SMART COMMUNITIES EVALUATION:

FAMILYNET CENTERS

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With assistance from

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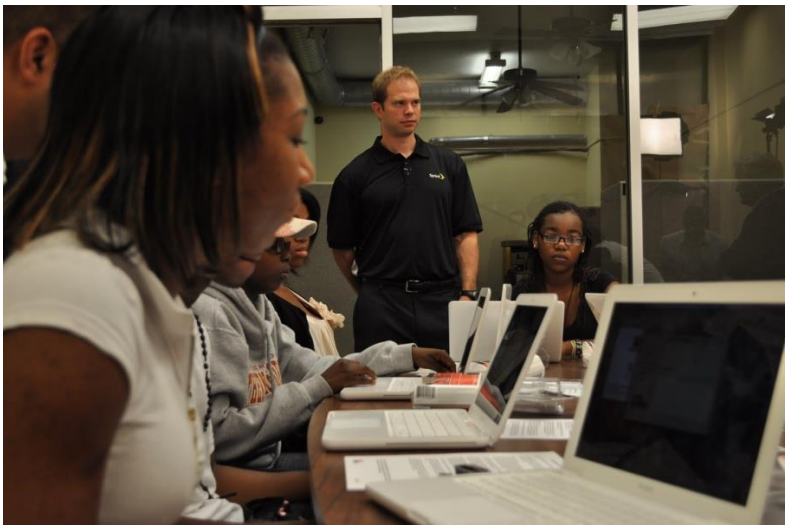
Evaluation research conducted through the support of the John D. and Catherine T. MacArthur Foundation

April, 2014



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The Smart Communities Program is funded by a Sustainable Broadband Adoption (SBA) Grant from the Broadband Technology Opportunities Program (BTOP), U.S. Department of Commerce, National Telecommunications and Information Administration.

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ACKNOWLEDGMENTS

The Smart Communities Program was funded by a Sustainable Broadband Adoption grant in the Broadband Technology Opportunities Program, administered by the National Telecommunications and Information Agency, U.S. Department of Commerce, as part of the American Recovery and Reinvestment Act.

We gratefully acknowledge the support of the John D. and Catherine T. MacArthur Foundation for the evaluation of Chicago's Smart Communities Program.

The authors are solely responsible for the interpretations and conclusions in this report, which do not necessarily reflect the views of the funders.

The surveys were conducted by the Survey Research Laboratory of the University of Illinois at Chicago.

In addition to the coauthors listed on this report, we would like to thank the following individuals for their help on the project, including copyediting and research:

Lauren Bowman, Ph.D. candidate, University of Illinois at Chicago

Chen-Yu Kao, Ph.D. student, Arizona State University

Kuang-Ting Tai, Ph.D. student, Arizona State University

We would also like to thank the survey and respondents who offered their time and insights.

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I. EXECUTIVE SUMMARY

The FamilyNet Centers are one part of Chicago's Smart Communities Program. The federally-funded pilot for the Smart Communities Program aimed to establish a culture of digital excellence in five low and moderate-income Chicago community areas, and a was funded through a $7 million Sustainable Broadband Adoption grant to the City of Chicago through the Broadband Technology Opportunities Program (BTOP). The goals of the federal program were to increase broadband adoption and use at home and elsewhere.

The Smart Communities program was implemented by a partnership of the Chicago Local Initiatives Support Corporation (LISC) and community organizations. It featured a variety of technology activities, including training for basic skills in the FamilyNet Centers, for neighborhood groups in Civic 2.0 programs, and for businesses in the Business Resource Network; outreach through tech organizers, community portals, and advertising on buses and bus shelters; and youth programs that included summer jobs and digital media workshops in libraries and schools. The FamilyNet Center model integrates technology training with other assistance and activities, and was initially implemented within six LISC Chicago-led Centers for Working Families: Association House, Chicago Commons, The 63rd Street Corridor Center for Working Families, Instituto del Progreso Latino (IDPL), Southwest Reach Center, and St. Sabina Employment Resource Center. The first FamilyNet Centers opened in November 2010, with the last center (located in Englewood) opening in summer 2011. Although the federal funding through the Broadband Technology Opportunities Program (BTOP) ended in January 2013, 5 of the 6 FamilyNet Centers continued to operate with support from the MacArthur Foundation and LISC. The centers have since been expanded to 12 sites through funding from Americorps, the City of Chicago, and Comcast.

This summary of key results is from a 2012-2013 follow-up telephone survey of participants in the federally-funded project. It was conducted after respondents had participated in FamilyNet programs, generally at least three months after having filled out consent forms.[1] The survey was conducted by phone in English and Spanish from June 2012 to March 2013 by the Survey Research Laboratory at the University of Illinois at Chicago. The population of this survey is from six FamilyNet Centers where the staff collected consent forms from participants in FamilyNet activities. All participants who were willing to join in the survey were invited to complete the survey questionnaire. Of 624 individuals who signed consent forms agreeing to be contacted, 378 respondents successfully completed the questionnaire. The response rate was 60.48%, which is a high response rate for surveys. Still, there are some limitations in generalizing to the population as a whole if those who signed consent forms are different from other participants. Because the survey was administered to a non-random sample and some FamilyNet Centers had significantly higher rates of survey participation than others, sample weights were created for use in this report, to adjust for centers that were underrepresented or overrepresented in the follow-up survey. The results for this participant survey are also consistent with citywide data showing a

[1] To survey as many of the program participants as possible, at the end of the survey period consent forms were collected from earlier participants who had not filled out the forms, and so it is difficult to tell how long the period was between participation in training and surveys for all respondents based on the date of the consent form.

greater rate of increased Internet use in the Smart Communities than in other, similarly-situated Chicago neighborhoods. But, the participant survey offers a greater level of detail for those who participated directly in the FamilyNet training. Key results are summarized below.

Internet Access and Use

- 87% have used the Internet in the past 30 days, and 43% use the Internet at least on a daily basis.
- Over half of all respondents—53%—have broadband at home; 9% have smartphones only, and 34% have no personal Internet access. Dial-up home Internet access is negligible—for only 2% of respondents.
- Where baseline data was available, we compared current Internet use (within the past 30 days) to information about whether these same respondents ever used the Internet at the time they registered for classes. Tracking change over time for these respondents, we see **an increase of 28 percentage points for Internet use.** That is, 86% of this sample report using the Internet within the past 30 days after classes, but only 58% of these respondents said that they ever used the Internet when they signed up for classes. While this is a smaller group for whom we have baseline data (123 respondents), their overall numbers for Internet use are about the same as the weighted results for the follow-up survey overall.
- For those who use the Internet, the most frequent place is at home (69%), followed by FamilyNet Centers (38%), libraries (34%), with other places outside the home varying between 20% and 30%. Only 20% use the Internet at work.

Barriers for Respondents without Home Internet (Broadband) Access

- For the respondents who do not use the Internet at home, most (81%) report that they cannot afford to have home access. This was the most common reason given, but respondents were also allowed to choose multiple answers to the question. Nearly 2/3 said they could use it somewhere else.
- Another group of barriers was related to skills or fears about dangers online—issues addressed by the classes. For those who do not have the Internet at home, 37% don't feel they know how to use it well enough, 40% cite worries about safety, and 20% say it is dangerous.

Self-Reported Skills and Help

- The majority of all survey respondents—about 75% or more—say they can use a mouse or e-mail or find information on the Internet very well or at least somewhat well. Most participants report acquiring these basic skills, but there is more variation for tasks such as word processing and use of spreadsheets, with the creation of Web sites least common (53% say they cannot do this at all). Given that most participants took the basic Everyday Digital courses, the self-reported skills reflect this basic introduction.
- Nearly half of the Internet users (46%) said that they have received help since taking classes, and a large majority (70%) report that they get help from family and friends. This indicates that most

FamilyNet respondents have some networks of informal assistance that might help to sustain use in the future.

- One-third of the Internet users said they had helped someone else to use the Internet in the past 30 days; about half of the individuals they helped lived in the neighborhood.

Activities Online

- FamilyNet participants do engage in many activities related to policy goals for economic development, education, health, and government service delivery online. Internet use for job search, health, and information from the City of Chicago Web site are all reported by over 50% of FamilyNet participants and are among the most common activities online.
- More than one-quarter of participants use the Internet for banking, while 36% use it for online classes, 40% for news, and 32% for following politics—for the kinds of political, economic, and educational activities that can enhance individual human capital or contribute toward social policy goals.
- Around one-quarter of participants mention use of the Smart Communities portal or contacting neighbors, reflecting the neighborhood focus of the program.
- Comparing these responses to the 2013 Chicago citywide survey, FamilyNet participants look for jobs online at the same rate as city averages (at 57% vs. 58%).

Self-Reported Outcomes for Classes

- Respondents were asked whether Internet use after the classes had helped them to do a variety of things: 30% of these respondents said the classes helped them to get a job, 40% said they helped them to follow what their children did in school, 57% said they helped to manage their health, and 69% said they helped them to access government services.
- Modes of access mattered for these self-reported outcomes, as respondents who had both broadband at home and smartphones were more likely to report these positive impacts, across questions.

Variation by Center

- FamilyNet Centers vary in the percent who report Internet use within the last 30 days in the follow-up survey. Only about 65% of respondents from Instituto del Progreso Latino (IDPL) in Pilsen reported recent Internet use, whereas at least 80% of the respondents from other centers did. The IDPL differed from other centers because participants were almost exclusively recruited for training as part of job search. More generally, variation across centers may also reflect differences in the neighborhood populations and their prior Internet use as well as differences between the centers.
- An interesting pattern emerges for respondent use of the FamilyNet Centers after the training—with at least 40% of respondents from 63rd Street Corridor, Chicago Commons and St. Sabina saying they have used the centers. The other centers were lower, with percentages between 20–26%. In citywide surveys, use outside the home is more common for African-Americans than

for Latinos, and the centers with high post-training use are in predominantly African-American neighborhoods.

- Although language barriers are not a common reason cited overall for lacking Internet access at home, this is mentioned by at least one-third of the respondents without Internet access at home who attended classes at IDPL and Southwest Reach.
- Other barriers that vary by center are fears about Internet use, which are higher for respondents from Association House, Southwest Reach, and IDPL. All three neighborhoods have high proportions of Latinos, and fears about Internet use are generally more prominent for Latinos than African-Americans in Chicago (Mossberger and Tolbert 2009).

Feedback on Classes, Continued Barriers for Internet Users

- 87% of respondents who answered the questions on the classes said they were very or extremely helpful.
- Internet users also were asked questions about barriers to use and negative outcomes (such as children wasting time online). About one-quarter of those who do use the Internet still said they always or usually feel they don't know how to use the Internet well enough, and about 40% expressed concerns about Internet safety (always or usually). Only 13% said that their children always or usually wasted too much time on the Internet.

In summary, those who responded to the survey often reported important gains in Internet use and outcomes—87% are using the Internet, and there was a 28 percentage-point increase in Internet use among those we were able to track before and after the program. The Master Plan for the Smart Communities envisions neighborhoods where individuals are able to participate in decision making and civic life; where economic development thrives; and where residents are able to enjoy quality access to education, health, and government services. Many respondents are going online for a variety of activities that can contribute to individual opportunity and neighborhood benefits. It is clear that the lack of affordable broadband has been an issue for some, as one-third of participants have neither a smartphone nor a home broadband connection. And, there are some indications that those who have now been introduced to the Internet are just beginning to develop the confidence and skills they will need to effectively exploit its potential in the future.

While this was not a random sample of program participants, the results were weighted to reflect the known distribution of participants by center. The increased Internet use for program participants in this survey is also consistent with the neighborhood-level results showing increases in Internet use in the Smart Communities between 2008 and 2011, compared to other Chicago community areas and controlling for demographic change (Tolbert, Mossberger, & Anderson, 2013).

