State of New Mexico

State Digital Equity Plan

Office of Broadband Access & Expansion

APRIL 2024

This document is the State of New Mexico's State Digital Equity Plan being released by the New Mexico Office of Broadband Access and Expansion (OBAE) to the National Telecommunications and Information Administration (NTIA) of the U.S. Department of Commerce.

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1 Executive summary

The Office of Broadband Access and Expansion (OBAE),[1] the Eligible Entity for the State of New Mexico, is pleased to present this State Digital Equity Plan for New Mexico (State DE Plan).

The State DE Plan includes all 15 requirements outlined in NTIA's State Digital Equity Planning Grant Program Notice of Funding Opportunity (NOFO). For more information, see Appendix F: Alignment with Digital Equity Act requirements.

1.1 Vision

The State of New Mexico is distinct; it is a highly rural, frontier state with a minority-majority population. It boasts 23 federally recognized Tribal Nations, including 19 Pueblos. It is a multilingual state with a wealth of cultural and linguistic diversity.

The State of New Mexico recognizes the transformative power of technology in fostering an inclusive and prosperous society for all of New Mexico's diverse and unique communities and across New Mexico's rich tapestry of cultures and languages, as well as its diverse geographies. Access to reliable high-speed internet and digital resources are fundamental in today's interconnected world and, without equitable access, some New Mexicans cannot participate fully nor thrive in the digital future.

New Mexico seeks to promote digital equity to ensure that all residents, families, and communities, regardless of their background or location, have equal opportunities to access education, health care, job prospects, government services, and information critical to personal growth and well-being.

1.2 Current state of digital equity: Barriers and assets

In New Mexico, several key barriers hinder the achievement of digital equity, perpetuating disparities in access, skills, and opportunities. Geographical challenges play a significant role, with rural and remote areas facing limited broadband infrastructure. Sparse population density makes it economically challenging for internet service providers to extend coverage, leaving many rural residents without reliable high-speed internet. This digital divide exacerbates disparities in education, health care, and economic development, as rural communities struggle to access online resources essential for modern life.

Another barrier is the high rate of poverty in New Mexico, which affects the affordability of digital services and devices. Low-income households often find it difficult to cover the costs of broadband subscriptions, necessary equipment, and devices like computers or tablets. This economic constraint results in reduced access to online education, job opportunities, and

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[1] OBAE is administratively attached to the New Mexico Department of Information Technology (NM DoIT) for budget and expenditure oversight.

essential government services, deepening existing inequalities. Moreover, lack of digital skills among low-income populations exacerbates this issue, as individuals may lack the skills needed to maximize the potential of available resources and/or protect their privacy and security online.

For these reasons, this Plan prioritizes extension of digital infrastructure, affordability, and skills training as key areas of digital equity efforts to address the needs of covered populations— individuals who live in covered households; aging individuals; incarcerated individuals, other than individuals who are incarcerated in a federal correctional facility; veterans; individuals with disabilities; individuals with a language barrier, including individuals who (I) are English learners and (ii) have low levels of literacy; individuals who are members of a racial or ethnic minority group; and individuals who primarily reside in a rural area. [2]

Key barriers for each covered population identified through the State's outreach and analysis are listed in Table 8 in Section 3.2.

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[2] Covered populations are defined in the Internet Infrastructure and Jobs Act, Section 60301 et seq. (known as the Digital Equity Act of 2021) as: "(A) individuals who live in covered households; (B) aging individuals; (C) incarcerated individuals, other than individuals who are incarcerated in a Federal correctional facility; (D) veterans; (E) individuals with disabilities; (F) individuals with a language barrier, including individuals who (i) are English learners; and (ii) have low levels of literacy; (G) individuals who are members of a racial or ethnic minority group; and (H) individuals who primarily reside in a rural area." "Internet Infrastructure and Jobs Act, Section 60302 (Definitions), paragraph 8," Congress, https://www.congress.gov/bill/117th-congress/house-bill/3684/text. Covered households are those for which "the income of which for the most recently completed year is not more than 150 percent of an amount equal to the poverty level, as determined by using criteria of poverty established by the Bureau of the Census." "Internet Infrastructure and Jobs Act, Section 60302 (Definitions), paragraph 7," Congress,
 https://www.congress.gov/bill/117th-congress/house-bill/3684/text. For the definition of "aging individuals," the statute uses the definition of "older individual" as "an individual who is 60 years of age or older" from the United States Code. "42 U.S.C. Section 2003, paragraph 40," Findlaw, https://codes.findlaw.com/us/title-42-the-public-health-and-welfare/42-usc-sect-3002.html.

1.3   Needs assessment

Through community engagement,[3] data collection, and analysis,[4] OBAE has identified a range of barriers associated with the needs of New Mexico households and communities. These are described in detail below. In brief, the key identified challenges include:

1. Lack of broadband availability to households and community anchor institutions

2. Low-income households struggle to afford broadband services, devices, and technical support.

3. Individuals who are members of covered populations require support to develop digital literacy skills.

4. Local communities require resources and expertise for digital equity efforts.

Out of a State total population of 2,096,829, covered populations make up 1,916,000 or 91.4 percent of residents in New Mexico.[5] The interests of covered populations align closely with those of the whole State. Therefore, by planning to increase digital equity for covered populations, the State is taking meaningful steps to address the entirety of its digital equity needs.

As shown in Table 1, most individuals in New Mexico belonging to covered populations live in rural areas, are racial or ethnic minorities, have a relatively low income, are older than 60 years old, and/or have low levels of literacy. Incarcerated individuals, English language learners, and

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[3] The State's comprehensive stakeholder outreach program included extensive efforts to identify the needs of all New Mexicans with an emphasis on those belonging to covered populations. Outreach and data collection efforts were made to assess the baseline from which the State is working and to identify the barriers to Digital Equity faced generally and by each of the covered populations in New Mexico. The research and analysis are based on available and relevant data from the American Community Survey (ACS), NTIA's Internet Use Survey (administered as a supplement to the Current Population Survey), FCC's National Broadband Map, and OBAE's custom scientific phone survey (administered in 2023). As described in detail in Section 3.2, the data and analysis are intended to facilitate understanding of the extent to which: (1) broadband internet service is available to and adopted by residents; (2) residents are confidently performing various digital skills; (3) residents are aware of and impacted by online security and privacy concerns; (4) computer devices are abundant and adequate for meaningful internet use; and (5) online government resources and services are accessibly built and maintained.

[4] Analysis was undertaken to benchmark New Mexico against national averages, and to benchmark its residents belonging to covered populations against those that do not belong to covered populations. Analytical tools include a range of statistical tools and models, including regression analysis, to isolate factors and make appropriate conclusions regarding correlation and causation, thereby shaping the selection of metrics.

[5] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023). Any individual may be a member of one or more covered populations.

veterans represent a much smaller portion of the State's overall population. Perhaps most notable is the size of New Mexico's racial or ethnic minority population: An estimated 63.2 percent of the State is either a racial or ethnic minority (as opposed to only 40.6 percent nationally). These include a significant Hispanic population and members of New Mexico's twenty-three federally recognized Tribes: Taos Pueblo, Picuris Pueblo, Ohkay Owingeh, Santa Clara Pueblo, Jicarilla Apache Nation, San Ildefonso Pueblo, Nambe Pueblo, Pojoaque Pueblo, Tesuque Pueblo, Cochiti Pueblo, Kewa (Santo Domingo) Pueblo, San Felipe Pueblo, Santa Ana Pueblo, Sandia Pueblo, Zia Pueblo, Jemez Pueblo, Isleta Pueblo, Acoma Pueblo, Laguna Pueblo, Zuni Pueblo, Mescalero Apache Tribe, Ft. Sill Apache Tribe, and Navajo Nation.[6]

Table 1: Covered populations in New Mexico[7]

Covered population	Percentage of total population	Estimated population
In covered households (up to 150% of the poverty level)	28.6%	599,693
Aged 60 or over	24.7%	517,917
Incarcerated	0.7%	14,678
Veterans	6.4%	134,197
With a disability	16.3%	341,783
With a language barrier	26.5%	555,660
English learners	8.6%	
Low literacy	29.1%	
Racial or ethnic minority	63.2%	1,325,196
Rural	38.4%	805,182

Individuals belonging to covered populations are present throughout the entirety of New Mexico, and, definitionally, they are uniformly present outside of urban and suburban environments.

In brief, according to 2021 Census data, a lack of need or interest in home internet use is the primary reason cited by New Mexico households that do not subscribe to broadband. This is followed by the issue of affordability of service.[8] Data from the summer 2023 residential phone

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[6] "Voting and Elections: 23 Federally Recognized Tribes in NM Counties," New Mexico Secretary of State, https://www.sos.nm.gov/voting-and-elections/native-american-election-information-program/23-nm-federally-recognized-tribes-in-nm-counties/.

[7] Digital Equity Act Population Viewer,
 https://mtgis-portal.geo.census.gov/arcgis/apps/webappviewer/index.html?id=c5e6cf675865464a90ff1573c5072b42.
Note: Individuals may belong to one or more covered populations. As covered population categories are not mutually exclusive, percentages and estimated population numerical values will exceed 100 percent of the population count.

[8] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

survey suggests affordability of service is emerging as the primary reason for not subscribing to broadband service.[9]

Broadband adoption analyses show:

1. New Mexico lags the rest of the nation in most meaningful indicators of broadband availability.

2. Individuals living in rural areas face the most urgent needs for broadband availability.

3. New Mexico trails the nation in all indicators of internet adoption and subscription rates.

4. Covered populations in New Mexico are uniformly adopting the internet less frequently than individuals that do not belong to a covered population. This gap is largest when compared across incomes.

5. New Mexico outperforms the national average for the percentage of eligible households enrolled in the ACP subsidy program, but New Mexico still has a large opportunity for enrollment growth.

Digital literacy analyses show:

1. New Mexico performs similarly to the nation in frequency of online digital skill use, but within the State, members of covered populations consistently underperform compared to non-covered populations.

2. Individuals living in low-income households, at or above 60 years of age, living with disabilities, or living in rural areas express the most urgent need for digital skills programming.

3. New Mexico underperforms compared to the nation across all measured telemedicine-related online activities. Similarly, members of covered populations tend to underperform compared to non-covered populations.

4. Individuals living in low-income households, racial or ethnic minorities, and individuals living in rural areas express the most urgent need for digital skills related to telemedicine.

Telemedicine analyses show:

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[9] See Figure 30. Affordability of service is reported as the primary reason for households not subscribing to home internet service. The discrepancy between the 2021 Census data and the 2023 phone survey data may provide future data collection avenues for OBAE to explore.

1. Among New Mexicans belonging to covered populations in general, telemedicine is less frequently practiced compared to non-covered populations.

2. Among the covered populations, individuals living in low-income households, racial or ethnic minorities, and individuals living in rural areas exhibit the most urgent needs for increased telemedicine skills.

Online security and privacy analyses show:

1. New Mexico residents are similarly concerned by online security and privacy concerns when compared against the nation.

2. Identity theft and credit card fraud are the two online security breaches that are concerning to most New Mexico residents.

3. There are reasons to believe that members of covered populations are less aware of online security and privacy concerns when compared against non-covered populations, with this gap being largest for low-income or rural households.

4. Members of covered populations appear somewhat less dissuaded than non-covered populations to undertake various online activities because of security or privacy concerns.

Device adoption analyses show:

1. New Mexico performs similarly to the nation in desktop or laptop access rates.

2. Device access rates are uniformly lower for members of covered populations compared to non-covered populations.

3. Low-income households are in the most urgent need for increased desktop or laptop computer access; and racial or ethnic minorities, individuals at or above 60 years of age, English language learners, and individuals living with a disability also significantly lag their non-covered counterparts.

Broadband affordability analyses show:

1. New Mexico has substantial needs for interventions to bring down the cost of home internet subscriptions and use.

2. In New Mexico, an estimated 38.2 percent of eligible households have enrolled in the Affordable Connectivity Program (ACP), a rate higher than the estimated national level of 36 percent, but still leaving significant opportunity for growth.

More information about New Mexico's digital equity needs assessment, including detailed information regarding barriers for covered populations, broadband adoption, and broadband affordability, can be found in Section 3.2.

1.4   Collaboration and stakeholder engagement

OBAE's approach to collaborating with key constituencies and stakeholders in the State has been thorough, extensive, inclusive, and transparent. The agency conducted a comprehensive and coordinated external engagement process in preparation of this Plan.

The comprehensive stakeholder outreach program included extensive efforts to identify the needs of covered populations. Outreach and data collection efforts included questionnaires, mapping efforts, desk research, and meetings with key State, Tribal, and local stakeholders to develop broadband strategic plans and objectives; current and ongoing outreach and engagement with key stakeholders during local and regional meetings; and data collection through end-user surveys with ongoing analysis of results.

This outreach approach included:

- **In-person engagements in dozens of local communities and with Tribal authorities** to solicit input, insights, priorities, and guidance.

- **Partner organization engagement** through virtual workshops and distribution of online surveys for government agencies, nonprofit entities, internet service providers, community anchor institutions, and other institutional stakeholders

- **A phone survey of New Mexico households** on digital equity topics and six asset inventories

- **Ongoing meetings** with State agencies and community organizations that represent covered populations.

OBAE conducted a series of virtual workshops with government agencies and anchor institutions, community-based organizations representing covered populations, and internet service providers. In parallel to outreach through in-person engagements, OBAE procured a statewide residential phone survey to inform this Plan and capture resident input from across the State. (Questions asked and results from this survey are included in Appendix C.) OBAE continues to conduct ongoing outreach to Tribal governments, Tribal colleges and universities, Minority Serving Institutions, and State agencies serving covered populations and collaboration with higher education and workforce organizations in workforce development.

1.5   Implementation

Achieving digital equity in New Mexico will involve multiple initiatives and efforts associated with each strategy and objective. OBAE looks forward to using its Digital Equity Capacity Grant to support and develop further digital equity capacity in all communities and among all covered populations throughout New Mexico, in partnership with the many local and regional entities that have participated in OBAE's community engagement work over the past year.

