

Filling the Gaps: Adult Protective Services Resource Development



A Training Curriculum Prepared for the National Center on Elder Abuse by the National Adult Protective Services Association 2005

This publication was made possible through support provided by the National Center on Elder Abuse. Major funding for the National Center on Elder Abuse comes from the U.S. Administration on Aging, Department of Health and Human Services. Grant No. 90-AM-2792.

Opinions or points of view expressed do not necessarily reflect the official position or policies of the U.S. Administration on Aging..

© NAPSAs 2005

The National Center on Elder Abuse

The Source for Information and Assistance on Elder Abuse

The National Center on Elder Abuse (NCEA) provides elder abuse information to professionals and the public; offers technical assistance and training to elder abuse agencies and related professionals; identifies promising practices; conducts short-term elder abuse research; and assists with elder abuse program and policy development. NCEA's website and clearinghouse contain many resources and publications to help achieve these goals.

The Center is administered by the National Association of State Units on Aging as the lead agency and funded by grant No. 90-AP-2144 from the U.S. Administration on Aging. NCEA consists of a consortium of six partner organizations.

PARTNER ORGANIZATIONS

Sara Aravanis, Director
National Center on Elder Abuse
National Association of State Units
on Aging
1201 15th Street, NW, Suite 350
Washington, DC 20005-2800
(202) 898-2586 / Fax: (202) 898-2583
NCEA@nasua.org

Joseph Snyder, President
Philadelphia Corporation for Aging
642 North Broad Street
Philadelphia, Pennsylvania 14130-3409
(215) 765-9000 X4457 / Fax: (215) 282-6611
JSNYDER@pcaphl.org

Joanne Marlatt Otto, Ex. Director
National Association of Adult Protective
Services Administrators
960 Lincoln Place
Boulder, Colorado 80302
(720)565-0906/ Fax: (720)565-0438
Joanne.otto@apsnetwork.org

Karen Stein, Director
Clearinghouse on Abuse and
Neglect of the Elderly (CANE)
Department of Consumer Studies
University of Delaware
Newark, DE 19716
(302) 831-3525 / Fax: (302) 831-6081
kstein@udel.edu

Lori Stiegel, Associate Staff Director
Commission on Law and Aging
American Bar Association
740 15th Street, N.W.
Washington, DC 20005-1022
(202) 662-8692 / Fax: (202) 662-8698
lstiegel@staff.abanet.org

Bob Blancato, President
National Committee for the
Prevention of Elder Abuse
c/o Matz, Blancato & Associates
1101 Vermont Avenue, NW, Suite 1001
Washington, DC 20002
(202) 682-4140 / Fax: (202) 682-3984
ncpea@erols.com

National Center on Elder Abuse
1201 15th Street, NW, Suite 350 - Washington, DC - 20005-2482
(202) 898-2586 – Fax: (202) 898-2583 – NCEA@nasua.org – www.elderabusecenter.org

Filling the Gaps: Adult Protective Services Resource Development

Table of Contents

	Page
Agenda	4
Trainer’s Guide: Workshop Description	5-6
Trainer’s Guide: Description of Workshop Activities	7-19
APS Ethical Principles and Best Practice Guidelines	20-21
Sample APS Cost Benefit Analysis	22
Georgia Emergency APS Money	23-27
Sample APS Individual Emergency Client Request	28
Sample APS Program Request for Emergency Resources	29
Worksheet: Getting the Money	30
Tips on Applying for Grants	31-33
Creative Approaches by the States	34-35
Worksheet: Administering the Program	36
Client Emergency Resources Documentation	37
Emergency Resources Program Documentation	38
Training Evaluation	39

Filling the Gaps: Adult Protective Services Resource Development

Date of Training:

Location:

Agenda

Welcome and Introductions

Lecture: Description of NCEA, Description of NAPSA, Description of Adult Protective Services

Lecture: Training Objectives

Large group exercise #1: Challenges to Protecting Vulnerable Adults

Guided Discussion: Telling the APS Story

Break

Large Group Exercise #2: Securing APS Resources

Video “The Georgia APS Experience—Sometimes You Just Need Money

Large Group Exercise #3: Where the Resources Are

Guided Discussion: Meeting the Challenge

Lunch break

Small Group Exercise: Getting the Money

Lecture: Seeking Funding Sources

Audience Participation: Experiences with Using the Media

Audience Participation: Experiences with the Legislature

Audience Participation: Experience in Applying for Federal Grants

Lecture: Creative Approaches in APS Resource Development by the States

Small Group Exercise: Administering the Money

Lecture: Documentation

Questions and Wrap-up

Fill out Evaluations

Trainer's Guide: Workshop Description

Filling the Gaps: Adult Protective Services Resource Development

Workshop Description:

This training material is for the use of Adult Protective Services (APS) professionals including administrators, supervisors and line workers, as well as members of elder abuse coalitions and elder abuse/adult protective services review teams. Whether at the front lines in the community or at the state administrative level, there is a need to tell victims' stories so that potential donors and funders will have an understanding of the complex issues involved in the protection of vulnerable adults.

The service needs for APS clients are often unusual, complicated and difficult to provide. In this workshop, participants will learn how to effectively communicate about the needs of APS clients to others. Methods of securing funding and in-kind resources will be shared, as well as techniques for enlisting the help of community agencies and state leadership in securing emergency APS resources. Using examples from different states, participants will leave this training with the tools to develop similar programs in their own states.

Objectives:

By the end of this workshop, participants will be able to:

- Identify effective methods to communicate APS clients' special emergency needs;
- Explore strategies to meet the resource challenge;
- Identify the steps necessary to secure emergency APS funds and in-kind donations;
- Design a program to administer APS emergency resources.