II. FAMILYNET PROGRAM DESCRIPTION AND METHODS

The Smart Communities Program aims to establish a culture of digital excellence in five low and moderate-income community areas of the city of Chicago and was funded through a $7 million federal Sustainable Broadband Adoption grant through the Broadband Technology Opportunities Program (BTOP), as well as through funding from the MacArthur Foundation and the Local Initiatives Support Corporation (LISC). The goals of the federal program were to increase broadband adoption and use at home and elsewhere.

This report uses baseline data collected at six FamilyNet Centers funded by BTOP and data from a follow-up participant survey administered in 2012 and 2013 to assess the programs and services offered by the FamilyNet Centers. The follow-up survey for program participants that provides the basis for this report tracks Internet use anywhere, broadband adoption at home, activities online, self-reported benefits of Internet use after training, unintended consequences of Internet use, continued barriers to adoption, satisfaction with the classes, and technology resource sharing in the community.

The Smart Communities program was implemented by a partnership of the Chicago Local Initiatives Support Corporation (LISC) and community organizations. It featured a variety of technology activities in targeted low- and moderate-income neighborhoods, including training for basic skills in the FamilyNet Centers, for neighborhood groups in Civic 2.0 programs, and for businesses in the Business Resource Network; outreach through tech organizers, community portals, and advertising on buses and bus shelters; and youth programs that included summer jobs and digital media workshops in libraries and schools. The Smart Communities encompass 15% of the city's population (ASR Analytics, 2012).

The FamilyNet Centers were one part of Chicago's Smart Communities Program, and are located within six Chicago LISC-led Centers for Working Families: Association House, Chicago Commons, The 63rd Street Corridor Center for Working Families, Instituto del Progreso Latino (IDPL), Southwest Reach Center, and St. Sabina Employment Resource Center. The first centers opened in November 2010, with the last center (located in Englewood) opening in summer 2011. Although the federal funding ended in January 2013, five of the six centers continued operating with assistance from the MacArthur Foundation and Chicago LISC. Support from Americorps, the City of Chicago, and Comcast more recently led to an expansion to 12 FamilyNet Centers in Chicago, so these findings may inform future work.

The FamilyNet Centers emphasize the integration of technology with a variety of services within the Centers for Working Families, including financial counseling, income support, resume building and job search. The program provides residents with the following (FamilyNet Factsheet[2]):

1. Drop-in Internet access, including use of three kid-friendly computers that are also accessible for individuals with disabilities and available during both weekday and weekend hours.

[2] FamilyNet Factsheet can be accessed through www.lisc-chicago.org/Our-programs/Smart-Communities/index.html

2. Orientations to provide an overview of all FamilyNet programs and an introduction to the services available at the Center for Working Families.
3. Computer Basics and Everyday Digital courses, offering a comprehensive set of trainings that start at the most basic computer tasks and include useful skills like online banking.
4. Topics and methods of training that can be tailored for families, seniors, business owners, ex-offenders, community leaders and other local groups.

The "theory of change" that underlies the FamilyNet Centers' activities was first outlined in the 2007 report by the Mayor's Advisory Council on Closing the Digital Divide and enhanced in 2009 through community planning in the five communities and program design by LISC Chicago. The Mayor's Advisory Council report concluded that digital excellence required awareness of the Internet and its uses, affordable broadband connections, knowledge and skills, appropriate hardware and software, and content relevant to different populations in the community. As described below, the FamilyNet Centers are most focused on awareness and skills, though they also introduce participants to some of the other resources for digital excellence.

Training and one-on-one assistance are program features intended to encourage technology use for neighborhood residents who visit the centers. The Computer Basics and Everyday Digital computer training courses familiarize trainees with computing skills that are useful for daily life, as well as an introduction to broadband technology. The courses are made up of twelve modules, beginning with a Computer Basics course where students learn the components of a desktop, develop mouse and keyboarding skills, and are introduced to digital concepts and technology. The Computer Basics training was added after implementation began, when it became clear that some residents had little or no prior experience online. Once students have mastered these basic skills, they are offered the Everyday Digital training. These courses include five core two-hour sessions and five electives (Chicago Smart Communities, 2011b). The training includes the following topics: Internet Basics, Internet Safety and Security, Understanding the Basics of Broadband, Using Online Banking and Commerce, and E-mail Basics (ASR Analytics, 2012). A second set of more advanced courses, called Everyday Digital 2.0 offers further instruction in Social Networks, Using Communication Vehicles, Using Open Source Software, Word, Excel, and PowerPoint. The classes are offered for free and in English and Spanish.

Together the centers distributed a total of 1,280 netbooks to participants who lived within the boundaries of the Smart Communities and who passed at least three Everyday Digital courses totaling six hours of education (receiving a certificate of completion) (Vogel, 2013). Most participants exceeded the hours required to receive a netbook (Baux, 2012). In total, 13,218 individual training sessions were delivered as of March 31, 2013 (City of Chicago, 2013b). The number of eligible participants exceeded the supply of netbooks, so these were awarded on a first-come first-served basis. While anyone can attend the EverDay digital classes, only participants who live within the boundaries of the Smart Communities are eligible to receive netbooks.

Needs: Barriers and Differences across Neighborhoods

Data on Internet use in Chicago that informed the planning of the program identified several significant barriers to home adoption citywide: cost (52%), lack of interest (48%), and lack of skill (43%) were cited by Chicago residents as reasons they did not have Internet access at home. Research showed that living in low-income communities, such as those served by the FamilyNet Centers, increased the significance of cost and lack of skill as reasons for not having home access (Mossberger, Tolbert, Bowen, & Jimenez, 2012). In 2009, prior to the inception of the program, the five community areas originally identified for the Smart Communities had a home broadband adoption rate of approximately 45% (Mossberger & Tolbert, 2009).

The formative evaluation for the Smart Communities program indicated that Latino participants often reported little prior experience with the Internet, while African Americans were more likely to have some experience with Internet use outside the home, even if they did not have home access (Mossberger, 2012). These patterns for the FamilyNet clients are consistent with citywide and national trends (Mossberger & Tolbert, 2009; Mossberger, Tolbert, & Franko, 2013).

These differences also mean that program needs and activities vary somewhat across the FamilyNet Centers. The decentralized character of the FamilyNet program, which was run by different community-based organizations in each neighborhood, also allowed for adaptations in teaching across the different centers, in response to varied needs in the surrounding communities. Neighborhood organizations were involved in the planning process in each community, so while there is a common structure in each neighborhood, locally-embedded organizations and neighborhood input allow for adaptation. This report examines differences in outcomes across centers as well as outcomes for the program as a whole.

Program Logic Model and Goals

Understanding the logic underlying the program design and the goals defined for the program provides guidance for what to measure in the evaluation. The FamilyNet activities are designed to reduce barriers to Internet use and home broadband adoption, and to also increase motivations for adoption, by familiarizing neighborhood residents with the many activities they can benefit from online. FamilyNet Centers are intended to address Internet knowledge, interest and skill through outreach in the community, through training, and through one-on-one assistance in the computer resource rooms. The FamilyNet Centers are operated by established community organizations that provide a variety of services, beyond technology training, and they are embedded within the Center for Working Families.[3] The FamilyNet model was designed to embed digital training and assistance within high volume employment and financial counseling programs, combined with community outreach by tech organizers and marketing.

[3] The Smart Communities and the organizations operating the FamilyNet Centers/Centers for Working Families are also part of a comprehensive community-building program in Chicago called the New Communities Program.

While the program could not directly provide free or discounted broadband access, there were some aspects of the program that addressed the affordability of broadband, hardware and software. The distribution of free netbooks with ten days of Internet access reduced costs for 1,280 participants in the Smart Communities, including the FamilyNet Centers (City of Chicago, 2013a). Because FamilyNet Centers are housed within the Centers for Working Families, which offer financial planning, participants also had access to consumer information and budget counseling for computer and Internet purchases. The Smart Communities staff disseminated information about Comcast's Internet Essentials program, which provides basic broadband at $9.95 per month, a computer for $150, and some introductory training to households with children enrolled in the free or reduced-price lunch programs.

Table 1. FamilyNet Logic Model

Inputs	Activities	Outputs	Outcomes
Additions to Resources within Centers for Working Families (CWF) • Staff (1 FTE per center) • 12 computers and Internet connections per center • Construction to accommodate computers and disability access • Netbooks • Blue Ocean Logic, Inc. consulting on curriculum • Resources for marketing and outreach	• Outreach in the community, including through tech organizers • Marketing through ads on buses and bus shelters • Training in Computer Basics and Everyday Digital (12 sessions), plus Everyday Digital 2.0 for advanced options • Financial counseling/consumer information on broadband • Referral to Comcast Internet Essentials ***Integration with other CWF services for jobs, income support***	• 13,218 individual sessions delivered • 2,018 participants trained • 1,280 netbooks distributed	• Internet use, home broadband access, and change • Use of the Internet for a variety of activities • Self-reported benefits of Internet use • Sharing of resources and knowledge

While Internet use and home broadband adoption are goals for the federal program and for the Smart Communities, the ultimate aim is to enable residents to participate in activities online that will create social benefits for them and for their communities, such as increased employment, neighborhood development, resident civic engagement, increased educational opportunities, improvements in health care information, and more (Chicago LISC, 2009; FCC, 2010). While many of these expected benefits can only be tracked in the long term (such as health outcomes and economic development), measuring the activities online for FamilyNet participants suggests whether these individuals are using the Internet in ways that might produce such social benefits. Additionally, survey respondents can be asked whether they have experienced any benefits from Internet use and adoption as a result of the program. These self-reported benefits indicate potential directions for longer-term evaluation research.

The FamilyNet Centers are part of a plan to create synergistic activities around broadband use, including youth programs for digital media, summer job programs, business initiatives, training for community organizations, and outreach through mass transit advertising, word of mouth, and tech organizers. Together these activities have the goal of contributing to a culture of widespread technology use in the target communities. Prior research indicates that spillover effects often occur in neighborhoods (Goolsbee and Klenow, 2002), and that sharing of technology resources may be particularly common in low-income communities (Mossberger & Tolbert, 2009; Mossberger, Kaplan, & Gilbert, 2008). In fact, comparison of the Smart Communities with other similarly-situated Chicago neighborhoods shows that they experienced a significantly higher increase between 2008 and 2013 in Internet use in any location, broadband adoption at home, and Internet use for jobs, health, and mass transit. This may be partly due to spillover effects that multiply the impact of training, and the FamilyNet survey asks questions about resource and knowledge sharing as possible outcomes.

Methods

The FamilyNet Survey was designed to evaluate the technology use of FamilyNet participants and to investigate the ways in which the provision of computers and computer courses embedded in an employment/financial counseling program have helped to improve technology use among FamilyNet participants. The follow-up survey was administered by telephone by the University of Illinois at Chicago Survey Research Laboratory, to clients who indicated a willingness to participate in the survey.

The population of this survey is from the six FamilyNet Centers, where the staff collected consent forms from people who have participated in FamilyNet activities. The survey was conducted from January 2012 to March 2013. The total number of consent forms collected was 624. The survey instrument includes six sections: Internet access, Internet use, digital skills, benefits of Internet use, and program satisfaction. *Internet access* addresses whether the respondents use the Internet, experience barriers to Internet use, and have different modes of Internet access, such as home broadband, public access, and smartphone use. *Internet use* examines activities online (health, job search, education, civic engagement, etc.) and whether the respondents share computer resources or advice with others. The *digital skills* section is designed to measure levels of computer knowledge that have been shown in prior work to correlate with demonstrated skill (Hargittai and Hsieh, 2012). *Outcomes of Internet use* explores perceived benefits of Internet use for health, work, communication with children's schools, etc., as well as unintended consequences. The *program satisfaction* section solicits participant feedback on the classes and FamilyNet program.

The survey was conducted by phone in English and Spanish. All participants who were willing to be contacted were invited to complete the survey. Consent forms were collected between June 2011 and February 2013 (to include some respondents who had already taken classes but not turned in forms). Because of the collection of late consent forms (and our use of them to increase the number of respondents) as well as variation in how many classes respondents took, we do not know precisely how long it had been since respondents took the FamilyNet classes. Approximately seventy percent of the respondents signed the forms at least 3 months or more before taking the survey, and 35% signed the consent forms at least 6 months before responding to the survey.

