

# **E-Government Services and Computer and Internet Use in Texas**

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# E-Government Services and Computer and Internet Use in Texas

## Executive Summary

This research project was conceived as a way to assess factors that could influence the development and use of e-government services in the State. The Department of Information Resources (DIR) has been investigating how to deploy what many perceive to be the next generation of government services. These e-government services will be dependent on a web-based or computer network based delivery system. Consequently, who has access to computers and the Internet, how people use these technologies, their attitudes toward both, and how they feel about various privacy and security issues associated with sharing personal information on the Internet are important considerations. If an insufficient number of people use and feel comfortable with computer and Internet systems, then moving government services to e-government may be questioned. The prospect of significant numbers of people not being able to use such services is an issue and could jeopardize e-government's legitimacy.

Understanding why people do not use the Internet may indicate what resources would be required to educate many Texans about the advantages of e-government services in order to catalyze equitable use by all citizens. Understanding which e-government services are most attractive to people will help the State of Texas plan implementation of those services. Awareness of people's concerns about privacy, control over personal information, and forms of payment can help Texas structure e-government in ways that people will most support and use.

Specifically, this study examines (1) who in Texas does and does not use the Internet, (2) what sort of Internet connectivity Texans have, particularly in rural areas, (3) Texans' attitudes toward and behaviors in using computers and the Internet for various services, and (4) how people might use e-government services, (5) how much they might be willing to pay for these services, and (6) what related issues concern them. Thus broadband services in rural Texas, privacy and security matters, and the nature of Texas' digital divide<sup>1</sup> are addressed in this study.

The data for this study came from a survey conducted in March-April, 2000 using telephone interviews with 1,002 respondents. Of those, 800 comprise a random sample survey of households in the state, while an additional 202 households are exclusively from rural counties.<sup>2</sup>

Key findings include the following.

- 67% of the sample currently uses computers.
- 60% of the sample uses the Internet.

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<sup>1</sup> For information on the digital divide, see the NTIA report, "Falling Through the Net III" (<http://www.ntia.doc.gov/ntiahome/digitaldivide/>) or see the Benton Foundation site (<http://www.benton.org/Library/Low-Income/>).

<sup>2</sup> Consequently, 328 respondents (126 from the original sample and 202 from the rural oversample) are from rural areas while 674 respondents are from non-rural regions. We interviewed individuals in households over 18 years of age, using last birthday in order to randomly sample within the household. The questionnaire was constructed largely of closed-ended items. The telephone interview used a Computer Assisted Telephone Interviewing (CATI) system and took approximately 14 minutes to administer.

### Who doesn't have access?

- The main reasons people give for not using the Internet are that they don't use computers, are concerned about kids and the Internet, aren't interested, don't have time or can't afford it.
- People who do not use the Internet tend to be older, poorer, and are more often members of minority groups.
- About 50% of the population over 60 do not use the Internet and frequently do not use computers.
- Lower income and education levels are associated with not using the Internet.
- Hispanics and African Americans, especially those below the \$30-40,000 income threshold, are less likely to use the Internet.
- Being in a rural location seems only slightly to influence Internet use.
- Nevertheless, rural residents report that they have less Internet access and that it is too expensive. At the same time, they have the same interest in having a broadband connection to the Internet as non-rural residents.
- Those who do not now have access to the Internet are most likely to go to libraries or schools to get access, and less likely to go to malls or other community centers for access.

### What do people think about the idea of putting e-government services on the Internet?

- While people see the Internet as potentially very useful and think that having government services on it would be useful, people also agree that they would prefer to see someone in person when using a government service. They also show some concern for the quality of services they would receive on the Internet. Older respondents and African-Americans were most concerned about quality of e-government services.
- People are also concerned that the Internet is not sufficiently available to offer public services through that means.

### What e-government services are people most interested in and most willing to pay for?

- The e-government services that people are most likely to use are registering to vote, paying traffic tickets or vehicle fees, voting, enrolling in educational programs, filing and paying taxes, and requesting personal information. People were also somewhat interested in using e-government services to obtain hunting or fishing licenses and obtaining information on public safety or the environment. Of interest to smaller groups were participating in public meetings, receiving or renewing professional licenses, filing paperwork for building or other permits, and applying for health, welfare or social services.
- The e-government services that the most people are willing to pay for include renewing driver's licenses, paying traffic tickets, enrolling in courses, filing taxes and requesting personal information.

### What are the fears and concerns people have about e-government services on the Internet?

- Most respondents oppose both the use of general tax funds and the sale of government-collected data on individuals to pay for e-government services; they would rather see advertising on screen or pay directly for services.
- Two thirds were worried about privacy on the Internet. African Americans were particularly worried.
- People strongly prefer to give specific permission ahead of time before data about themselves is released (an opt-in strategy), rather than giving a blanket permission or being notified after the fact.
- Older people and African Americans seem to have the least confidence in government handling of their personal, confidential information, although overall confidence in state or federal government handling data appropriately was rather low as well among the general population.

This study generated several specific recommendations, based on public opinion:

(1) This study shows that Texans who are poorer, older, or African American or Latino are less likely to use computers and the Internet. E-government services should be aware those populations may be the least able to use the new services and consider alternative strategies to make them accessible. The State may also consider how it can educate people to use and feel comfortable with computer- or Internet-based e-government services.

(2) If e-government services cannot assume that everyone has a computer or Internet access, then providing widespread access to computers that are linked to the Internet is important. Understanding where people are comfortable using computers - which places, specifically - and how they interact with Internet-based services may help guide decisions regarding possible sites for supplying e-government services.

(3) Since this survey confirms evidence from other studies that access to the Internet may be slower and more expensive in rural areas, the State should seek to better understand and address problems in rural access that may be necessary to help e-government serve rural areas and gain legitimacy.

(4) This survey shows that Texans are already sensitive to the privacy and security concerns related to e-government applications, and underscores that people would prefer some level of control over how personal information is handled by the State. People prefer an opt-in strategy of safeguarding the use of data about themselves: they strongly prefer to give permission ahead of time before such information is released. This finding rejects the idea that the State can directly emulate the business practice of disclosing personally identifiable information to others for a fee. For both financial and nonfinancial information, people expect the government to safeguard the public's interests and control over personal information.

(5) Peoples' opinions about how to financially support e-government services are quite clear in this survey. They prefer using advertising or charging the people who use electronic services. They are not supportive of paying for e-government through sale of personal or transactional data or using revenues from general funds. These results suggest at least two conclusions: that people are unaware that the state already sells data it gathers on residents, and that in any case people believe that such data should not be part of an economic equation for e-government; second, that there should be some quid pro quo when it comes to finding money for such services, making a fee-for-service or paid advertising basis of support more acceptable.

These results highlight some possible directions for state efforts:

- Continue to monitor Internet use among the population in order to assess who does and does not use the Internet, and why;

- Consider ways to target the groups using the Internet the least and conduct pilot experiments with different settings, technologies, or interfaces that can address such individuals' hesitations about the Internet and e-government services;
- Develop and publicize privacy and security standards that address people's concerns;
- Implement a method of facilitating opt-in data sharing/disclosure strategies.



# Background of the Study

## *Context*

Internet commerce has developed significantly since 1997, led by efforts in the private sector. As the public gains more experience with emerging online tools and information resources, people will come to expect a similar level of service from government entities. Many state, county, and municipal governments now view the Internet as a way to bring services to the public in electronic form.

In the state of Texas, the legislature and state leadership have promoted an electronic government agenda. The state's efforts are focusing on multiple aspects of an Internet-based model of service delivery. However, the state government also wants to ensure that citizens, the potential users of e-government services, are prepared to accept and use such services.

The Electronic Government Task Force is addressing citizen and business interaction with government. The task force is working on an initial project that will show the ability of the state to:

- Send documents issued by a state agency or local government to customers
- Receive applications for licenses and permits and receive documents for filing from members of the public
- Receive payments from people regulated by a state agency or local government.

Additionally, an initial survey of other states' activities was undertaken in this area to define possible best practices or areas for Texas to improve upon in order to ensure a successful project.<sup>3</sup> That review of other states' practices identified key issues for the task force, including the fact that some underlying benefits of e-government can include convenience, greater access to information, and the potential to reduce costs of individual transactions. However, to our knowledge, few other states have yet surveyed actual public interest in these potential benefits.

A number of states have proceeded with models for e-government projects that have both financial and privacy implications that may be problematic. Consequently the State of Texas sought to assess public opinion on these sensitive public issues before proceeding with its design of an e-government model.

It is clear from the number of efforts in Texas that technology is an essential concern for the state, with significant impacts on both the public and private sectors. The government efforts in Texas, however, are moving forward with the recognition that e-government is a developing area. E-government models must ensure that the needs of the public and Texas businesses are met at the same time that government seeks to use technology to operate more effectively.

This public opinion research project was conceived as a way to assess a variety of issues related to public access necessary to use e-government services as well as public opinion about the proper form and emphases of those services among the residents of Texas. Such feedback could positively influence the development and use of e-government services in the state.

## *Overview*

How we use computers and the Internet intersects several policy issues now that more social and civic practices, economic transactions, and government programs rely on them. The Texas Department of Information Resources has been investigating how to deploy what many perceive to be the next generation of government services. This will be dependent on a web-based or computer network-based delivery system. Consequently, how people use computers and the Internet, their attitudes toward both, and how they feel about various privacy and security issues associated with sharing personal information on the Internet are important considerations.

This study had several specific questions:

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<sup>3</sup> See Survey of state portal initiatives, December 1999, [http://www.dir.state.tx.us/egov/portal\\_survey.htm](http://www.dir.state.tx.us/egov/portal_survey.htm). Telecommunications and Information Policy Institute, University of Texas, Austin TX 78712

**(1) What percentage of the Texas population uses computers and the Internet? How do people use these tools? Are there differences in use associated with race, ethnicity, income and education levels, age, or location?**

Previous studies have demonstrated that there are systematic differences in computer and Internet use by these background or structural factors.<sup>4</sup> Race, ethnic group membership, income and education levels, age, and whether one lives in a rural area show up repeatedly as important factors. To the extent that differences appear among Texas residents, e-government services should be aware of which populations may be the most able and the least able to use the new services. If certain groups do not use computers or the Internet, e-government services must consider alternative strategies to make them accessible. The State may also consider how it can insure that more people use and feel comfortable with computer- or Internet-based services.

**(2) Where do people feel comfortable using computers and the Internet? For what purposes do they use the Internet? Why do they NOT use the Internet?**

If e-government services cannot assume that everyone has a computer or Internet access, then providing widespread access to computers that are linked to the Internet is important. Understanding individuals' uncertainties or concerns about using the Internet also is essential. Where people are comfortable using computers - which places, specifically - and how they interact with Internet-based services may help guide decisions regarding possible sites for supplying e-government services.

**(3) What are peoples' attitudes toward the Internet and the costs of its use?**

There is evidence from other studies that access to the Internet may be slower and costlier in rural areas. With current attention toward broadband services, speed/bandwidth limitations may leave Internet users dissatisfied with using the network for certain purposes. Other questions concern the Internet's predominant English language bias or perceptions about its vulnerability to hackers.

**(4) Would people use government services if they were available on the Internet? How much would they pay?**

State government provides numerous services to residents, ranging from constructing highways to undertaking epidemiological studies to supporting a higher education infrastructure. Some services are likelier than others to be early candidates for being provided via the Internet. Which services are people most amenable to using over the Internet? What factors might discourage them from using those services?

**(5) What are the privacy and security concerns of Texans with respect to e-government applications?**

Numerous studies have found that people in the United States are increasingly wary about maintaining the privacy of personal information.<sup>5</sup> Various well publicized "cracks" in Internet security have underscored that this technology is not failsafe. Moreover, it is amply clear that the Internet itself generates information about people as they use the Internet, which in turn raises more concerns from people regarding the use of information based on their Internet transactions. In addition, the sale of data about people that the State has collected is a growing source of revenue for Texas government; the Internet and digitization generally enable that data collection (and sale) to be lucrative. What are peoples' attitudes toward the state's handling of what many believe is personal information? How might these influence attitudes toward using e-government services?

**(6) What are peoples' opinions with respect to financially supporting e-government services?**

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<sup>4</sup> Hoffman, Novak, and Venkatesh (1998). "Diversity on the Internet: The Relationship of Race to Access and Usage" and Jorge Schement (1998) "Thorough Americans: Minorities and New Media," both in Garmer, D., *Investing in Diversity: Advancing Opportunities for Minorities and the Media*. Aspen, CO: Aspen Institute Forum on Diversity and the Media.

<sup>5</sup> The Federal Trade Commission has held numerous hearings on this subject and produced numerous reviews and reports. See [www.ftc.gov](http://www.ftc.gov) for details of their findings and their varied sources. Telecommunications and Information Policy Institute, University of Texas, Austin TX 78712

Internet-based government information and services will incur certain costs. Texas, like several other states, faces several choices with respect to supporting this change. Using revenues from general funds or charging people who use electronic services are suggestive of some of the alternative payment schemes being considered. How do Texas residents feel about such payment plans? Each of the above question areas is addressed in this study.

### ***The Sample and Procedures***

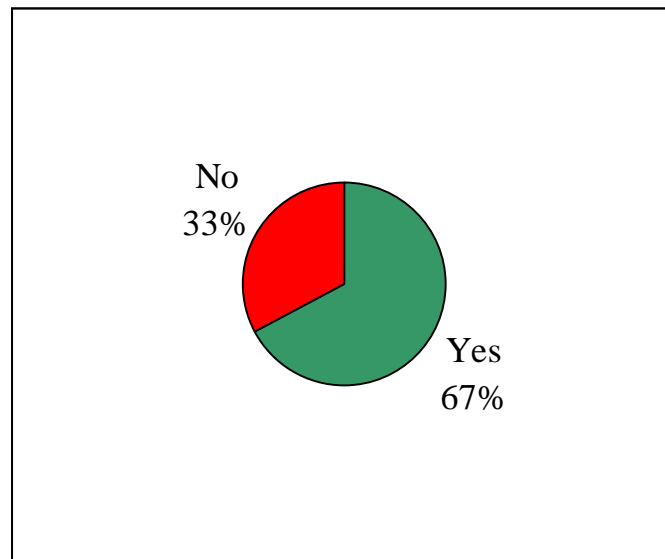
The database for this study is a survey conducted in March-April, 2000. This survey used a Computer Assisted Telephone Interviewing (CATI) system to conduct telephone interviews with 1,002 respondents. Of those, 800 comprise a random sample survey of households in the state, while an additional 202 households represent a sample of people exclusively from rural counties. Consequently, 328 respondents represent people from rural areas while 674 respondents are from non-rural regions. We interviewed individuals (sometimes in Spanish if necessary) in households over 18 years of age, using last birthday in order to randomly sample within the household. The questionnaire was constructed largely of closed-ended items (See Appendix A). The telephone interview took approximately 14 minutes to administer.

Our analyses include basic percentage reports on the survey responses as well as tables regarding how the factors of race, income and education, age, and rural/nonrural location seem to affect the responses.<sup>6</sup> Because the goal of this study is to get a picture of current Texans' computer and Internet uses, our primary goal is descriptive.

Throughout this report we have analyzed a weighted sample. As explained in Appendix B, we developed weights to insure that our sample most accurately reflects the race and ethnic distribution of the Texas population. Appendix B also provides details on the demographic (race, ethnic origin, income, education, age, rural v. nonrural) composition of the sample.

## **Computer and Internet Use**

In general terms, a large majority – 67.3% - of the Texas population currently uses a computer (Figure 1). Most of the computer users also use the Internet. As Figure 2 illustrates, fully 60.1% of the entire sample use computers as well as the Internet; people who use neither computers nor the Internet represent just 17.5% of the sample. This means that most of the people who use computers also use the Internet.

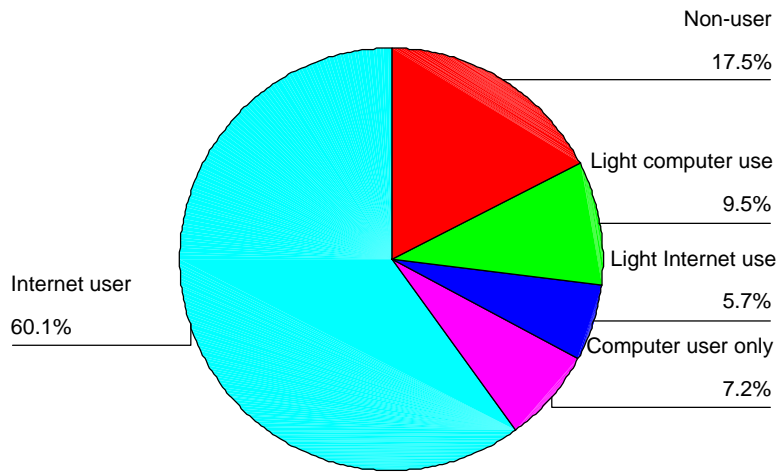


**Figure 1 Percentage of Texas Households using Computers**

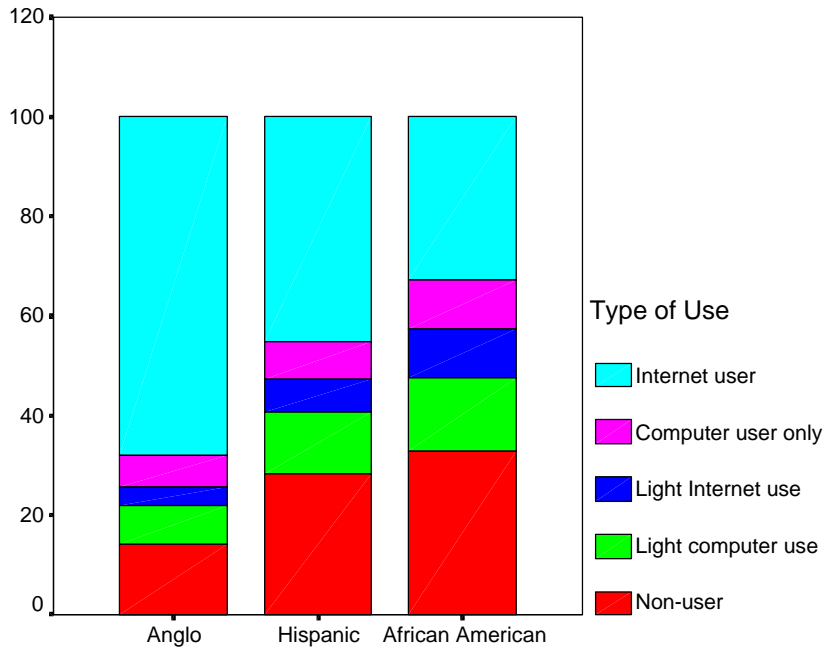
<sup>6</sup> When we note that there are “differences” by various age, race/ethnic, education, income or location factors, we refer to statistically significant differences. These have been identified through chi square analyses.

Throughout this report, we differentiate among different types of people by how they use computers and the Internet. The largest group (67.3%) of the sample consists of those who use computers regularly. Most of those people also use the Internet, 60.1% of the sample. Nearly everyone who uses a computer regularly also uses the Internet. The next largest group, non-users, includes those who do not use computers or the Internet (17.5%), called "nonusers". There also is a group of people who do not use computers regularly but report having used them occasionally (5.7% called "light computer use"). These people also may use the Internet (9.5%, called "light Internet use").

