



Results from the Online Mandated Reporter General Training Focus Groups and Training Evaluations

February 2025 – April 2025

Prepared for

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Summary

Between February and April 2025, CalTrin collected 48 training evaluation surveys and conducted 7 focus groups to help the Office of Child Abuse Prevention (OCAP) evaluate California's Online Mandated Reporter General Training Module. Overall, participants expressed broad support for the shift toward community supporting but consistently requested additional tools, clear protocols, and real-world examples to guide practice. Across both focus groups and evaluations, there was a strong desire for practical, downloadable resources like checklists, flowcharts, and mock scenarios to better apply the training in real situations. Many participants described ongoing caution and uncertainty around mandated reporting, particularly when navigating complex or gray-area cases, and highlighted confusion about how to distinguish poverty from neglect. Both data sources revealed frustrations with the training delivery format, with recommendations for shorter, more interactive, and better-paced modules. Finally, participants emphasized the need for real-time consultation resources, such as hotlines, chat support, or decision tools, to help them make confident and informed decisions when facing challenging cases.

Recommendations based on these findings were generated for both the training redesign and the community supporting integration. For the California Online Mandated Reporter General Training Module, participants recommended simplifying language, defining key terms, and redesigning narration to increase clarity and engagement. They called for shorter, bite-sized modules, interactive elements such as videos and knowledge checks, and nuanced case studies to help navigate gray-area situations. Practical, downloadable tools - including job aids, flowcharts, decision trees, resource directories, and mock reporting scenarios - were strongly recommended, along with role-specific supplements tailored to the needs of different mandated reporter groups.

For the community supporting implementation, participants recommended clearly defining when community support is appropriate versus when mandated reporting is required, and aligning all training with statewide definitions and expectations. They emphasized the need for sample collaboration protocols across roles, quick-access consultation options such as hotlines or chat support, and investments in local resource directories and support lines. Finally, they highlighted the importance of normalizing the community-supporting mindset across professions, providing clear protections for mandated reporters, and building community trust through consistent outreach and culturally responsive practices.

Introduction

PURPOSE

This project aimed to gather feedback on the California Mandated Reporter General Online Training and the Mandated Reporting to Community Supporting framework through surveys and focus groups, to inform future training improvements and statewide implementation strategies.

METHODS

Mandated Reporter Training Evaluation:

- 200 interested participants received an email invitation to complete the survey and/or attend a Focus Group
- 48 participants completed a full evaluation survey

Focus Groups

- 7 Focus Groups were conducted
- 60 participants registered to attend, 41 attended
- Focus Groups were divided into 2 main categories
 - Law Enforcement & Education
 - Child Welfare
- Focus Group Dates & Attendance:
 - 02/12/2025 – LEO/ED: Registered: 7 | Attended: 2
 - 02/13/2025 – LEO/ED: Registered: 5 | Attended: 4
 - 02/13/2025 – CWS: Registered: 5 | Attended: 4
 - 03/13/2025 – LEO/ED: Registered: 10 | Attended: 6
 - 03/13/2025 – CWS: Registered: 12 | Attended: 10
 - 04/03/2025 – LEO/ED: 10 Registered | 6 Attended
 - 04/03/2025 – CWS: 11 Registered | 9 Attended

PARTICIPANT ROLES

Training Evaluation: Completed and Submitted

Participant Role Type	Count
Child Welfare Professionals	25
Community-Based Organizations	4
Educators / School Staff	10
Law Enforcement	1
Medical Providers	2
Mental Health Providers	2
Child Care Providers	1
Public Health Professionals	1
Other (Unspecified)	2

Focus Groups: Attended

Participant Role Type	Count
Child Welfare Professionals	22
Community-Based Organizations	3
Educators / School Staff	8
Law Enforcement	1
Medical Providers	2
Mental Health Providers	1
Child Care Providers	2
Public Health Professionals	1
Other (Unspecified)	1

PROCESS

Step 1: Participant Recruitment

- The OCAP team provided a list of professionals who expressed interest in participating in a Focus Group to revise Mandated Reporter Training (educators, child welfare professionals, community organization staff, mental health providers, law enforcement, public health staff).
- The OCAP team identified a target population of participants for the Focus Groups: Law Enforcement/Education, and Child Welfare.
- An email invitation was sent to potential participants, offering the opportunity to provide feedback about the California Online General Mandatory Reporter Training via Training Evaluation and/or Focus Group participation.
- Multiple reminder emails were sent (2-3 per participant) prior to each focus group and evaluation survey deadline.

Step 2: Focus Group Scheduling and Session Management

- A Doodle survey was sent to the target population participants (Law Enforcement, Education, and Child Welfare) asking about their Focus Group scheduling preferences.
- Based on survey results, two initial sets of focus group time slots were created:
 - 4 time slots were offered exclusively to Law Enforcement and Education participants.
 - 3 time slots were reserved for Child Welfare participants.
 - After the targeted groups had the opportunity to select their times, any remaining available sessions were opened to all other participants on the interest list.
- 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
 - Effectiveness of the Current Training
 - What aspects of the Mandated Reporter General Training were most useful and relevant to you as a Mandated Reporter?
 - Did the training increase your confidence in identifying and reporting abuse/neglect? Why or why not?
 - Drawing on your background and experience, what two key changes would you suggest for redesigning the training? Please include specific information or examples that would be helpful to include.
 - Have you completed other mandated reporter trainings in the past? If so, which ones, and how did they compare to this training?
 - Challenges in Reporting
 - What are the biggest challenges or barriers you face when deciding whether to report?
 - Have you ever hesitated to make a report? If so, why?
 - What additional guidance or resources would help you feel more confident in deciding when to report?

- Community Supporting
 - What is your understanding of the community supporting approach as an alternative to mandated reporting, and how can it be applied in your current role?
 - What information should the training include to provide guidance for mandated reporters on how to support families before making a report? *Training is designed to equip participants with answers based on their questions. As we consider training content around this topic, what questions come to mind for you about the community supporting/mandating reporting shift? This can help better frame well-informed training.*
 - A community supporting framework involves providing resources to a family before meeting the threshold for child welfare involvement. What specific information should be included in the statewide Online Mandated Reporter Training? *What questions do people have about this so that it can be included in the training?*
 - Based on Child Welfare data, it is clear that families of color are overreported and overrepresented in the system. One in three children in the U.S. is subject to an investigation of child abuse by the time they turn 18. One in two Black and Native American children in California is subject to an investigation of child abuse by the time they turn 18. How should the training integrate Diversity, Equity, and Inclusion principles?
- Final Reflection Question:
 - We want to hear from more folks like YOU. Where/how can I do that?

Step 3: Data Collection

- Training Evaluations
 - Participants were provided with 3 options for submitting their Training Evaluation after completing the Online General Mandated Reporter Training:
 - Option 1: Email a copy of the completed Evaluation Worksheet to CalTrin.
 - Option 2: Submit feedback through the electronic Evaluation Worksheet Survey.
 - Option 3: Mail a hard copy of your evaluation to CalTrin.
- Focus Groups
 - Recorded focus group 90-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 major themes and common participant feedback.

CHALLENGES ENCOUNTERED

- **Limited Law Enforcement Participation:** Despite targeted outreach, law enforcement participation in focus groups and evaluations remained low.
- **Focus Group No-Shows:** Several participants registered for focus groups but did not attend their scheduled sessions.
- **Scheduling Conflicts:** Coordinating convenient session times for a wide range of participants across sectors proved challenging.

Online Mandated Reporter General Training Module Training Evaluation Results

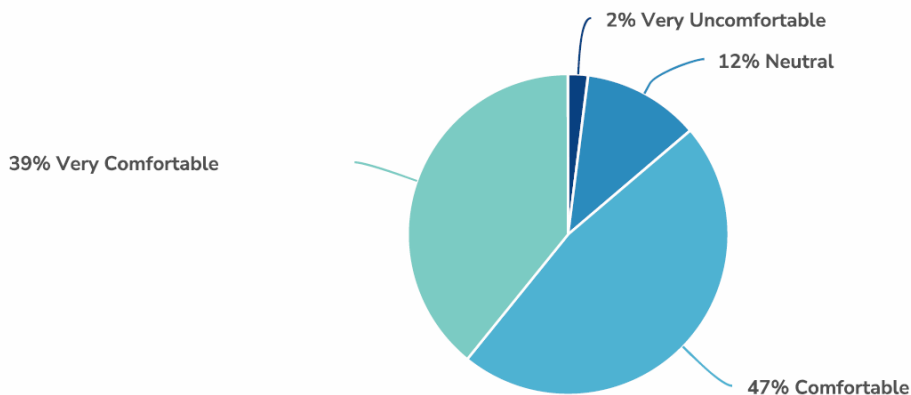
TRAINING EVALUATION RESULTS INTRODUCTION

The Training Evaluation gathered participant feedback on each module of the California Online Mandated Reporter General Training and included several overall questions about the community supporting framework, summarized here. Complete survey data can be found in Appendix A.

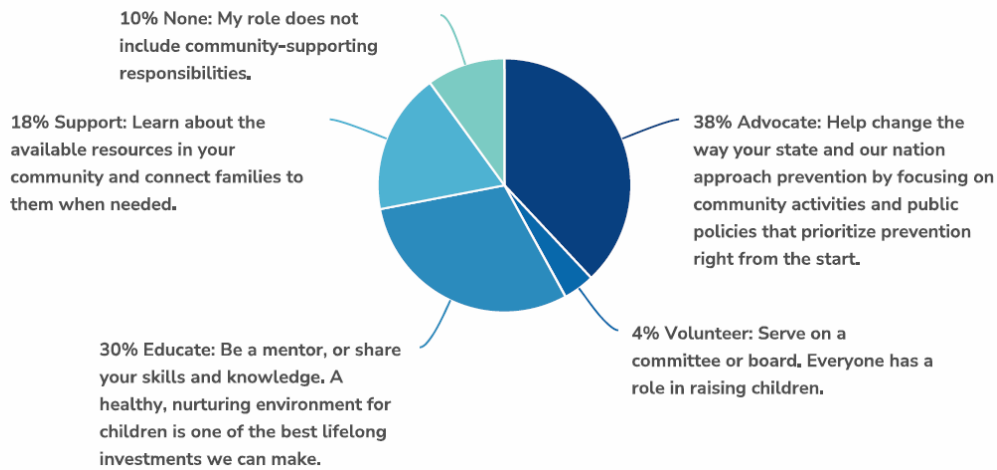
Participants were asked to evaluate the following modules and content themes:

- Lesson 1: The Role of the Mandated Reporter
- Lesson 2: Neglect
- Lesson 3: Physical Abuse
- Lesson 4: Sexual Abuse and Exploitation
- Lesson 5: Emotional Abuse
- Lesson 6: Willful Harming
- Lesson 7: Children with Disabilities
- Lesson 8: How to Report and the Events That Follow
- Lesson 9: Comprehension Review
- Diversity, Equity, and Inclusion (DEI) and Implicit Bias

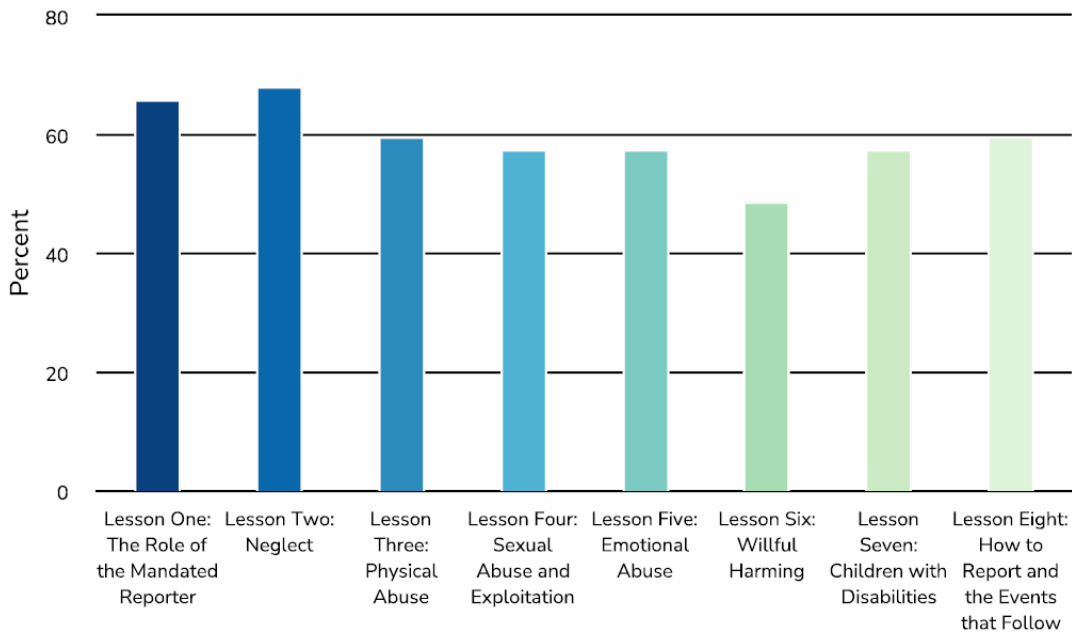
4. How comfortable do you currently feel providing community support to families as part of your role?



3. Your Role in Supporting the Community: Mandated Reporters can play a proactive in supporting their community. Which of the following Community Supporting roles best aligns with your professional responsibilities? Please select one option that best reflects your role from the list below:



31. Which topic(s) felt most relevant and helpful to your specific role? Check all that apply.



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. **Confusion Around Reportable vs. Supportable**

- Many respondents expressed uncertainty about when something should be reported versus when to engage support.
- Terms like *educational neglect* and *emotional abuse* were especially unclear.

2. **Support for Community-Based Approaches (If Backed by Tools)**

- Participants endorsed the shift but requested stronger infrastructure: resource directories, scripts, and professional guidance.
- There's a desire to act preventively, not punitively — if they feel equipped.

3. **Delivery Tone & Engagement Needs Work**

- The current training voiceover and visuals feel “robotic,” “dry,” or even “inappropriate” for heavy content.
- Suggestions include real-world videos, dramatized scenarios, and interactive quizzes.

4. **Terminology and Acronym Clarity**

- Requests to spell out or define CWS, CANRA, SDM, MRT, etc.
- Confusion caused by differences in county procedures.

5. **Requests for Practical Tools**

- Participants want printable checklists, scenario walkthroughs, and “decision tree” support for ambiguous cases.
- Many asked for quizzes or self-checks throughout the training, not just at the end.

KEY THEMES & SUPPORTING QUOTES

1. Confusion Around What is Actually Reportable: Participants frequently noted inconsistencies between training content and county-level protocol, especially around educational neglect and emotional abuse.

- *"Educational neglect is not listed as a neglect category. This causes a lot of confusion about reporting."*
- *"Neglect does not have to include physical injury—but that wasn't clear in the examples."*
- *"Sometimes we report because we feel like we should, not because we understand if it qualifies."*

2. Support for Community-Based Approaches (With Limitations): While many respondents supported the shift to community supporting, they emphasized that this shift requires practical infrastructure, resource access, and buy-in.

- *"We need to demystify what community supporting looks like."*
- *"Mandated reporters often defer to CWS because they don't feel confident in taking on the role of support."*
- *"CWS staff at parent nights would help build community trust."*

3. Tone & Format of the Training The delivery of training content was critiqued for using robotic voiceovers, static visuals, and overly heavy material without proper emotional framing.

- *"The robotic narrator reading child abuse scenarios was jarring."*
- *"Dark content was delivered in a cheerful tone—it didn't feel respectful."*
- *"More videos or dramatizations would help keep attention."*

4. Lack of Clarity on Terminology and Acronyms Participants across professions wanted more clarity around acronyms like CWS, CANRA, SDM, and a glossary or definitions provided up front.

- *"Spell out CWS. At least once."*
- *"Avoid acronyms without context. Even professionals can get lost."*
- *"It's hard to follow what's reportable if you don't understand the language."*

5. Requests for Decision Support Tools and More Interactive Elements Participants wanted more decision-tree style activities, mini quizzes, and printable job aids to help apply the training.

- *"A downloadable guide of questions to ask before reporting would be amazing."*
- *"The red flag checklists should be printable."*
- *"Add mini-tests throughout to help reporters apply judgment."*

6. Content Suggestions and Systemic Insights Some responses went deeper into systemic insights, including racial bias in reporting, challenges in rural communities, and contradictions between legal mandates and ethical decision-making.

- *"Black children are over-reported. This was shown in a graph but needs to be stated explicitly."*

- *"There are limited services in rural areas—we report because there's nothing else to offer."*
- *"We should be prompted to explore with parents before reporting, not just report."*

Focus Group Results

Law Enforcement & Education

Thematic Report: Focus Groups Law Enforcement & Education

Analysis was conducted on the transcripts from the four focus groups that targeted law enforcement and education participants. The full transcripts have been provided to OCAP.