At the same time, OBAE notes that the ability to develop and sustain these initiatives is dependent on the availability of resources and the many other priorities policymakers have for those resources. For that reason, these potential initiatives are offered as examples of what may be possible if resources are available.

Consistent with its longtime efforts to expand broadband, OBAE has designed these initiatives in the most pragmatic way possible—to be actionable, measurable, and sustainable—rather than risk designing more ambitious initiatives that are not financially or practically actionable.

As described in detail (including activities and timelines) in Section 2.3.2 and Section 5, the following are potential strategies aligned with each key digital equity barrier:

1. **Barrier One:** Lack of broadband availability

    Strategy 1.1: Increase access to residential broadband infrastructure.

    Strategy 1.2: Enable gigabit services at community anchor institutions (CAI) that provide internet access to covered populations.

2. **Barrier Two:** Low-income households struggle to afford broadband services, devices, and technical support.

    Strategy 2.1: Increase enrollment among eligible households in affordable connectivity and low-cost service offerings such as the Affordable Connectivity Program and ISP low-cost programs.

    Strategy 2.2: Increase affordable connectivity and low-cost service offerings.

    Strategy 2.3: Expand access to computing devices and tech support.

3. **Barrier Three:** Individuals who are members of covered populations require support to develop digital literacy.

    Strategy 3.1: Expand access to digital skills training through a range of community learning options.

Strategy 3.2: Expand access to information and opportunities to learn online safety and privacy practices.

Strategy 3.3: Improve access to government and essential services online, especially for covered populations.

4. **Barrier Four:** Tribal and local communities and organizations require resources and expertise for digital equity efforts.

Strategy 4.1: Strengthen collaboration among State, Tribal, local, and nonprofit entities.

Strategy 4.2: Support and develop local capacity.

Strategy 4.3: Strengthen the State's capacity to support local digital equity efforts and initiatives.

Strategy 4.4: Develop data and informational resources to support digital equity efforts and initiatives.

1.6 Coordination with BEAD and other State plans

OBAE anticipates the opportunity to use Digital Equity Act funding to support and develop further digital equity capacity in New Mexico, aligned with the State's Broadband Equity, Access and Deployment (BEAD) goals to drive broadband availability to all New Mexicans and in partnership with the many local and regional entities that have participated in OBAE's community and stakeholder engagement work over the past year. This alignment with BEAD efforts is demonstrated through strategies, implementation activities, and objectives that measure progress in achieving broadband availability and adoption goals as a critical component of the State's overall digital equity strategy.

In addition to reflecting the strong coordination between Digital Equity and BEAD goals, this Plan aligns fully with the New Mexico Broadband Plan updated annually by OBAE.

2 Introduction and vision for digital equity

The State of New Mexico envisions a future in which all residents, families, and communities have equal access to and meaningful use of digital tools, technologies, and information, regardless of their background, income, location, or abilities. This vision aims to bridge the digital divide, ensure inclusive participation in the digital age, and promote social and economic well-being for all residents.

All work on this Plan will be informed by four framework principles for New Mexico's digital equity efforts:

1. Respect, celebrate, and incorporate New Mexico's unique cultural heritage and many diverse communities.

2. Prioritize data and rigorous information gathering.

3. Engage and collaborate.

4. Build on existing achievements and collaborations.

To achieve this vision for digital equity and informed by these principles, OBAE will work with its local, Tribal, nonprofit, and institutional partners toward key goals:

1. Bridging the digital divide for all, including support for populations that face barriers to digital connectivity.

2. Universal access to affordable, high-speed internet

3. Universal access to digital skills to confidently navigate the digital landscape, with digital skills education integrating learning programs at every stage of life.

4. Access to digital technologies and online platforms designed with accessibility and inclusivity in mind, with respect for New Mexico's unique cultural heritage; and access to health, government, employment, and social support services.

5. Every student, household, and community have access to internet-enabled devices.

6. New Mexicans have confidence in the privacy and security of their digital interactions.

7. A digitally skilled workforce combined with partnerships among government, private sector, nonprofits, and educational institutions to spur job opportunities, address challenges collectively, and drive sustainable change.

The following figure shows the State's framework for its efforts to ensure digital equity for all New Mexicans.

Vision
A future in which all residents have equal access to and meaningful use of digital tools, technologies, and information, regardless of their background, income, location, or abilities

Principles			
Respect culture and diversity	Prioritize data	Engage and collaborate	Build on achievements

Digital Equity Barriers	Digital Equity Goals	Strategies	Implementation Activities	Prioritized Outcomes
Identified obstacles and barriers that block or inhibit digital equity for covered populations	Broad but achievable targets	Designed to address specific identified barriers and achieve goals	Implement strategic approaches	Alignment with state economic development, education, health, civic & social engagement, and other essential service goals
	Current state needs/gap assessment	*Ongoing stakeholder engagement*	*Measurable Objectives*	*Measures of Success*

Figure 1: New Mexico digital equity framework

2.1 Vision

The State of New Mexico envisions a future in which all residents, families, and communities have equal access to and meaningful use of digital tools, technologies, and information, regardless of their background, income, location, or abilities. This vision aims to bridge the digital divide, ensure inclusive participation in the digital age, and promote social and economic well-being for all residents.

In this vision, every household and community across New Mexico has access to affordable, high-speed broadband internet. This includes urban, rural, and underserved areas, as well as the 23 sovereign territories of the Nations, Tribes, and Pueblos, ensuring that no one is left behind due to geographical location.

In this vision, all New Mexicans have the necessary digital skills to confidently navigate the digital landscape, access online resources, and engage in digital interactions. Digital skills education is integrated into schools, libraries, community centers, and lifelong learning programs.

In this vision, digital technologies and online platforms are designed with inclusivity and accessibility in mind, accommodating individuals with disabilities and catering to diverse linguistic and cultural needs. In this vision, New Mexico's unique cultural heritage is respected and reflected in all elements of the digital experience.

In this vision, every student, household, and community have access to devices such as computers, tablets, and smartphones. Programs are in place to provide devices to families in need, ensuring that no one is disadvantaged due to lack of hardware.

In this vision, government services, health care, education, job opportunities, and social support systems are accessible online, ensuring that residents can conveniently access essential resources and services.

In this vision, New Mexicans have confidence in the privacy and security of their digital interactions.

In this vision, there is support for populations that face barriers to digital equity, including low-income families, aging individuals, and individuals who are English language learners or who have low literacy levels.

In this vision, a digitally skilled workforce is cultivated through education and training programs that prepare individuals for technology-driven job opportunities.

In this vision, government, private sector, nonprofits, and educational institutions collaborate to develop innovative solutions and policies that ensure digital equity. Partnerships are formed to address challenges collectively and drive sustainable change.

Four Framework Principles

To achieve the objectives set out in this vision for digital equity, OBAE has adopted the following four framework principles for its digital equity efforts:

1. **Respect, celebrate, and incorporate New Mexico's unique diversity and cultural heritage.** Respecting and incorporating the cultural and linguistic diversity of residents is essential for creating inclusive and effective programs that serve the needs of all members of the community. To achieve this, OBAE will ensure that outreach, materials, and data are provided in multiple languages commonly spoken in New Mexico; collaborate with community organizations and engagement with communities that reflect New Mexico's unique cultural heritage; use multiple channels for ongoing dialogue, feedback, and collaboration; develop programming initiatives that reflect the cultural preferences, values, and traditions of all of New Mexico's many communities; and collect data that accurately represent the cultural and linguistic diversity of New Mexico's population to inform policy-making.

2. **Prioritize data and rigorous information gathering:** As it has done in awarding broadband infrastructure grants, OBAE will adopt a data-driven approach to grantmaking in the digital equity area, making awards based on data regarding both the need for the work

and the capacity of the grantee that seeks to do the work. OBAE will use data as the basis for measuring needs and achievements over time and it will continue to lead in data collection through the New Mexico Broadband Map, which it will update annually, and digital equity surveys, which it will undertake periodically. This will enable progress toward digital equity to be measured on an ongoing basis using data on access, usage, skills, and outcomes. Regular evaluations will ensure that programs are effective, adaptable, and responsive to evolving needs.

3. **Engage and collaborate:** Digital equity work will require collaboration and partnerships. As it has done in consulting with Tribal authorities and local stakeholders, OBAE will continue to engage with its local government, ISP, and CAI stakeholders to solicit ideas, insights, priorities, and lessons learned. OBAE will similarly continue its efforts to collaborate with Tribal Nations, Tribal colleges and universities, and Minority-Serving Institutions.

4. **Build on existing achievements and collaborations**. The State of New Mexico will coordinate with other entities that have spent years developing expertise and capabilities in digital equity to leverage their efforts. Rather than attempt to replicate or recreate those capabilities, OBAE will provide data, support, and resources to entities that already have developed—and proven the efficacy and efficiency of—existing programs to address digital equity. In this way, the State of New Mexico will respect local and community experience and know-how, working to support its local government and nonprofit stakeholders that have proven capabilities in digital equity.

2.2   Alignment with existing efforts to improve outcomes

OBAE's role in administering broadband infrastructure development and digital equity efforts is fully aligned with State priorities. This section of the State DE Plan provides context for State government broadband and digital equity priorities and describes other State of New Mexico programs and priorities and how they align with, and in some cases complement, this Plan and OBAE's overall broadband expansion efforts.

In June 2020, the New Mexico Department of Information Technology (DoIT) developed the State of New Mexico Broadband Strategic Plan and Rural Broadband Assessment,[10] which laid the foundation for subsequent State broadband grants to address broadband access in rural areas.

In 2021, to face challenges related to the lack of broadband availability across the State, the New Mexico State Legislature passed bills to better coordinate dispersed broadband deployment

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[10] "State of New Mexico Broadband Strategic Plan and Rural Broadband Assessment," DoIT, June 2020, https://www.doit.nm.gov/wp-content/uploads/sites/4/2022/03/nmbbp_strategic20200616Rev2Final.pdf.

efforts among different State entities: The Broadband Access and Expansion Act[11] and The Connect New Mexico Act.

The Broadband Access and Expansion Act created OBAE, which was initially administratively attached to the New Mexico Department of Information Technology for budget and expenditure oversight. This Act tasked OBAE with creating and implementing a statewide broadband plan.

The Connect New Mexico Act established the Connect New Mexico Council, which is composed of representatives from State entities and Tribal governments as well as qualified members of the public, as a co-coordinator of State broadband programs with OBAE.[12] The Act also created the Connect New Mexico Fund to support a competitive broadband grant program—the requirements of which are to be established by the Council. This Fund received appropriations totaling $100 million through Senate Bill 377 (2021).[13]

OBAE's Three-Year Broadband Plan[14] was a precursor to the New Mexico Five-Year Action Plan submitted to NTIA in August 2023. It set goals and measured progress regarding the delivery of broadband itself, which is an essential service for digital equity.

The following table shows the alignment of OBAE broadband and digital connectivity efforts and the priorities of key State government partners, plans, and goals across the outcomes of economic and workforce development, education, health, civic and social engagement, and the

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[11] See 63-9J-1 to 63-9J-4 NMSA 1978, https://nmonesource.com/nmos/nmsl/en/item/18129/index.do#!fragment/undefined/BQCwhgziBcwMYgK4DsD WsBGB7LqC2YATqgJIAm0cAjAEwDMEVAlADTJYAuAphAIqJdCAT2gByUSwhciCfoJHjJ0wggDKWQhwBCIgEoBRADL6A agEEAcgGF9LDmAzQOWOEyZA, Broadband Access & Expansion Act, 2021, compiled at 2021 Laws, Chapter 123 §1. See also New Mexico Senate Bill 93, 2021, https://nmlegis.gov/Sessions/21%20Regular/final/SB0093.pdf.

[12] The Council is composed of members representing the following organizations: Apache governments, Pueblo governments, the Navajo Nation, New Mexico Department of Cultural Affairs, New Mexico Department of Economic Development, New Mexico Department of Higher Education, New Mexico Department of Information Technology, New Mexico Department of Transportation, New Mexico Mortgage Finance Authority, and New Mexico Public Schools Facilities Authority. In addition, per Section 3(B) of the Connect New Mexico Act, the Council has five members of the public "who have experience with broadband access and connectivity challenges for either private business or public institutions," one appointed by each of the following: Speaker of the New Mexico House of Representatives, Minority Floor Leader of the New Mexico House of Representatives, President Pro Tempore of the New Mexico Senate, Minority Floor Leader of the New Mexico Senate, and the Governor. The Council has established the following work groups: Tribal Working Group; Digital Equity & Inclusion; Connect New Mexico Grant Program; Mapping, Data & Evaluation; Regional Planning & Community Engagement; and Permits, Pole Attachments, Right-of Way; "Connect New Mexico Council, DoIT, https://connect.nm.gov/cnm-council.html.

[13] Senate Bill 377 (2021), https://nmlegis.gov/Sessions/21%20Regular/final/SB0377.pdf.

[14] "State of New Mexico Three-Year Broadband Plan," OBAE, 2023, https://www.doit.nm.gov/wp-content/uploads/sites/4/2023/01/State-of-New-Mexico-Three-Year-Broadband-Plan-1-1-23-Version-1.0-File-011723.pdf.

delivery of other essential services. The table also indicates how the interaction between OBAE and State outcomes applies to covered populations.