### Type of Use



**Figure 2 Percentage of Types of Computer and Internet use**

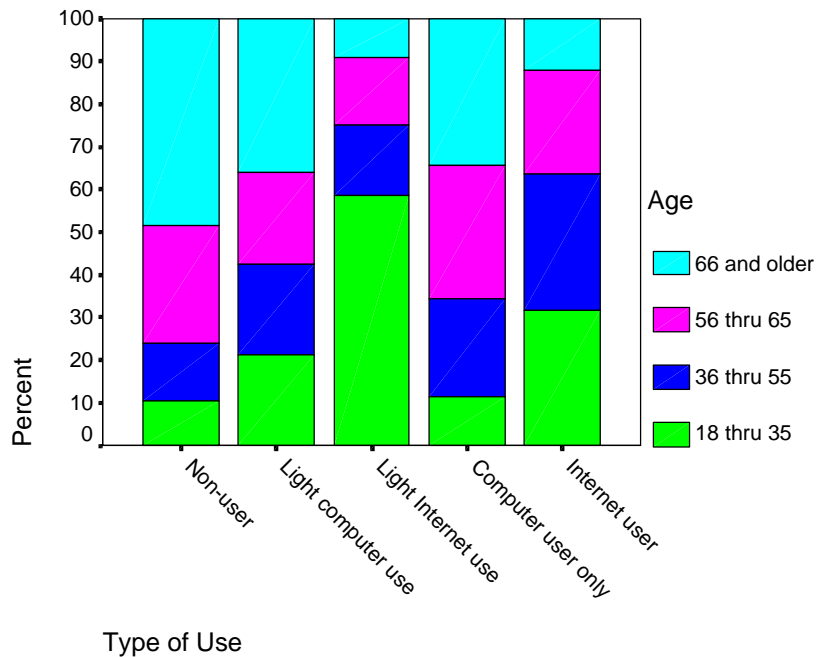


**Figure 3 Ethnicity/Race by Type of Use (%)**

The differences in the ethnic composition of computer and Internet users in the state are shown in Figure 3. Nearly 68% of the Anglos used the Internet, compared to 45.2% of the Hispanics and 32.8% of the African American members of the sample. The reverse pattern holds for nonusers: 32.8 percent of the African Americans fall into that category, compared to 28% of the Hispanic members and 14.2% of the Anglo members of the sample.

Among people who routinely use the Internet (“Internet users”), ethnic differences are negligible in terms of the amount of time groups normally spend on the Internet (10.6 hours per week for Anglos, 10.8 for Hispanics, and 9.5 for African Americans), but the numbers of commercial transactions they undertake are very different. Anglos report an average of 13.8 financial transactions over the Internet per year, while Hispanics reported 10.1 and African Americans reported 7.9.

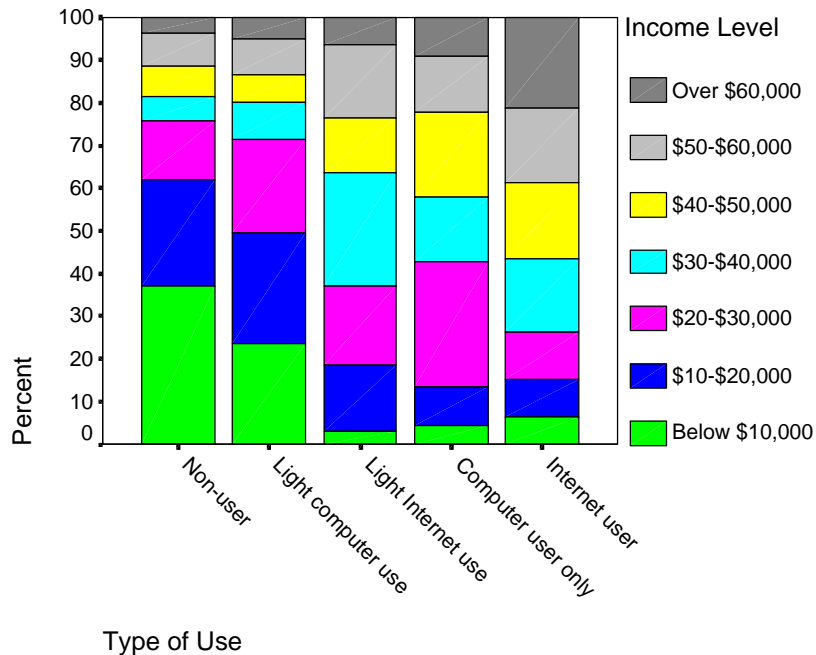
There are predictably higher percentages of people in older age categories who do not use computers or the Internet. About 50% of the people 66 and older used neither, although nearly 26% were in fact computer and Internet users. People in the lower age ranges, under 55, were far more likely to use the Internet than older people.



**Figure 4 Type of Use by Age**

The 18% of the sample who do not use computers or the Internet can generally be characterized as older, poorer, and often members of a minority group (Figure 4). They also tend to be less well educated. Throughout our analyses, the results for income and education were generally very symmetrical: the better educated and wealthier one is, the more one can be expected to use computers and the Internet. As Figure 5 suggests, nonusers fall into lower income categories while most of the Internet users are in households that make over \$30,000 annually.

The income one makes is more powerful than ethnic group membership when it comes to the Internet at the higher income levels; there are virtually no differences in Internet use by ethnic group, but at lower income levels, there are some differences: Anglos in lower income groups use computers and the Internet in greater numbers than do African Americans or Hispanics.



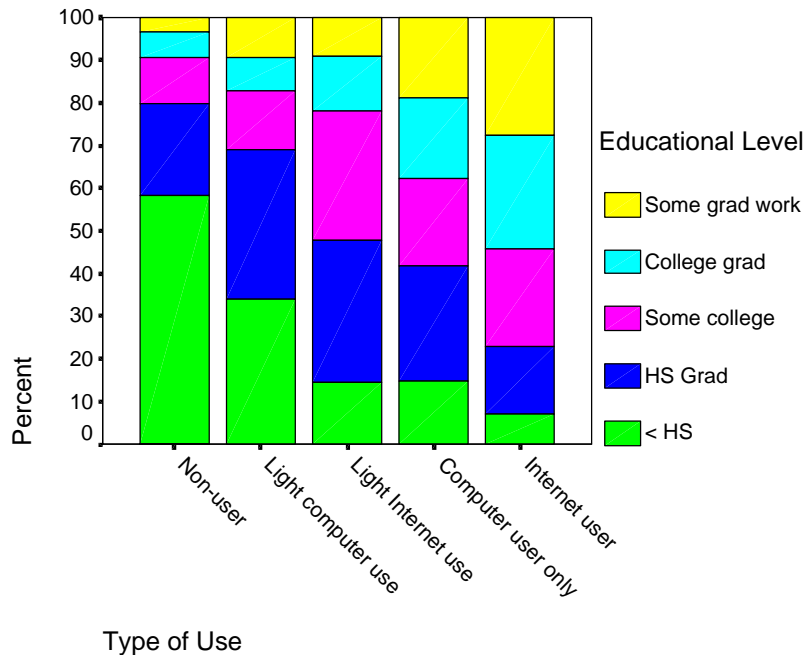
**Figure 5 Type of Use by Income**

As income and education increase, so do computer and Internet use. Figure 5 indicates that people making less than \$10,000 represent the largest cluster of people who use neither computers nor the Internet, and at incomes over \$30-\$40,000, Internet use is very common; the results for high and lower levels of education are similar, with more highly educated people using the Internet more commonly than those less well educated.

As Figure 6 demonstrates, most Internet users have had some education beyond high school, while the nonusers are disproportionately composed of people who did not complete high school.

The national level data from the Department of Commerce’s 1999 study reported that membership in ethnic and racial minority groups and in lower income and education groups, living in a rural location and being a female head of household meant that one was less likely to use computers or the Internet.<sup>7</sup> Texas’ “digital divide” resembles most national trends in all of these respects save the findings on rural location: here, our findings suggest that the penetration of computers and Internet use generally is higher than studies undertaken by the U.S. Department of Commerce have found. However, as will be evident later, there are still some important differences between rural and nonrural segments of the population. For example, in comparing those two groups, we find that the rural population spends somewhat less time on the Internet, and also undertakes fewer commercial or financial transactions on the Internet. This is explored further in later pages.

<sup>7</sup> The Department of Commerce has sponsored three surveys to date, and the latest one released in 1999 is based on 1998 data.



**Figure 6 Type of Use by Education**

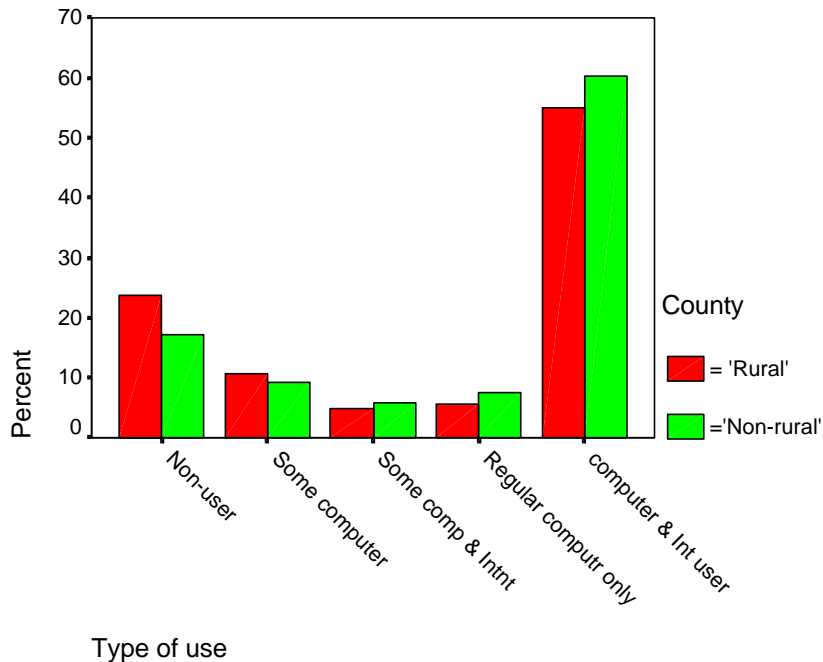
There is concern nationwide about the effects of less well-developed telecommunications infrastructure in rural areas. The Texas Public Utility Commission is producing a rural broadband report for the 77th Texas Legislature, and the FCC has done similarly on the federal level.<sup>8</sup> Poor telecommunications infrastructure means that people often pay more for Internet access and the access they have is of a lower quality than that enjoyed by people in metropolitan regions.

In this sample, counties were coded as “rural” if they had no Metropolitan Statistical Area (See appendix B for more details on defining rural). Out of 1,002 respondents, 328 are from rural counties and 674 are located in non-rural counties. Various analyses compared the two sets of respondents (Figure 7).<sup>9</sup>

This study’s results differ from national studies in the finding that people in rural areas are only somewhat less likely to use the Internet than are people in metropolitan areas: 55% of rural respondents in Texas use the Internet compared to 60.2% of nonrural respondents. Other studies have shown a larger gap between those two groups. Nonusers account for 23.6% of the rural households, compared to 17.3% of the nonrural households.

<sup>8</sup> The PUC study, pursuant to PURA 51.001, is called “report to the 77th Legislature on the Availability of Advanced Services in Rural and High Cost Areas,” and at this writing is not yet published. The FCC’s Report on the availability of advanced telecommunications systems is in CC Docket No. 98-146, Concerning the Deployment of Advanced Telecommunications Capability to All Americans in a Reasonable and Timely Fashion, and Possible Steps to Accelerate Such Deployment, pursuant to Section 706 of the Telecommunications Act of 1996 (CC 99-5).

<sup>9</sup> Rural v. nonrural comparisons were done with the two groups, one rural and the other nonrural (including central cities and suburbs) using the weighting factors. All other analyses were done only with the random sample of 800 people.



**Figure 7 Rural and Nonrural Computer & Internet use**

## The Importance of Place and Purpose

Most of the people in this sample report using computers at home. Using computers at work, where Internet access often is faster, is less frequent than home use, a finding opposite that reported in some national studies.

Of the people who use computers...

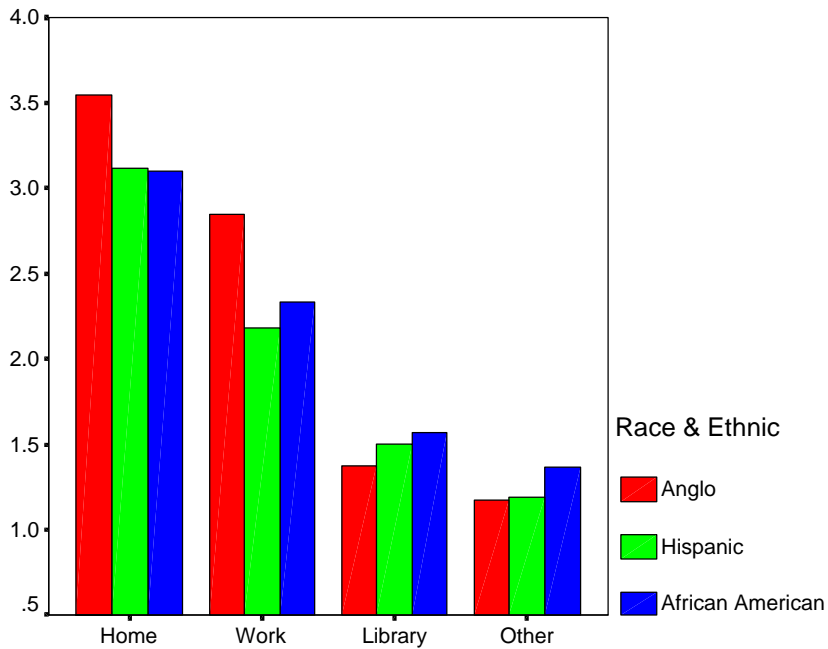
- 83.4% use them at home
- 67.8% use them at work
- 24.9% use them at school
- 30.8% use them at a friend's house
- 24.5% use them at libraries

As noted above, most computer users are also Internet users. Home is the predominant place for connecting to the Internet. Places Texans access the Internet include:

- Home, 80% of Internet users
- Work, 55.5% of Internet users
- Libraries, 23% of Internet users
- Other places, 9.6% of Internet users

When we examine these sites by ethnic groups, it is clear that minorities lag Anglos in accessing the Internet at home and at work, but they use the library a little more frequently than do Anglos (“1” means not at all and “5” means very frequently in Figure 8 below). People at higher income levels also use the Internet more frequently at home and at work, while the library is a more important place for people at lower income levels although home use still far exceeds library Internet use for people at lower income levels.





**Figure 8 Average Frequency of Using Internet Access Sites by Ethnicity**

### *Reasons for Not Using the Internet*

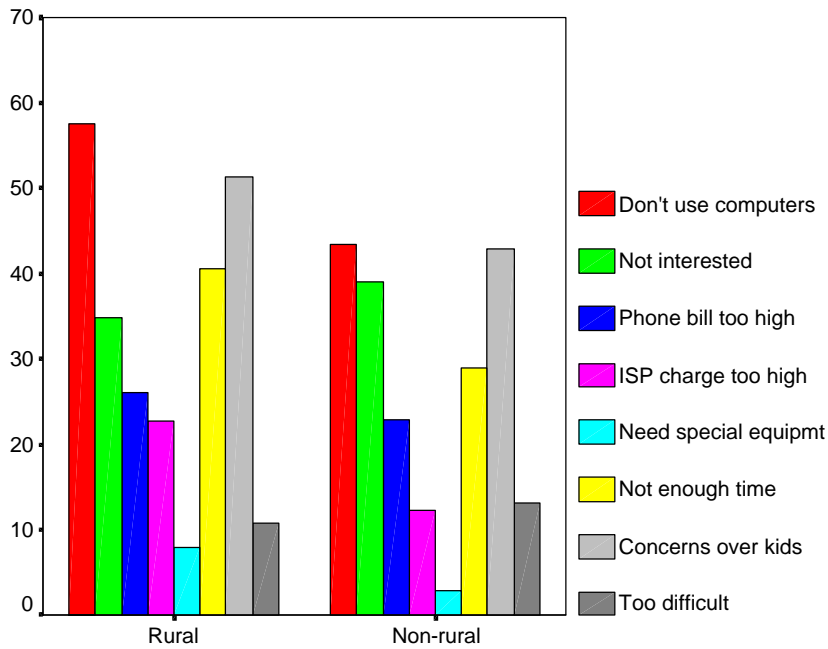
The reasons for not using the Internet are varied. Predictably, the leading reason is associated with not using a computer (Table 1). Beyond that, however, this sample reflects that people have concerns about children using the Internet and report that they do not have the interest or time to use the Internet. Some individuals also reported that phone bills or ISP charges were too high.

**Table 1 Reasons for Not using the Internet**

Don't use computers	47.5%
Concerns over kids	45%
Not interested	38.1%
Not enough time	31.3%
Phone bill too high	23.1%
ISP charge too high	15%
Too difficult	11.3%
Need special equipment	4.4%

Rural/nonrural differences in reasons for not using the Internet (Figure 9) emphasize (1) that rural respondents did not have computers, (2) that ISP charges were high, and (3) that concerns for children and the Internet were more prominent for rural households.

Table 2 highlights the differences across ethnic groups that stand out in terms of why people do not use the Internet. For example, it appears that Hispanics and African Americans identify some of the cost factors (ISP and phone charges) as impediments more than do Anglos, and they also agree that the Internet is “too difficult” for them disproportionately more often. Not having enough time also appears to be a more significant factor for members of minority groups. The Hispanic members of the sample did not claim “lack of interest” in the Internet as often as did the other groups.

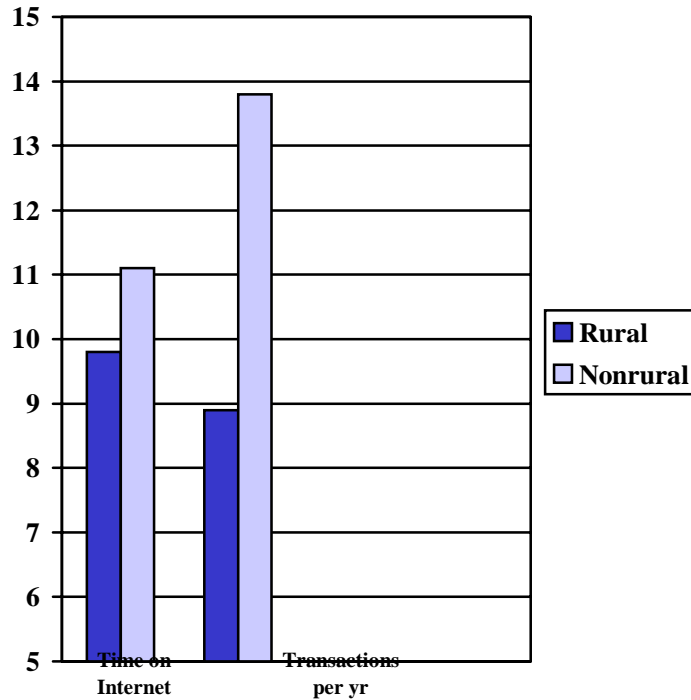


**Figure 9 Rural/Nonrural Reasons for Not Using the Internet**

**Table 2 Race/Ethnic Group by Reasons for Not Using the Internet**

REASONS for Not Using the Internet	% Anglo	%Hispanic	% African Americans
Don't use computers	48.4	42.3	59.4
Not Interested	46.2	13.5	59.4
Concern about kids	44.1	47.1	50.0
Not enough time	26.9	36.5	43.8
Phone bill too high	17.2	36.5	18.8
ISP charge too high	11.8	19.2	18.8
Too difficult	5.4	19.2	19.4
Need special equipment	5.4	0	9.4

Another aspect of rural Internet use concerns how much time rural residents spend on the Internet. If their Internet connection is slower, it makes sense that rural residents might spend less time on the Internet simply because connecting and downloading take too long. As Figure 10 suggests, rural Texans do in fact spend less time on the Internet than their nonrural counterparts, and they also use the Internet for fewer commercial transactions, perhaps another function of overall time spent with the medium as well as their assessment of its utility or trustworthiness for those purposes.