Of 624 willing participants who signed consent forms agreeing to be contacted, 378 respondents successfully completed the survey. The response rate is 60.48%. Because the survey was administered to a non-random sample and some FamilyNet Centers had significantly higher rates of participation than others, sample weights were created for use in this report. More specifically, some centers are over-represented in the data. For example, consent forms collected by the St. Sabina Employment Resource Center represent 21% of the population of FamilyNet Center participants, according to reports submitted to federal agencies, but St. Sabina clients made up 31% of the total number of survey respondents. Other centers are under-represented in the study. For example, clients of Instituto del Progreso Latino (IDPL) account for 10% of the total population, but only 5% of survey respondents. Thus, post-stratification weights with the number of respondents from the six centers are used for creating sample weights to adjust the data of each center. The population data are based on the Smart Communities performance reports that were provided by the center staff. (Please see details in Appendix II.) All results presented in this report use weighted data.

This report provides information on the survey responses and compares the results to baseline information on Internet use collected by the FamilyNet Centers, where this is available. Some demographic information is also available on respondents from the initial questionnaire they filled out when registering for the program. Variation across the centers in the collection of the demographic information and data on prior Internet use means that this comparison is not available for all respondents. For a more complete measure of change in the Smart Communities, other reports in this series compare the results for the Smart Communities neighborhoods and other Chicago community areas. Examining change at the community level is important given multiple programs aimed at creating synergistic effects.

III. SURVEY DATA ANALYSIS

Internet Use Anywhere and Broadband

The FamilyNet survey asked respondents to report whether they use the Internet and if they do, where they access the Internet. **Nearly 87% of respondents reported that they had used the Internet in the previous 30 days.** The question was asked with a recent and defined time period in order to reduce the possibility that responses simply reflected use in the classes. Most of those who answered the survey therefore reported at least some occasional use of the Internet. **Almost 43% of all respondents said that they used the Internet on a daily basis (once a day or several times a day).**

Table 2. Frequency of Internet Use during Last 30 days (at Any Location, *n* = 378)

FREQUENCY	*n*	Percent	Valid Percent	Cumulative Percent
Several times a day	111	29.4	29.4	29.4
About once a day	50	13.3	13.3	42.7
3–5 days a week	69	18.3	18.3	61.0
1–2 days a week	64	16.9	16.9	77.8
Less than once per week	34	8.9	8.9	86.7
Never in the last 30 days	50	13.3	13.3	100.0
Total	378	100.0	100.0	

Table 3 shows the locations where respondents reported using the Internet. The most frequent place for using the Internet was the home (69%) followed by the FamilyNet Center (38%), indicating that FamilyNet Centers were providing an important service, Internet access, in these communities. There was substantial use of other places for Internet access outside the home, including libraries (34%), with between 20% and 30% of respondents reporting that they used the Internet at wireless hot spots in the neighborhood, school, work, or the homes of friends and family. The least frequent location for Internet use was at a public place that has wireless Internet service that is not in the respondent's neighborhood (16%). Noteworthy, however, is that relatively few participants reported using the Internet at work (20%). In the formative evaluation, initial data showed that 85% of the FamilyNet participants were unemployed (Mossberger, 2012).

Table 3. Location for Internet Access during Past 30 Days, Internet Users Only (*n* = 328)

LOCATION	*n*	%
Home	226	69
FamilyNet Center	125	38
The library	110	34
A public place that has wireless Internet service in your neighborhood	91	28
School	88	27
A friend's or neighbor's home	80	24
Work	65	20
A public place that has wireless Internet service not in your neighborhood	53	16

While nearly 7 out of 10 FamilyNet respondents who used the Internet in the past month reported using the it at home, approximately one-third relied on Internet use outside the home, in a variety of places. Mobile use has proliferated through smartphones in recent years, and we examine this mode of Internet access as well in this report. Research has shown that Internet users who rely on smartphones and do not have home access tend to perform a smaller range of activities online and do not have as much knowledge about the Internet (Mossberger, Tolbert, & Hamilton, 2012; Mossberger, Tolbert, &

Franko, 2013). Yet, it is important to recognize the mobile-only Internet users and public access users still are exposed to and learning about the Internet. For many in the Smart Communities, this is a first step toward access and digital excellence.

Table 4 shows the mode of Internet access reported by respondents, and includes non-users. Over half of the FamilyNet participants (53%) had broadband at home or a combination of broadband and a smartphone. The most common form of access was only high-speed Internet at home, for 37% of respondents. Those who relied on smartphones primarily to go online were a distinct minority (at 9%), and dial-up was negligible. There were 16% of FamilyNet participants who had both smartphones and home broadband. As is the case with national trends, the majority of those who had smartphones had broadband at home, too. Smartphone use in this population is only about 25%, and is much lower than the national average of around 56% (Smith, 2013). And, 34% of the Internet users who responded to the FamilyNet survey did not have any of these forms of personal Internet access.

Compared to the 2013 Chicago citywide survey, the 53% figure for home broadband Internet use is lower than city averages of 70% for broadband at home. Smartphone-only Internet users represent 9% of Chicago's population as well as 9% of the sample of FamilyNet respondents. In 2013, over half of Chicago residents used smartphones, similar to national averages. So, FamilyNet respondents are still less likely than other Chicago residents to have any form of personal Internet access.

Table 4. Modes of Internet Use among All FamilyNet Respondents, Count and % (*n* = 378)

Internet Mode	Count	%
High-speed Internet only	141	37%
High-speed Internet and Smartphone	61	16%
Smartphone only	34	9%
Dial-up Internet only	9	2%
Dial-up and smartphone	6	2%
No/Don't Know	127	34%

Yet, there are indications that many participants who did not use the Internet previously continued to go online after the classes. Comparing responses to the follow-up survey to the baseline data collected when participants registered for the program, it is apparent that while over half (58%) reported having used the Internet at some point before taking the classes, a much larger percentage of those who answered the follow-up survey (86%) said they had used the Internet within the past 30 days. **There was a 28 percentage-point increase after the classes in the percentage of Internet users.** The follow-up question wording was more specific about the time period, in comparison with the baseline question that asked whether the participant ever used the Internet, and so provides a relatively conservative estimate of change. Baseline data was collected by center staff and was not available for all respondents. Yet, Internet use within the past 30 days was similar for this subset of participants (at 86%) compared to all of the respondents for the follow-up survey (87%).

Table 5. Change over Time in Internet Use Anywhere (*n* = 231)

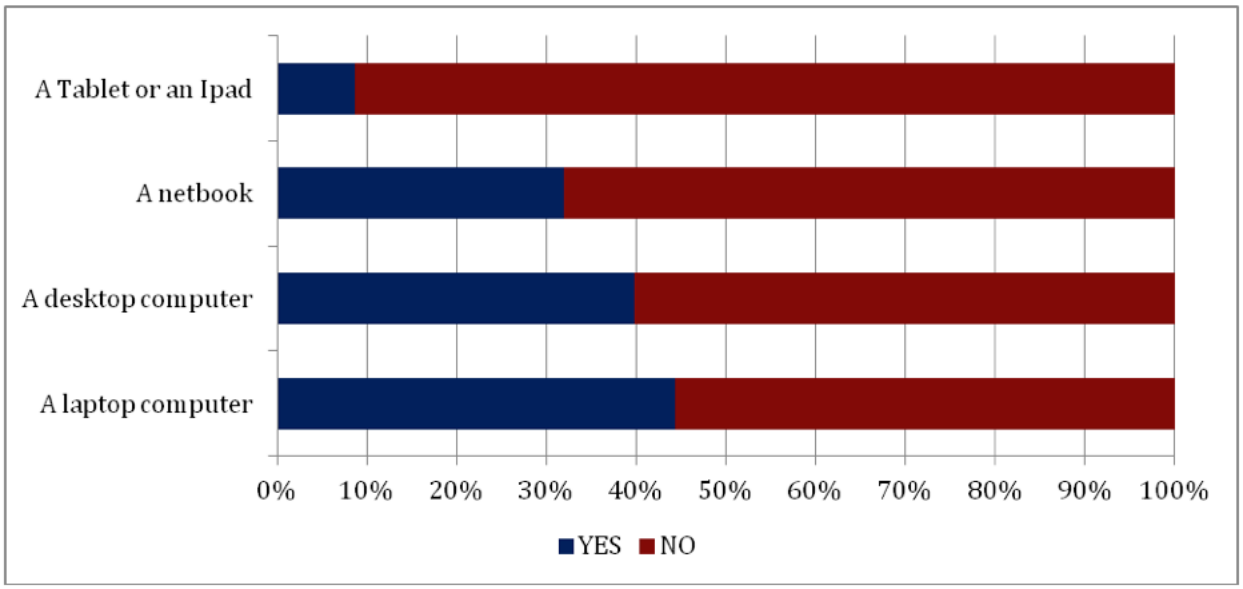
	No/Don't Know	Yes
Follow-up survey	13.8%	86.2%
Baseline from initial registration	41.9%	58.1%
Change	–28.1%	28.1%

*Baseline asks whether respondent *ever* uses Internet; follow-up survey asks about use in the past 30 days, given that all have used the Internet in classes.

In order to explore the range of devices used by participants who reported home Internet use (other than smartphones), the survey asked,"Do you have any of the following types of working computers in your home for personal use? A tablet or an iPad, a netbook, a desktop computer, or a laptop computer?" As illustrated in Figure 1, the most common type of computer used in the home was a laptop computer (44%), followed by a desktop computer (40%). Some FamilyNet participants received netbook computers after the completion of their classes, and 32% of all survey respondents said that they had a netbook.

The least common type of home computer was a tablet or iPad (9%). This is low compared to the national rate of tablet ownership, which was 34% in 2013 (Zickuhr, 2013). The Pew Internet and American Life Project found that tablets were more prevalent in high-earning households ($75,000 or more per year), while the communities with FamilyNet Centers are moderate- to low-income (Zickuhr, 2013; ASR Analytics, 2012). There has been speculation that tablet computers will replace desktops and laptops, especially among those who have been without computers in the past. So far, that does not seem to be the case for FamilyNet participants.