Although these groups were initially designed to capture the feedback of law enforcement and education professionals, general population participants were included due to recruitment challenges and low registration of law enforcement.

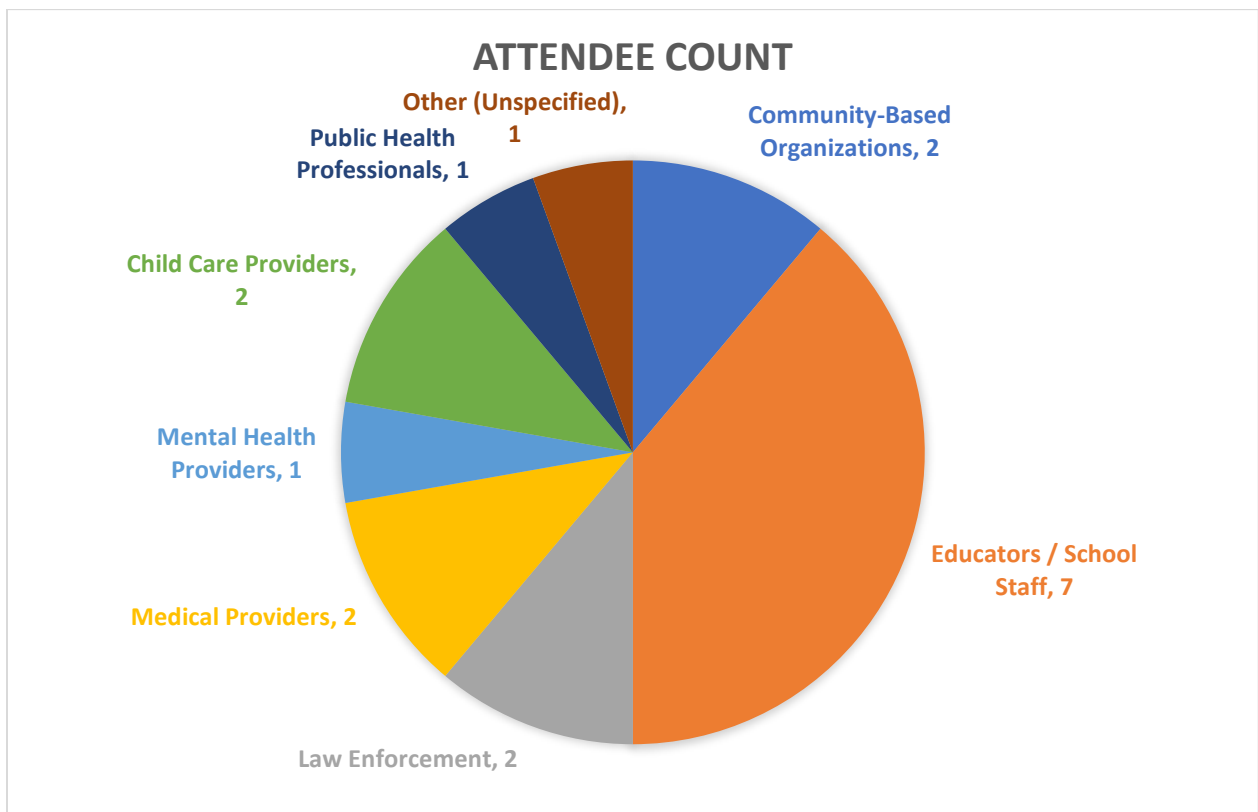
FOCUS GROUP DATES & PARTICIPANTS

02/12/2025 – LEO/ED: Registered: 7 | Attended: 2

02/13/2025 – LEO/ED: Registered: 5 | Attended: 4

03/13/2025 – LEO/ED: Registered: 10 | Attended: 6

04/03/2025 – LEO/ED: Registered: 10 | Attended: 6



KEY THEMES & SUPPORTING QUOTES

1. Desire for Practical Tools and Resources: Participants consistently requested tangible, easy-to-access resources to support reporting decisions.

- *"At the end of the training, there could be a downloadable PDF with bullet points of key things to remember if a student brings up something concerning."*
- *"There should be a mock walkthrough of filling out the SCAR form and what a sample call sounds like."*
- *"Having something printed or a guide during the training would be helpful."*

2. Emotional Safety and Hesitation in Reporting: Participants described hesitations rooted in fear of parental backlash, uncertainty about definitions, and the emotional toll of reporting.

- *"I was hesitant because I knew the situation was unsafe, but I wasn't sure if it counted as abuse."*
- *"The idea of the parent knowing you made the report causes tension."*
- *"Sometimes, you want to fix it yourself without escalating it to a report."*

3. Need for Clearer Decision-Making Guidance: Especially for first-time reporters, participants emphasized the need for structured decision-making support.

- *"The second time I had to report was easier because I'd already done it once."*
- *"A list of questions to ask when a child discloses something would be helpful."*
- *"You need guidance for that moment when you're caught off guard."*

4. Training Delivery Improvements Needed: Feedback highlighted gaps in engagement, relevance, and overlap between trainings.

- *"Sections of the training were redundant between the general and the school personnel versions."*
- *"More real-world examples, scenarios, and mock reporting activities would make it more effective."*
- *"An auditory and visual walk-through would help different learning styles."*

5. Excitement and Caution About Community Supporting: Participants were generally supportive of the shift but raised important considerations.

- *"Addressing poverty could lower risk and prevent abuse, which is exciting."*
- *"But how do you decide when it's poverty versus neglect?"*
- *"Remote workers face special challenges in building connections and identifying needs."*
- *"There needs to be a fast way to collaborate with someone when you're unsure, but timelines make that hard."*

QUESTIONS RAISED ABOUT COMMUNITY SUPPORTING

Participants raised thoughtful questions indicating a need for clearer guidance and support when introducing the community supporting framework:

- How do we distinguish between poverty and neglect in real-time decisions?
- What happens if professionals make the wrong call by choosing support instead of reporting?
- How can remote workers and educators access quick guidance when timelines are tight?
- What role should school administration or social workers play in providing backup for decision-making?
- How will privacy be protected when collaborating to support versus reporting?

Focus Group Results

Child Welfare

Thematic Report: Focus Groups Child Welfare

Analysis was conducted on the transcripts from the three focus groups that targeted child welfare participants. The full transcripts have been provided to OCAP.

FOCUS GROUP DATES & PARTICIPANTS

02/13/2025 – CWS: Registered: 5 | Attended: 4

03/13/2025 – CWS: Registered: 12 | Attended: 10

04/03/2025 – CWS: Registered: 11 | Attended: 9



KEY THEMES & SUPPORTING QUOTES

1. Emphasis on Early, Non-Intrusive Support for Families: Participants were highly supportive of interventions that prioritize early support before formal reporting.

- *"We need more upstream solutions that don't involve immediately calling CPS."*
- *"Families don't always need a report—sometimes they just need resources and support."*
- *"We should be building bridges, not creating fear."*

2. Difficulty Distinguishing Poverty from Neglect: Participants continued to voice uncertainty about how to differentiate systemic issues from true neglect.

- *"Poverty looks different in every family. It's hard to know when it crosses the line."*
- *"We need more training and examples on when poverty should trigger support versus reporting."*
- *"Sometimes it's safer to over-report, but that feels wrong."*

3. Gaps in Training Content and Delivery: Participants highlighted the need for practical, interactive, and emotionally aware training materials.

- *"The examples were too black and white. Real life is a lot grayer."*
- *"It would help to have flowcharts and checklists for decision-making."*
- *"Please include emotional intelligence components—this work is heavy."*

4. Role Clarity and Shared Responsibility Concerns: Participants wanted clearer guidance on roles, responsibilities, and support structures within their organizations.

- *"Sometimes it feels like they expect us to do everything, even things we're not trained for."*
- *"Sometimes it's not clear if you're supposed to support first or report first."*

5. Optimism and Reservations About Community Supporting: Participants were hopeful but cautious about how well the community supporting model would work without significant system change.

- *"This could be a game-changer, but only if there's real investment in community services."*
- *"Good idea in theory—but what happens when resources aren't available?"*
- *"We need training on how to have difficult conversations with families."*

QUESTIONS RAISED ABOUT COMMUNITY SUPPORTING

- What protections exist for mandated reporters choosing to "support" rather than "report"?
- How can professionals collaborate across systems while respecting confidentiality?
- How do we build trust with families who've historically experienced systemic harm?
- What tools will help mandated reporters know when they have "done enough" in offering support?

Common Themes Across All Focus Groups

SUMMARY STATEMENT

Across both focus group rounds, participants share a clear and aligned vision: they are hopeful for the shift toward community supporting, but only if strong practical tools, clear role definitions, emotionally intelligent training, faster access to consultation, and tangible resource investments are provided to make the model sustainable in real-world practice.

KEY COMMON THEMES ACROSS BOTH ROUNDS

1. Desire for Practical Tools and Resources

- Participants consistently requested downloadable guides, checklists, sample SCAR form walkthroughs, decision trees, and conversation starters.
- There was a strong emphasis on the need for real-world, gray-area examples to support judgment calls.

2. Emotional Hesitation and Burden in Reporting

- Participants described emotional strain, hesitation to report, and fear of consequences.
- They emphasized the need for training that addresses the emotional realities of mandated reporting, not just procedural steps.

3. Difficulty Distinguishing Poverty from Neglect

- Participants across both rounds struggled with when to report versus when to support, especially when poverty was involved.
- There was a clear need for additional training examples and frameworks to help navigate this complex distinction.

4. Gaps in Training Delivery

- Feedback indicated that the current training content feels too simplistic or binary.
- Participants called for more nuanced, interactive, and emotionally sensitive delivery, including flowcharts, scenarios, and real-world roleplays.

5. Role Clarity and Shared Responsibility Concerns

- Participants repeatedly requested clearer definitions of professional roles and responsibilities.
- Many expressed frustration about feeling responsible for tasks beyond their training (e.g., support planning without appropriate backup).

6. Optimism and Caution About Community Supporting

- There was strong enthusiasm for shifting to a community supporting mindset.
- However, participants consistently expressed concern about the availability of resources, liability issues, and practical support for making the shift.

7. Need for Faster Access to Consultation

- Both rounds revealed a desire for quick-access consultation services (e.g., hotlines, chat services) to help mandated reporters when navigating gray-area cases under tight timelines.

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 Community Supporting — With Cautions

- **Focus Groups:** Participants expressed hope for the shift to community supporting but noted concerns about available resources, system capacity, and clear protocols.
- **Training Evaluations:** Many respondents agreed with the philosophy of community supporting but wanted more examples, tools, and clear steps for how to implement it in practice.

2. Need for Practical, Actionable Tools

- **Focus Groups:** Requests for downloadable checklists, flowcharts, mock SCAR forms, and real-world scenario walkthroughs.
- **Training Evaluations:** Participants asked for printable job aids, summary guides, and examples to apply learning after training completion.

3. Emotional Hesitation and Reporting Anxiety

- **Focus Groups:** Emotional burden of reporting discussed extensively; fear of retaliation, uncertainty about the “right” decision.
- **Training Evaluations:** Some participants indicated they still felt anxious or unsure about making mandated reports after completing the training, particularly around complex cases.

4. Confusion About Poverty vs. Neglect

- **Focus Groups:** Difficulty determining when a situation is systemic poverty versus actual reportable neglect was a dominant theme.
- **Training Evaluations:** Participants requested more training scenarios specifically addressing poverty and gray areas.

5. Frustrations with Training Delivery Format

- **Focus Groups:** Participants felt the training examples were too black-and-white, lacked nuance, and needed to be more engaging.
- **Training Evaluations:** Common feedback included requests for shorter modules, interactive elements, better pacing, and less repetitive content.

6. Desire for Faster Consultation or Decision Support

- **Focus Groups:** Need for hotlines, chat consults, or rapid resources when facing urgent gray-area cases.
- **Training Evaluations:** A smaller but notable group suggested integrating "decision trees" or "on-demand FAQs" into or after the training to reinforce application.

Recommendations Based on Focus Group and Training Evaluation Data

ONLINE MANDATED REPORTER GENERAL TRAINING MODULE REDESIGN RECOMMENDATIONS:

- Simplify language, define key terms, and redesign narration.
- Increase engagement with videos, branching scenarios, and short quizzes (knowledge check throughout).
- Offer more bite-sized content – easier for participants to digest and understand.
- Incorporate nuanced case studies and gray-area decision-making scenarios.
- Create practical, downloadable tools such as:
 - Job aids
 - Flowcharts
 - Decision trees
 - Resource directories
 - Conversation starter guides
 - Sample SCAR form walkthroughs
 - Mock reporting scenarios
- Offer role-specific supplements to the general training for different mandated reporter groups (e.g., educators, medical staff, child welfare).

COMMUNITY SUPPORTING IMPLEMENTATION RECOMMENDATIONS:

- Define clear indicators for when community support is appropriate versus when mandated reporting is required.
- Align training and messaging with statewide definitions, expectations, and the community-supporting framework.
- Develop sample collaboration protocols with administrators, case managers, and support staff (including for remote professionals).
- Provide quick-access consultation options (e.g., hotline, chat consult) for real-time decision support within 24–48 hours.
- Invest in local resource directories, support lines, and tangible assistance options for families.
- Normalize and promote a community-supporting mindset across all mandated reporter professions.
- Establish clear protections and guidelines for mandated reporters engaging in community support efforts.
- Build community trust through consistent outreach, partnerships, and culturally responsive practices.

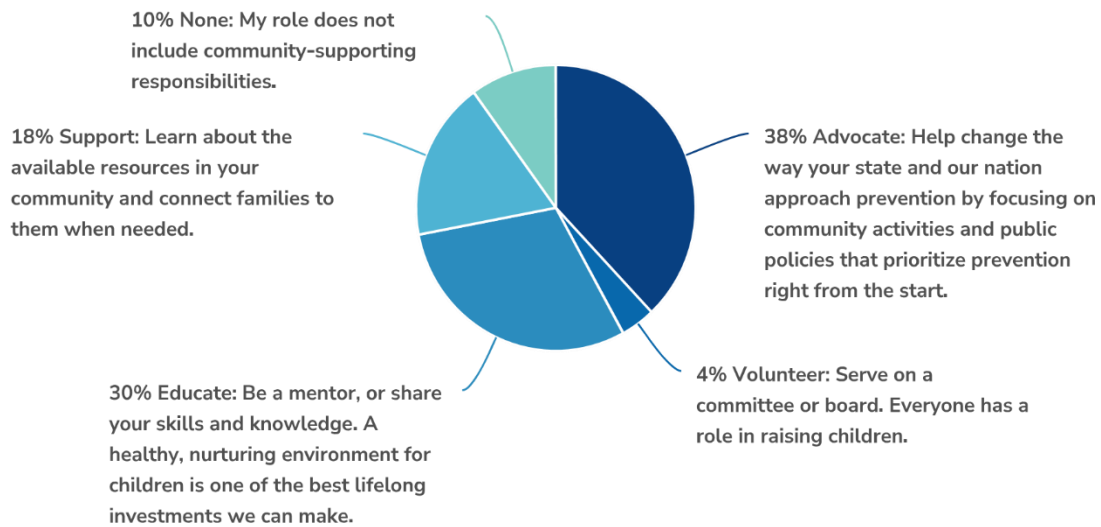
Appendices

Appendix A – Full results from the Training Evaluation

2 Lesson 1: The Role of the Mandated Reporter Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
This section clearly explained the responsibilities of a mandated reporter. Count Row %	0 0.0%	0 0.0%	1 2.0%	27 52.9%	23 45.1%	51
The information was easy to understand and relevant to my role. Count Row %	0 0.0%	0 0.0%	2 3.9%	23 45.1%	26 51.0%	51
This section clearly explained the responsibilities of a mandated reporter. Count Row %	0 0.0%	1 2.0%	5 9.8%	21 41.2%	24 47.1%	51
This lesson kept your attention with visuals, real-world examples, and/or interaction. Count Row %	0 0.0%	5 9.8%	9 17.6%	21 41.2%	16 31.4%	51
Totals Total Responses						51

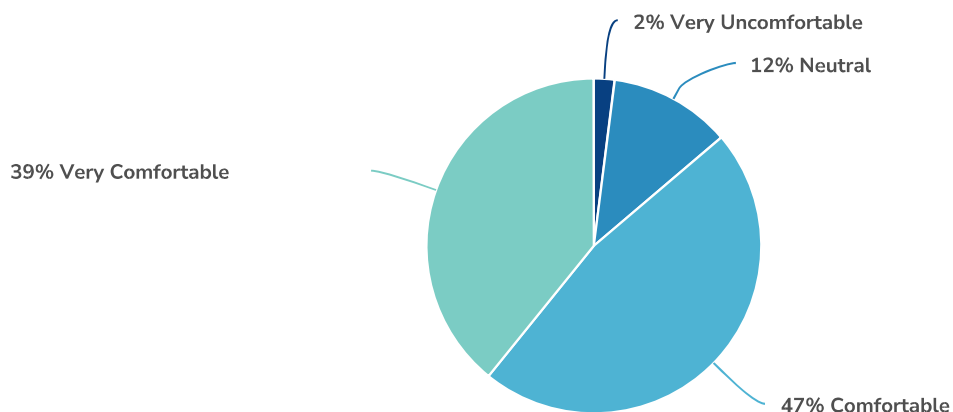
3 Your Role in Supporting the Community: Mandated Reporters can play a proactive in supporting their community. Which of the following Community Supporting roles best aligns with your professional responsibilities? Please select one option that best reflects your role from the list below:



Value	Percent	Responses
Advocate: Help change the way your state and our nation approach prevention by focusing on community activities and public policies that prioritize prevention right from the start.	38.0%	19
Volunteer: Serve on a committee or board. Everyone has a role in raising children.	4.0%	2
Educate: Be a mentor, or share your skills and knowledge. A healthy, nurturing environment for children is one of the best lifelong investments we can make.	30.0%	15
Support: Learn about the available resources in your community and connect families to them when needed.	18.0%	9
None: My role does not include community-supporting responsibilities.	10.0%	5

Totals: 50

4 How comfortable do you currently feel providing community support to families as part of your role?



Value	Percent	Responses
Very Uncomfortable	2.0%	1
Neutral	11.8%	6
Comfortable	47.1%	24
Very Comfortable	39.2%	20

Totals: 51

5 What challenges or barriers, if any, do you face in incorporating community-supporting practices into your role? What resources or support would help you feel more confident or prepared to take on this approach?

