Data Informed Supervision

Instructor Led Training

TRAINER MANUAL

Academy for Professional Excellence

APSWI
Adult Protective Services Workforce Innovations

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, Trainer 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)
- 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 Committee (CAC)

Partner Organizations

Dawn Gibbons-McWayne, Program Director, APSWI

Academy for Professional Excellence

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

Kat Preston-Wager, Workforce Development Supervisor, APSWI

Academy for Professional Excellence
https://theacademy.sdsu.edu/programs/apswi/

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

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

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://cdss.ca.gov/inforesources/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 line staff 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 (CDSS)

National Adult Protective Services Association (NAPSA)

Committees:

California's Curriculum Advisory Committee (CAC)

Southern California's Training Planning Committee (TPC)

National Adult Protective Services Association (NAPSA) Supervisor Curriculum Advisory Committee (SCAC), formerly

How to Use This Manual

This curriculum was developed as a virtual work **3.5 hour** workshop using the Zoom platform, paying close attention to virtual training best practices. It can be tailored to a different virtual platform (WebEx, GoTo Training, etc.), if necessary. It may also be trained in-person by modifying activity and engagement prompts as necessary. When possible, virtual and in-person prompts are given.

The Participant Manual should be sent ahead of time as a fillable PDF if using Adobe Acrobat or to allow participants to print a hard copy.

- Actions which the trainer takes during the training are written in **bold**
- *Trainer notes are italicized*

Use of language: Throughout the manual, APS professional is used to denote individual staff who may go by various titles. The term client is used most often to describe the individual at the center of the APS investigation. However, if concept or material was directly quoted from copyrighted material, another term may be used.

He and she have been replaced with the gender-neutral they throughout this manual, unless quoted from copyrighted material. This should not be thought of as plural persons, but rather a gender-neutral term describing all humans.

Customizing the Power Point:

This manual is set up so that the trainer script/ background material is on the same page as the accompanying PowerPoint slide. **Hide a slide instructions**:
1. On the Slides tab in normal view, select the slide you want to hide.

On the Slide Show menu, click Hide Slide. The slide number will have a line through it to show you have hidden it.

NOTE: The slide remains in your file even though it is hidden when you run the presentation.

The course outline, provided in the next section of this manual, is the class schedule used for development of this curriculum. It can be used to help determine how much time is needed to present each section. However, times will vary based on the experience and engagement of the audience.

Trainer Guidelines

It is recommended that someone with a strong background in supervision facilitate this virtual workshop. Co-facilitation with an APS trainer or supervisor is encouraged.

Suggestions for virtual training when possible:

- Have a moderator or co-host who can primarily focus on the virtual aspects of this training (e.g., monitoring chat box, launching polls, assigning breakout groups, monitoring participant reactions, etc.).
- Test out the use of the breakout room feature prior to conducting this training.
- Log in at least 30 minutes prior to the training to ensure the virtual classroom is fully functioning and that you are comfortable navigating it.
- Your equipment and platform may dictate how you do some activities or discussions. There are times you may not be able to see everyone's faces, names or reactions (thumbs up, mute/unmute, etc.). There is a need for both verbal discussion and chat discussion. At such times, the moderator will fill a critical role monitoring those features you cannot. Practice during a run through how you will use the various functions for each section.
- The optimal size for this virtual training is 25-30 participants.

Teaching Strategies	The following instructional strategies are used: ○ Lecture segments ○ Interactive exercises (e.g., breakout groups, chat box discussion, large group discussion, polling activities) ○ Question/answer periods ○ PowerPoint Slides
Materials and Equipment	**The following materials are provided and/or recommended:** ○ Trainer Manual ○ Participant Manual (fillable PDF) ○ PowerPoint Slides ○ Headset with microphone, Computer

Virtual Training Tips

Training and facilitation have always been an art. Virtual training is no exception. Below are some helpful tips to remember and implement when training in a virtual environment.

- Assume nothing.
  - Do not assume everyone has the same knowledge or comfort level with technology or has access to equipment like printers, video camera, headsets or even reliable Wi-Fi.
- Distractions are everywhere.
  - Participants have greater access to distractions (email, phone, others at home) which can take their focus away from the training. Therefore, explain everything and summarize before asking participants to complete an activity and check for clarification.
- Over explain when possible.
  - The virtual room doesn't allow for participants to see everything you're doing as they can in-person. Share as you navigate the virtual environment. If you are silent while looking for something or finding a screen, they may think something is frozen.
- Mute with purpose.
  - "Mute all" function can help ensure we don't hear conversations we're not supposed to. However, it can also send a message to the participants that they are a passive participant and may not make them feel comfortable taking themselves off mute when you want them to speak.
- Two screens can be a lifesaver.
  - This allows you to move your chat box or participant gallery view away from your presentation so you can see more of what's going on.
- Rely on practice, not luck.
  - Winging it during an in-person training or facilitation may work from time to time, but doesn't work in the virtual environment. In addition to covering the content, you have to manage all of the technology issues, learning styles in a virtual room, and it will show if you're not prepared.
- Bring the energy.
  - As trainers, we are no strangers to being "on," standing and moving around. However, some of the body language, subtle nonverbal skills we relied on the in-person training room do not translate well in the virtual environment. While this may make you more tired, it's

important to up your enthusiasm, voice, and presence in order to engage with attendees.

- Be mindful of your space.
    - Training virtually brings an entirely new component of what we're willing to share with others. Learners can get distracted with what's in your background, whether what is physically there or if you set your video to use a virtual background.
    - It's important to reflect on questions of privilege, diversity and equity when thinking of your training space.

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
WELCOME, INTRODUCTIONS, COURSE OVERVIEW		**Total: 20 Minutes**
Land Acknowledgement		
Housekeeping and Course Overview		
Learning Objectives		
Trainer/s Introduction Activity: The Three F's (large group)		10 minutes
Data Terminology and Definitions		**Total: 55 Minutes**
Terminology and Definitions		
Data Types Activity: Poll Quantitative/Qualitative (individual)	Polling ability	10-15 minutes
Measurement		
Effective and Efficient		
Outcomes		
Risk Mitigation		
Performance Standards		
Leveraging Data to Advance APS Goals		**Total: 45 Minutes**
How Data is Used Activity: Poll Who Uses Data: • APS Professionals • APS Supervisors • APS Managers	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
Applying Data to APS Supervision		**Total: 70 minutes**
Binary Data Yes/No		

CONTENT	MATERIALS	TIME
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
Wrap-Up		**Total: 20 Minutes**
Summary and Questions		
P-I-E		
Evaluations		
TOTAL (Excluding Breaks)		**3 hours, 30 Minutes**

Welcome, Introductions and Course Overview

Time Allotted: 20 minutes

Associated Objective(s): N/A

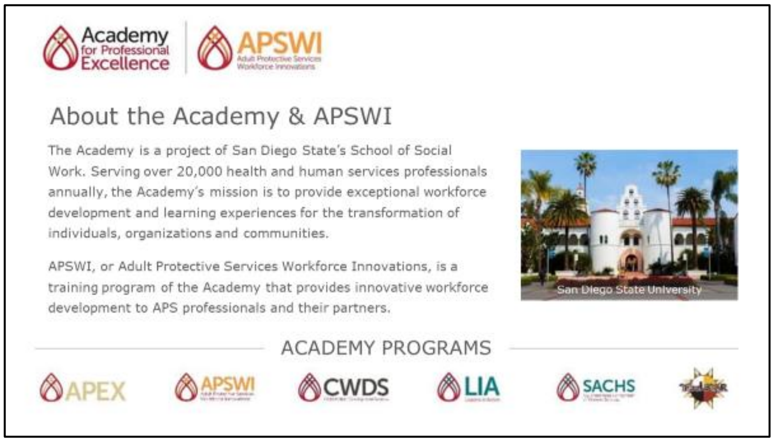
Method: Discussion and chat (if virtual)

Slide #1: Data Informed Supervision

Welcome participants and allow everyone to settle in.