Table 2: Digital equity alignment with State outcomes

Outcome	Key Agency Partners	Plan/Strategy	Key Goals / Priorities	Digital Equity Alignment	Covered Populations Alignment
Economic & Workforce Development	New Mexico Economic Development Department (NMEDD)	Strategic Plan – 2021	Strengthen communities, reimagine education and training, promote equity, and diversify economy	Broadband access key enabler to rural and Tribal communities and businesses and workforce development.	All covered populations, with emphasis on rural, low income, and racial or ethnic minority
	New Mexico Department of Vocational Rehabilitation (NMDVR)	Mission statement	Help individuals with disabilities "achieve their employment goals and thrive in their communities"[15]	Equitable access to workforce development and assistive technology services for covered populations	Individuals with a disability
	New Mexico Department of Workforce Solutions (NMDWS)	New Mexico 2022 State of the Workforce	Facilitate a competitive workforce for the benefit of all New Mexico	Workforce development, education, and training services and programs for all covered populations.	All covered populations, with specialized data on aging individuals, veterans, individuals with a disability, rural, low income, racial or ethnic minority, and rural
Education	New Mexico Public Education Department (NMPED)	Strategic Plan – 2022 (New 2023 Plan pending publication)	Close digital divide for students and families	Equitable access to educational services for covered populations	All covered populations

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[15] New Mexico Division of Vocational Rehabilitation, https://www.dvr.state.nm.us/.

Outcome	Key Agency Partners	Plan/Strategy	Key Goals / Priorities	Digital Equity Alignment	Covered Populations Alignment
Health	New Mexico Department of Health (NMDOH), State Legislature	New Mexico Telehealth Act – 2021	Framework for use of telehealth to medically underserved	Telehealth services to covered populations	All covered populations, with emphasis on rural
	New Mexico Department of Veterans Services (NMDVS)	Mission statement	Help veterans and their families access benefits and services	Telehealth, other health services, and workforce development to covered populations	Veterans
	New Mexico Aging and Long-Term Services Department (ALTSD)	Strategic Plan 2022-2024; State Plan on Aging (2021-2025)	Improve access to health care and other services to support healthy aging in an individual's community of choice	Access to services for covered populations	Aging individuals, individuals with disabilities
Civic and Social Engagement	New Mexico State Library (NMSL)	Strategic Plan 2023-2027	Improve digital literacy	Access to educational and informational resources for covered populations	All covered populations, with emphasis on English language learners and individuals with low literacy
	New Mexico Department of Information Technology (DoIT)	New Mexico Broadband Program Digital Literacy Strategic Plan (2014)[16]	Improve digital literacy	Improved skills for covered populations	Individuals with low literacy

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[16] "New Mexico Broadband Program Digital Literacy Strategic Plan," DoIT, https://www.doit.nm.gov/wp-content/uploads/sites/4/2022/03/nmbbp_digital_literacy_strategic_plan.pdf.

Outcome	Key Agency Partners	Plan/Strategy	Key Goals / Priorities	Digital Equity Alignment	Covered Populations Alignment
	New Mexico Indian Affairs Department (NMIAD)	Fiscal Year 2023 Strategic Plan	Provide support, advocacy, and coordination for Pueblos, Tribes, and Nations	Access to resources and services for covered populations	Racial or ethnic minority
Delivery of essential services	New Mexico Human Services Department (NMHSD)	FY2023-2024 Strategic Plan	Improve access to and value of benefit services	Access to human services for covered populations	All covered populations, with emphasis on individuals with low income
	New Mexico Corrections Department (NMCD)	FY2023 Strategic Plan	Improved access to vocational and educational training for incarcerated individuals	Improved skills for covered populations	Incarcerated individuals

2.2.1 Economic and workforce development goals, plans, and outcomes

In "Empower & Collaborate – New Mexico's Economic Path Forward," the New Mexico Economic Development Department (NMEDD) cites lack of broadband, infrastructure, and workforce services in rural regions as key factors contributing to high levels of poverty.[17] The NMEDD Strategic Plan notes the impact of Covid-19 in revealing inequities in broadband access across the State and the disparity between urban and rural areas for internet connectivity.[18] It also cites the growing reliance of farmers and distributors upon digital networks to coordinate and maximize the speed and efficiency at which agricultural goods reach the consumer.[19]

The NMEDD Strategic Plan defines six key strategies to address identified challenges in fostering economic growth in New Mexico. Robust broadband availability and digital equity are cited as integral to accomplishing goals in each of strategic area, in particular the following:

- Strengthen New Mexico's communities: With an emphasis on strengthening the State's rural and Tribal communities, the strategic plan identifies the development of rural co-working spaces as one tool to help expand digital equity in the near term. It also calls for enhanced services for housing, health, and older adults that align with digital equity goals of this Plan.[20]

- Reimagine education and training: The strategic plan identifies the need to facilitate collaborations between the State's colleges and universities and industry, to expand the use of industry-certified short-term non-degree certificate programs, and to identify higher education and training institutions throughout the State that can serve as regional hubs for workforce development—all of which align with workforce goals of the State's digital equity and broadband deployment efforts.[21]

- Promote equity through economic justice: The strategic plan seeks to increase collaboration with Tribal communities around economic opportunities, supporting Tribal and minority-owned businesses. It also seeks to improve education and workforce outcomes for underserved populations.[22]

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[17] "Empower & Collaborate: New Mexico's Economic Path Forward" (Empower & Collaborate) New Mexico Economic Development Department, October 2021, https://edd.newmexico.gov/wp-content/uploads/2023/09/full_statewide_strategic_plan.pdf, p. 13.

[18] Empower & Collaborate, p. 45.

[19] Empower & Collaborate, p. 82.

[20] Empower & Collaborate, p. 235.

[21] Empower & Collaborate, p. 247.

[22] Empower & Collaborate, p. 255.

- Enable high-quality home-grown innovation: Among other industries emphasized, the strategic plan calls for expanding support for the State's Cybersecurity Center of Excellence (CCoE), which coordinates industry development efforts and promotes cybersecurity awareness and training, and other programs.[23]

BEAD and DE planning and stakeholder engagement was designed to align with NMEDD's six Regions. As noted in the EDD Strategic Plan, "expanding broadband access should be a priority for economic developers in New Mexico's rural regions" and adds that "Broadband Connectivity in New Mexico Is Driven by Household Income and Location."[24]

OBAE is collaborating with NMEDD, the NM Association of Counties, USDA, and Rural Community Assistance Partnership Incorporated (RCAP) to improve rural access, adoption, and use and to examine economic and employment impact. OBAE has also been collaborating with NMSU to address expanding Broadband access and training through extension offices and other anchor institutions. OBAE is also working with state and national legislative teams to examine the possibility of adapting or expanding State Rural Universal Services Funds to address affordability barriers for low-income residents.

As noted in the NMEDD Strategic Report, the Digital Equity Pan aligns with "Priority 2.2: Commit to the economic sustainability of New Mexico's rural and tribal communities,"[25] and aligns with Stakeholder Recommendation 1: Support national, state, and tribal government agencies in expanding broadband access to rural areas." [26]

The New Mexico Department of Vocational Rehabilitation (NMDVR), a division of the State's Public Education Department, provides a range of services and support to "build bridges to employment" for New Mexicans with a disability[27] by working with employers, disability service providers, and educational agencies. As part of its mission, DVR facilitates access to assistive technology devices and services.[28] DVR operates through 22 field offices and all school districts in the State.[29] The NMDVR Mission that "every New Mexican with a disability is empowered with the resources to contribute to their quality of life and the economic prosperity of the State," and

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[23] Empower & Collaborate, p. 282.

24 Empower & Collaborate, p. 130.

25 Empower & Collaborate, p. 317.

26 Empower & Collaborate, p. 245.

[27] "2022 Annual Report: Building Bridges," New Mexico Department of Vocational Rehabilitation, https://www.dvr.state.nm.us/wp-content/uploads/2023/01/2022NMDVRAnnualReport.pdf.

[28] "Vocational Rehabilitation Technology," DVR, https://www.dvr.state.nm.us/.

[29] 2022 Annual Report, DVR.

NMDVR Values of "Inclusivity–Diversity–Empowerment–Collaboration–Innovation–Respect" [30] directly influenced the development of the Digital Equity Plan vision and goals.

The New Mexico Department of Workforce Solutions (NMDWS) whose mission is to Educate, Empower, Employ, and Enforce, is committed to being a leader in and a facilitator of a competitive workforce for the benefit of all New Mexico. Among its goals, NMDWS strives to be efficient and responsive to the diverse needs of New Mexico's employers and workforce, and to be a "gateway" to employment.[31] The Department oversees workforce development, education, and training programs that positively impact all covered populations. The Department's "New Mexico 2022 State of the Workforce"[32] includes detailed demographic and workforce-related data about many of the State's covered populations, including aging individuals, veterans, individuals with a disability, rural, low income, racial or ethnic minority, and people living in rural areas. NMDWS is collaborating with OBAE and teamed to launch the Broadband Workforce Task Force which is pulling together industry leaders and institutions of higher learning to collaborate on workforce development and opportunities for community members, employees, potential employees, and entrepreneurs to skill up.

2.2.2 Educational outcomes

The New Mexico Public Education Department (NMPED) 2022 Comprehensive Strategic Plan, under its overarching goal to provide equitable access to asset-based support services and learning opportunities, sets a goal to close the digital divide by providing increased funding and technical assistance to expand student access to digital devices and high-speed internet services across New Mexico. NMPED research, data, and priorities informed and shaped the measurable objectives outlined in the Digital Equity Plan. Objectives include access to internet connectivity and devices necessary for remote learning for every student and Improved ability of schools to integrate technology into day-to-day routines that support students and families. Outcomes include student access to digital devices and connection to high-speed internet and meaningful integration of technology in schools. Key initiatives for NMPED include securing recurring appropriation and funding mechanisms that ensure all students have access to a digital device and high-speed internet connection and establishing a statewide online learning management hub that provides access to professional development and learning resources.[33]

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[30] "Vocational Rehabilitation Technology," DVR, https://www.dvr.state.nm.us/.

[31] "About Us," New Mexico Department of Workforce Solutions, https://www.dws.state.nm.us/About-Us.

[32] "New Mexico 2022 State of the Workforce,"
https://www.dws.state.nm.us/Portals/0/DM/LMI/State_of_the_Workforce_2022.pdf.

[33] "Comprehensive Strategic Plan 2022," New Mexico Public Education Department,
https://webnew.ped.state.nm.us/wp-content/uploads/2022/02/NMPED-Strategic-Plan-2022.02.07_CG.pdf.

2.2.3 Health outcomes

In the health equity study published by the New Mexico Department of Health (NMDOH), it was noted that "New Mexico is a vast state comprising 121,298 square miles. It is the fifth largest state by land mass, but has only four cities with populations of 50,000 or more, and only 17.2 persons per square mile, making it one of the most rural states. Geography impacts health care and health outcomes by influencing when people access care, how often, their choice of provider, the type of care available, and differences in the environment, among other things. Due to its size and lack of population centers, many people residing in rural parts of the state find it difficult to access basic resources such as health centers, hospitals, food pantries, and grocery stores." Research and community needs identified by NMDOH influenced the development of objectives in the Digital Equity Plan and collaboration will be instrumental to showing progress in the impact area of Health.[34]

The 2021 New Mexico Telehealth Act, passed in 2021, finds that the use of information technology to deliver medical services and information is a key component to addressing the lack of primary care and health care access to medically underserved rural areas, and provides "a framework for health care providers to follow in providing telehealth to New Mexico citizens when it is impractical for those citizens to receive health care consultations face-to-face with health care providers."[35] while also noting, "the delivery of health care via telehealth is recognized and encouraged as a safe, practical and necessary practice in New Mexico."[36]

As part of its mission to "provide the highest quality care, service, and advocacy," the New Mexico Department of Veterans Services (NMDVS) helps veterans and their families "understand, navigate, and obtain federal and state benefits" and access a variety of services, including health care and employment services.[37]

According to NMDVS's 2023 Annual Report, which includes demographic data on the State's veteran population, veterans make up a higher percentage of New Mexico's population (6.9 percent) than the percentage for the nation as a whole (5.5 percent).[38]

The agency's Field Services Division operates 16 offices throughout the State, staffed by over 20 nationally certified Veterans Service Officers that provide free assistance in person or by email and phone. Through its Healthcare Division, NMDVS helps veterans access health services and coordinates programs related to housing, transportation to access health care, and suicide

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34 Health Equity in New Mexico, page 8, https://www.nmhealth.org/publication/view/report/2045/
35 New Mexico Telehealth Act, https://www.nmlegis.gov/sessions/04%20Regular/final/HB0581.html.
36 New Mexico Telehealth Act, https://www.nmlegis.gov/sessions/04%20Regular/final/HB0581.html.
37 "Our Mission," NMDVS, https://www.nmdvs.org/our-mission/.
38 "2023 Annual Report," NMDVS, https://www.nmdvs.org/wp-content/uploads/2023/08/2023-DVS-ANNUAL-REPORT.pdf, p. 56.

prevention and behavioral health. Veterans, service members, and their families can access entrepreneurial development services through the agency's Veterans Business Outreach Center, one of a few such centers nationwide established by the U.S. Small Business Administration.[39] NMDVS also partners with NMDWS to provide job search assistance and training and utilizes the federal Disabled Veterans Outreach Program to help veterans with disabilities who face barriers to employment.[40]

In 2022, DVS appointed a Pueblos & Tribal Liaison to assist and advise NMDVS on the needs of the approximately 9,000 Native American veterans in the State. In its 2023 Annual Report, NMDVS notes that veterans in the State's extensive rural areas often lack adequate transportation to access assistance applying for benefits and "this is often the case with many Native American veterans, who also lack phone or internet service to get the help they need." The Liaison conducts outreach in Pueblos and Tribal Nations about available benefits and services—including monthly online and in person meetings—leveraging partnerships with State agencies including the New Mexico VA Health Care System and the New Mexico Department of Indian Affairs.[41]

NMDVS also participated in a multi-agency online forum for senior veterans held by the New Mexico Aging and Long-Term Services Department (ALTSD) in July 2022.[42]

Aging New Mexicans, including those with disabilities, and their caregivers can access services to support healthy aging and independence through ALTSD.[43] ALTSD acts as the State's Aging and Disability Resource Center and State Agency Unit on Aging.