Materials:

Trainers' Guide to Filling the Gaps

Power Point Presentation Filling the Gaps

Hard copy of Power Point Presentation for participants' note taking

Handouts:

- A. Workshop Agenda
- B. NAPSA Adult Protective Services Ethical Principles and Best Practice Guidelines
- C. Sample APS Cost Benefit Analysis
- D. Georgia Emergency APS Money from the NAPSA Conference 2002
- E. Sample APS Individual Emergency Client Request form
- F. Sample APS Program Request for Emergency Resources
- G. Worksheet: Getting the Money
- H. Tips on Applying for Grants
- I. Creative Approaches in APS Resource Development by the States
- J. Worksheet: Administering the Program

- K. Sample APS Client Emergency Resources Documentation
- L. Sample APS Emergency Resources Program Documentation
- M. Training Evaluation

Equipment:

- Screen and LCD Projector for Power Point Presentation
- Flip charts, easels, enough markers for each participant and trainer, masking tape

Time Frame: This workshop will run approximately five and a half hours including one 15 minute break and one 60 minute lunch break.

Workshop Timed Outline:

- 15 minutes: Welcome and Introductions
Lecture: Description of NCEA, Description of NAPSA, Description of Adult Protective Services
- 10 minutes: Lecture: Training Objectives
- 30 minutes Large group exercise #1: Challenges to Protecting Vulnerable Adults
- 30 minutes Guided Discussion: Telling the APS Story

- 15 minutes Break

- 30 minutes: Large Group Exercise #2: Securing APS Resources
- 10 minutes Video “The Georgia APS Experience—Sometimes You Just Need Money
- 30 minutes: Large Group Exercise #3: Where the Resources Are
- 15 minutes: Guided Discussion: Meeting the Challenge

- 60 minutes Lunch break

- 20 minutes Small Group Exercise: Getting the Money
- 15 minutes Lecture Seeking Funding Sources
- 10 minutes Audience Participation: Experiences with Using the Media
- 10 minutes Audience Participation: Experiences with the Legislature
- 10 minutes Audience Participation: Experience in Applying for Federal Grants
- 5 minutes Lecture: Creative Approaches in APS Resource Development by the States
- 20 minutes Small Group Exercise: Administering the Money
- 5 minutes Lecture: Documentation
- 10 minutes Questions and Wrap-up

- 10 minutes Fill out Evaluations

Trainer's Guide: Description of Activities

SLIDE #1 INTRODUCTION:

Key Teaching Points:

- The service needs for APS clients are often unusual and difficult to secure and fund. Both at the front line and administrative level, there is a need to be able to tell the clients' stories so that potential donors and funders have an understanding of the complex issues involved in the protection of vulnerable adults.
- In this workshop, participants will learn how to communicate effectively about the needs of their clients to others.
- Methods of securing funds as well as soft resources will be shared.
- Participants will also learn techniques for enlisting the help of local, state and national partners in securing emergency APS resources.
- Using examples from different state models, participants will leave with the tools to enable them to develop similar programs in their own states.

Instructions to Trainer:

The trainer provides brief information about his/her name, title, affiliation and background.

The trainer asks the participants to introduce themselves.

The trainer reads trainers' notes for Slide #1

SLIDE #2 BACKGROUND:

Key Teaching Points:

- Many APS and aging professionals do not have the time or resources to develop materials such as slide shows and Power Point presentations.
- For this reason, the U.S. Administration on Aging has provided a grant to the National Center on Elder Abuse (NCEA) for the development of this material.
- The material was developed by the National Adult Protective Services Association (NAPSA) on behalf of the NCEA.
- The material is available for use at no cost through the NCEA website at www.elderabusecenter.org.

Instructions to Trainer:

The trainer reads the trainers' notes for Slide #2.

Funding and support for this event were provided by _____ (name of organization sponsoring the activity).

SLIDE #3 ABOUT THE NATIONAL CENTER ON ELDER ABUSE:

Key Teaching Points:

- The National Center on Elder Abuse is a consortium of five national organizations.

- It is the mission of the NCEA to promote understanding, knowledge sharing, and action on elder abuse, neglect, and exploitation.
- The Center serves as a national resource for elder rights advocates, law enforcement and legal professionals, public policy leaders, researchers, and citizens.
- It provides elder abuse information to professionals and the public; offers technical assistance and training to elder abuse agencies and related professionals; identifies promising practices; conducts short-term elder abuse research; and assists with elder abuse program and policy development. NCEA's website and clearinghouse contain many resources and publications to help achieve these goals.

Instructions to Trainer:

Trainer asks participants if they are familiar with the NCEA.

Trainer reads the trainers' notes for Slide #3.

SLIDE #4 NCEA PARTNER ORGANIZATIONS:

Key Teaching Points:

- **The NCEA consists of a consortium of five partner organizations:**
- **The National Association of State Units on Aging (NASUA)**, is a non-profit association representing the nation's 56 officially designated state and territorial agencies on aging. NASUA is the articulating force at the national level through which the state agencies on aging join together to promote social policy in the public and private sectors responsive to the challenges and opportunities of an aging America.
- **The American Bar Association Commission on Law and Aging.** The mission of the ABA Commission on Law and Aging is to strengthen and secure the legal rights, dignity, autonomy, quality of life, and quality of care of elders. It carries out this mission through research, policy development, technical assistance, advocacy, education, and training. The Commission consists of a 15-member interdisciplinary body of experts in aging and law, including lawyers, judges, health and social services professionals, academics, and advocates.
- **The National Committee for the Prevention of Elder Abuse (NCPEA)** is an association of researchers, practitioners, educators, and advocates dedicated to protecting the safety, security, and dignity of America's most vulnerable citizens. It was established in 1988 to achieve a clearer understanding of abuse and provide direction and leadership to prevent it. The mission of NCPEA is to prevent abuse, neglect, and exploitation of older persons and adults with disabilities through research, advocacy, public and professional awareness, interdisciplinary exchange, and coalition building.
- **The Clearinghouse on Abuse and Neglect of the Elderly (CANE)**, located at the University of Delaware, is the nation's largest computerized collection of elder abuse resources and materials. The CANE database may be searched to obtain citations and brief summaries of peer-reviewed journal articles, as well as books, agency reports, transcripts of hearings, news articles, videos,

online resources and training materials addressing the abuse and neglect, self-neglect, and financial exploitation of elders.

- **And the National Adult Protective Services Association**

Instructions to Trainer:

Trainer reads Trainer's notes for Slide #4.

SLIDE #5 NAPSA

Key Teaching Points:

- NAPSA is a national non-profit organization dedicated to supporting APS programs and the victims they serve.
- The organization was started in 1989 by a few dedicated state program directors who felt isolated and wanted to bring the issues that APS programs face to the forefront
- As a partner in the NCEA, NAPSA works to develop recognition of and resources for APS programs nation-wide.

