

# Data Informed Supervision

INSTRUCTOR LED TRAINING

PARTICIPANT MANUAL



The Academy for Professional Excellence is a project of the San Diego State University School of Social Work

## Funding Sources



**This training was developed by the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.**

**Curriculum Developer, 2025  
Ruth MacKenzie, MSW, MPPA**

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## Introduction

We are pleased to welcome you to **Data Informed Supervision Participant Manual**, developed by Adult Protective Services Workforce Innovations (APSWI), a program of the Academy for Professional Excellence under a grant from the California Department of Social Services, Adult Programs Division.

The Academy for Professional Excellence, a project of San Diego State University School of Social Work, was established in 1996 with the goal of revolutionizing the way people work to ensure the world is a healthier place. Our services integrate culturally responsive and recovery-oriented practices into our daily work to promote healing and healthy relationships. Providing around 70,000 learning experiences to health and human service professionals annually, the Academy provides a variety of workforce development solutions in Southern California and beyond. With five programs, three divisions and over 100 staff, the Academy's mission is to provide exceptional learning and development experiences for the transformation of individuals, organizations and communities.

APSWI is a program of the Academy for Professional Excellence. APSWI is designed to provide competency-based, multidisciplinary training to Adult Protective Services professionals and their partners. APSWI's overarching goal is the professionalization of Adult Protective Services professionals to ensure that abused and vulnerable older adults and adults with disabilities receive high quality, effective interventions and services.

APSWI partners with state and national organizations and experts in the older adult and adults with disabilities professions to empower APS professionals and those they serve to live safely, peacefully and in a world that is free from abuse and neglect.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) Education Committee
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)
- California's Curriculum Advisory Committee (CAC)

## Partner Organizations

**Dawn Gibbons-McWayne, Program Director, APSWI**

Academy for Professional Excellence

<https://theacademy.sdsu.edu/programs/apswi/>

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**Jennifer Spoeri, Executive Director, National Adult Protective Services Association (NAPSA)**

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**Paul Needham, Chair, NAPSA Education Committee**

<https://www.napsa-now.org/>

**James Treggiari, Adult Protective Services Liaison, Adult Protective Services Division**

California Department of Public Social Services

<https://www.cdss.ca.gov/adult-protective-services>

**Jason Kemp Van Ee and Emily Nicholl, Co-Chairs, Protective Services Operations Committee of the County Welfare Director's Association (PSOC)**

<https://www.cwda.org/about-cwda>

## Acknowledgements

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. APSWI would like to thank the following individuals and agencies:

### Agencies

California Department of Social Services, Adult Programs Division  
National Adult Protective Services Association (NAPSA)

### Committees:

California's Curriculum Advisory Committee  
Southern California's Training Planning Committee  
National Adult Protective Services Association (NAPSA) Supervisor Curriculum Advisory Committee (formerly)

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## Executive Summary

Data, a concept that is well understood for some people and feels unusual to others, is a way to conceptualize information. Data is used by multiple different entities, each with their own function and is incorporated in various aspects of Adult Protective Services (APS) work. APS supervisors often move into their role after years of completing casework and may or may not have full understanding of the use of data in APS. In this foundational training participants will deepen their understanding of identifying what metrics APS uses, how metrics are used to support program goals and policies and how they can be applied in the APS supervisor's role.

### Instructor Led Training

This course was developed to be delivered either in-person or virtually. Depending on the modality, the following instructional strategies are used throughout the course: short lectures (lecturettes); interactive activities using a case scenario, breakout groups, chat box discussions, and large group discussions. PowerPoint slides are used to stimulate discussion. Participants will need their participant manual either printed or sent virtually. If training virtually, access to a computer with video conferencing capability is essential. A headset or earbuds with microphone and a video camera are highly encouraged.

### Course Requirements:

There are no course requirements, however, it is suggested that participants have completed some of or all of the modules from the Supervisor Core Competencies. Suggested competencies that would be particularly helpful include The Unique Role of the APS Supervisor, Strengths Based Development/Supervision, and Development, and Managing Staff Challenges and Performance Issues.

### Intended Audience

This training is intended for new and experienced APS supervisors.

### Learning Objectives:

Upon completion of this training, participants will be able to:

- a. Identify key data measurements used in APS
- b. Describe how data is used to advance APS program goals and policies; and
- c. Effectively apply data measurement practice in APS supervision.