New Mexico will rank as fourth highest in the nation for population of individuals aged 65 or older per capita by 2030, according to data from the University of New Mexico—jumping from 29th. Many aging individuals in the State wish to "age in place," requiring community-based, long-term support. However, older adults in the State face particular barriers: nearly one in 10 have an annual income below $10,000; and 27 percent live alone as families increasingly are not returning to rural areas of the State.[44] New Mexico also faces a shortage of senior center capacity, as

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[39] 2023 Annual Report, p. 25.

[40] 2023 Annual Report, p. 26.

[41] 2023 Annual Report, p. 6.

[42] 2023 Annual Report, p. 42.

[43] "About ALTSD," ALTSD, https://aging.nm.gov/about/about-altsd.

[44] ALTSD presentation to the Legislative Finance Committee, November 16, 2023, https://aging.nm.gov/uploads/documents/LFC_FY25.pdf.

current capacity can only serve 4 percent of the State's 60+ population—expected to fall to 3 percent by 2030.[45]

As such, both the ALTSD Strategic Plan 2022-2024 and the State Plan on Aging (2021-2025) are focused on expanding and innovating service delivery. To support the ability of aging New Mexicans to remain in their community of choice, the Strategic Plan sets objectives for the Department to act as a central point of referral with "no wrong door"[46] and promote access to services by Tribal elders.[47] The State Plan on Aging, which is "designed to reflect New Mexico['s] cultures and consumer landscape weaving diversity throughout," [48] additionally emphasizes bolstering services in rural areas as well as data standardization and outcome measurement. These State-level plans work in coordination with area plans created by the statewide network of Area Agencies on Aging (AAA).[49]

To support its mission, ALTSD operates a Data Dashboard[50] and has established a cross-functional Office of Business Engineer & Program Development that leverages technology to support service delivery and data analytics that will inform the development of programming.[51]

2.2.4 Civic and social engagement

The New Mexico State Library (NMSL), a division of the New Mexico Department of Cultural Affairs serving 100 public and Tribal libraries throughout the State, states in its 2023-2027 Five-Year Plan that support for broadband infrastructure and digital equity are now an important part of NMSL operations. With over 100 public and Tribal libraries throughout the State and bookmobile services, NMSL is a pillar CAI in furthering digital literacy in New Mexico and a critical partner in the development of objectives, strategies, and activities in the Digital Equity Plan.

Under NMSL's goal to "expand services for learning and access to information and educational resources, in all types of libraries for individuals of all ages to support needs for education, lifelong learning, workforce development, and digital literacy skills," NMSL is developing learning

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[45] Legislative Finance Committee presentation, p. 8.

[46] "Strategic Plan 2022-2024," ALTSD, https://aging.nm.gov/uploads/documents/FINAL_Aging_and_Long_Term_Services_Strategic_Plan_2022_-_2024.pdf, p. 8.

[47] Strategic Plan 2022-2024, p. 9.

[48] "New Mexico State Plan on Aging October 1, 2021-September 20, 2025," ALTSD, https://embed.clearimpact.com/Scorecard/Embed/77604.

[49] "Aging Network Plans," ALTSD, https://aging.nm.gov/for-our-partners/aging-network-plans.

[50] "Data Dashboard," ALTSD, https://aging.nm.gov/about/about-altsd/data-dashboard.

[51] Legislative Finance Committee presentation, p. 6.

and information access programs to support constituents' literacy, education advancement, and workforce/career development goals.[52]

Under its goal to "provide library services to visually impaired, rural, homebound, and underserved New Mexico residents," NMSL is expanding its rural bookmobile programs which include internet access at bookmobile stops, along with other programs for individuals in rural areas and individuals with disabilities.[53]

An earlier effort by the New Mexico Department of Information Technology (DoIT), the New Mexico Broadband Program Digital Literacy Strategic Plan,[54] published on December 8, 2014, contains an analysis of the state of digital literacy and provides policy recommendations for improving digital skills statewide:

1. Digital literacy is a necessary skill for economic development, education, and health.

2. Digital literacy training is best affected through a dedicated statewide program.

3. Digital literacy programs require committed leadership on the State and local level.

4. Partnerships on the State and local level are essential for successful digital training programs.

5. Distribution and decentralization of training provides sustainability.

6. Digital literacy training must be accessible and appropriate for a range of audiences.

7. Rural regions require unique training solutions.

8. A strong online presence centralizes information, guides training programs, and promotes progress.

9. Significant target populations require specialized training.

10. Digital literacy is an increasingly significant factor in broadband adoption.

11. Funding and support for trainers is essential for successful, sustainable programming.

The New Mexico Indian Affairs Department (NMIAD) provides intergovernmental and interagency coordination, advocacy, and support for New Mexico's Nations, Tribes, and Pueblos.

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[52] "Library Services and Technology Act Five Year Plan 2023-2027," New Mexico State Library, https://www.imls.gov/sites/default/files/state-profiles/plans/newmexico5yearplan.pdf, pp 4-7.

[53] "Library Services and Technology Act Five Year Plan 2023-2027," pp 11-14.

[54] "New Mexico Broadband Program Digital Literacy Strategic Plan," DoIT, https://www.doit.nm.gov/wp-content/uploads/sites/4/2022/03/nmbbp_digital_literacy_strategic_plan.pdf.

In its Fiscal Year 2023 Strategic Plan, NMIAD highlighted the vision that "tribal nations, tribal communities and Indigenous people are happy, healthy and prosperous and that traditional ways of life are honored, valued and respected," and included key goals, objectives, and actions that are being applied to broadband efforts. NMIAD is collaborating closely with OBAE to support its vision, goals, objectives, and actions, including:[55]

- "Continue supporting Nations, Tribes, Pueblos, and Native American organizations to access State resources, such as capital outlay, Tribal Infrastructure Funding, and other grants."

- "Support State agencies to implement the State Tribal Collaboration Act by advising and assisting as needed."

- "Maintain and enhance communication channels with Nations, Tribes, and Pueblos and State agencies."

- "Increase the number of trainings and technical assistance provided to Nations, Tribes, and Pueblos."

- "Increase outreach to Nations, Tribes, Pueblos, and stakeholders on initiatives of the Department and other State agencies."

2.2.5 Delivery of other essential services

In its FY2023-FY2024 Strategic Plan, the New Mexico Human Services Department (NMHSD) determined objectives and tactics under goals of improving the value and accessibility of its services to constituents that informed and influenced the development of goals, strategies, and activities in the Digital Equity Plan. Under NMHSD's goal to "improve the value and range of services we provide to ensure that every qualified New Mexican receives timely and accurate benefits" the agency identifies the objective "to ensure that every qualified New Mexican receives timely and accurate benefits," by improving access for HSD customers with limited technological resources and/or proficiency. In a second objective under this goal, it seeks to "promote primary care expansion in New Mexico, particularly in underserved and rural areas" through developing "strategies to improve and invest in health technology that supports high quality primary care including systems for alternative payment models, health care information exchange, electronic health records, and population health; and systems that make primary care seamless and easy for patients and providers." In addition, under its goal to "create effective,

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[55] "Fiscal Year 2023 Strategic Plan," New Mexico Indian Affairs Department, https://www.iad.state.nm.us/wp-content/uploads/2022/11/IAD-FY23-Strategic-Plan-Final-Version.pdf.

transparent communication to enhance the public trust," the agency seeks to implement communication strategies designed to reach New Mexicans with limited technological access." [56]

The New Mexico Corrections Department (NMCD) provides vocational training and experience for incarcerated individuals to help them find employment upon release through its Corrections Industries program. According to NMCD's 2023 Strategic Plan, strategic actions for the program include:[57]

- "Incorporate vocational training courses with work programs to ensure that inmates are provided with proper training, hands on experience, and certification in various trades."

- "Partner with local colleges and universities to provide diverse options for inmate learning opportunities and business viability."

- "Research, plan, and implement low-cost skill-building opportunities for inmates …"

2.3   Strategy and objectives

This section of the State DE Plan describes - at a high level - the key strategies and objectives of the Plan, which are designed to address the key digital equity challenges described below. Additional details regarding the strategies and their associated initiatives are provided in Section 5, which details OBAE's plans for execution.

2.3.1   Strategies

In brief, the strategies are as follows (see Section 5 for detail), organized based on the barrier they are designed to address:

Barrier One: Lack of broadband availability. OBAE recognizes that the lack of broadband availability acts as a significant barrier to achieving digital equity, as it disproportionately affects underserved communities by limiting their access to essential online resources and opportunities. Without reliable high-speed internet, individuals and families are hindered from accessing education, job opportunities, health care services, government information, and digital tools that are critical for civic engagement and economic advancement. This digital divide reinforces existing disparities, further marginalizing those without access and perpetuating unequal outcomes in education, employment, and overall quality of life. Through this State DE Plan—and OBAE's associated broadband infrastructure plans—the State of New Mexico seeks to ensure the availability of broadband for all New Mexicans.

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[56] "FY2023-2024 Strategic Plan," New Mexico Human Services Department, https://www.hsd.state.nm.us/wp-content/uploads/SFYs23-24HSDStrategicPlan2022_08_31.pdf.

[57] "Fiscal Year 2023 Strategic Plan," New Mexico Corrections Department, https://www.cd.nm.gov/wp-content/uploads/2023/01/NMCD-Strategic-FY23-Final-08.31.2022.pdf.

Strategy 1.1: Increase access to residential broadband infrastructure.

Strategy 1.2: Enable gigabit services at community anchor institutions (CAI) that provide internet access to covered populations.

Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support. Affordability of broadband services and devices is essential for ensuring that New Mexicans can participate in the digital world and the digital economy, regardless of their financial circumstances. The inability to afford broadband services, devices, and technical support constitutes a significant barrier to achieving digital equity, as it denies marginalized individuals and communities the opportunity to fully participate in the digital age. Affordability challenges prevent access to essential online resources, educational opportunities, telehealth services, and job prospects. The resulting digital divide deepens existing socioeconomic inequalities, hindering social mobility and perpetuating disadvantage. To bridge this gap, affordable access to broadband and computing devices, coupled with technical assistance, is vital to ensure equitable access to the benefits of the digital world. Through this State DE Plan, OBAE seeks to increase affordability of broadband services and devices through collaboration with local, Tribal ISP, and community partners.

Strategy 2.1: Increase enrollment among eligible households in affordable connectivity and low-cost service offerings such as the Affordable Connectivity Program and ISP low-cost programs.

Strategy 2.2: Increase affordable connectivity and low-cost service offerings.

Strategy 2.3: Expand access to computing devices and tech support.

Barrier Three: Individuals who are members of covered populations require support to develop digital literacy. Digital literacy and skills are not only about using technology but also about fostering empowerment, critical thinking, and participation in the digital society. The need for support to develop digital skills for members of covered populations, especially among low-income households and aging individuals, is a formidable barrier to achieving digital equity, as it leaves these vulnerable populations unable to harness the benefits of technology while also exposing them to its risks. Without the ability to navigate online platforms, safeguard personal information, and discern credible sources, individuals are excluded from accessing essential services, educational resources, and social connections that digital tools offer. Lack of digital skills can also put individuals at greater risk of falling victim to cybercrimes, privacy breaches, and even physical danger. Young people, who in many ways are digitally savvy, will benefit from learning concepts of online responsibility, safety, balance, and creativity to make safe choices online and in their lives. Digital literacy also includes understanding the impact and use of artificial intelligence (AI). OBAE seeks to develop partnerships and strategies to expand access to tools

and resources for digital skills development. OBAE will support local entities that assist and train New Mexicans to access the internet and to do so with their safety and privacy protected.

Strategy 3.1: Expand access to digital skills training through a range of community learning options.

Strategy 3.2: Expand access to information and opportunities to learn online safety and privacy practices.

Strategy 3.3: Improve access to government and essential services online, especially for covered populations.

Barrier Four: Tribal and local communities and organizations require resources and expertise for digital equity efforts. New Mexico's commitment to digital equity means a significant commitment of resources to sustain the initiatives contemplated in this Plan and to support local communities, nonprofits, and CAIs to develop local capacity. To sustain these efforts over time, New Mexico will require resources beyond what NTIA will provide under the Digital Equity Capacity Grant program. OBAE seeks to develop strategies for continuing the work launched under this Plan by partnering with philanthropy and seeking other funding sources, and by tracking the impact of New Mexico's digital equity efforts to quantify the business case for further investment in digital equity programs.

Strategy 4.1: Strengthen collaboration among State, Tribal, local, and nonprofit entities.

Strategy 4.2: Support and develop local capacity.

Strategy 4.3: Strengthen the State's capacity to support local digital equity efforts and initiatives.

Strategy 4.4: Develop data and informational resources to support digital equity efforts and initiatives.

2.3.2 Measurable objectives and key performance indicators

In connection with each of the key digital equity barriers and strategies described above, OBAE has established the following measurable objectives and key performance indicators (KPI) toward achieving digital equity in New Mexico.

The development of these measurable objectives is shaped by insights gleaned from existing digital equity initiatives in New Mexico and the stakeholder engagements identified in this plan. Analysis of initiatives, such as the Bernalillo County Broadband Plan and the Cibola County Broadband Feasibility Report, provides valuable data on existing infrastructure gaps, affordability issues, and digital literacy challenges across different regions of New Mexico. The process for

gathering stakeholder input for the Mamacitas Report has underscored the critical need for local assessment and community-driven solutions and the most challenging barriers for our low-income, aging, non-English-speaking, rural, and ethnic minority community members (see Table 4).

Furthermore, the measurable objectives of this digital equity plan impact and interact with the goals of the State of New Mexico in several areas, including economic and workforce development, educational attainment, digital literacy, healthy aging, and improved access to telehealth services. Table 2 indicates how the interaction between OBAE and State outcomes applies to covered populations.

These insights guide the creation of measurable objectives by pinpointing areas for broadband improvement and prioritizing key strategies including infrastructure expansion and affordability options.

