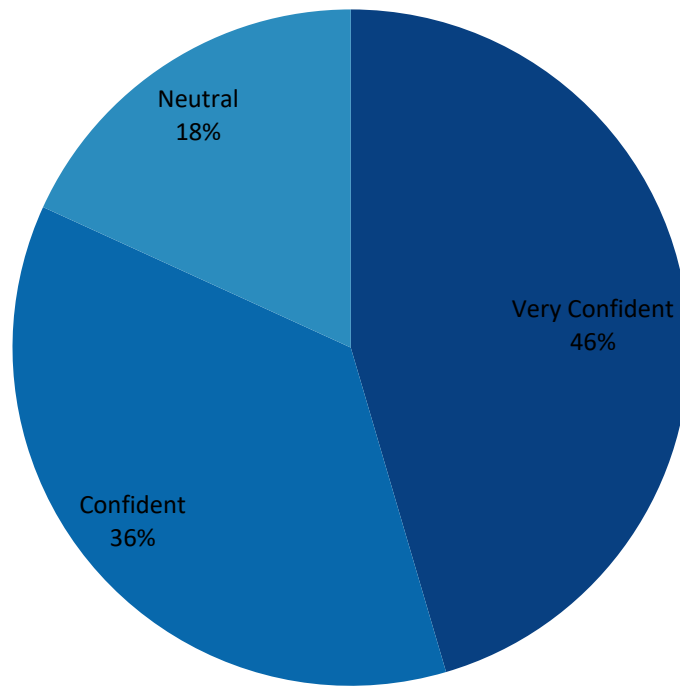
22.What parts of this lesson were most helpful for understanding the implementation of AB 2085 in Education?

ResponseID	Response
2	I feel it just repeated what was said in the general training, but from the view of the teacher.
3	M's case study
5	NA
7	It seemed like the same general situation
8	The statistics of unsubstantiated neglect reports is staggering! Think of the families disrupted rather than being first given resources to assist and support. It also likely holds loads of racial and cultural biases. In our time this may become even more severe if resources are not maintained and supported. Very helpful information here. "Oversurveillance" is not helpful and I appreciate that inclusion in this training.
10	These Clarifying Questions: Are childs Basic needs being met? Is there Substantial risk of harm? Is the child at risk of seruous illness or physical harm? How are economic circumstances playing a role?
12	I really appreciated the discussion about implicit bias and the structured "decision making" approach
16	It is clear and concise.
17	All
19	The role of educators in reporting-- especially in overreporting
22	I think an example is always helpful to develop understanding. I think it would be beneficial to include examples of a variety of ages (0-5, 6-12, 13-18). Each educational setting is vastly different and the answer/ process will change.
25	I do not work in education.

23. What, if anything, should be modified about this lesson to make it more applicable to your County? Consider the case study, videos, resources, etc.

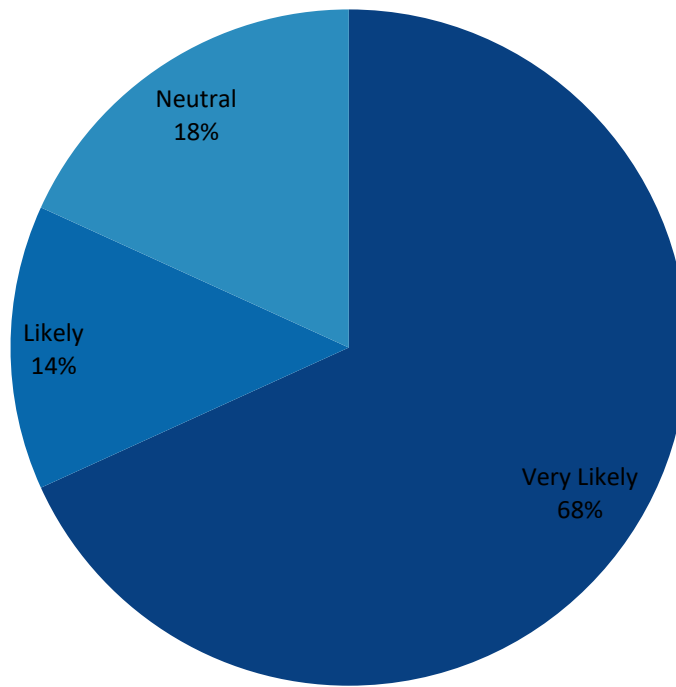
ResponseID	Response
5	NA
8	Just the statistics if it were to be used in my county.
10	This is all valued information.
12	Could be helpful to understand the broader landscape (in the U.S., between states, between cities in the same state, etc.)
17	NA
19	resources
22	It is important to consider that each educational setting, educators experience, educators education/training, and what their agencies perspective is will change the answers on this decision tree. With the current process for educators being so ridged I do not think that this decision tree and process will provide enough guidance or reassurance to ensure educators are not only protecting the children but themselves.
25	No changes

24. After completing this training, how confident do you feel in implementing AB 2085?



Value	Percent	Count
Very Confident	45.5%	10
Confident	36.4%	8
Neutral	18.2%	4
	Totals	22

25.How likely are you to apply or introduce concepts from this training within your organization/County?



Value	Percent	Count
Very Likely	68.2%	15
Likely	13.6%	3
Neutral	18.2%	4
	Totals	22

26.What additional feedback or suggestions do you have that could help us create a version of this training that is useful and relevant for a general audience across California?

ResponseID	Response
2	If this is being used for Mandated Reporter Training there should be additional examples of what a case that should be reported looks like. Also, for older generations they may not feel that hitting is abuse because that was normal for them growing up or raising their own children. They may not report abuse when they should.
3	This training is excellent and will help ensure concerns about the loss of license or certifications if a report is not made
4	I appreciate this well-thought-out training and the opportunity to view it.
5	No additional feedback or suggestions.
6	This section should be added to CA county trainings
7	more than one example would be helpful.
8	It is branded LA County throughout so creating a version that was branded and included some statistical data from a whole state or various regions perspective would be helpful. Lots of great info here though.
9	None
10	Thank you for this training!!!
12	An FAQs section would be interesting to see / learn from!
13	Creating a standardized national MRT
14	n/a
16	Perhaps adding the WIC 300 Codes for General Neglect.
17	NA

18	Adding more information about what it looks like to make reports of GN with the current legal updates.
19	graded checks for understanding after each module
21	Identifying the problem and the first steps is important, but ongoing follow-up and effective implementation matter just as much. Without addressing those pieces, the overview leaves too many unanswered questions.
22	I believe there needs to be more recognition that this will be large transition and there be a significant need for support for all agencies involved to ensure that children and families are supported.
23	A more SDM specific training for child welfare staff.
24	N/A
25	No additional feedback.
26	Great training overall. I am looking forward to this rolling out in some version throughout the state for consistency.