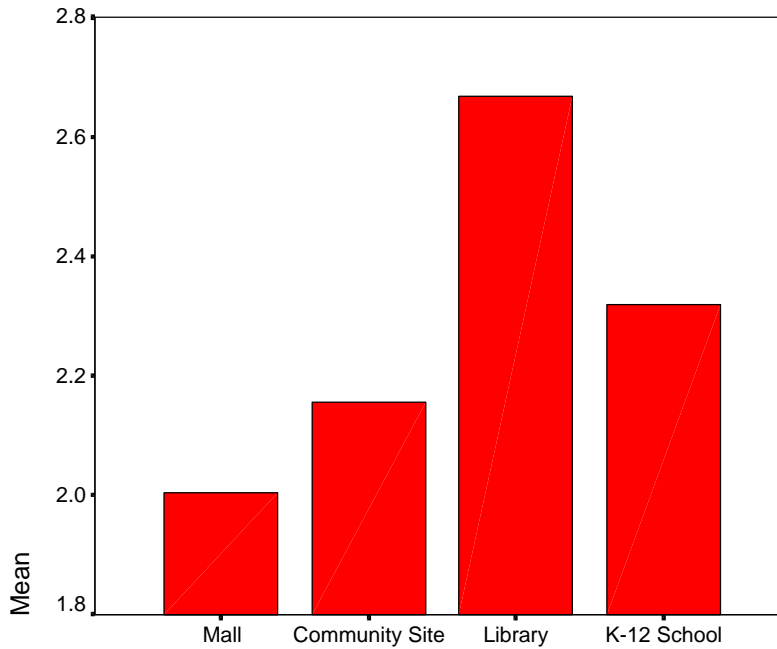
**Figure 10 Time on Internet and Transactions per Year by Rural/Nonrural**

***Probable Access Sites for Using the Internet***

One possible solution particularly pertinent to having important public institutions move toward making services available online concerns locating access points in public places. Since many of those who are not now using the Internet will begin to do so soon, it is important to note where they might seek access. This is particularly important for the State as it tries to convince current nonusers to find access so that they can use e-government services.

When asked how likely they would be to use the Internet at four different places - a mall, a community service site, a public library and a K-12 school - relatively few people said they would consider public access at a mall, which is one scenario for expanded public use that some have suggested. Likewise, relatively few people said they would consider using public access to the Internet at a community site, another scenario for expanded public access that with which some towns have experimented. However, more were interested in this option than in Internet access at malls. People in general also said they were not likely to go to schools as a place to access the Internet. Adults may view such sites as places for children rather than adults, and this sample includes only adults

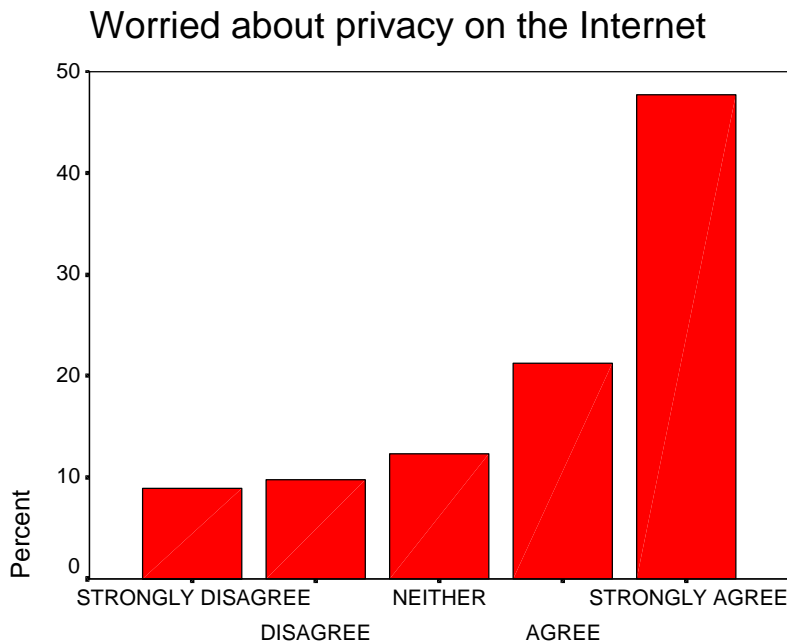
More people said they were likely to consider using public access to the Internet at a library, indicating that these are seen as likely places for public access. Indeed, many libraries already provide public Internet access, and people may be aware of that already. Figure 11 reports the ratings on how likely each site is as a point of public Internet access, where “1” is not at all likely and “5” is very likely.



**Figure 11 Mean Likelihood of Using the Internet by Site**

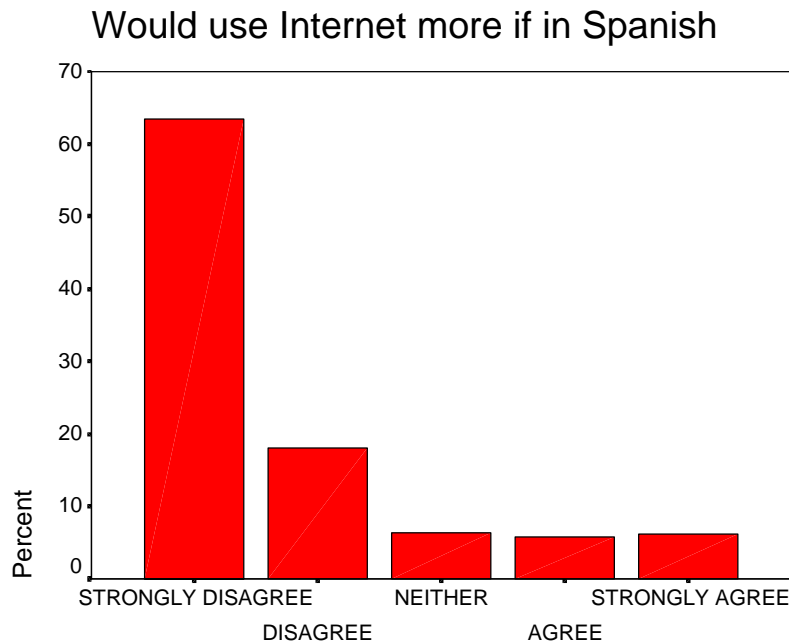
## Attitudes toward the Internet, Cost and Other Factors

Ideas about the Internet’s usefulness, its cost, and its effectiveness factor into how willing people are to avail themselves of the technology’s benefits. Several questions inquired into these considerations by asking about privacy, language, cost, and ease of access. About 65% of the entire random sample agreed or strongly agreed that they were worried about privacy on the Internet (Figure 12). This was true across all age, income and education groups. African Americans were particularly worried about the privacy aspects of the Internet: 64.2% of them agreed they were worried compared to 44.7% of the Anglo and 45.8% of the Hispanic groups.



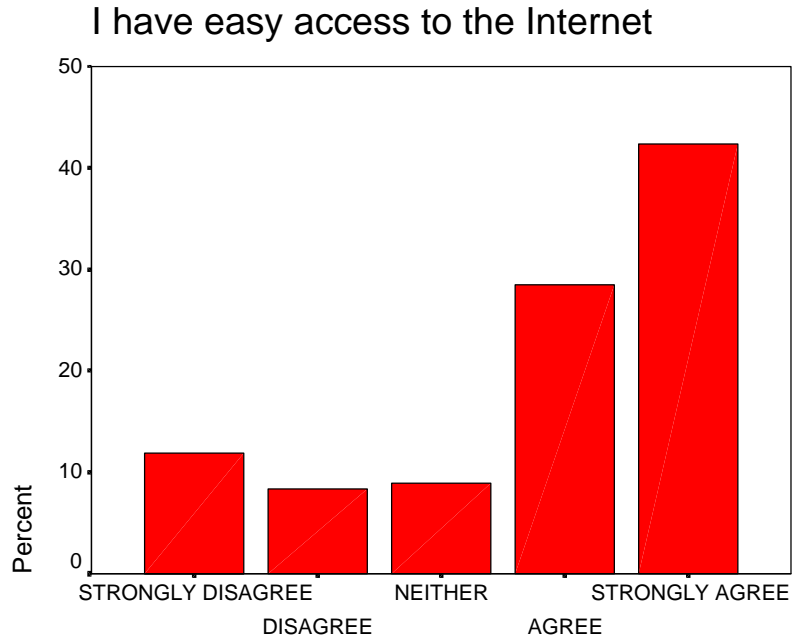
**Figure 12 Agree/Disagree “I am worried about privacy on the Internet.”**

Only about 12% of the sample agreed or strongly agreed that they would use the Internet more if it were in Spanish (Figure 13). When asked if they would use the Internet more if it were in Spanish, almost 37% of the Hispanic respondents generally agreed or strongly agreed, compared to very small percentages from the other ethnic/racial groups (8.6% African American and 2.6% Anglo). Tracking with the Hispanic population, people in lower income and education groups also agreed that they would use the Internet more if it were in Spanish. There was no difference across age groups.

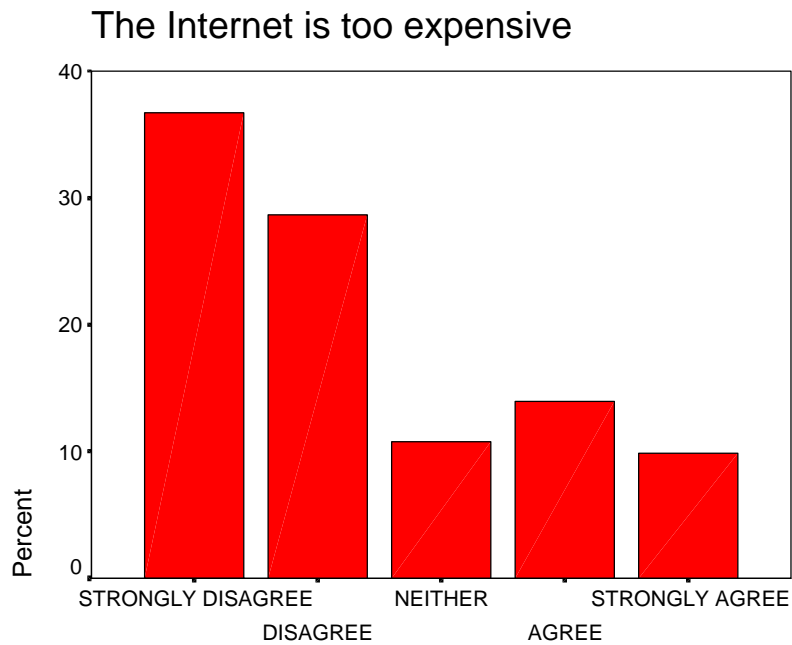


**Figure 13 Percent Agree/Disagree with “I would use the Internet more if it had more things in Spanish.”**

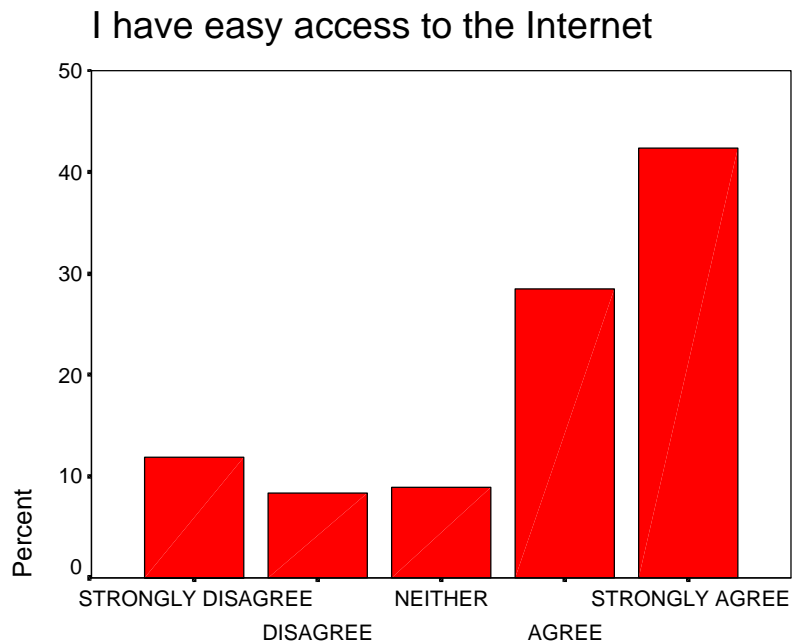
Overall, 67% of the sample agreed or strongly agreed that they had easy access to the Internet (Figure 14). Predictably, younger age groups, nonrural residents and higher income and education groups especially agreed with that statement. African Americans and Anglos agreed with this statement more than did the Hispanics in the sample. As another side to the access issue, Hispanics also agreed more often than did Anglos or African Americans that the Internet was too expensive: 34% of the Hispanics agreed compared to 26% of the African Americans and 19% of the Anglos (Figure 15). Rural residents also significantly differed from nonrural residents on the matter of expense: 33% agreed or strongly agreed it was too expensive versus 23% among nonrural residents. However, only about 20% of the entire random sample agreed or strongly agreed that the Internet was too expensive.



**Figure 14 Percent Agree/Disagree with "I have easy access to the Internet."**



**Figure 15 Percent Agree/Disagree that "The Internet is too expensive for people like me."**



**Figure 16 Percent Agree/Disagree with "I have easy access to the Internet."**

### ***Connections***

The common types of Internet connection from the home are shown in Table 3. Not too surprisingly, dial-up modems were the most common way of connecting to the Internet from home. Rural residents were far less likely to have a broadband connection to the Internet. While about 12% of the nonrural residents had either cable modems or DSL, only 6% of the rural residents made the same claim.<sup>10</sup>

**Table 3 Connecting to the Internet from Home**

Dial up modem	77.9%
Don't know	9.2%
Cable Modem	7.1%
DSL	4.0%
Other	1.5%

Most Internet users were satisfied with the speed of their connection: only 17.7% of the sample said they were not satisfied. About 57% stated they were "satisfied" and another 20.9% stated they were very satisfied. However, at the same time, most of the sample also stated they were interested or very interested in a broadband connection (Table 4). There was no difference between rural and nonrural members of the sample on this point. Fully 53.8% of the random sample indicated they were interested in broadband.

<sup>10</sup> DSL, or digital subscriber line, and cable modems, are the two most widely available broadband Internet access technologies in the U.S. The FCC has defined broadband as any connection faster than 200 kbps. Telecommunications and Information Policy Institute, University of Texas, Austin TX 78712

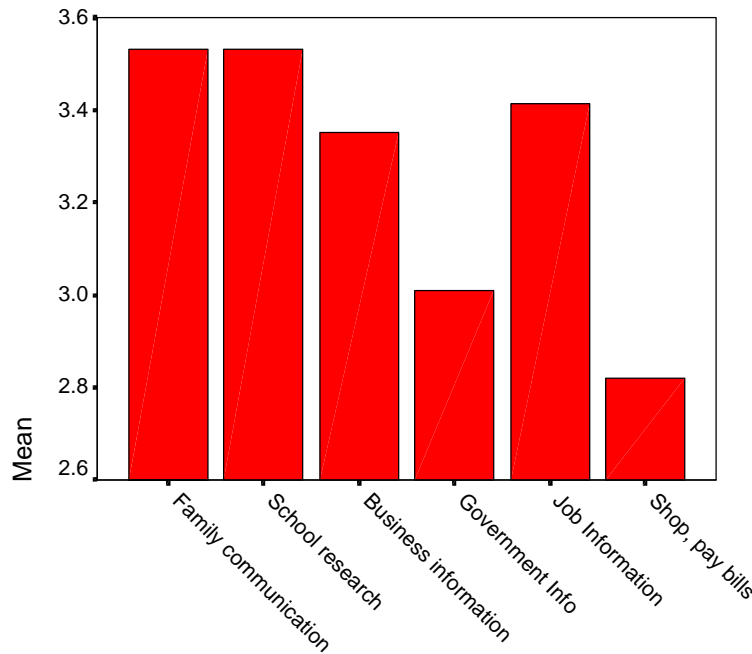
**Table 4 Percent Interested in Broadband**

Not at all Interested in Broadband	38.4%
Interested	24.4%
Very Interested	29.4%

***Expectations for the Internet***

People who did not use the Internet were asked to rate their perceived usefulness of different sorts of services, “based on what they might have heard about the Internet.” This was a way to explore some perceptions about the Internet that might influence ideas about using e-government services. Figure 15 reports the average ratings on usefulness, where “1” means not at all useful and “5” means extremely useful.

Family communication and undertaking school or homework research are the two most highly rated applications among these nonusers. There were no structural (age, race/ethnicity, income, education, location) differences on the former, although on the latter question younger people were more likely to highly rate the usefulness of doing school research.



**Figure 15 Mean Nonuser Ratings on Internet Uses**

Lower rated uses like obtaining business or government information also showed no differences across the various subgroups within the population. Both of these were rated on average as “useful” or “very useful.” Job information uses of the Internet received relatively high ratings, although Hispanics or African Americans rated it higher than did Anglos. Younger age groups and people in lower income groups also thought it would be more useful for job information. Finally, using the Internet to shop or pay bills received the lowest ratings. The more highly educated groups rated it less useful for these purposes than did other income categories.

Overall, these ratings suggest that nonusers believe the Internet could be useful for them, and they suggest that there are no or few difficulties regarding perceptions around how using the Internet could be beneficial for various tasks.



## Using Government Services over the Internet

In order to investigate how people might feel about using government services on the Internet, we asked a series of questions about peoples' current use of various services. If they already made use of a service, we followed this up by asking if they would use it if available on the Internet; if they indicated they would use that service on the Internet, we asked how much they might pay for the convenience of using it that way.

Perhaps not too surprising, the most frequently used services included renewing a driver's license, filing and paying taxes, registering to vote, and voting.<sup>11</sup> As the table below (Table 5) indicates, many of the actual users of the services are very interested in having an Internet-based delivery system:

- 55% indicated they would use the Internet to register to vote,
- 53% of the entire sample said they would use the Internet to renew a driver's license,
- Nearly 47% said they would use it to actually vote,
- and 39% said they would use the Internet to file and pay taxes.

With respect to how much people might pay for the convenience of such services, responses varied depending on the nature of the service. People were willing to pay more to renew a driver's license over the Internet, for example, than they were for a fishing license. These results do indicate that people are willing to pay a fee to use Internet-based services, and that prices perhaps could vary depending on public demand.

Among these questions, there was some variation by income and by ethnic/race group. For example,

- Interest in using the Internet for voting was most favored among Hispanics as well as wealthier people;
- Using the Internet to register to vote was of more interest to Anglos and Hispanics, as well as to people in higher income brackets;
- There were different responses regarding using the Internet to file and pay taxes among different ethnic groups but not among different income groups; the amount one would pay also varied by ethnic group but not by income group for that particular service.
- Using the Internet to renew a driver's license varied in its acceptability across ethnic groups as well as across income groups.

There were no systematic patterns in these variations. Wealthier people did not automatically accept a higher payment level, and ethnic group reactions to different services on the Internet seemed to follow no particular rule. Each service appears to be unique to Texas residents, and they evaluate the utility of having that service on the Internet and how much they would pay in unique ways.

**Table 5 E-government services: Use, Internet Interest, and Payment**

	<b>Voted in state or local elections</b>	<b>Filed and paid taxes</b>	<b>Registered to vote</b>	<b>Renewed a driver's license</b>	<b>Paid Traffic or vehicle tickets or fees</b>	<b>Enrolled in education -al programs</b>	<b>Requested Personal Informa-tion</b>
<b>Use service</b>	87.5%	82.1%	80.4%	79.0%	54.7%	53.8%	53.4%
<b>Would use service if on Internet</b>	46.8%	39.1%	55.3%	53.1%	32.3%	40.4%	34.2%

<sup>11</sup> Although state government does not assess property taxes, this question was used in part because it is increasingly common to use electronic means to pay a variety of bills.

<b>How much would you pay?</b>							
<i>Under \$3</i>	<b>N/A</b>	4.6%	<b>N/A</b>	11.7%	7.3%	5.6%	8.4%
<i>Up to \$10</i>		9.0%		16.9%	8.3%	10.1%	9.3%
<i>Over \$10</i>		7.5%		10.1%	5.1%	7.3%	1.6%
<i>Nothing at all</i>		10.6%		8.1%	7.9%	11.0%	8.6%

	<b>Obtained fishing or hunting licenses</b>	<b>Participated in Community or State mtgs.</b>	<b>Received professional licenses from state agencies</b>	<b>Obtained info. on public safety/environment</b>	<b>Obtained paperwork for building or other sorts of permits</b>	<b>Applied for health, social, or welfare services</b>
<b>Use service</b>	38.1%	27.8%	24.8%	23%	22.3%	15.6%
<b>Would use service if on Internet</b>	26.6%	17.6%	14.9%	21.2%	14.2%	9.6%
<b>How much would you pay?</b>						
<i>Under \$3</i>	7.9%	3.7%	2.5%	3.9%	2.8%	2.5%
<i>Up to \$10</i>	5.7%	3.9%	3.7%	3.1%	4.2%	2.4%
<i>Over \$10</i>	4.4%	1.1%	3.7%	2.0%	2.2%	1.2%
<i>Nothing at all</i>	4.9%	6.8%	3.4%	9.6%	2.6%	2.4%

\* Each number represents a percentage of the entire weighted sample.