Additionally, stakeholder engagements play a crucial role in refining and validating these objectives by incorporating input from diverse community voices, including tribal leaders, local organizations, and providers. By soliciting feedback through tailored meetings and forums with various stakeholders, the measurable objectives are tailored to address the unique needs and priorities of different communities, ensuring that the plan's implementation is responsive to the realities and aspirations of the people it aims to serve.

Progress will be monitored using various national sources, such as the FCC National Broadband Map, and State sources including data being collected and updated in DoIT maps and the OBAE data hub as well as data being gathered by other State, Tribal, and local agencies/organizations.

While aiming for improved broadband access, adoption, and use over the short and long term, the initiative acknowledges incomplete baseline data, especially for key covered populations such as incarcerated individuals. To address this, OBAE is working to supplement existing data by implementing strategies to gather targeted information in partnership with other agencies and organizations serving covered populations.

Baseline data for OBAE measurable objectives 5 through 9 were initially collected through a residential phone survey detailed in Appendix C of this plan. However, due to the low response rates from certain demographics and covered populations, OBAE recognizes the need to supplement this data. To address this gap, OBAE plans to collaborate with higher education institutions and other relevant agencies to conduct surveys, case studies, and other appropriate means of data collection at the beginning of each programmatic year. This approach aims to enhance the baseline data obtained from the residential phone survey, providing a way to measure KPIs over time, and monitor the success of digital equity activities. Additionally, it's important to note that both quantitative and qualitative data gathered through extensive stakeholder engagements were used to craft these objectives, ensuring a comprehensive

understanding of the digital equity landscape in New Mexico. By leveraging partnerships and incorporating diverse data collection methods, OBAE aims to establish a robust foundation for assessing and advancing digital equity in the state.

2.3.2.1 Barrier One: Lack of broadband availability

Measurable Objective 1: Increase households with access to broadband service of 100/20 Mbps.

This measurable objective aims to increase the number and percentage of households in New Mexico with access to broadband service of 100/20 Mbps, thereby supporting the broader goal of improving broadband availability and expanding access across the state. To measure progress towards this objective, OBAE will track and assess 100/20 Mbps service availability statewide. KPIs include the number and percentage of homes with access to 100/20 broadband service and the percentage of members of covered populations with access to 100/20 Mbps service, including covered households, aging individuals, incarcerated individuals (other than in a federal facility), veterans, individuals with disabilities, individuals with a language barrier (English language learners or those with low literacy), members of racial or ethnic minorities, and rural residents.

Mapping of broadband availability is already underway as part of the statewide data hub and broadband mapping initiative through the BEAD program, and additional data will be sourced through reporting, surveys, and data collected in collaboration with agencies and associations supporting covered populations and participating in the Connect New Mexico working groups.

Barrier One: Lack of broadband availability
Measurable Objective 1: Increase households with access to broadband service of 100/20 Mbps.
KPI: Percentage of Broadband Serviceable Locations with access to 100/20 broadband
Baseline: 79% (Source: FCC National Broadband Map. Federal Communications Commission. Retrieved from https://broadbandmap.fcc.gov/)
Near-term Target: Increase by 10%
Long-term Target: Increase by 21% to support goal as noted in BEAD Plan: 100% of unserved and underserved households have access to broadband service of 100/20.
Strategy: Increase access to residential broadband infrastructure
Implementation Activities to impact progress of this Measurable Objective:

- Execute the Capital Projects Fund Program to extend last-mile broadband infrastructure throughout New Mexico during 2023 to 2026 (consistent with ARPA requirements)

- Execute BEAD Program to extend last-mile broadband infrastructure throughout New Mexico during 2023 to 2030 (consistent with IIJA BEAD requirements).

Barrier 1: Lack of broadband availability

Measurable Objective 1	KPI	Baseline (current state)	Data source
Increase households with access to broadband service of 100/20 Mbps.	Percentage of Broadband Serviceable Locations with access to 100/20 broadband	79%	FCC National Broadband Map
	Percentage for covered households	75%	
	Percentage for aging individuals	79%	
	Percentage for incarcerated individuals (other than in a federal facility) ** Home access not applicable for incarcerated*	0%*	
	Percentage for veterans	79%	
	Percentage for individuals with disabilities	79%	
	Percentage for individuals with a language barrier	79%	
	Percentage for members of racial or ethnic minorities	79%	
	Percentage of rural residents	40%	
Near-term Target: Increase percentage by 10% Long-term Target: increase percentage by 21%			

Measurable Objective 2: Increase the number of community anchor institutions (CAI) with broadband service of 1/1 Gbps.

This objective aims to improve access to high-speed internet for Covered Populations by increasing the number of community anchor institutions (CAIs) with broadband service of 1/1 Gbps. To measure progress towards this objective, OBAE will track and assess 1/1 Gbps service at CAIs statewide. Although baseline data for broadband availability through CAIs is still being gathered, CAI mapping is already underway as part of the statewide data hub and broadband mapping initiative through the BEAD program, and additional data will be sourced through CAI reporting, CAI surveys, and data collected in collaboration with agencies and associations supporting CAIs.

Barrier One: Lack of broadband availability

Measurable Objective 2: Increase the number of community anchor institutions (CAI) with broadband service of 1/1 Gbps.

KPI: Number of CAIs locations with access to 1/1 Gbps

Baseline: Data is currently under development by OBAE to support BEAD challenge process (Source: NM database on anchor surveys and mapping efforts)

Near-Term Target: To be determined *

Long-Term Target: To be determined*

*Since no baseline data has been established, progress towards these targets cannot be accurately measured and projected at this time.

Strategy: Enable gigabit services at community anchor institutions (CAI) that provide internet access to covered populations.

Implementation Activities to impact progress of this Measurable Objective:

- Support and further develop the New Mexico Statewide Education Network (SEN) to support extension of high-speed connectivity to schools throughout New Mexico while enabling greater middle-mile capabilities through new fiber optic infrastructure and strategically located interconnection points.

- Award points for connecting CAIs in the broadband infrastructure grant process to support extension of symmetrical gigabit capabilities to community anchor institutions that provide internet access to covered populations by including points for such commitments in BEAD Program scoring in 2023 through 2026 (consistent with ARPA requirements).

- Collect, share, and map service subscriptions and cost for CAIs serving covered populations, which is currently underway and will be ongoing as OBAE develops online broadband data mapping and data hub resources.

- Collaborate with other agencies to ensure ongoing support for gigabit service with initiatives to educate and engage agencies that are already underway and will build over the next five years.

Barrier 1: Lack of broadband availability

Measurable Objective 2	KPI	Baseline (current state)	Data source
Increase the number of community anchor institutions (CAI) with broadband service of 1/1 Gbps.	**Number of CAIs locations with access to 1/1 Gbps**	Data currently under development by OBAE to support BEAD challenge process	NM database on anchor surveys and mapping efforts
Near-term Target: To be determined* Long-term Target: To be determined*			

2.3.2.2 Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support

Measurable Objective 3: Increase enrollment in affordable connectivity and low-cost service offerings.

To improve affordability of broadband services for low-income households, OBAE has set a measurable objective to increase enrollment in available subsidy programs and low-cost service offerings, such as the Affordable Connectivity Program (ACP) and internet service provider (ISP) low-cost plans. It's important to note that the continuation of the ACP is subject to Congressional appropriation. Should ACP funding run out, OBAE will consider establishing a similar program to ACP using digital equity funds. This objective seeks to support affordable comprehensive high-speed internet access across the State. To measure progress, OBAE will track and assess enrollment statewide in subsidized affordable connectivity or low-cost service offerings such as the ACP and ISPs' low-cost programs. KPIs include the number and percentage of eligible low-income households enrolled in these service offerings.

ACP enrollment data is available from the FCC and provides a baseline from which OBAE will track and assess progress over time. Additional data will be sourced through the FCC and ISP partners and collected in collaboration with initiatives, agencies, and associations engaged in outreach to support enrollment in affordable connectivity and low-cost service offerings including the ACP and ISP low-cost products.

Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support

Measurable Objective 3: Increase enrollment in affordable connectivity and low-cost service offerings.

KPI: Percentage of eligible households participating in ACP

Baseline: 38% (Source: USAC. (2023) ACP Enrollment Rates, January 2023 - October 2023. Retrieved from https://www.usac.org/about/affordable-connectivity-program/)

Near-term and Long-term Targets: Due to the ongoing wind-down yet pending legislative continuation of the ACP program, we may be transitioning our measurement focus to enrollments in low-cost service options or alternative affordable connectivity options. Consequently, activities and data collection will be adjusted accordingly to reflect this.

Strategy: Increase enrollment among eligible households in affordable connectivity and low-cost service offerings such as the Affordable Connectivity Program and ISP low-cost programs through the Implementation Activities listed below.

Implementation Activities to impact progress of this Measurable Objective:

- Develop educational materials in multiple languages to support outreach, information sharing, and collaborative campaigns to promote broadband relevance and enrollment in affordable connectivity and low-cost program offerings.

- Work with agencies and partners to develop, support, and promote increased enrollment in affordable connectivity and low-cost options.

Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support

Measurable Objective 3	KPI	Baseline (current state)	Data source
Increase enrollment in affordable connectivity and low-cost service offerings.	**Percentage of eligible households participating in ACP**	38%	USAC ACP Enrollment Rates, January 2023 - October 2023
Due to the ongoing wind-down yet pending legislative continuation of the ACP program, we may be transitioning our measurement focus to enrollments in low-cost service options or alternative affordable connectivity options. Consequently, activities and data collection will be adjusted accordingly to reflect this.			

Measurable Objective 4: Increase affordable connectivity and low-cost broadband service options for lower-income households.

This objective seeks to improve the accessibility of broadband services for lower-income households by increasing the availability of low-cost options and encouraging more internet service providers (ISPs) to offer low-cost options or participate in affordable connectivity programs. To measure progress towards achieving affordable, comprehensive high-speed internet coverage across the State, OBAE will track, update, and share a list of affordable connectivity and low-cost service options and a list of ISPs offering low-cost broadband programs statewide. KPIs include the number of low-cost service options and the percentage of ISPs offering low-cost programs. Speed test data will be used to validate the reliability, quality, and effectiveness of low-cost service options.

Data will be sourced through ISP partners and collected in collaboration with agencies and associations supporting affordable connectivity and low-cost service offerings and promoting affordability programs and enrollment. Speed test data will be sourced through community partners and residents, including low-income households.

Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support
Measurable Objective 4: Increase affordable connectivity and low-cost broadband service options for lower-income households.
KPI: Percentage of ISPs that offer low-cost products for lower income households
Baseline: 64% (Source: USAC. (2017-2018). Universal Service Fund Data. Retrieved from https://www.usac.org/about/universal-service/)
Near-Term Target: Increase percentage by 5%.
Long-Term Target: increase percentage by 10%.
Strategy: Increase affordability connectivity and low-cost service offerings.
Implementation Activities to impact progress of this Measurable Objective:

- Recommend grantees provide affordable connectivity or low-cost offerings to ensure requirements and enhanced scoring for affordable service offerings are built into the BEAD grant program from 2023 to 2025, with monitoring and enforcement thereafter.

- Encourage providers to develop affordable connectivity and low-cost offerings to improve adoption and expansion of affordable connectivity and low-cost offerings for lower-income households.

- Work with agencies and organizations to support, promote, and track integrated broadband affordability support options with their constituents.

Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support

Measurable Objective 4	KPI	Baseline (current state)	Data source
Increase affordable connectivity and low-cost broadband service options for lower-income households.	Percentage of ISPs that offer low-cost products for lower-income households	64%	USAC, based on 2017-2018 Universal Service Fund data.
Near-Term Target: Increase percentage by 5% Long-Term Target: increase percentage by 10%			

Measurable Objective 5: Increase the number of New Mexicans, including members of covered populations, who have access to a workable computing device and technical support.

This objective aims to increase the accessibility of workable computing devices and technical support for New Mexicans, including those from covered populations, to facilitate greater adoption and utilization of broadband services statewide. To measure progress towards this objective, OBAE will assess and track access to workable devices.

Data will be sourced through national and State resources including ISP partners and collected in collaboration with agencies and associations supporting access to a workable device and technical support as well as agencies serving covered populations. Data will also be sourced through community partners and residents, including representatives of covered populations.

Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support

Measurable Objective 5: Increase the number of New Mexicans, including members of covered populations, who have access to a workable computing device and technical support.

KPI: Percent of New Mexicans who do not use a laptop or desktop

Baseline: 40.9% (Source: U.S. Census Bureau. (2021). CPS Internet Use Survey)

Near-term Target: Increase by 5%

Long-term Target: Increase by 15%

Strategy: Expand access to computing devices and tech support

Implementation Activities to impact progress of this Measurable Objective:

- Develop ecosystem to build relationships and strengthen programs for devices and tech support.

- Provide resources and guidance on best practices, expertise, and partnership opportunities to support access to devices and technical support.

- Work with agencies and organizations to track and expand device and tech support opportunities, particularly for covered populations.

- Support access to functional devices, particularly for low-income households and other covered populations, a process that is currently in progress and will persist.

- Identify, gather, and share database of Device and Technical Support resources.

Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support

Measurable Objective 5	KPI	Baseline (current state)	Data source
Increase the number of New Mexicans, including members of covered populations, who have access to a workable computing device and technical support.	Percent of New Mexicans who do not use a laptop or desktop	40.9%	2021 Census CPS Internet Use Survey
	Percentage of all survey respondents who report they can get a broken or lost computing device fixed or replaced within a week	76%	Phone survey
	Percentage of all covered population survey respondents who report they can get a broken or lost computing device fixed or replaced within a week	70%	
	Percentage for covered households	63%	
	Percentage of households with aging individuals	66%	
	Percentage of households with an incarcerated individual	0%	
	Percentage of households with a veteran	86%	
	Percentage of households with an individual with a disability	73%	
	Percentage of households with an individual with a language barrier	74%	
	Percentage of households with a member of a racial or ethnic minority	69%	
	Percentage of households in rural zip codes	67%	

Near-term Target: Increase by 5%
Long-term Target: Increase by 15%

The baseline data presented here may have limitations due to factors like low response rates from certain demographics and covered populations.