Ask participants to sign in or type names, titles, and counties into chat box.

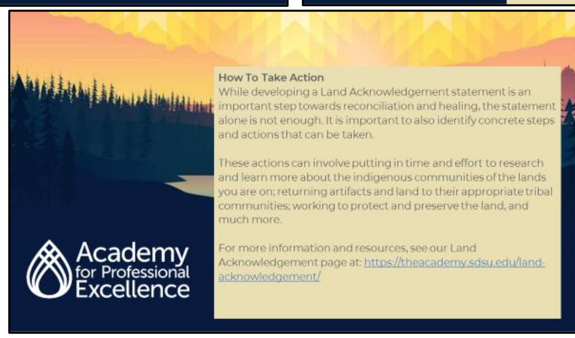
Slide #2: About the Academy and APSWI



Explain that the Academy for Professional Excellence is a project of San Diego State School of Social Work. Its mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations, and communities.

Explain that Adult Protective Services Workforce Innovations (APSWI) provides innovative workforce development to APS professionals and their partners. APSWI is a program of the Academy for Professional Excellence along with others listed on the slide.

Slide #3-5: Land Acknowledgment Slides



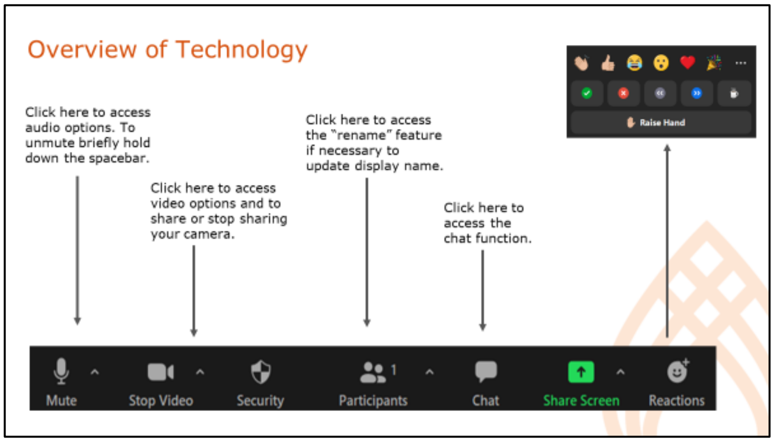
Trainer note: These slides incorporate a national land acknowledgment to honor the land that anyone who accesses the materials is on. When training, insert the land you're training from.

Share:

- Slide #3- 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.

- Slide #4- For millennia, hundreds of Tribal nations have been a part of this land. This land has nourished, healed, protected, and embraced them for many generations in a relationship of balance and harmony. As members of the Academy community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the original inhabitants of this Nation. Find the tribe(s) in your area: https://native-land.ca/

Slide #6: Housekeeping and Overview

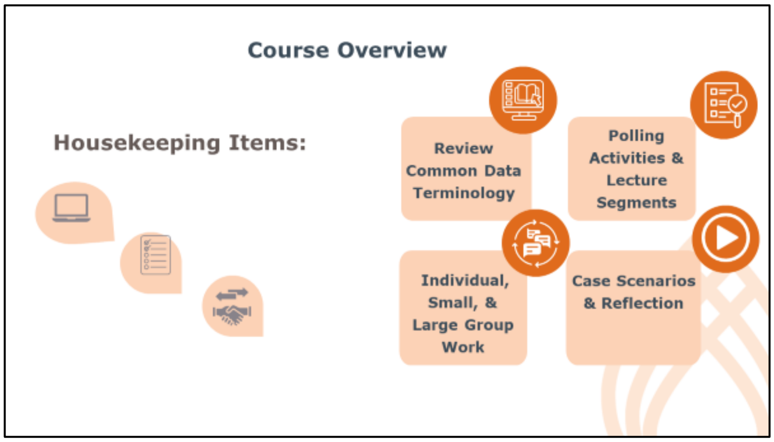


Cover any housekeeping items, including virtual technology if needed. Some items may include:

- Length of course- 3 1/2 hours
- Breaks
- Expectations and agreements of participation, timeliness, supporting each other as learners and APS professionals
- Location of restroom, etc.

- Today's workshop consists of:
  - Review of common data terminology used in APS
  - Large and small group discussions
  - Polling activities
  - Lecture segments
  - Individual reflection opportunities

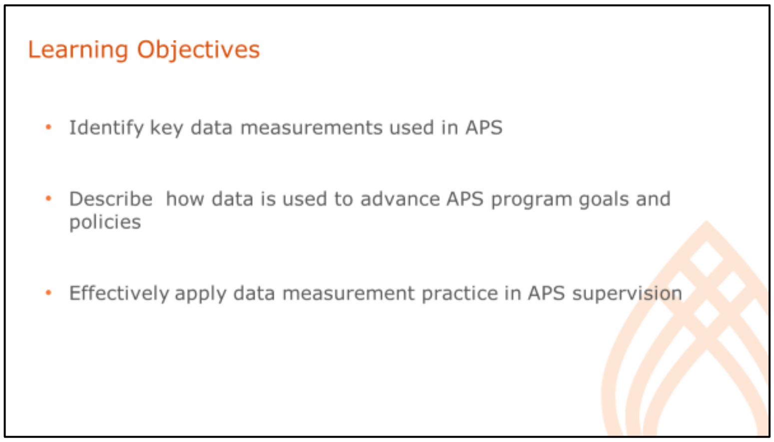
Slide #7: Course Overview



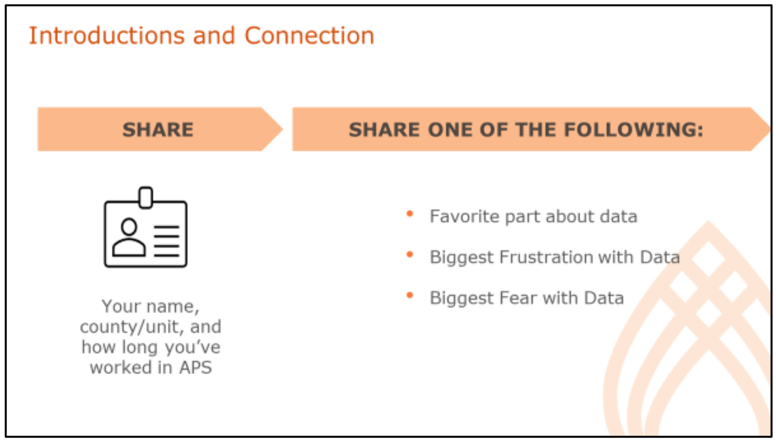
Share the following learning objectives and overview for the day:

- After completing this course participants will be able to:
    - Identify key measurements used in APS
    - Describe how data is used to advance APS program goals and policies;
    - Effectively apply data measurement practice in APS supervision.

Slide #8: Learning Objectives



Slide #9: Introductions and Connection Activity



Introduce yourself and share your take on the importance of data while supervising in APS.

Explain This course addresses a key growth area for APS supervisors: using data more effectively in daily supervision. Its goals are to strengthen compliance with state regulations, provide staff with clear performance standards, and equip supervisors to better communicate APS needs to managers and others outside of frontline work.