ResponseID Response

5 As a psychologist, it is part of my role to provide supports of this nature. Often, the lack of available resources and poor communication consistency among agencies are the barriers, as well as resistance of clients.

7 Knowing where are the resources are and which are closest to where families live/work.

13 Community will/cohesiveness. Clear prevention/community pathways. Funding.

18 Sometimes there are a lack of resources in our area that meet what the family is looking for. That has been the only challenge I've come across.

24 Shifting the mandated reporter culture in my community and the mindset that children should be placed in foster care rather than supporting families. We are working on a Community Kickoff to present Community Supporting and the pathways of support outside of Child Welfare

25 Being part of the welfare system limits the community-supporting capabilities that can be offered to family. In my current role, I am able to refer eligible families to community agencies or for further support.

27 I work remotely. While I try to stay aware of resources in the community where my school is located, my living elsewhere does make this more challenging.

28 The biggest barrier is that there are so many different mandated reporter trainings that mandated reporters are being given mixed messages on what to report and what is reportable causing families to be reported unnecessarily to child welfare. I would like to see the state adopt a CPRG model to assist in helping those concerned about abuse/neglect know when to report and when to seek a prevention/community resource

29 Limited resources and limited pathways to resources in my community

30 One barrier is that at times the family would benefit from a resource like child care however we have to make a report for neglect (leaving child alone). This causes a rupture in the relationship and at times the family will end services. It would be helpful to have a number to call that would help us find resources for families without opening a case that demonizes the behavior of the parent trying to meet basic needs.

31 The biggest barrier that I currently face in my role is the lack of streamlined information, resources, and supports. There are some incredible resources and information to support the community but it is not easy to find and communicate the information. Additionally, the data that is free and credible is often outdated or reflective of the covid-19 pandemic, not years following. This makes identifying community needs a challenge These resource would support me in my ability to support the diverse needs of our community

ResponseID Response

32 I do not have challenges with this in my current role as a supervisor or my former role as a social worker. Supporting the community and connecting families to services it he primary function of the job.

33 Probably not knowing what community supports are available in my community.

34 The "your role as a mandated reporter slide is confusing to me. Bullet points 1 & 5 are confusing. Bullet point 2 is debatable I think what "identifiable" means, and in my county (OC), a child of any age can be listed as a perp for sexual abuse (to sibs), so this bullet point worries me

36 Staffing (community workers, case managers, social workers) to be aware of up-to-date resources in our community and to follow-up with families if community supports were able to be accessed and if they were not, assistance in trouble-shooting with the families.

37 n/a

38 None. Need access to more community resources. Sometimes resources are very scarce.

39 Budget and contracts with community agencies.

40 A barrier would be helping parents to understand that reporting does not always lead to an investigation or removal of their children, sometimes it can lead to education and resources. I think having CWS staff available for school parent nights to answer questions and connect with the community would be helpful

41 Not many, other than additional resources that would be available in our region. I'm famliar with community supporting in that I have served on our counties' comprehensive prevention planning committees.

42 I am not sure where I can direct my families to receive community support. I do work for a religious organization so most of our families seek resources through the church. I would not know where to direct them outside the church.

43 Fear of retribution by families reporting back to my employer - Fear of losing job and or future negative references. Would welcome more professional support and Liaison from CPA and CDC

44 Challenges face in incorporating community supporting include: MR's concerns with lawsuits for not reporting when information was known, although risk is low (this leads to MR reporting to avoid lawsuits or legal troubles with families); lack of resources and services in the community due to limited funding or not meeting criteria for the services, and lack of financial resources to sustain community supporting. Community supporting is often most successful with long-term supports and that isn't sustainable fiscally and realistically with caseloads and staff. Financial sustainability will support with taking this approach as well as education and the reduced risk of lawsuits

ResponseID Response

46 I work in Public Health and I serve as President of the Child Abuse Prevention Coordinating Council of Humboldt. One challenge is the historical advice to report without concern as to the result. It has long been understood that reporters leave investigations up to Child Welfare. Teachers, in particular, report often and frequently because they are advised to do so by trainings and by their insurance companies. Teachers have very regulated time and it's difficult to reach out to them beyond their scheduled duties in the school system. Yet these are the folks we need most to reorient. At the same time, I'm also skeptical of the idea of placing more responsibility on teachers' shoulders to become social workers. They have enough to do. A conundrum.

48 1. Having difficulty in some cases deciding whether to report to CPS or to refer to community services. 2. Roster of community services and contacts generally is readily available. 3. There is an absolute shortage of community services of almost all types. 4. There are usually long waits for intake/first contact. 5. It is easy for the most high risk and needy families not to engage or follow through. 6. Most MR do not have capacity or skills to make best referrals or follow up. 7. There is no mention or promoting collaboration with others to make decision about abuse or neglect. 6. Note: Coordinating groups like CARE PORTAL and FULL CIRCLE should

49 None

50 Coordinating care outside of our county is a challenge. We have limited supports already due to the rural nature of the county.

52 When providing education to mandated reporters on their ability to utilize community supporting practices in their role many do not believe they have this responsibility and prefer to 'defer' the responsibility to child welfare. Many site a lack of time to dedicate to community-supporting practices and that they're told it's not their responsibility. Knowledge of how to incorporate community supporting practices and information on how to access and speak to families about community support/resources is needed.

53 As a manager with Child Welfare Services I am often asked to come speak at different community events about child abuse and neglect. I take those times to discuss prevention services, and over reporting, or reporting wrongly, when community services could help a family more than a CWS investigation. Some of the barriers and challenges are the lack of resources to help families in our community and lack of funding. I feel that resources/funding to support a community reporting line would be very helpful. This way mandated reporters could call and describe concerns and the family could be connected with appropriate services.

54 lack of resource to address issues of minors with drug issues and mental health services.

55 It is often my job to encourage other mandated reporters to incorporate community and family supporting practices. Educating mandated reporters that this is part of their role and not only my role would be helpful.

ResponseID Response

- 57 The statistics on substantiated/actions taken were misleading. The investigations and evaluations are only as good as the workers completing them. There are multiple instances of children who have had countless reports made that have been evaluated out and the child subsequently died either at the hands of their caregivers, or because of their caregivers failure to act.
- 58 There are so many providers that the school support system has become a maze.
- 59 Others giving me advice so I can be better or help out in more better way if I'm ever doing anything wrong.
- 60 Barriers: Language needs, cultural humality of service providers, transportation to services, ID/Birth certificates needed, and access to phone/computers It would be great to have guaranteed translation services, transportation support, and tech training for folks who need to navigate resources online. Furthermore, it would be great if agencies conducted implicit bias/DEI trainings.
- 61 We are working on gathering information as to all available resources in our county and ensuring capacities, Medi-CAL eligibility, etc. Knowing what is in the communities and how families can access the supports is critical, but our county is large geographically and very diverse, so it can be difficult to collect all of the information.
- 62 There are not enough resources to support families in the communities, and mandated reporters do not clearly understand the supporting role as opposed to just reporting and letting CWS deal with the issues and outcomes of the investigations.
- 63 There appear to be many resources but they are hard to navigate, and are limited in parts of the county.
- 64 I am a trainer with CWS and often do mandated reporting in the community. It is important that I stay updated on available services in the community in order to better communicate those services within the training.
- 65 I do not anticipate challenges or barriers. We have been using this language of community supporting for a while in our program.
- 66 Lack of community resources lack of engagement by certain risk patients Actually too busy with primary responsibilities to attend to community support availability
- 67 Avaliability.
- 68 The legislation, regulations, and practices in place are set-up in a way the places fear and apprehension towards this model. Resources and advocacy to support these practices would be helpful in instilling confidence in moving forward with this change.

ResponseID Response

70 Challenges include entrenched agency patterns that are more reactive in nature and tend to support doing things "the way we've always done it." Even though there is verbal support for prevention and community-supporting approaches, agency practice often plays out differently. Guidance on effective advocacy with agency leadership and on how to convincingly engage the staff who do the work would be helpful.

71 I provide community supporting practices as a part of my professional occupation.

72 None

73 If needed to go to a resident, or home am very uncomfortable with that.They were ok

6. Additional comments about Lesson 1 such as: What was effective about the visuals and interactive components, or what could be better? Suggestions for improvement and/or greatest takeaways.

ResponseID Response

5 I appreciated the examples, showing how small details can change the nature of the story

7 It's hard to keep focus when I see the words and can read them faster than the person reading them. Also the visuals sometimes felt so dark in theme. I don't need to see a sad worried child. I

13 Remove triggering visuals, ie visuals that suggest child abuse/neglect. Also, use language that is every day.

18 Under the protections for mandated reporters' section for confidentiality it states... "your identity and the content of the report shall be confidential and only disclosed to those agencies who receive or investigate the report." The part about the content of the report is misleading. When child welfare social workers investigate reports of child abuse, we are required by law to tell the parents what the allegations are, which means that they will be told what was reported. Although we do take every measure to protect the identify of the reporter in the way we write our reports, such as not identifying them or using statements like "the child told their teacher..." because that can then make the family think the teacher is the one who made the report, even if they weren't.

24 I'd like to see more about the mandated reporter role applying during the course of your job and not extending into personal matters.

25 The scenarios provided are useful because they provided the mandated reporter with information that community resources can be utilized to mitigate the family's situation.

27 The Mandated Reporter training sounds as if the audio were auto-generated. As a result, some very dark and upsetting material is sometimes presented with a light, upbeat tone which does not feel appropriate. I have a colleague who also noticed this.

28 less use of acronyms or words the general population may not understand such as CWS, CANRA. Data from 2021 is not recent enough. Since Covid CWS has seen changes in allegation types, age of children etc.

29 The examples were effective, the speaker at times sounded robotic. The visuals were limited to pictures.

ResponseID Response

- 30 The section that talks about what to avoid as a mandated reporter reads a little unclear. It says to avoid making quick decision and use subjective decision making. It sound like it is saying we should should use subject decision making in place of quick decisions. Also the example scenario of the 11 year old that is tired due to caring for younger sibling at home seems to miss the step to explore or partnering with the parent to get more information. It would not be neglectful if the parent prepared all the food, set up supervision with a neighbor or family member that comes and checks in, etc. In addition, CA does not have a law about the minimal age a child can stay home alone. What if the child is considered mature, knows how to respond to an emergency, and there is a plan established with the parent. There are still assumption that are being made in this example that could lead to an unnecessary report. Although, we are not responsible for investigating we should be prompted to gain clarification. Also minimally adequate care is never defined.
- 31 I would suggest writing out CWS on the slide show, at least once so that everyone knows what it means Additionally, it would be helpful to define what each of the "CWS Case Dispositions" means. Lesson One: I think the examples are helpful in determining where the line of reportable vs. no-reportable types of scenarios are.
- 32 I think lesson 1 was clear. I enjoyed the statistics and the links to legal information
- 36 Would add an explicit statement that black children are over-reported compared to their population. It is shown in the graph but I think this is a very important point. Liked the examples at the end to differentiate how to respond in different situations that appear similar on the surface. Felt it was a little lengthy.
- 37 the additonal resouces, in regards to information was helpful. I would like to see some specifics talked about when it comes to stats in California and the reporting rates per demographic. For example, older youth become more savy and learn what not to say for no mandate report can be made.
- 39 it is well organized and I like the statistics that are being shown.
- 40 I think videos and moving visuals rather than just long paragraphs of words would be more engaging. The words are helpful if you miss something or aren't paying attention, but videos would help keep attention.
- 41 I found it was better than previous information provided.
- 42 Because we have to watch the same training year after year, I think you should provide a summarized version once you have taken the training more than twice. Also, the general and school trainings are very similar. Taking both seems redundant. I think people would pay better attention if you could combine the trainings.
- 43 Visuals were good and relevant. There needs to be more specific verbiage and ways support is given to mandated reporters in filing claims. Perhaps a support facilitator assigned to mandated reporter - filing any given report!

ResponseID Response

- 44 I particularly like the MRT button/legal button as this allows you to can in depth into that specific issue. A recommendation is righting out acronymns such as CANRA. The legal page did not write out what CANRA is.
- 45 The lesson was very thorough and informative. It was a lot of words on the screen, and a lot of information, which made me zone out a couple of times. The clicking through interactive component is good for refocusing. People can also take breaks if they need to which is good. I don't think there is much you can do regarding the amount of content as I believe this should be a very detailed training. The emphasis on mandated reporters watching out for their personal biases and understanding cultural sensitivity was well thought out. The examples after were good. It should be noted that mandated reporters are making reports based on credible information, and part of their responsibility is to obtain clarifying information to support whether or not there is a reasonable suspicion of abuse or neglect. Clarifying is exploring to the point of understanding and is not investigating. (Not sure if this comes up in another lesson) All volunteers are not mandated reporters in the state of California.
- 46 I was generally very impressed with the training.
- 48 1. My opinion is overall this whole training is excellent and TERRIFIC (if a bit long), very well organized, detailed, understandable and clear. Generally it is high quality and well balanced. The organization of subjects and points with sub groups and links is also excellent. 2. As a licensed MD I am a MR on 52 separate conditions, I never before took or was asked to take this training, am not aware of any requirement by CMB to take this training and as former member of the CMB I am not aware of any MD ever disciplined for not reporting. 3. This section does not emphasize enough the responsibility to report urgently when there are immediate harms or high risk. 4. The introductory statistics on victims by age are inconsistent. The bar graphs have different numbers than CCWIP stats. This is especially dire because it underplays the very high risk of infants less than 1 year
- 49 Content was good and easy to understand.
- 50 Brief quiz after each section.
- 52 Acronym "CWS" should be defined. There was no ability to access MRT or legal options for additional viewing information during the slides (I was taken to the same resources page each time). The information was general, which left room for some confusion (i.e. list of mandated reporters included "other reporters"). Supervisors and HR seemed somewhat intimidating to list as mandated reporters. Volunteers are listed as mandated reporters. nut not all volunteers are mandated per CANRA, and the most volunteer - types who have direct contact/supervision with children are only encouraged to report. Information on the role as a mandated reporter was not as clear as I would hope. Information on role in supporting communities was clear and understandable. Definition of a victim of abuse only alluded to victims of abuse and not victims of neglect. The lesson was clear with who is a perpetrator, was clear on confidentiality and anonymity. Reasonable suspicion and clearly defined and easy to understand and made sense. Protections for mandated reporters were clear and provided a sense of protection and support. Legal requirements were clear.