### ***Attitudes toward providing government information or services through the Internet***

The Table above illustrates several services that are likely candidates for e-government services that much of the public is ready to accept. In assessing other attitudes toward e-government services, we asked people some more general questions about their ideas of computer-based delivery of government services.

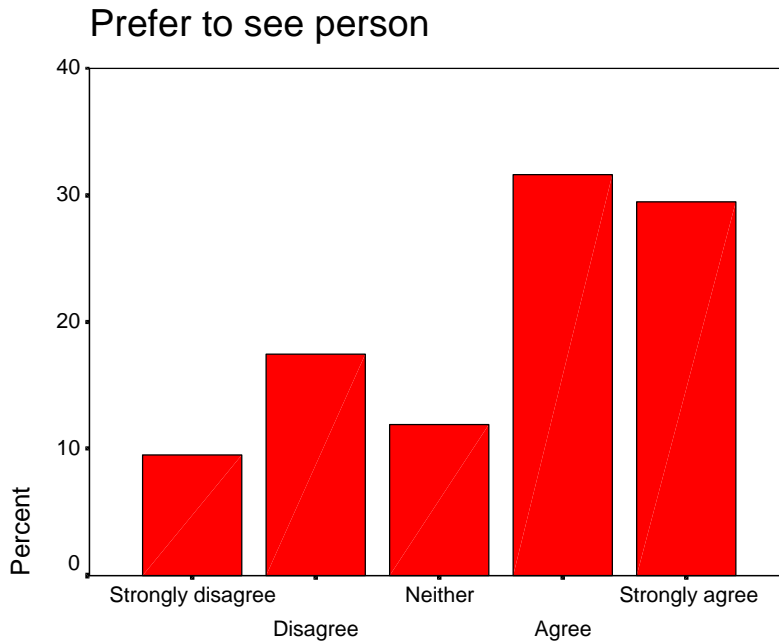
We find there are contradictions in the sample when it comes to evaluating the Internet's usefulness for government services (Table 6). While on the one hand most of the sample evaluates the Internet as potentially very useful and that having government services on it would be useful, people also agree that they would prefer to see someone in person when using a service, and that they are concerned that the Internet is not sufficiently available to make public services available through that means. They also show some concern for the quality of services they would receive on the Internet.

**Table 6 Percentage Agreement on Internet & E-government**

	<b>Prefer to see someone in person</b>	<b>Internet makes govt. more available</b>	<b>Internet not sufficiently available</b>	<b>Concerned about the quality of services</b>
<b>Strongly disagree</b>	9.5%	4.1%	8.1%	7.6%
<b>Disagree</b>	17.5%	8.1%	20.5%	23%
<b>Neither agree nor disagree</b>	11.9%	7%	10.9%	10.2%
<b>Agree</b>	31.6%	49.7%	44.5%	42.5%
<b>Strongly agree</b>	29.4%	31.1%	16%	16.8%

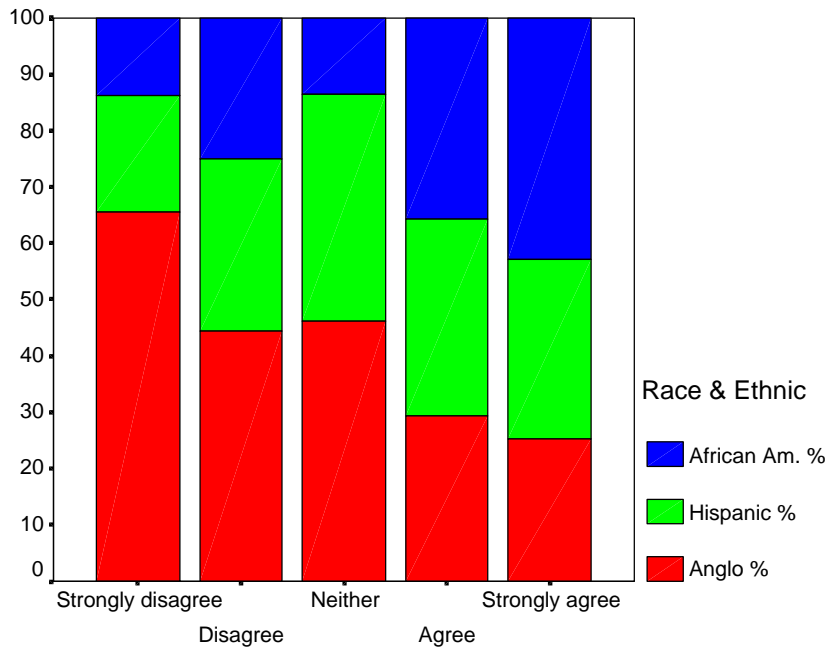
As is evident from these data, there is fairly high agreement with each statement about the Internet, and it is especially encouraging that the great majority of the sample – 81% - believes that the Internet can make government more available. On the other hand, 61% agreed or strongly agree that they prefer to see

someone in person, and 59.3% have concerns regarding the quality of services they would receive over the Internet. About the same percentage acknowledged that the Internet is not sufficiently available to everyone in order for the government to rely on it for providing services. Detailed responses appear below.

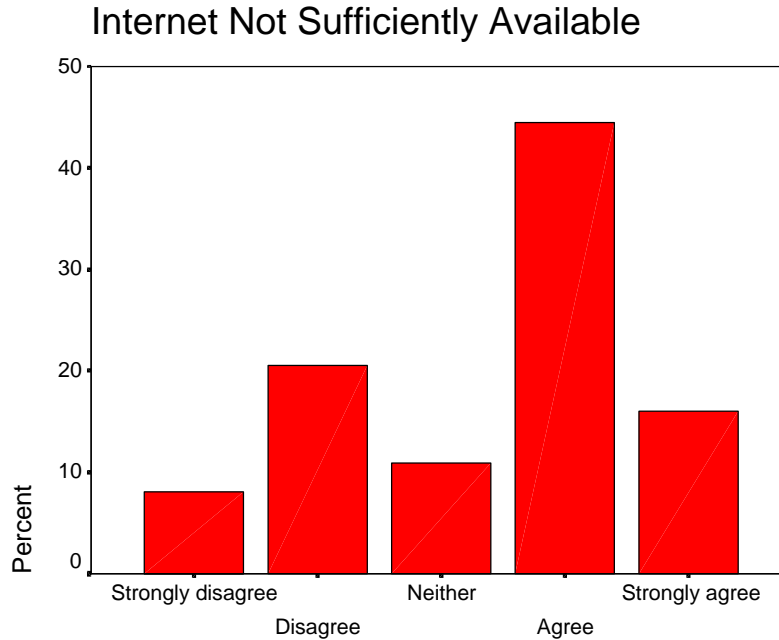


**Figure 16 Agree/Disagree “I prefer to see someone in person if I need something from a government office.”**

However, there are some ethnic group differences on these questions. African Americans and Hispanics agreed more often that they would prefer to see someone for a government service. We found similar differences by age, with older people more frequently agreeing or strongly agreeing with this statement, and poorer and less educated people also tend to agree.

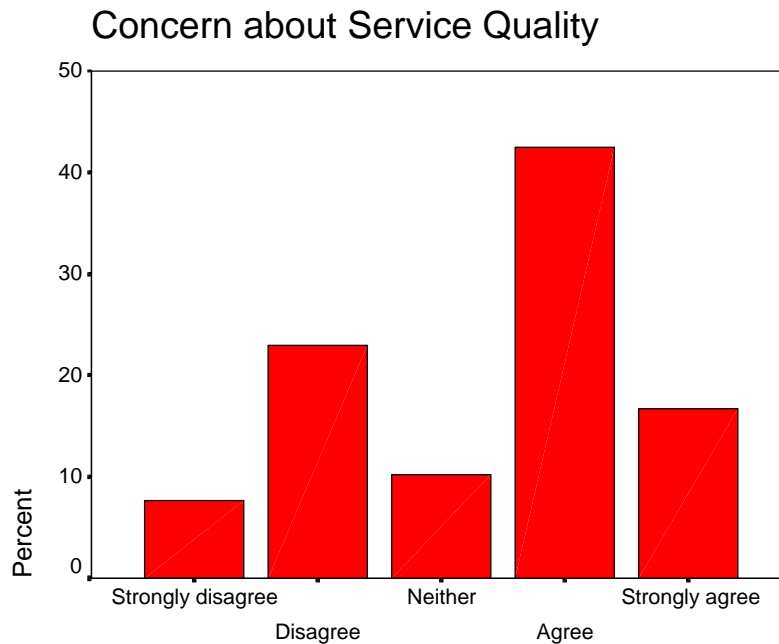


**Figure 17 Ethnicity/Race by Agree/Disagree on Prefer to See Someone (%)**



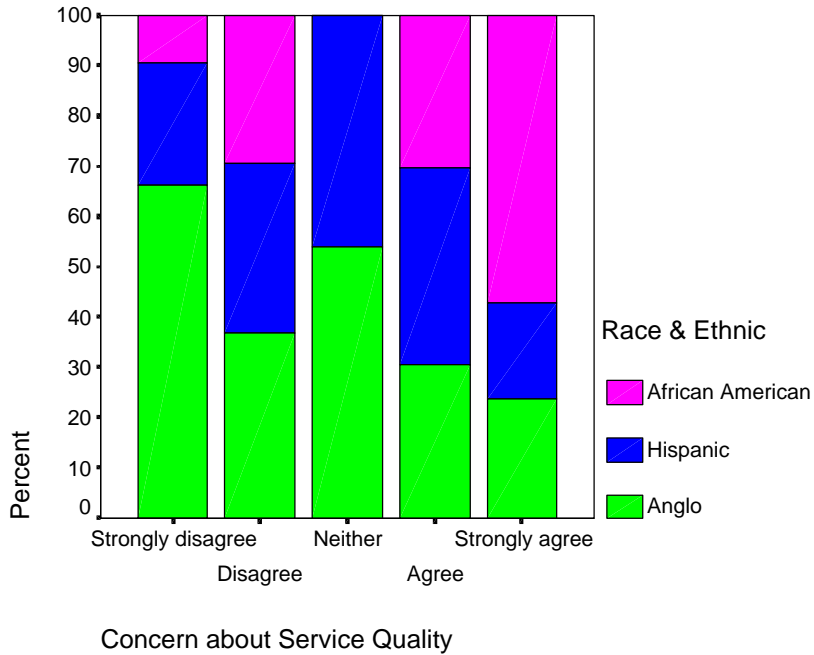
**Figure 18 Agree/Disagree “The Internet is not sufficiently available to everyone to use it for providing government information and services.”**

There is clearly strong general agreement with the idea that the Internet is unavailable to everyone (Figure 18), but older people tend to agree even more strongly.

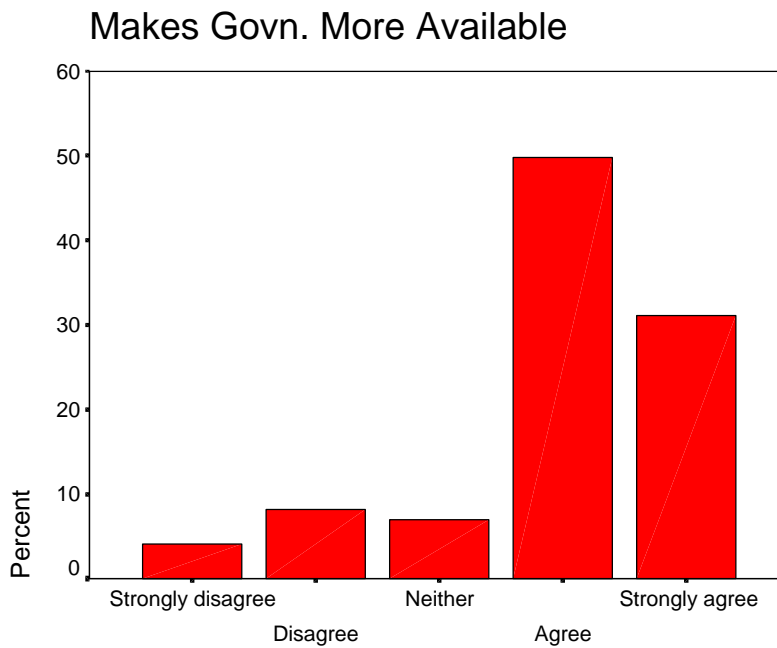


**Figure 19 Agree/Disagree “I am concerned about the quality of services the government would provide through the Internet.”**

The people who especially express concern about Internet service quality tend to be those who have used the Internet less, particularly people at lower educational levels. African Americans are particularly concerned (Figure 20).

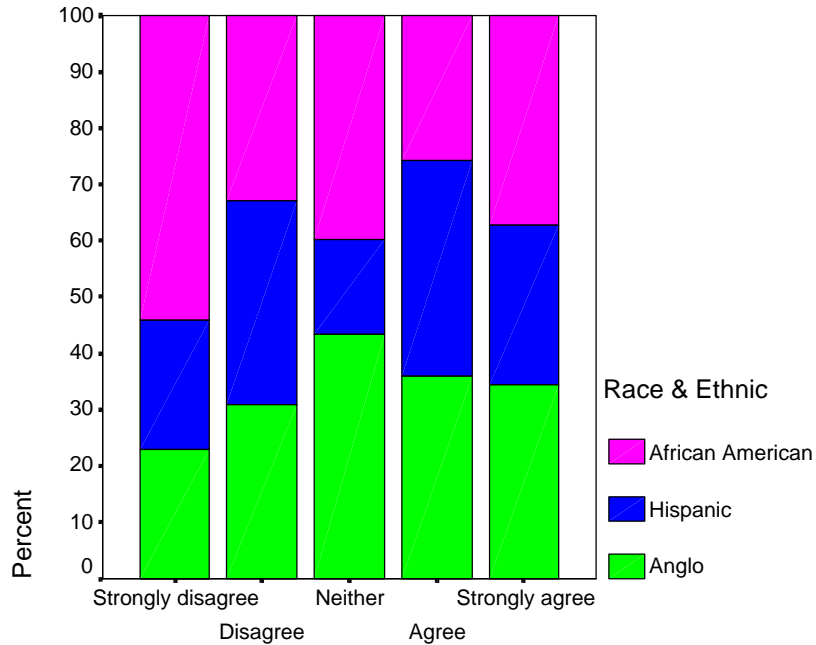


**Figure 20 Agree/Disagree with “I am concerned about the quality of service the government would provide through the Internet.” by Race/Ethnicity**



**Figure 21 Agree/Disagree “Having government information on the Internet would make government more available to the people.”**

There clearly is overwhelming agreement concerning that having government information on the Internet would make government more available, although more highly educated and higher income groups tend to agree even more strongly. African Americans disagree to a greater extent than do other groups (Figure 21).



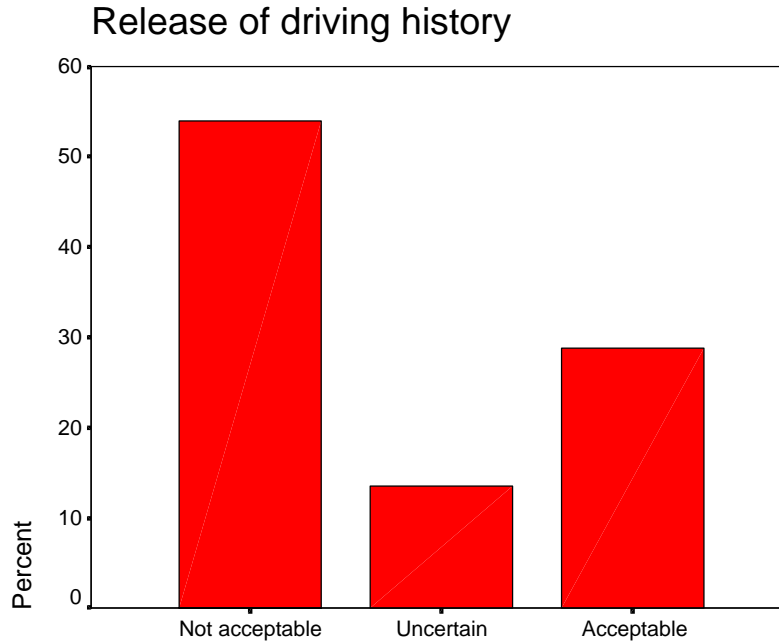
**Figure 22 Agree/Disagree with “Having information on the Internet would make government more available to the people.” by Race/Ethnicity**

## Privacy and Security Issues and Attitudes

As mentioned earlier and in line with other current survey results in the U.S., nearly 70% of Texans agreed that they were worried about privacy on the Internet.<sup>12</sup> Beyond privacy, this study also asked if people found certain government information handling practices acceptable. Because Texas already sells some data produced through its normal functions (licensing drivers, recording births, etc.), and because e-government will produce much more data about people, the State is interested in public perceptions regarding the acceptability of selling that data as well as public concerns about security and privacy associated with state government's handling of personal data.

As a rule, people who used the Internet less frequently expressed more concerns than did those who used it more often. We asked people how they felt about the release of personal information (driving history), and what permission method regarding releasing personal data they would prefer. As shown in Figure 23, nearly 53% of the sample felt that the release of this sort of information was “unacceptable,” while 14% were uncertain and another 29% thought it was acceptable. People with higher incomes and more education particularly felt it was unacceptable.

<sup>12</sup> The latest “WWW User Survey” survey (the 8th) from the Graphics, Visualization and Usability (GVU) Center at Georgia Tech revealed that 72% of Internet users believe there should be new laws to protect privacy on the Internet. The survey also found that 82% of users object to the sale of personal information. The survey suggests a sharp increase in privacy concerns since the Center’s prior Gvu poll. In their prior poll, users favored anonymity and new laws to protect privacy and opposed direct marketing and the sale of personal information according to the Gvu's Seventh WWW User Survey. See [http://www.gvu.gatech.edu/user\\_surveys/survey-1997-10/](http://www.gvu.gatech.edu/user_surveys/survey-1997-10/).

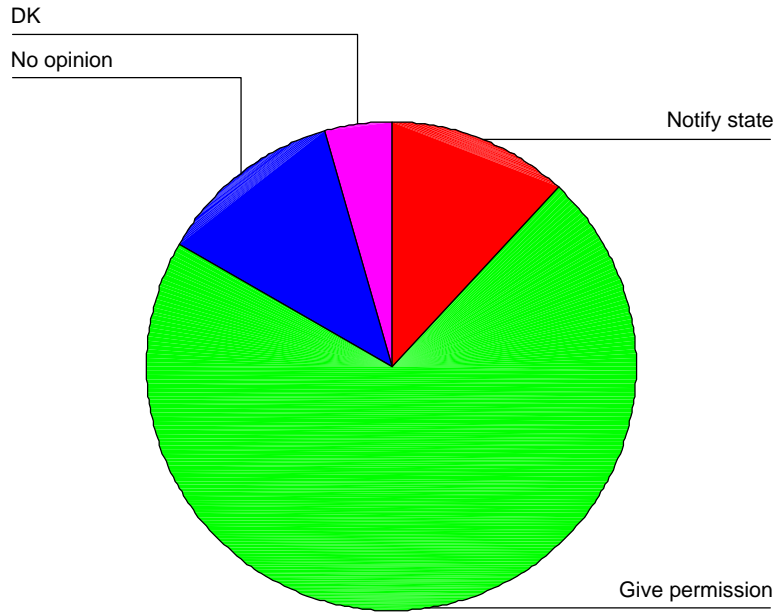


**Figure 23 Acceptability of Releasing Information about Driving History**

### ***Opt-In v. Opt-Out Data Release***

The generally acknowledged methods that policymakers discuss when it comes to releasing personal information are the opt-in and the opt-out strategies. Opt-in refers to people actively deciding what personal data can be released; without explicit permission, no data would be released. Opt-out, the strategy generally preferred by people or organizations collecting data, allows people to request that their data be withheld; without such an affirmative request, personal data are released. Consequently, there is a greater burden on the individual in the latter strategy.

When we asked if people would prefer to opt-in (give permission ahead of time) or opt-out (notify the state when they would like to be removed from an existing database), the overwhelming majority, 72.4%, preferred the opt-in strategy of giving permission ahead of time (Figure 24).