Connection Activity: Introductions and 3 F's (10 minutes)
Individual, Large Group

Ask participants to introduce themselves – name, county, how long they have been in APS, and state either of their 3 F's - Favorite, Frustration, or Fear:

- Their favorite part about data
- Their biggest frustration with data, or
- Their biggest fear with data.

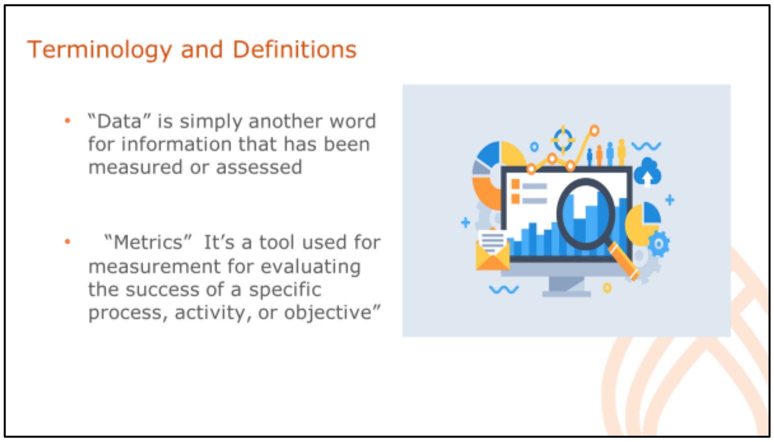
Data Terminology and Definitions

Time Allotted: 55 Minutes

Associated Objective(s): Identify key data measurements used in APS

Method: Lecture, Polling

Slide #10: Terminology and Definitions



<u>Trainer note</u>: You can reference each of these websites below and let participants know links to websites can be found in the Resource Section of the Participant Manual.

Explain:

- "Data" is simply another word for "information that has been measured or assessed"

- Metrics Definition = "It's a tool used for measurement for evaluating the success of a specific process, activity, or objective"
- Qualitative Data Definition = "Data representing information and concepts that are not represented by numbers" –
    - https://www.nnlm.gov/guides/data-glossary/qualitative-data
- Quantitative Data Definition = "Data represented numerically, including anything that can be counted, measured, or given numerical value."
    - https://www.nnlm.gov/guides/data-glossary/quantitative-data

Slide #11: Data Types

Explain:

- When thinking about communicating with staff and/or reporting to managers or others, we need to think about what information do we wish to communicate? What do we want to say? What is the message or point that is being made.
- The next challenge is making the message easily digestible. If it is overly complicated it becomes a distraction to merely understand the essential points.
    - Ideally, any communication will have a primary message with 2-3 points
    - Too many more and the message gets muddled or dismissed.
- In crafting a message there are types of data that can help express the same information in different ways.
- Qualitative Data evaluates the content and information being described. It explains phenomenon and helps broaden understanding.
- Examples of Qualitative Data:
    - Descriptions of office organizational culture,
    - Engagement: what are the dimensions of engagement that demonstrate APS professionals are engaged in their work, or engage with clients,
    - Program effectiveness: what characteristics or qualities show high quality programs
    - Characteristics of “at risk” older adults
- Quantitative Data explains patterns, trends, and forms of measurement.

- Examples of Quantitative Data:
    - Percentage of investigations completed in a timely manner
    - Number of investigations annually with victims over the age of 85
    - Percentage of investigations involving persons in local ethnic groups
    - Number of investigations completed annually per worker
    - Decline APS services rate
    - Percentage of investigations alleging financial abuse
    - Number of new investigations per month

Trainer note: This activity allows you to conduct a poll. Consider if an anonymous or general polling modality is needed as well as the available technology for participants, (eg.:Zoom poll, Mentimeter, Slido, etc.) Insert the type of technology you plan on using below.

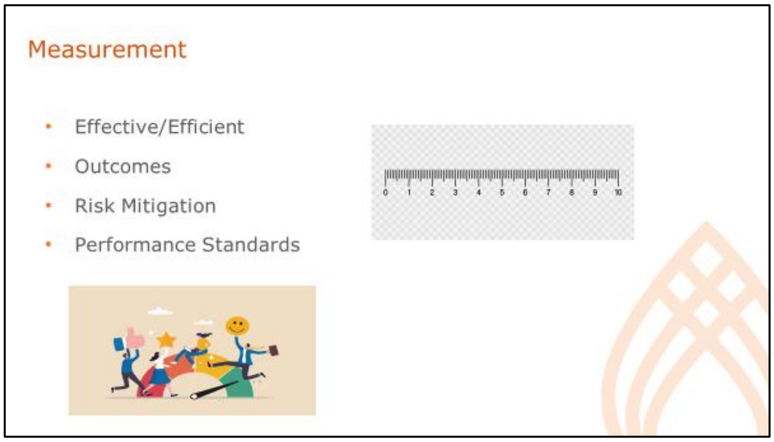
Activity: Quantitative or Qualitative Poll (5-7 minutes)
Individual, Large Group

Explain that there will be a quick poll to capture the group's overall understanding of quantitative vs. qualitative data using (insert technology).

- **Share** if the poll will be anonymous or not.
- **Launch** each poll option and ask participants to vote if the statement is quantitative or qualitative.
- **Share** results and **invite** participants to add anything.

1. "High Performing Supervisor" (**qualitative** as those evaluating will list many reasons for their explanation or behaviors that are demonstrated that are associated with a high performing supervisor.)
2. Number of Investigators in APS in 2020 versus 2024 (**quantitative**)
3. Percentage of confirmed allegations of physical abuse. **(quantitative)**
4. "The client is isolated" (**qualitative**: in the absence of other concrete criteria this is a subjective assessment.)
5. "Neurocognitively impaired" (**qualitative**) for the same reason as "isolated"
6. Percentage of hotline/intake calls that become in person investigations (**quantitative**) the response is represented numerically

Slide #12: Measurement



Explain:

Data is the information produced when something is assessed or measured. Some examples include the following:

- Reduction in harm or the possibility of harm.
- Evaluating and assessing performance standards.
- If their work mattered/made a difference.
- What is different or changed as a result of intervention…these are "outcomes."

Ask: What kind of data points do you already use in supervision? How do you use these data points, what are you already doing with this information?

Possible answers to the first question: Caseload tracking, staffing, collecting information for SOC 242.

Possible answers to the second question: incorporation of data into 1:1 supervisory meetings and performance evaluation.

Slide #13: Effective and Efficient

Explain the following about effectiveness*:*

- Effective speaks to the question: Did it matter?
- Regardless of one's role, position, or task, fundamentally, people endeavor to do purposeful work. APS is no different. Ultimately our goal is to conduct our practice in such a way that our intervention is experienced as helpful or purposeful.
    - Did we reach a conclusion about the allegation?
        - Once a determination was made about the presence or absence of abuse, did we introduce an intervention that stopped further abuse? Is the person now safer than they were before we intervened?
    - We are not saying it was the best or it led to the most positive outcome. Effective means the work led to an intended outcome.
    - Examples of "effective":
        - For an effective investigation: An investigation that followed the facts to reach a conclusion, spoke with the client alone, interviewed collateral persons who could inform the determination of findings, looked meaningfully at evidence by corroborating the client's statement through observations and additional reports from other relevant contacts.
        - An additional example of an effective intervention: A "right sized" balance of fit between what a client needs to be safe, healthy, and/or thriving and the client's wishes.