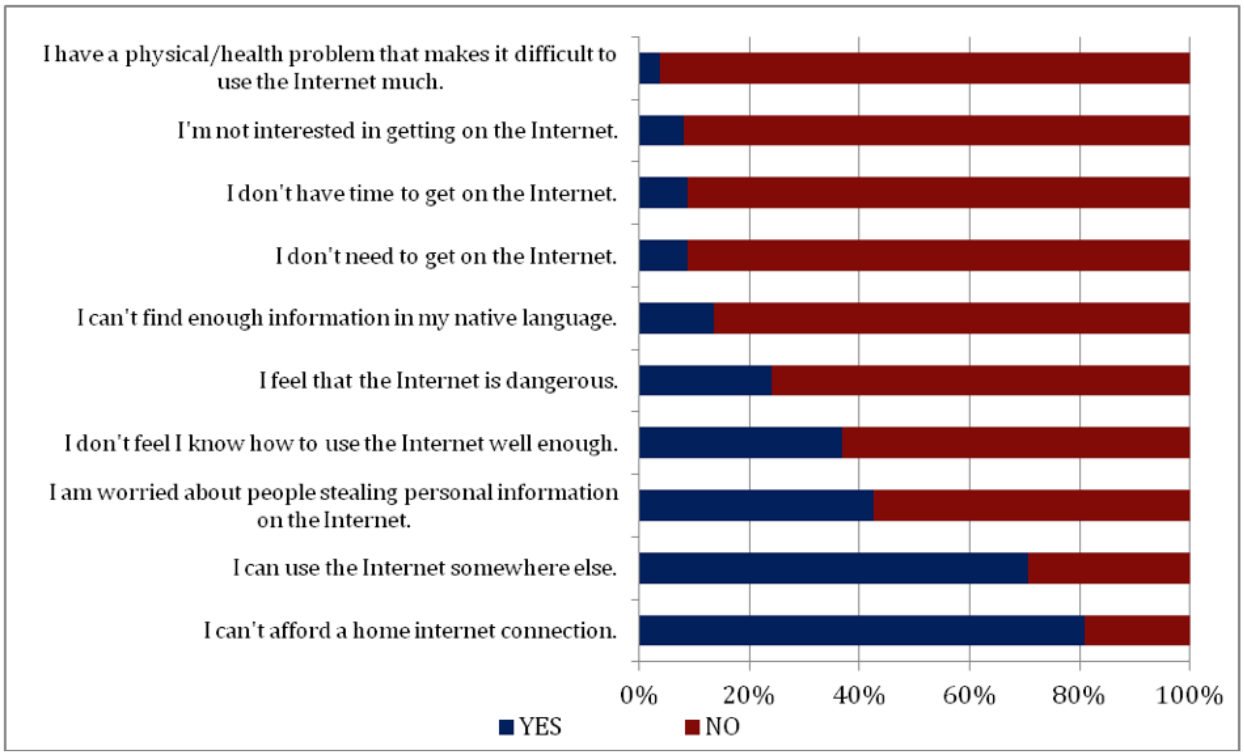
Figure 1. Working Computers in the Home for Personal Use for All FamilyNet Respondents (*n* = 378)



Barriers to Home Internet Access

The survey also asked FamilyNet participants who did not have the Internet at home why they did not have it. Multiple reasons were allowed. By far the most common reason for not having the Internet at home, as illustrated in Figure 2, was that the respondent could not afford it (for 81%). While the FamilyNet program provided referrals to Comcast's Internet Essentials and financial counseling, this has not been enough to overcome this hurdle for some participants. Only 11% of FamilyNet survey respondents (not shown) said that they were participating in Internet Essentials. Not all households without Internet access qualify for the program, however, as it covers only households with children receiving free or reduced-price school lunch.

Figure 2. Reasons FamilyNet Respondents Do Not Have Internet at Home (*n* = 136)



The second most common reason for not having home broadband was that the respondent was able to use the Internet somewhere else (cited by 70%). Only a small proportion of respondents reported that they did not have the Internet at home because they were not interested in getting on the Internet (8%) and that they did not have the time (9%) or need (9%) to get on the Internet. Still, about 37% of those who did not use the Internet at home said this was because they didn't know how to use the Internet well enough. Along with those who did not have sufficient confidence in their skills to have the Internet at home were a little over 20% who said that they perceived the Internet as dangerous and approximately 40% who said that they were worried about personal information being stolen. Safe use of the Internet and skills were addressed by the Everyday digital courses, but were apparently not enough to help these participants to feel comfortable online. While affordability was the main barrier to

Internet use at home by far, still 37% of those without the Internet at home cited a continued lack confidence in their skills as one reason for not investing in Internet access at home.

Skills

Many of the neighborhood residents who visited the FamilyNet Centers had little to no experience using a computer or the Internet before classes. For example, data reported in the formative evaluation showed that 55% of those who had signed up for FamilyNet classes at the time would need help using a mouse, and 67% would need help using e-mail (Mossberger, 2012). After the launch of the Everyday Digital training, Computer Basics training was added to introduce participants to the components of desktops, digital concepts and terminology, and mouse and keyboard skills. These topics were added in response to demonstrated need in the centers.

Table 6 notes respondents' skill levels after training on a variety of computer and Internet tasks. This includes all participants, not only those who reported using the Internet afterward. Respondents were asked to indicate if they could do the following things very well, somewhat well, not too well, or not at all. Figure 1 shows that 59% reported being able to use a mouse very well, 41% used e-mail very well, and 43% could find information on the Internet very well. The majority of respondents—about 75% or more—said they could use a mouse or e-mail, or find information on the Internet, very well or at least somewhat well.

Table 6. Computer and Internet Skill Level of All FamilyNet Participants (%, *n* = 378)

How well would you say that you know how to do the following things?	Very well	Somewhat well	Not too well	Not at all	Don't know
Use the mouse	59.4	31.9	8.0	0.7	—
Type using a keyboard	38.3	43.6	15.1	2.9	—
Use e-mail	40.9	33.7	15.4	10.1	—
Find information on the Internet	42.8	39.7	11.5	6.1	—
Use word processing programs, like Microsoft Word, to write letters or type documents	27.0	34.7	23.3	14.5	0.4
Use spreadsheet programs, like Microsoft Excel	16.8	34.4	25.9	22.5	0.4
Download a form from the Internet	26.2	27.0	22.3	23.3	1.2
Upload photographs to a Web site	17.0	23.1	21.6	37.2	1.1
Create a Web site	7.3	17.3	21.7	53.3	0.4
Use social networking sites which allow you to connect with friends, such as Twitter, Facebook, MySpace, or LinkedIn	29.0	30.8	12.7	27.6	—
Download music	24.3	20.8	18.0	36.8	0.2

Less common skills were the ability to create a Web site (53% could not do it at all) and downloading music (37% could not do this task at all). About one in five participants responded "not too well" when

asked whether they could use word processing programs, use spreadsheet programs, download a form from the Internet, upload photographs, or create a Web site.

When combining responses for very and somewhat well, use of word processing, downloading forms or music, and use of social networks occupy a middle ground. Many of the least common skills, especially spread sheets, more advanced word processing, and Web site creation, were taught in optional classes and were not a focus of the basic training that most respondents took.

Table 7 summarizes survey measures that have been shown to correlate with demonstrated skill in online experiments (Hargittai & Hsieh, 2012). Self-reported Internet skills are not always accurate, particularly because men tend to overestimate their proficiency and women underestimate theirs (Hargittai & Shafer, 2006). Table 7 shows that 35% reported that they understood advanced searching somewhat well and around 20% understood PDFs and spyware somewhat well. A little more than half of the respondents, 53% and 52% respectively, did not understand Wikis and phishing at all. For each of the terms, at least 40% of participants gave responses of "not too well" or "not at all." Although these terms are appropriate for differentiating skills among less-experienced Internet users (Hargittai & Hsieh, 2012), there was still a fair amount of uncertainty among the FamilyNet participants about the terms, despite the Computer Basics introduction. These were not necessarily emphasized or tested in the courses, however; this is a more generic set of measures of knowledge and skill drawn from research.

Previous studies have categorized each of these skills into high, medium, or low levels of understanding (a measure of skill falls in a 'high level of understanding' category because most individuals understand the skill). Advanced search, a skill that falls into the "high level of understanding" category, was not well or not at all understood by approximately 40% of the FamilyNet participants. Preference setting, another 'high level of understanding' skill, was not too well or not at all understood by over half of the FamilyNet participants. PDF, the remaining 'high level of understanding' skill included in this survey, was not well or at all understood by over 60% of participants (Hargittai & Hsieh, 2012). These findings suggest many FamilyNet participants were not yet fully proficient with Web-use skills. This is not an unexpected outcome for users who had only a few classes and little prior experience.

Table 7. Measures of Knowledge and Skill for All FamilyNet Participants (%, *n* = 378)

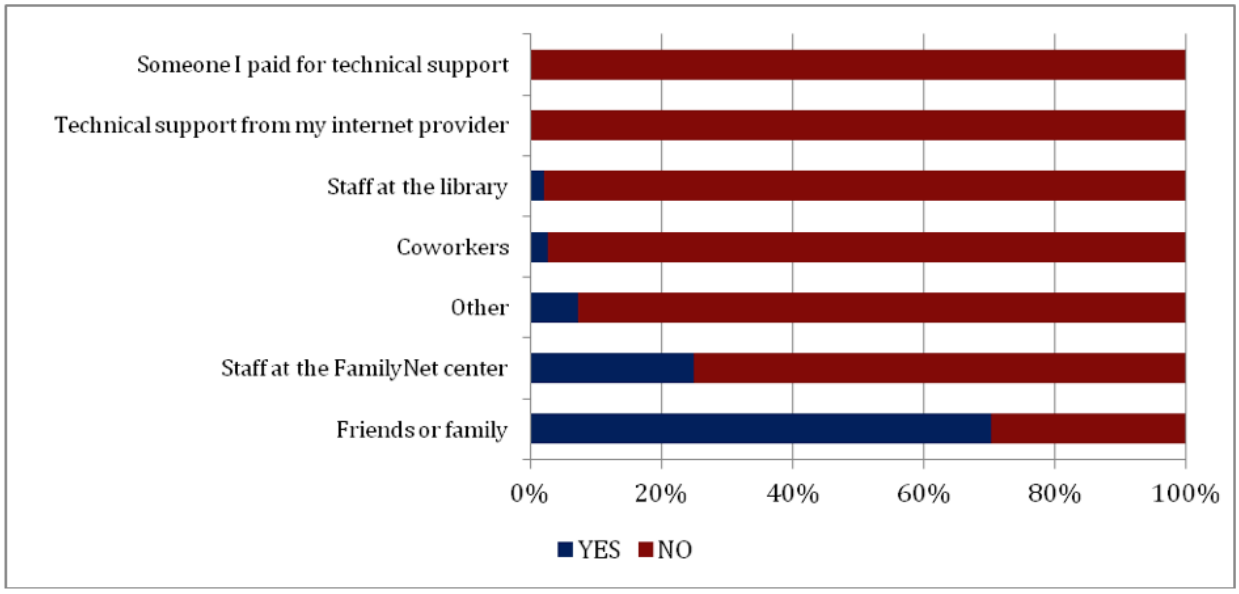
How well would you say that you understand what the following things are?					
	Very well	**Somewhat well**	**Not too well**	**Not at all**	**Don't know**
Advanced search	23.9	35.2	19.1	21.5	0.4
Preference setting	15.5	27.0	22.4	34.3	0.8
PDF	13.1	20.4	20.4	42.7	3.5
Spyware	14.1	20.0	22.1	41.1	2.7
Wiki	6.4	15.7	19.1	52.9	6.0
Phishing	7.9	17.7	18.8	52.0	3.6

Help and Sharing of Information and Resources

Figure 3 shows who FamilyNet respondents go to for help to use the computer or the Internet; about 46% of Internet users responded that they had received help, from various sources. This information is important for understanding the sustainability of gains, including what sources of help participants may turn to in the future. The most common source of assistance for FamilyNet respondents was friends or family (for 70%). Thus, informal sources of help in the community may be important for sustainability. One quarter of the respondents indicated that they go to staff at the FamilyNet Center for assistance in using a computer or the Internet.

The benefits of digital literacy extend beyond the individual, primarily because a main determinant of whether someone adopts a technology is what they learn from people familiar with that technology (Ward, 2012). Based on previous research, FamilyNet training should have positive effects for family, friends, and the larger community of those who participate, primarily in the form of sharing resources and knowledge gained from the training (Goolsbee & Klenow, 2002).

Figure 3. Who Helps FamilyNet Respondents to Use a Computer or the Internet (*n* = 152)



Of the FamilyNet participants, 33% reported helping others with the computer or the Internet, and 40% reported receiving help. Respondents also reported helping, on average, 3 other people in their neighborhood to use a computer or the Internet, and 1.7 people who did not live in their neighborhood. Of course, individuals will differ in how they define their neighborhoods, but this demonstrates a tendency to help others who live in closer proximity.