## Course Outline

CONTENT	MATERIALS	TIME
<b>WELCOME, INTRODUCTIONS, COURSE OVERVIEW</b>		<b>Total: 20 Minutes</b>
Land Acknowledgement		
Housekeeping and Course Overview		
Learning Objectives		
Trainer/s Introduction Activity: The Three F's (large group)		10 minutes
<b>Data Terminology and Definitions</b>		<b>Total: 55 Minutes</b>
Terminology and Definitions		
Data Types Activity: Poll Quantitative/Qualitative (individual)	Polling ability	10-15 minutes
Measurement		
Effective and Efficient		
Outcomes		
Risk Mitigation		
Performance Standards		
<b>Leveraging Data to Advance APS Goals</b>		<b>Total: 45 Minutes</b>

<b>CONTENT</b>	<b>MATERIALS</b>	<b>TIME</b>
How Data is Used Activity: Poll Who Uses Data: <ul style="list-style-type: none"> <li>• APS Professionals</li> <li>• APS Supervisors</li> <li>• APS Managers</li> </ul>	Polling ability	20 Minutes
Activity: The Numbers Tell a Story (Small groups)	Handout: The Numbers Tell a Story: Declining Timeliness Amid Growing Demands Case Scenario	25 minutes
<b>Applying Data to APS Supervision</b>		<b>Total: 70 minutes</b>
Binary Data Yes/No QA Data Activity: Poll	Polling ability	15 minutes
Data Considerations	Handouts: Supervisor Closing Checklist Examples 1, 2, & 3	
Activity: Listening to the Data (small groups)	Handout: Listening to the Data Chart	15-20 Minutes
Trends Activity: APS Trends Poll (individual/large group)	Polling Ability	15 minutes
<b>Wrap-Up</b>		<b>Total: 20 Minutes</b>
Summary and Questions		
P-I-E		
Evaluations		

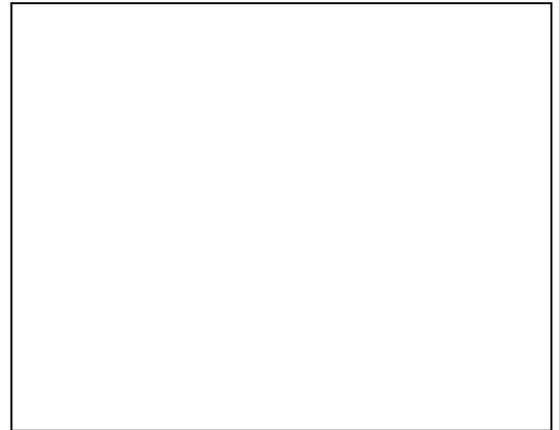
<b>CONTENT</b>	<b>MATERIALS</b>	<b>TIME</b>
<b>TOTAL (Excluding Breaks)</b>		<b>3 hours, 30 Minutes</b>



## Data Informed Supervision



We create experiences that transform the heart, mind, and practice.



### About the Academy & APSWI

The Academy is a project of San Diego State's School of Social Work. Serving over 20,000 health and human services professionals annually, the Academy's mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.



APSWI, or Adult Protective Services Workforce Innovations, is a training program of the Academy that provides innovative workforce development to APS professionals and their partners.

ACADEMY PROGRAMS



### Purpose of Land Acknowledgement



The purpose of a land acknowledgement is to recognize the relationship of Indigenous peoples to the land. It is multi-faceted in its meaning. It shows respect to the people of the land, to the land itself and to their relationship to one another. They are statements that recognize the dispossession from the land, the harm brought by colonial practices, beliefs and policies. They validate and recognize the continued presence of Indigenous peoples everywhere. Lastly, when offered in earnest and with sincerity, they are the first steps in reconciliation and healing.





### Course Overview

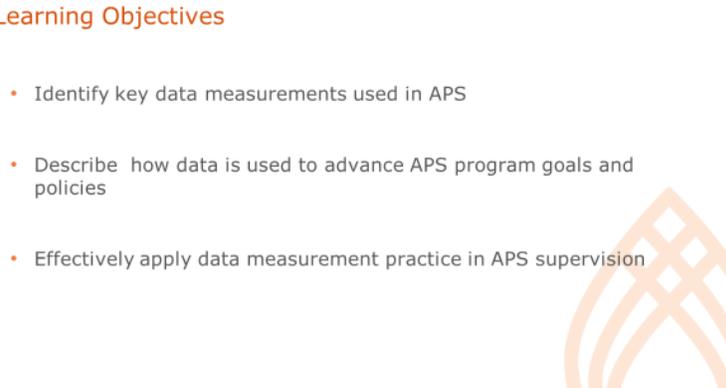
**Housekeeping Items:**

- Review Common Data Terminology
- Individual, Small, & Large Group Work
- Polling Activities & Lecture Segments
- Case Scenarios & Reflection



