



Current Technology Usage in Pennsylvania's Child Welfare System

Child Welfare Education and Research Programs

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Technology Group

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Executive Summary

In 2009, the University of Pittsburgh's Child Welfare Education and Research Programs (CWERP) in partnership with Pennsylvania's Department of Human Services, Office of Children, Youth and Families (OCYF) began evaluating a statewide demonstration project concerning the use of mobile technology in the child welfare field. Since the conclusion of the project in 2011, technology and counties' interest in using technology in the field has increased. The Child Welfare Resource Center (CWRC) conducted a follow-up survey in May 2012 to gauge counties' interests in purchasing more technology. Results from that survey showed that 94% of counties that responded were interested in purchasing additional technology (Child Welfare Education and Research Programs, 2012), however it is unknown if these counties followed through with their technology purchases.

The need for updated information as well as inquiries from various publications and organizations on the state of mobile technology usage in Pennsylvania prompted collaboration between CWERP and the Pennsylvania Children and Youth Administrators' (PCYA) technology group to implement a web-based survey examining the use of mobile technology in the field. Members of PCYA and other non-associated county administrators were sent links to the electronic survey and periodic reminders by the chair of the PCYA technology group and the CWERP evaluation coordinator. These efforts of engagement resulted in slightly over half (52%) of Pennsylvania's counties responding to the survey.

Survey results indicate that counties have continued to purchase mobile technology since the conclusion of the 2009 Mobile Technology demonstration project. Laptop computers were purchased most frequently by counties, although there is a shift in that counties are most interested in purchasing tablet computers. As expected, caseworkers are the primary users of the new technology. Caseworkers utilize technology to type up case notes. Over a third of respondents have used social media in their agency with a majority (68%) of non-social media users expressing interest in this communication

platform. Common concerns regarding social media were misuse and confidentiality issues. Counties see benefits to their work with families by using mobile technology and feel that technology has increased productivity “somewhat more.” Responses to the survey also indicate the need for greater support of mobile technology at a state-level through training and additional education efforts like technology fairs and panel discussions with the focus being on how to integrate technology into casework practice. Respondents were interested in seeing mobile scanners, tablet computers, and smartphones during a vendor fair.

Recommendations

Results from this survey in conjunction with the 2012 mobile technology report (available at http://www.pacwrc.pitt.edu/QV/Mobile%20Technology%20Report_%20FINAL2.pdf) suggest that there is a great need for communication and education at the county level regarding technology usage in child welfare casework. Based on these findings, the following recommendations are suggested:

1. PCYA’s technology work group has an opportunity to position itself as a leader for technology use in PA child welfare. The creation of a steering committee with members of this group would bolster the visibility of the importance in this shift in practice.
2. Ground-level caseworkers as well as administrators should be invited to participate in the technology work group. Caseworkers provide a unique perspective and can effectively communicate how strategies for technology usage could be implemented to enhance child welfare practice.
3. Utilize technology savvy workers to be proponents of mobile technology use within their agencies. These workers can provide mentorship and guidance to less technologically advanced staff members and possibly become a source of education and/or technical assistance.

4. Incorporate CWEB and CWEL graduates into the process of creating a vision for technology usage in Pennsylvania. CWEB and CWEL graduates have both an understanding of child welfare casework and have been exposed to novel methods of social work practice through their education. Use their knowledge and expertise to monitor gaps and challenges and develop strategies for the use of technology.
5. In the constantly evolving realm of technology, communication and education are paramount. We suggest a regular communication/education plan that includes:
 - Reinstating the regular technology calls, perhaps include a newsletter component or web-based panel discussions.
 - Coordinate regular; consider biennial, technology fairs and discussions. Have actual users demonstrate how they use technology for other potential users.
 - Help supervisors learn and implement strategies to support and encourage the use of technology.
 - Develop technology trainings by providing subject matter experts for curriculum development.
6. Funding to purchase technology will always be an issue as state-of-the-art technology requires an ongoing capital investment; help counties find unique or novel strategies for buying technology that would benefit their caseworkers and families.
7. Counties are interested in using social media but have concerns regarding implementation. Help counties develop strategies for social media implementation through mentoring, demonstrations, and perhaps collaboration with other states that regularly use social media.

Overview

In 2009, the University of Pittsburgh's Child Welfare Education and Research Programs (CWERP) in partnership with Pennsylvania's Department of Human Services, Office of Children, Youth and Families (OCYF) began evaluating a statewide demonstration project concerning the use of mobile technology in the child welfare field. The increasing use of tablet computers, smartphones, and social media has changed the landscape of available technology and has spurred many companies to compete for the latest "gadgets" to get an edge in their industries. In the medical field, there has been a push to use more advanced technology by providing monetary incentives to doctors who provide electronic health records to their patients (Blumenthal, 2009). In fact, the American Recovery and Reinvestment Act of 2009 requires an electronic medical record to maintain current levels of Medicare and Medicaid reimbursements. Similar federal legislation exists for states to have comprehensive information systems for child welfare services (SACWIS). Human services in general have seen an increase in the use of alternative methods of therapy. Virtual therapies provide a cost-effective means of serving mental health clients, but also pose a variety of ethical issues including confidentiality, boundary issues, and dual relationships (Reamer, 2013). The allure of technology improving productivity for child welfare caseworkers and increasing the time available to spend with the families on their caseloads far outweighs any possible barriers.

Since the conclusion of the "Mobile Technology" demonstration project in 2011, technology and counties' interest in using technology in the field have increased. The Child Welfare Resource Center (CWRC) conducted a follow-up survey in May 2012 to gauge the counties' interests in purchasing more technology. Results from that survey showed that 94% of counties that responded were interested in purchasing additional equipment (Child Welfare Education and Research Programs, 2012), however it is unknown if these counties followed through with their technology purchases. Because of this need for

updated information as well as inquiries from various publications and organizations on the state of mobile technology usage in Pennsylvania, CWERP collaborated with Pennsylvania Children and Youth Administrators' (PCYA) technology group to administer a new web-based survey examining the various aspects of mobile technology usage (Appendix A).

Methods

Members of PCYA were sent a link to the online survey from the chairman of PCYA's technology group. Participants had six weeks to complete the survey with reminders scheduled every two weeks. The final reminder was sent by the evaluation coordinator of CWERP to every Pennsylvania county administrator who hadn't completed the survey. The survey consisted of 25 items, mostly quantitative, with approximately 7 qualitative questions. Questions were grouped into six major topic areas: "Scope and Effect of Technology Usage in Child Welfare," "Technology Training and Training Effectiveness," "County IT Collaboration," "Social Media Use and Interest," "Additional Technology Exposure," and "Opinions of Technology Usage in Child Welfare." A total of 54 responses were collected, however, 19 of those responses were dropped from the data set for one or more of the following reasons: duplicate case; county not identified; less than 50% of the survey was complete. The final dataset had 35 responses representing 52% of Pennsylvania's counties.