Explain the following about efficiency:

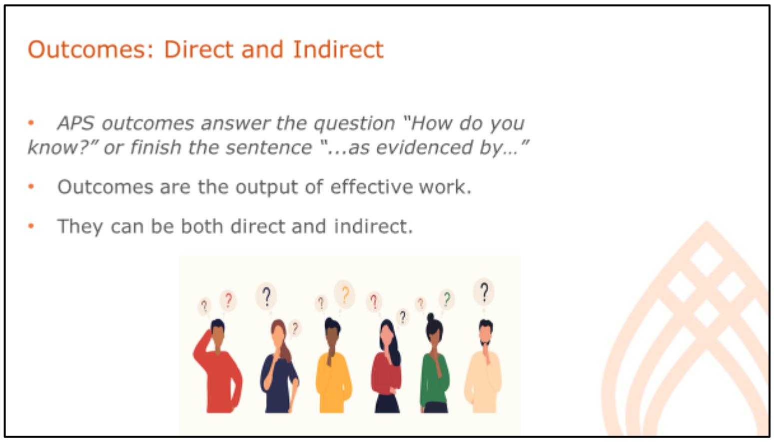
- Efficiency speaks to the question: Was it a good use of time?
- Across multiple industries and tasks the term "efficient" is measuring the use of time. When we say the work was "efficient" we are saying it was a

quality use of time. We are not saying it was performed quickly, rather the time was well spent. In APS it means effectively managing cases to ensure older adults and adults with disabilities receive timely and appropriate interventions while optimizing the use of available resources to protect individuals from abuse.

- Examples:
  - Efficient case management: quickly got clients connected to follow up, or service plan, identified care/service providers
  - Efficient case management: Notes were entered in timely manner, returned calls and texts within a couple days, uses time in person with clients in a constructive, purposeful manner (goes to a home with an agenda, completes tasks on the agenda in the time allotted), avoids distractions while working, uses time “wisely,” completed casework requirements in the time allotted

- **Share:** Additional information on this topic can be found in Peter’s Drucker, P. (2006) *The Effective Executive.* Harper Business, in your Participant Manual.

Slide #14: Outcomes: Direct and Indirect

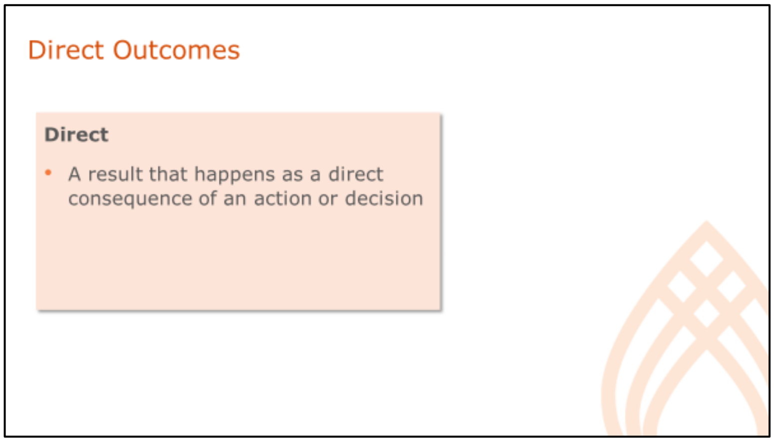


APS outcomes answer the question "How do you know?" or finish the sentence "...as evidenced by…"

Explain:

- Outcomes can be both direct and indirect
- Outcomes, are frequently described as the "story" of effectiveness

Slide #15: Direct Outcomes



Explain:

A direct outcome is a result that happens as a direct consequence of an action or decision.

Many direct outcomes answer the question "Has a change in the client's situation occurred?"

Examples:

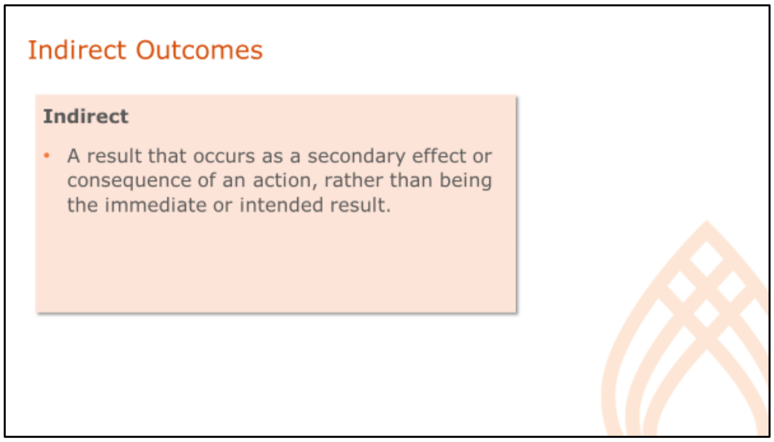
- An increased presence of safety resources
- Resolution of safety issues
- APS was able to assist the client with recovering assets, and/or connecting clients to public benefits.
- The DA is prosecuting
- The client has been separated from perpetrator
- A private fiduciary has been arranged to ensure financial stability
- The locks were changed
- The bank account was closed
- A caregiver was hired

Examples: (performance evaluation)

Direct outcomes supervisors may look at when considering performance evaluation are:

- The APS professional was 90% compliant with investigating in a timely manner.
- The supervisor met in person with each unit member two times per month 83% of the year (10 of 12 months).

Slide #16: Indirect Outcomes



Explain:
An indirect outcome occurs as a secondary effect or consequence of an action, rather than being the immediate or intended result.

- An indirect outcome is a ripple effect.
- These are outcomes that often aren't initially observed or overtly envisioned as a goal of casework.

Examples: (client)

- Client's son enrolled in outpatient drug treatment
- The family attended a family violence support group
- The client enrolled in Medicare/Medicaid, which offers more services than most are aware, including new services like those of Cal-Aim (which are broadened services as part of California's effort to reform Medi-Cal)
- Allowed granddaughter to function as live in caregiver (indirectly reduced impact to housing instability for the granddaughter)
- Enrolled in utility assistance program (helps reduce impacts of financial challenges)
- Arranged for weekly visitation from a chosen spiritual organization (increased interpersonal engagement and reduction in social isolation)
- Does APS continue to receive subsequent reports of abuse or self-neglect following case closure? In some instances, recurring reports may be unavoidable, particularly when clients decline services.

Examples: (performance evaluation)

Indirect outcomes supervisors may look at when considering performance evaluation are:

- Trends like patterns of refusals (either from the client, or an APS professional with regular, or high refusal patterns on their caseloads)
- Client feedback: is there a history of positive or negative feedback regarding APS involvement
- What does the engagement with different client populations look like
    - Does an APS professional generally work better with certain cultural groups, or persons for example who are unhoused, those with mental health conditions, or substance use disorders?