To supplement the baseline data for Measurable Objective 6, OBAE has developed the following strategies:

Collaboration with Higher Education Institutions and Relevant Agencies:

- OBAE will collaborate with higher education institutions and relevant agencies to conduct surveys, case studies, and other appropriate means of data collection yearly.

- This collaboration will help address gaps in the baseline data obtained from residential phone surveys, particularly regarding low response rates from certain demographics and covered populations.

Enhanced Data Collection Methods:

- OBAE will implement surveys, case studies, and other methods to collect quantitative and qualitative data.

- These enhanced data collection methods aim to provide a more comprehensive understanding of digital equity metrics and KPIs over time.

Stakeholder Engagement:

- OBAE will continue to engage with stakeholders, including community partners, agencies addressing impact areas, agencies serving covered populations, and representatives of covered populations.

- Stakeholder engagement will inform data collection efforts, ensuring that the perspectives and needs of diverse communities are accurately represented.

Partnerships for Data Integration:

- OBAE will explore partnerships with key stakeholders to integrate data from multiple sources, including national and state resources, agencies, and community partners.

- Data integration will facilitate a more holistic approach to measuring and advancing digital equity in New Mexico.

By implementing these strategies, OBAE aims to supplement baseline data for Measurable Objective 5 and establish a robust foundation for assessing and advancing digital equity in the state. Through collaboration, enhanced data collection methods, regular monitoring, stakeholder

engagement, and partnerships for data integration, OBAE seeks to ensure the accuracy and effectiveness of its efforts in efforts in promoting digital equity and access for all New Mexicans, including members of covered populations.

2.3.2.3 Barrier Three: Individuals who are members of covered populations require support to develop digital literacy

Measurable Objective 6: Increase the number of New Mexicans, including members of covered populations, who can use the internet if they so choose.

To improve development of digital literacy skills for covered populations in New Mexico, OBAE has set a measurable objective to increase the number of New Mexicans, including members of covered populations, who are able to use the internet if they so choose.

OBAE will measure progress towards this objective by assessing and tracking online activities performed and digital skills as reported by all New Mexicans and by members of covered populations. KPIs include and the average number of key digital skills that all New Mexicans and members of covered populations report that they can perform, [47] including covered households, aging individuals, incarcerated individuals (other than in a federal facility), veterans, individuals with disabilities, individuals with a language barrier (English language learners or those with low literacy), members of racial or ethnic minorities, and rural residents.

Data will be sourced through national and State resources and collected in collaboration with agencies and associations supporting development of digital skills and agencies serving covered populations. Data will also be sourced through community partners and residents, including representatives of covered populations.

Barrier Three: Individuals who are members of covered populations require support to develop digital literacy skills
Measurable Objective 6: Increase the number of New Mexicans, including members of covered populations, who can use the internet if they so choose.

KPI: Average number of key digital skills performed (out of 14 measured)
Baseline: 10.9 (Source: Phone Survey)
Near-Term Target: Increase by 1*
Long-Term Target: Increase by 3*
* The targets will be updated based on supplemented baseline data and program assessment.
Strategy: Expand access to digital skills training through a range of community learning options
Implementation Activities to impact progress of this Measurable Objective:

- Support expansion of access to digital skills training through a range of community learning options, especially for seniors, low-income, and other covered populations.

- Promote and support local digital skills learning opportunities pilot programs, and digital navigator initiatives.

- Share information, local successes, and best practices in digital skills learning.

- Work with agencies and organizations, such as NMSL, K-12 schools and higher education institutions, community-based organizations, and other key CAIs, to expand, promote, and integrate digital skills learning opportunities, especially for covered populations.

Barrier Three: Individuals who are members of covered populations require support to develop digital literacy skills

Measurable Objective 6	KPI	Baseline (current state)	Data source
Increase the number of New Mexicans, including	Average number of key digital skills performed (out of 14 measured)[58]	10.9	Phone survey

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[58] Based on survey measurement of 14 digital skills representing common online activities, adapted from the NTIA Internet Use Survey. 1. sending and receiving emails; 2. using social media; 3, participating in online video, voice, or conference calls (such as Zoom, Skype, or FaceTime); 4. operating a small home business; 5. working remotely and telecommuting; 6. searching for a job online; 7, taking classes or participating in job training online; 8. accessing

members of covered populations, who can use the internet if they so choose.	Average number of key digital skills performed by members of covered populations (out of 14 measured)	11.7	
	Average for covered households	10.4	
	Average for aging individuals	9.4	
	Average for incarcerated individuals (other than in a federal facility)	11.1	
	Average for veterans	10.2	
	Average for individuals with disabilities	9.2	
	Average for individuals with a language barrier	12.1	
	Average for members of racial or ethnic minorities	11.5	
	Average for residents in rural zip codes	10.0	
Near-term Target: Increase by 1 Long-term Target: Increase by 3			

The baseline data presented here may have limitations due to factors like low response rates from certain demographics and covered populations.

To supplement the baseline data for Measurable Objective 6, OBAE has developed the following strategies:

Collaboration with Higher Education Institutions and Relevant Agencies:

- OBAE will collaborate with higher education institutions and relevant agencies to conduct surveys, case studies, and other appropriate means of data collection yearly.

- This collaboration will help address gaps in the baseline data obtained from residential phone surveys, particularly regarding low response rates from certain demographics and covered populations.

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medical services online; 9. accessing government services online; 10. shopping, making travel reservations, or using other online consumer services; 11. accessing online financial services; 12. identifying online fraud (such as phishing schemes); 13. identifying misleading information or disinformation; and 14. adjusting privacy settings online (such as on social media).

Enhanced Data Collection Methods:

- OBAE will implement surveys, case studies, and other methods to collect quantitative and qualitative data.

- These enhanced data collection methods aim to provide a more comprehensive understanding of digital equity metrics and KPIs over time.

Stakeholder Engagement:

- OBAE will continue to engage with stakeholders, including community partners, agencies addressing impact areas, agencies serving covered populations, and representatives of covered populations.

- Stakeholder engagement will inform data collection efforts, ensuring that the perspectives and needs of diverse communities are accurately represented.

Partnerships for Data Integration:

- OBAE will explore partnerships with key stakeholders to integrate data from multiple sources, including national and state resources, agencies, and community partners.

- Data integration will facilitate a more holistic approach to measuring and advancing digital equity in New Mexico.

By implementing these strategies, OBAE aims to supplement baseline data for Measurable Objective 6 and establish a robust foundation for assessing and advancing digital equity in the state. Through collaboration, enhanced data collection methods, regular monitoring, stakeholder engagement, and partnerships for data integration, OBAE seeks to ensure the accuracy and effectiveness of its efforts in promoting digital literacy and internet access for all New Mexicans, including members of covered populations.

Measurable Objective 7: Increase the number of New Mexicans, including members of covered populations, who can access information or training to learn how to protect their security and privacy online.

This objective seeks to promote effective and safe internet usage among New Mexicans, including those from covered populations, by increasing access to information and training on protecting security and privacy online, thereby fostering greater digital literacy and confidence in online activities statewide. To measure progress towards increasing digital literacy and meaningful, effective, safe use of the internet across the State, OBAE will track and assess access

to online security and privacy information and training and confidence to protect security and privacy online. KPIs include the percentage of members of covered populations who report they are confident they can protect their security and privacy online[59][OBJ]

Data will be sourced through national and State resources and collected in collaboration with agencies and associations supporting development of digital skills and agencies serving covered populations. Data will also be sourced through community partners and residents, including representatives of covered populations.

Barrier Three: Individuals who are members of covered populations require support to develop digital literacy skills

Measurable Objective 7: Increase the number of New Mexicans, including members of covered populations, who can access information or training to learn how to protect their security and privacy online.

KPI: Percentage of all survey respondents who say they are confident they can protect their security online

Baseline: 87% (Source: Phone Survey)

Near-Term Target: Increase by 5%*

Long-Term Target: Increase by 10%*

* The targets will be updated based on supplemented baseline data and program assessment.

Strategy: Expand access to information and opportunities to learn online safety and privacy practices

Implementation Activities to impact progress of this Measurable Objective:

- Share information, local successes, and best practices in online safety and privacy protection.

- Support access to practices and tools that support online safety and privacy, especially for low-income households and other covered populations.

- Work with agencies and organizations serving covered populations to track, expand, promote, and improve online safety and privacy protection education.

- Increase number of training programs and opportunities available to and enrolled in by members of covered populations.

Barrier Three: Individuals who are members of covered populations require support to develop digital literacy skills

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[59] Measured by the relevant subsets of the 14 key digital skills described above.

Measurable Objective 7	KPI	Baseline (current state)	Data source
Increase the number of New Mexicans, including members of covered populations, who can access information or training to learn how to protect their security and privacy online.	Percentage of all survey respondents who say they are confident they can protect their security online	87%	Phone survey
	Percentage of all covered population survey respondents who say they are confident they can protect their security online	85%	
	Percentage for covered households	69%	
	Percentage for aging individuals	80%	
	Percentage of households with an incarcerated individual	78%	
	Percentage of households with a veteran	74%	
	Percentage of households with an individual with a disability	69%	
	Percentage of households with an individual with a language barrier	87%	
	Percentage of households with a member of a racial or ethnic minority	89%	
	Percentage of households in rural zip codes	82%	
	Percentage of all survey respondents who say they are confident they can protect their privacy online	83%	Phone survey
	Percentage of all covered population survey respondents who say they are confident they can protect their privacy online	81%	
	Percentage for covered households	66%	
	Percentage for aging individuals	72%	
	Percentage of households with an incarcerated individual	74%	
	Percentage of households with a veteran	60%	
	Percentage of households with an individual with a disability	60%	
	Percentage of households with an individual with a language barrier	85%	
	Percentage of households with a member of a racial or ethnic minority	88%	

	Percentage of households in rural zip codes	74%	
	Percentage of households in rural zip codes	74%	

Near-term Target: Increase by 5%
Long-term Target: Increase by 10%

The baseline data presented here may have limitations due to factors like low response rates from certain demographics and covered populations.

To supplement the baseline data for Measurable Objective 7, OBAE has developed the following strategies:

Collaboration with Higher Education Institutions and Relevant Agencies:

- OBAE will collaborate with higher education institutions and relevant agencies to conduct surveys, case studies, and other appropriate means of data collection yearly.

- This collaboration will help address gaps in the baseline data obtained from residential phone surveys, particularly regarding low response rates from certain demographics and covered populations.

Enhanced Data Collection Methods:

- OBAE will implement surveys, case studies, and other methods to collect quantitative and qualitative data.

- These enhanced data collection methods aim to provide a more comprehensive understanding of digital equity metrics and KPIs over time.

Stakeholder Engagement:

- OBAE will continue to engage with stakeholders, including community partners, agencies serving covered populations, and representatives of covered populations.

- Stakeholder engagement will inform data collection efforts, ensuring that the perspectives and needs of diverse communities are accurately represented.

Partnerships for Data Integration:

- OBAE will explore partnerships with key stakeholders to integrate data from multiple sources, including national and state resources, agencies, and community partners.

- Data integration will facilitate a more holistic approach to measuring and advancing digital equity in New Mexico.

By implementing these strategies, OBAE aims to supplement baseline data for Measurable Objective 7 and establish a robust foundation for assessing and advancing digital equity in the state. Through collaboration, enhanced data collection methods, regular monitoring, stakeholder engagement, and partnerships for data integration, OBAE seeks to ensure the accuracy and effectiveness of its efforts in promoting online security and privacy for all New Mexicans, including members of covered populations.

Measurable Objective 8: Increase the number of New Mexicans, including members of covered populations in New Mexico, who can access government and essential services online.

This objective aims to enhance digital literacy and confidence in online activities statewide by providing New Mexicans, including those from covered populations, with increased access to government and essential services online, thereby promoting effective and safe internet usage. To measure progress, OBAE will assess and track access to government and essential services online. KPIs include the percentages of all New Mexicans and members of Covered Populations who are confident using the Internet to access government services online.

Data will be sourced through national and State resources and collected in collaboration with agencies and associations providing government and essential services, supporting development of digital skills, and serving covered populations. Data will also be sourced through community partners and residents, including representatives of covered populations.

Barrier Three: Individuals who are members of covered populations require support to develop digital literacy skills
Measurable Objective 8: Increase the number of New Mexicans, including members of covered populations in New Mexico, who can access government and essential services online.
KPI: Percentage of all survey respondents who say they are very confident using the internet to access government services online
Baseline: 89% (Source: Phone Survey)
Near-Term Target: Increase by 5%*
Long-Term Target: Increase by 10%*
* The targets will be updated based on supplemented baseline data and program assessment.
Strategy: Improve access to government and essential services online, especially for covered

populations

Implementation Activities to impact progress of this Measurable Objective:

- Share information, local successes, and best practices to improve access to government and essential services online for covered populations.

- Support and promote practices and tools that improve access to government and essential services online, especially for covered populations.

- Work with agencies and organizations serving covered populations to track, expand, promote, integrate, and improve access to government and essential services online.

- Improve accessibility of information online for community members with disabilities. Support distribution of accessibility guidance to State, Tribal, and local

  agencies/organizations regarding best practices for outreach and web design that align with accessibility standards and that enable cost-effective use of critical support tools. Initial accessibility research, recommendations, workshops, and agency collaborations.

Barrier Three: Individuals who are members of covered populations require support to develop digital literacy skills

Measurable Objective 8	KPI	Baseline (current state)	Data source
Increase the number of New Mexicans, including members of covered populations in New Mexico, who can access government and essential services online.	Percentage of all survey respondents who say they are very confident using the internet to access government services online	89%	Phone survey
	Percentage of all covered population survey respondents who say they are very confident accessing government services online	89%	Phone survey
	Percentage for covered households	80%	
	Percentage for aging individuals	84%	
	Percentage of households with an incarcerated individual	84%	
	Percentage of households with a veteran	82%	
	Percentage of households with an individual with a disability	91%	
	Percentage of households with an individual with a language barrier	0%	

	Percentage of households with a member of a racial or ethnic minority	91%	
	Percentage of households in rural zip codes	86%	
Near-term Target: Increase by 5% Long-term Target: Increase by 10%			

The baseline data presented here may have limitations due to factors like low response rates from certain demographics and covered populations.