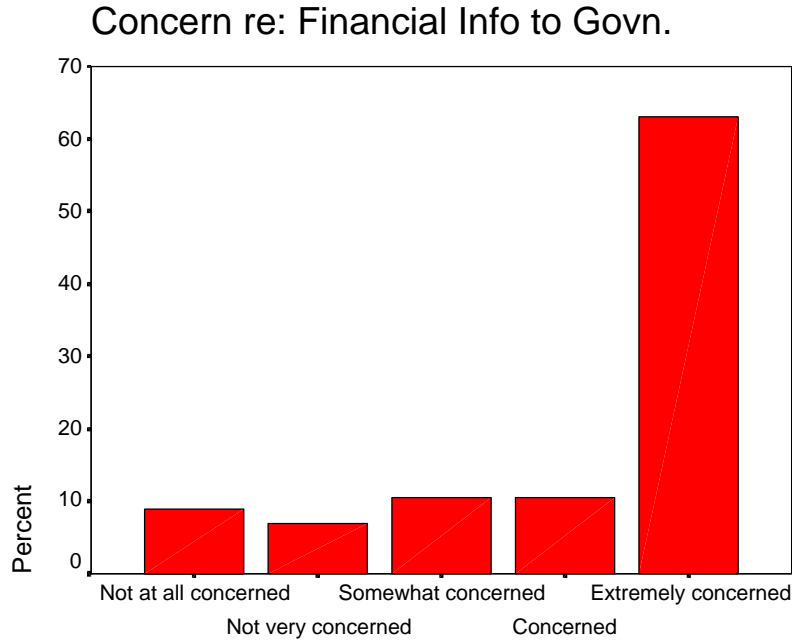
**Figure 24 Breakdown of Preferred Strategies for Control over State Use of Data**

***Confidence and Concern Regarding Use of Information***

Previous studies have shown that people are sometimes less concerned about the handling of nonfinancial personal information than about financial personal information.<sup>13</sup> Our sample was, on average, extremely concerned about giving financial information about themselves on the Internet to government agencies (Figure 25). Roughly 70% were in the top two categories of “concern.”

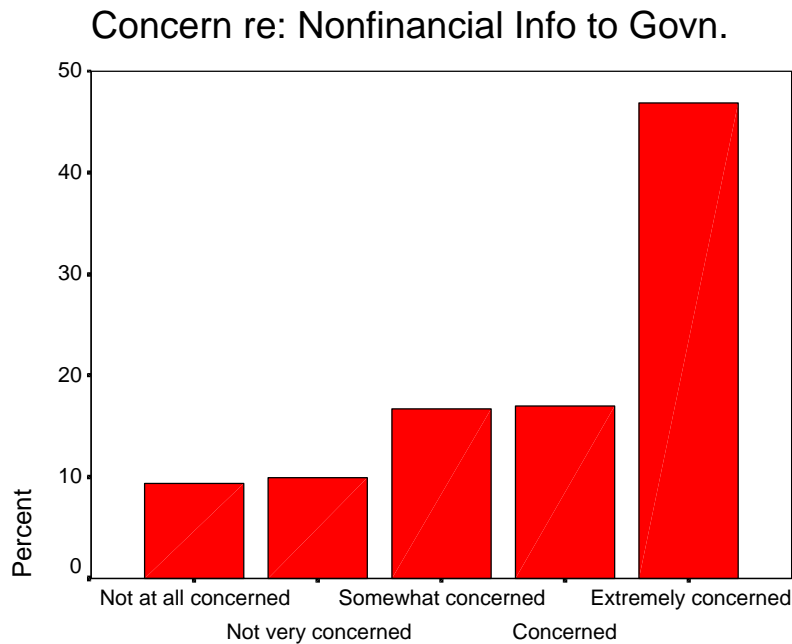
<sup>13</sup> See the Federal Trade Commission 1997 privacy hearings, for example, for reports on this issue. Telecommunications and Information Policy Institute, University of Texas, Austin TX 78712





**Figure 25 Percent Levels of Concern Regarding Giving Financial Information over the Internet to Government Agencies**

As shown in Figure 26, there was substantial concern regarding providing nonfinancial information over the Internet to government agencies as well, although the top two categories total roughly 60% of the sample, as the Figure below suggests. Older people and African Americans more frequently express higher levels of concern on these two points.



**Figure 26 Percent Levels of Concern Regarding Giving Nonfinancial Information over the Internet to Government Agencies**

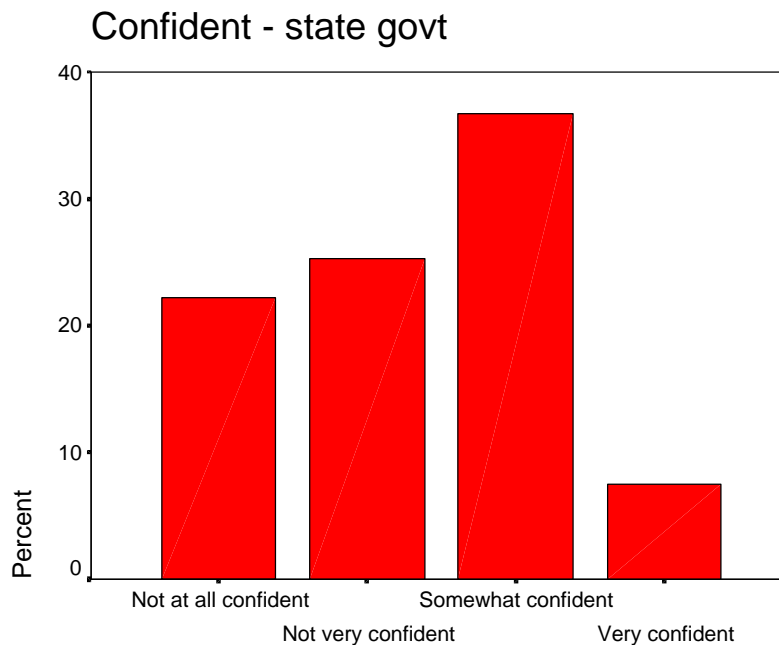
Finally, whether people feel confident that the State will use their personal information appropriately is another area pertinent to e-government services. Whether people trust the State or Federal government to responsibly divulge or shelter such data may have a strong bearing on how well people accept e-government services in the future. Tables 7-8 and Figures 27-28 illustrate a weak level of confidence in either type of government handling personal, confidential information. Only very small percentages of the population express strong confidence in how these organizations handle their personal information.

**Table 7 Percentage Confidence in State Government**

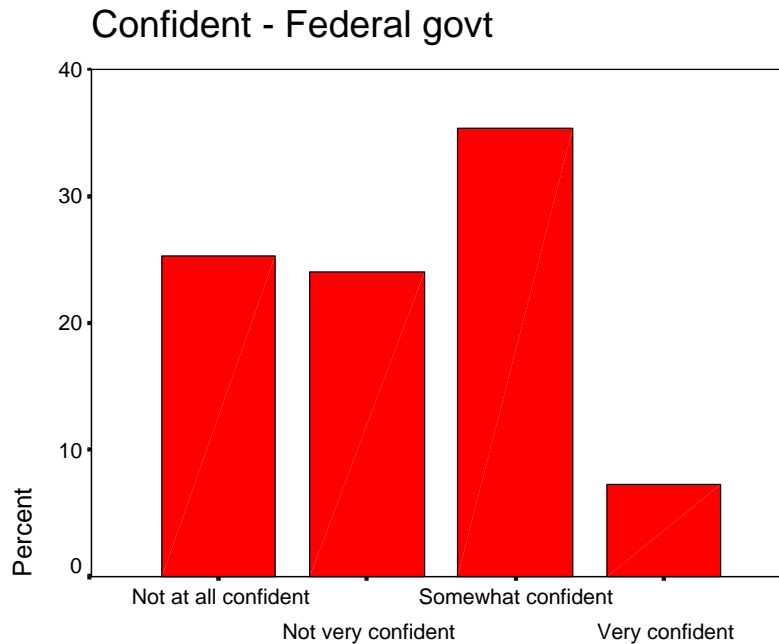
Not at all confident	24.5
Not very confident	27.7
Somewhat confident	39.6
Very confident	8.2
Total	100.0

**Table 8 Percentage Confidence in Federal Government**

Not at all confident	27.4
Not very confident	26.4
Somewhat confident	38.3
Very confident	7.9
Total	100.0



**Figure 27 Percentage Reporting “How confident are you that [the state] is using your personal, confidential information properly?”**

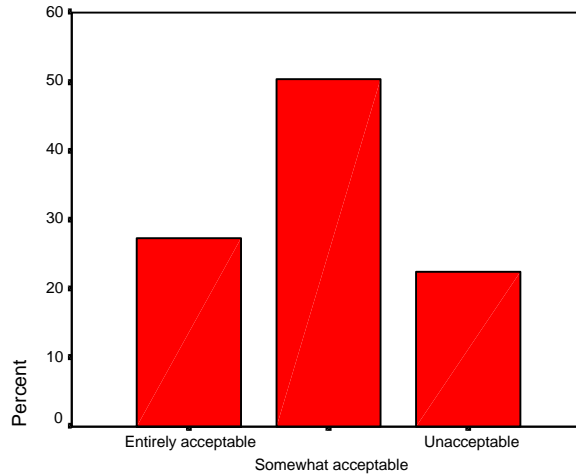


**Figure 28 Percentage Reporting “How confident are you that [the federal government] is using your personal, confidential information properly?”**

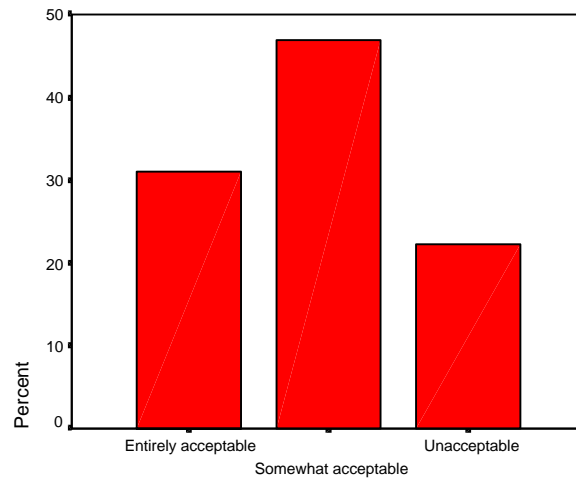
Older people tend to have less confidence in both the State and the Federal government’s use of personal information, perhaps part of a pattern of caution that appears among older persons’ responses to many questions concerning government agencies. African Americans likewise express less confidence in the State and Federal government’s handling of personal, confidential information.

### **Attitudes Toward Possible Support Schemes for E-government**

We suggested four alternative methods of financially supporting e-government services, and opinions were most favorable toward two plans: (1) using advertising to underwrite the costs of the service or (2) having users of such services pay a fee. Figure 29 and Figure 30 illustrate the percentages of people who found these options acceptable. People at lower income levels found the idea of a fee-for-use more palatable, while older people did not favor this option. Interestingly, Internet users were more likely to find the idea of using advertising on state pages acceptable.

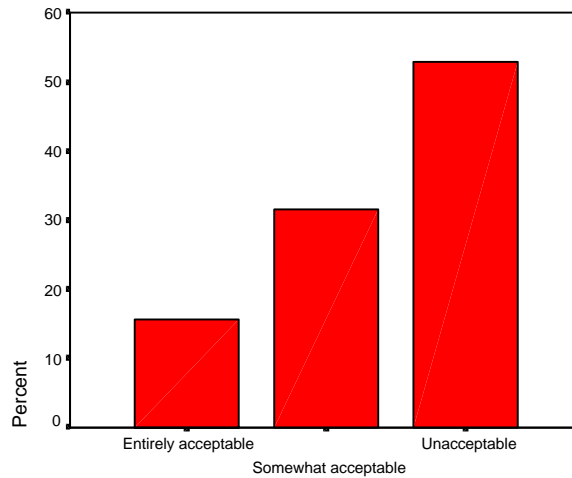


**Figure 29 Acceptability of Users Paying for E-government**

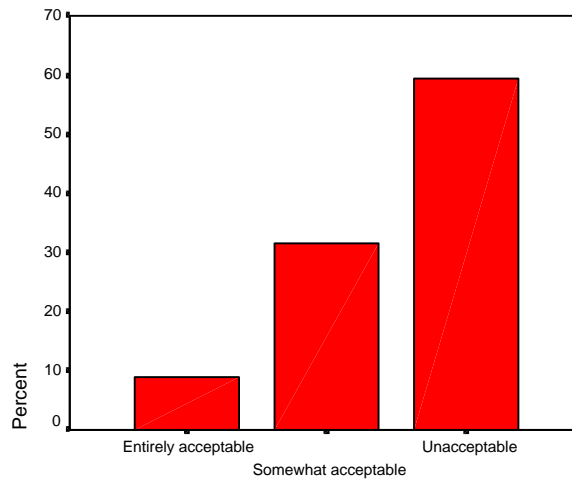


**Figure 30 Acceptability of Advertising on E-government Web Pages to Support Service**

The other two options we mentioned in the survey were having the state use general revenue to support e-government services or the state using the revenue from selling data generated by using e-government services as a means of support. Both were resoundingly deemed “unacceptable” by this sample (Figures 31 and 32). Older people particularly opposed using general revenue funds as a source of support. Selling data was especially unacceptable to the Anglo members of the sample and to people with more education.



**Figure 31 Acceptability of Using General Revenues to Fund E-government**



**Figure 32 Acceptability of the State Selling Data to Support E-government Services**

Over 60% of the sample finds the option of the state selling data to obtain financing for e-government objectionable. An only slightly smaller percentage feels the same way about using the general fund for support. These results suggest at least two conclusions: that people are unaware that the state already sells data it gathers on residents, and that in any case people believe that such data should not be part of an economic equation for e-government; second, that there should be some quid pro quo when it comes to finding money for such services, making a fee-for-service or paid advertising basis of support more acceptable.

## Conclusions

The results discussed above suggest that Texans are ready for e-government, but with some qualifications.

The majority of people believe that the Internet can make government more available, and there is evidence that people who already use certain government services would welcome them on the Internet, even at some small cost (generally under \$10). The services people seem to be most interested in are, in fact, among those that other states (or the federal government) have already explored for e-government – voting, registering to vote, renewing drivers’ licenses, and paying taxes. Additionally, there is a wide base of home computer and Internet users around the state. Various programs - local, state and federal -are

broadening access to computers and the Internet at public spots such as libraries as well. These are important prerequisites to a well functioning e-government system.

However, some difficulties clearly exist. Parity issues with respect to access to computers and the Internet need to be addressed. For example, this study illustrates that although computer and Internet use among Texans is at high overall levels, income and education, race and ethnic origin, and age factors differentiate how or whether one uses these technologies. Older people, poorer people, and members of minority groups show lower use of computers and the Internet, and these populations are for numerous reasons possibly the least able to avail themselves of government-provided services even without the aid of technologies. Moving services to the Internet runs the risk of disadvantaging these groups, although it is the case that e-government will not entirely replace other methods the state currently uses to deliver information and services.

In this study rural residents report that they do not have easy Internet access and that it is too expensive, even though the actual reported use statistics do not show much difference between rural and nonrural people in simply using computers or the Internet. At the same time, they have the same interest in having a broadband connection to the Internet as nonrural residents. However, among rural residents perceptions regarding government services on the Internet are often more cautious with respect to trusting the government's handling of personal information and with respect to preferring to interact with a person when using a government service. The interest in and use of the Internet auger well for e-government services since it suggests rural residents will not be any less interested generally than are people in metropolitan regions, although the distrust factor will be a barrier.

The issue for many individuals is access: an important reason for not using the Internet is not having a computer. The costs of computers and the Internet cannot be dismissed. However, beyond access is the issue of how individuals perceive computers' or the Internet's relevance to their lives, and particularly how they would respond to government services that were delivered on the Internet. For example, many older people, even at higher income levels, are not Internet users. A generational or cultural gap exists that makes using computers and the Internet seem too difficult or simply something that does not evoke interest or for which people do not have time. When people do not have to use computers through school or work, which is the case for most retired people and less well educated people, it is understandable that the Internet might be seen as irrelevant. Simple lack of interest in the Internet or perceived difficulty with it discourages the prospects for adopting e-government.

There is ample evidence in this study of some contradictory beliefs: while Internet users and nonusers alike agree the Internet may be a great way to broaden the availability of government information and services, concerns exist around potential service quality and the presence of a person with whom one could interact. Even though 60% of the sample uses the Internet, about 50% also agree that the Internet is insufficiently available across the state to rely on it for providing government services. In this study people appear to be concerned about children's access to the Internet, although other studies amply document adults' belief that children need to be computer literate and adept with the Internet.

The state will have to address these perceptions in order to convince people that e-government is a worthwhile investment and capable of improving government.

Findings around privacy and security are clear: people are worried about privacy on the Internet. Confidence in how the state will handle personal, confidential information is not overwhelmingly high. Older people and African Americans seem to have the least confidence in government handling of their personal, confidential information. Whether providing financial or nonfinancial information over the Internet to government agencies, people are concerned about security. To the extent that e-government might rely on personally identifiable information, these privacy and security concerns will have to be met.

This study underscores that people would prefer some level of control over how personal information is handled by the state. People prefer an opt-in strategy of safeguarding the use of data about themselves: they strongly prefer to give permission ahead of time before such information is released. This finding rejects the idea that the state can directly emulate the business practice of disclosing personally identifiable information to others for a fee. For both financial and nonfinancial information, people expect the government to safeguard the public's interests and control over personal information.

With respect to supporting e-government, most respondents oppose both the use of general tax funds and the sale of government-collected data on individuals to pay for e-government services; they would rather see advertising on screen or pay directly for services. This suggests that people believe that the users and presumed beneficiaries of the service should pay – directly through fees or indirectly by having to view ads – for e-government. E-government does not seem to be in the category of something everyone should have and use, like public education. Rather, it seems as if people perceive it as a value-added service whose costs should be shouldered by its users.

These results highlight some possible directions for state efforts:

- Continue to monitor Internet use among the population in order to assess who does and does not use the Internet, and why;
- Consider ways to target the groups using the Internet the least and conduct pilot experiments with different settings, technologies, or interfaces that can address such individuals' hesitations about the Internet and e-government services;
- Develop and publicize privacy and security standards that address people's concerns;
- Implement a method of facilitating opt-in data sharing/disclosure strategies.

Plans to base government services on a web interface have the potential to extend more government services to more people, to achieve substantial cost savings and efficiency, and to open the door to new ways that government can be accountable to the people of Texas. However, designing new government systems runs the risk of losing sight of precisely what people want and how they currently think about and use government services and the Internet. This survey presents one vision of what people believe and how they act, and it should contribute ideas about the sorts of policies and considerations our government agencies might adopt as they move toward a fully realized e-government.

## Appendix A: Survey Questionnaire

TIPI Survey  
Internet and Computer Use, E-Government Services  
March-April, 2000

>Q001<

Do you currently use a computer? | Usa usted actualmente una  
computadora?

<2> Yes | 2 Si [goto Q03a]  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>[goto Q002]

>Q002<

Have you ever used a computer? | Ha usado alguna vez una  
computadora?

<2> Yes | 2 Si [goto Q004]  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>[goto Q13a]

>Q03a<

At which of the following places do | En cuales de los siguientes  
sitios  
you use a computer? | utiliza una computadora?

Home? | En casa?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q03b<

Work? | En el trabajo?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>



```

>Q03c<
At school? | En la escuela?

<2> Yes | 2 Si
<1> No | 1 No

<8> DK | 8 DK
<9> RF | 9 RF

====>

>Q03d<
At a public library? | En la biblioteca?

<2> Yes | 2 Si
<1> No | 1 No

<8> DK | 8 DK
<9> RF | 9 RF

====>

>Q03e<
Do you use someone else's computer, | Utiliza usted la computadora de
like at a friend's house? | alguien mas, como en casa de un
amigo?

<2> Yes | 2 Si
<1> No | 1 No

<8> DK | 8 DK
<9> RF | 9 RF

====>

>Q004<
The next few questions are about the | Las siguientes preguntas son
sobre el | Internet.
Internet.

First, have you ever used the | Primero, ha utilizado usted
alguna vez | el Internet
Internet?

<2> Yes | 2 Si
<1> No | 1 No

<8> DK | 8 DK
<9> RF | 9 RF

====>

>sk01<
[if Q004 eq <2>] [goto Q06a]
[else] [goto Q07a]
[endif]

```

>Q06a<  
How often do you use the Internet at | Con que frecuencia utiliza el  
Internet |  
any of the following places? | en cualquier de los siguientes  
sitios?