Respondents were fairly evenly distributed when looking at their designation in the original mobile technology study (51% were in the intervention group; 46% were in the control group) and representation from every OCYF region was present (40% central region; 31% western region; 23% northeast region; 6% southeast region). Of the counties participating in the Child Welfare Demonstration Project (Title IV-E Waiver), only a third responded to this survey (two of six counties). Respondents were asked to identify their position within the agency. The most frequent response was Administrator (54%) followed by Director/Deputy Director/Assistant Director (29%). The remaining

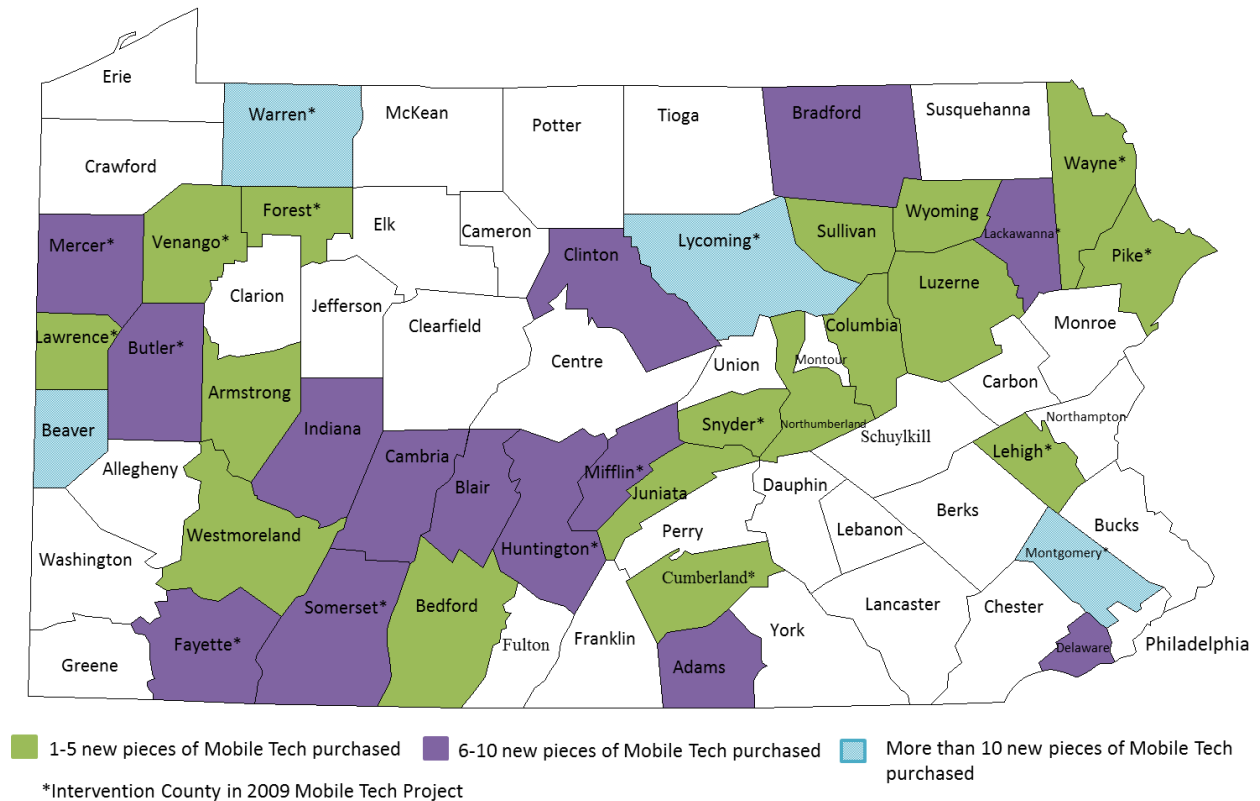
respondents classified themselves as CFO (7%) and Program Specialist (4%). Respondents completed the survey in 21 minutes, on average.

Results

Scope and Effect of Technology Use in Child Welfare

To determine the spread of technology use, respondents were shown 31 different technology items and asked to select all the technology they had purchased since the conclusion of Pennsylvania’s initial mobile technology project. Every respondent selected at least one new technology item. Figure 1 shows the amounts of new technology purchased by the counties.

Figure 1: New technology purchases since close of mobile technology project



The majority of counties reported that caseworkers were the primary users of the new technology; fewer respondents reported that administrators or supervisors were the primary users of the technology. When looking at the types of technology purchased, laptop computers was selected most frequently (74%) followed by digital cameras (54%), and air cards/mobile broadband (51%). Table 1 below illustrates the array of technology selected by respondents.

Table 1: Purchased Technology

Technology	% of Respondents Purchasing
Laptop computers	74
Digital cameras	54
Air cards/mobile broadband	51
Tablet PC's	46
Wireless connectivity in building	46
Voice recognition software	43
Laptop docking stations	40
Mobile printers	34
GPS	34
Lifebook tablets	29
Smartphones	29
Flash drives/external hard drives	29
Computer headsets/speakers	23
Hot spots	23
Wireless keyboard/mice	20
Data backup/storage	11
Web conferencing	11
Portable scanners	9
Laptop anti-theft	9
Smart boards	6
Digital voice recorders	3
Additional broadband accounts	3
Servers	3
Video recorders	3
Geographic Information Systems Software	3
E-fax	3

Independent t-tests were conducted looking at the counties' designation as an intervention or control in the original mobile technology project and the county's status as urban or rural against the amount of technology that has been purchased. No significant differences were observed between these variables; indicating that a county's participation in the original project, as well as their urban/rural status, did not impact the amount of technology that they purchased. Based on the results of the Phase I survey conducted in 2009 (Child Welfare Education and Research Programs, 2012), counties' technology use prior to the Mobile Technology project was labeled as "currently using technology," "varied mobile technology usage," or "not currently using mobile technology." These classifications of technology usage prior to 2009 were used to conduct a Kruskal-Wallis H test to determine if prior exposure to technology affected their purchase of additional technology. This test also showed no significance; a county's use of mobile technology prior to the project did not influence purchase of technology after the project. Although not tested, individual county budgets may determine the amount and frequency of technology purchases.