To supplement the baseline data for Measurable Objective 8, OBAE has developed the following strategies:

Collaboration with Higher Education Institutions and Relevant Agencies:

- OBAE will collaborate with higher education institutions and relevant agencies to conduct surveys, case studies, and other appropriate means of data collection yearly.

- This collaboration will help address gaps in the baseline data obtained from residential phone surveys, particularly regarding low response rates from certain demographics and covered populations.

Enhanced Data Collection Methods:

- OBAE will implement surveys, case studies, and other methods to collect quantitative and qualitative data.

- These enhanced data collection methods aim to provide a more comprehensive understanding of digital equity metrics and KPIs over time.

Stakeholder Engagement:

- OBAE will continue to engage with stakeholders, including community partners, agencies serving covered populations, and representatives of covered populations.

- Stakeholder engagement will inform data collection efforts, ensuring that the perspectives and needs of diverse communities are accurately represented.

Partnerships for Data Integration:

- OBAE will explore partnerships with key stakeholders to integrate data from multiple sources, including national and state resources, agencies, and community partners.

- Data integration will facilitate a more holistic approach to measuring and advancing digital equity in New Mexico.

By implementing these strategies, OBAE aims to supplement baseline data for Measurable Objective 8 and establish a robust foundation for assessing and advancing digital equity in the state. Through collaboration, enhanced data collection methods, regular monitoring, stakeholder engagement, and partnerships for data integration, OBAE seeks to ensure the accuracy and effectiveness of its efforts in promoting digital equity and access to essential services.

2.3.2.4 Barrier Four: Tribal and local communities and organizations require resources and expertise for digital equity efforts.

Measurable Objective 9: Increase the number of Tribal and local communities and organizations that have the resources and expertise to support and implement digital equity efforts.

This objective aims to enhance digital equity efforts and initiatives within Tribal and local communities and organizations by increasing their access to resources and expertise, thereby building foundations for long-term sustainability of digital equity across the state. To measure progress, OBAE will track and assess local access to resources and development of local expertise, efforts, and initiatives.

Data will be sourced through State, Tribal, and local resources and collected in collaboration with Connect New Mexico working groups and working group members, plus agencies, associations, and organizations supporting covered populations. Data will also be sourced through community partners, CAIs, and residents, including representatives of covered populations.

Barrier Four: Tribal and local communities and organizations require resources and expertise for digital equity efforts.

Measurable Objective 9: Increase the number of Tribal and local communities and organizations that have the resources and expertise to support and implement digital equity efforts. **KPI:** Number of State, Tribal, local, and nonprofit agencies participating in Connect New Mexico Council, Working Groups, Workshops, and Events

Baseline: 100 (Source: OBAE Internal Event Tracker (2022-2023))
Near-Term Target: Increase by 5%*
Long-Term Target: Increase by 10%*

* The targets will be updated based on supplemented baseline data and program assessment.
Strategies:
4.1: Strengthen collaboration among State, Tribal, local, and nonprofit entities.
4.2: Support and develop local capacity.
4.3: Strengthen the State's capacity to support local digital equity efforts and initiatives.
4.4: Develop data and informational resources to support digital equity efforts and initiatives.

Implementation Activities to impact progress of this Measurable Objective:

Key activities to support Strategy 4.1: Strengthen collaboration among State, Tribal, local, and nonprofit entities**.**

- Convene, connect, and empower Tribes and digital equity stakeholders statewide.
- Support local initiatives and plan for long-term sustainability.
- Promote best practices and showcase community success stories.
- Collaboration includes nonprofit and philanthropy partners plus trusted messenger organizations that work with Covered Populations. Success requires support for local initiatives and community-driven solutions while planning for long-term sustainability. These activities have begun and will expand in 2024 and beyond.

Key activities to support 4.2: Support and develop local capacity.

- Develop, support, and train a local cohort of digital equity grant-writers.
- Develop, support, and train a local cohort of digital equity leaders and facilitators.
- Educate Tribes and local communities and organizations on digital equity issues.
- Build local capacity and expertise to coordinate digital inclusion activities.
- Develop education and informational resources.
- Provide access to funding resources and grant writing support.
- Support applying for and managing digital equity grants.
- Support expansion of digital equity efforts.
- OBAE and the Digital Equity Working Group are committed to supporting and promoting digital equity information and programs that are community developed, culturally relevant, and/or available in local languages. These activities are already underway and will continue in 2024 and beyond.

Key activities to support Strategy 4**.**3: Strengthen the State's capacity to support local digital equity efforts and initiatives.

- Foster legislative, business, and philanthropic support.
- Sustain the OBAE support team.
- Maintain centralized repository of resources.
- New Mexico is already working to build long-term relationships and support but will grow efforts in 2024 through 2028. OBAE developed a BEAD and Digital Equity Support Team which includes an OBAE Digital Equity Coordinator and an OBAE Tribal Coordinator.

Key activities to support Strategy 4.4*:* Develop data and informational resources to support digital equity efforts and initiatives.

- Collect and share information.
- Support locally driven and led and culturally respectful programs.
- Support Tribes in establishing policies for data collection and data sovereignty.
- Include data sourced through State, Tribal, and local resources.
- Analyze and publish relevant national, State, and local data.
- OBAE launched a website and data portal which is already providing a centralized place for resources and data but will be further developed in 2024 through 2028. Development of community-driven, locally led, and culturally respectful evaluation and data collection methods and tools is also critical to success. OBAE is eager to support Tribes in establishing policies to guide their own data-collection and evaluation processes while also protecting online privacy, safety, and data sovereignty. The Tribal Working Group has raised some of these issues in meetings in 2023 and will continue to provide support in 2024 and beyond.

Barrier Four: Local communities require resources and expertise for digital equity efforts

Measurable Objective 9	KPI	Baseline (current state)	Data source
Strategy 4.1: Strengthen collaboration among State, Tribal, local, and nonprofit entities	Number of State, Tribal, local, and nonprofit agencies participating in Connect New Mexico Council, Working Groups, Workshops, and Events	100	OBAE Internal Event Tracker (2022-2023)

Near-term Target: Increase by 5%
Long-term Target: Increase by 10%

3 Current state of digital equity: Barriers and assets

This section describes the current state of digital equity in New Mexico, as documented through rigorous and comprehensive data collection and outreach efforts. It describes the resources and relationships available to OBAE to promote digital equity; presents detailed asset inventories related to digital equity and broadband adoption, affordability, and access; and presents a needs assessment.

3.1 Asset inventory

3.1.1 Digital inclusion assets by covered population

Through its outreach and research, OBAE has identified key digital inclusion assets that support covered populations in the State, including employment services related to broadband adoption; technical assistance programs aimed at supporting digital inclusion; and nonprofits, partnerships, and coalitions that work toward digital inclusion. Table 3 lists a selection of representative digital inclusion assets and indicates the primary population(s) they serve; additional assets can be found in Appendix A.

Table 3: Digital inclusion assets by covered population(s)

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Adelante	DiverseIT is a program coordinated by the nonprofit organization Adelante that provides training and employment opportunities to help people with disabilities, aging individuals, people of color, and women enter the technology field. The computers refurbished through this program are donated to individuals or organizations in need or made available at a low cost to the public. The organization also offers cost-effective computer repair services, IT support, and digital skills training.[60]	X			X							
American Connection Corps	American Connection Corps is an AmeriCorps standalone program addressing the digital divide in rural and emerging communities. The program pairs members with local public institutions to help build capacity and engage the community in key areas of economic opportunity, health and social capital, and agriculture and natural resources.								X			
Borderplex Connect	Digital inclusion collaboratives from Doña Ana County in New Mexico and El Paso County in Texas merged to form a regional partnership. Projects in New Mexico include					X		X	X	X		

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[60] "DiverseIT," Adelante Development Center, https://goadelante.org/diverseit/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	Opportunity Las Cruces, an initiative led by New Mexico State University to provide Las Cruces residents with digital skills training; Mamacitas Cibernéticas, a grassroots effort in which Sunland Park parents teach other parents digital skills; and ACP promotion.[61]											
City of Albuquerque Community Centers	Many city community centers provide computing lab access to the public, among other amenities.[62]	X		X	X			X		X	X	
CNM Ingenuity	The "enterprise arm" of Central New Mexico Community College provides accelerated training in key growth sectors, including technology, and wrap-around support for learners.[63]			X								
Community Action Agency of Southern New Mexico (CAASNM)	CAASNM, a community action agency that serves low-income residents in Southern New Mexico, offers free computer literacy classes including "Basic Computer Skills" and "Introduction to the Internet."[64]						X		X	X	X	

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[61] Borderplex Connect, https://www.borderplexconnect.org/.

[62] "Community Recreation & Education," City of Albuquerque, https://www.cabq.gov/family/crei/community-centers/community-centers.

[63] CNM Ingenuity, https://cnmingenuity.org/.

[64] "Free Computer Literacy Training," Community Action Agency of Southern New Mexico, https://www.caasnm.org/free-computer-literacy-training/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
CommUNITY Learning Network	Provides community-based educators and digital skills learning opportunities.[65]	X				X	X	X	X	X	X	X
Cultivating Coders	This nonprofit brings coding bootcamps to rural, Tribal, and inner-city communities with the goal of reaching communities underrepresented in the tech field. The organization reports that it has held trainings in seven New Mexico cities as well as one in the Navajo Nation,[66] and was awarded $45,000 through the New Mexico Foundation's workforce equity initiative in April 2023.[67]								X	X	X	X
Cultivating Our Own to Lead (COOL)	The Santa Fe Indian School, which is owned by the 19 Pueblos of New Mexico, launched a project to grow capabilities for Tribal members and staff to operate their own broadband networks by training a cohort of technical and administrative teams.							X			X	X
Digitunity – Digital Opportunity Network	Eleven organizations in New Mexico are members of Digitunity's Digital Opportunity Network,[68] which is made up of local partners working to bridge gaps in device access and								X			

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[65] CommUNITY Learning Network, https://www.communitylearningnetwork.org/digital-equity-in-new-mexico.html.

[66] Cultivating Coders, https://cultivatecoders.com/.

[67] "New Mexico Worker/Workforce Equity Initiative," New Mexico Foundation, https://www.newmexicofoundation.org/nmwei/.

[68] "Digital Opportunity Network," Digitunity, https://digitunity.org/get-involved/digital-opportunity-network/#see_network.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	technology support in alignment with the national nonprofit's efforts to advance device ownership.[69]											
Diné College	Rooted in Diné language and culture, the college's mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.[70]							X	X		X	x
Disability Rights New Mexico	Protects, promotes, and expands the legal and civil rights of persons with disabilities in New Mexico. Among other programs, helps individual access assistive technology				X						X	
El Valle de Anton Chico Library	The El Valle de Anton Chico Library (San Miguel and Guadalupe County) in 2022 was awarded a $35,000 grant by the New Mexico Broadband Collective, a statewide group of funders, nonprofits, and Tribal and municipal entities, for the purpose of "purchasing equipment and supplies that will allow the library to implement various programs including coding for girls, early literacy and bilingual programs, as well as basic computer applications to support the community."[71]	X		X	X	X	X	X	X	X	X	X
Encuentro	Encuentro, an Albuquerque-based nonprofit that supports the Latino immigrant					X	X	X				

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[69] "Our Programs," Digitunity, https://digitunity.org/our-programs/.

[70] "About Diné College," Diné College, https://www.dinecollege.edu/about_dc/about-dc/#abtab-Mission.

[71] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	community through education and career development opportunities, offers beginner and intermediate computer literacy courses[72] and plans to install a computer lab at its facility (opened in 2023).[73] In December 2022, Comcast partnered with Encuentro and Albuquerque-based nonprofit Working Classroom to donate 200 laptops to families and students and share information about Comcast Internet Essentials at an event hosted by Encuentro.[74]											
Goodwill Industries of New Mexico	As part of its employment and career development services, Goodwill provides free computer skills training, available online and in person at its Albuquerque services center.[75] It also provides full scholarships for two professional certification courses from Google: Data Analytics and IT support.[76]	X		X						X		
Health Action New Mexico –	This nonprofit advocacy organization is working with residents of colonias,								X	X		

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[72] "Class Descriptions," Encuentro Nuevo Mexico, https://encuentronm.org/class-description-2/#COMP.

[73] "Building Our New Home," Encuentro New Mexico, https://encuentronm.org/ourhome/.

[74] "Comcast Hosts Copa Mundial Final Watch Party and Laptop Giveaway," Comcast news release, December 19, 2022, https://newmexico.comcast.com/2022/12/19/comcast-hosts-copa-mundial-final-watch-party-and-laptop-giveaway/.

[75] "Register for Free Online Learning," Goodwill New Mexico, https://www.goodwillnm.org/free-online-learning.html; "Jobs Skills Classes," Goodwill New Mexico, https://www.goodwillnm.org/job-skills-classes.html.

[76] "Google Certificate Program," Goodwill New Mexico, https://www.goodwillnm.org/google-certificate-program.html.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Southern New Mexico Broadband Action Team	unincorporated communities in Southern New Mexico that often lack basic infrastructure, to raise awareness about broadband expansion efforts and encourage residents to participate in the State and county-level planning process.[77]											
Institute of American Indian Arts (IAIA)	IAIA, located in Santa Fe, offers academic excellence to both Native and non-Native populations. Its goal is empowerment through education, economic self-sufficiency, and expression and enhancement of artistic and cultural traditions.[78]							X			X	x
Jemez Pueblo Digital Navigators Pilot	Tribal-led digital navigator program awarded under the NDIA Digital Navigator grant to aid community members who need affordable home internet service, affordable internet capable devices, and/or coaching in introductory digital skills to become effective home internet users.[79]							X	X	X		x
Las Colonias Empowered by Broadband	This grassroots initiative promotes broadband access and adoption in border communities.					X		X	X			
Lift Zones	Through its Lift Zone initiative, Comcast provides free Wi-Fi access by working with					X		X		X		

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[77] "Our Broadband Initiatives," Health Action New Mexico, https://www.healthactionnm.org/broadband.