ResponseID Response

53	I liked the visuals and interactive components. A few times I felt the narrative wasn't clear, or didn't explain enough about what the training was trying to describe.
54	The scenerios are very helpful
57	The cultural considerations component was very helpful. It helps to make reporters understand to pause before making assumptions and consider alternatives. Additionally, the segment on poverty alone not being a criteria was very helpful for reporters to understand.
58	I prefer flow charts and schematics over long narratives.
59	It was understandable to me I mean it helped me open my mind up a little more to do things different(in a good way)
60	The questions presented were good, it would be nice to have an option to print them out to ask yourself when needed. I also think cartoon/animations would be eye catching. I like the read aloud feature.
61	The visuals were clear and they aligned with the topic at hand. Perhaps including some live-action scenes (instead of just words on the slide and the voice-over) for learners to observe would be helpful.
62	The visuals were mostly people of color, giving way to the racial disparity of the child welfare system as a whole. I believe there should have been more information provided on the what does not constitute child abuse (socio economic status, race, ethnicity, sexual orientation). Test at the end was good for mandated reporters.
63	It was very clear, I think more examples would be helpful.
64	Lesson 1 was a comprehensive overview of the role of a mandated reporter. It would be a nice addition to add why mandated reporters are hesitant to report and also what legal consequences may occur if they fail to report.
65	None
66	n/a
67	Effectiveness from visuals is usually at it's highest when video is presented. The interactive buttons on visuals was good as it forces me to focus on learning more defined areas of study.
70	It is very dry and boring to listen to someone read in a monotone voice. It would be helpful to have a "live" presentation with moving images, music, sound, and realistic scenarios. I understand that budget/time/resource restrictions may impact the ability to produce such a presentation.

ResponseID Response

71 When identifying victim and perpetrator, GN should be included as a category and by extension, perpetrators cause abuse and neglect by either taking action or inaction. A perpetrator for CPS is only a parent, legal guardian or in-home caregiver. Although all reports can be made to CPS, abuse by a stranger or acquaintance is the jurisdiction of LE and will be cross reported. More detailed information needed regarding implicit and explicit bias and how a person's personal experiences influences their perception of what qualifies as abuse and/or neglect. Provide examples such as spanking, slapping, dirty homes for teenagers, hygiene issues for older children, etc. Examples of minimally sufficient/adequate care such kids sleeping on a couch or floor, kids not having structure and reasonable bedtimes, etc. Definitions of minimally adequate care should be mentioned under explicit and implicit bias.

72 How important it is to see something say something is

73 They were ok.

7. Lesson 2: Neglect Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
The signs of neglect were clearly outlined and actionable. Count Row %	1 2.0%	2 4.1%	3 6.1%	22 44.9%	21 42.9%	49
The examples provided were realistic and helpful. Count Row %	0 0.0%	3 6.1%	4 8.2%	21 42.9%	21 42.9%	49
This lesson kept your attention with visuals, real-world examples, and/or interaction. Count Row %	1 2.0%	3 6.1%	5 10.2%	25 51.0%	15 30.6%	49
Totals Total Responses						49

ResponseID Response

8. Additional comments about Lesson 2 such as: What was effective about the visuals and interactive components, or what could be better? Suggestions for improvement and/or greatest takeaways.

ResponseID Response

7	Visuals and interactive components weren't engaging. Having some either or questions to answers, or mini-tests would help engagement.
13	Same as previous.
18	Physical neglect slide – "repeatedly leaving the child in another's custody for days or weeks at a time." This by itself is not neglect. Parents can choose to leave children in the care of a safe adult and sometimes they do that for many different reasons. As long as the child is not being harmed by that other person, is being adequately supervised, has adequate food and shelter, etc while there, this would not be cause for a report. The parent would still be the responsible party if anything were to happen while the child is in that other adult's care though, so then that could constitute neglect on the parents part. The reporter would need to obtain more information about the situation. This is touched on more under the willful harming section about abandonment. Parental substance abuse – I like that this slide has detailed information about what to consider, their substance use alone is not cause for a report, but more information is needed. It might be helpful to add information about homelessness in the neglect slides. Often, RPs will call to report a family is homeless, but there are other factors to consider. Along the lines of poverty, homelessness by itself is not neglect.
24	highlighting issues of poverty compared to neglect would be helpful
25	I am glad it went over poverty vs neglect and provided an explanation of lack of resources vs no utilizing the resources.
27	I could use more guidance determining when the state of a house could be considered neglect (e.g. hoarding or other filth leading to rat and cockroach infestations)
28	Use caution with slang words such as "red flags" in slide 1. I liked that you could read the definition of GN and SN, great that it listed specific signs of GN was helpful. I like that there was specifics on the difference b/t poverty vs GN/SN. Since school attendance is commonly reported it could be helpful to provide more detail on that specific issue on the educational neglect slide. I also like that slides utilized SDM hotline tool language
29	I appreciated the additional information about substance use/general neglect that could help a mandated reporter consider whether or not it rises to the level of general neglect. Similar information should be provided regarding parental mental/behavioral health
30	There are some stereotypes within images which could play into the bias of those taking the training. Men were depicted for substance and alcohol abuse. Maybe consider multiple picture. The section on poverty vs neglect could be expanded to included scenarios and what step to take instead of making a report.

ResponseID Response

- 31 I anticipate that there are going to be some questions from educators about the examples of educational neglect. Especially the one that states "keeping a child from needed special education services". It is important to consider what is within a parents rights especially when considering IEP's and 504's. Parents have a legal right to disagree and revoke consent
- 32 I think the section was thorough and clear. Something I thought was interesting was the emphasis put on educational neglect, as a lack of school attendance does not even meet SDM criteria for child welfare response, so I think that could be confusing to mandated reporters as it may leave them wondering why the county is not responding when it was highlighted in training as a form of neglect.
- 33 Effective: The examples of each type of neglect. The differentiation between neglect & Poverty. The Red Flag behaviors
- 34 Educational neglect is not reportable in my county- is it in others? Should this be removed as it would drastically increase the number of reports made.
- 36 Defining neglect as a choice/willing decision is challenging. What about when parents have mental illness or substance use issues? In these cases, the neglect may not be a choice but other factors are taking a priority or not being prioritized. I think it would be best to focus on the effects to the child. Should use term "substance use", instead of "substance abuse". In my experience, educational neglect is not taken by our Hotline, referred to school system.
- 37 Parental Substance abuse was a good section It was good to have to click buttons on details to stay engaged
- 40 I think pictures and examples if possible of what neglect looks like could be helpful. I think also emphasizing that sometimes neglect isn't intentional and malicious, but a product of circumstance for which a family might need help. Also a slide about mental health and self-neglect in older children would be helpful as well.
- 41 It outlined neglect vs. poverty, which is often misunderstood by mandated reporters.
- 42 I think the visuals are effective. I like that you incorporate the differences between neglect and cultural variances. This was helpful for me.
- 43 The expression on faces were very effective. Various scenarios of neglect well portrayed and explained.
- 44 Need clarity on educational abuse for the neglect category. Educational neglect is not a category under SDM. I thought it would be better listed as educational signs vs educational abuse

ResponseID Response

45 I think throughout the lesson, not just at the beginning, there needs to be more emphasis that general neglect is the NEGLIGENT failure of a person. I also think there needs to be a strong emphasis on all allegations that a NEXUS is needed. General neglect does not include treatment from spiritual means or religious purposes. Age and developmental status plays a big role in how we assess these allegations. If a parent is intentionally and willfully failing to meet a need, that is when a call to DCFS should be made. Educational Neglect is not reportable to DCFS. That is a SARB issue. Not providing preventative medical and dental care, in and of itself, is not reportable to DCFS. Domestic Violence is not listed anywhere under general neglect in the SDM definitions. Mandated reporters overall should not be reporting based on risk of neglect or red flags. They should be reporting based on an incident of neglect. I am glad AB2085 information is included in the presentation. There were no example scenarios, which I think would be helpful. I think this could use more content overall since neglect is the most reported, and mandated reporters do not often have a clear understanding of what is inappropriate parenting vs actual neglect. Using SDM would be helpful in creating clear cut definitions of what constitutes neglect. What does not constitute neglect could also be spelled out more.

46 Same as above.

48 1. Should have an example of neglect or abuse in an economically well off family, eg. from alcoholism. 2. This whole subject is ill framed, due to the way the laws are written which guides this training. In my opinion this is a "social work/ individual family-victim" approach. It totally ignores insights from epidemiology and never mentions high risk environments in families due to substance use, youth of mother, homelessness, interpersonal violence, and mental illness; all of which fall under 'general neglect.' There should be a functional 3rd category of neglect, i. e. general neglect, high risk neglect, and severe neglect. 3. This training never uses the word DANGER. Yet that is the red flag circumstance MRs need to pay attention to to help children at increased risk.

49 The examples are clear and logical to understand.

50 Brief quiz after each section.

52 Signs of possible neglect, red flags, and risk factors were clearly defined, but how/when to report vs possibly follow-up or utilize community-supporting practices isn't widely touched on. Reminder about minimum sufficient care would be useful and an additional reminder about considering bias could be helpful. The examples support reporting when parents don't obtain preventative medical/dental care, which made me think failure to vaccinate or have routine exams could be reportable neglect. The example of child not being shown affection also led me to think a mandated reporter could report this based on perspective rather than having facts to support neglect. Parental substance abuse (what should be reported and when it should be reported) was very clear. Educational neglect seems to be incorporated as a mandated report to child welfare rather than reportable to school districts or the Department of Education depending on the county.

53 That neglect is a choice- that stuck with me. I think that the examples and definitions of neglect were good, as well as defining what is poverty vs. what is neglect.

ResponseID Response

- 54 The explanation of the different forms of general neglect.
- 55 When child welfare services is evaluating whether to investigate a referral in CA, Educational neglect is not listed as neglect category. This causes a lot of confusion about reporting.
- 57 This section was good at explaining how poverty does not equate to neglect. The portion about substance abuse options appeared to place the onus for treatment on the reporter to offer alternatives which seems inappropriate.
- 58 All of visuals are static. Technology can provide a more interactive presentations.
- 59 N/A
- 60 The overview/list format is helpful for folks, however when it comes to educational neglect there are cultural considerations as well as age considerations. Children/youth can have a say in their own accomdations which is important to note and families often think of development/learning in their own cultural way. Perhaps providing examples of each of these types would be more helpful for understanding. Other suggestions: some of the words were quite complicated. If this is for general mandated reporter these can be from different backgrounds (pre school teachers, health aids, etc). Language can be simplified for more universal understanding. Examples of complicated words: "negiligent", "non-organic", "delinquency". Furthermore words like "conduct disorder, delinquent, and runaway/AWOL" are outdated words that are not strengths based when it comes to talking about our clients.
- 61 Same as feedback in above section.
- 62 There should be more scenarios within the neglect section with small tests throughout the entire training that allows MRs to see what does and does not constitute abuse/neglect, without waiting until the entire training has been completed. The training should be more interactive.
- 63 I really liked the statement, "Poverty is when the family does not have the resources, and neglect is when they do have the resources but do not use them."
- 64 I was not familiar with educational neglect, I have always been informed truancy was not a CWS investigative issue if it does not include other allegations where the child may be at risk of neglect and/or harm. As for the medical neglect, I think expanding on this topic would be helpful-not providing preventative medical and dental care is fairly vague, I'd address vaccines in this section as well. As for parental substance abuse, I suggest adding information about the mandated reporter being able to share how the use is impacting the parents ability to safely care for their child. For example, age of the child is also taken into consideration and the parent may be sleeping for long periods of time or driving a vehicle with the child inside. As for stressful life events, it may be helpful to add parental incarceration and immigration status/deportation concerns.

65 None

ResponseID Response

- 66 SHOULD CLEARLY BREAK DOWN NEGLECT TO EMPHASIZE HIGH RISK SITUATIONS SUCH AS DV, DRUGS, MENTAL ILLNESS. and de emphasize poverty per se.
- 67 Effectiveness from visuals is usually at it's highest when video is presented. The interactive buttons on visuals was good as it forces me to focus on learning more defined areas of study. Suggestion: Using text effects help keep the viewers attention.
- 68 The Educations Neglect section raised several concerns from me regarding parents rights and ensuring that there are no violations to parents right to refuse special educational services. I think it is important to refer to the US Department of Education and the CA Department of Education especially when referencing to things that impact IEPs, 504, and children who may have identified special needs and are working to receive services.
- 69 The warning signs of neglect suggest calling in situations for children not attending school. We do not investigate school absences as possible child neglect and educational mandated reporters are often led to believe that they need to report this.
- 70 Same as above; monotone voice reading slides makes it excruciating to try and get through the presentation; visual examples (film clips, realistic dramatizations, etc.) could help; the examples that were provided were very generic and vague
- 71 The neglect categories identified are inaccurate. There are 3 recognized categories of neglect as outlined in the evidence based Structured Decision Making (SDM) tool utilized state wide, which are Severe Neglect, General Neglect and Threat of Neglect. GN includes the following: inadequate food, inadequate clothing/hygiene, inadequate or hazardous shelter, inadequate supervision, inadequate medical/mental health care, caregiver absence/abandonment, involving a child in criminal activity and failure to protect. Parental substance abuse is not a category and is only considered if there is an impact to the child, which would fall under inadequate supervision or failure to protect. Severe Neglect includes he following: malnutrition, non-organic failure to thrive, child's health and safety is endangered (this is where your drunk driving lands). Threat of neglect includes allowing child to use drugs or alcohol and drug exposed infants. There is no such thing as educational neglect and CPS does not respond to educational issues. There is also no such thing at emotional neglect. IPV/DV is considered abuse, not neglect, and falls under either emotional abuse or physical abuse if the child was involved or in harms way. It was stated in lesson 1 it is appropriately stated that reports should be made based on what the child is experiencing or at substantial risk of experiencing, not what the caregiver is doing; however, lesson 2 only talks about what the parents are doing and nothing about identifying the impact to the child.
- 73 They were very good.

9. Lesson 3: Physical Abuse Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
The training provided clear and actionable steps for recognizing physical abuse. Count Row %	0 0.0%	0 0.0%	4 8.3%	23 47.9%	21 43.8%	48
The scenarios presented were relevant to real-world situations. Count Row %	0 0.0%	0 0.0%	7 14.6%	21 43.8%	20 41.7%	48
This lesson kept your attention with visuals, real-world examples, and/or interaction. Count Row %	0 0.0%	1 2.0%	9 18.4%	22 44.9%	17 34.7%	49
Totals Total Responses						49

ResponseID Response

10. Additional comments about Lesson 3 such as: What was effective about the visuals and interactive components, or what could be better? Suggestions for improvement and/or greatest takeaways.

ResponseID Response

7 The visuals and interactive components weren't effective. Some activities to identify what may or may not be physical abuse could be helpful.

13 Same as previous with triggering visuals, language that is every day language. Additionally, something about spanking would be helpful - it is often asked, and, the idea that spanking may include transient pain, marks (injury). Additionally, the focus in the training about reporters not engaging in thought experiments... what does that mean? And, not focusing on parent/caregiver behavior, rather, focusing on child experience I think is not as helpful as intended. I think about caregiver behavior and impact on child. All three are needed (except in CSEC) - teaching this helps reporter frame their reasonable suspicion in a manner that assists a screening social worker in determining whether it meets legal criteria for investigation.

18 Child behavior red flags – afraid to go home. It is important for reporters that have a child say they are afraid to go home doesn't automatically mean they will or are being abused. Sometimes kids are just scared to go home because they don't want to get in trouble by having their electronic devices taken away, being grounded, etc. It's important that reports ask follow up questions. This is probably a good idea for all of the red flag behaviors. I've had reports that will only say the child is afraid to go home and they didn't ask any follow up questions. That is not helping the child, they could be missing valuable information that we need to assign a social worker, or it could simply be they are afraid of being grounded.

25 I think it was useful to talk about accidental and non-accidental injuries.

27 The Mandated Reporter training sounds as if the audio were auto-generated. As a result, some very dark and upsetting material is sometimes presented with a light, upbeat tone which does not feel appropriate. I have a colleague who also noticed this.

28 Define CANRA (caution in using acronyms) Great slide on reportable and non reportable PA. I also like that slides utilized SDM hotline tool language. Great interactive slide on accidental injury, where, size/shape, description, and dev. capacities of child (good examples in each section especially visuals in guidelines for identification of PA).

29 No additional comments

30 The examples of what marks may look like was helpful. It would be helpful to include cultural forms a discipline vs cultural forms of care and when it is physical abuse. Like kneeling on rice vs cupping.