Similarly, respondents were shown the 31 technology options and asked to select all the items they were interested in purchasing. As with the technology already purchased, respondents felt that caseworkers would be the intended users of the technology they were interested in, with fewer respondents citing administrators and supervisors as the intended users. Following the current technology trends, the respondents were most interested in purchasing tablet computers (43%) followed by smartphones (31%), and laptops (23%). Table 2 shows the technology items of interest to respondents. Counties were classified in their current technology usage as "low tech usage" (5 or less new technology items purchased), "average tech usage" (6-10 new pieces of technology purchased), or "high tech usage" (10 or more new pieces of technology purchased). This classification was compared to the county's interest in purchasing additional technology. No significant differences were observed

between the county's current technology classification and their interest in purchasing additional technology.

Table 2: Interest in Purchasing Technology

Technology	% Respondents Interested in Purchasing
Tablet PC's	43
Smartphones	31
Laptops	23
Laptop docking station	23
Air cards/mobile broadband	20
Voice recognition software	20
Wireless keyboard/mice	20
Mobile printers	14
Portable scanners	14
Laptop anti-theft	14
Hot spots	14
Web conferencing	14
Lifebook tablets	11
Smart pens	11
Wireless connectivity in building	11
Smart boards	9
GPS	9
Additional broadband accounts	9
Computer speakers/headsets	9
Voice amplification system	9
Data backup/storage	9
E-fax services	9
Digital cameras	6
Mobile application for data collection	6
Voice recorders	6
Geographic information systems	6
Wireless transmitters/receivers for vehicles	6
Servers	3

Respondents were also asked how technology was currently being used in the field and the frequency that the technology was being used for certain tasks common to child welfare practice. In the

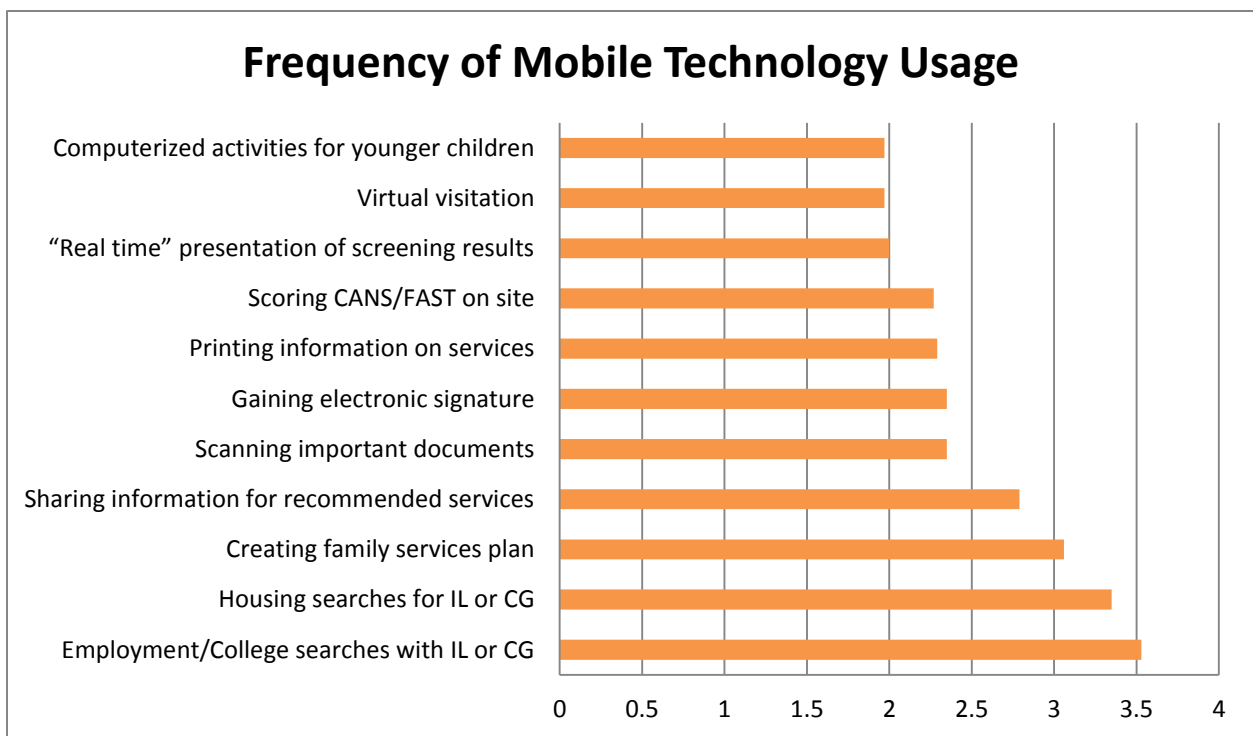
first question, respondents were presented with the following options and were asked to select all the ways technology was being used in the field: Safety assessments; risk assessments; Child and Adolescent Needs and Strengths Tool (CANS); Family Advocacy and Support Tool (FAST); Family engagement study forms (FGDM); ASQ/ASQ:SE data entry; Typing case notes; Engagement tool with children; Virtual visitation; Live data entry into county child welfare data system; Cellular cameras for photographic documentation; and Other. Technology is used most often to type up case notes (94%), complete safety assessments (59%), and using cellular cameras for photographic documentation (59%). Table 3 shows the various uses of technology endorsed by the respondents. When a respondent selected “other” as a use of technology, they were asked to clarify how that technology was being used. Two respondents reported that mobile technology was used to develop the Family Service Plan (FSP) and the Child Permanency Plan (CPP). Three responses dealt with looking up resources for families, data searches, or completing on-line applications for services. One respondent added that they use the technology to sign client contact sheets and complete releases. A novel way to utilize the technology was also mentioned: using the technology as a 2-way radio in emergency situations.

Table 3: Mobile Technology Use in the Field

Technology Use	% of Respondents Endorsing Item
Typing case notes	94
Safety assessments	59
Cell cameras for photographic documentation	59
Live data entry into county CW data system	50
Risk assessments	47
Other	21
Engagement tool with children	11
CANS	6
FGDM	6
FAST	3
Virtual visitation	3

Respondents were asked to rate the frequency of their use of mobile technology in 11 areas. The questions were rated on a scale of 1 (never) to 5 (all of the time). For the most part, the means hovered in the “sometimes” to “rarely” range with the highest means for “employment/college searches with Independent Living (IL) youth or caregivers (CG)” and “housing searches for IL or CG” approaching the “often” mark. Figure 2 shows the frequency of technology usage for various activities.