Slide #17: Risk Mitigation

Explain

- Risk mitigation can be defined as the process of reducing the impact or likelihood of potential risks to an organization or project. In APS casework we broaden the definition to include reducing the risks to clients who are experiencing abuse/neglect and their households/families.
- Data is used to define, understand and mitigate risk at a variety of levels.
- We use various data points to look at client level risk such as:
    - Number of investigations
    - Findings (confirmed? or inconclusive? unfounded?)
    - Client age
    - Presence of debilitating health conditions
    - Sources and amount of income
    - Living situation…alone, multigenerational household, partner, spouse, roommate
        - National Adult Maltreatment Reporting System (NAMRS) has over 50 points per case to identify trends and areas of potential focus for risk mitigation-
            - Examples:
                - Receipt of investigation
                - Age range of victim and perpetrator for example number of people 60-75 years of age.
                - Client's Race
                - Maltreatment type
                - Gender of perpetrator and victim

- Relationship of perpetrator to victim

Share: The NAMRS website can be found in your Participant Manual. https://namrs.acl.gov/home#gsc.tab=0

  - The goal of understanding client data is to reduce risk, and increase safety

- In this context, the concept of risk to the community refers to those data points that come from multiple sources that are grouped together and begin to establish trends. These are often the elements found in the SOC 242 (a report each County in California submits on a monthly basis to the State of California that combines statistical information related to the investigations conducted during the month). This information speaks to the prevalence of abuse within the community (or the reporting behavior of the community), the types of abuse reported, victim information
- Additional data is used to consider risk to the program or the County such as:
  - Did activities comply with regulations or the law,
  - Were they ethical,
  - Did they follow existing policy and generally accepted practice standards

Trainer note: If in CA, you can go to CDSS website to the dashboard of the SOC242 and review some of the different data points that are captured on this document. *Check the links just to confirm they can access it.*
Link:
https://tableau.dss.ca.gov/t/RADD/views/STATEWIDEAPSSOC242/ToC?%3Aembed=y&%3Aiid=1&%3AisGuestRedirectFromVizportal=y

If training outside of CA, replace with information available.

Slide #18: Performance Standards

<u>Trainer note</u>: This slide is animated for the two following questions that are asked.

- **Ask:** What type of data do you use to measure compliance?
  - ***Possible answers**: Were APS professionals compliant with immediate and 10-day response times, 30-day visits, was documentation entered timely, was service plan submitted in compliance with program timelines, did documentation support findings, were cross-reports made to partners*

- **Ask:** What type of quality assurance practices does your program practice?
  - ***Possible answers:** Supervisor review, random case reviews, case reviews conducted by another program or department or independent contractor, surveys*

Explain:

- Data illuminates performance standards.
- A supervisor has a parallel process with their workers when it comes to what daily concerns and considerations are:
  - APS professional: What tasks need to be completed on each case? What is unresolved? How to engage differently on challenging cases? Are expected tasks being completed per policy or expectation?
  - Supervisors: Are professionals safe? Are clients safe? Is the unit completing tasks in a compliant manner? Is the unit utilizing available resources to best help clients? How are challenging cases being managed? Similar concerns to those expressed by staff, but observed on a broader scale

- The regulations broadly define the task and role of the APS professional. For instance:
  - Were investigations completed within required timeframes by the APS professional? Over the course of a month? A year?
    By the unit? Entire program? Over the course of the month? A year?
  - Were assessments completed accurately and within the required timeframe?
  - Were service plans completed and indicative of the client's unique situation?
- Data can also be used to express engagement in quality practice:
  - Are there standards related to things such as how quickly documentation gets entered into the client management system?
  - How quickly were calls and emails returned?
  - Were circumstances and procedures accurately followed for working with law enforcement? What did the performance look like for the APS professional, unit, and program wide compliance?

This is a big shift from line staff to supervisor. As line staff, you're typically focused on your own caseload, etc. As a supervisor, you now oversee your unit's investigations. Then those who supervise you are looking at the data pertaining to the entire program.

Explain:

- Nearly anything can be measured with a quality method. Even things that seem vague, abstract, or hard to quantify—like client engagement, quality practice, or timely case follow up—can be measured if you use the right approach. A "quality method" refers to a thoughtful, structured way of breaking down a concept into measurable parts. For example, you can't directly measure "team morale," but you *can* measure things like employee turnover, engagement survey results, or participation in team activities. These become indicators of morale.

Leveraging Data to Advance APS Goals

Time Allotted: 45 minutes

Associated Objective(s): Describe how data is used to advance program goals and policies

Method: Lecture, breakout activities, polls

Slide #19: How is Data Used

<u>Trainer note</u>: Create a matching poll ahead of time. The three positions will be listed and participants will match them to how they use data in their role.

Explain*:* After participants complete the poll we will discuss how each of these positions use data in more depth.

<u>Activity: Who Uses Data Poll (3 minutes)</u>

Explain that you're going to share three (3) statements via a poll to capture the group's overall understanding of how each APS position uses data and participants will answer using (insert technology).

- **Share** if poll will be anonymous or not.
- **Launch** each statement and ask participants to select what APS position uses the type of data highlighted. Participants can select either APS Professional, Supervisor, or Program Manager.
- **Share** results and **invite** participants to add anything.

APS Positions: APS Professional, Supervisor, Program Manager

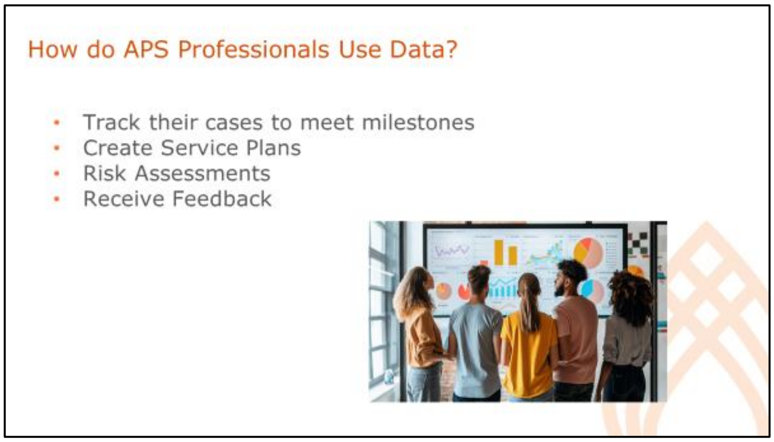
1. Which clients need to be seen each week based on when 10-day and 30-day visits are due = **APS Professional**
2. Number of cases investigated per worker each month = **APS Program Manager**
3. APS Professional's rate of investigation timeliness = **APS Supervisor**

Explain: Data is used in a variety of ways to support and has a crucial role in advancing the goals and policies of APS programs by helping improve their effectiveness, identifying trends, and enhancing their services.

It's used to:

- Improve practice
- Develop and refine intervention strategies and improve case investigations
- Assess if a new policy that was implemented was effective
- Help identify trends in abuse, neglect, self-neglect, and financial exploitation.
- Ensure compliance and best practices, measure performance, and enhance service delivery.
- Research based on data helps with informing policy decisions to create guidelines for better protection for older adults and adults with disabilities.

Slide #20: APS Professionals



APS professionals:

Explain: APS professionals use data to track their cases for example meeting their 10-day and 30-day milestones along with the creation of their service plan. They use data to assist with risk assessments and improving intervention strategies.

They may be frequently asking themselves, Am I doing my job well? Am I doing my job right? Data can assist with answering these questions.

Explain:

- In the absence of feedback, people may come to their own conclusions about their job performance, which can be negative and inaccurate.
- APS professionals need regular, predictable feedback for their own assurance, to identify places of growth, and validation: it is powerful generally in a one-on-one supervisory session to say to a staff member "You completed 176 investigations in the last 12 months."
- Examples of data that can be shared:
    - Number of investigations completed by response level (emergency versus 10-day)
    - How timely were their responses
    - Type of allegations investigated (i.e. "40% of your allegations were for self-neglect")
    - Level of compliance with completing case plans, assessments, follow up visits (i.e. "You completed 93% of your assessments within 30 days of your initial contact")
    - Recurrence rate
    - Feedback (calls/e-mails) from clients. Feedback: ("Over the past year there were no documented complaint calls associated with your work.")