Home? | En casa?

<1> Never | 1 Nunca  
<2> Rarely | 2 Raramente  
<3> Sometimes | 3 A veces  
<4> Frequently | 4 Frecuentemente  
<5> Very Frequently | 5 Muy frecuentemente

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q06b<  
Work? | Trabajo?

<1> Never | 1 Nunca  
<2> Rarely | 2 Raramente  
<3> Sometimes | 3 A veces  
<4> Frequently | 4 Frecuentemente  
<5> Very Frequently | 5 Muy frecuentemente

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q06c<  
A library? | Biblioteca?

<1> Never | 1 Nunca  
<2> Rarely | 2 Raramente  
<3> Sometimes | 3 A veces  
<4> Frequently | 4 Frecuentemente  
<5> Very Frequently | 5 Muy frecuentemente

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q06d<  
Some other community site? | Algun otro sitio publico?

<1> Never | 1 Nunca  
<2> Rarely | 2 Raramente  
<3> Sometimes | 3 A veces  
<4> Frequently | 4 Frecuentemente  
<5> Very Frequently | 5 Muy frecuentemente

<8> DK | 8 DK  
<9> RF | 9 RF

===>[goto sk03]

>Q07a<

What are the main reasons you do not use the Internet? Is it because you... | Cuales son las razones principales por las cuales usted no utiliza el Internet? No lo hace porque...

Don't use computers? | No utiliza computadores?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

===>

>Q07b<

Are not interested in the Internet? | No tiene interes en el Internet?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

===>

>Q07d<

The monthly phone charge/toll charge is too high? | El cargo mensual del telefono es demasiado alto?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

===>

>Q07e<

The Internet charge is too high? (ISP charge is too high) | El precio del Internet es demasiado alto?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q07f<

Need special equipment because of a | Necesita equipo especial debido  
a una |  
physical disability? | incapacidad fisica?

<2> Yes | 2 Si

<1> No | 1 No

<8> DK | 8 DK

<9> RF | 9 RF

====>

>Q07g<

There's not enough time to use it? | No hay tiempo suficiente para  
usarlo?

<2> Yes | 2 Si

<1> No | 1 No

<8> DK | 8 DK

<9> RF | 9 RF

====>

>Q07h<

You have concerns about children | Tiene preocupacion que los  
ninos |  
using it? | lo usen?

<2> Yes | 2 Si

<1> No | 1 No

<8> DK | 8 DK

<9> RF | 9 RF

====>

>Q07i<

It's too difficult? | Es demasiado dificil?

<2> Yes | 2 Si

<1> No | 1 No

<8> DK | 8 DK

<9> RF | 9 RF

====>[goto Q13a]

>sk03<

[if Q06a eq <1>] [goto Q08a]

[else] [goto Q010]

[endif]

>Q08a<

What are the main reasons you do not use the Internet at home? Is it because... | Cuales son las razones por las que no usa el Internet en casa? Es porque... |

You don't have a home computer | Non tiene computadora en casa?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q08b<  
The monthly phone charge/toll charge is too high? | El cargo mensual del telefono es demasiado alto?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q08c<  
The Internet charge is too high? (ISP charge is too high) | El precio del Internet es demasiado alto?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q08d<  
Need special equipment because of a physical disability? | Necesita equipo especial debido a una incapacidad fisica?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q08e<<

Don't need or use it very often? | No lo necesita o no lo utiliza  
con  
| mucha frecuencia?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q08f<  
You have concerns about children | Le preocupa que los ninos  
using it? | lo usen?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q08g<  
Can use it elsewhere? | Puede usarlo en otro sitio?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q009<  
What type of connection to the | Que tipo de conexion al  
Internet tiene |  
Internet do you have from the place | usted del sitio donde usted usa  
el |  
you most commonly use the Internet? | Internet con mas frecuencia?

<1> Dial-up modem | 1 dialup modem (modem de  
marcar)  
<4> Internal network (LAN, ethernet), | 4 red interna con acceso rapido  
with fast access |  
<5> cable modem (very fast) | 5 cable modem (muy rapido)  
<6> DSL | 6 DSL  
<7> Other | u OTRO [#specify]  
<8> DK | 8 DK  
<9> RF | 9 RF

====>[goto Q012]

>Q010<  
What type of Internet connection | Que tipo de conexion de  
Internet tiene

do you have?		usted?
<1> Dial-up modem,		1 dialup modem
<4> cable modem		4 cable modem
<6> DSL		6 DSL
<7> Other		u OTRO [#specify]
<8> DK		8 DK
<9> RF		9 RF
====>		
>Q012<		
How satisfied are you with the speed		Que tan satisfecho(a) esta
usted con		
of your service?		la velocidad de su servicio?
Would you say you are...		Diria que usted...
<1> not at all satisfied		1 no esta satisfecho(a) en lo
absoluto		
<2> satisfied		2 satisfecho(a)
<3> very satisfied		3 muy satisfecho(a)
<8> DK		8 DK
<9> RF		9 RF
====>		
>Q13a<		
Suppose there were more public		Supongamos que hubiera mas
conexion		
Internet connectivity available at		publica al Internet disponible
en		
various public places, such as in		varios sitios publicos, tales
como		
malls or government offices or grocery		centros comerciales u oficinas
del		
stores. How likely is it that you		gobierno o tiendas de
comestibles. Que		
would use Internet access from any of		tan posible es que usted usaria
el		
the following places? Please tell me		acceso al Internet estando en
if it is Very likely, Likely, Somewhat		cualquiera de los siguientes
lugares.		
Likely, Not very likely, or Not at		Por favor diganos si es muy
probable,		
all likely.		probable, algo probable, mo
muy probable		
o no probable en lo absoluto.		
At a Mall		En un centro comercial (mall)?
<5> VERY LIKELY		5 MUY PROBABLE
<4> LIKELY		4 PROBABLE
<3> SOMEWHAT LIKELY		3 ALGO PROBABLE
<2> NOT VERY LIKELY		2 NO MUY PROBABLE
<1> NOT AT ALL LIKELY		1 NO PROBABLE EN LO ABSOLUTO

<8> DK		8 DK
<9> RF		9 RF
====>		
>Q13b<		
At a community service site		En un sitio de servicio
para la comunidad.		
(social service site, like a		En un sitio de servicio social,
como		
senior center)		un centro de recreo para
personas		
mayores?		
<5> very likely		5 muy probable
<4> likely		4 probable
<3> somewhat likely		3 algo probable
<2> not very likely		2 no muy probable
<1> not at all likely		1 no probable en lo absoluto
<8> DK		8 DK
<9> RF		9 RF
====>		
>Q13d<		
At a public library?		En la biblioteca publica?
<5> very likely		5 muy probable
<4> likely		4 probable
<3> somewhat likely		3 algo probable
<2> not very likely		2 no muy probable
<1> not at all likely		1 no probable en lo absoluto
<8> DK		8 DK
<9> RF		9 RF
====>		
>Q13g<		
At a K-12 school?		En una escuela?
<5> very likely		5 muy probable
<4> likely		4 probable
<3> somewhat likely		3 algo probable
<2> not very likely		2 no muy probable
<1> not at all likely		1 no probable en lo absoluto
<8> DK		8 DK
<9> RF		9 RF
====>		
>sk06<		
[if Q004 eq <2>][goto Q014]		
[else][goto Q017]		



[endif]

>Q014<

About how many hours per week do you use  
spend using the Internet? | Como cuantes horas por semana  
usted Internet?

<1-87>

<88> DK | 88 DK  
<99> RF | 99 RF

====>

>Q15a<

Now I would like to ask you how you  
como usted  
use the Internet. On a scale of 1 to  
numeros 1  
5, where 1 is never and 5 is very  
5  
frequently, how often do you use the  
con que  
Internet for ...  
Internet  
| para...

E mail? | Correo electronico?

<5> Very frequently | 5 muy frecuentemente  
<4> frequently | 4 frecuentemente  
<3> sometimes | 3 de vez en cuando  
<2> infrequently | 2 raramente  
<1> never | 1 nunca

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q15b<

For shopping or paying bills or to do  
other consumer activities? | Para hacer compras o para pagar  
cuentas o para otras  
actividades de  
| consumo?

<5> Very frequently | 5 muy frecuentemente  
<4> frequently | 4 frecuentemente  
<3> sometimes | 3 de vez en cuando  
<2> infrequently | 2 raramente  
<1> never | 1 nunca

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q15d<		
Doing research or homework for school?		Hacer investigaciones o tareas para la escuela?
<5> Very frequently		5 muy frecuentemente
<4> frequently		4 frecuentemente
<3> sometimes		3 de vez en cuando
<2> infrequently		2 raramente
<1> never		1 nunca
<8> DK		8 DK
<9> RF		9 RF

====>

>Q15g<		
For getting information related to your business?		Para obtener informacion acerca de su negocio?
<5> Very frequently		5 muy frecuentemente
<4> frequently		4 frecuentemente
<3> sometimes		3 de vez en cuando
<2> infrequently		2 raramente
<1> never		1 nunca
<8> DK		8 DK
<9> RF		9 RF

====>

>Q15h<		
Getting information on local or public issues?		Para obtener informacion sobre locales o publicos?
<5> Very frequently		5 muy frecuentemente
<4> frequently		4 frecuentemente
<3> sometimes		3 de vez en cuando
<2> infrequently		2 raramente
<1> never		1 nunca
<8> DK		8 DK
<9> RF		9 RF

====>

>Q15i<		
For searching for jobs?		Para buscar trabajo?
<5> Very frequently		5 muy frecuentemente
<4> frequently		4 frecuentemente
<3> sometimes		3 de vez en cuando
<2> infrequently		2 raramente
<1> never		1 nunca
<8> DK		8 DK
<9> RF		9 RF

====>

>Q017<

How interested are you in having a tener		Que tan interesado esta usted en
high speed connection to the Internet? Would you say you are... esta...		una conexion de alta velocidad al Internet? Diria usted que

<1> Not at all interested		no interesado en lo absoluto
<2> Interested		interesado
<3> Very interested		muy interesado
<8> DK		8 NO SABE
<9> RF		9 REHUSA

====>

>sk07<

```
[if Q017 lt <8>][goto sk08]
[else][goto Q20a]
[endif]
```

>sk08<

```
[if Q017 ge <2>][goto Q018]
[else][goto Q20a]
[endif]
```

>Q018< [equiv Q18R]

If you did have high speed access velocidad		Si tuviera acceso de alta
from home, what would you use it usaria?		desde la casa, para que lo
for?		

<1> SURFING THE WEB		1 NAVIGAR LA RED (WEB)
<2> TELECOMMUTING		2 TRABAJAR A LARGA DISTANCIA
<3> DOWNLOADING VIDEO AND OR MUSIC		3 ACCESO A COPIAR VIDEO Y MUSICA
<4> COMMERCIAL TRANSACTIONS		4 TRANSACCIONES COMERCIALES
<5> PERSONAL FINANCE		
<6> COMMUNICATION/EMAIL		
<7> SHOPPING/SHOPPING RELATED		
<8> NEWS/RESEARCH		
<9> SCHOOL RELATED		
<10> ENTERTAINMENT		
<11> EVERYTHING		

<77> Other		u OTRO [#specify]
------------	--	-------------------

<88> DK		8 NO SABE
<99> RF		9 REHUSA

====>

>Q019<

How much would you be willing to pagar pay per month for high speed access?		Que tanto estaria dispuesto a por el acceso de alta velocidad?
<0> NOTHING		0 NADA
<1-87> ENTER NUMBER OF DOLLARS		
<88> DK		8 NO SABE
<99> RF		9 REHUSA

===>

\*\*\*\*\*  
 \* ATTITUDES TOWARD THE INTERNET GENERALLY \*  
 \*\*\*\*\*

>Q20a< The following statements are some cosas things people have said about the Internet. Internet. On a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree, please tell favor me how strongly you agree or acuerdo disagree with each one.		Las siguientes frases son algunas que la gente ha dicho del Entre los numeros 1 a 5, donde 1 significa muy en desacuerdo y 5 significa muy de acuerdo, por digame si es que usted esta de o en desacuerdo con cada frase.
I am worried about privacy on the Internet.		Me preocupa la privacidad en el Internet.
<5> Strongly agree		5 Muy de acuerdo
<4> Agree		4 de acuerdo
<3> Neither agree nor disagree		3 Ni de acuerdo ni en desacuerdo
<2> Disagree		2 En desacuerdo
<1> Strongly disagree		1 Muy en desacuerdo
<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA

===>

>Q20d< I would use the Internet more if it frecuencia had more things in Spanish.		Yo usaria el Internet con mas si tuviera mas cosas en espanol
<5> Strongly agree		5 Muy de acuerdo
<4> Agree		4 de acuerdo
<3> Neither agree nor disagree		3 Ni de acuerdo ni en desacuerdo
<2> Disagree		2 En desacuerdo
<1> Strongly disagree		1 Muy en desacuerdo
<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA

====>

>Q20e<

I have easy access to the Internet. | Tengo acceso facil al Internet.

<5> Strongly agree | 5 Muy de acuerdo  
<4> Agree | 4 de acuerdo  
<3> Neither agree nor disagree | 3 Ni de acuerdo ni en desacuerdo  
<2> Disagree | 2 En desacuerdo  
<1> Strongly disagree | 1 Muy en desacuerdo

<8> DON'T KNOW | 8 NO SE  
<9> REFUSED | 9 REHUSA

====>

>Q20f<

The Internet is too expensive for | El Internet esta demasiado caro  
people like me. | para la gente como yo.

<5> Strongly agree | 5 Muy de acuerdo  
<4> Agree | 4 de acuerdo  
<3> Neither agree nor disagree | 3 Ni de acuerdo ni en desacuerdo  
<2> Disagree | 2 En desacuerdo  
<1> Strongly disagree | 1 Muy en desacuerdo

<8> DON'T KNOW | 8 NO SE  
<9> REFUSED | 9 REHUSA

====>

>sk98<

[if Q004 ne <2>][goto Q21a]  
[else][goto Q22a]  
[endif]

>Q21a<

From what you have heard about the | De lo que usted ha escuchado  
acerca del |  
Internet, how useful do you think it | Internet, que tan util piensa  
usted que |  
would be for obtaining ... | obtener esto es para...

Communicating with family and | La comunicacion con la familia  
y los |  
friends | amigos

<5> Extremely useful | 5 Sumamente util  
<4> Very useful | 4 Muy util  
<3> Useful | 3 Util  
<2> Not very useful | 2 No muy util  
<1> Not at all useful | 1 No util en lo absoluto

<8> DON'T KNOW | 8 NO SE  
<9> REFUSED | 9 REHUSA

====>

>Q21d<  
research for school, homework | Obtener  
investigacion/informacion para  
| los deberes/las tareas de la escuela

<5> Extremely useful | 5 Sumamente util  
<4> Very useful | 4 Muy util  
<3> Useful | 3 Util  
<2> Not very useful | 2 No muy util  
<1> Not at all useful | 1 No util en lo absoluto

<8> DON'T KNOW | 8 NO SE  
<9> REFUSED | 9 REHUSA

====>

>Q21g<  
information related to business | obtener informacion relacionado  
con los |  
| negocios

<5> Extremely useful | 5 Sumamente util  
<4> Very useful | 4 Muy util  
<3> Useful | 3 Util  
<2> Not very useful | 2 No muy util  
<1> Not at all useful | 1 No util en lo absoluto

<8> DON'T KNOW | 8 NO SE  
<9> REFUSED | 9 REHUSA

====>

>Q21h<  
information related to government | informacion relacionado al  
gobierno

<5> Extremely useful | 5 Sumamente util  
<4> Very useful | 4 Muy util  
<3> Useful | 3 Util  
<2> Not very useful | 2 No muy util  
<1> Not at all useful | 1 No util en lo absoluto

<8> DON'T KNOW | 8 NO SE  
<9> REFUSED | 9 REHUSA

====>

>Q21j<  
information about jobs | informacion sobre empleo

<5> Extremely useful | 5 Sumamente util  
<4> Very useful | 4 Muy util  
<3> Useful | 3 Util  
<2> Not very useful | 2 No muy util  
<1> Not at all useful | 1 No util en lo absoluto

<8> DON'T KNOW | 8 NO SE  
<9> REFUSED | 9 REHUSA

===>

>Q211<  
shopping or paying bills or doing | Hacer compras o pagar las  
cuentas o |  
other consumer activities | participar en otras actividades  
de |  
| consumo

<5> Extremely useful | 5 Sumamente util  
<4> Very useful | 4 Muy util  
<3> Useful | 3 Util  
<2> Not very useful | 2 No muy util  
<1> Not at all useful | 1 No util en lo absoluto

<8> DON'T KNOW | 8 NO SE  
<9> REFUSED | 9 REHUSA

===>

\*\*\*\*\*  
\* GOVERNMENT SERVICES \*  
\*\*\*\*\*

>Q22a<  
Following is a list of government | Lo que sigue es una lista de  
servicios |  
services we often use. First, | del gobierno que son usados a  
menudo. |  
please tell me whether or not any | Primero, digame si cualquiera de  
los |  
of the following services are things | siguientes servicios son cosas  
que usa o |  
you use or do. | hace.