Figure 2: Frequency of Technology Use for Various Child Welfare Activities



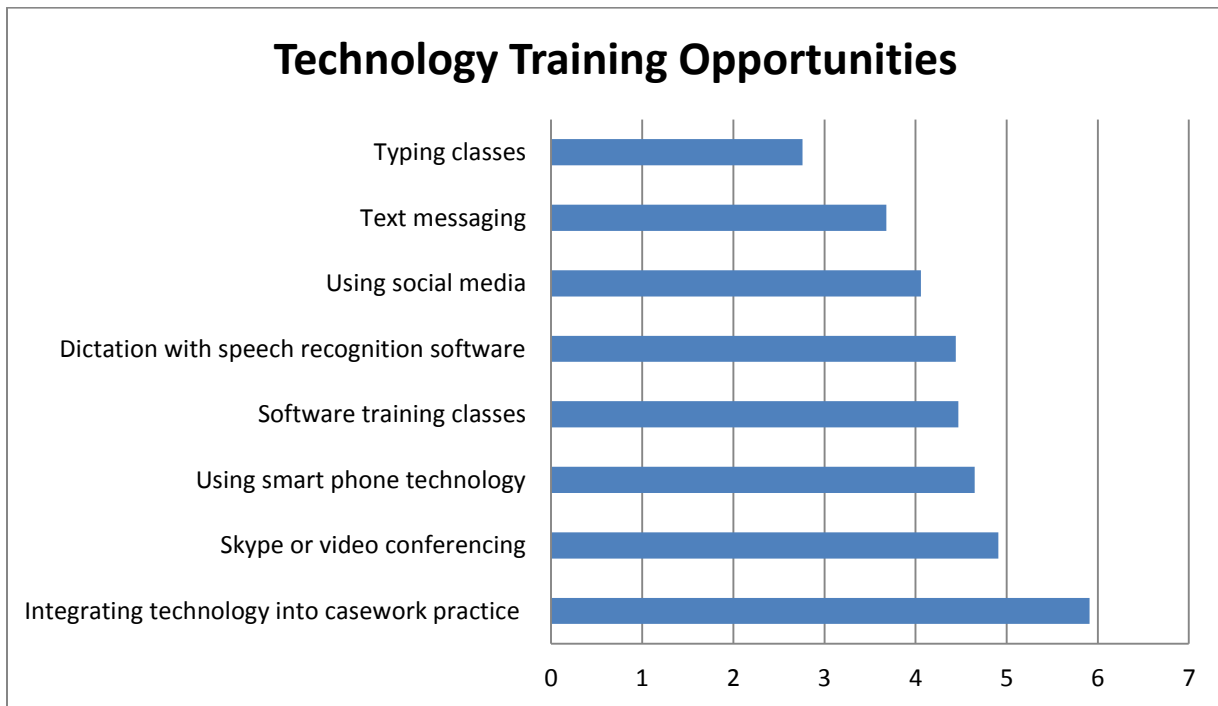
Concluding this section, respondents were asked to rate the increase of staff productivity since the introduction of new technology on a scale of 1 (much less) to 7 (much more). Respondents felt that the use of technology in the field has increased productivity “somewhat more” ($M=5.18$). An open-ended question was asked of respondents who felt that their staff’s productivity increased to determine how the use of technology has increased staff efficiency. Although in some agencies the use of technology is still in its infancy, those who have implemented it say that it saves time and helps workers

be more efficient. They are better able to keep up with documentation and paperwork. While in the field they can be connected to agency resources while sitting with families.

Technology Training and Training Effectiveness

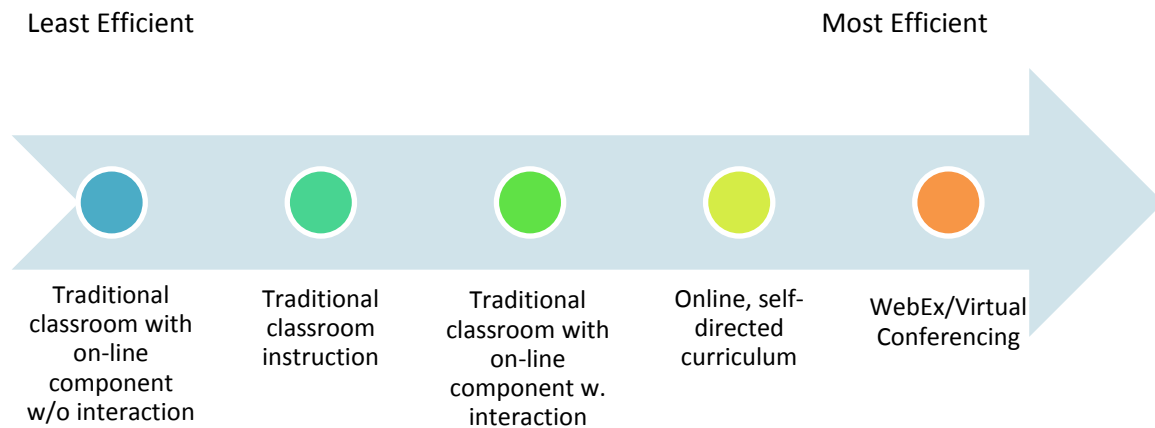
In the first part of this section, respondents were asked to rate their interest in 8 various technology topics on a scale of 1 (not at all interested) to 7 (extremely interested). “Integrating technology into casework practice” ($M= 5.91$) and “Skype or video conferencing software” ($M=4.91$) had the most interest while more mundane activities like “Typing classes” ($M=2.76$) and “Text messaging” ($M=3.68$) were less interesting. Figure 3 shows the ratings for all 8 technology topics.

Figure 3: Interest in Technology Training Opportunities



Respondents were then asked to rank order the following training types from most efficient to least efficient: “WebEx/Virtual conferencing;” “On-Line self-directed curriculum;” “Traditional classroom instruction;” “Combination of traditional classroom with on-line component that includes interaction with facilitator and other participants;” and “Combination of traditional classroom with on-line component that does not include interaction with facilitator and other participants.” Respondents ranked “Traditional classroom instruction” low in favor of more tech savvy methods of training. Figure 4 demonstrates the rank order of the training methods. Anecdotal evidence suggests that caseworkers view trainings that incorporate interaction with other people as more beneficial than strict computer or video based trainings.