Instructions to trainer:

Trainer asks participants if they are familiar with NAPSA.

Trainer reads trainers' notes for Slide #5.

SLIDE #6 GOALS OF NAPSA

Key Teaching Points:

- The goals of NAPSA are to provide technical assistance, resource development, education and advocacy.
- This training session was developed by NAPSA, the National Adult Protective Services Association as part of its work as a partner in the National Center on Elder Abuse.
- It is the first step toward the goal of developing a National APS Training Institute, which would provide model curricula for APS as well as technical assistance for states.
- Information on NAPSA is available at www.apsnetwork.org.

Instructions to Trainer:

Trainer reads trainer's notes for slide #6.

SLIDE #7 WHAT ARE ADULT PROTECTIVE SERVICES?

Key Teaching Points:

- Often, the general public does not know about APS programs or where to report abuse. A recent survey conducted in Utah found that only 22% of seniors in that state were aware of APS programs.
- The information on Slides 7 and 8 is intended to provide a very brief overview of the program for audiences that may not be familiar with APS.

Instructions to Trainer:

Trainer reads trainer's notes for slide #7.

Trainer asks participants if the public in their community is aware of APS services and where to report abuse.

SLIDE #8 WHAT SERVICES DO APS PROGRAMS PROVIDE?

Key Teaching Points:

- Often, people outside the APS system do not understand the role of APS or the services provided by the program.
- Helping funders to understand the APS role and the services provided by the program will make it easier for them to understand why their particular organization is being asked for assistance.

Instructions to Trainer:

Trainer reads trainer's notes for slide #8.

SLIDE #9 OBJECTIVES OF THIS TRAINING

Key Teaching Points:

- As a result of this workshop, participants will be able to:
 - Explain effective methods to communicate APS clients' needs;
 - Explore strategies to meet the resource challenge;
 - Identify the steps necessary to secure emergency APS money;
 - Design a program to use APS emergency funds.

Instructions to Trainer:

The trainer reviews the objectives of the training in trainers' notes for Slide #9

SLIDE #10 CHALLENGES TO PROTECTING VULNERABLE ADULTS

Key Teaching Points:

- It is important for APS staff on the local and state level to be able to explain the nature of APS cases and the unusual needs that are generated while trying to protect a vulnerable adult.
- Any presentation should define the problem through case examples which upset the heart but not the stomach. It is important not to frighten potential partners, but to find common ground. Examples which demonstrate the personal, social, emotional, financial losses clients' experience as a result of the unmet needs help to define the problem.

Large Group Activity #1

Materials needed:

- Flip chart pads**
- Flip chart easels**
- Black marking pens**
- Masking tape**

Instructions to trainer:

Every worker has stories about his/her clients. The purpose of this large group activity is to allow participants to tell their stories. This warm-up exercise is designed

to increase audience participation. However, it can easily become very time consuming. Remind participants to keep their stories brief and to the point. If it becomes necessary, don't hesitate to cut off the storytelling in order to move on with the exercise.

Trainer reads trainers notes for Slide #10.

Trainer asks for two volunteers from the audience who will write key words on flip charts.

Trainer asks participants to share stories of clients' needs that were unmet because services were hard to find, too costly, or non-existent.

Volunteers write key words for each response on the flip charts.

When the volunteers have finished entering all the responses, the flip chart pages are posted around the walls of the training room.

Trainer tells participants that this list of unmet needs will be used again later in the session.

SLIDE #11 UNUSUAL UNMET NEEDS OF APS CLIENTS

Key Teaching Points:

- Needs often arise as a result of an emergency. It is important to have resources on tap so that workers can respond to emergencies more effectively.
- Resources also must be flexible as they need to address very unusual needs

Instructions to trainer:

Trainer asks participants to indicate verbally which of the client needs listed on the flip charts would be: hard to find, hard to fund, or currently do not exist in their communities.

Volunteers mark each response with the following symbols:

?= hard to find, \$= hard to fund, 0= does not exist

SLIDE #12 SECURING EMERGENCY APS RESOURCES: DOCUMENTATION OF NEED

Key Teaching Points:

- APS workers have the difficult role of protecting vulnerable adults given the limited community/government resources, restrictive eligibility criteria, and the cost of services that may not be provided elsewhere.
- A client's right to self-determination may be challenged as a result of the lack of resources. The worker's responsibility to protect the vulnerable adult in the least restrictive manner may also be challenged.

Instructions to Trainer:

Ask participants how they documented some of their clients' unmet needs in the past.

Ask participants how they explained why the resources needed were not available.

SLIDE #13 TELLING THE APS STORY

Key Teaching Points:

- It is important for APS staff on the local and state level to be able to explain the nature of APS cases and the unusual needs that are generated while trying to protect a vulnerable adult.

Instructions to trainer:

Trainers tells in his/her own words the importance of telling the APS story.

Trainer provides a example of a case situation that made an emotional impact on him/her.

Trainer reminds participants to focus on the positive impact of having additional resources for clients.

Trainer asks participants to provide examples of common goals shared by their program and potential resource donors.

SLIDE #14 THE SOCIAL IMPACT

Handout: NAPSA APS Ethical Principles and Best Practice Guidelines

Key Teaching Points:

- The lack of access to appropriate emergency resources may affect the client’s social situation.
- Vulnerable adults often do not come to the attention of others until their situation has put them at extreme risk.
- When intervening in these situations, APS staff must try to reduce the risk while respecting the client’s wishes and providing the least restrictive alternative.
- When resources are not available, situations often occur in which the client loses privacy, autonomy, support system, and/or self-esteem.
- The right of vulnerable adults to make their own decisions is the very cornerstone of APS.

The following principles and guidelines were developed by NAPSA in order to help guide APS professionals. While these basic ethical statements sound very noble, the fact is that adhering to them consistently is often a challenge for workers.

Instructions to Trainer

Read the APS Ethical Principles and Best Practice Guidelines from the handout.

Ask the participants the questions listed in the Trainer’s notes. Encourage participants to explore these questions. Remind them that there are no “right” answers.