Have you ever requested personal | Ha solicitado alguna vez  
informacion |  
information, such as your birth | personal, tal como su  
certificado de |  
certificate, social security card or | nacimiento, tarjeta de seguro  
social o |  
immunization records from a | sus libreta de vacunas de una  
oficina |  
government office? | del gobierno?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

===>

```
>sk09<
[if Q22a eq <2>][goto Q22b]
[else][goto Q23a]
[endif]
```

```
>Q22b<
Would you use this service if it      | Usaria este servicio si
estuviera                             | disponible en el Internet?
were available on the Internet?

<2>  Yes                               | 2 Si
<1>  No                                | 1 No

<8>  DK                                | 8 DK
<9>  RF                                | 9 RF
```

====>

```
>sk10<
[if Q22b eq <2>][goto Q22c]
[else][goto Q23a]
[endif]
```

```
>Q22c<
How much would you be willing to pay | Cuanto estaria usted dispuesto a
for the convenience of getting such | pagar por la comodidad de
recibir                               |
information from government online? | este tipo de informacion del
gobierno                              |
| online/electronicamente a travez   |
| de la copmutadora?                |

<1> Under three dollars              | 1 menos de tres dolares
<2> Up to ten dollars                | 2 hasta 10 dolares
<3> Over ten dollars                 | 3 mas de 10 dolares
<4> Nothing at all                   | 4 nada en lo absoluto

<8> DON'T KNOW                       | 8 NO SE
<9> REFUSED                           | 9 REHUSA
```

====>

```
>Q23a<
Have you ever participated in        | Ha participado alguna vez en
juntas                               |
community or state meetings?        | de la comunidad?

<2>  Yes                               | 2 Si
<1>  No                                | 1 No

<8>  DK                                | 8 DK
<9>  RF                                | 9 RF
```

====>

```
>sk12<
[if Q23a eq <2>][goto Q23b]
```



```
[else][goto Q24a]
[endif]
```

```
>Q23b<
```

```
Would you participate if you could | Si pudiera, participaria en
estas                               |
do so on the Internet?             | juntas del Internet?
```

```
<2> Yes                             | 2 Si
<1> No                               | 1 No

<8> DK                               | 8 DK
<9> RF                               | 9 RF
```

```
====>
```

```
>sk13<
```

```
[if Q23b eq <2>][goto Q23c]
[else][goto Q24a]
[endif]
```

```
>Q23c<
```

```
How much would you be willing to pay | Que tanto estaria dispuesto a
pagar                                 |
for the convenience of participating | por la comodidad de participar
en                                    |
in community or state meetings       | juntas de la comunidad o juntas
del                                   |
online?                               | estado?
```

```
<1> Under three dollars              | 1 menos de tres dolares
<2> Up to ten dollars                | 2 hasta 10 dolares
<3> Over ten dollars                 | 3 mas de 10 dolares
<4> Nothing at all                   | 4 nada en lo absoluto

<8> DON'T KNOW                       | 8 NO SE
<9> REFUSED                           | 9 REHUSA
```

```
====>
```

```
>Q24a<
```

```
Have you ever renewed a license for | Ha renovado alguna vez su
permiso                               |
driving?                              | de conducir?
```

```
<2> Yes                             | 2 Si
<1> No                               | 1 No

<8> DK                               | 8 DK
<9> RF                               | 9 RF
```

```
====>
```

```
>sk15<
```

```
[if Q24a eq <2>][goto Q24b]
[else][goto Q25a]
[endif]
```

```

>Q24b<
Would you renew your license if you | Si pudiera, lo renovaria atravez
could do so on the Internet?      | del Internet?

<2> Yes                            | 2 Si
<1> No                              | 1 No

<8> DK                              | 8 DK
<9> RF                              | 9 RF

===>

>sk16<
[if Q24b eq <2>][goto Q24c]
[else][goto Q25a]
[endif]

>Q24c<
How much would you be willing to pay | Cuanto estaria dispuesto a pagar
por                                  |
for the convenience of renewing a    | la comodidad de renovar su
permiso de                            |
license for driving online?          | conducir online/electronicamente
| atravez de la computadora?

<1> Under three dollars              | 1 menos de tres dolares
<2> Up to ten dollars                | 2 hasta 10 dolares
<3> Over ten dollars                 | 3 mas de 10 dolares
<4> Nothing at all                   | 4 nade en lo absoluto

<8> DON'T KNOW                       | 8 NO SE
<9> REFUSED                           | 9 REHUSA

===>

>Q25a<
Have you ever obtained licenses for | Ha obtenido alguna vez
licencias de                          |
fishing or hunting?                  | pesca o caza?

<2> Yes                              | 2 Si
<1> No                              | 1 No

<8> DK                              | 8 DK
<9> RF                              | 9 RF

===>

>sk18<
[if Q25a eq <2>][goto Q25b]
[else][goto Q26a]
[endif]

>Q25b<
Would you obtain a license if you    | Si pudiera, obtendria un permisa

```

could do so on the Internet? Internet?		de ese tipo atravez del Internet?
<2> Yes		2 Si
<1> No		1 No
<8> DK		8 DK
<9> RF		9 RF
====>		
>sk19<		
[if Q25b eq <2>][goto Q25c]		
[else][goto Q26a]		
[endif]		
>Q25c<		
How much would you be willing to pay por for the convenience of renewing a licencia		Quanto estaria dispuest a pagar la comodidad de renovar una de pesca o caza?
license for fishing or hunting online?		
<1> Under three dollars		1 menos de tres dolares
<2> Up to ten dollars		2 hasta 10 dolares
<3> Over ten dollars		3 mas de 10 dolares
<4> Nothing at all		4 nade en lo absoluto
<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA
====>		
>Q26a<		
Have you ever filed and payed taxes? impuestos?		Ha sumitido alguna vez
<2> Yes		2 Si
<1> No		1 No
<8> DK		8 DK
<9> RF		9 RF
====>		
>sk21<		
[if Q26a eq <2>][goto Q26b]		
[else][goto Q27a]		
[endif]		
>Q26b<		
Would you use the Internet to pay taxes if that service were available? estabiera   disponible?		Usaria el Internet para pagar impuesta si este servicio
<2> Yes		2 Si

<1> No		1 No
<8> DK		8 DK
<9> RF		9 RF
====>		
>sk22<		
[if Q26b eq <2>][goto Q26c]		
[else][goto Q27a]		
[endif]		
>Q26c<		
How much would you be willing to pay		Quanto estaria dispuesto a pagar
por la		
for the convenience of filing taxes		comodidad de pagar impuestos
online?		
online?		
<1> Under three dollars		1 menos de tres dolares
<2> Up to ten dollars		2 hasta 10 dolares
<3> Over ten dollars		3 mas de 10 dolares
<4> Nothing at all		4 nada en lo absoluto
<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA
====>		
>Q27a<		
Have you ever paid traffic or vehicle		Ha pagado alguna vez multas de
tickets or fees?		transito?
<2> Yes		2 Si
<1> No		1 No
<8> DK		8 DK
<9> RF		9 RF
====>		
>sk24<		
[if Q27a eq <2>][goto Q27b]		
[else][goto Q28a]		
[endif]		
>Q27b<		
Would you use the Internet to pay		Usaria el Internet para pagar
tickets if that service were		boletos si ese servicio
available?		estubiera disponible?
<2> Yes		2 Si
<1> No		1 No
<8> DK		8 DK
<9> RF		9 RF
====>		

```

>sk25<
[if Q27b eq <2>][goto Q27c]
[else][goto Q28a]
[endif]

>Q27c<
How much would you be willing to pay | Quanto estaria dispuesto a pagar
por la                               | por la
for the convenience of paying traffic | comodidad de pagar multas de
transito                              | transito
or vehicle tickets or fees online?   | online/electronicamente a travez
de                                     | de
| la computadora?

<1> Under three dollars               | 1 menos de tres dolares
<2> Up to ten dollars                 | 2 hasta 10 dolares
<3> Over ten dollars                  | 3 mas de 10 dolares
<4> Nothing at all                    | 4 nada en lo absoluto

<8> DON'T KNOW                        | 8 NO SE
<9> REFUSED                           | 9 REHUSA

===>

>Q28a<
Have you ever received professional   | Ha recibido alguna vez licencias
licenses from state agencies, such   | profesionales de agencias del
estado                                | estado
as real estate broker licenses       | tal como una licencia de bienes
y raices                              | y raices
or other occupational certifications | y otras certificaciones
profesionales?

<2> Yes                               | 2 Si
<1> No                                 | 1 No

<8> DK                                 | 8 DK
<9> RF                                 | 9 RF

===>

>sk27<
[if Q28a eq <2>][goto Q28b]
[else][goto Q29a]
[endif]

>Q28b<
Would you use this service if it      | Usaria este servicio si
estubiera                             | estuviera
were available on the Internet?      | disponible atravez del Internet?

<2> Yes                               | 2 Si
<1> No                                 | 1 No

<8> DK                                 | 8 DK
<9> RF                                 | 9 RF

```

===>

```
>sk28<
[if Q28b eq <2>][goto Q28c]
[else][goto Q29a]
[endif]
```

```
>Q28c<
How much would you be willing to pay | Quanto estaria dispuesto a pagar
por                                  |
for the convenience of getting       | la comodidad de obtener
certificaciones                      |
professional certifications from     | profesionales de agencias del
estado,                              |
state agencies, such as real estate | tales como licencias de bienes y
raices                               |
broker licenses or other occupational | o otras certificaciones
profesionales?                      |
certifications?                     |

<1> Under three dollars              | 1 menos de tres dolares
<2> Up to ten dollars                | 2 hasta 10 dolares
<3> Over ten dollars                 | 3 mas de 10 dolares
<4> Nothing at all                   | 4 nada en lo absoluto

<8> DON'T KNOW                       | 8 NO SE
<9> REFUSED                           | 9 REHUSA
```

===>

```
>Q29a<
Have you ever enrolled in educational | Se ha inscrito alguna vez en
programas                             | de educacion tales como cursos
programs, such as Job training,       | de educacion tales como cursos
de                                     | trabajo colegio o cursos de
community college or university      |
universidad?                          |
courses?                              |

<2> Yes                               | 2 Si
<1> No                                 | 1 No

<8> DK                                | 8 DK
<9> RF                                | 9 RF
```

===>

```
>sk30<
[if Q29a eq <2>][goto Q29b]
[else][goto Q30a]
[endif]
```

```
>Q29b<
Would you enroll in these programs   | Se inscribiria en estos
programas si
```

```

if you could do so on the Internet? | podria hacerlo atravez del
Internet?

<2> Yes | 2 Si
<1> No | 1 No

<8> DK | 8 DK
<9> RF | 9 RF

====>

>sk31<
[if Q29b eq <2>][goto Q29c]
[else][goto Q30a]
[endif]

>Q29c<
How much would you be willing to pay | Cuanto estaria dispuesto a pagar
por |
for the convenience of enrolling in | la comodidad de inscribirse en
educational programs, such as Job | programas de educacion, tales
como |
training, community college or | cursos de trabajo, colegio o
cursos |
university courses online? | universitarios
online/electronicamente |
| a travez de la computadora?

<1> Under three dollars | 1 menos de tres dolares
<2> Up to ten dollars | 2 hasta 10 dolares
<3> Over ten dollars | 3 mas de 10 dolares
<4> Nothing at all | 4 nada en lo absoluto

<8> DON'T KNOW | 8 NO SE
<9> REFUSED | 9 REHUSA

====>

>Q30a<
Have you ever had to obtain paperwork | Alguna vez ha tenido que
obtener |
for building or other sorts of | autorizacion para construccion
u otros |
permits? | tipos de permisos?

<2> Yes | 2 Si
<1> No | 1 No

<8> DK | 8 DK
<9> RF | 9 RF

====>

>sk33<
[if Q30a eq <2>][goto Q30b]
[else][goto Q31a]
[endif]

```

```

>Q30b<
Would you use this service if it      | Usaria este sercicio si
estubiera                             | disponible en el Internet?
were available on the Internet?

<2>  Yes                               | 2 Si
<1>  No                                | 1 No

<8>  DK                                | 8 DK
<9>  RF                                | 9 RF

====>

>sk34<
[if Q30b eq <2>][goto Q30c]
[else][goto Q31a]
[endif]

>Q30c<
How much would you be willing to pay | Quanto estaria dispuesto a pagar
por                                  | la comodidad de obtener
for the convenience of obtaining    | la comodidad de obtener
autorizacion                         | para construccion o otros tipos
paperwork for building or other     | permiso online?
de                                   |
sorts of permits online?

<1> Under three dollars              | 1 menos de tres dolares
<2> Up to ten dollars                | 2 hasta 10 dolares
<3> Over ten dollars                 | 3 mas de 10 dolares
<4> Nothing at all                   | 4 nada en lo absoluto

<8> DON'T KNOW                       | 8 NO SE
<9> REFUSED                           | 9 REHUSA

====>

>Q31a<
Have you ever registered to vote?    | Ha registrado alguna vez para
votar?

<2>  Yes                               | 2 Si
<1>  No                                | 1 No

<8>  DK                                | 8 DK
<9>  RF                                | 9 RF

====>

>sk36<
[if Q31a eq <2>][goto Q31b]
[else][goto Q33a]
[endif]

>Q31b<

```



Would you register to vote if you | Se registraria para votar si  
pudiera |  
could do so on the Internet? | hacerlo atravez del Internet?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q32a<

Have you ever voted in state or local | Ha votado alguna vez en las  
elections? | elecciones del estados o  
locales?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>sk37<

[if Q32a eq <2>][goto Q32b]  
[else][goto Q33a]  
[endif]

>Q32b<

Would you vote if you | Votaria si pudiera hacerlo  
could do so on the Internet? | atravez del Internet?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

>Q33a<

Have you ever applied for health or | Ha submitido usted alguna vez  
una |  
social or welfare services? | solicitud para servicios de  
salud, o |  
| servicios de asistencia social?

<2> Yes | 2 Si  
<1> No | 1 No

<8> DK | 8 DK  
<9> RF | 9 RF

====>

```
>sk38<
[if Q33a eq <2>][goto Q33b]
[else][goto Q34a]
[endif]
```

```
>Q33b<
Would you use this service if it      | Usaria este servicio si
estubiera                             | disponible en el Internet?
were available on the Internet?

<2>  Yes                               | 2 Si
<1>  No                                 | 1 No

<8>  DK                                 | 8 DK
<9>  RF                                 | 9 RF
```

====>

```
>sk39<
[if Q33b eq <2>][goto Q33c]
[else][goto Q34a]
[endif]
```

```
>Q33c<
How much would you be willing to pay | Quanto estaria dispuesto a pagar
por                                   |
for the convenience of applying for  | la comodidad de hacer una
solicitud                             |
health or social or welfare services | para servicios de salud,
servicios                             |
online?                               | sociales, o servicios de
asistencia                             |
| social?

<1> Under three dollars               | 1 menos de tres dolares
<2> Up to ten dollars                 | 2 hasta 10 dolares
<3> Over ten dollars                 | 3 mas de 10 dolares
<4> Nothing at all                   | 4 nada en lo absoluto

<8> DON'T KNOW                       | 8 NO SE
<9> REFUSED                           | 9 REHUSA
```

====>

```
>Q34a<
Have you ever tried to get           | Ha tratado alguna vez de
obtener                               |
information on public safety or      | informacion sobre la seguridad
publica                               |
environmental safety matters?       | o asuntos de seguridad
ambiental?

<2>  Yes                               | 2 Si
<1>  No                                 | 1 No

<8>  DK                                 | 8 DK
<9>  RF                                 | 9 RF
```

====>

```
>sk41<
[if Q34a eq <2>][goto Q34b]
[else][goto Q35a]
[endif]
```

```
>Q34b<
Would you get this information if it | Obtendria esta informacion si
were available on the Internet? | estuviera disponible atravez
| del Internet?
```

<2> Yes	2 Si
<1> No	1 No
<8> DK	8 DK
<9> RF	9 RF

====>

```
>sk42<
[if Q34b eq <2>][goto Q34c]
[else][goto Q35a]
[endif]
```

```
>Q34c<
How much would you be willing to pay | Cuanto estaria dispuesto a pagar
por |
for the convenience of getting | la comodidad de obtener
informacion |
information on public safety or | sobre la seguridad publica o
asuntos |
environmental safety matters online? | de seguridad ambiental?
```

<1> Under three dollars	1 menos de tres dolares
<2> Up to ten dollars	2 hasta 10 dolares
<3> Over ten dollars	3 mas de 10 dolares
<4> Nothing at all	4 nada en lo absoluto
<8> DON'T KNOW	8 NO SE
<9> REFUSED	9 REHUSA

====>

```
>Q35a<
Some people say that having | Algunos dicen que teniendo
informacion |
government information or services | o servicios gubernamentales
available in new ways would be | delispondibles en maneras nuevas
seria |
helpful. To what extent do you | util. Hasta que punto estaria
de |
agree or disagree with the following | acuerdo o en desacuerdo con las
statements about providing government | siguientes frases acerca de como
proveer
```

information or services through the gubernamentales		informacion o servicios
Internet. Do you strongly agree, acuerdo		del Internet. Esta usted muy de
agree, neither agree nor disagree, disagree, or strongly disagree?		de acuerdo, ni de acuerdo ni en desacuerdo, o muy en desacuerdo?

I prefer to see someone in person if si		Prefiero ver alguien en persona
I need something from a government office.		necesito algo de una oficina gubernamental.

<5> Strongly agree		5 Muy de acuerdo
<4> Agree		4 de acuerdo
<3> Neither agree nor disagree		3 Ni de acuerdo ni en desacuerdo
<2> Disagree		2 En desacuerdo
<1> Strongly disagree		1 Muy en desacuerdo

<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA

===>

>Q35b<

Having government information on the gubernamental		Habiendo informacion
Internet would make government more gobierno		sobre el Internet haria el
available to the people.		mas disponible a la gente.

<5> Strongly agree		5 Muy de acuerdo
<4> Agree		4 de acuerdo
<3> Neither agree nor disagree		3 Ni de acuerdo ni en desacuerdo
<2> Disagree		2 En desacuerdo
<1> Strongly disagree		1 Muy en desacuerdo

<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA

===>

>Q35c<

The Internet is not sufficiently suficientemente		El Internet no esta
available to everyone to use it providing government information and services.		disponible a todos para que el gobierno lo utilice para proveer informacion y servicios.

<5> Strongly agree		5 Muy de acuerdo
<4> Agree		4 de acuerdo
<3> Neither agree nor disagree		3 Ni de acuerdo ni en desacuerdo
<2> Disagree		2 En desacuerdo
<1> Strongly disagree		1 Muy en desacuerdo

<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA

====>

>Q35d<

I am concerned about the quality of servicios	Me preocupa la calidad de
services the government would del	que el gobierno daria atravez
provide through the Internet.	Internet.

<5> Strongly agree	5 Muy de acuerdo
<4> Agree	4 de acuerdo
<3> Neither agree nor disagree	3 Ni de acuerdo ni en desacuerdo
<2> Disagree	2 En desacuerdo
<1> Strongly disagree	1 Muy en desacuerdo

<8> DON'T KNOW	8 NO SE
<9> REFUSED	9 REHUSA

====>

>sk44<

```
[if Q004 eq <2>][goto Q036]
[else][goto Q37a]
[endif]
```

>Q036<

During the past year, about how many cuantos	Durante el ano pasado, como
times did you use the Internet to complete a business transaction, such as to order something like como	veces uso el Internet para completar una transaccion de negocios, tal como ordenar algo
travel tickets or flowers or books? libros?	billetes de viaje o flores o

<0-87>

<88> DON'T KNOW	88 NO SE
<99> REFUSED	99 REHUSA

====>

```
*****
* SECURITY CONCERNS *
*****
```

>Q37a<

How concerned are you about giving sobre	Que tan preocupada esta usted
out credit card numbers or financial credito	el dar numeros de cartas de
information about yourself on the usted	o informacion financiera sobre
Internet to government agencies?   del estado?	a travez del Internet a agencias

Would you say you're...		Diria que usted esta...
<5> extremely concerned		5 muy preocupada
<4> concerned		4 preocupada
<3> somewhat concerned		3 algo preocupada
<2> not very concerned		2 no muy preocupada
<1> not at all concerned		1 no preocupada en lo absoluto
<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA

==>

>Q37c<		
How concerned are you about		Que tan preocupado esta usted
acerca		
providing other nonfinancial,		de proveer de informacion
personal		
personal information about yourself		no financiero suya
on the Internet to government		atravez del Internet a agencias
del		
agencies?		estado?

Would you say you're...		Diria que usted esta...
<5> extremely concerned		5 muy preocupada
<4> concerned		4 preocupada
<3> somewhat concerned		3 algo preocupada
<2> not very concerned		2 no muy preocupada
<1> not at all concerned		1 no preocupada en lo absoluto
<8> DON'T KNOW		8 NO SE
<9> REFUSED		9 REHUSA

==>

>Q38x<		
Currently, under existing open		Actualmente, segun las leyes
vigentes		
records laws, some information		de archivos abiertos, alguna
collected by the state is publicly		informacion recolectada del
estado esta		
available and may be bought and sold		disponible publicamente y puede
ser		
to various businesses.		comprada y vendida a varios
negocios.		
Information you give the state in		Informacion que usted le da al
online interactions could similarly		estado en conversaciones
recipricas		
be available to be bought and sold.		puede ser disponible en la misma
manera siendo comprada y vendida.		

Press g to continue

<g>

====>

>Q038<

What sorts of information do you feel should be in publicly available databases? For example, How about aspects of your driving history? Is that acceptable, not acceptable, eso	Que tipo de informacion, piensa usted deberia ser disponibles publicamente? Por ejemplo, aspectos de su expediente de conduccion/(driving record)? Es
or are you uncertain about it? esta	apropiado, no apropiado, o no esta
seguro acercada eso?	

<3> ACCEPTABLE	3 APROPIADO
<1> NOT ACCEPTABLE	1 NO APROPIADO
<2> UNCERTAIN	2 NO ESTA SEGURO/A
<8> DK	8 NO SABE
<9> RF	9 REHUSA

====>

>Q039<

How much control would you prefer acerca	Cuanto control preferiria tener
to have in how the state uses informacion	de como el estado utiliza
information about you? For example, preferiria	sobre usted? Por ejemplo,
would you prefer (A) to notify the quisiera	(A) notificar al estado cuando
state when you would like to be existente o (B)	ser borrado de una lista
removed from an existing database or (B) to specifically give	dar permiso especifico lista con anticipacion antes de que el
estado lo	
permission ahead of time before the usted	incluya en una lista, o no tiene
state includes you in a database, Or do you not have an opinion?	ninguna opinion sobre esto?