Table 8. Internet Help for All FamilyNet Participants during Last 30 Days (%, *n* = 378)

During the last 30 days, have you helped someone to use a computer or use the Internet?	
YES	33.0%
During the last 30 days, has anyone helped you to use your computer or the Internet?	
YES	40.3%

Table 9. Residence of People Who Have Helped Respondent in Last 30 Days

Location of People Helped	*n*	Min	Max	Mean	Std. Deviation
How many of the people who you helped to use a computer or the Internet during the last 30 days **live in your neighborhood**?	126	0	30	2.99	4.991
How many of the people who you helped to use a computer or the Internet during the last 30 days **do not live in your neighborhood**?	124	0	30	1.64	3.192

How Respondents Use the Internet

Internet access and skills are the resources that enable individuals to participate in society online. How they use the Internet will vary according to the individual's preferences and needs. But, there is a role for public policy to encourage activities that generate public or social benefits. These include Internet use at work, which is associated with greater productivity (Forman, Goldfarb, & Greenstein, 2008), or Internet use for civic engagement, for health information, for education, etc. The assumption is that society as a whole benefits from a more productive, educated, healthy, and democratically informed and involved population. For these reasons and more, the National Broadband Plan has enumerated a number of these areas as goals for broadband policy in the United States (FCC, 2010). The Master Plan for the Smart Communities also envisions neighborhoods where individuals are able to participate in decision making and civic life; where economic development thrives; and where residents are able to enjoy quality access to education, health, and government services. The FamilyNet Centers are located within neighborhood programs that feature financial counseling, job placement, career development services, and help for accessing income support. By examining the activities online for FamilyNet participants, we can see what their motivations are for going online, and to what extent they are able to participate in society online. Moreover, we can see whether the program has contributed to the larger policy goals for both the federal government and the Smart Communities.

Table 10 (following page) highlights some of the ways that FamilyNet respondents used the Internet. The most common online activities among respondents were getting health information (57%) and looking for a job or for information on jobs (57%). Citywide, a comparable 58% of Chicagoans in 2013 used the Internet to look for jobs (Mossberger, Tolbert, & Anderson, 2014). This may reflect the motivations of many of the participants for Internet use, as many are currently unemployed or searching for better jobs (Mossberger, 2012). Apart from job search, FamilyNet participants used the City of Chicago Web site at rates roughly similar to city averages—53% for FamilyNet participants compared to 58% for city residents overall.

For many other activities, FamilyNet participants engaged in these at somewhat lower rates than the city population as a whole. But, less-experienced and less-educated Internet users tend to perform fewer activities online (Di Maggio et al., 2001), and many of those taking Everyday Digital classes had little prior experience.

Using Skype and other platforms for online phone calls was featured in FamilyNet plans as a possible motivating factor for going online, especially for immigrant households who may save money contacting friends and relatives abroad. This was not one of the most common activities online, but still nearly one in five of the participants reported doing this. Social networks were another means to keep in touch with people far and near, and nearly half of the respondents used these networks.

Table 10. Activities Online for FamilyNet Respondents Who Are Internet Users (*n* = 378)

Since visiting the FamilyNet Center, respondents report using the Internet to…	FNC Yes	FNC %	*2013 City %
Look for a job or information on jobs	216	57%	58%
Get health information	215	57%	74%
Use the City of Chicago Web site	201	53%	58%
Use a social network site like Facebook or Twitter	187	49%	64%
Buy things or compare prices	185	49%	—
Get information on government Web sites	177	47%	61%
Get news or information about your neighborhood	170	45%	56%
Get information about trains or buses using the CTA or RTA Web site	164	43%	66%
Download or listen to music	163	43%	—
Get news about the U.S. or other countries	150	40%	—
Play games	140	37%	—
Take a class or training	137	36%	45%
Do school work	122	32%	--
Get information about politics	120	32%	60%
Do banking	107	28%	64%
Use the Smart Communities Portal	84	22%	—
Use the Internet to connect with neighbors	72	19%	—
Make phone calls, such as using Skype	59	16%	—
Keep track of your electricity use	49	13%	18%
Advertise your business or sell products online	23	6%	25%

*2013 city data from Tolbert, Mossberger, & Anderson 2014

FamilyNet participants did engage in many activities related to policy goals for economic development, education, health, and government service delivery online. Internet use for job search, health, and the City Web site were all reported by over 50% of participants, and were among the most common activities online. Use of the Internet for social networks, price comparisons, government information, neighborhood information, mass transit, music and news was reported by at least 40% of FamilyNet respondents. Given the emphasis on financial planning and saving in the FamilyNet Centers

host programs, comparison shopping online fits with the larger program's goals and activities. At least a third of participants used the Internet for school work, or for taking an online class—for the kinds of political, economic, and educational activities that can enhance individual human capital (DiMaggio & Hargittai, 2002) or contribute toward social policy goals.

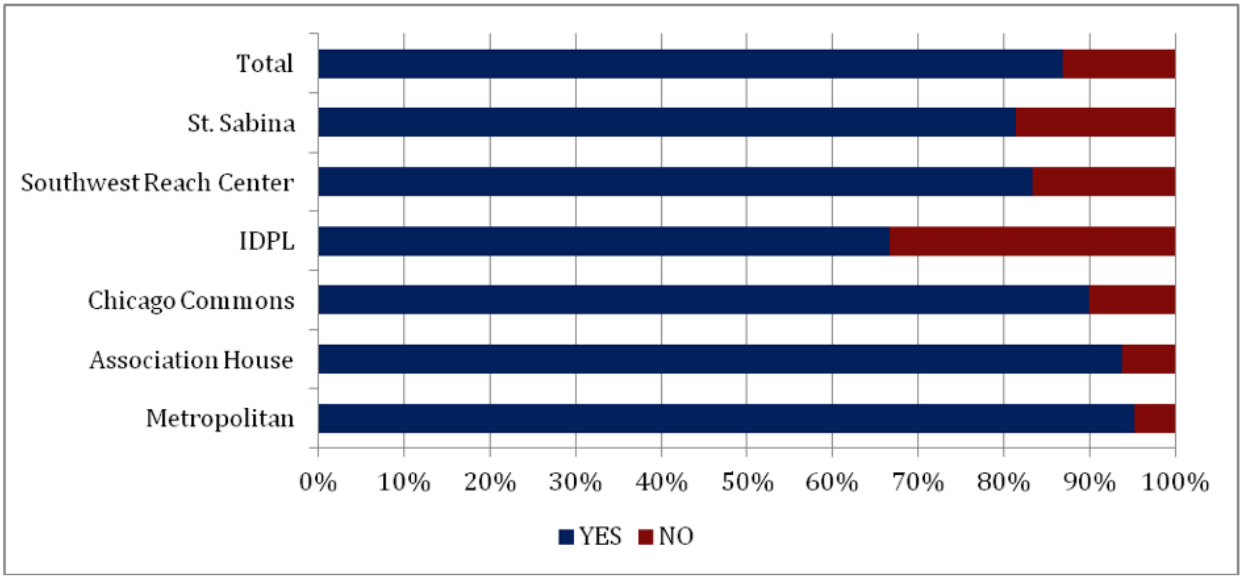
Around one-quarter of participants mentioned use of the Smart Communities portal or contacting neighbors, reflecting the neighborhood focus of the program. But, FamilyNet participants were somewhat less likely to get news or information about their neighborhoods online than the general population of the city; only 45% for FamilyNet vs. 59% for the city.

IV. ANALYSIS BY FAMILYNET CENTER

Internet Use, by Center

A large proportion of respondents (87%) reported use of the Internet in the last 30 days at home, school, work, or some other place. Figure 4 shows Internet usage by FamilyNet Center.

Figure 4. Percent of Respondents Who Have Used the Internet at Home or Some Other Place in the Past 30 Days (*n* = 378)



According to Figure 4, current Internet use was most common among respondents at The 63rd Street Corridor Center for Working Families, Association House, and Chicago Commons. Internet use was least common among respondents from IDPL; Internet use was at least 80% for all other centers, with the exception of IDPL. Recruiting for IDPL differed from other centers, because participants were almost exclusively enrolled in job programs as well.

Table 3 indicated that the two most common places for accessing the Internet were home and the FamilyNet Center. Table 11 shows the location where respondents reported using the Internet, by FamilyNet Center. The most common place for accessing the Internet was home for participants from all centers, while the second most common places varied across centers. For example, the second most common place for accessing the Internet among respondents from The 63rd Street Corridor Center for Working Families was the FamilyNet Center, but for respondents from the Association House, the second most common place for accessing the Internet was a friend or neighbor's home. Use of the FamilyNet Center was relatively high at The 63rd Street Corridor Center for Working Families, Chicago Commons, and St. Sabina, which had high proportions of African-American participants (see Mossberger, 2012). Wireless access in the neighborhood was particularly important at two of the centers. Forty-four percent of respondents from the Chicago Commons center reported that they accessed the Internet at a public place that has wireless Internet service in the neighborhood, and 42 percent of IDPL participants did.

Table 11. Location of Internet Use, by Center (%, Internet Users Only, *n* = 327)

	63rd St. Corridor	Association House	Chicago Commons	IDPL	SW Reach Center	St. Sabina
Home	72	70	64	68	71	67
Friend's or neighbor's home	18	33	31	24	11	33
Work	23	20	24	16	20	14
Library	33	26	42	24	24	42
FamilyNet Center	44	28	42	24	27	47
School	35	20	33	42	20	15
A public place has wireless Internet service in your neighborhood	23	24	44	42	20	26
A public place has wireless Internet service not in your neighborhood	14	17	27	8	11	18

Internet Mode of Access, by Center (Broadband Use)

Figure 5 shows the distribution of respondents who had high-speed Internet at home, by FamilyNet Center. The chart below includes only those respondents who had working computers in their home for personal use. We see that overall around three-quarters of FamilyNet participants with computers reported having a high-speed Internet connection at home. Respondents from St. Sabina and Association House reported the highest rates of having high-speed Internet in the home, while those from Chicago Commons reported the lowest rates of home high-speed Internet access (with just over 50% of respondents who had the Internet at home).

Figure 5. High-Speed Internet Connection at Home, by FamilyNet Center (Home Computer Only, *n* = 286)

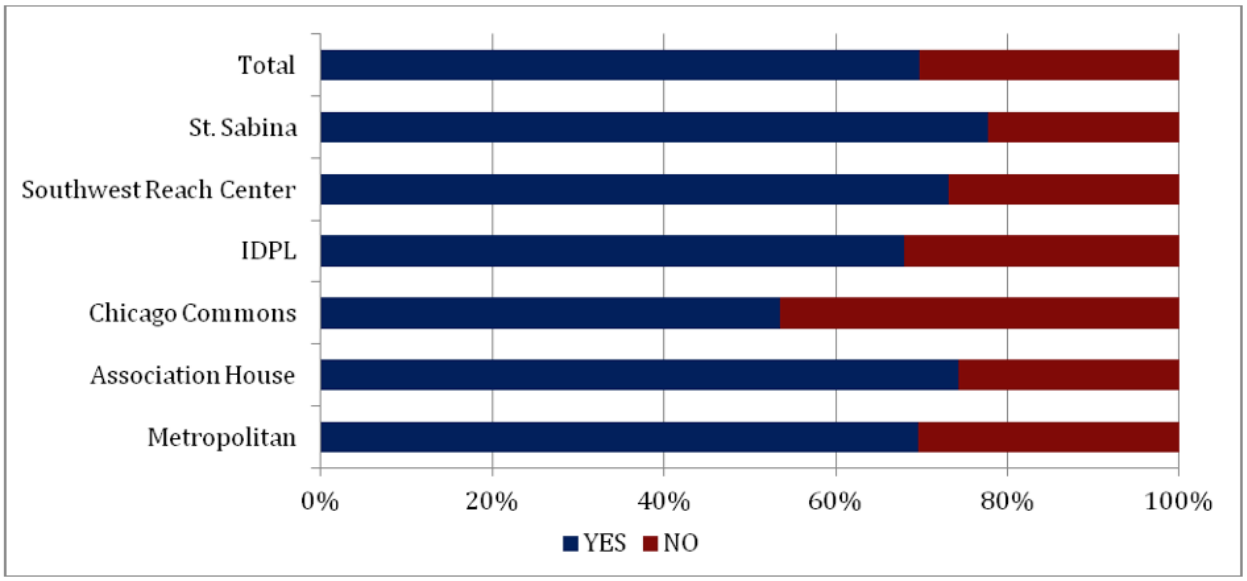


Table 12 (following page) shows the reasons for not having the Internet at home, by FamilyNet Center. Respondents were allowed to select multiple reasons.