### Learning Objectives

- Identify key data measurements used in APS
- Describe how data is used to advance APS program goals and policies
- Effectively apply data measurement practice in APS supervision

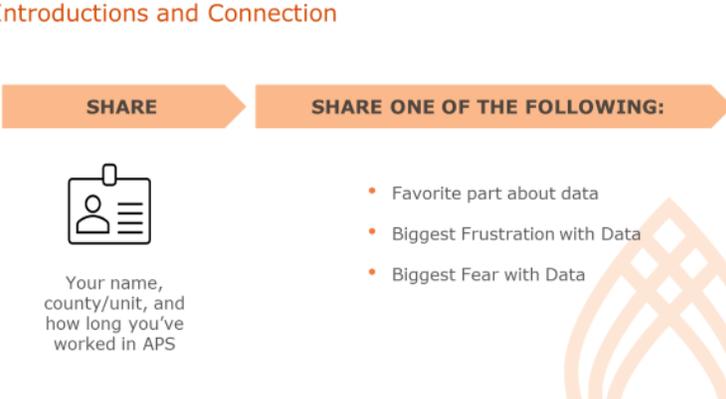


### Introductions and Connection

**SHARE** → **SHARE ONE OF THE FOLLOWING:**

 Your name, county/unit, and how long you've worked in APS

- Favorite part about data
- Biggest Frustration with Data
- Biggest Fear with Data



### Terminology and Definitions

- “Data” is simply another word for information that has been measured or assessed
- “Metrics” It’s a tool used for measurement for evaluating the success of a specific process, activity, or objective”



### Data Types

#### Qualitative:

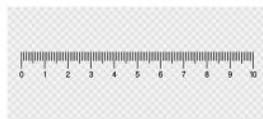
- Evaluates the content and information being described. Explains phenomenon and broadens understanding

#### Quantitative:

- Explains patterns, trends, and forms of measurement

### Measurement

- Effective/Efficient
- Outcomes
- Risk Mitigation
- Performance Standards



### Effective and Efficient

- Effective: Did it matter?
- Efficient: Was it a good use of time?



### Outcomes: Direct and Indirect

- *APS outcomes answer the question "How do you know?" or finish the sentence "...as evidenced by..."*
- Outcomes are the output of effective work.
- They can be both direct and indirect.



### Direct Outcomes

#### Direct

- A result that happens as a direct consequence of an action or decision

### Indirect Outcomes

#### Indirect

- A result that occurs as a secondary effect or consequence of an action, rather than being the immediate or intended result.



### Risk Mitigation



- to the client
- to the community
- to the program



### Performance Standards

- How do you measure compliance?
- What type of quality assurance practices does your program practice?



### How Data is Used

- APS Professionals
- Supervisors
- APS Managers



### How do APS Professionals Use Data?

- Track their cases to meet milestones
- Create Service Plans
- Risk Assessments
- Receive Feedback



### How do APS Supervisors Use Data?

- Assess staff's performance
- Ensure program and policy adherence
- Identify areas for training and coaching



## **Handout: The Numbers Tell a Story: Declining Timeliness Amid Growing Demands Case Scenario**

Times are changing and challenging days are ahead. With the available funding, no more than four positions can be added across CWS, and APS.

APS currently has 35 professionals who do the investigations, and seven staff who perform the intake function. APS received about 18,000 reports in 2024, which resulted in about 5,200 investigations. This results in each person investigating 150 cases annually when the goal ideally is for each to investigate 120 annually. These cases were investigated within 24 hours, or within 10 days, about 68% of the time. In 2019 the cases were investigated within 24 hours, or within 10 days 87% of the time. No new APS professional positions have been added since 2021. In 2019, the number of investigations was about 4,300 per year. In 2022, AB 135 was enacted which lowered the eligible age for investigation from 65 to 60 and resulted in increasing the number of investigations. The recurrence rate is at 33%, when it used to be at 20% in 2019. APS replaced five staff in the last fiscal year, and seven in the year before that. Prior to 2020, APS would replace approximately one or two new staff each year.

It is January and your manager has announced it will be a lean year. It feels like the cases are piling up. The manager asks what can be done and what is needed. What do you ask for? Use data in your justification.

 **Let's Practice!**  
**Breakout Groups**

 →  → 

**Review the APS scenario in Handout: The Numbers Tell a Story: Declining Timeliness Amid Growing Demands**

**Identify what data you would use to justify what is needed to improve compliance and response times?**

**Report out key data identified**



Empty breakout group workspace.