Figure 4: Respondent’s Ranking of Training Methods

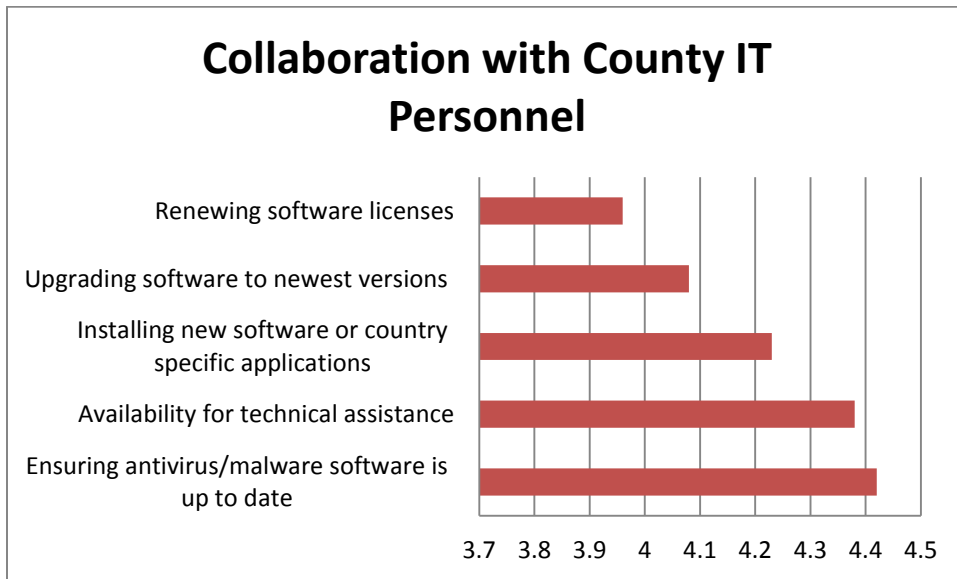


County IT Collaboration

Since one of the major recommendations from the mobile technology project was to improve collaboration with county IT personnel and promote buy-in from county IT professionals (Child Welfare

Education and Research Programs, 2012), this survey included questions surrounding the collaboration of child welfare agencies with county IT personnel. The majority of respondents (77%) reported that IT issues are handled by an IT team employed by the county. Counties that did have in-house IT professionals employed by their child welfare agency (24%) were not asked the questions concerning collaboration. Respondents were asked to rate their degree of collaboration with their county IT department with the following scale 1 (never) to 5 (always). The means for the 8 items were relatively high with “Ensuring anti-virus/malware software is up to date” ($M=4.42$) being the highest rated. Figure 5 shows the level of collaboration for the eight items. Some responders were happy with the job their respective IT personnel were doing. Other responses ranged from feeling their IT person needed more information and training with the latest technology to either needing an IT person or wishing their IT person was more available.

Figure 5: Agency Collaboration with County IT Personnel



Social Media Use and Interest

With the insurgence of social media and social networking sites available, companies and non-profits are looking for ways to utilize these media outlets to spread their message, notify the general public of their services, and communicate with their various stakeholders. Respondents were asked if their agency has used social media to inform the public about child welfare issues. Over a third of respondents said that they have used social media. Respondents who acknowledged using social media were presented with a list of 13 social media choices and were asked to select all the options that they have used. Facebook was used most often (91%) followed by Twitter (27%). Table 4 shows the types of social media outlets counties have been incorporating in their practice.

Table 4: Social Media Use in Child Welfare

Social Media Outlet	% Respondents Using
Facebook	91% (n=10)
Twitter	27% (n=3)
YouTube	9% (n=1)
Linkedin	9% (n=1)
Message Boards	9% (n=1)
Snapchat	9% (n=1)

Of the counties not currently using social media, the majority (68%) reported that they were interested in using social media in the future. Respondents were shown the same list of 13 social media options and asked to select every item that they were interested in. Differing from those counties that are currently using social media, those who were interested in this platform selected Facebook most frequently (93%) followed by Message Board (47%). The full array of social media interest can be seen in Table 5 below.

Table 5: Social Media Interest in Child Welfare

Social Media Outlet	% Respondents Using
Facebook	93% (n=14)
Message Boards	47% (n=7)
YouTube	27% (n=4)
Twitter	13% (n=2)
Podcasts	7% (n=1)

To conclude this section, respondents were asked a series of open-ended questions regarding their concerns about using social media and policies that are in place for social media use among staff, foster parents, and youth in out of home care. The main concerns about social media usage were those of misuse, confidentiality and privacy. People also expressed concern about what information was being released and how it was being interpreted. A few responders also expressed concern about having staff available who would be dedicated to running social media pages.

Regarding social media policy, many of the agencies have no policy in place or they follow their respective county's policy. In some cases, respondents indicated that social media access for staff is limited to certain staff, for very specific uses, and in many cases, permission must be granted for its use. Foster parents are instructed by child welfare caseworkers (and some counties have written policies) that any identifying information regarding their foster children is not to be posted on social media. For children in foster homes, some agencies require caseworker approval to use social media and there needs to be adult supervision of the usage. With regard to congregate care facilities, there are policies in place for the respective facilities.

Additional Technology Exposure

PCYA has a longstanding tradition for being at the forefront of new initiatives. The technology group has held a variety of fairs, discussion panels, and information sessions to ensure that

Pennsylvania’s counties have the most up-to-date information regarding new technologies and how to employ them in the field. Respondents were asked some questions concerning their interest in future activities surrounding technology education. The majority of respondents reported that they would be interested in attending PCYA sponsored technology fairs (75%) and panel discussions (78%). For the technology fair, respondents felt that 10-15 vendors would be appropriate (38%) with a smaller number saying that 0-5 vendors would be more realistic (21%). When looking at the types of technology vendors respondents would like to see at the technology fair, there was a three-way tie between mobile scanners (71%), tablet computers (71%), and smartphones (71%). Although there was a significant amount of interest in every technology item presented, as seen in table 6.

Table 6: Ideal Types of Technology for Technology Fair

Technology Type	% Interested in Including in Fair
Mobile Scanners	71% (n=17)
Tablet Computers	71% (n=17)
Smart Phones	71% (n=17)
Mobile Printers	50% (n=12)
Web Conferencing	46% (n=11)
Air Cards	46% (n=11)
Mobile Hotspots	42% (n=10)
Smart Pens	42% (n=10)

Other responses to the technology fair item were surrounding software programs and “going paperless.” Regarding the technology panel discussion, respondents were asked to select all topics that were of an interest to them out of a list of 10 items. The most common topic selected was “incorporating technology into everyday casework” (92%) followed by “innovative use of technology in casework practice” (84%), and “new technology-how to get staff to use it” (84%). Similar to the vendor fair, there was a great deal of interest in all the possible topics presented as evidenced by table 7.