Table 12. Why Respondents Don't Have Internet at Home, by Center (%, *n* = 136)

Those who do not have Internet at home, choosing any reasons that apply:						
	63rd St. Corridor	Assoc. House	Chicago Commons	IDPL	SW Reach Center	St. Sabina
I don't need to get on the Internet.	—	12.5	18.2	—	11.8	11.1
I'm not interested in getting on the Internet.	5.6	6.7	4.5	—	11.8	13.9
I can't afford a home internet connection.	85.7	80.0	68.2	100.0	88.2	77.1
I can use the Internet somewhere else.	69.4	80.0	77.3	60.0	72.2	62.9
I don't have time to get on the Internet.	5.6	13.3	9.1	—	22.2	5.7
I am worried about people stealing personal information on the Internet.	34.3	53.3	40.9	60.0	70.6	27.8
I feel that the Internet is dangerous.	14.3	26.7	13.6	40.0	50.0	20.0
I don't feel I know how to use the Internet well enough.	20.0	53.3	27.3	60.0	52.9	37.1
I can't find enough information in my native language.	5.6	—	13.6	40.0	33.3	8.6
I have a physical or health problem that makes it difficult to use the Internet much	—	—	9.1	—	5.6	5.7
Some other reason	—	13.3	13.6	—	5.6	11.4

Table 12 shows that by far the most common explanations across centers were not being able to afford a home Internet connection (for between 68 and 100% of respondents) and being able to use the Internet somewhere else (for between 60 and 80%). As secondary reasons, fears about Internet use were clearly more common for participants from Association House, IDPL and Southwest Reach Center, as well as the feeling that respondents didn't know how to use the Internet well enough. These were the three centers that had classes taught in Spanish. At least a third of respondents from two centers—IDPL and Southwest Reach—cited language barriers as an issue. While lack of interest or lack of need was not a predominant answer (given that these individuals made the effort to take classes), still approximately 20% of those without the Internet at home cited this as a reason, except for respondents from 63rd Street Corridor and IDPL.

Classes: Satisfaction and Self-Reported Outcomes

A total of 227 individuals reported taking the Everyday Digital classes.[4] Table 13 indicates that among those who took the classes, the overwhelming majority (87%) were very positive in their assessment, viewing them as very or extremely helpful. More than half of the respondents (53%) indicated that the classes were extremely helpful, while 34% reported that the classes were very helpful.

Table 13. Satisfaction with Everyday Digital Classes at FamilyNet (*n* = 227)

CLASSES WERE…	*n*	%
Extremely helpful	120	53%
Very helpful	78	34%
Moderately helpful	25	11%
Slightly helpful	4	2%
Not at all helpful	0	—

Survey questions further explored how participants thought the classes had helped them—whether this had resulted in any improvements in their lives because of greater access to information and services. As shown in Table 14, respondents reported a variety of positive outcomes. Nearly 7 in 10 said that since taking the classes, their Internet skills had helped them to get government information or services, and nearly 6 in 10 said it had helped them to better manage their health care. About half said that it had helped them to take part in neighborhood activities or to manage their money better. Not all respondents are parents, but 40% of participants said the classes helped them to follow their children in school. Given that the broadband stimulus program was focused on jobs, it is striking that 30% reported that the classes had helped them to get a better job, as this is more difficult to achieve than some of the other self-reported outcomes.

[4] According to Smart Communities staff at the Local Initiatives Support Corporation, most FamilyNet participants have taken the classes, and very few used the drop-in open access labs alone. The somewhat low reporting of class participation by respondents may possibly be a problem with recall and question wording—not knowing what the specific name of the training was.

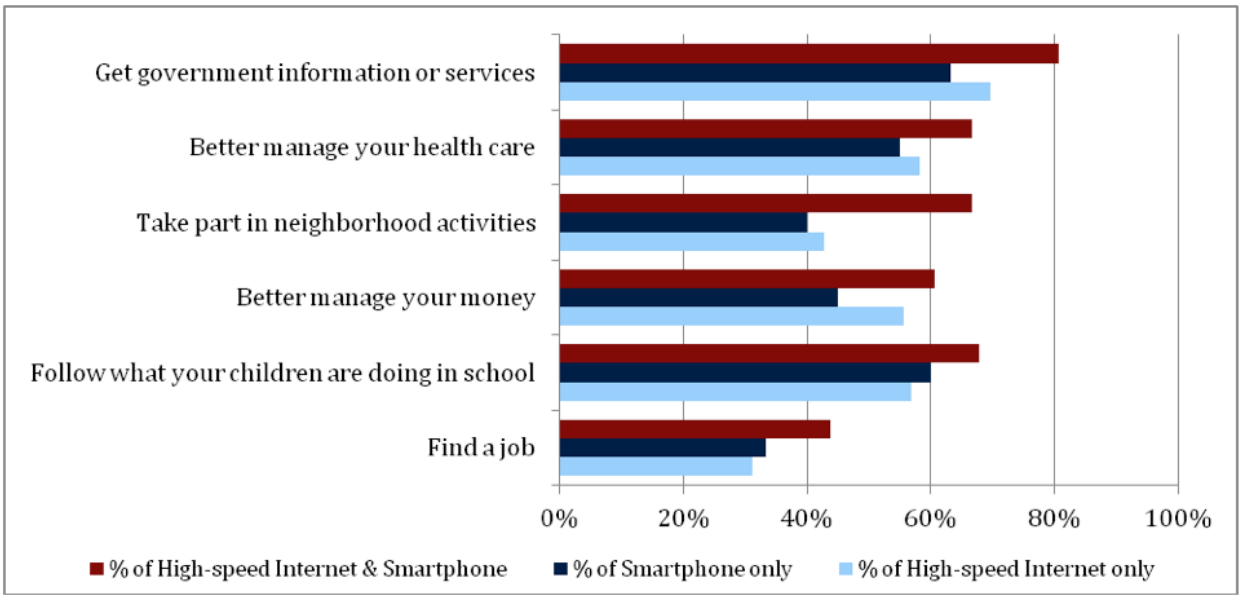
While these percentages for self-reported outcomes were in some cases higher than the percentages of respondents in previous tables who reported engaging in these activities, the data in Table 13 is for a smaller subset of respondents who reported taking the classes.

Table 14. Respondent Reports of How Everyday Digital Classes Have Helped Them (*n* = 227)

Since taking the Everyday Digital classes, respondents' Internet skills helped them to…	YES	%
Get government information or services	156	69%
Better manage health care	129	57%
Take part in neighborhood activities	112	49%
Better manage money	110	48%
Follow what children are doing in school	91	40%
Find a job	68	30%

Figure 6 reports the outcomes of the Everyday Digital classes by Internet mode of access.

Figure 6. Reported Outcomes from Those Who Completed Everyday Digital Classes, by Internet Mode, That Since Taking Classes the Internet Has Helped Them to…



Consistently, those using both high-speed Internet and a smartphone reported the most frequent positive outcomes for the Everyday Digital classes. These were fully connected Internet users who were able to take advantage of both home and mobile access. Generally, participants with broadband at home were also somewhat more likely to report positive outcomes, except for finding a job or following children in school, where smartphone-only users were slightly more likely to report positive outcomes. The results for jobs echo the findings of a city-wide analysis of Internet access and use in Chicago in 2011, which showed that smartphone-only users had higher rates of online job searching compared to those with high-speed Internet only (Mossberger, Tobert, & Hamilton, 2012). This may be due to a

combination of limited resources for home access and high motivation to use the Internet for job search.

Table 15. Satisfaction with Financial Advisor at FamilyNet (*n* = 70)

ADVICE FROM FINANCIAL ADVISOR AT FAMILYNET WAS…	#	%
Extremely helpful	26	37%
Very helpful	30	43%
Moderately helpful	7	10%
Slightly helpful	2	3%
Not at all helpful	5	7%

Talking with Financial Advisors

Table 15 lists the satisfaction respondents reported with the financial advisors at FamilyNet Centers. Among the 70 individuals who spoke with a financial advisor about the ways to afford the Internet at home, 26 (37%) reported that the advice was extremely helpful, and 30 (43%) reported that it was very helpful. Only five individuals reported that the advice was not at all helpful.

Table 16. Negative Effects of Internet Use, Barriers for Use (%, *n* = 328, Internet Users Only)

NEGATIVE EFFECT	Always	Usually	About half of time	Seldom	Never	N/A or DK
My children waste too much time on the Internet.	7.5	5.7	14.2	17.1	33.1	22.3
I don't have time to use the Internet as much as I want to.	10.0	14.2	26.2	24.5	24.2	1.0
It is difficult for me to use the Internet at home because I share a computer with so many other people in my house.	6.9	5.2	8.0	19.0	50.0	10.8
I am worried about people stealing personal information on the Internet.	31.6	8.8	12.5	15.4	30.6	1.0
I don't feel that I know how to use the Internet well enough.	13.4	10.0	20.5	20.9	33.3	1.8
I can't find enough information in my native language.	4.1	5.1	7.7	12.2	64.8	6.0
I have a physical or health problem that makes it difficult to use the Internet.	0.8	2.6	5.8	3.7	81.4	5.7

Finally, Table 16 displays results for survey questions that were asked of all Internet users about whether they experienced any negative effects of Internet use in their households or whether they continued to experience problems with Internet use. (In contrast to the earlier section on barriers and Table 12, these are barriers or negative outcomes for Internet users, rather than reasons for not having the Internet at home.) The most common problem was fear of having personal information stolen over

the Internet, as 40% of Internet users reported always or usually worrying about this. Just under one-quarter of Internet users felt they always or usually lacked the time to use the Internet as much as they wanted or felt they always or usually didn't know how to use the Internet well enough. One possible negative effect of Internet access is that children in the household may use the Internet in negative ways, including wasting too much time online (Vigdor & Ladd, 2010). Only about 13% of respondents believed this was always or usually true, and this did not seem to be a major reported outcome of Internet use. So, while fears about the Internet or lack of time have not prevented this group from having broadband at home, they are issues that some of these new Internet users face.

V. CONCLUSIONS

Responses to the FamilyNet Center follow-up survey indicate an increase in Internet use: 87% said they used the Internet within the past 30 days; this is 28 percentage points higher than the proportion who reported ever using the Internet in the baseline questionnaire administered at registration. A majority of respondents—a little over half—had broadband at home. More than one-third, however, had no personal access—neither smartphones or home broadband—and relied on public access or other places outside the home to go online.

Most reported some basic skills to go online and to search for information online. For those who had Internet access at home, it was almost universally through a high-speed connection. By far the biggest barrier for those who did not have broadband at home was cost—for 81%. More than a third, however, reported that they did not feel they knew how to use the Internet well enough as a barrier to investing in home access. Among all Internet users, about a quarter also said they did not feel they knew how to use the Internet well enough. Many participants may welcome further training and support.

Yet 30% of respondents who answered questions about the classes said the training helped them to get a job; 40% said it helped them to follow what their children did in school; 57% said it helped to manage their health; and 69% said it helped them to get government services. Modes of access mattered for these self-reported outcomes, as respondents who had both broadband at home and smartphones—who were most fully connected—were more likely to report these positive impacts, across questions.

FamilyNet participants do engage in many activities related to policy goals for economic development, education, health, and government service delivery online. Internet use for job search, health, and information on the City Web site all were reported by over 50% of FamilyNet participants and were among the most common activities online. FamilyNet respondents looked for jobs online and and used the City of Chicago Web site at almost the same rate as city averages in the 2013 citywide survey.

Reflecting on the assumptions of the program, it is clear that the lack of affordable broadband has been an issue for some, as one-third of participants have neither a smartphone nor a home broadband connection. As past research has shown, those who have no personal access are most disadvantaged in

terms of the number of activities they engage in online and skills they acquire, and smartphone-only Internet users are disadvantaged compared with those with home broadband access (Mossberger, Tolbert, & Franko, 2013; Mossberger, Tolbert, & Hamilton, 2012). For 8 in 10 of those without home access, cost was an issue. While the FamilyNet program provided referrals to Comcast's Internet Essentials and financial counseling, this has not been enough to overcome this hurdle for some participants. Only 11% of FamilyNet respondents said that they were participating in Internet Essentials, which does not cover all of those in need.