32 The information was thorough but fees a little repetitive

ResponseID Response

- 33 Effective: The examples of each type of neglect. The differentiation between neglect & Poverty. The Red Flag behaviors
- 34 I don't think PA has to include injury per SDM category of "caregiver action like to cause"- sometimes it inflicts last pain but no injury- I think this point needs to be made more clear, that an injury need not occur for a caregiver's action to constitute PA. I loved the injury/pattern visuals
- 36 In signs of physical abuse, should include any infants that are non-ambulatory with a bruise or bruising to the torso, ears, neck in children less than 4 years old. Need to include if there are any questions about an injury, can consult with child protection hotline The fractures listed are not those that are most concerning in the scientific literature. Would include rib fractures at least.
- 37 Great discriptions and clear indicators. Its great how they connect more than one factor to help the assessor look at the facts. This portion was hard to hear and think about. A warming may be good to have before the training espicially for peer advocates and those with lived experience.
- 40 The addition of the examples for physical abuse were helpful, and I think would grab someone's attention. I think having a recording of what it sounds like when a student/child expresses abuse would be helpful so adults can learn to understand the way kids speak about these things and identify any red flags from the things they say.
- 41 The diagrams of marks left by objects typically seen in physical abuse situations.
- 42 This is a delicate topic and is hard to process what children go through. I think the visuals are effective in keeping your attention.
- 43 Visual were limited - There needs to be a section on autism - What is considered abuse in the school setting (appropriate & inappropriate forms of discipline/control - Appropriate guidelines around in school napping procedures - what abuse looks like in this area - attention to consequences as a result of this type of abuse. General abuse in school setting - yanking a child's hand much too aggressively - pushing a child with intent to harm
- 44 cartoon visuals on different types of injuries were helpful in staying engaged. i appreciated the inclusion of cultural considerations
- 45 I like that it spells out specifically what is reportable and what is not reportable physical abuse (should be done for all allegations). Give a reminder that red flags do not mean make a report, but do follow up to determine if there is a reasonable suspicion of abuse or neglect.
- 46 They were just complicated enough to cause one to think through the problems and consider options. I had no criticisms.

ResponseID Response

- 48 1. What in the world is "unlawful correctional punishment?" - functionally speaking. 2. There is now clear evidence that hitting a child as 'proper discipline' is not only not effective, but causes permanent emotional and physiologic harms. Although it is not 'culturally correct' there is no reason this training should not include a statement like: "Hitting a child as punishment or discipline has been proven to be less ineffective and may be permanently damaging, but in many cases physical discipline is not abuse and does not have to be reported." 3. I am concerned that some physical assaults are inappropriate for caregivers, but are allowed in schools and by police.
- 49 Clear examples of what concerns of physical abuse is by definition and the examples of what physical abuse is not. I appreciated the explanation of what behaviors to look for in physical abuse cases.
- 50 Brief quiz after each section.
- 52 The information was very thorough and provided concrete examples and scenarios to distinguish what provides a reasonable basis for suspected physical abuse. Suggestions/improvements: the identification of splash burns being questionable injury when the description suggests a possible accident (a hot item falling onto a child) was confusing as to how this would be reportable as concerning; additional guidance about why/when it should be questionable as abuse to be considered. Red flags and child and adult behavior are clear and understandable. There are three sentences at the end of the red flags, an adult behavior that distinguish when the behavior should be actionable. Consider separating these statements as applicable to when any red flags or actionable so mandated reporters understand when a red flag rises to the level of reasonable suspicion or to how to determine next steps when a single red flag is present, but no other factors or factual information is known.
- 53 The definitions and examples were good and appropriate. Examples were good as to guidelines of identifiers of abuse.
- 54 explanation of different types of physical abuse, looking for evidence (scars, shape of injuries, and severity)
- 57 The definition of unlawful punishment was very clear. I liked the supporting information of what is lawful punishment/actions as well. I did not feel that the lesson adequately covered the nuances of corporal punishment, as this frequently a source of frustration amongst mandated reporters (as many have different values as to what is acceptable). The depictions of physical abuse indicators were not helpful, as translating the graphics
- 58 Perhaps, use a real life color pix of abuse as opposed to black&white diagrams.
- 59 N/A
- 60 More pictures and/or animations on atypical spots for bruises versus non. Spanking is often talked about among parents/schools. This information should be shared/cleared during this segment. Lastly, the questions you ask yourself as a mandated reporter to decipher when it times to call should be available via a print out.

ResponseID Response

61	Same as feedback in above section.
62	This was one of the better sections of the training. But again, scenarios and small tests throughout the training would have more impact and keep attention focused more so than just the few questions as the end.
63	I think examples of accidental injuries and not to jump to conclusions.
64	I suggest a discussion on spanking in this section.
67	Effectiveness from visuals is usually at it's highest when video is presented. The interactive buttons on visuals was good as it forces me to focus on learning more defined areas of study. Suggestion: Using text effects help keep the viewers attention.
70	Same as above; the level of detail in the slides was commendable in terms of getting at a bit more nuance regarding physical abuse, but the presentation of someone reading the slides in a monotone voice will make it difficult for the viewers to keep attention and retain much of anything
73	Nothing, all was ok.

11. Lesson 4: Sexual Abuse and Exploitation Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
This section effectively addressed how to recognize and report sexual abuse or exploitation. Count Row %	0 0.0%	0 0.0%	2 4.2%	27 56.3%	19 39.6%	48
The information provided increased my confidence in handling these situations. Count Row %	2 4.2%	0 0.0%	12 25.0%	16 33.3%	18 37.5%	48
This lesson kept your attention with visuals, real-world examples, and/or interaction. Count Row %	0 0.0%	4 8.5%	4 8.5%	24 51.1%	15 31.9%	47
Totals Total Responses						48

12. Additional comments about Lesson 4 such as: What was effective about the visuals and interactive components, or what could be better? Suggestions for improvement and/or greatest takeaways.

ResponseID **Response**

7 Difference between sexual exploitation and sexual assault is unclear because there appears to be some crossover. Also, CSEC crimes and activities had some crossover with sexual exploitation - so understanding why they are broken out into these categories may be helpful. The use of a man's face on the Adult Behavior Red Flags page seems unnecessary.

13 Naming the age of consent for sex as 18, then, having a scenario where child 13, boyfriend 17, undermines that when the answer is child is under 14, boyfriend over 14. Age of consent is 14 per CYLC - though ages vary as to partner.

18 Thank you for including the behavioral sign of sexual abuse of sexually abusing another child, often reporters call wanting to make a report on the "victim child" but, for child welfare we would be concerned about the "perpetrating child" since it could mean they were or are sexually abused. Reporters don't always understand this.

25 I think this lesson was nicely detailed. The signs to look for on both children and adults was insightful.

27 The Mandated Reporter training sounds as if the audio were auto-generated. As a result, some very dark and upsetting material is sometimes presented with a light, upbeat tone which does not feel appropriate. I have a colleague who also noticed this.

28 There was an opportunity to provide more information on age of legal consent. The slide makes it seem like a mandated reporter needs to report 2 17 years old having a sexual relationship. Great slides on CSEC specifically on characteristics for behavior mention they can include but are not limited to it makes it seem if one of these behaviors is present the child is being sexually abused.

30 I don't recall children with disabilities being identified as a vulnerable characteristic for children that experience child abuse.

32 The content was good. I think exploitation was covered well as it pertains to sexual abuse. I know that the sexual abuse section is not the right place to cover it, but it would be good to cover other forms of exploitation and signs to be aware of. A lot of mandated reporters are under trained when it comes to labor trafficking, so I would like to see that worked into the conversation of exploitation somehow

33 Effective: Age of consent was very clear Examples of exploitation

34 Age of legal consent blurb might be confusing to some. The sexual harassment slide discusses employees, but is the sexual harassment info limited to employees? What about teachers, coaches, etc.

ResponseID Response

- 36 Also need to include exposing children to sexualized materials (porn) Would use term "parental substance use" instead of "substance abuse" Would also include vaginal discharge or bleeding in physical signs in a child
- 37 This portion was hard to hear and think about. A warming may be good to have before the training especially for peer advocates and those with lived experience. I appreciate the talking of CSEC as most exploitation can be missed if not trained. I was bothered by the statement agrees to engage in sexual activities. Agrees is a word that is dangerous and continues the "choice" perspective. Children are psychologically manipulated and cohearsed into thinking they have a choice.
- 40 The red flags in adults was the most helpful section, as I think those are often more easily identified when not in a medical setting with children. It would be helpful to have a section about what is CPS reportable when a child reports historical abuse that may have happened in another country. Should those be reportable or just documented in the child's paperwork? That might be helpful to break out as my area has a lot of immigrant children who experience historical sexual assault in other countries.
- 41 This was a great addition to the training as exploitation is becoming more prevelant
- 42 I think a section that more explicitly explains grooming behaviors would be helpful.
- 43 All visuals were strong and impactive - All info and examples in formative - well covered material. This lesson was the most explicit and detailed.
- 44 i like the inclusion and information with CSEC. I think that helps MR better understand the array of sexual abuse; one thing to be aware that any child can be CSEC regardless of their situation
- 45 While children may not be able to give consent, which is a legal definition, children will engage in mutual sex, which is not a concern of sexual abuse. When thinking about does it meet sexual abuse criteria, the act by the parent needs to be for the purpose of sexual gratification. It is important to get clear definitions of what someone is reporting ("inappropriate touch" is not going to cut it, we need to know what that means). Context is important. Remind mandated reporters that CSEC children are not prostitutes and should never be called such. There is no such thing as a child prostitute. There is no such thing as an underage woman or non consensual sex. There should be a lot more regarding normal childhood exploration and how that does not meet sexual abuse criteria. Something might make a mandated reporter uncomfortable, but that does not make it sexual abuse (bias). Per CANRA, mandated reporters must report, "if the conduct is between a person 21 years of age or older and a minor who is under 16 years of age." Pregnancy of a minor, does not, in and of itself, constitute the basis of a reasonable suspicion of sexual abuse Use SDM definitions to explain what constitutes and what does not constitute sexual abuse.
- 46 I thought it was very well done.

ResponseID Response

48 1. List of LOCATIONS omitted childcare, houses of worship, sports activities. 2. Functionally what is "obscene sexual contact?" 3. Does not discuss peer sexual abuse. 4. Does not discuss "underage marriage or specify what California's law states.

49 Legal definition for age of consent, definitions, and laws.

50 Brief quiz after each section.

52 Detailed description of how to identify sexual abuse and what constitutes exploitation were effective. Consider adding a specific scenario involving child who is being sexually abused and exploited. For CSEC, consider proceeding example examples with how "commercial "exploitation is distinguished from exploitation (proceed with minor may receive or be offered gifts, money, or affection as a result of the behaviors). The crimes/activities related to CSEC are clear, but it everything makes more sense at the end, rather than being introduced in the beginning, followed by how a minor may be exploited/commercially exploited.

53 The breakdown on the different types of abuse and neglect was good. The definition of CSEC crimes and activities was good. A bit worried about some of the physical red flags because they can also be non-sexual abuse, i.e., yeast or urinary infections in young children who do not wipe right. Same with some of the behavioral signs or emotional signs. These can also be red flags from mental health needs.

54 explaining the different types of sexual abuse

57 Making a point to note the age of consent in California was a critical aspect to this portion - I was glad to see it contained and clearly marked within the section. The discussion about what makes a child vulnerable to trafficking was illuminating and important for reporters to know. The section on what perpetrators look for was misleading.

58 Create at least one vignette/scenario built along the style used in the exam review.

59 N/A

60 This section does not touch on sex between minors. Additionally it should be more clear that minors are incapable of consent with adults. The visuals in this section are okay, but I feel more cartoons/active characters/signs could be clearer.

61 Same as feedback in above section.

62 More information on appropriate questions to ask to identify sexual abuse and exploitation. Not enough information on exploitation/CSEC was provided. Questions at end of each section to enhance knowledge would be pertinent.

64 The adult red flags were thorough and well explained in this section.

66 n/a

ResponseID Response

67	Effectiveness from visuals is usually at it's highest when video is presented. The interactive buttons on visuals was good as it forces me to focus on learning more defined areas of study. Suggestion: Using text effects help keep the viewers attention.
70	Same concerns as outlined for Lesson 1
73	They were good.

13. Lesson 5: Emotional Abuse Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
The examples of emotional abuse were clear and comprehensive. Count Row %	0 0.0%	1 2.1%	5 10.4%	27 56.3%	15 31.3%	48
Additional guidance on this topic would be helpful. Count Row %	0 0.0%	5 10.4%	10 20.8%	18 37.5%	15 31.3%	48
This lesson kept your attention with visuals, real-world examples, and/or interaction. Count Row %	1 2.1%	4 8.3%	5 10.4%	27 56.3%	11 22.9%	48
Totals Total Responses						48

14. Additional comments about Lesson 5 such as: What was effective about the visuals and interactive components, or what could be better? Suggestions for improvement and/or greatest takeaways.

ResponseID	Response
7	This section felt confusing and could help with some interactive examples to work through to get more clarity.
18	This section was great, very informative
25	The statements about seeing the impact on the child help understand what we are looking for.
27	I could use more guidance determining if a child witnessing/being in the presence of others being physically abused is considered emotional abuse against that child, since that experience would have negative impact on their psyche
28	Great slide on when to report EA and defining the types of EA. May be helpful to speak to EA and "impact to child". Many of the slides had way to many words consider breaking up the slides. I would have liked to have seen more on DV/IPV more on impact to children maybe some examples. Great statement at the end which speaks to " a pattern in behavior"
30	While emotional abuse is thoroughly described it is still unclear when to report given that it is not mandated and you "may" report child abuse. I vignette example might be helpful.
32	No particular feedback
33	Effective: Explanations of emotional abuse was helpful The explanation regarding conduct disorders
34	The corrupting category of EA worries me. I think engaging a child in criminal acts falls into GN in SDM, and the last two bullet points I wouldn't consider EA and I think could open floodgates for reporting.
36	Biggest takeaway - not required to report emotional abuse to the hotline; do appreciate that it was mentioned that there are long term health effects to emotional abuse so need to access resources for families
37	This section offered great insight and examples of what it means when someone says emotional abuse
40	More interactive components such as a mini-quiz would have been more engaging, and encouraged more critical thinking and deep thought about what emotional abuse actually looks like
42	The point that emotional abuse should be reported is a bit unclear to me. Why are the standards different for emotional abuse than other types of abuse.

ResponseID Response

- 43 I feel there should be more concrete examples related to rejecting, ignoring, shaming, humiliating, terrorizing, isolating - child behavior red flags - ex. child feels like I'm bad - All school staff must be held accountable and realize they can be reported for infractions. Again, napping procedures and spotlighting.
- 44 greatest takeaway was that emotional abuse reporting was optional, didn't realize this
- 45 We are assessing for intentional and willful behavior. A parent takes a phone away and the child wants to kill themselves. The action by the parent is reasonable discipline. The reaction of the child is not emotional abuse by the parent. I appreciate that it notes domestic violence is not mandated, and there must be a clear nexus of abuse to report I like the last part of the adult behavior red flags highlighting that we most likely need consistency and there needs to be a nexus. Couple use very specific scenarios
- 46 Same as above
- 48 1. Right from the start there should be an affirmative statement that emotional abuse can cause as much or more harm to a child as physical or sexual abuse. 2. Need clarification of distinction between emotional abuse and allowed discipline. 3. Excellent discussion of factors and types. 4. Not enough emphasis that observing domestic violence is as harmful as being personally abused. 5. Talks about difficulty handling children with "conduct disorders," not recognizing that many of these kiddies are symptomatically reacting to their experience of abuse!!!! All these children need an in depth abuse evaluation. This should be a red flag situation.
- 49 Definitions and examples of behavioral symptomology.
- 50 Brief quiz after each section.
- 52 This lesson has a clear noticeable difference from other allegations and was the only allegation that a reporting requirement slide. The messaging for the reporting requirement is unclear, and I wasn't able to determine if mandated reporters are being advised that they have the option of reporting and that emotional abuse isn't mandated/required to be reported. I noticed the use of "may" make a report as a guideline that doesn't require support the mandate of "must" make a report so I question if mandated reporters are being given the option to address parenting practices, rather than make a report for suspected emotional abuse. All of the types of emotional were understandable, but "corrupting" as a type of emotional abuse were the most difficult to relate to (or apply) as form of emotional harm. It was very helpful to see the slide on parents dealing with emotional and conduct disorders, and this gave good insight and helpful information about assessing for how situations may not be emotional abuse. Distinguishing patterns, or behaviors versus isolated or extreme single incidents were useful for understanding, emotional harm, as was pointing out that there should be emphasis on the reaction and effect on the child.
- 53 Some of the explanation of signs of a child being emotionally abused are too general/broad and can be contributed to other things. The DV/Intimate Partner reporting could also be confusing, as it states you don't have to report, however, if a child is exposed to DV it is a form of Emotional Abuse

ResponseID Response

54	more examples of the emotional abuse and impact of the emotional abuse
55	I appreciate the mentioning that asking a child if they are afraid of their parents is misleading and may cause confusion.
57	There was good descriptions on emotional abuse. It is one of the most confusing categories for reporters and this did a good job explaining indicators. I would have liked to see the emotional abuse frequently co-occurs with other types of abuse so it can be an indicator and something for mandated reporters to be aware of.
58	Explore more vignette style, pictorial, etc.
59	N/A
60	The visuals were did not exactly match up, cartoon reenactments could be helpful.
61	Same as feedback in above section.
62	examples of questions to be asked regarding emotional abuse, the impact to the child, and scenarios for enhanced learning.
64	I suggest for this section, add more about how IPV and DV are different and expand on how IPV can be emotional abuse of a child. I liked the overview on conduct disorder in this section. The red flags are also helpful in this section, maybe add something about self-injurious behaviors here too.
66	n/a
67	Effectiveness from visuals is usually at it's highest when video is presented. The interactive buttons on visuals was good as it forces me to focus on learning more defined areas of study. Suggestion: Using text effects help keep the viewers attention. Creating video with actors to capture a real world example helps with more engagemnet. (better content)
70	Same concerns as outlined for Lesson 1; also, it would help to further clarify (perhaps with realistic scenarios) how practitioners can distinguish true emotional abuse from dealing with a child with mental health/behavioral issues that are not the result of abuse or neglect
71	Involving a child in criminal activities falls under neglect, not emotional abuse.
73	Yes they were good, but too long of a course.