Table 7: Topics of Interest for Future Technology Panel Discussions

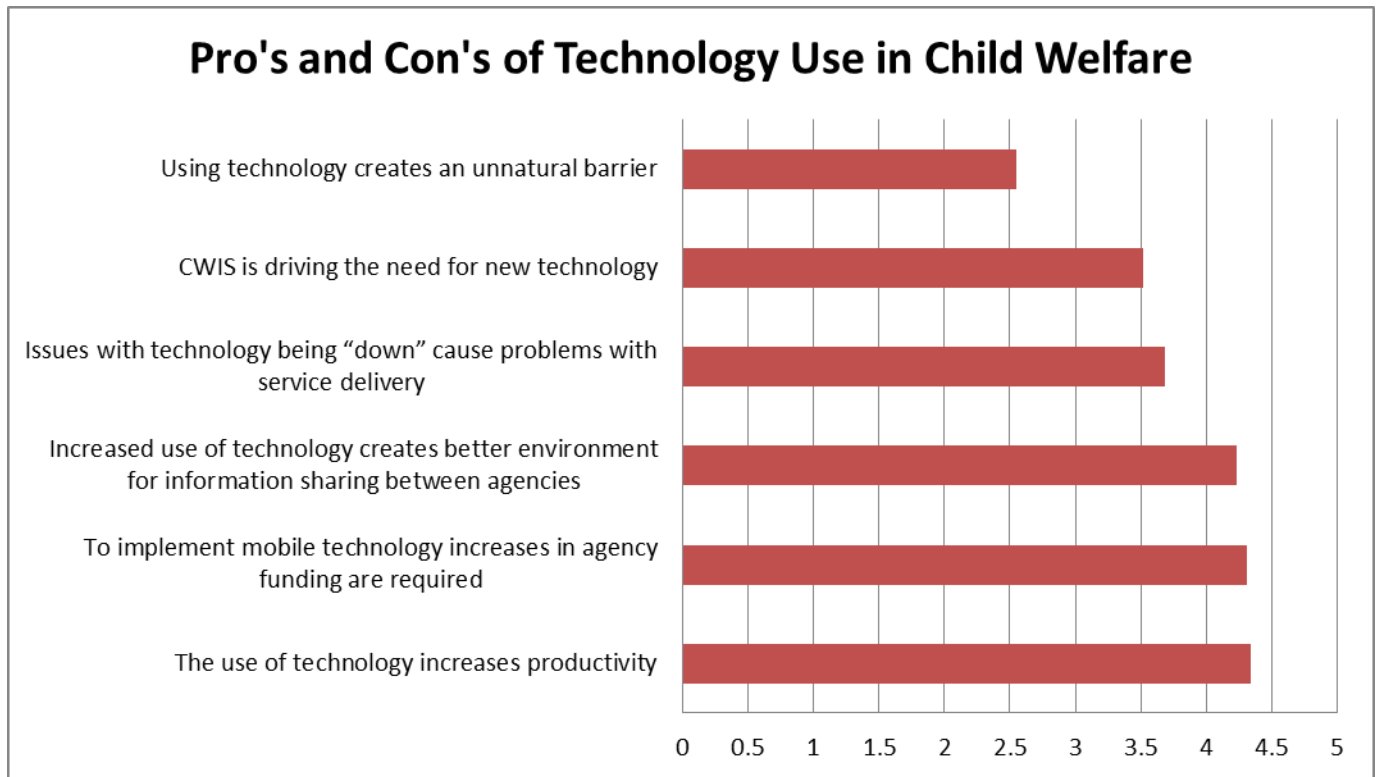
Topic	% Interested
Incorporating tech. in everyday casework	92% (n=23)
Innovative use of tech. in casework practice	84% (n=21)
New technology – how to get staff to use it	84% (n=21)
Developing policies and procedures for county CWIS implementation	80% (n=20)
Moving forward with CWIS, integrating lessons learned from first round implementation	68% (n=17)
New technology – how to pay for it	64% (n=16)
Going Paperless	60% (n=15)
Lessons learned from CWIS implementation	52% (n=13)
Using case management systems in casework	48% (n=12)
How other states using tech. in child welfare	40% (n=10)

Opinions of Technology Usage in Child Welfare

In the final section, respondents were presented with a list of 6 statements geared toward both positive and negative aspects of technology use in the field. The statements were rated from 1 (strongly disagree) to 5 (strongly agree). For the most part, respondents felt that the use of technology increases staff productivity ($M=4.34$) and the use of technology promotes data sharing between agencies ($M=4.23$), but to fully implement mobile technology within the agencies increases in funding are necessary ($M=4.31$). Figure 6 shows the ratings for all six statements.

At the conclusion of the survey, respondents were asked if they had anything else to add. A few responders was receptive of the idea of technology being used, but would like to have practical and implementation issues resolved and trainings offered. Respondents also requested that more input be given by the counties before moving forward with any changes.

Figure 6: Ratings of Advantages and Disadvantages to Mobile Technology in Child Welfare



Summary

Technology continues to shape practice in all fields from healthcare to education. Child welfare is also experiencing the impact of new technology on its practice, and must respond in ways that are beneficial to both the workforce and to the clients who receive child welfare services. Pennsylvania is now requiring the use of sophisticated data management systems within counties and has recently implemented its Child Welfare Information System (CWIS) in response to federal requirements for a statewide information system. The Pennsylvania Children and Youth Administrators Association convened a technology workgroup to support the increased demand for technology in child welfare practice. The results of this current survey, in conjunction with the final report from the Mobile Technology project (Child Welfare Education and Research Programs, 2012), showcase the counties'

desire to utilize current technology in their child welfare practice, but also highlight areas of concern among the administrators.

Through this survey we have documented an increase in technology usage in Pennsylvania's county child welfare agencies with caseworkers being the beneficiaries of this new work model. Even with this increase, there remains a high demand for additional technology purchases. County-based budget restrictions make these purchases a challenge. County administrators are also interested in learning how to seamlessly incorporate mobile technology in casework practice and how to use social media to educate the general populace to the purpose and function of the child welfare agency in their communities. This survey has also shown us that there is great interest in further technology fairs and panel discussions hosted by PCYA, further demonstrating the inclination of county administrators to utilize technological advances within their agencies. Further investigation into the perceptions of the caseworkers utilizing the technology and how they have integrated technology into their casework practice will provide a more comprehensive depiction of the state of mobile technology usage in Pennsylvania child welfare services.

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Appendix A

PCYA's technology group is interested in the use of technology in Pennsylvania's child welfare workforce. Since OCYF's technology purchases in 2011 and 2012, the use of electronic forms of communication has increased along with the continuing technological advancements. The CWRC sent county administrators a survey in the spring of 2012 to gauge their interest in purchasing additional technology as well as to determine if there were any policy changes because of technology usage. Now in 2014, we once again want to see how your agency is using technology in the field and how we can help further technology usage in your agency.