Slide #21: APS Supervisors

APS Supervisors Explain:

- Supervisors use data to assess an APS professional's performance, ensure adherence to policies, and identify additional areas where staff may need training and coaching.
  - Data is a script for supervisors.
  - Each 1:1 supervisory meeting could have a stat that is shared. For example: "This week you were in compliance with the California Department of Social Services Manual of Policies and Procedures requirements: You investigated on time, your assessments were on time, the cases that needed follow up each had service plans completed timely."
  - If there are areas where APS professionals are not meeting compliance these are opportunities when supervisors can have coaching conversations and partner with staff to develop a strategy for development and success.
- Some counties have local standard practice requirements such as: Assisting all eligible persons secure public benefits, helping clients acquire home delivered meals, or identify and utilize local food banks, interviewing suspected abusers in person, having collateral contacts with medical professionals, using structured cognitive assessments to document cognition changes over time, completing substance use assessments.
  - These are areas that supervisors can assess and determine if staff are compliant with these requirements? How often?
- Data is a quick way to assess employees' ability to perform the requirements of the job.

Slide #22: APS Managers

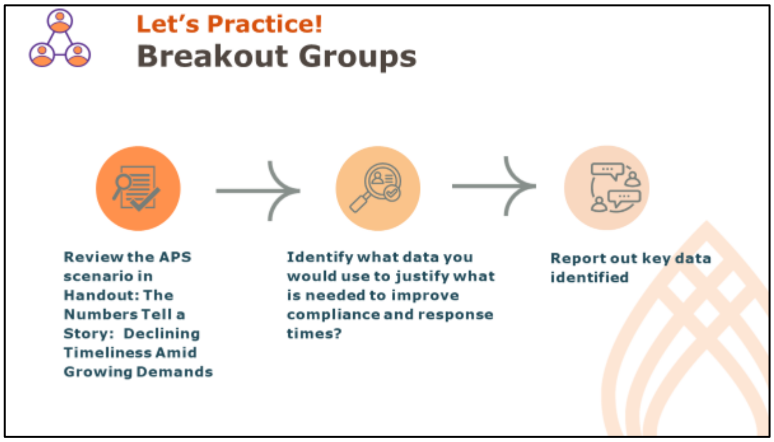
APS Program Managers

Explain:

- It is easier for a supervisor to speak with their units and to their managers when they have a general idea which data points are compelling to managers. This is data that:
  - Predicts or forecasts
  - Shows trends or patterns
  - Alerts teams to risk
  - Succinctly communicates how community resources were utilized and how the community benefited. For example:
    - In 2025, APS received 24,764 reports. Of those reports about 6,900 new investigations were opened. About 25% of these were for financial abuse, and 10% for physical abuse.
    - For instance, supervisors can say and make a justification based on the data shared: We need specialized training for financial abuse since 1 of 4 investigations is for financial abuse, and they generally are open over 60 days, while other investigations are open under 30 days.
- APS Managers use data to oversee program operations, determine staffing needs, assess program effectiveness, shape policy needs, determine and communicate budget and funding allocations to the executive team, policymakers, and community partners. The SOC 242 is used monthly by first line managers to get a sense of what was handled by the program during the preceding month:
  - Carryover cases- higher number of carryover says staff struggle to close cases due to case management challenges, higher number of cases being investigated, and more complex cases requiring longer case management

  - The SOC 242 tabulates the number of cases investigated in each level of urgency, identifies the allegations investigated, recidivism, types of abuse, and hoarding
- Annual and semi-annual summaries of broad performance such as number of investigations, compliance with timeliness, and individuals affected by insecure housing
- Non-compliance suggests a need for increased levels of staff
- Trends can be used to modify practices, justify additional staff, introduce novel changes to practice such as specialized units, new technology, or broaden collaborative relationships
- By understanding trends, changes in services, changes in the community, managers are best prepared to make informed budgetary justifications and recommendations to executive management, and not those driven by fear, competition, or routine practice.
  - Program Managers have to speak a language that is understood by those making budgetary decisions
    - it isn’t enough to say “We need more staff because caseloads are high.” A better way to say it is “we haven’t had additional staff since 2019. Since that time the number of investigations has increased by a total of 32%. With existing staffing levels, we investigate cases in a timely manner about 65% of the time. The lack of timeliness means persons who have been suspected of being victims are left longer without investigation and the abusers have access to commit further harm.”

Slide #23: Activity: The Numbers Tell a Story



<u>Activity: The Numbers Tell a Story Activity (25 minutes)</u>

Small groups, Large Group report out

Explain that participants will use **Handout: The Numbers Tell a Story: Declining Timeliness Amid Growing Demands Case Scenario** in their participant manuals.

Share that they will be given three (3) minutes to read the APS scenario based on staffing, calls received, number of investigations, and response times. They will then be assigned to breakout groups. Participants will have 15 minutes for the activity.

Inform participants they will be asked to draft a few sentences about the following:

- What data would they use to justify what is needed to improve compliance and response times? Each group will designate a spokesperson to report out to the large group when we debrief together.

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.

Possible answers

- The number of investigations has increased by about 900 since 2019. This equals 25 more investigations annually per individual staff since 2019. Each person is already investigating nearly 150 cases annually, and the additional 25 cases is deeply impactful: Timely investigation compliance rates are lower, and the incidence of alleged recurring abuse appears elevated
    - Cases are investigated with less depth, and more often.
        - Achieving the target of 120 investigations per staff annually would require additional staffing. Based on a projected increase of 900 investigations, approximately 7.5 additional staff members would be needed to meet this goal.

        - The recidivism rate is increasing. It was previously one in five investigations (20%) came back to us within one year. Now it is nearly one in three (33%). We believe this could be prevented if we had more staff, to do deeper work on fewer cases. By engaging at a deeper level we believe we can set up stronger safety networks and get clients better connected to supportive services.

Applying Data to APS Supervision

Time Allotted: 70 minutes

Effectively apply data measurement practice in APS supervision

Method: lecture, breakout activity, polls

Slide #24: "Binary, Yes/No" QA Data

Explain:
"Yes/No" data is technically called "binary data." Essentially it is coding information in a way that it is all/either:

- Yes or no such as "Was the investigation completed timely", or
- This or that such as: "Did the person live either alone or any other living arrangement but alone?" or,
- Present/absent such as: "On May 1st did the case have documentation?"

This is some of the easiest data to work with because it can be calculated easily, and it isn't multifaceted. For complex issues, sometimes it is best to dissect them into binary components to understand them such as:

1. Was the person unhoused?
2. Did the client experience financial abuse?
3. Is the client isolated?
4. Does the client struggle with poverty?
5. Does the client have a mental health condition or substance use issues?

Share that sometimes we struggle with how to do an analysis when we think we only have case notes as our "data." The reality is that we can code data in innumerable different ways and by categorizing it we can better understand the strengths and challenges of our own APS programs. This coded data can then be shared out to make changes.

Trainer note: This activity allows you to conduct a poll. You will need to set up a poll ahead of time

Activity: Binary (Yes/no metric) Poll (5 minutes)
Individual, Large Group

Explain that there will be a quick poll for the group to identify if the questions presented are binary (Yes/No metric). We will provide five (5) questions and ask participants to indicate if this considered a "Yes/No" metric? Participants will answer using (insert technology). **Share** if poll will be anonymous or not. Respond with "yes" if it is a binary (Yes/no metric) or "no" to identify those metrics that are not examples of a binary metric.

Launch each question and ask participants to respond if the data is considered binary (Yes/no metric). **Share** results and **invite** participants to add anything.