<1> NOTIFY STATE	1 NOTIFICAR AL ESTADO
<2> GIVE PERMISSION AHEAD OF TIME	2 DAR PERMISO CON ANTICIPACION
<3> NO OPINION	3 NINGUNA OPINION
<8> DK	8 NO SABE
<9> RF	9 REHUSA

====>

>Q40a<

Some institutions routinely use personal usan	Voy a nombrarle unas cuantas instituciones que usualmente
information people give them. How gente le	informacion personal que la

confident are you that each of the | da. Que tan seguro esta ud. de  
 que | cada institucion esta usando  
 following is using your personal, | apropiadamente la informacion  
 confidential information properly? |  
 personal y |  
 Are you confident, somewhat | confidencial? Se siente ud. muy  
 seguro, |  
 confidnet, not very confident, or | algo seguro, no muy seguro, o no  
 seguro |  
 not at all confident? | en lo absoluto?

State government | Gobierno estatal

<4> VERY CONFIDENT | 4 MUY SEGURO  
 <3> SOMEWHAT CONFIDENT | 3 ALGO SEGURO  
 <2> NOT VERY CONFIDENT | 2 NO MUY SEGURO  
 <1> NOT AT ALL CONFIDENT | 1 NO SEGURO EN LO ABSOLUTO

<8> DK | 8 NO SABE  
 <9> RF | 9 REHUSA

===>

>Q40e<  
 Federal government | Gobierno Federal

<4> VERY CONFIDENT | 4 MUY SEGURO  
 <3> SOMEWHAT CONFIDENT | 3 ALGO SEGURO  
 <2> NOT VERY CONFIDENT | 2 NO MUY SEGURO  
 <1> NOT AT ALL CONFIDENT | 1 NO SEGURO EN LO ABSOLUTO

<8> DK | 8 NO SABE  
 <9> RF | 9 REHUSA

===>

>Q41a<  
 Some people say that certain | Algunos dicen que ciertos  
 servicios | gubernamentales serian mas  
 government services would be more |  
 convenientes | si se dieran online, pero estan  
 convenient if they were provided | desacuerdo sobre como mantener  
 en | servicios. Hay cuatro maneras de  
 online, but disagree over how to |  
 estos | pagar  
 support these services. There are | por servicios gubernamentales  
 four ways of paying for online |  
 online. | Que tan apropiado es cada uno  
 government services. How |  
 para | usted?  
 acceptable is each to you? |

Having people pay specifically for | Haciendo que la gente pague  
 using the service | por el uso espediico del servicio

<1> Entirely acceptable | 1 Sumamente acceptable



<2> Somewhat Acceptable		2 Algo aceptable
<3> Unacceptable		3 No esta aceptable
<8> DK		8 NO SABE
<9> RF		9 REHUSA

===>

>Q41b<

The state selling data generated by		Que el estado venda listas de
datos		datos
users in order to fund the service		producidos de los que lo usan
para		
pagar por el servicio		

<1> Entirely acceptable		1 Sumamente aceptable
<2> Somewhat Acceptable		2 Algo aceptable
<3> Unacceptable		3 No esta aceptable
<8> DK		8 NO SABE
<9> RF		9 REHUSA

===>

>Q41c<

Advertising on the computer screen		Publicidad en la pantalla de
for the service		la computador por el servicio

<1> Entirely acceptable		1 Sumamente aceptable
<2> Somewhat Acceptable		2 Algo aceptable
<3> Unacceptable		3 No esta aceptable
<8> DK		8 NO SABE
<9> RF		9 REHUSA

===>

>Q41d<

Using general tax revenue		usando el ingreso de impuestos
generales		

<1> Entirely acceptable		1 Sumamente aceptable
<2> Somewhat Acceptable		2 Algo aceptable
<3> Unacceptable		3 No esta aceptable
<8> DK		8 NO SABE
<9> RF		9 REHUSA

===>

\*\*\*\*\*  
 \* DEMOGRAPHICS \*  
 \*\*\*\*\*

>D001<

Now I would like to ask you		Ahora quisiera hacerle unas
questions about yourself		preguntas acerca de si mismo.

Are you currently married, widowed, divorced, or have you never been married?	Esta Ud. casado/a,   viudo/a, divorciado/a, o   nunca se ha casado?
---	---

<1> MARRIED (INCLUDE COMMON LAW MARRIAGES)	1 CASADO/A
<2> WIDOWED	2 VIUDO/A
<3> DIVORCED	3 DIVORCIADO/A
<4> SEPARATED	4 SEPARADO/A
<5> NEVER MARRIED (INCLUDING ANNULMENTS)	5 NUNCA SE HA CASADO
<8> DON'T KNOW	8 DON'T KNOW
<9> REFUSED	9 REFUSED

====>

>D002<

What was the last grade in school you completed?	Cual fue el ultimo ano o   grado escolar que Ud. completo?
---	---

<1> 0-4 GRADES	1 GRADO 0-4
<2> 5-8 GRADES	2 GRADO 5-8
<3> GRADES 9-11(SOME HIGH SCHOOL)	3 GRADO 9-11 UN POCO DE   ESCUELA SUPERIOR
<4> GRADE 12 HIGH SCHOOL GRADUATE	4 GRADUADO DE ESCUELA   SUPERIOR
<5> GRADE 13-15 SOME COLLEGE (INCLUDING BUSINESS AND TRADE SCHOOL)	5 UN POCO DE UNIVERSIDAD,   ESCUELA VOCACIONAL Y   ESCUELA DE NEGOCIOS
<6> GRADE 16; COLLEGE GRADUATE	6 GRADUADO DE LA   UNIVERSIDAD
<7> GRADUATE WORK	7 ESCUELA DE POSTGRADO
<8> DON'T KNOW	8 DON'T KNOW
<9> REFUSED	9 REFUSED

====>

>D02a<

What was the last grade in school your father completed?	Cual fue el ultimo ano o   grado escolar que su padre completó?
---	--

<1> 0-4 GRADES	1 GRADO 0-4
<2> 5-8 GRADES	2 GRADO 5-8
<3> GRADES 9-11(SOME HIGH SCHOOL)	3 GRADO 9-11 UN POCO DE   ESCUELA SUPERIOR
<4> GRADE 12 HIGH SCHOOL GRADUATE	4 GRADUADO DE ESCUELA   SUPERIOR
<5> GRADE 13-15 SOME COLLEGE (INCLUDING BUSINESS AND TRADE SCHOOL)	5 UN POCO DE UNIVERSIDAD,   ESCUELA VOCACIONAL Y   ESCUELA DE NEGOCIOS
<6> GRADE 16; COLLEGE GRADUATE	6 GRADUADO DE LA   UNIVERSIDAD
<7> GRADUATE WORK	7 ESCUELA DE POSTGRADO
<8> DON'T KNOW	8 DON'T KNOW
<9> REFUSED	9 REFUSED

====>

>D003<  
 Last week , were you working full-time, working part-time, going to school, keeping house or something else? | La semana pasada, estaba Ud. trabajando tiempo-completo, medio-tiempo, estudiando, o encargandose de su hogar?

<1> WORKING FULL-TIME		1 TRABAJO DE TIEMPO COMPLETO
<2> WORKING PART-TIME		2 TRABAJO DE PARTE DE TIEMPO
<3> GOING TO SCHOOL		3 ESTUDIANTE
<4> KEEPING HOUSE		4 AMA DE CASA
<5> DISABLED		5 INCAPACITADO
<6> RETIRED		6 JUBILADO
<7> UNEMPLOYED, LAID OFF		7 DESEMPLEADO
<8> DON'T KNOW		8 DON'T KNOW
<9> REFUSED		9 REFUSED

====>

>D007<  
 What is your current age? | Cuantos anos tiene Ud. ahora?

<18-94> NUMBER OF YRS		18-94 NUMERO DE ANOS
<95> 95 YEARS OR OLDER		95 95 O MAS ANOS
<98> DON'T KNOW		98 DON'T KNOW
<99> REFUSED		99 REFUSED

====>

>DH01<  
 Are you of Spanish or Hispanic origin? | Es Ud. de origen espanol o hispano?

<2> YES		<2> SI
<1> NO		<1> NO
<8> DON'T KNOW		<8> DON'T KNOW
<9> REFUSED		<9> REFUSED

====>

>DH02<  
 What is your race? | Cual es su raza?

<1> WHITE		1 BLANCA
<2> BLACK		2 NEGRA
<3> ASIAN		3 ASIATICA
<4> AMERICAN INDIAN		4 INDIO AMERICANO
<7> OTHER [#specify]		u OTRO
<8> DON'T KNOW		8 DON'T KNOW
<9> REFUSED		9 REFUSED

====>

>D012<  
 Last year was your total family income before taxes: | El ano pasado, cuanto fue el ingreso total de toda su

| su familia antes de pagar impuestos:

<1> Less than \$10,000		1 menos de \$10,000
<2> \$10,001 - \$20,000		2 \$10,001 - \$20,000
<3> \$20,001 - \$30,000		3 \$20,001 - \$30,000
<4> \$30,001 - \$40,000		4 \$30,001 - \$40,000
<5> \$40,001 - \$50,000		5 \$40,001 - \$50,000
<6> \$50,001 - \$60,000		6 \$50,001 - \$60,000
<7> \$60,001 and above		7 \$60,001 o mas
<8> DON'T KNOW		8 DON'T KNOW
<9> REFUSED		9 REFUSED

====>

>LAST<

Press <g> to quit

====>

[goto EXIT]

## Appendix B: Survey and Analysis Procedure Details

### *The Weighted Sample*

In our unadjusted sample, 20.1 percent of the sample was Hispanic, eight percent was African American, and about 64.8 percent were Anglo, with the remainder of the sample falling into the categories of Asian (1.9%), American Indian, Aleut and Pacific Islanders. (The latter groups are too few for any meaningful statistical analyses and they have been removed from most procedures.). Our rural sample was somewhat more Anglo (72.3%) with fewer Hispanics (15.3%) and African Americans (8.9%)

State statistics according to the Texas Workforce Commission as of July, 1999 show a state population of 19,925,577, and 75.2% are White (including Hispanics), 11.9% are Black, with American Indians, Eskimos, Aleuts, Asian and Pacific Islanders and “other races” comprising an additional 12.9%. About 25.5% of the people in Texas are Hispanic (an ethnic rather than a racial designation).<sup>14</sup> To compensate for underrepresenting the Black and Hispanic populations in this sample, throughout our analyses we have used a weighted sample. The weighted sample approximates these groups’ representation in the state: in the weighted sample, 24.4 % of the people are Hispanic, 11.4% Black and 57.8% Anglo.

### *Defining Rural*

Survey Sampling Inc. supplied codes for counties using designations of rural and nonrural. (Survey Sampling Inc. provided the random digit dial sample for survey to the University of Texas’ Office of Survey Research, which gathered the data.) Rural is defined as a county that lacks a Metropolitan Statistical Area or MSA. MSA Central Cities for Texas are listed below.

<b>MSA</b>	<b>Population (1999 Estimate)</b>
Abilene	127,952
Amarillo	212,549
Austin-San Marcos	1,121,092
Beaumont-Port Arthur	379,677
Brazoria	228,166
Brownsville-Harlingen-SanBenito	317,781
Bryan-College Station	143,436
Corpus Christi	382,540
Dallas	3,264,588
El Paso	694,666
Fort Worth-Arlington	1,604,741
Galveston-Texas City	245,185
Houston	3,967,587
Killeen-Temple	307,610
Laredo	198,287
Longview-Marshall	210,285
Lubbock	234,689
McAllen-Edinburg-Mission	527,726
Odessa-Midland	245,938
San Angelo	105,648
San Antonio	1,543,383
Sherman-Denison	103,676
Texarkana	82,727
Tyler	168,888
Victoria	84,019
Waco	204,589

---

<sup>14</sup> The Texas Workforce Commission site at <http://www.twc.state.tx.us> is the source for July 1999 population estimates.

(Source: Texas State Data Center  
< [http://txsdc.tamu.edu/tpepp/1998\\_txpopest\\_msa.html](http://txsdc.tamu.edu/tpepp/1998_txpopest_msa.html) >)

MSA Central Cities are defined by the Office of Management and Budget. Most MSAs have Central Cities, although a few do not. Many MSAs have more than one Central City. The geographic extent of each Central City relies on the Census definition of "place" since "city" is a nontechnical term that means different things in different contexts. Places, as defined by the Census Bureau, include legally incorporated cities, towns, villages and boroughs, as well as Census Designated Places which are densely settled concentrations of population identifiable by a name but not legally incorporated.

### ***Demographics of the sample***

The following sections add additional detail about the demographic characteristics of the sample. All results are based on the weighted random sample except those pertaining to rural v. nonrural differences. Those results compare all rural households with all nonrural households using the entire weighted sample.

#### Ethnicity and Race

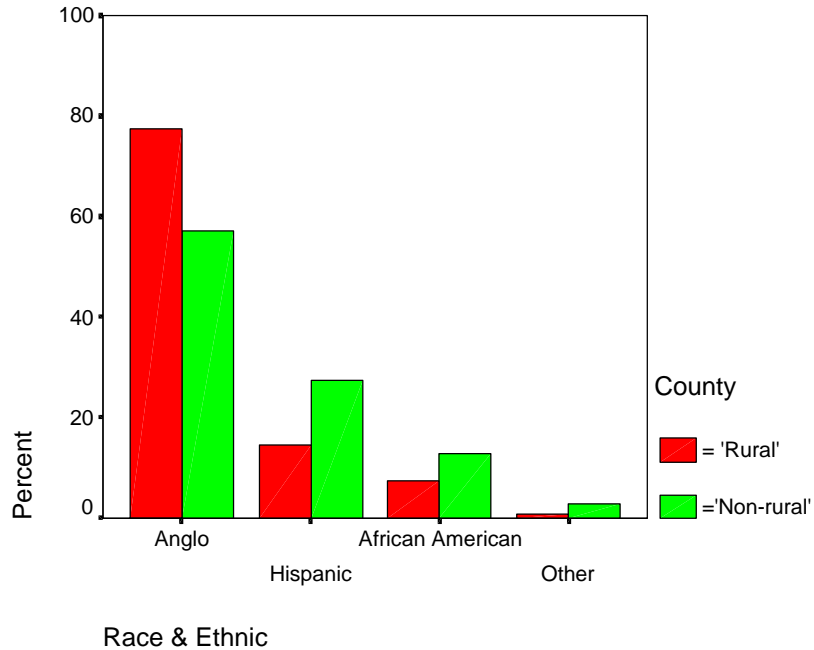
In our unadjusted sample, 20.1 percent of the sample was Hispanic, eight percent was African American, and about 64.8 percent were Anglo, with the remainder of the sample falling into the categories of Asian (1.9%), American Indian, Aleut and Pacific Islanders. (The latter groups are too few for any meaningful statistical analyses and they have been removed from most procedures.). Our rural sample was somewhat more Anglo (72.3%) with fewer Hispanics (15.3%) and African Americans (8.9%)

State statistics according to the Texas Workforce Commission as of July, 1999 show a state population of 19,925,577, and 75.2% are White (including Hispanics), 11.9% are Black, with American Indians, Eskimos, Aleuts, Asian and Pacific Islanders and "other races" comprising an additional 12.9%. About 25.5% of the people in Texas are Hispanic (an ethnic rather than a racial designation).<sup>15</sup> To compensate for underrepresenting the Black and Hispanic populations in this sample, throughout our analyses we have used a weighted sample. The weighted sample approximates these groups' representation in the state: in the weighted sample, 24.4 % of the people are Hispanic, 11.4% Black and 57.8% Anglo. As the Figure below illustrates, the rural population is disproportionately Anglo.

Because the size of the "other" category (American Indian, Aleuts, Asian and Pacific Islanders) was too low for most statistical analyses, it was generally dropped from our procedures.

---

<sup>15</sup> The Texas Workforce Commission site at <http://www.twc.state.tx.us> is the source for July 1999 population estimates.



**Figure 33 Ethnicity and Race Percentages by Location**

**Education**

There are educational and income differences among the ethnic subgroups. Hispanics are less likely to have completed high school than other subgroups. About 37% of the Anglo members of the sample completed college or have some graduate work, followed by 29% of the African American group, trailed by Hispanics at about 19%. Education was highly correlated with income, with a Pearson correlation of .59.

In the sample as a whole, about 11.5% did not complete high school, 27.9% did complete high school, 25.2% had some college preparation and 21.5% completed college. Roughly 10% did some work beyond their college degree.

**Table 9 Race and Ethnic by Education**

	Race & Ethnic			
	Anglo	Hispanic	African American	Other
< HS	35 6.9%	58 27.2%	8 8.1%	
HS Grad	141 27.8%	64 30.0%	38 38.4%	5 23.8%
Some college	143 28.2%	50 23.5%	24 24.2%	4 19.0%
College grad	125 24.7%	34 16.0%	18 18.2%	6 28.6%
Some grad work	63 12.4%	7 3.3%	11 11.1%	6 28.6%
	507 100.0%	213 100.0%	99 100.0%	21 100.0%

## Income

Predictably, educational differences within ethnic groups parallel income differences. These differences can be seen in the income levels across different ethnic groups, with the most extreme differences in the composition of those making less than \$10,000 and those making over \$60,000. About 18.4% of the Hispanics fall into the lower income category, while about 35% of the Anglo group falls into the high-income category. People living in rural areas are generally poorer.

**Table 10 Household Income by Location**

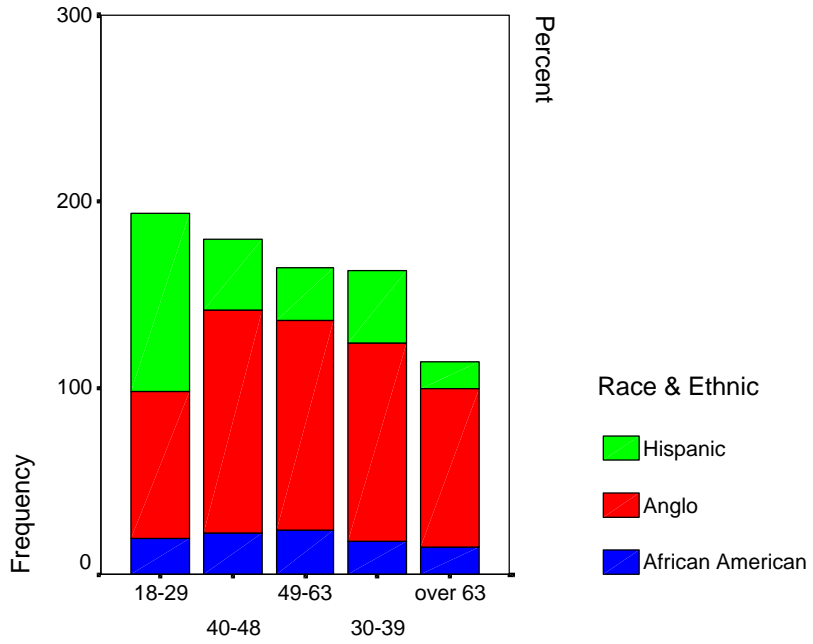
			Family income			
County			Frequency	Percent	Valid Percent	Cumulative Percent
='Rural'	Valid	<\$10,000	30	9.1	9.1	9.1
		\$10,001-\$20,000	33	10.1	10.1	19.2
		\$20,001-\$30,000	47	14.3	14.3	33.5
		\$30,001-\$40,000	44	13.4	13.4	47.0
		\$40,001-\$50,000	22	6.7	6.7	53.7
		\$50,001-\$60,000	27	8.2	8.2	61.9
		> \$60,000	44	13.4	13.4	75.3
		DK	26	7.9	7.9	83.2
		Refused	55	16.8	16.8	100.0
		Total	328	100.0	100.0	
='Non-rural'	Valid	<\$10,000	31	4.6	4.6	4.6
		\$10,001-\$20,000	39	5.8	5.8	10.4
		\$20,001-\$30,000	69	10.2	10.2	20.6
		\$30,001-\$40,000	71	10.5	10.5	31.2
		\$40,001-\$50,000	44	6.5	6.5	37.7
		\$50,001-\$60,000	40	5.9	5.9	43.6
		> \$60,000	140	20.8	20.8	64.4
		DK	62	9.2	9.2	73.6
		Refused	178	26.4	26.4	100.0
		Total	674	100.0	100.0	

The correlation between income and education is .598 in this sample. For certain analyses, the mean income level for a given education level was inserted to replace missing data.

## Age

Finally, it may be worth noting that the Hispanic members of the sample are predominantly younger (57% in the 18-35 age group) while greater percentages of Anglos and African Americans are 36-to 55 (43.9% and 44.3% respectively).





**Figure 34 Age by Ethnicity**