*=answer is required to continue survey

1. Since the conclusion of the Mobile Technology research project in 2012, we have purchased the following (check all that apply):*

- Additional Lifebook Tablet Computers (1)
- Laptop Computers (2)
- Mobile/Web-Based Printers (3)
- Portable/Handheld Scanners (4)
- Air Cards/Mobile Broadband (5)
- Tablet PCs (e.g., I pads/Droid Tablet Computers) (6)
- Smartphones (7)
- Digital Voice Recorders (8)
- SMART Boards (9)
- Digital Cameras (10)
- Smartpens (e.g., Livescribe) (11)
- Laptop Docking Stations/Port Replicators (12)
- Laptop Anti-theft Technology (e.g., Computrace, Intel, Etc.) (13)
- Wireless Connectivity in agency building (14)
- Digital dictation/transcription devices (AKA digital recorders) (15)
- GPS units (16)
- Voice Recognition Software (i.e., Dragon Naturally Speaking) (17)
- Additional broadband accounts (e.g., Digital Subscriber Line (DSL), Cable Modem, Fiber, Wireless, Satellite, Broadband over power lines (BPL)) (18)
- USB Flash Drives/External Hard Disk Systems (19)
- Servers (Please specify operating system) (20) _____
- Computer Speakers/Headsets (21)
- Wireless keyboards/mice (e.g. Bluetooth) (22)
- Mobile application for data collection (e.g., SurveyMonkey) (23)
- Voice amplification system for staff meetings (24)
- Video recorders (25)
- Geographic Information Systems Software (software that captures, tracks and records geographic data-e.g., ARCGis) (26)
- Hot Spots (e.g., Mobile/WiFi) (27)
- Data Backups/Storage (e.g., Onsite/Offsite Tape/Hard Disk Drive Storage; Cloud data storage) (28)
- E-Fax services (29)
- Wireless Transmitters/Receivers for vehicles (Bluetooth) (30)
- Web conferencing capacity (e.g., WebEx, gotomeeting, etc.) (31)
- None of the above (32)

2. Are you using any other technology not listed above?

- Yes (1)
- No (2)

Answer If Question 2- Yes Is Selected

2a. What additional technology are you using?

Answer Question 1- Looped for every technology selected in Question 1 EXCEPT None of the above

1a. Who does the county designate as the primary user of (technology name)?

- Caseworkers (1)
- Case Aides (2)
- Administrators (3)
- Supervisors (4)
- Clerical Staff (5)
- Other Human Services Professionals (6)

3. Is your agency interested in purchasing any of the following technology (check all that apply)?*

- Additional Lifebook Tablet Computers (1)
- Laptop Computers (2)
- Mobile/Web-Based Printers (3)
- Portable/Handheld Scanners (4)
- Air Cards/Mobile Broadband (5)
- Tablet PCs (e.g., Ipads/Droid Tablet Computers) (6)
- Smartphones (7)
- Digital Voice Recorders (8)
- SMART Boards (9)
- Digital Cameras (10)
- Smartpens (e.g., Livescribe) (11)
- Laptop Docking Stations/Port Replicators (12)
- Laptop Anti-theft Technology (e.g., Computrace, Intel, Etc.) (13)
- Wireless Connectivity in agency building (14)
- Digital dictation/transcription devices (AKA digital recorders) (15)
- GPS units (16)
- Voice Recognition Software (i.e., Dragon Naturally Speaking) (17)
- Additional broadband accounts (e.g., Digital Subscriber Line (DSL), Cable Modem, Fiber, Wireless, Satellite, Broadband over power lines (BPL)) (18)
- USB Flash Drives/External Hard Disk Systems (19)
- Servers (Please specify operating system) (20) _____
- Computer Speakers/Headsets (21)
- Wireless keyboards/mice (e.g. Bluetooth) (22)
- Mobile application for data collection (e.g., SurveyMonkey) (23)
- Voice amplification system for staff meetings (24)
- Video recorders (25)
- Geographic Information Systems Software (software that captures, tracks and records geographic data-e.g., ARCGis) (26)
- Hot Spots (e.g., Mobile/WiFi) (27)
- Data Backups/Storage (e.g., Onsite/Offsite Tape/Hard Disk Drive Storage; Cloud data storage) (28)
- E-Fax services (29)
- Wireless Transmitters/Receivers for vehicles (Bluetooth) (30)
- Web conferencing capacity (e.g., WebEx, gotomeeting, etc.) (31)
- None of the above (32)

Answer Question 3- Looped for every technology selected in Question 3 EXCEPT for None of the above

3a. Who will the county designate as the primary user of (technology name)?

- Caseworkers (1)
- Case Aides (2)
- Administrators (3)
- Supervisors (4)
- Clerical Staff (5)
- Other Human Services Professionals (6)

4. How is mobile technology currently being used in the field (select all that apply)?

- Safety Assessments (1)
- Risk Assessments (2)
- Child and Adolescents Needs and Strengths Tool (CANS) (3)
- Family Advocacy and Support Tool (FAST) (4)
- Family Engagement Study forms (FGDM study) (5)
- ASQ/ASQ:SE data entry (6)
- Typing case notes (7)
- Engagement tool with children (i.e., allowing children to draw or paint on tablet) (8)
- Virtual Visitation (9)
- Live data entry into county child welfare data system (10)
- Cellular cameras for photographic documentation (11)
- Other (12) _____

5. Please rate the increase in productivity since introducing technology into your agency:

- Much Less (1)
- Less (2)
- Somewhat Less (3)
- The Same (4)
- Somewhat More (5)
- More (6)
- Much More (7)

Answer IF Question 5- Somewhat More-More-Much More IS SELECTED

6. How has technology used in the field helped your staff to increase their efficiency in their jobs?

7. Please rate how interested you are in the following technology opportunities for your staff

	Not at all Interested (1)	Very Uninterested (2)	Somewhat Uninterested (3)	Neither Interested nor Uninterested (4)	Somewhat Interested (5)	Very Interested (6)	Extremely Interested (7)
Typing classes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software training classes (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dictation with speech recognition software (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using social media (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using smart phone technology (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messaging (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype or other video conferencing software (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating technology into casework practice (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How would you like future trainings to be held (select all that apply)?

- WebEx or some other virtual conferencing method where all participants participate at the same time (1)
- On-line, self-directed curriculum available at any time (2)
- Traditional classroom instruction (3)
- Combination of traditional classroom instruction with an on-line component that includes online interaction with other participants and the facilitator (4)
- Combination of traditional classroom instruction with an on-line component that does NOT include online interaction with other participants and the facilitator (5)

9. Please click and drag the following training methods so that the most effective method is at the top of the list and the least effective is at the bottom of the list.