**Binary "Yes/No" Quality Assurance Data**

- 1. Initial Visit Completed Timely*
- 2. Assessment Timely*
- 3. Interviewed Alone*
- 4. Completed Structured Assessment*



# Handout: Supervisor Closing Checklist Example #1

## Closing Checklist

Face-to-Face NTD/ENI: \_\_\_\_\_

Victim: \_\_\_\_\_ RID(s): \_\_\_\_\_  
Worker: \_\_\_\_\_

Referral Date(s): \_\_\_\_\_ Activation Date: \_\_\_\_\_  
AVA Screening: Y / N

RP1: \_\_\_\_\_ RP2: \_\_\_\_\_  
RP3: \_\_\_\_\_

Abuse Type:

Self-Neglect (PC)    Self-Neglect (Fin.)    Self-Neglect (R)  
Physical Abuse Neglect                      Mental/Psychological Abuse                      Financial Abuse  
Abandonment Isolation                      Sexual Abuse

Alleged Perpetrator (Name / Allegation):

1. \_\_\_\_\_ /  
\_\_\_\_\_ Demographics Updated: Y / N
2. \_\_\_\_\_ /  
\_\_\_\_\_ Demographics Updated: Y / N
3. \_\_\_\_\_ /  
\_\_\_\_\_ Demographics Updated: Y / N
4. \_\_\_\_\_ /  
\_\_\_\_\_ Demographics Updated: Y / N

\_\_\_ 30-Day/60-Day  
Notes/90-Day

Assessment \_\_\_ Risk  
Assessment

\_\_\_ SOC 343 (completed/sent/uploaded)

\_\_\_ Service Plan

\_\_\_ Purchase of Service

\_\_\_ Client Details Updated (DOB, Phone Number, SOGI, Address, Language, Gender, Race, Living Arrangements, Relationship Status, Vulnerabilities, etc.)

\_\_\_ Resources Updated (Medicare, Medi-Cal, Income, Subsidized Housing, IHSS, etc.)

\_\_\_ Coll/Perp Information Updated (Age, DOB, Gender, Bx, Relationship/Collateral/Resource Type, Lives with AV)

\_\_\_ Documents (LND, SOC 343, POA, CCL, POS)

\_\_\_ Agency (Cap Dec, Conservatorship, Cross Report, Referral for Services) \_\_\_ Findings

**Closing Checklist**

Face-to-Face NTD/ENI: \_\_\_\_\_

Victim: \_\_\_\_\_ RID(s): \_\_\_\_\_  
Worker: \_\_\_\_\_

Referral Date(s): \_\_\_\_\_ Activation Date: \_\_\_\_\_  
AVA Screening: Y / N

RP1: \_\_\_\_\_ RP2: \_\_\_\_\_  
RP3: \_\_\_\_\_

Abuse Type:

Self-Neglect (PC)	Self-Neglect (Fin.)	Self-Neglect (R)
Physical Abuse Neglect Abuse	Mental/Psychological Abuse	Financial Abuse
Abandonment Isolation	Sexual Abuse	

Alleged Perpetrator (Name / Allegation):

- 1. \_\_\_\_\_ /  
\_\_\_\_\_ Demographics Updated: Y / N
- 2. \_\_\_\_\_ /  
\_\_\_\_\_ Demographics Updated: Y / N
- 3. \_\_\_\_\_ /  
\_\_\_\_\_ Demographics Updated: Y / N
- 4. \_\_\_\_\_ /  
\_\_\_\_\_ Demographics Updated: Y / N

\_\_\_ 30-Day/60-Day Notes/90-Day Assessment

\_\_\_ Risk Assessment

\_\_\_ SOC 343 (completed/sent/uploaded)

\_\_\_ Service Plan

\_\_\_ Purchase of Service

\_\_\_ Client Details Updated (DOB, Phone Number, SOGI, Address, Language, Gender, Race, Living Arrangements, Relationship Status, Vulnerabilities, etc.)

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\_\_\_ Documents (LND, SOC 343, POA, CCL, POS)

\_\_\_ Agency (Cap Dec, Conservatorship, Cross Report, Referral for Services) \_\_\_ Findings



IF NO,  
SP: Y NOTE?