SLIDE # 15: THE FINANCIAL IMPACT

Handout: Client Cost Benefit Analysis

Key Teaching Points:

- When services and resources are unavailable, sometimes APS workers use their own money or use money which has been designated for other agency purposes.
- If funds are unavailable to maintain vulnerable adults in their homes, then institutionalization may be the only alternative.

- Institutionalization is more costly than paying for temporary emergency services to meet the need.

Because APS workers are helping professionals, they often go above and beyond reasonable expectations in their efforts to help their clients. Sometimes their extraordinary efforts are not recognized by agency administration. And sometimes these efforts are counter-productive, as they lead to the assumption that clients' needs are getting met without additional agency resources.

Instructions to Trainer:

Lead participants in a discussion of the questions listed in the Trainer's notes.

Remind them that no matter how generous they are with their own resources, they cannot meet all of their clients' needs.

Refer to the sample cost benefit analysis handout and walk them through the process of assessing the benefits of additional resources.

SIDE #16: THE GEORGIA EXPERIENCE—SOMETIMES YOU JUST NEED MONEY

Handout: Sometimes You Just Need Money

Key Teaching Points:

- There are a variety of strategies for securing funding for emergency services.
- Some states have received funding allocations which they can use for purchasing services that are not available elsewhere.
- There are steps that APS programs can take in order to secure emergency money.
- This video was developed by the Georgia APS program as a result of a Show and Tell presentation done at the 2002 annual NAPSA conference in Scottsdale, Arizona.

Instructions to Trainer:

Remind participants that one of the services that NAPSA provides is an annual national training conference for APS professionals.

Refer participants to the Georgia handout.

Double click on the black box on the slide to activate the video.

SLIDE #17: WHERE THE RESOURCES ARE

Key Teaching Points:

- Although there are many unmet client needs, workers often do not realize the abundance of resources that are available to them.
- By sharing the resources that each participant has available or has created, other participants begin to realize the possibilities for finding or creating new resources.

The purpose of this exercise is to encourage participants to share the many resources they have tapped into in their own communities. It is an excellent adult learning exercise, as it

demonstrates how much participants already know, and helps them to share their knowledge.

Instructions to Trainer:

1. Place 5 to 10 flip chart sheets on the training room walls.
2. Tell the participants that the information on the flip chart sheets will be compiled and mailed to them after the conference.
3. Ask any participants who volunteer to do so to write all the resources they have found or developed in their efforts to assist their clients. Ask them to include their names, phone numbers, and email addresses on the top of the flip charts so that networking and further contact can take place
4. Ask participants to match these resources with the client needs identified in **GROUP EXERCISE #1**

SLIDE #18: MEETING THE CHALLENGE

Key Teaching Points:

- Preparing the list of places to give APS presentations. This can be done through effective networking and enhancing interagency/interdisciplinary relationships.
- Sometimes other agencies and entities have misconceptions or criticisms about APS which need to be clarified. It is important to listen carefully to what others have to say and not take comments personally. The presentation must be clear and objective.

Instructions to Trainer:

Read the material on slide #18.

Walk the participants through the questions.

SLIDE #19 BUDGETING

Handouts: Sample Individual Client Budget Form

Sample APS Program Budget Form

Key Teaching Points:

- It is necessary to prepare rationale for the amount of money being requested.

Nobody likes paper work, APS professionals least of all. However, in order to make a credible request for a client or a program, it helps to present the request in a simple, well organized and consistent format. Keeping it simple means that it is more likely to be read. Keeping it organized means that it is easier to read. And keeping it consistent means that you can use it to collect data for your next request.

Instructions to Trainer:

Walk the participants through the client and program budget request forms.

Tell them that these are sample forms that can be adapted to their agency format without permission.

SLIDE#20: SEEKING FUNDING SOURCES

Handout: Worksheet Creating and Developing Resources in APS: Getting the Money

Key Teaching Points:

- There are many potential sources of funding and in-kind donations at the community, state and federal level.
- Participants should become familiar with the various funding sources and fit their requests to the funders' target criteria.

This is the first of six slides that address various sources of funding and resources. Participants are encouraged to think “outside the box” when looking for resources. The purpose of this exercise is to help participants with this process by sharing creative ideas.

Instructions to Trainer:

SMALL GROUP EXERCISE 20 MINUTES

- 1. Divide participants into small groups (4-8 per group), assuring that there is a diversity of experience in each group.**
- 2. Distribute the handouts to each group.**
- 3. Ask one person in each group to briefly describe a situation involving an unusual specific emergency resource needed for one APS client.**
- 4. Explain that each group is to use each other's expertise in brainstorming ways to address that emergency resource need.**
- 5. Using the handout, have someone from each group write down participants' ideas about how to document the need, how to justify the amount of money requested, how the money would be spent, and where they might go to find funding.**

SLIDE #21: LOCAL ORGANIZATIONS

Key Teaching Points:

- There are a wide variety of local charitable organizations. Participants need to become familiar with these organizations in their own communities. Community-based agencies, domestic violence agencies, faith-based groups, and other local service organizations can be approached for in-kind donations such as food, clothing, temporary shelter, small monetary grants, etc.
- APS staff may also be an excellent resource. APS programs can use the talents and interests of individual workers to secure unusual hard-to-find services. For example, a worker who is involved with animals might be able to secure resources for pets - such as free spaying, dog walking, etc, so that clients can continue caring for pets as their health declines.

Most people are more comfortable approaching local organizations. Probably local requests will be the ones most likely to gain a response, since they are designed to address needs in the immediate community.

Instructions to Trainer:

- Read the list of local organizations that appear on the slide.**
- Read the trainer's notes.**

Ask participants briefly to suggest other local organizations that they may be familiar with.

SLIDE #22: USING THE MEDIA

Key Teaching Points:

- The media can be an effective partner to both help “tell the story” of APS programs and clients, (rather than giving negative press when there is an incident) and to raise money through a “Neediest Case” donation campaign.
- Developing good relationships with reporters can serve the APS program well.

Instructions to Trainer:

Read the trainer’s notes aloud.

Ask participants if they have had any positive experiences with the media.