15. Lesson 6: Willful Harming Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
The definition of willful harming was clear and easy to understand. Count Row %	1 2.1%	3 6.4%	7 14.9%	21 44.7%	15 31.9%	47
The examples were relevant to my professional context. Count Row %	1 2.1%	1 2.1%	12 25.5%	17 36.2%	16 34.0%	47
This lesson kept your attention with visuals, real-world examples, and/or interaction. Count Row %	0 0.0%	4 8.3%	9 18.8%	20 41.7%	15 31.3%	48
Totals Total Responses						48

16. Additional comments about Lesson 6 such as: What was effective about the visuals and interactive components, or what could be better? Suggestions for improvement and/or greatest takeaways.

ResponseID **Response**

7	Feels like there is a lot of crossover with other categories - so it is unclear why this is a separate section. Isn't this just emotional abuse? "Leaving a child without adult supervision or arrangement for the child" is overly ambiguous here and needs some clarity on what that means for different age groups.
18	this was another great section
25	concise with the topic.
27	The quizzes at the end of units were effective interactive components for checking understanding
28	Last slide which listed specific examples was very helpful although some examples were very "wordy"
32	This section was clear but felt repetitive. There was discussion in the prior sections about how willful harming applies in physical abuse, emotional abuse, sexual abuse and neglect, i.e., in the physical abuse section there is conversation that the harm has to be inflicted non-accidentally to be considered as abuse. Or with neglect, there is discussion that neglect is intentionally withholding of needs and not due to poverty. It was clearly laid out in this section, so I don't know if this one is particularly necessary.
34	Does willful harm not fit into other categories of abuse/neglect? It's not a category of abuse/neglect within itself in the WIC code?
36	Feel like much of this information is repeated and already included in other sections of this training.
37	Willful harm can be subjective and this section does a good job with explaining
40	Since this lesson was shorter it was more engaging. I think the visuals were okay, but not sure how they connected back to the topic.
43	Some visuals effective - Need more explicit visuals - Example what I've observed and heard in nap rooms. i.e, covering child completely with blanket - threats around needing to nap - shame threats - "Go to sleep now" or "I will throw your stuffy in garbage pail" - leg of teach forced on toddlers body to prevent them from moving - pounding on their back to submit them into napping ! Isolation - time outs.
44	I would have liked to know more about willful harming and it's nexus to mandated reporting. An audio about how willful harming ties back would have helped make the information a bit clear by tying it back to types of abuse

ResponseID Response

45	I like this section topic to better explain assessing for what constitutes willful harm and can translate to actual allegations. Maybe specific example scenarios can be provided at the end of some of the definitions/examples
46	I appreciate the nuances presented
48	1."Excessive" in "excessive corporal punishment" is ill defined. As I said before it is scientifically clear that hitting a child is counterproductive and harmful in ALL circumstances. While legal and regulatory formalities do not recognize this here is a good place to discuss the issue.
49	Everything, definitions and examples.
50	Brief quiz after each section.
52	The lesson did well at defining "harm "as a possible form of physical or emotional abuse. It would be useful to incorporate acts of harm into the respective allegation slides to mandated. Reporters can more easily recognize how these types of harm may contribute to concerns for physical abuse, emotional abuse, or neglect. Defining purpose/intent of the behavior in order to identify the behavior/action/inaction as a form of harm or maltreatment was useful in understand, understanding how to assess as a possible form of harm.
53	How is Willful Harming different then PA, SA, GN, etc? Need to differentiate between how this is different then the regular allegations.
54	the emphasis on the word WILLFUL as the key for criteria
57	The section contained a good description on what willful harming is.
59	N/A
60	Cartoon/animation would be more eye catching.
61	Same as feedback in above section.
62	Again scenarios during the section to build upon the understanding for the MR would again be helpful. Examples of questions to ask at end of the section as opposed to end of the training.
63	I think having more of a focus on accidental injuries would be helpful. I think it is pretty intuitive what is willful harming, but the other types of injuries happen more frequently.

ResponseID Response

64 Some of the signs of willful harming were unfamiliar to me, I had never heard of Denigration or Unrelenting Pressure. I would have liked real-world examples to better understand willful harming. I was wondering why mental suffering cannot be reported or this may be covered in emotional abuse. Leaving the child without adult supervision needs to be further clarified as it is not illegal to leave a child alone if they are mature enough to care for themselves and engage in safety practices. Abandoning the child needs further clarification because parents can leave their child with an appropriate adult such as a family member or friend and that is not illegal in CA.

66 Excellent

67 Effectiveness from visuals is usually at it's highest when video is presented. The interactive buttons on visuals was good as it forces me to focus on learning more defined areas of study. Suggestion: Using text effects help keep the viewers attention.

70 Same concerns as outlined for Lesson 1; there were no scenarios, only vague statements that are hard to extrapolate to real-world situations; also, the definitions for willful harming related to corporal punishment are unclear; according to California Penal Code related to unlawful corporal punishment (11165.4), punishment must be deemed willful, cruel, and inhuman in order to meet the definition; the statement "Excessive Corporal Punishment is when a caregiver utilizes an inappropriate method of punishment and causes risk to the child, either by physical injury or risk of emotional injury" is misleading and incorrect.

71 There is no category of Willful Harming in SDM/child welfare investigations. The descriptions provided in the first slide would fall under emotional abuse. Excessive Corporal Punishment would fall under physical abuse and Caretake
Absence/abandonment is a category within General Neglect.

73 OK good

17. Lesson 7: Children with Disabilities Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
This section addressed the unique challenges of identifying abuse in children with disabilities. Count Row %	1 2.1%	1 2.1%	4 8.3%	20 41.7%	22 45.8%	48
The information provided was actionable and relevant. Count Row %	1 2.1%	2 4.2%	6 12.5%	23 47.9%	16 33.3%	48
This lesson kept your attention with visuals, real-world examples, and/or interaction. Count Row %	0 0.0%	2 4.2%	10 20.8%	22 45.8%	14 29.2%	48
Totals Total Responses						48

18. Additional comments about Lesson 7 such as: What was effective about the visuals and interactive components, or what could be better? Suggestions for improvement and/or greatest takeaways.

ResponseID	Response
18	really good information to consider here.
25	The topic explanation was concise; maybe adding resources for reporters to help engage the children or where to find the resources.
27	This section strongly pertained to my career as a Speech-Language Pathologist
28	instead of writing *not due to a medical condition this should be mentioned not just written at the bottom of a slide, great slide on specifics why children with disabilities are at higher risk of abuse/neglect
30	No feedback
33	Informative: The information about the numbers of children with disabilities and abuse.
34	Not sure that the children with disabilities law page is relevant to CA & neglect reporting? The learn the signs page makes me feel these are signs specifically for children with disabilities? Are all the same signs mentioned in the previous sections? I don't feel like the info in the Types of Abuse page covers abuse types? It just gives data/stats?
36	really like this emphasis on children with disabilities and increased risk of abuse to bring attention to this topic
37	Good information
40	The content was engaging and interesting and the pictures were relevant, but there were just a lot of words on the slides mostly. A video or moving graphic would have been more engaging
41	This is a welcomed added segment.
43	Visuals were excellent. This lesson sheds light on a very important demographic and often misunderstood topic
44	The stats for this population as helpful
45	More real world examples and scenarios. Stating that children with disabilities are also sexually active and curious, and that does not always equate sexual abuse.
48	1. Good section. Important. Well discussed.
49	All examples.

ResponseID Response

50	Brief quiz after each section.
52	Content was easy to understand and follow. Factors present that presented risk and vulnerability were clear. Signs to look forward clear. No suggestions for improvement.
53	The visuals were good as well as the statistics and signs to watch as to abuse and neglect of a disabled child.
54	this was new to me, it is not covered much in SDM
57	The section covering the vulnerability of those with disabilities to abuse was excellent. I also appreciated the differentiation between symptoms of the disability and abuse. It is an important distinction. Real life examples are helpful when discussing this topic and I would like to see more case studies. I would have liked to see an addition of how this population is often underestimated as to what they can relay.
58	Determine how to merge raw data and visuals to exemplify (i.e. 3x more likely to suffer neglect and abuse)
59	N/A
60	This section needs more examples of red flags/sign.
61	Same as feedback in above section.
62	I don't think enough information was provided on the struggle of reporting with regards to children with disabilities.
63	I did not like the term "emotionally disturbed." I would be helpful to have more examples and pictures.
64	This was a thorough section. We often receive referrals on non-verbal autistic children so examples of the warning signs is helpful in this section as well as including child vulnerability.
66	excellent
67	Effectiveness from visuals is usually at it's highest when video is presented. The interactive buttons on visuals was good as it forces me to focus on learning more defined areas of study. Suggestion: Using text effects help keep the viewers attention.
68	I think that there are still some concerns as previously addressed in the neglect section, there needs to be clearer information about these processes.
70	Same concerns as outlined for Lesson 1

ResponseID Response

71 There is no category of Willful Harming in SDM/child welfare investigations. The descriptions provided in the first slide would fall under emotional abuse. Excessive Corporal Punishment would fall under physical abuse and Caretake
Absence/abandonment is a category within General Neglect.

73 good

19. Lesson 8: How to Report and the Events That Follow Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
The reporting process was explained in a clear and step-by-step manner. Count Row %	0 0.0%	1 2.1%	4 8.5%	25 53.2%	17 36.2%	47
The training provided clear guidance on how to decide when to make a report in the context of your work? Count Row %	0 0.0%	1 2.1%	7 14.9%	24 51.1%	15 31.9%	47
I feel confident in applying the reporting process in real-life scenarios. Count Row %	0 0.0%	1 2.2%	7 15.2%	17 37.0%	21 45.7%	46
This lesson kept your attention with visuals, real-world examples, and/or interaction. Count Row %	0 0.0%	3 6.4%	8 17.0%	20 42.6%	16 34.0%	47
Totals Total Responses						47

20. What challenges do you face when deciding to report suspected abuse or neglect? How could the training address these challenges?

ResponseID Response

7	The people who answer the phone don't feel supportive and don't seem to understand the stress that can go with making the call. They can be overworked, stressed, or going through a formula so they don't always help in a way that feels helpful. The training should address that the goal is to keep kids with families, and that an investigation doesn't lead immediately to a child removal.
18	Since I am a child welfare hotline screener, I don't usually have problems in this area, but before I was it could be confusing. This training is amazingly helpful
25	I am part of the child welfare side of things, and some challenges I see from mandated reporters are not having enough information and not knowing if they need to report or not with limited information and not being able to clarify before reporting.
27	Distinguishing between poverty and neglect can be a challenge. Not having a fax machine can make it difficult to send the SCAR form as instructed. Remembering to ask the child for names, ages, and dates/times can be challenging in the moment,
28	I do not face any challenges I currently manage a Child Welfare child abuse hotline
29	Worry about the trauma a child welfare response may inflict on the family. The training addressed this well be encouraging MR to asking themselves if there had been/could be referrals made to support the family
30	1. reporting historical reports of abuse- In therapy when working on trauma historical reports of abuse are often disclosed. If we were not treating the client during the time that original abuse occurred we have not way of proving that it was previously reported. We often have to report out of caution even though the client is no longer at risk. This regularly impact the therapeutic relationship. 2. There are times that a parents behavior is being addressed in treatment (emotional neglect) or discipline style or resources for supervision that are age appropriate. It would be helpful to clearly explain when resources can be provided in place of a child abuse report 3. When a minor reports sexting (receiving or sending) which is considered child pornography it is unclear to what level is required to report and if the report is made to law enforcement instead of CPS. When we have called either of these entities we have been told we don't need to report it. 4. It would be helpful to add information on making a report when you are not in the function of your role. 5. There wasn't information on reporting elder abuse which is within a mandated responsibility. Even if it is a quick reference on where to go.
32	Typical reporters to our agency struggle as to if they should make reports because they don't have very much information, and they worry about repercussions in their relationship with the parents in the event that there is no intervention.
33	Challenges will always be people feeling guilt over reporting but maybe a simple decision-making tree could be helpful.

ResponseID Response

36	-Many times all of the information is not available and only relying on limited information on cause of injuries. -Remind reporters that they are not investigating a case prior to calling Hotline, only need a suspicion of abuse/neglect.
37	It's always a challenge to not want to see past the actual event that caused harm and get to the therapeutic healing work. The harm is the harm and staying grounded in facts is necessary. But for us peers, its moments like this that we can be reminded of our own story and the hopes of how someone may have helped us.
38	The impact the reporting will have on the family. Will the report be ruled out and now the family no longer trust in me as a provider. The negative effects on the working relationship. It will always be children's safety and the number one priority, however those are thoughts that come secondary regardless once the necessary call is made.
40	Trying to decide if something is harmful to the child or if it makes myself and other uncomfortable. For example, parents who let their children play very violent video games which effects the child's mood and being able to sleep at night.
41	I've faced supervisors who have encouraged people not to report because of various reasons.
42	I think the message is if you suspect something it is best to report so professionals should get involved. Maybe a what to expect after you report something would be helpful.
43	Fear of losing job/retribution. Feeling of being alone - unsupported - Training could state more how reporters' safety and well-being and job status may not be challenged by employer
44	I think one challenge I see is that reasonable suspicion is needed yet the content also says for you go delve into whether supports are provided. Both directions are the slightly opposing interactions. Therefore, I don't know for sure if community supporting would occur if reasonable suspicion is the only requirement for reporting
45	CYA mentality. Address that calling everything in just to CYA is a disservice to families.
46	I have not had to report abuse since leaving my work as a CASA advocate in 2018. I have had to decide whether to report a neighbor for obvious child abuse (anonymously, not as a MR). I thought this training was very well done, overall. I have seen poor trainings, this was very good.
48	1. Making determination of harms of behavior and risk to child. 2. Uncertainty about threshold to report. 3. Non responsiveness of local DFCS.
49	None

ResponseID Response

50	Poverty vs neglect is always tough unless you have known the family for a while. Highlight ways for families to get basic needs met and discuss the role of McKinney-Vento supports
52	Challenges when superiors advised to make a report, even though mandated reporter does not have a reasonable suspicion
53	Loosing trust with the child, or making the caregiver angry for reporting. Learning how to address those type of situations through this training would be helpful.
54	none
57	I have encountered intake workers whoever refused to take reports. This training could explain how to adequately articulate the abuse suspected, so that issue does not occur. Additionally, it covered biases again, but not the impact of what happens when reports are not made in abuse as occurring.
58	Having to isolate attention while in a data driven, over-crowded classroom. This drives self-doubt and fear of invalid observation. Good question.
59	The biggest challenge I face is really reporting a situation like that, it's sad and heartbreaking to even report anything about abuse or neglect with any child.
60	This training needs to share more about implicit bias and the disproportionality of the CA child welfare system, the current charts/data were very unclear.
61	I don't feel I am challenged, but I have been in child welfare with a county child protective services Department for 20 years, so I am not the target audience.
62	This was probably one of the better sections.
63	I work in Child Welfare and have supervised the Hotline, so I feel confident in whether or not to make a report. However, I know that reporting parties often provide minimal information and don't want to ask the child or parent more questions. Giving that permission to be curious about the situation is important.
64	I conduct mandated reporter trainings for our county. I highlight the importance for mandated reporters to be aware of their bias' and to always consult if they are unsure. It's important for them to know why people fail to report to increase awareness.
66	don't want to face legal questions or bureaucracy
67	Moral obligation vs being incorrect about suspected abuse.
68	I anticipate that these slide will cause more questions than answers when individuals are trying to determine whether to report a case or not. There is a lot of information that is ambiguous.

ResponseID Response

70 Some of the information describing how child welfare responds was misleading; when describing actions taken, it should say this is what child welfare agencies are supposed to do in response, though it is not always what they actually do (especially when it talks about who they interview); also, there should be more discussion about what it takes to gather the "minimum information" to inform a reasonable suspicion for the mandated reporter as the "you are not responsible to investigate or fact find" statements often result in MRs not asking enough questions to support a reasonable suspicion

73 very good

21. What additional guidance or resources would help you feel more confident in deciding when to make a report in your work?