HOMESAFE SCREENING: Y N E/R EnotR

NotE DEMENTIA SCREENING: Y N MINICOG

AD8 PCP

## Handout: Supervisor Closing QA Example #3

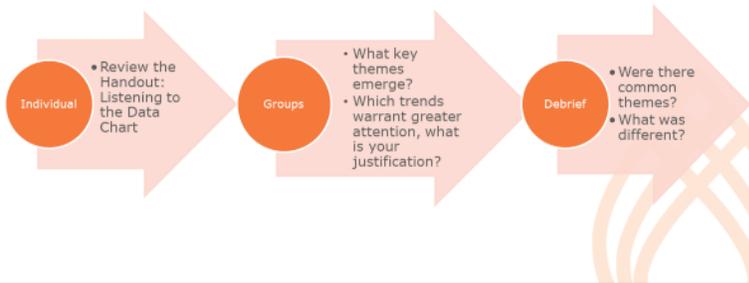
	Client Initials	Case Number	Case Type	Referral Date	Assessment date	RP contacted	Allegations	Findings Supported	Service Plan addresses PI	Client & SA records updated	242 /exec measures	Notes
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												

### Data Considerations



- Biggest Challenge: Learning what reports are available and what they do and do not measure
- Most Ca Counties use LEAPS data reports
- Manual of Policies and Procedures 33-100 is used to evaluate performance
- Supervisors conduct regular reviews to monitor compliance
  - Single Variable Review- Larger number of cases to focus on one specific metric
  - Multi-Variable Review- Smaller number of cases to focus on multiple data points

### Activity: Listening to the Data



## Handout: Listening to the Data Chart

		<b>2016</b>	<b>2018</b>	<b>2022</b>	<b>2024</b>
<b>1.</b>	<b># Investigators</b>	30	30	32	32
<b>2.</b>	<b># intake</b>	7	7	8	8
<b>3.</b>	<b># calls</b>	17,482	18,532	19,652	20,109
<b>4.</b>	<b># completed investigations</b>	4,592	5,683	6,524	6,967
<b>5.</b>	<b># Self Neglect</b>	1,760	2,256	2,609	2,763
<b>6.</b>	<b># Physical Abuse</b>	456	487	503	689
<b>7.</b>	<b># Financial Abuse</b>	1,287	1,489	1,974	1,724
<b>8.</b>	<b># Unhoused</b>	149	185	376	848
<b>9.</b>	<b># on Medi-Cal*</b>	unk	unk	unk	250
<b>10.</b>	<b># cross reported to LE</b>	869	952	1,108	1,387
<b>11.</b>	<b># cases of 368 enhancements</b>	unk	unk	96	112

### Trends Matter

Establishing trends:

- Allows for staff to be proactive
- Better prepared to be responsive to community needs
- Reveal geographic areas w/ higher incidence rates (resources, training needs, staffing, etc.)
- Monitor service effectiveness and compliance
- Justification for increased funding



### Trends Illuminate Change

Trends illuminate change or difference:

- Month to Month, Year to Year
- Office to Office
- Unit to Unit

Examples of trends over time

- Workload: calls (speaks to APS presence within the community)
- Investigations: (speaks to volume of work)
- multiple allegations: (speaks to the complexity of the cases)
- Prosecution rates (speaks to justice outcomes for older adults and adults with disabilities')



<p><b>Summary and Questions</b></p> <p>We covered:</p> <ul style="list-style-type: none"><li>• Key measurements used in APS</li><li>• How data is used to support APS goals and policies</li><li>• Supervisors use data to guide decisions, drive outcomes and support their teams</li><li>• Data used to guide supervisory sessions</li><li>• Data used as a vehicle to reflect, learn, and improve</li><li>• Data used to advocate for increased resources</li></ul> <p>What questions do you have?</p> 	
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<p><b>P-I-E</b></p>  <p>Reflect and note:</p> <ul style="list-style-type: none"><li>• Priceless piece of information<ul style="list-style-type: none"><li>◦ What has been the most important piece of information to you today?</li></ul></li><li>• Item to implement<ul style="list-style-type: none"><li>◦ What is something you intend to implement from our time together today?</li></ul></li><li>• Encouragement you received<ul style="list-style-type: none"><li>◦ What is something that you already are doing and were encouraged to keep doing?</li></ul></li></ul> 	
--	--

1. P- Priceless piece of information. What has been the most important piece of information to you today?

2. I- Item to implement. What is something you intend to implement from our time today?

3. E- Encouragement I received. What is something that I am already doing that I was encouraged to keep on doing?

Evaluations

Your feedback is data that will be used to improve workforce development for APS programs!



Academy for Professional Excellence

# Thank You!

We envision a world where the quality of life for individuals, organizations, and communities is transformed into a healthier place.



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OUR WHY:

REVOLUTIONIZE  
THE WAY PEOPLE  
WORK TO ENSURE  
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