SLIDE #23: PRIVATE FOUNDATIONS

Handout: Tips on Applying for Grants

Key Teaching Points:

- There is a wide variety of private funders and foundations. The Internet is a good way to find these resources.
- One benefit of membership in NAPSA is access to the NAPSA Funding Resources Guide which has a collection of information on more than 100 charitable foundations that provide funding in a number of areas related to the needs of APS programs and clients.

Instruction to Trainer:

Refer to Handout: Tips on Applying for Grants

Briefly review Tips

Read the information in Trainer’s notes.

SLIDE #24: STATE AGENCIES AND COALITIONS

Key Teaching Points

- Sometimes there are statewide funding sources which may be used for APS purposes. Some states have used Title XX of the Social Security Act, or Title 7 of the Older Americans Act funding to provide hard-to find services.
- Workers on the local level may not be aware of state level coalitions and advocacy groups that might be resources for local client needs. Local advocates need to find ways to contact these resources.

Instruction to Trainer:

Read trainer’s notes.

Ask participants if they are aware of state level coalitions that might be contacted.

SLIDE #25: GAINING LEGISLATIVE SUPPORT

Key Teaching Points:

- A case can be made to the State oversight authority to ask for additional funds for particular services.
- Having statistics, a specific budget and documentation of need will enhance credibility.

Many local workers are not allowed to contact state legislators. However, local professionals are able to provide powerful first hand information on their clients' needs. This information may be shared with state level advocacy groups who may have more access to legislators.

Instruction to Trainer:

Ask participants if any of them have had experience in working with advocacy groups to pass legislation that they would like to share with the group.

SLIDE #26: FINDING FEDERAL GRANTS

Key Teaching Points:

- Applying for federal grants is complicated, time limited and competitive.
- Sometimes the grants that don't get funded provide the best learning experiences. Sharing some of these experiences may help participants to overcome their hesitation in applying for federal grants.
- Both the Internet and the NCEA Elder Abuse Listserve are good sources of information on federal grants. To subscribe to the Listserve, go to the NCEA website at www.elderabusecenter.org and click on the Elder Abuse Listserve button.

Instructions to Trainer:

Read the Trainers' notes.

Ask participants if any of them would like to share their experiences in applying for federal grants.

SLIDE #27: CHAIN OF COMMAND

Key Teaching Points:

- Clients' needs often arise as a result of an emergency. It is important to have resources immediately available so that workers can respond to emergencies more effectively.
- Resources also must be flexible in order to address very unusual needs.

Instruction to Trainer:

Read the Trainers' notes.

Remind participants that if there is not a clear chain of command for approving requests, precious time may be lost when a client is in crisis. The best time to set up policies and procedures is before an emergency need arises.

Walk the participants through the steps listed on the Power Point Slide

SLIDE #28: CREATIVE APPROACHES BY THE STATES

Handout: Creative Approaches in APS Resource Development by the States

Key Teaching Points:

- There are many different ways of setting up such a program. Programs have been set up on the local as well as state levels.
- The design of the program depends on the APS program set-up; county or state run, government or private non-profit, population served

Instruction to Trainer:

Read Trainer's notes.

Refer to Handout—Creative Approaches in APS Resource Development by the States

Briefly run through what states are doing.

SLIDE #29: CRITERIA FOR USE OF RESOURCES

Handouts: Worksheet: Administering the Money

Page 5 of Georgia Handout

Key Training Points:

- Criteria must be developed for using the funds. Clarity in criteria is essential. APS staff need to know what can and cannot be paid, how payments would be made, what process they must go through before they ask for funding, etc.

It is important to have guidelines in place before a client emergency occurs. Clear criteria assure that resources will be allocated fairly, and that workers will not have to compete with each other about whose client is in the greatest need.

Instructions to Trainer:

Refer to Worksheet: Administering the Money, and page 5 of the Georgia Handout

SMALL GROUP EXERCISE 20 MINUTES

- 1. Divide participants into small groups (4-8 per group), assuring that there is a diversity of experience in each group.**
- 2. Distribute the handouts to each group.**
- 3. Assume that your agency has received a \$10,000 donation from United Way for APS clients' emergency needs .**
- 4. Explain that each group is to use each other's expertise in brainstorming how to administer the emergency fund.**
- 5. Have someone from each group write down participants ideas about what criteria would be used to allocate the funds, how would the use of the funds be approved and by whom, and what documentation would be required.**

SLIDE #30: DOCUMENTATION

Handouts: Sample APS Client Emergency Resources Documentation

Sample APS Emergency Resources Program Documentation

Key Training Points:

- Documentation provides structure and clarity to the workers.
- It assists the supervisor in making difficult decisions.
- Without documentation, it is hard to keep track of how and when resources are being used.
- This information can be used both to show program effectiveness and demonstrate the extent of clients' needs in concrete terms.

Instructions to Trainer:

Refer to Client and Program Emergency Resources Documentation Forms.

Walk through the questions on each form.

Encourage participants to adapt these forms or create their own.

SLIDE #31: FOLLOW-UP

Key Training Points:

- Follow-up helps programs demonstrate to the funding sources and to the state oversight authority how the clients' needs were met.
- How client was better served and protected.
- It serves as a basis for requesting additional resources.
- As we move more and more towards outcome bases programs, documentation will be essential in preventing program cuts.

Instructions to Trainer:

Remind participants that Georgia was able to double it's funding from \$200,000 to \$400,000 by doing careful documentation

SLIDE #32: THANK YOU

Handout: Training Evaluation Form

Instructions for Trainer:

Read Trainer's notes.

Ask participants to fill out the training evaluation.

Thank participants and end the training session.



NATIONAL ADULT PROTECTIVE SERVICES ASSOCIATION

NATIONAL ADULT PROTECTIVE SERVICES ASSOCIATION Adult Protective Services Ethical Principles and Best Practice Guidelines

dedicated to the memory of Rosalie Wolf

© NAPSA 2004

Adult Protective Services are those services provided to older people and people with disabilities who are, or are in danger of being mistreated or neglected, are unable to protect themselves, and have no one to assist them.

Interventions provided by Adult Protective Services include, but are not limited to, receiving reports of adult abuse, exploitation or neglect, investigating these reports, case planning, monitoring and evaluation. In addition to casework services, Adult Protection may provide or arrange for the provision of medical, social, economic, legal, housing, law enforcement or other protective, emergency or supportive services.

