District Readiness Checklist

Educators and Mandated Reporters in your district play a critical and unique role in supporting the safety and well-being of their students and their families. Whole child/family approaches in education enhance educational equity, and mandated reporting reform is one example of a whole family approach.

In 2023, Assembly Bill (AB) 2085 narrowed the legal definition of general neglect and codified the important distinction between neglect and poverty-related challenges. The AB 2085 Mandated Reporter Training Supplement teaches Mandated Reporters how to comply with this law. It also introduces a reformed approach to mandated reporting that continues to prioritize child safety, while promoting critical thinking, unbiased decision-making, and preventing general neglect through provision of supportive resources to families in need.

This checklist found below provides an overview of the steps that a district and/or any local educational agency (LEA) should adopt to implement the guidance provided in the AB 2085 Mandated Reporter Training Supplement and reform its approach to mandated reporting. It is intended to help districts/LEAs assess organizational readiness, identify gaps, and move forward with confidence.

Instructions:

Review each section with members of your identified leadership team. Answer the questions, taking into consideration the additional guidance in blue. For those sections with answers of "in progress" and "no," list proposed action steps in the box provided to address any gaps.

Consider using this tool at regular intervals with your team to track implementation progress.

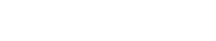| READINESS QUESTIONS	YES	IN PROGRESS	NO
Project Development: *Establish a well-structured Core Project Team and comprehensive plan to guide mandated reporting reform from design to implementation.*			
1. **Has a diverse Core Project Team been established?** This team will lead planning for and implementation of the training and the new approach to mandated reporting. This team should include representatives such as a district/LEA administrator, leads in areas such as student and family services, human resources, and certificated and classified staff. (See table at the end of this document.)			
2. **Are key stakeholders involved in the planning process?** The Core Project Team should regularly inform and seek input from other stakeholder groups, such as the school board, labor partners, community-based organization partners, Community Schools councils, and other student and family advisory groups. (See table at the end of this document.)			
3. **Is there a detailed and approved implementation plan?** The implementation plan should outline project phases, milestones, timelines, resources required, and roles and responsibilities of team members.			
Action steps for Project Development:			

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READINESS QUESTIONS	YES	IN PROGRESS	NO
Training and Support: *Ensure that all staff will be adequately trained in making the shift from the current model of mandated reporting to one that is more supportive of students and their families.*			
4. **Has your Core Project Team taken the AB 2085 training?** The training is available as an eLearning course on SupportingFamilies.lacounty.gov. It is important for the Core Project Team to understand the new law and be familiar with the tools provided.			
5. **Do you have communications tools with clear, consistent messaging about why the training and new approach are needed?** It's important to ensure that all messaging is consistent with the AB 2085 training materials, which emphasize critical thinking, use of a decision-support process and decision tree to counter biased decision-making, and the importance of connecting families in need with supportive, community-based resources. Training materials and additional information about mandated reporting reform can be found on SupportingFamilies.lacounty.gov.			
6. **Do you have a training dissemination plan for the rollout of the AB 2085 Mandated Reporter Training Supplement to all district staff?** Important considerations include who will be trained, training modality (e.g., e-learning vs. instructor-led trainings), when and where the training will take place, who will facilitate any live trainings, and whether any customized materials will be needed. LACOE can provide access to a file (SCORM file) that may be loaded into districts' learning management systems for staff.			
7. **Have you created pre/post training surveys to check for understanding and collect staff feedback about the training?** Recommended pre/post training survey questions can be accessed via the toolkit.			

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READINESS QUESTIONS	YES	IN PROGRESS	NO
8. **Have key staff been identified and trained to serve as credible messengers and help sustain motivation and enthusiasm for this new approach?** Staff positioned to lead this effort should be enthusiastic champions who understand why mandated reporting reform is needed and deeply believe in the difference this approach will make for students and their families. They might include students, caregivers, instructional coaches, student services staff, or physical or mental health staff (e.g., counselors, nurses).			
9. **Have leads (peers or supervisors) been identified and trained to help staff understand and adapt to the new approach?** Ideally, leads should be available for consultation regarding potential concerns about suspected general neglect and may also support connecting families to resources when needed. Ongoing support and guidance around this approach is essential to help staff see how the training is relevant to their work and to encourage use of the decision-support tools and community supports.			

Action steps for Training and Support:

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READINESS QUESTIONS	YES	IN PROGRESS	NO
Connecting Families to Supports: *Understand student and family needs and identify supportive resources that can help meet them. Create clear procedures for how staff will connect families in need to local services and supports.*			
10. Have you identified the types of needs families might have? Districts should leverage current school and community resource mapping, including resources used by school and district family or community liaisons, McKinney-Vento, and foster youth support staff, as well as resources shared in student-family handbooks.			
11. Are there any gaps in identified resources? If there are gaps, consider strategies to make additional resources available for families.			
12. Do you have partnerships with local organizations that can provide supportive resources to families? If there are gaps, consider strategies to develop these partnerships.			
13. Do you have user-friendly processes in place to link families to supportive resources provided by the district and/or local organizations? Consider all the steps staff must take to access this information. Additional resources can be identified via SupportingFamilies.lacounty.gov/supportive-resources.			
14. Has the process for connecting families to services and supports been clearly communicated to staff? AB 2085 training materials can be customized to include this information, which should be referenced frequently (e.g., when providing consultation and during staff meetings).			

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COUNTY OF LOS ANGELES
CALIFORNIA

READINESS QUESTIONS	YES	IN PROGRESS	NO
Action steps for Connecting Families to Supports:			
Data Collection: *Establish a data-driven approach to track the pilot's progress and report on outcomes.*			
15. **Have you established key milestones to track rollout of training and support?**			
16. **Did you select pre- and post-training survey questions to check for understanding and assess training effectiveness?** Recommended pre/post training survey questions can be accessed via the toolkit.			
Action steps for Data Collection:			

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Stakeholder Engagement Planning Tool

Use the following table to identify partners and stakeholders who need to be engaged in planning for implementation of the AB 2085 Mandated Reporter Training Supplement and reform of your district's/LEA's approach to mandated reporting. Individuals representing these groups may become part of the Core Project Team, be consulted for input during the implementation process, or both.

Stakeholder Group	Names and Contact	
	Core Project Team	Inform and Consult
District Administration		
School/Governing Board		
Labor Partners		
School Administration		
Human Resources		
Student Support Services		
Certificated Staff		
Classified Staff		
Community Schools Councils		
Community-Based Partners		
Families		
Students		

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