ResponseID	Response
7	Let people know that the people answering the phone WILL NOT help you determine or decide if you should file a report. They DO NOT consult - they only take reports. This was confusing the first couple times I made a report.
18	n/a
25	For mandated reporters, having support when making the decision to report.
27	Maybe having a highly trained social worker review the SCAR report before submitting it?
28	N/A
29	None
30	See above
32	A lot of mandated reporters feel that they need to make a report as a "check box" to say that they did even if they don't really suspect child abuse or neglect. There is a huge fear in the liability of not making a report, even if the mandated reporter doesn't necessarily feel that it is warranted. I think there needs to be more guidance around that.
33	I think making sure people understand just because a report is made doesn't mean children will be removed. It can also be the catalyst to provide resources to family that were previously unknown to them.
37	n/a
38	The inclusion of Trauma Informed Care. Including this understanding may assist with the disproportionate rate of calls, skewing to minorities.
40	Examples of SCAR reports filled out. Also an example where the reporter attaches an extra page so it can be shown how to format that.
42	Because we are dealing with children, it is hard to say because each situation is different and unique. Again, I think understanding what happens with the family after you report would be helpful and give me more confidence in reporting when it is necessary.
43	Additional support from investigative agency would be most helpful - An in person guided support session - How best to approach situation
44	Clarity on laws and legal ramifications for supporting community supporting, if any
45	A cheat sheet, decision making tree

ResponseID Response

46	Child Protection Reporting Guide. It is also an extremely effective method of analyzing a situation through a decision-tree basis to reach a judgment for action. Unfortunately, it requires promotion and educational outreach to convert people to its use and currently there's no funding for that in our county even though we spent thousands of dollars to develop it. An unfortunate waste, but we hold out hope that we can promote it through community volunteer efforts in the near future.
48	1. This talks about importance of SCAR and SS8532, but gives no instruction on how to get these forms. 2. Discussion about knowing when to report is excellent. 3. Here is only mention that it is not MR responsibility to investigate on his/her own. This should be in other sections. 4. It seems to me the CWS slide should come earlier in the sequence. 5. Insofar as for many MRs (especially MDs) the avoidance/fear of getting involved in legal matters/subpoenas is major. This should be mentioned alluding to the fact that MR exists to protect defenseless children at risk from acute and life long harms and a greater social/professional responsibility rises to importance. 6. Suddenly the issue of reporting to CPS versus the police is rais
49	None
52	Easy to access tools for defining abuse, or neglect (without having to retake trainings)
58	Behavior tracking and observation with formalized formats so that the decision is not purely 'best effort'.
59	I feel pretty confident about reports. Thankfully I haven't been in a situation to where I had to do a report.
60	It would be good to include the actualy call line/or chat box you can use when cases are nuanced and you are unclear whether or not to call.
61	N/A
62	The scenarios were good, I feel like there could have been more examples in this section.
63	Examples of what the person can do "instead" or reporting. I know many counties are working on a community pathway and don't have a "warm line" to refer families to, but giving examples of referring to food banks, school counseling, community activities, etc., would be helpful.
64	N/A
66	consultations with colleagues
67	More educational videos via an online training library.
70	Realistic, nuanced scenarios should be used to help people distinguish between what constitutes a reasonable suspicion to report abuse and what does not

ResponseID Response

73 more short training tools.

22. Additional comments about Lesson 8 such as: What was effective about the visuals and interactive components, or what could be better? Suggestions for improvement and/or greatest takeaways.

ResponseID **Response**

7	Something about the fact that you will likely not be told the results of a report. I have NEVER been actively given feedback. It is addressed here, but 100% of the time, I have not been told the outcome. I feel confident, but not because of this training but because I have already done it many times.
13	Again, more positive imagery. Also, the discussion about parents with youth with behavioral health challenges/behavioral acting out not being abuse/neglect was helpful. It would be great to see more of that.
18	This was really great information, other trainings don't go into detail about what the reporters should expect following a report. I'm sure they would appreciate this so they don't feel so lost, although us child welfare hotline screeners are here to guide them also.
25	I am glad it clarifies where the SCAR goes based on where the report is made.
27	N/C
28	If and when CPRG (child protection reporting guide) is used by all counties this would be a great addition because it helps the MRP know if they need to call in a suspected child abuse report. Currently Humboldt county is using the CPRG and San Diego County is in the process of setting up their CPRG. A CWS SW can take a child into protective custody under 300(b) with an application for petition which they can fill out and sign. This is a great opportunity to provide some information why a report may not meet criteria for investigation, use of the standardized SDM/Evident Change Hotline tool that all counties in the state of CA use to help make decisions. I also think that there could be more education that we do not need 5 different mandated reporters from the same entity such as a school calling in the same report and all reporting the exact same information. This was touched on very quickly but I feel there could have been more information shared on why.
30	N/A
32	I noticed that the training does not address recently law changes that state child welfare will investigate children over the age of 18 if they are non-minor dependents, which might be helpful for reporters to know
33	I think it was done very well.
34	I don't love the fact-finding page. I think a lot of times we ask our reporting parties to collect additional information and receive resistance from them because they're trained "not to investigate", sometimes these follow-up questions are just asking the RP to ask more in order to determine if what's reported meets definition

- 36 I thought this section was very comprehensive and well done but was a little lengthy.
- 37 I am curious about the shift from mandated reporting to supporting model. There is some language in the this training about it but not not much. However, this section was clear for what folks may experience.
- 40 really appreciated being to see the SCAR report!
- 42 I think the presentation is well done. My only suggestions is to make a summarized version since we have to take the training each year.
- 43 Greater support for mandated reporter making report in order to best serve our children
- 45 This was the best section and most beneficial to mandated reporters in my opinion. In who can report anonymously, explain that all reporting parties, regardless if they are mandated, are kept confidential per penal code. For the SCAR, explain that the SCAR must also be submitted by the person who made the call, not someone else (i.e. a coworker). Some counties have an online system to submit SCAR reports (an non urgent reports of abuse/neglect). When a call is made, RP should be informed if the information meets referral criteria and be given information, like the referral number, office assignment, etc. The code in CWS/CMS is Unfounded, not Unsubstantiated. This information comes after the investigation. The response times should not be listed with the outcomes; it should be on the slide before. The outcomes should go with feedback to the reporter. DCFS social workers can detain a child with exigency.
- 46 Sorry, it was all good. I didn't fall asleep or wander as sometimes happens with these trainings. All relevant and realistic.
- 48 1. Excellent scenarios! 2. Especially good is question 7.
- 49 Effective providing definitions and realistic examples. I liked the explanation of the suspected child abuse form.
- 50 Brief quiz after each section.
- 52 Lesson says that there's two ways to make a report (phone or written) , but two ways should be by phone or through an approved online site? The written report should only be a follow up report; advisement to complete the written report prior to making call is useful advice. Required information from reporter should include a means of contact (phone number). Lesson suggests mandated reporter must identify themselves to child welfare, but doesn't specify that they are required to identify themselves to any other agency that receives suspected abuse/neglect reports. (I.e. Law-enforcement). Additional information on when a physician or hospital administrator has authority to take a child into protective custody would be helpful. All other information was clear.

53	The Family Assessment description is confusing as it says you are not investigating, however, and not finding abuse or neglect but are still working with the family to create a family assessment. The social worker section as to what services could be provided could also be misleading as it implies the social worker is directly providing some of these services.
57	It is always helpful to have a trained investigator present. Ask questions to during these trainings. Online trainings are great, but only as good as the person who is taking them. Meaning, if someone wants to pay attention, they will, if someone is just checking a box, they're easy to skip through and earn a certificate without really understanding. Having professional who works in child abuse to ask questions of.
58	n/a
59	N/a
60	This section was informative overall, but often CWS workers from the hotline follow up with via another call, and you must be prepared to answer the same questions over and over again. It feels very disheartening. This process should be explained.
61	Same as previously shared feedback.
62	The scenarios
64	The step by step process of the initial phone was very helpful. It's important mandated reporters to know they don't have to know all of the details about the family to call. I think that is why some people fail to report.
67	Effectiveness from visuals is usually at it's highest when video is presented. The interactive buttons on visuals was good as it forces me to focus on learning more defined areas of study. Suggestion: Using text effects help keep the viewers attention.
69	Multiple counties have the option to file electronic reports, without needing to call and without needing the follow-up SCAR form. Clarification might also be needed around "anonymous" reports as the law still requires Hotline to ask why they choose not to provide their information.
70	Realistic, nuanced scenarios should be used to help people distinguish between what constitutes a reasonable suspicion to report abuse and what does not

71

MRPs will ALWAYS be questioned about the impact to the child and how they have come to the determination of reasonable suspicion....did they witness directly, were they told by someone else, did the child disclose? The formula used by CWS in determine abuse or neglect is....The parent/caregiver/legal guardian did or did not (do something), resulting in (impact to the child). If what is reported cannot fit into this formula, it will most likely not meet criteria for an in-person response. Categories of determination are Substantiated, Unfounded and Inconclusive. There is no regulations requiring a "Family Assessment." Some county provide differential response when there is an obvious need but the referral does not meet criteria for an investigation; however, this is not a state or federally mandated program and is not provided by all counties. In counties that do not have a differential response program, referrals not meeting investigative criteria are evaluated out. State and Federal mandates require that an investigation be completed within 30 days from the time the referral is received. I have no idea where the 45-60 days is coming from and this is not accurate. Feedback to the reporter is also provide for those referral that are evaluated out (not investigated). Also, CPS social workers are legally able to take a child into protective custody; however, most jurisdiction in California do not excersize that authority. Some counties actually deputize their social worker making them officers of the law. I have never heard of a hospital administrator or physician being able to take a child into protective custody. They can; however, place a child on a mental health or medical hold. If a child is taken into protective custody,CPS has 72 hours to investigate and decide whether or not to file a petition to maintain custody, or let the protective custody hold expire and return the child to a parent or designated caregiver. If the Agency decides to file a petition to detain the child anytime during the 72-hour investigative period, a Detention hearing must take place within 24 hours.

73

Pictures were very good.

23. Lesson 9: Comprehension Review Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
The review reinforced the key takeaways of the training. Count Row %	0 0.0%	0 0.0%	3 6.3%	29 60.4%	16 33.3%	48
The examples and scenarios were relevant and realistic. Count Row %	0 0.0%	1 2.1%	5 10.4%	25 52.1%	17 35.4%	48
Totals Total Responses						48

24. Were there any areas where you felt unclear or uncertain after completing the review? If so, please explain.

ResponseID	Response
7	I'm not a doctor or a social worker, so examples aren't relevant to line of work. It would be better if these review questions were in line with my line of work.
13	A scenario where it is an acting out, or youth with behavioral health needs and it is not abuse/neglect would be great.
18	These were absolutely great examples!
25	No
27	Already explained in previous boxes
28	CWS only uses Substantiated, Inconclusive, and Unfounded we no longer use unsubstantiated, watch use of acronyms such as CWS it is defined under slide Child Welfare Services but not other slides
30	The question about the police officer finding the 14 year old that ran away was confusing because exploitation is reported to law enforcement and this is a law enforcement individual that receives the information.
32	N/A
33	I liked the scenarios as a means to question comprehension.
34	I can't remember if the training specifically touched on making reports on unborn children? But comprehension check did. I like the question that's asked in scenario 7 about leading questions and naming individuals
40	On the last review question where it says asking the child when the abuse happened again is incorrect. I usually ask again to get clarification and confirm my understanding because children often "drive by" these things at the end of a session or as they are walking away. This helps me to be sure I understand correctly, not because I don't believe them.
42	I think the presentation is well done. My only suggestions is to make a summarized version since we have to take the training each year.
43	I was clear about scenarios. However, I felt many more scenarios - especially school settings should have been addressed.
44	No. I appreciated the sample questions and scenarios

ResponseID Response

45	I like that there are scenarios that are not cut and dry. Explaining what questions to ask are good. Open ended questions are better than closed ended, and reporting parties should stay away from leading questions. I think a question/scenario should involve language a child uses (i.e. my dad touched me inappropriately), and how to ask clarifying questions to understand what that means. There could also be a cultural question (i.e. a child with cupping marks on his back)
46	I was tripped up by a few things, but that's why we do the training!
48	Excellent review and scenarios.
49	Good scenarios and close to reality of the calls into child abuse hotline.
52	How it is a form of blaming if asking a child who reported they were hit "did you tell them to stop "could be expanded on further. Defining leading questions would be helpful (if asking a child if their mother hit them).
53	No I thought that the scenarios were good.
57	I did not like the questions that they suggested asking. The questions should always be open ended and should not include specifics. I feel like the portion encouraged specific question asking (it should be what happened, tell me everything).
58	n/a
59	N/a
61	No, the information being presented was clear and concise.
62	There should have been more scenarios, at the end of each section and then a review at the end of the training.
63	I liked the interactiveness, but would have liked more scenarios where the directive is "not to respond" and what the reporting party could do instead.
64	The scenarios and questions were helpful in gaining understanding on when to report.
66	Examples and scenarios had a class bias and did not explain how abuse or neglect happens (and is hidden) in middle and upper class families
67	No.
70	In my opinion, a couple of the scenarios were not clear cut and needed more questions by the mandated reporter before answering a definitive "yes" to making a report. Scenario 7 was helpful in that it encouraged the mandated reporter to ask more questions in order to help them reach a reasonable suspicion.
73	na

27. Diversity, Equity, and Inclusion (DEI) and Implicit Bias Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
This training addressed Diversity, Equity, and Inclusion (DEI) principles effectively. Count Row %	1 2.1%	4 8.3%	11 22.9%	19 39.6%	13 27.1%	48
The training helped me identify and address potential implicit biases in my role. Count Row %	0 0.0%	8 16.7%	13 27.1%	14 29.2%	13 27.1%	48
The training adequately provided information about cultural understanding and different cultures in California. Count Row %	1 2.1%	8 16.7%	10 20.8%	15 31.3%	14 29.2%	48
The training provided thought-provoking content on over-reporting of people of color and the impact. Count Row %	3 6.3%	6 12.5%	9 18.8%	16 33.3%	14 29.2%	48
Totals Total Responses						48

28. How could DEI, implicit bias, and disproportionality be better integrated into the training?

ResponseID Response

13	The scenarios and examples could include ethnicity socioeconomic or immigration status and that would go further.
18	I think this was done very well.
25	Providing scenarios where bias is leading the reason for reporting.
27	The training was satisfactory. I am very concerned for the future of the training given the changes to DEI by the current political administration.
28	Since there is such a significant issue in child welfare around disproportionality this could be a lesson in and of itself.
30	Implicit bias was mentioned but it is important to note that because of the nature being implicit individuals will not walk away from that section noting all of their implicit bias. Included resources for evaluating their implicit bias would be helpful. Including more information about cultural backgrounds and maybe stereotypes that influence how they are perceived and ultimate reports of abuse would be helpful.
32	More information on what implicit bias is, what disproportionality looks like in child welfare, etc.
33	making sure everyone knows that we bring biases to every decision we make and being aware of what yours are.
36	-Would discuss a family that the reporter knows and thinks they are a nice family with a child that shows up with concerning injuries. -Over-reporting of people with color and the impact needs to be more explicit in this training.
37	In my opinion having a deeper discussion on the specifics of DEI would be helpful. For example, sharing that over reporting for families of color is a common and the why would be helpful
38	Perhaps there can be a short, supplemental, video explaining the importance of this understanding from a psychologist, person with lived experience or a representative from DCFS (maybe the director, Brandon Nichols).
40	think having better examples from each racial group. Also a bigger focus on the migrant population
41	This is a welcome addition to the training
43	I felt DEI was well integrated within this training.

ResponseID Response

44	It would be helpful to include information on Native children due to the laws surrounding ICWA.
45	Native American children and their history with child protective services were left out of the discussion. Give a few more examples of how you might have implicit bias (example, a child said I was whooped vs I was spanked, and how someone might think one is worse than the other)
46	There are a couple of great exercises to demonstrate how wrong we can be when assuming the identity of others. Maybe sneak one of them in. Are you aware of the faces exercise where the viewer has to identify the ethnicity/race of the person depicted? I found that very powerful.
48	1. Need to include under reporting in well off families. 2. Need to include under reporting from rural areas. 3. Need to recognize explicitly to discrepancies in reporting in some groups are due to stress and impact of poverty. 4. Need to state that on an EQUITY basis some minority groups need more help and are under reported and under served.
49	Not sure, but it is needed because some reporters just report based on culture and skin color versus what is actually going on.
50	Brief quiz after each section.
52	I was not able to access the additional resources that potentially could've provided additional information in these areas.
53	We could include additional information on cultures and some of the things they believe in doing as it relates to raising children, addressing mental health or medical needs.
54	more examples
57	This training could provide specific examples of reports made that were a misunderstanding of a culture versus abuse. It could also explain how while something may be culturally acceptable in one place. It may still be illegal in California.
58	Give real examples of behaviors which may be misconstrued.
59	I think it explained pretty well.
60	This training did not fully cover the injustice of systems on BIPOC. It also did not fully get into intergenerational trauma as well as the long history of bias of every system which impacts our work.
61	Same as feedback provided in previous sections.
62	I do not think the training provided enough information on the DEI principles. Just providing statistics is not enough to address the issues pertaining to over-reporting of people of color and low socio-economic statuses in child welfare.