Guiding Value: *Every action taken by Adult Protective Services must balance the duty to protect the safety of the vulnerable adult with the adult's right to self-determination.*

Secondary Value: *Older people and people with disabilities who are victims of abuse, exploitation or neglect should be treated with honesty, caring and respect.*

Principles

- Adults have the right to be safe.
- Adults retain all their civil and constitutional rights unless some of these rights have been restricted by court action.
- Adults have the right to make decisions that do not conform with societal norms as long as these decisions do not harm others.
- Adults are presumed to have decision-making capacity unless a court adjudicates otherwise.

- Adults have the right to accept or refuse services.

Practice Guidelines

- Recognize that the interests of the adult are the first concern of any intervention.
- Avoid imposing personal values on others.
- Seek informed consent from the adult before providing services.
- Respect the adult's right to keep personal information confidential.
- Recognize individual differences such as cultural, historical and personal values.
- Honor the right of adults to receive information about their choices and options in a form or manner that they can understand.
- To the best of your ability, involve the adult as much as possible in developing the service plan.
- Focus on case planning that maximizes the vulnerable adult's independence and choice to the extent possible based on the adult's capacity.
- Use the least restrictive services first—community based services rather than institutionally based services whenever possible.
- Use family and informal support systems first as long as this is in the best interest of the adult.
- Maintain clear and appropriate professional boundaries.
- In the absence of an adult's expressed wishes, support casework actions that are in the adult's best interest.
- Use substituted judgment in case planning when historical knowledge of the adult's values is available.
- Do no harm. Inadequate or inappropriate intervention may be worse than no intervention.

**SAMPLE
APS COST BENEFIT ANALYSIS**

Reason for resource request:

Mr. F, age 87, lives in his own home. His mortgage is completely paid. His monthly expenses for food, clothing, utilities and incidentals are covered by his \$550 Social Security check. The house is filled with newspapers and trash. He has six dogs, some of them very old, that have not been spayed or neutered or given their shots. Unless the house is cleaned, the Health Department will have it condemned and he will be forced to go into a more restrictive living situation where he cannot have any dogs. Mr. F. wishes to live out his days in his own home with his dogs.

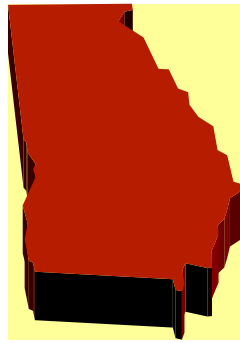
Case Plan:

Arrange for one time deep cleaning services. Have all dogs spayed or neutered.

Services needed	Cost
Professional deep cleaning	\$850.00
Cost of neutering dogs and shots @\$50 per dog	<u>\$300.00</u>
TOTAL	<u>\$1150.00</u>

Cost if services are not provided:

Action	Cost
Moving Mr. F. to assisted living situation	\$1,000.00
Monthly assisted living charge less \$500 Soc. Sec	\$ 2,500.00
Euthanizing dogs @\$100.00	<u>\$ 600.00</u>
Cost to relocate Mr. F. and euthanize dogs	<u>\$4,100.00</u>
Cost to maintain Mr. F. in his own home with dogs	<u>\$1,150.00</u>
Cost benefit of emergency services	<u>\$2,950.00</u>
Social benefit of maintaining Mr. F. in his home	Incalculable



Emergency APS Money

NAAPSA Conference 2002

“Show and Yell Session”

October 2, 2002
Scottsdale, AZ

Mary Martha Rugg, APS Section Manager
Georgia Division of Aging Services
Two Peachtree Street, NW 9th Floor #430
Atlanta, GA 30303-3142
Phone: 404.657.5340

E-mail: mmrugg@dhr.state.ga.us

Georgia APS Emergency Relocation Funding Categories

Emergency Shelter Costs:

To Personal Care Home/Long-Term Care Facility to meet basic needs, provide safety and supervision.

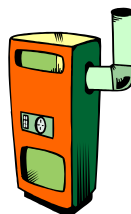
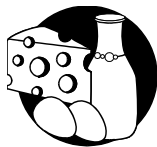


Other Emergency Shelter Options: short-term

=====

Emergency Food, Clothing/Personal Needs

Limited Utilities



APS Emergency Relocation Fund Data

SFY '02

Monthly Average statewide APS caseload =
5,003

Monthly Average APS Clients using ERF = 85

Percentage of APS Clients using ERF = 2 %

Total APS Clients using Funds = 1,019

Total Spent = \$273,395.00

- Emergency Shelter = \$112,698.00 - 41 %

- Food/Clothing/Personal = \$81,899.00 - 30 %

- Medical Needs = \$36,923.00 - 14 %

- Other Emergency needs = \$41,875.00 - 15 %

Average amount per client = \$268.00

Average per month statewide = \$ 22,783.00

- Remove **APS client** from “dangerous situation” for safety and/or risk reduction.
(situation/facility/home)
- A/N/E or Self-Neglect
- A present threat to health, well-being or safety
- No other resources (client, family or community)

Client Benefit Limits:

- Up to \$ 600.00 Case Manager approved when client is remaining in his/her home.
- Up to \$1,000.00 Case Manager approved when client is physically relocating from own home/care home.
- Up to (+) \$ 800.00 additional waiver in some situations; by written approval of regional consultant.

Reporting:

- Form APS ERF #1: Individual Approval
 - Bookkeeper (receipts and invoices)
 - Case Record (documentation, form, copies of receipts)
 - Attach copy to APS ERF #2
- Form APS ERF #2: Monthly County Tracking Form
 - Submit monthly to State office (APS)

SAMPLE
Adult Protective Services Individual Emergency Client Request

Client identifying number: _____ (May be case number or other number assigned by the agency. Intended to protect client confidentiality)

Client Age: _____ **Location:** _____
Client is victim of what type(s) of abuse: _____

Client's situation that requires emergency resources:

What emergency goods or services does client need?

Efforts already made to provide the goods or services through regular channels:

Why are these resources not available through regular channels?

How will these goods or services reduce the possibility of further client risk?