Because this is not a random-sample survey, these results may not be representative of all FamilyNet participants. However, results were weighted by centers to better represent the distribution of participants and demographic variation. Those who responded to the survey often reported important gains in Internet use and outcomes.

Another way of examining the effects of the program is at the neighborhood level, rather than for the program participants surveyed here. The Chicago citywide survey showed that the Smart Communities experienced a significantly higher rate of change in Internet use, broadband adoption and several activities online than other Chicago community areas between 2008 and 2011, controlling for demographic characteristics and demographic change (Tolbert, Mossberger & Anderson, 2014). The increased Internet use reported here for program participants is consistent with these neighborhood-level results showing increases in Internet use in the Smart Communities.

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APPENDIX I

Methods and Administration

The population of this survey is from six FamilyNet Centers where the staff collected consent forms from from February 2012 to February 2013 from people who participated in FamilyNet activities and were willing to participate in this survey.

The total number of consent forms collected from six FamilyNet Centers is 624. The survey instrument includes six sections: Internet access, Internet use and digital skills, effects of Internet use, and program outcomes (please see details in Appendix III). Questions in the Internet access section ask whether the respondents use the Internet, what modes the respondents adopt to access Internet, and why the respondents without home access do not have it. Internet use examines activities online, digital skills, and resource sharing—whether respondents obtain computer resources from others or help others to go online. The sections on program outcomes and the effects of Internet use elicit feedback on classes, perceptions of whether or how the Internet has helped respondents, and any negative effects of Internet use or continued barriers to use.

This survey was conducted by phone interviews from July 2012 to March 2013, and was administrated by the Survey Research Laboratory (SRL) at the University of Illinois at Chicago. All participants who were willing to join in the survey were invited. There were 378 respondents who were successfully interviewed; the response rate is 60.48%.

SRL utilized the CASES system developed by the Computer-Assisted Survey Methods Program at the University of California-Berkeley to screen respondents and track call records. The questionnaire was administered using a paper-and-pencil instrument. Advance letters to introduce the study were mailed to respondents prior to the interview. The letter was addressed to the listed program participant in the sample file. Respondents were promised a $10 Target gift card as incentive for completing the questionnaire.

The data collection period was originally scheduled for 23 weeks. SRL planned to end calling in November 2012 but extended the calling period to March 2013 in order to approach the study's goal of at least 400 completed interviews. In total, the field period lasted 40 weeks. However, the sample was released in waves, so calling did not occur every week. Data collection started on May 30, 2012, with the mailing of the first set of advance letters, and ended March 15, 2013, with a total of 378 completed interviews. Telephone interviewing was conducted with the appropriate mix of daytime, evening, and weekend calling. Because the sample was released in small batches and generally finalized quickly upon release, interviewing tended to happen in smaller than usual shifts with enough calls spread between morning, afternoon, evening, and weekend attempts, along with standard appointment-keeping practice.

Cases were called a maximum of 20 times with up to two refusal conversions. The average number of contact attempts was 6.3. This includes cases with only a small number of attempts, such as

unlocatable respondents, ineligibles, and refusals, as well as cases with many contact attempts. The average number of contact attempts for cases who eventually completed the interview was 3.7. The telephone interview averaged 15.7 minutes and was conducted in English or Spanish.

Throughout the study, all interviewers were monitored during at least 10% of the time spent interviewing. Monitoring consisted of someone in a supervisory role watching a remote screen and listening in on the interview. All interviewers were monitored within the first week of the study. If an interviewer had difficulty, monitoring was increased or the interviewer was removed from the study.

APPENDIX II

Weights

Sample weight. Sample weights are used in this survey because the respondent rates of each center are significantly different from the population ($p = 0.000 < 0.05$). Some centers are over-represented in the data; e.g., consent forms collected by St. Sabina center are 21% of the total number of the population, but the respondents in the survey are 31% of the total number of respondents. Some centers are under-represented. Consent forms collected by Instituto del Progreso Latino (IDPL) are 10% of the total number for the population, but in the survey they are just 5% of the total number of respondents. Thus, post-stratification weights are used for creating sample weights to adjust the data of each center. The population data are based on the Smart Communities performance reports that were provided by the center staff. After the weights are used in the data, the respondent rates of each center are not significantly different from the population ($p = 1 > 0.05$).

Table II-1 shows the procedure for creating post-stratification weights for the analysis. Column A is the population data in the Smart Communities performance reports that indicates the number of participants for each center. Column B notes the participants as a percent of the total population for each center (column A divided by 2,018). Column C lists the number of respondents from each center that were interviewed in the survey. Column D notes the percent of respondents from each center as a percent of the total sample size for each center (column C divided by 378). Column E is the final weights used in the analysis that are calculated using the column B divided by column D. The inverse calculation procedure of column E ensures that the sample distribution of the centers in the survey represents the population distribution of the centers in the Smart Communities performance reports. Column F is the adjusted sample size of each center that is the product of the columns C and E.

Table II-1. Post-stratification Weights, by Center

CENTER	A Population	B % of Pop. (A/2018)	C Sample	D % of Sample (C/378)	E Weights (B/D)	F Weighted sample (C*E)
Association House	261	0.129	61	0.161	0.802	49
Chicago Commons	267	0.132	50	0.132	1.000	50
Instituto del Progreso Latino (IDPL)	199	0.099	18	0.048	2.071	37
The 63rd Street Corridor Center for Working Families	569	0.282	60	0.159	1.776	107
Southwest Reach	289	0.143	70	0.185	0.773	54
St. Sabina	433	0.215	119	0.315	0.682	81
Total	2,018		378			378

Table II-2 shows the percent change of each center before and after weighting. Three centers have decreases in the percent of respondents, indicating over-representation in the survey—Association

House, Southwest Reach Center, and St. Sabina. Both IDPL and The 63rd Street Corridor Center for Working Families have increases in the percent of respondents, noting under-representation in the sample. The number of respondents of Chicago Commons is similar after using weights. The final adjustment of the data appropriately represents the distribution of the population.

Table 18. Responses to FamilyNet Survey by FamilyNet Center, before and after Weighting

	Before weighting		After weighting	
	n	**%**	***n***	**%**
Association House	61	16.14	49	12.93
Chicago Commons	50	13.23	50	13.23
Instituto del Progreso Latino (IDPL)	18	4.76	37	9.86
The 63rd Street Corridor Center for Working Families	60	15.87	107	28.20
Southwest Reach Center	70	18.52	54	14.32
St. Sabina	119	31.48	81	21.46
Total	378		378	

APPENDIX III. SURVEY INSTRUMENT

FAMILY NET SURVEY INSTRUMENT

ACCESS

I am going to start by asking you some questions about using the Internet. By using the Internet, we mean checking your e-mail and accessing online information, including shopping and reading newspapers and magazines.

1. During the last 30 days, about how often have you used the Internet at home, school, work, or some other place? Would you say…

   - ❑ several times a day,
   - ❑ about once a day,
   - ❑ 3-5 days a week,
   - ❑ 1-2 days a week,
   - ❑ less than once per week, or
   - ❑ never in the last 30 days?→SKIP TO Q.3
   - ❑ DON'T KNOW→SKIP TO Q.3
   - ❑ REFUSED →SKIP TO Q.3

2. During the past 30 days, have you used the Internet from…

	YES	NO	DK	REF
a. home?	❑	❑	❑	❑
b. a friend's or neighbor's home?	❑	❑	❑	❑
c. work?	❑	❑	❑	❑
d. the library?	❑	❑	❑	❑
e. FamilyNet Center?	❑	❑	❑	❑
f. school?	❑	❑	❑	❑
g. a public place that has wireless Internet service in your neighborhood?	❑	❑	❑	❑
h. a public place that has wireless Internet service not in your neighborhood?	❑	❑	❑	❑

3. Do you have any of the following types of working computers in your home for personal use?

	YES	NO	DK	REF
a. A desktop computer?	❑	❑	❑	❑
b. A laptop computer?	❑	❑	❑	❑
c. A netbook?	❑	❑	❑	❑
d. A Tablet or an Ipad?	❑	❑	❑	❑

IF Q.3 a, b, c, or d = YES, THEN SKIP TO Q.5

4. I am going to read you some statements about why you might not have a working computer for personal use. Please tell me whether the statement describes your situation.

	YES	NO	DK	REF
a. I don't need a computer.	❑	❑	❑	❑
b. I am not interested in using a computer.				
c. I can't afford a computer for personal use.	❑	❑	❑	❑
d. I don't feel I know how to use it well enough to buy one.	❑	❑	❑	❑
e. I have a physical or health problem that makes it difficult to use a computer.	❑	❑	❑	❑
f. I can use a computer somewhere else.	❑	❑	❑	❑
g. I don't have time to use a computer	❑	❑	❑	❑
h. Is there any other reason you might not have a computer for personal use? (*Please specify)* _____	❑	❑	❑	❑

SKIP TO Q.9

5. You can get a high-speed Internet connection through the cable company, called a broadband connection, or through the phone company, called a DSL connection. Common providers of high-speed Internet connections are Comcast, RSN, and AT&T. Do you have a high-speed Internet connection at home, or do you not have a high-speed Internet connection at home?

   - ❑ YES, HAVE HIGH-SPEED INTERNET→SKIP TO Q.7
   - ❑ NO, DO NOT HAVE HIGH-SPEED INTERNET
   - ❑ DON'T KNOW
   - ❑ REFUSED

6. A dial-up Internet connection is less expensive and slower and you connect to the Internet through a modem that dials a telephone number. Do you have a dial-up Internet connection at home, or do you not have a dial-up Internet connection?

   - ❑ YES, HAVE A DIAL-UP INTERNET CONNECTION →SKIP TO Q.8
   - ❑ NO, DO NOT HAVE A DIAL-UP INTERNET CONNECTION →SKIP TO Q.8
   - ❑ DON'T KNOW →SKIP TO Q.8
   - ❑ REFUSED →SKIP TO Q.8

7. The Comcast Internet Essentials program offers Internet service for $9.95 a month to households with children who get free school lunches. Are you part of this program?

   - ❑ YES
   - ❑ NO
   - ❑ DON'T KNOW
   - ❑ REFUSED

8. Do you have a wireless broadband service, such as a Sprint AirCard, that you can use to connect to the Internet on your computer when you are not at home?

   - ❑ YES
   - ❑ NO
   - ❑ DON'T KNOW
   - ❑ REFUSED

9. Do you have a smartphone that you can use to access your e-mail and the Internet?

   - ❑ YES
   - ❑ NO
   - ❑ DON'T KNOW
   - ❑ REFUSED

10. Do you use your smartphone for e-mail or to use the Internet?

    - ❑ YES
    - ❑ NO
    - ❑ DON'T KNOW
    - ❑ REFUSED

IF R HAS THE INTERNET AT HOME THEN SKIP TO Q.12

11. I am going to read you some statements about why you might not have the Internet at home. Please tell me whether the statement describes your situation.

	YES	NO	DK	REF
a. I don't need to get on the Internet.	❑	❑	❑	❑
b. I'm not interested in getting on the Internet.				
c. I can't afford a home internet connection.	❑	❑	❑	❑
d. I can use the Internet somewhere else.	❑	❑	❑	❑
e. I don't have time to get on the Internet.	❑	❑	❑	❑
f. I am worried about people stealing personal information on the Internet.	❑	❑	❑	❑
g. I feel that the Internet is dangerous.	❑	❑	❑	❑
h. I don't feel I know how to use the Internet well enough.	❑	❑	❑	❑
i. I can't find enough information in my native language.	❑	❑	❑	❑
j. I have a physical or health problem that makes it difficult to use the Internet much.	❑	❑	❑	❑
k. Is there any other reason you might not have the Internet at home? *Please specify* _____	❑	❑	❑	❑

12. In the past 30 days, have you worked outside the home for pay?

- ❑ YES
- ❑ NO →SKIP TO Q.14
- ❑ DON'T KNOW →SKIP TO Q.14
- ❑ REFUSED →SKIP TO Q.14

13. Do you need to use the Internet in your day-to-day job responsibilities?

- ❑ YES
- ❑ NO
- ❑ DON'T KNOW
- ❑ REFUSED

USE

IF R HAS NOT USED THE INTERNET IN THE LAST 30 DAYS, THEN SKIP TO Q.14

14. I am going to read you a list of things you might have used the Internet for since going to the FamilyNet Center. Please tell me whether you have used the Internet, or have you not used the Internet to do these things.