ResponseID Response

63 Although it was somewhat addressed there could have been more information about cultural differences, especially regarding neglect. I would have liked to see more examples of indigenous families represented.

66 In my professional opinion there is good evidence that considering family stresses including poverty, etc minority families are under reported and under served.

67 Possibly adding in more statistics regarding the above topic.

70 I don't think the training needed more information on any of these topics

71 There was a slide regarding disparity, but there was no information regarding over-reporting. There were over 500,000 reports of suspected abuse and neglect throughout the state in 2024 and the substantiation rate of these reports was under 12%. That indicates that there is an incredible amount of over-reporting that needs to be addressed. Biases need to be more detailed and highlighted, as well as an emphasis on the fact that although a mandated reporter is not expected to investigate a situation, they do need to ask enough questions to determine REASONABLE suspicion and an impact to the child. Although there was information provided about cultural understanding, I saw no information regarding the different cultures in California specifically.

73 I think it would lesson the mishandling of children by adults and others.

29. FINAL REFLECTION: Please review each statement below and indicate your level of agreement by selecting the checkbox that best reflects your opinion of this lesson:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
The content in this training was relevant to the situations I encounter in my role. Count Row %	0 0.0%	2 4.3%	8 17.0%	19 40.4%	18 38.3%	47
This training is effective in preparing mandated reporters. Count Row %	1 2.1%	2 4.2%	6 12.5%	24 50.0%	15 31.3%	48
Totals Total Responses						48

30. What aspects of the training format (e.g., video, slides, text) were most effective? Least effective?

ResponseID	Response
7	The test at the end was helpful. The slides just feel like a slog to get through.
13	Change all language to be everyday language. Remove triggering visuals (except for the one slide that shows how to identify various pattern bruises/marks). This is a long training, and while I am sure the visuals were meant to be thought provoking, I think they may have folks tune out.
18	The visuals and videos I think were helpful in keeping attention and made it easier to understand.
24	the examples were effective, and the videos were helpful
25	Most effective: scenarios and detailed explanation
27	The multiple choices quizzes were effective in checking understanding. The audio was not super effective in holding attention.
28	It was effective to have separate boxes within the slide to click for further information. I also liked the pop ups that allowed you to gather more information. Some of the slides were very wordy and could have been split into to slides. Also I mentioned this above but not all viewers will understand acronyms such a CARNA or CWS.
29	Being able to read while the trainer spoke, having to click on subsections kept me engaged.
30	The animation of the slides was helpful for engagement as well as vignettes. May consider diverse voices for narration of the content.
36	Scenarios and ability to test the learner are the most helpful.
37	The MRT and Legal resource buttons were a really nice feature. The Situations provided as examples were spot on and diverse to show how it may show up. There were times that the voice, while engaging felt to happy and I found that distrubing and I get needing to keep people engaged
38	videos were effective.
40	slides with a lot of text make it hard to follow and easy to zone out during training. most people just take the training by reading through the slides quickly and trying to complete it as quickly as possible.
41	This is a great improvement to this training.
42	Again, I think the training is well done.

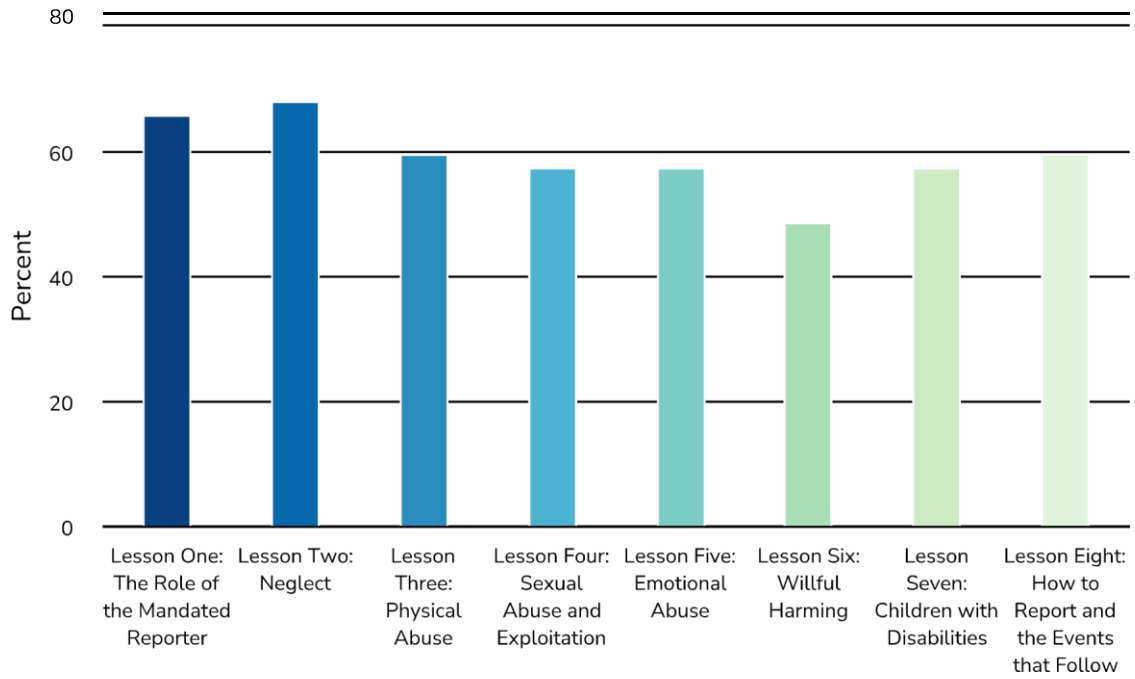
ResponseID Response







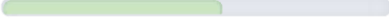
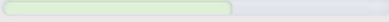
43	Many videos, slides and text were effective. Lessons related to physical, emotional and willful harming needed to be even more inclusive related to specific scenarios. I made reference to napping and how staff relates to children in school setting in general on accountability.
44	the training format was far more effective than previous ones. I appreciated the ability to click through each specific component for more information as well as the ability to look at each information more in detail with the legal/mrt button. I also liked that you aren't able to entirely rush through the information. I appreciated the further exploration to the mandated reporter's role in supporting the family as well.
45	The scenarios are great. Clicking through is good. Keeping the sections shorter is helpful, and maybe even splitting the first one into two different sections so it does not feel so long.
46	N/A
48	1. The logic of the slides with subroutines to explore and optional references to law if desired.
49	The training was effective in my opinion.
50	SLides and rate of info were good. I would add a quiz after each section and offer more resources.
52	The examples were very helpful and reflective of real situations that are regularly encountered by mandated reporters. The slides had enough information/content to maintain engagement and we're not too lengthy. Note: caretaker absence was mentioned as an allegation in the data slides early on it was incorporated into the neglect slide/emotional abuse slide, but was not identified as its own allegation anywhere else.
53	I felt that the training format overall was good. The willful harming section was the only one I felt confused over.
54	scenerios
57	Again, be able to skip through is problematic. Having an in person class with a trained child professional is always the better option in preparing mandated reporters.
58	DEI, least effective. Most effective: Abuse and Neglect
59	Videos
60	The scenarios at the end were most effective. I think that having them closer to the segments they fall under might be more effective for the learner. The list format and the read aloud function is great. The language however must be simiplified for everyone.

ResponseID Response

61	I believe this is an effective training, it might just be more engaging if there were scenes played out occasionally rather than just reading words on the slides.
62	It is too brief and does not provide enough real life scenarios.
64	I believe all of the aspects to the training were helpful.
66	the progression with pop up examples is excellent
67	The interactive slides with visuals are the most effective for me.
70	The training needs actual moving images vs. stills, and needs a live person facilitating it rather than a monotone voice that sounds like it was computer generated; it should include realistic live-action scenarios with thoughtfully facilitated discussion
71	Slides were fine but there is not enough information, and a lot of the information provided is not accurate.
73	The videos and slides and real life scenarios depicted.

31. Which topic(s) felt most relevant and helpful to your specific role?
 Check all that apply.



Value	Percent	Responses
Lesson One: The Role of the Mandated Reporter	66.0% 	31
Lesson Two: Neglect	68.1% 	32
Lesson Three: Physical Abuse	59.6% 	28
Lesson Four: Sexual Abuse and Exploitation	57.4% 	27
Lesson Five: Emotional Abuse	57.4% 	27
Lesson Six: Willful Harming	48.9% 	23
Lesson Seven: Children with Disabilities	57.4% 	27
Lesson Eight: How to Report and the Events that Follow	59.6% 	28

32. What additional scenarios or guidance would make the training more relevant to your role?

ResponseID	Response
7	More classroom and school settings.
13	Quizzes on: Mandated Reporter role v. Community Supporter role Including knowledge check on youth with behavioral health acting out and/or needs where it is not abuse/neglect, same with truancy/running away.
18	I can't think of any.
24	I am a Child Welfare worker
25	As a social worker, the training does a good job explaining what to look for for the different allegations.
27	Already shared in previous boxes.
28	A little more explanation as the the call the mandated reporter makes, specifically why a call may not result in an investigation.
29	Community supporting included in the test your knowledge section.
30	Include information about CARES. Discuss collaborating with parents to make reports for empowerment and engagement. Also considerations for when this is safe and when it should be avoided. There is information about the response to reports however it does not inform of the cross reporting to police that often results in police engagement with the family in the middle of the night often times for historical reports and no current harm.
31	None
32	N/A
33	None
34	N/A
35	N/A
36	Include example of an infant with internal injuries after presenting to Emergency Department with non-specific findings, like vomiting.
37	Covering overreporting for families of color; support for the reporter and consultation that may be needed.
38	N/A

ResponseID Response

39	the scenarios were good.
40	further guidance about the resources available from CWS so people understand they're not "calling the cops" on a family when filing a report
41	None
42	I would like to see a similar training on dealing with emotional health issues in children and understanding if there are resources available.
43	I feel that lessons 3, 5 and 6 are all interrelated. In all 3 there needs to be more inclusive video, real worked examples and text pertaining to all 3 - specifically relating to napping scenarios and interacting with teachers/staff in general within school setting. Also, #8 - more support (perhaps an in person meeting with WFS staff for mandated reporter - providing guidance,
44	Another scenario about community supporting would be helpful
45	Caretaker absence/incapacity should be discussed further. Parents who are arrested or in the hospital have agency to make a plan for their children and DCFS does not always need to be called.
46	N/A
48	1. Taking a public health or epidemiological approach in some sections to identify high risk contextual circumstances, e.g. infants less than 1 year old, substance use in family. 2. Emphasize consultation more when deciding about abuse or neglect.
49	Looking at cultural differences and how they may present as child maltreatment versus not being child maltreatment.
50	Brief quiz after each section.
51	To make training more relevant to my role, include scenarios that directly reflect common challenges my face in my day-to-day work, such as dealing with difficult customer situations, managing complex projects under tight deadlines, navigating ambiguous situations, or addressing specific technical issues unique to your position; incorporating real-world examples, case studies, and practical guidance tailored to your specific responsibilities would also significantly enhance the training's relevance.
52	Blank
53	I think having more scenarios as well as interaction throughout the training would be good.
54	school issues as abuse are not something our county addresses as criteria for abuse/neglect

ResponseID Response

55 Blank

58 n/a

59 All of them really, I learned something new with each lesson and it was all helpful.

60 Sharing more examples of what community resources are to support folks (i.e. parenting classes, housing resources, transportation, etc) what specifically can we do for our clients who are struggling and need resources to help them to not be a target for reports.

61 Scenarios that involve action in addition to the still pics and voice-over.

62 Again to have scenarios at the end of each section to enhance learning, more discussion on racial and socio-economic disparity and over-reporting. More clearly understanding of what is and what is and what is not neglect. More information on identifiers of CSEC.

63 How to gather information without investigating.

64 Labor Trafficking was not addressed in this training

66 Middle class abuse How to deal with ambiguous situations

67 More resources for the average person who is not a mandated reporter to be able to get in touch with a mandated reporter or law enforcement if suspected abuse has occurred.

70 N/A

71 Since my role is intake and emergency response supervisor in child welfare, as well as facilitation of mandated reporter trainings for community partners, it is all equally relevant.

73 Better but shorter training.

33. What is one change you would suggest to improve the training?

ResponseID	Response
7	Have questions and interaction sprinkled throughout the training.
13	Allow folks to print out the slides.
18	Besides the suggestions I made for specific sections, I don't have anything else I would suggest changing to improve the training.
24	Highlight when to refer to community supports clearly
25	More scenarios in the comprehensive area.
27	Already shared in previous boxes.
28	I would have liked to see more specific examples and possible real video interviews of child welfare staff and mandated reporters sharing their experience and what made the call easier for them and what were their take aways.
29	Decline CWS earlier in the training. Community supporting included in the last year knowledge section
30	I have made suggestions throughout the form
31	None
32	Recommendations for changes were shared as feedback in the individual sections.
33	None
34	N/A
35	N/A
36	-Emphasis on sentinel injuries that are concerning for abuse (e.g. bruising in non-ambulatory infants, bruising in certain locations for older children)
37	Covering overreporting for families of color
38	Inclusion of a more interactive concept, maybe a few games, crossword puzzles, some sort of fun engaging requirement to move to the next step.
39	A substance exposed infant scenario with family support and community resources in place.
40	more visuals and graphics and less long paragraphs

ResponseID Response

41	Please make the test and the certificate of completion free because I am in charge of volunteer advocates who are mandated reporters and we are a non-profit and cannot afford the \$8 for the certificates.
42	My only suggestion is to offer a summarized training and a combo of general and school training (they are very similar and seem redundant).
43	To be more inclusive of many more possible scenarios where abuse may occur. Please read attached letter.
44	I think an emphasis and ending point on the role of community supporting and the laws (if any) that are applicable to it. Towards the end of the training, I kind of forgot the aspects on community supporting and shifted back to traditional mandated reporting only
45	Not having any section over 15 minutes Mandated Reporter Training Exam: The question regarding the 13 year old girl and the 17 year old boyfriend answer is technically incorrect. There is no law that states a child under 14 and a child over 14 cannot engage in sexual activity. In the policy Lewd or Lascivious Acts With a Child Under Fourteen, which is NOT CANRA, it states that a person who commits any lewd act with a child who is under the age of 14 years, is guilty of a felony. Back in 1989 there was a case between a 15 year old and an 11 year old, and this became the ruling and policy. On the chart most mandated reporters use, it shows that if there is a 14 year old child engaging in sexual activities with a 13 year old, it must be reported. However, that is incorrect, and clinical judgment should be used. Nowhere in CANRA does it say you have to make a report regarding a 13 year old engaging in sexual activities with someone 14 or older. CANRA only says you must report solely on age when there is a child under 16 being with an engaging in sex over 21. (I think this scenario should be a CANRA scenario question).
46	Universal use, and combining it with something like the CPRG.
48	Actually except for my focused suggestions above, I think the training is excellent. Maybe it is too long, But I cannot see anything that can be omitted and I suggested additions.
49	Once finalized, may it be the primary training for all mandated reporters in California.
50	Add more resources.
51	One key change could be to incorporate more interactive elements and hands-on activities to better engage learners and solidify their understanding of the material; this could include simulations, case studies, or group exercises tailored to the training topic.
52	At least one visual scenario for visual learners

ResponseID Response

53	As a Child Welfare Employee one of the biggest complaints I hear from mandated reporters is that nothing is done, or that they receive a report stating that the abuse was determined to be unfounded etc. I think addressing some of that concern in this training would be a good idea.
54	BLANK
55	Blank
57	I would like to see more real world examples. I would also like to see the training address what happens with the mandated reporting system
58	A rewrite with visuals a several segments, particularly where the parts may be redundant.
59	Maybe more videos other than that it was great.
60	Exhibiting more evidence of the implicit/explicit bias of the child welfare system on BIPOC and foster children/youth in CA. Expecting and parenting youth in the foster care system are targeted for reports. How do we help mitigate that and offer them community support?
61	Adding some activities or including acted-out scenes, something to make it more engaging and interactive would be helpful.
62	Added scenarios at end of each training and a section on self identification of cultural and socio-economic disparity for the MR that would allow the MR to identify their own implicit biases.
63	No input
64	I made minor suggestions in each section.
66	Eliminate the bias avoiding seeing abuse or neglect in middle class families
67	I would add text effects and more videos. Examples are best shown and not explained.
70	See comments above
73	Listening to what all concerned have to say