Cost of emergency goods or services:

- \$ _____ Per hour
- \$ _____ Per day
- \$ _____ Per month
- \$ _____ Other

Duration of needed goods or services:

Who will provide the services?

Who will monitor the services?

Request Authorized by: _____

Date: _____

SAMPLE

Adult Protective Services Program Request for Emergency Resources

Monthly Average APS caseload (state or county depending on who is making the request)

Monthly average number of APS clients needing emergency resources

Total number of APS clients who used emergency resources in the most recent 12 month period

Percentage of all APS clients who use emergency resources %

Average annual cost per APS client for emergency needs \$

Areas of need for which emergency resources are being requested:

Cost per year:

- \$ **Shelter—rent, repairs, utilities, property taxes**
- \$ **Food**
- \$ **Clothing**
- \$ **Furniture**
- \$ **Medical equipment/assistive devices(walkers, glasses, etc.)**
- \$ **Medication**
- \$ **Transportation**
- \$ **Moving expenses**
- \$ **Translating services**
- \$ **Personal care**
- \$ **Pet care**
- \$ **Other (describe)**

Total cost of providing APS emergency resources in last 12 month period \$

Agency goal for annual APS emergency resources in year 200_ \$

Worksheet: Creating and Developing Resources in APS
Getting the Money

How would you document the need?

How would you justify the amount of money requested?

What would you spend it on?

Where would you look for funding?

Tips on Applying for Grants

The Foundation Center

Plan ahead—know what you need

Before you begin contacting funding sources, think through what your organization wants to accomplish and what resources you need to get the job done. It is important to be thorough in your thinking, and specific about the details of your task(s). As part of this process, you will want to consider short-term and long-term goals. Whether your needs are simple (for example, funds for a new piece of equipment) or more complex (such as start-up costs for a new service), you should be prepared to explain exactly what you need and why.

Research funding sources—know who pays for what, where, etc.

Before you start applying for grants, review available resources to find out more about prospective funding organizations. Many foundations provide statements about the types of activities or projects that they will and will not support. In addition, many organizations target their giving to agencies which reside within specific geographic boundaries. Others provide guidelines related to the size of their grants. Make a list of funding organizations whose stated guidelines closely match your funding goals.

Consider multiple sources to cover different needs

It is often a useful strategy to seek funding from multiple sources. If your planned projects or activities have a number of components which can be funded independently, you might want to consider seeking smaller grants from more than one organization.

Approach each funding source individually—don't prepare a generic proposal

A mistake that many grant applicants make is to submit "cookie cutter" proposals. It is very important to develop a grant application which is prepared specifically for the organization from which you are requesting funds. Most funding sources provide guidelines regarding applications, including content, structure, etc. It is wise to pay careful attention to the language used in these guidelines as it can provide you with information about the funding organization's priorities. Use of similar language in your proposal will demonstrate that your goals are aligned with those of the funding organization.

Follow technical guidelines established by each funding source (timetable, method of contact, etc.)

As previously noted, most funding organizations provide guidelines regarding applications. Some instructions are very specific while others are more general. Instructions may include submission deadlines; requirements for proposal length; specific content which must be included in the proposal; etc. Some organizations may require that an initial letter of intent be sent and approved before a full application can be submitted.

Most organizations are very specific about when (i.e., during what part of the calendar year) applications are accepted, although some accept proposals on an ongoing basis. It is important to follow all of these instructions carefully. Applications which do not meet guidelines risk immediate rejection. On the positive side, those proposals which comply with technical requirements, such as proper format and sequencing of content, are easier for reviewers to follow, and are more likely to receive favorable consideration.

Be clear, specific, and realistic in your application

Too often, good ideas get lost in large volumes of confusing verbiage. Bigger isn't necessarily better. Be clear about what problems you are addressing as well as the solutions that you are proposing. In doing this, use simple language that reviewers will understand rather than technical language that you think might sound impressive. In addition, it is a good idea to be modest and realistic in the statement of probable outcomes of your project. Inflated claims can be offensive (if not laughable), and might backfire.

Don't overload application with unnecessary or unrequested materials

There is such a thing as overkill. If you send videotapes, publications, or other unrequested items along with your proposal, they might be reviewed or they might be tossed out. At worst, you run the risk of annoying the proposal reviewers.

Find out whether previously accepted applications are available for review

Some funding organizations publish lists of agencies which have been awarded funding in the past. Consider contacting successful applicants to obtain copies of their proposals and/or for suggestions that might be helpful.

Have someone review your application before you submit it

This is an important step in the proposal development process. Most people who develop grant proposals are pressed for time and often wait until the last minute to have someone check their work. If at all possible, have others read your work far enough in advance so that you can make the changes that you need to improve the proposal.

Find out when applicants will be notified—be prepared to answer questions posed by reviewers, but otherwise, be patient until the review has been completed

Most funding organizations will give applicants clear information about how long the review process will take. Some organizations request additional information or ask questions as part of the review process, while others simply evaluate the materials that have been submitted. While it is hard to sit and wait, in most cases this may be the best strategy.

If your application was denied, consider contacting the funding source to get feedback about your application so that it can be strengthened in the future (for the same funding source or for others)

Some funding organizations are willing to discuss strengths and weaknesses of proposals with applicants who have not been successful in securing funding. Whenever possible, use this opportunity to learn more about how you can do better.

Adjust your goals, your approach, and/or your application as needed. Keep trying!

Learn from whatever feedback you can get about your proposal and try new strategies. Be open-minded and flexible about options. You may need to re-think your goals, adjust costs, apply to other funding organizations, clarify your communication and/or make other changes in your approach. Chances are, your efforts will pay off. Good luck!

Creative Approaches in APS Resource Development by the States

Montana:

The Montana state legislature has appropriated \$100,000 to Adult Protective Services for the past three years. The money is divided evenly between the five regions of the state to be used for elder abuse prevention. Workers submit a written request to the supervisor for approval. The money has enabled vulnerable adults to remain in their own homes rather than go to more restrictive settings. The funds have been invaluable in providing the following:

- Rent payments
- Purchasing fuel oil
- Purchasing prescription drugs
- Weekend home health care
- House cleaning
- Purchasing bus tickets
- Providing motel rooms for emergency housing
- Purchasing clothing
- Paying electric bills
- Repairing electrical wiring
- Conducting neuropsychiatric evaluations

For more information, contact Rick Bartos, Chief, Adult Protective Services, Montana Senior & Long Term Care, Phone (406) 444-9810, Email: rbartos@state.mt.us.