WebEx or some other virtual conferencing method where all participants participate at the same time (1)

On-line, self-directed curriculum available at any time (2)

Traditional classroom instruction (3)

Combination of traditional classroom instruction with an on-line component that includes online interaction with other participants and the facilitator (4)

Combination of traditional classroom instruction with an on-line component that does NOT include online interaction with other participants and the facilitator (5)

10. In your county IT issues are handled:*

- By an in-house IT professional employed by your county children and youth agency (1)
- By an IT team employed by your county (2)

If By an in-house IT professional Is Selected, Then Skip To Question 13

11. Please rate the degree to which your agency collaborates with the county IT personnel on the following items:

	Never (1)	Rarely (2)	Sometimes (3)	Most of the Time (4)	Always (5)
Renewing software licenses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Installing new software or county-specific applications (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upgrading software to newest versions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability for technical assistance (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring anti-virus/malware software is up to date (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What, if any, additional supports or practices would you like to enhance your collaboration with county IT personnel?

13. How often is mobile technology used to engage children, older youth, and/or families in the following ways:

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	All of the Time (5)	N/A (6)
"Real time" presentation of developmental screening results with developmental tip sheets (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing pamphlets/brochures/web sites for recommended services (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting employment/college searches with caregivers and/or IL youth (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting housing searches with caregivers and/or IL youth (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scoring CANS/FAST on site (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating the Family Service Plan (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to scan important documents in the home (e.g., birth certificates, immunization records, IEP's) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining an electronic signature for the family service plan or other important documents (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printing families pertinent information concerning services (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual family visitation (e.g., Skype) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computerized activities for younger children (i.e., drawing on the tablet; playing age-appropriate games) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Has your agency used social media to inform the public concerning child welfare issues? For example, family finding or foster parent recruitment?*

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Question 15

14a. Which social media platforms has your agency used (check all that apply)?

- Facebook (1)
- You Tube (2)
- Twitter (3)
- BlogTalk (4)
- LinkedIn (5)
- RSS Feeds (6)
- Podcasts (7)
- Blogs (8)
- Message Boards (9)
- Instagram (10)
- KIK (smartphone messenger with built-in browser) (11)
- Snapchat (12)
- Other (please specify) (13) _____

14b. In what ways have you used social media? What was the impact; positive, negative, minimal?

15. Is your agency interested in using social media to inform the public concerning child welfare issues? For example family finding or foster parent recruitment?*

- Yes (1)
- No (2)

Answer If Question 15- Yes Is Selected

15a. Which social media platforms is your agency interested in (check all that apply)?

- Facebook (1)
- YouTube (2)
- Twitter (3)
- BlogTalk (4)
- LinkedIn (5)
- RSS Feeds (6)
- Podcasts (7)
- Blogs (8)
- Message Boards (9)
- Instagram (10)
- KIK (smartphone messenger with built-in browser) (11)
- Snapchat (12)
- Other (please specify) (13) _____

16. What concerns do you have about using social media in child welfare?

17. What policies do you have in place regarding staff usage of social media as part of their job duties?

18. What policies do you have in place regarding foster parent's usage of social media in the role as foster parents? For example, do you have policies regarding foster parents' ability to post pictures of their foster children on social media?

19. What policies do you have regarding youth in foster or residential care's usage of social media?

20. If PCYA held another "Technology Fair" would you attend?*

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Question 21

20a. How many vendors should be included in the "Technology Fair?"

- 0-5 (1)
- 5-10 (2)
- 10-15 (3)
- 15-20 (4)
- more than 20 (5)

20b. What particular types of technology would you like represented at the "Technology Fair?"

- Air Cards (1)
- Mobile Hotspots (2)
- Mobile Printers (3)
- Mobile Scanners (4)
- Tablet Computers (5)
- Smart Phones (6)
- Smart Pens (7)
- Web conferencing (8)
- Other (9) _____

21. If PCYA held another "Technology Panel Discussion" would you attend?*

- Yes (1)
- No (2)

Answer If Question 21-Yes Is Selected

21a. What topics would be of interest in possible "Technology Panel Discussions" (select all that apply)?

- Going paperless (1)
- Incorporating technology in everyday casework (2)
- Using case management systems in casework (3)
- Lessons learned from CWIS implementation (4)
- Moving forward with CWIS, integrating lessons learned from first round implementation. (5)
- Developing policies and procedures for county CWIS implementation (6)
- Innovative use of technology in casework practice (7)
- How are other states using technology in their child welfare systems (8)
- New technology- how to pay for it (9)
- New technology- how to get staff to use it (10)
- Other (11) _____

22. To what extent do you agree or disagree with the following statements:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Unsure (6)
The use of technology in the child welfare field increases caseworker productivity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To fully implement mobile technology, increases in agency funding are required (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The creation of Pennsylvania's Child Welfare Information System (CWIS) is driving the agency's need for updated/new technology (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology in the child welfare field creates an unnatural barrier between families and workers thereby hindering family engagement (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The increased use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>creates a better environment for information sharing between agencies (5)</p> <p>Issues that arise from technology being "down" causes problems with service delivery (6)</p>	○	○	○	○	○	○
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23. Is there anything else you would like to share with us?

24. What is your position within your county agency?*

25. Please select your county*

- Adams (1)
- Allegheny (2)
- Armstrong (3)
- Beaver (4)
- Bedford (5)
- Berks (6)
- Blair (7)
- Bradford (8)
- Bucks (9)
- Butler (10)
- Cambria (11)
- Cameron (12)
- Carbon (13)
- Centre (14)
- Chester (15)
- Clarion (16)
- Clearfield (17)
- Clinton (18)
- Columbia (19)
- Crawford (20)
- Cumberland (21)
- Dauphin (22)
- Delaware (23)
- Elk (24)
- Erie (25)
- Fayette (26)
- Forest (27)
- Franklin (28)
- Fulton (29)
- Greene (30)
- Huntingdon (31)
- Indiana (32)
- Jefferson (33)
- Juniata (34)
- Lackawanna (35)
- Lancaster (36)
- Lawrence (37)
- Lebanon (38)
- Lehigh (39)
- Luzerne (40)

- Lycoming (41)
- McKean (42)
- Mercer (43)
- Mifflin (44)
- Monroe (45)
- Montgomery (46)
- Montour (47)
- Northampton (48)
- Northumberland (49)
- Perry (50)
- Philadelphia (51)
- Pike (52)
- Potter (53)
- Schuylkill (54)
- Snyder (55)
- Somerset (56)
- Sullivan (57)
- Susquehanna (58)
- Tioga (59)
- Union (60)
- Venango (61)
- Warren (62)
- Washington (63)
- Wayne (64)
- Westmoreland (65)
- Wyoming (66)
- York (67)