1. "Did the staff member investigate within 10 days?" (**yes**)

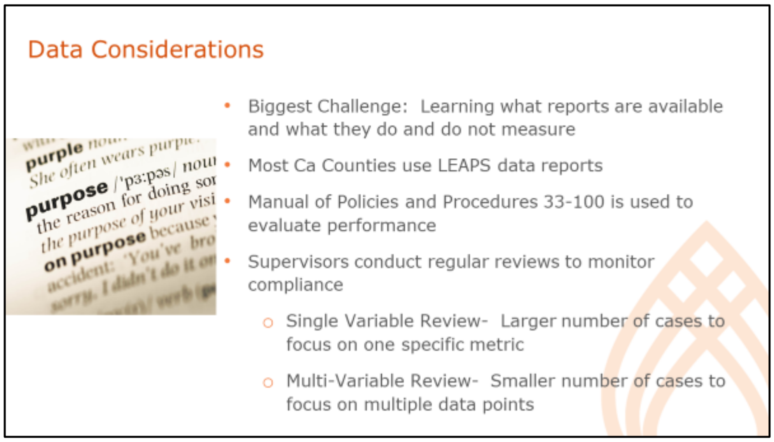
2. "What is the client's age?" (**no**)

3. "Was a cognitive assessment administered per policy?" (**yes**)

4. "Was the person interviewed alone?" (**yes**)

5. "Service plan was approved by the supervisor within five days of completion? (**yes**)

Slide #25: Data Considerations



Explain:

- The biggest challenge is learning what is available, what the reports actually measure and what they do not measure
  - Most California Counties use LEAPS data reports that measure things such as:
    - Number of cases open over 100 days
    - Length of time to initial contact

Explain:

- In California, the Manual of Policies and Procedures Adult Protective Services Program (MPP 33-100) is the minimum standard Counties can use to ascertain performance. It has a standard for compliance which become the individual data points that comprise case review checklists.
  - The data points stay consistent each year, making it easy to compare overtime.
  - Can be used to motivate and highlight staff's strengths and areas of growth.
  - Can be used in staff performance evaluations and goal setting.
  - Link to the CDSS MPP 33-100 is in the participant manual

Trainer note: if training outside of California, replace with state or program policies and procedures.

Explain:

It's considered best practice for supervisors to conduct regular caseload reviews to monitor compliance and identify areas for improvement. Reviews can be structured in two main ways:

- **Single-Variable Review (Broad Sample):**
  Examine a larger number of cases such as the last 40 to focus on one specific metric.
  Example: Assess how many cases met MPP regulatory requirements for timeliness.

  - **Multi-Variable Review (Smaller Sample):**
    Analyze a smaller set of cases such as 25 with attention to multiple data points, including:
  - Compliance with investigation timelines
  - Completion of assessments within expected timeframes
  - Referrals completed within required timeframes.
  - Documentation submitted on time into the electronic case management system
  - Duration of time case is open
  - Number of days between case activities
  - Dates documentation was entered or recorded in client management system

- To manage and organize these data points effectively, tools like **Excel** are highly useful. Comparable spreadsheet programs, such as **Google Sheets** and **Apple Numbers**, also offer similar functions for calculations and tracking.

Explain: San Diego County APS Quality Assurance provided a presentation regarding their Quality Assurance review processes. In this presentation they provided three helpful tools/checklists that supervisors can use to conduct a case review prior to closing. Conducting these types of reviews help to determine the following:
- If the case is ready to close
- What items to correct
- What needs to return to the individual staff
- What to elevate
- Patterns/trends for follow-up action

The following are three handouts that can be used as a tool for supervisory review prior to case closure and can be tailored to your APS program

Allow 3-5 minutes for learners to review the handouts.

Ask them to individually identify what in the tools checklist they can see using and what might need to be modified.

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, B_x, 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 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, B_x, Relationship/Collateral/Resource Type, Lives with AV)

___ Documents (LND, SOC 343, POA, CCL, POS)

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

Handout: Supervisor Closing Checklist Example #2

CLIENT NAME: RID: WORKER:

REFERRAL DATE: RP RP CONTACTED
ALLEGATIONS FINDINGS

F2F:

AVA:
CR: LND:
IF NO,
SP: Y NOTE?

HOMESAFE SCREENING: Y N E/R EnotR NotE

DEMENTIA SCREENING: Y N MINICOG AD8 PCP

CLT RECORD: HEALTH INFO:
FINANCIAL INFO: RELATED CONTACTS: SA:

343: DOCUMENTUM: FINANCIAL LOSS AMT: TYPE:

CASE HX: NOTE? Closed? Emailed? Returned to worker? Reason why?

__ _______________

CLIENT NAME: ALEX# WORKER:

REFERRAL DATE: RP RP CONTACTED
ALLEGATIONS FINDINGS

F2F:

AVA:
CR: LND:
IF NO,
SP: Y NOTE?

HOMESAFE SCREENING: Y N E/R EnotR

NotE DEMENTIA SCREENING: Y N MINICOG

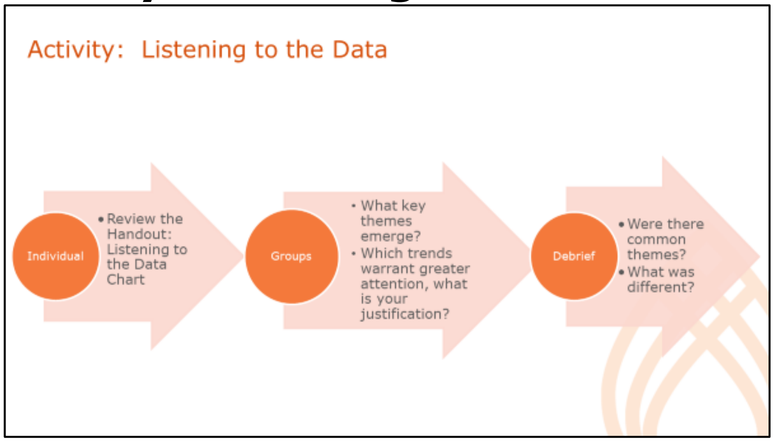
AD8 PCP

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
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												

Staff #1 Staff #2 Staff #3

Slide #26: Activity: Listening to the Data



Activity: Listening to the Data (15-20 minutes)

Small groups, Large Group report out

Explain that participants will use **Handout: Listening to Data Chart** in their participant manuals.

- **Share** that they will have approx. three (3) minutes to review the chart for the Listening to Data Activity. Participants will then meet in their breakout groups for 15 minutes. Each group will select a spokesperson to report to the large group.
- **Inform** them to discuss the following questions in their breakout group together. Groups will review the chart, look at the change in data over time and answer the following questions:
  - As you examine changes over time, what key themes emerge?
  - Which trends warrant greater organizational attention, and what is your justification?
- The spokesperson will report out on behalf of their group when we debrief as a large group together.

Possible Responses:

1. The number of calls increases over time
2. The number of investigations increases over time
3. The number of unhoused persons seems to have increased significantly
4. We don’t have much information on persons who have Medi-Cal
5. The ratios of self-neglect, physical abuse, and financial abuse are about the same over time
6. Financial abuse and Self Neglect are the most frequent investigations

Handout: Listening to the Data Chart

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

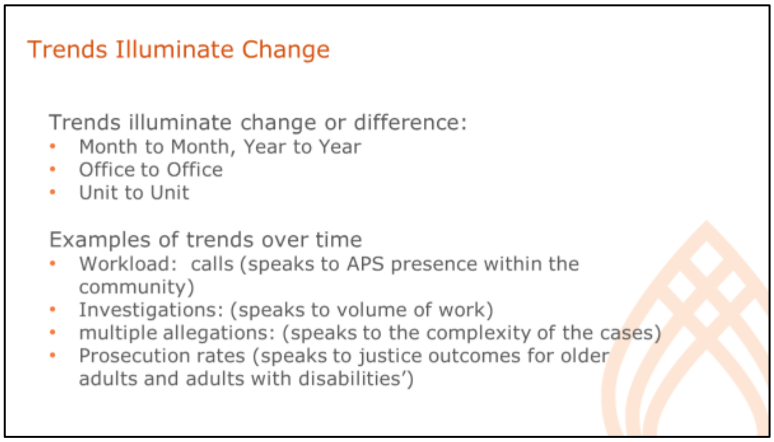
Slide #27: Trends Matter

Explain:

Establishing trends in APS matters for a few reasons

- Early detection of systemic issues such as repeated types of abuse helps APS professionals respond proactively rather than reactively.
- It allows the workforce to be better prepared and be responsive to the community's needs.
- Data trends reveal geographic areas or populations with higher incidence rates which can concentrate resources, training, and staffing.
- Over time, metrics can help monitor service effectiveness, and compliance with ethical and legal standards practices.
- Trends provide compelling justification for increased funding to policymakers about evolving needs and impact.