	Used the Internet	Have Not Used the Internet	DK	REF
a. Do school work	❑	❑	❑	❑
b. Do banking	❑	❑	❑	❑
c. Get health information	❑	❑	❑	❑
d. Look for a job or information on jobs	❑	❑	❑	❑
e. Take a class or training	❑	❑	❑	❑
f. Get information about politics	❑	❑	❑	❑
g. Get information on government Web sites	❑	❑	❑	❑
h. Use the City of Chicago Web site	❑	❑	❑	❑
i. Get information about trains or buses using the CTA or RTA Web site	❑	❑	❑	❑
j. Keep track of your electricity use	❑	❑	❑	❑
k. Advertise your business or sell products online	❑	❑	❑	❑
l. Use the Smart Communities Portal	❑	❑	❑	❑
m. Play games	❑	❑	❑	❑
n. Download or listen to music	❑	❑	❑	❑
o. Make phone calls, such as using Skype	❑	❑	❑	❑
p. Get news about the U.S. or other countries	❑	❑	❑	❑
q. Get news or information about your neighborhood	❑	❑	❑	❑
r. Buy things or compare prices	❑	❑	❑	❑
s. Use a social network site like Facebook, MySpace, LinkedIn, or Twitter	❑	❑	❑	❑
t. Use the Internet to connect with neighbors	❑	❑	❑	❑

IF R DOES NOT HAVE THE INTERNET AT HOME THEN SKIP TO Q.19

15. During the last 30 days, how many children under age 18 who live in your house have used the Internet from home?

_____ [ENTER 0 IF NONE]

16. During the last 30 days, has anyone who does not live with you used the Internet at your home?

- ❑ YES
- ❑ NO →SKIP TO Q.19
- ❑ DON'T KNOW →SKIP TO Q.19
- ❑ REFUSED →SKIP TO Q.19

17. How many people who used the Internet in your home during the last 30 days live in your neighborhood?
_____ [ENTER 0 IF NONE]

18. How many people who used the Internet in your home during the last 30 days ***do not live*** in your neighborhood?
_____ [ENTER 0 IF NONE]

19. During the last 30 days, has anyone helped you to use your computer or use the Internet?

- ❑ YES
- ❑ NO →SKIP TO Q.21
- ❑ DON'T KNOW →SKIP TO Q.21
- ❑ REFUSED →SKIP TO Q.21

20. During the last 30 days, who has ***helped you*** to use your computer or use the Internet? [PLEASE SELECT ALL THAT APPLY]

- ❑ FRIENDS OR FAMILY
- ❑ COWORKERS
- ❑ STAFF AT THE FAMILYNET CENTER
- ❑ STAFF AT THE LIBRARY
- ❑ TECHNICAL SUPPORT FROM MY INTERNET PROVIDER
- ❑ SOMEONE I PAID FOR TECHNICAL SUPPORT
- ❑ OTHER (PLEASE SPECIFY) _____

21. During the last 30 days, have ***you helped*** someone to use a computer or use the Internet?

- ❑ YES
- ❑ NO →SKIP TO Q.24
- ❑ DON'T KNOW →SKIP TO Q.24
- ❑ REFUSED →SKIP TO Q.24

22. How many of the people who you helped to use a computer or the Internet during the last 30 days live in your neighborhood?
_____ [ENTER 0 IF NONE]

23. How many of the people who you helped to use a computer or the Internet during the last 30 days ***do not live*** in your neighborhood?
_____ [ENTER 0 IF NONE]

SKILLS

24. How well would you say that you know how to do the following things?

	Very well	Somewh at well	Not too well	Or Not at all?	DK	REF
a. Use the mouse? Would you say…	❑	❑	❑	❑	❑	❑
b. Type using a keyboard? Would you say…	❑	❑	❑	❑	❑	❑
c. Use e-mail? (Would you say…)	❑	❑	❑	❑	❑	❑
d. Find information on the Internet? (Would you say…)	❑	❑	❑	❑	❑	❑
e. Use word processing programs, like Microsoft Word, to write letters or type documents? (Would you say…)	❑	❑	❑	❑	❑	❑
f. Use spreadsheet programs, like Microsoft Excel? (Would you say…)	❑	❑	❑	❑	❑	❑
g. Download a form from the Internet? (Would you say…)	❑	❑	❑	❑	❑	❑
h. Upload photographs to a Web site? (Would you say…)	❑	❑	❑	❑	❑	❑
i. Create a Web site? (Would you say…)	❑	❑	❑	❑	❑	❑
j. Use social networking sites which allow you to connect with friends, such as Twitter, Facebook, MySpace, or LinkedIn? (Would you say…)	❑	❑	❑	❑	❑	❑
k. Download music? (Would you say…)	❑	❑	❑	❑	❑	❑

25. How well would you say that you understand what the following things are?

	Very well	Somewh at well	Not too well	Not at all?	DK	REF
a. Advanced search? Would you say…	❑	❑	❑	❑	❑	❑
b. Preference setting? Would you say…	❑	❑	❑	❑	❑	❑
c. PDF? (Would you say…)	❑	❑	❑	❑	❑	❑
d. Spyware? (Would you say…)	❑	❑	❑	❑	❑	❑
e. Wiki? (Would you say…)	❑	❑	❑	❑	❑	❑
f. Phishing? (Would you say…)	❑	❑	❑	❑	❑	❑

EFFECTS

IF R HAS NOT USED THE INTERNET IN THE LAST 30 DAYS, THEN SKIP TO Q.27

26. Thinking about Internet use, how often would you say the following statements apply to you**?**

	Always	Usually	About half the time	Seldom	Never?	N/A	DK	REF
a. My children waste too much time on the Internet. Would you say…	❑	❑	❑	❑	❑	❑	❑	❑
b. I don't have time to use the Internet as much as I want to. Would you say…	❑	❑	❑	❑	❑	❑	❑	❑
c. It is difficult for me to use the Internet at home because I share a computer with so many other people in my house. (Would you say…)	❑	❑	❑	❑	❑	❑	❑	❑
d. I am worried about people stealing personal information on the Internet. (Would you say…)	❑	❑	❑	❑	❑	❑	❑	❑
e. I don't feel that I know how to use the Internet well enough. (Would you say…)	❑	❑	❑	❑	❑	❑	❑	❑
f. I can't find enough information in my native language. (Would you say…)	❑	❑	❑	❑	❑	❑	❑	❑
g. I have a physical or health problem that makes it difficult to use the Internet.(Would you say…)	❑	❑	❑	❑	❑	❑	❑	❑

27. Have you taken Everyday Digital classes?

- ❑ YES
- ❑ NO →SKIP TO Q.34
- ❑ DON'T KNOW →SKIP TO Q.34
- ❑ REFUSED →SKIP TO Q.34

28. Overall, how helpful to you are the Everyday Digital classes? Would you say…

- ❑ extremely helpful,
- ❑ very helpful,
- ❑ moderately helpful,
- ❑ slightly helpful, or
- ❑ not at all helpful?
- ❑ DON'T KNOW
- ❑ REFUSED

29. Since taking the Everyday Digital classes, have your Internet skills helped you to…

	YES	NO	N/A	DK	REF
a. find a job?	❑	❑	❑	❑	❑
b. follow what your children are doing in school?	❑	❑	❑	❑	❑
c. get government information or services?	❑	❑	❑	❑	❑
d. better manage your health care?	❑	❑	❑	❑	❑
e. better manage your money?	❑	❑	❑	❑	❑
f. take part in neighborhood activities?	❑	❑	❑	❑	❑
g. do anything else? (*Please specify)* _____	❑	❑	❑	❑	❑

PROGRAM

IF R DID NOT TAKE EVERYDAY DIGITAL CLASSES THEN SKIP TO Q.34

30. For any classes you took, how much would you say you learned as a result of the class? Would you say you…

- ❑ learned a great deal,
- ❑ learned a lot,
- ❑ learned a moderate amount,
- ❑ learned a little, or
- ❑ did not learn at all?
- ❑ DON'T KNOW
- ❑ REFUSED

31. Do you think the Everyday Digital classes are too large, too small, or just right?

- ❑ TOO LARGE
- ❑ TOO SMALL
- ❑ JUST RIGHT
- ❑ DON'T KNOW
- ❑ REFUSED

32. How helpful to you was the material covered in the classes? Would you say…

- ❑ extremely helpfu,
- ❑ very helpful,
- ❑ somewhat helpful,
- ❑ slightly helpful, or
- ❑ not at all helpful?
- ❑ DON'T KNOW
- ❑ REFUSED

33. How would you rate the instructor's skill in teaching the material? Would you say…

- ❑ excellent,
- ❑ good,
- ❑ fair,
- ❑ poor,
- ❑ very poor?
- ❑ DON'T KNOW
- ❑ REFUSED

34. Did you talk to a financial advisor at FamilyNet about ways to afford to have the Internet at home?

- ❑ YES
- ❑ NO →SKIP TO Q.36
- ❑ DON'T KNOW →SKIP TO Q.36
- ❑ REFUSED →SKIP TO Q.36

35. How helpful was the advice you received? Would you say it was…

- ❑ extremely helpful,
- ❑ very helpful,
- ❑ somewhat helpful,
- ❑ slightly helpful, or
- ❑ not at all helpful?
- ❑ DON'T KNOW
- ❑ REFUSED

36. What suggestions can you give to make the FamilyNet program better?

_____
_____
_____
_____
_____

37. Is there anything that you wanted from the FamilyNet program but so far have not received?

- ❑ YES
- ❑ NO →SKIP TO Q.39
- ❑ DON'T KNOW →SKIP TO Q.39
- ❑ REFUSED →SKIP TO Q.39

38. What did you want to get from the FamilyNet program that you did not receive?

_____
_____
_____
_____

39. During the last year, were you active in any organizations or groups in your neighborhood?

- ❑ YES
- ❑ NO →SKIP TO Q.41
- ❑ DON'T KNOW →SKIP TO Q.41
- ❑ REFUSED →SKIP TO Q.41

40. How many organizations or groups in your neighborhood were you active in?

_____

41. In general, how attached are you to the neighborhood in which you live? Would you say…

- ❑ extremely attached,
- ❑ very attached,
- ❑ moderately attached
- ❑ slightly attached, or
- ❑ not at all attached?
- ❑ DON'T KNOW
- ❑ REFUSED

42. Overall, how much of an effect do you think people like you can have in making your neighborhood a better place to live? Would you say…

- ❑ a great deal,
- ❑ a lot,
- ❑ a moderate amount,
- ❑ a little, or
- ❑ none at all?
- ❑ DON'T KNOW
- ❑ REFUSED

43. Do you have children under the age of 18 in your household?

- ❑ YES
- ❑ NO →SKIP TO Q.45
- ❑ DON'T KNOW →SKIP TO Q.45
- ❑ REFUSED →SKIP TO Q.45

44. Do any of the children in your household receive free lunches in the school lunch program?

- ❑ YES
- ❑ NO
- ❑ DON'T KNOW
- ❑ REFUSED

45. Last year, in 2011, what was your total household income from all sources, before taxes? Would you say it was…

- ❑ less than $5,000,
- ❑ $5,000 to under $10,000,
- ❑ $10,000 to under $20,000,
- ❑ $20,000 to under $30,000,
- ❑ $30,000 to under $40,000,
- ❑ $40,000 to under $50,000, or
- ❑ $50,000 or over?
- ❑ DON'T KNOW
- ❑ REFUSED