New York:

In Tompkins County, NY, Title XX Social Services Block Grant funds are available for emergencies. The funds are used for the following:

- Homemaker services
- Major clean outs
- Home delivered meals for younger adults
- Emergency respite care at the local hospital

For more information, contact Susan Somers, Assistant Commissioner, NY State Office of Children & Family Services, Phone (518) 402-6782, Email: sbsomers@dfa.state.ny.us.

Illinois:

Emergency funds are built into the Elder Abuse & Neglect Program. The expenditure for these funds in 2002-2003 was \$340,000. Only 5% of the cases require emergency money, and the average expenditure per client is from \$30 to \$40. To be eligible, clients must be age sixty or older and victims of alleged or substantiated abuse, neglect or exploitation which poses an imminent threat to the health and safety of the client if the service is not available. Protocols for the use of funds are spelled out in the agency standards. These “early intervention funds” may be used for the following:

- Emergency aid including food, clothing, furniture, medical expenses, psychiatric evaluations, transportation, household repairs, utility shut-offs, sanitation assistance and translator services
- Respite care--In home or out of home care including adult day care
- Legal assistance--Court costs, guardianship proceedings, preparation of Orders of Protection, recovery/restitution of damages, attorney fees and witness fees
- Housing and relocation services if domestic violence shelter either is not available or not appropriate

For more information, contact Lois Moorman, Acting Program Administrator, Illinois Department on Aging, Phone: (217) 785-9018, Email: lois.moorman@aging.state.il.us.

Colorado:

Aging Services of Boulder County started an Emergency Assistance Program (EAP) on October 1, 2002. EAP is funded through the Older Americans Act and Older Coloradans Program. It provides financial assistance for a wide range of services to older adults (60 and older) in the county. Typically EAP funds are to be used when there is an emergency or urgency in getting a service and/or as a funding source of last resort where other funding sources do not exist. This is not a permanent source of funding for needed services. Requests for EAP are made to the local Resource Specialist (RS) or Community Care Coordinator (CCC). If the RS/CCC determines that the request is appropriate for EAP, the request is processed and the approved amount is paid to the provider. In general EAP may cover up to 90% of the total cost for services provided. However, in special situations, services may be covered in full. Possible services to be funded by the EAP include:

- Vision Assistance/Eyeglasses
- Hearing Assistance/ Hearing Aids
- Dentures/ Dental Work
- Security Lock Boxes
- Smoke/ Carbon Monoxide Detectors
- Home Modification/Home Repairs
- Transportation
- Utilities: Water and Heating
- Durable Medical Equipment
- Blizzard Aftermath: Walk Shoveling, Roof Repairs
- Massage/Physical Therapy
- Foot Care
- Organizing Clutter
- In-Home Haircut and Permanents

For further information, contact Michele Waite, Manager, Longmont Senior Services, Phone: 303 651 8415, Email: Michele.waite@ci.longmont.co.us.

**Worksheet: Creating and Developing Resources in APS
Administering the Program**

What criteria would you use for allocating the funds?

How would the use of emergency funds get approved and by whom?

What documentation would be required?

SAMPLE

APS Client Emergency Resources Documentation

Client identifying number: (May be case number or other number assigned by the agency. Intended to protect client confidentiality)

Client Age: **Location:**

Client was victim of what type(s) of abuse:

What emergency goods or services were provided to the client?

Goal(s) of emergency services:

What efforts were made to provide the goods or services through regular channels?

For what period of time were services provided?

What was the total cost of the services?

What was the client outcome resulting from the provision of these services?

SAMPLE

APS Emergency Resources Program Documentation

Monthly Average APS caseload (state or county depending on who is making the request)

Monthly average number of APS clients needing emergency resources

Total number of APS clients who used emergency resources in the most recent 12 month period

Percentage of all APS clients who used emergency resources %

Average annual cost per APS client for emergency needs \$

Number of clients who received the following emergency resources and total cost per year:

Number ___ Cost \$ ___ Shelter—rent, repairs, utilities, property taxes

Number ___ Cost \$ ___ Food

Number ___ Cost \$ ___ Clothing

Number ___ Cost \$ ___ Furniture

Number ___ Cost \$ ___ Medical equipment/assistive devices(walkers, glasses, etc.)

Number ___ Cost \$ ___ Medication

Number ___ Cost \$ ___ Transportation

Number ___ Cost \$ ___ Moving expenses

Number ___ Cost \$ ___ Translating services

Number ___ Cost \$ ___ Personal care

Number ___ Cost \$ ___ Pet care

Number ___ Cost \$ ___ Other (describe)

Total cost of APS emergency resources in last 12 month period \$ _____

Outcomes of services provided:

Date: _____

Filling the Gaps: Adult Protective Services Resource Development

TRAINING EVALUATION

DATE OF TRAINING:

WHAT NEW APS CLIENT EMERGENCY NEEDS HAVE YOU IDENTIFIED AS A RESULT TO THIS TRAINING?

WHAT NEW EMERGENCY RESOURCES FOR APS CLIENTS HAVE YOU LEARNED ABOUT AS A RESULT TO THIS TRAINING?

PRIOR TO THIS TRAINING, ON A SCALE OF 1 TO 10, WITH 1 BEING LEAST CONFIDENT AND 10 BEING MOST CONFIDENT, HOW CONFIDENT DID YOU FEEL ABOUT INITIATING AN APS EMERGENCY RESOURCE PROGRAM FOR YOUR AGENCY?

NOW THAT YOU HAVE COMPLETED THIS TRAINING, ON A SCALE OF 1 TO 10, WITH 1 BEING LEAST CONFIDENT AND 10 BEING MOST CONFIDENT, HOW CONFIDENT DO YOU FEEL NOW ABOUT INITIATING AN APS EMERGENCY RESOURCE PROGRAM FOR YOUR AGENCY?

DO YOU HAVE QUESTIONS THAT THIS TRAINING DID NOT ADDRESS, AND IF SO, WHAT ARE THEY?