Slide #28: Trends Illuminate Change



Trends illuminate change or difference and are:

- Generally expressed year over year or month over month
- Office to office
- Unit to unit
- Examples of trends over time are:
    - Workload: calls (speaks to APS presence within the community), investigations (speaks to volume of work), after hours investigations (speaks to the 24-hour nature of APS and helps inform local decisions about alternative shifts and contracting out after hour hotline management, and other practice innovations), multiple allegations (speaks to the complexity of the cases)
    - Other metrics include:
        - Time cases are open (complexity)
        - Types of allegations (speaks to changing community behavior)
        - Zip code of victims (speaks to cultural differences in abuse rates and reporting, also used to assess poverty)
        - Prosecution rates (speaks to justice outcomes for older adults and adults with disabilities within the community)

Trainer or Moderator create a poll activity:

(2 Poll Questions)

<u>Activity: APS Trends Poll (5 minutes)</u>
Individual, Large Group

Explain that there will be a quick poll to check the groups' knowledge about how data can highlight change in trends over time. We will provide two (2) questions and ask participants to answer using (insert technology). **Share** if poll will be anonymous or not.

Out of the following, which metrics speak to complexity?

- Multiple allegations X
- Zip Codes of Victims
- Types of allegations

Out of the following, which speak to justice outcomes for older adults and adults with disabilities in the community?

- The Types of allegations
- Prosecution rates X
- Recurrence of subsequent reports

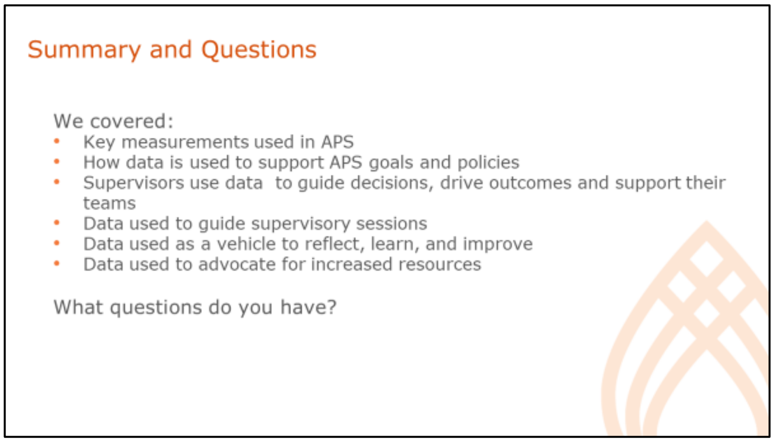
Wrap Up and Evaluations

Time Allotted: 20 minutes

Objectives: N/A

Method: lecture, breakout activity, polls

Slide #29: Summary and Questions

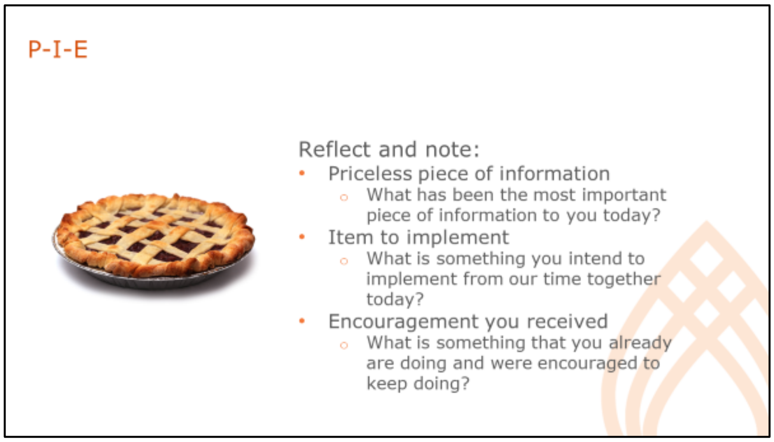


Notes:

- Today we focused on the key data measurements used in APS. We identified how data is used purposefully across different levels of the organization and to advance APS goals and policies. More importantly, we spotlighted tangible ways APS supervisors can harness data in their roles to guide decisions, drive outcomes, and support their teams. A few more discussion highlights included:
    - How data helps us allocate resources effectively and measure the impact of our work.
    - Data contained within reports can be used to guide and structure individual supervision sessions
    - Data provides a shared lens through which we can reflect, learn, and improve together
    - Leadership is invested in advocating for your needs, when we can demonstrate a strong return on investment. Data can help make that case compelling."

Ask what questions participants have and **validate** how valuable data is in APS work.

Slide #30: P-I-E



Inform participants that we'll wrap up the day by reflecting on their experience.

Ask participants to silently take five (5) minutes to answer the following questions, on their own. Those who want to share can do so after everyone's had the time to individually answer.

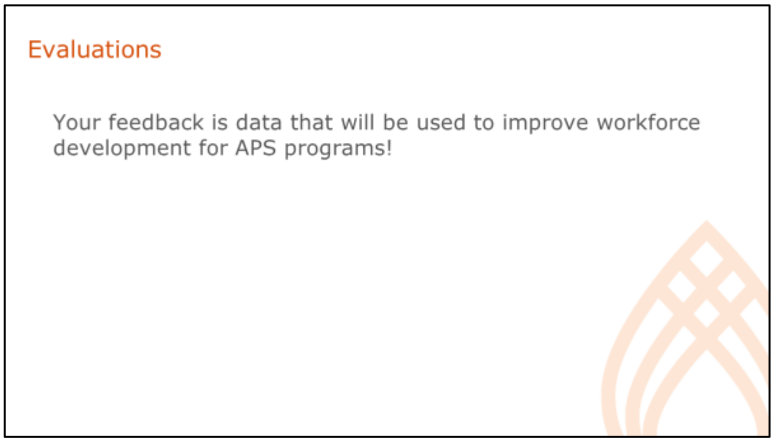
1. P- Priceless piece of information. What has been the most important piece of information to you today?
2. I- Item to implement. What is something you intend to implement from our time today?
3. E- Encouragement I received. What is something that I am already doing that I was encouraged to keep on doing?

Once complete, **ask** for volunteers to share what they wrote down for each reflection.

If time allows, **debrief** with the following questions:

- What are some of the key words that you heard while you shared?
- What were the common themes that kept coming up?
- What would it mean for APS if we implemented the things on your PIE?
- What would it mean for APS if we did not implement the things on your PIE?

Slide #31: Evaluations



Thank participants for taking time out of their normal responsibilities to invest in themselves during the training.

Ask participants to complete evaluations and **emphasize** that their responses are data that will be used to improve workforce development for APS staff!

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