[78] "Spirit and Vision—Our First Priorities," IAIA, https://iaia.edu/about/.

[79] "Jemez Pueblo Included in NDIA Digital Navigator Grant," NDIA, https://connect.nm.gov/blog/jemez-pueblo-included-in-ndia-digital-navigator-grant.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	community organizations, nonprofits, and city partners to install hotspots. There are more than 45 Lift Zones across the State;[80] locations also have access to digital skills and educational content from Comcast.											
LULAC National Educational Service Centers, Inc. (LNESC) Albuquerque	LNESC, a national nonprofit that offers education and leadership programs for Hispanic and Latino students, provides technology-focused programs at its Albuquerque educational center, including a youth-focused introductory digital skills course called Digital Literacy, Intro to Network and Computers (D-LINC).[81]					X		X			X	
New Mexico Economic Development Department (NMEDD)	NMEDD's mission is to improve the lives of New Mexico families by increasing economic opportunities and providing a place for businesses to thrive.[82]								X	X		
New Mexico Aging and Long-Term Services Department (ALTSD)	ALTSD serves more than 200,000 aging individuals, adults with disabilities, and caregivers across the State with support, services, and resources.[83]	X			X				X			

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[80] "Lift Zones," Comcast New Mexico, https://newmexico.comcast.com/lift-zones/.

[81] "Albuquerque," LNESC, https://www.lnesc.org/centers/albuquerque/.

[82] New Mexico Economic Development Department, https://edd.newmexico.gov/.

[83] New Mexico Aging and Long-Term Services Department, https://aging.nm.gov/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
New Mexico Black Leadership Council (NMBLC)	NMBLC provides information on a dedicated page of its website to help eligible households obtain discounted or subsidized internet services and devices by enrolling in Comcast Internet Essentials, the ACP, and/or Lifeline.[84]							X		X		
New Mexico Broadband Collective	A diverse group of funders, Tribal, nonprofit, and government representatives across the State, support a Statewide approach to ensuring that broadband services are available to all New Mexicans. The Broadband Collective comprises various workgroups focused on providing funding and technical assistance to support community and regional efforts; ensuring there is equitable and effective use of technology Statewide; engaging in advocacy; and coordinating federal and State broadband resources and opportunities.[85] Through the Broadband Equity Fund, the Collective granted $455,000 to nine organizations and tribes in 2022.[86]	X	X	X	X	X	X	X	X	X	X	X
New Mexico Coalition for	The NMCL encourages and supports community-based literacy programs and is					X	X					

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[84] "Access to Internet," New Mexico Black Leadership Council, https://nmblc.org/internet/.

[85] "Funding Awards," Connect New Mexico, https://connect.nm.gov/funding-awards.html.

[86] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Literacy (NMCL)	the New Mexico affiliate and coordinator for the national program of ProLiteracy America, overseeing certification and coordination of its volunteer, tutor trainers. It coordinates, expands, and enhances New Mexico programs so adults can read and write to achieve their goals.[87]											
New Mexico Commission for the Blind	The Commission for the Blind provides vocational rehabilitation and independent living services designed to enable persons who are blind to become more participating and contributing members of society.				X							
New Mexico Commission for Deaf & Hard of Hearing	The Commission's Telecommunications Equipment Distribution Program (TEDP) provides telecommunications devices at no cost to qualifying residents with speech or hearing loss who need assistance with communication. iPads are included in the program, if the purpose is to access telecommunications, whether by email, video call, Alternative Augmentative Communication (AAC) Applications, etc.[88]				X							
New Mexico Cooperative	CES delivers practical, research-based knowledge and programs that improve New Mexicans' quality of life. A part of New	X	X	X	X	X	X	X	X	X	X	x

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[87] New Mexico Coalition for Literacy, https://nmcl.org/.

[88] "Telecommunications Equipment Distribution Program," New Mexico Commission for Deaf & Hard of Hearing, https://www.cdhh.nm.gov/tedp/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Extension Service (CES)	Mexico State University's College of Agricultural, Consumer and Environmental Sciences, CES is a unique federal, State, and county partnership. CES has staff in all 33 counties and many Tribal areas in New Mexico, and collaborates with more than 1,000 organizations, State and federal agencies, other universities, and 10,000 volunteers.											
New Mexico Corrections Department (NMCD)	NMCD provides programs for re-entry, adult basic education with computer-aided instruction, and post-secondary education including distance learning programs for returning citizens.[89]		X									
New Mexico Department of Health (NMDOH)	NMDOH's mission is to ensure health equity; it works with its partners to promote health and well-being and improve health outcomes for all people in New Mexico. It operates health care facilities that serve veterans, persons with developmental disabilities, those with behavioral health issues, and those with rehabilitation needs.	X	X	X	X	X	X	X	X	X	X	
New Mexico Department of Veterans	NMDV provides support and services for New Mexico's veterans and their families.	X		X	X							

[89] "Education," NM Corrections Department, https://www.cd.nm.gov/divisions/adult-prison/reentry-division/recidivism-reduction-education/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Services (NMDV)												
New Mexico Department of Workforce Solutions (NMDWS)	NMDWS provides statewide oversight of workforce development and training programs for youth and adults across all covered populations.	X	X	X	X	X	X	X	X	X	X	X
New Mexico Division of Vocational Rehabilitation (NMDVR)	NMDVR is a State and Federally funded program designed to help eligible individuals with documented disabilities find suitable employment. NMDVR is a voluntary program, and services persons who want to work.				X							
New Mexico Family and Community Engagement Solutions (NM FaCES)	A public-private collaboration that builds on NMPED's work to support home connectivity for students, this initiative takes a community-focused approach to promote digital equity. The program is designed to work alongside the State's broadband expansion effort and prepare residents to benefit from broadband by helping individuals "[connect] as learners and creators" and growing a diverse STEM/IT workforce to provide well-paid, stable employment for New Mexicans living in marginalized communities.[90]									X	X	

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[90] NM FaCES, https://storymaps.arcgis.com/stories/b1f017d11bf1417b89e5591aff0defd5.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
New Mexico Higher Education Department	Oversees the State's public colleges, universities and special schools, funds adult education and literacy programs statewide, and administers scholarships and financial aid programs.	X	X	X	X	X	X	X	X	X	X	X
New Mexico Human Services Department (NMHSD)	NMHSD administers a variety of programs, including but not limited to Medicaid, Supplemental Nutrition Assistance Program (SNAP), behavioral health, child support, and utility assistance.	X			X				X	X	X	
New Mexico Immigrant Law Center	Advances justice and equity by empowering low-income immigrant communities through collaborative legal services, advocacy, and education. Provides free legal assistance and resources for immigrants in New Mexico.					X		X				
New Mexico Indian Affairs Department (NMIAD)	NMIAD's mission is to improve the wellbeing of Indigenous people in New Mexico and strengthen State relations with New Mexico's 23 sovereign Nations, Tribes, and Pueblos.							X				X
New Mexico Local News Fund	Works with newsrooms and trusted community organizations to grow the ecosystem of local news across the state to better serve the information needs of all New Mexicans.	X		X	X	X	X	X	X	X	X	X
New Mexico Office of African	NMOAAA's mission is to study, identify, and provide change by means of support, advocacy, and resources relevant to the African American community.							X				

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
American Affairs (NMOAAA)[91]												
New Mexico Public Education Department (NMPED)	NMPED partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life.				X	X	X	X	X	X	X	
New Mexico Public Education Department – Education Technology Call Center	ETCC is a collaborative effort between NMPED and the New Mexico Regional Education Cooperatives Association. The statewide call center provides education-related tech support services to New Mexico public school and charter administrators, staff, and students and their family household members.[92]				X	X	X	X	X	X	X	
New Mexico Public Education Department – New Mexico Division of Vocational Rehabilitation	State and federally funded program designed to help eligible individuals with documented disabilities find suitable employment.[93]				X							
New Mexico public libraries	Many public libraries in the State offer computer skills classes, such as Public Library	X	X	X	X	X	X	X	X	X	X	X

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[91] OAAA, https://www.oaaa.state.nm.us/.

[92] NMPED-ETCC, https://www.nmped-etcc.org/.

[93] NM Division of Vocational Rehabilitation, https://www.dvr.state.nm.us/about-nmdvr/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	of Albuquerque and Bernalillo County branches (several of which offer one-on-one tech support and training in English and Spanish);[94] Thomas Branigan Memorial Library in Las Cruces, N.M.;[95] Silver City Public Library in Silver City, N.M.;[96] Corrales Community Library in Corrales, N.M.;[97] and Española Public Library in Española, N.M.[98] Many libraries also have computers available for use within the facility, including Santa Fe Public Libraries in Santa Fe, N.M.;[99] Ruidoso Public Library in Ruidoso, N.M.;[100] Clovis-Carver Public Library in Clovis, N.M.;[101] Roswell Public Library in Roswell, N.M.;[102] Taos Public Library in Taos, N.M.;[103] Socorro Public Library in Socorro, N.M.;[104] and											

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[94] "Computer Classes and One-on-One Support," Albuquerque Public Library, https://abqlibrary.org/adultlearning/classes.

[95] "Computers," Las Cruces, N.M., https://www.lascruces.gov/1627/Computers.

[96] "Technology Training," Silver City Public Library, https://silvercitypubliclibrary.org/events-and-activities/technology-training/.

[97] "Tuesday Tech Classes," Village of Corrales, https://www.corraleslibrary.org/library/page/tuesday-tech-classes.

[98] "Española Public Library," City of Española, http://www.cityofespanola.org/165/Espaola-Public-Library.

[99] "Computers & Wi-Fi", Santa Fe Public Library, https://santafelibrary.org/computers-and-wifi/.

[100] "Internet and Computer Use Policy," Ruidoso Public Library, https://ruidosolibrary.org/internet-and-computer-use-policy.

[101] "Public Computers," Clovis-Carter Public Library, https://www.library.cityofclovis.org/index.php/resources/public-computers/.

[102] "Public Access Computers," Roswell, N.M., https://roswell-nm.gov/480/Public-Access-Computers.

[103] "Public Access Computers, Taos, N.M., https://www.taosgov.com/583/Public-Access-Computers.

[104] "Public Services," Socorro Public Library, http://www.adobelibrary.org/services.htm.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	Alamogordo Public Library in Alamogordo, N.M. (which also offers Chromebooks for checkout).[105]											
New Mexico State Library	Provides services that support public and Tribal libraries[106] and delivers direct library services to rural populations, State agencies, the visually impaired and physically disabled, and students and residents conducting research.[107]	X	X	X	X	X	X	X	X	X	X	X
New Mexico Technology Assistance Program (NMTAP) of the New Mexico Governor's Commission on Disability (GCD)	NMTAP offers free services to New Mexicans with disabilities to help them get the assistive technology (AT) services they need. It is a statewide program designed to increase knowledge of, access to, and acquisition of assistive or adaptive technology for anyone with any disability, anywhere in the State, of any age.[108]				X							
New Mexico Telehealth Alliance (NMTHA)	Nonprofit dedicated to promoting telehealth solutions that deliver quality health care throughout the State. NMTHA is a network of members representing a broad spectrum of public and private health care organizations.								X			

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[105] "Library Technology," Alamogordo, N.M., https://ci.alamogordo.nm.us/834/Library-Technology.

[106] "Tribal Library Program Overview," New Mexico State Library, https://nmstatelibrary.org/services-for-new-mexico-libraries/tribal-libraries-program/.

[107] New Mexico State Library, https://nmstatelibrary.org/.

[108] "New Mexico Technology Assistance Program," GCD, https://www.tap.gcd.state.nm.us/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
New Mexico Veterans Upward Bound (VUB) at University of New Mexico – Taos	Sole veterans Federal TRiO Program funded by the United States Department of Education in the State. VUB is designed to help veterans develop academic and other required skills to be accepted to and succeed in post-secondary education.[109]			X								
Penasco Valley Telephone Cooperative (PVT)	PVT, an ISP based in southeastern New Mexico, hosted a Community Care event to provide digital skills training for aging individuals. Topics included online safety, accessing technical support, and enrolling in the ACP.[110]	X							X			
Presbyterian Healthcare Services (PHS)	With technical assistance from OBAE, PHS, a not-for-profit health care system in the State,[111] is conducting a 2023 pilot to deploy internet-connected "mobile medical exam kits" to clinics in underserved rural communities near the Navajo Nation, enabling telehealth appointments.[112] Clinics in the pilot include Cuba Health Center, Cuba	X							X	X		X

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[109] Veterans Upward Bound, UNM Taos, https://taos.unm.edu/students/vet/index.html.

[110] "PVT Community Care Events," PVT, https://www.pvt.com/communitycare/.

[111] "About Presbyterian," Presbyterian Healthcare Services, https://www.phs.org/about-us.

[112] Matthew Narvaiz, "Technology partnership takes newest virtual medicine rural," Albuquerque Journal, February 17, 2023, https://www.abqjournal.com/news/local/technology-partnership-takes-newest-virtual-medicine-rural/article_60eed00c-3e71-5bda-be08-ca3e950fdca8.html.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	School Based Health Center, Counselor Clinic, Torreon Health Clinic, and Ojo Encino Clinic.											
Santa Fe Public Library	Libraries in the Santa Fe Public Library System have a free laptop and internet hotspot lending program (Tech Connect) for residents with library cards who are over 18 years of age, supported by CARES Act funding.[113]	X		X	X	X	X	X	X	X		X
Southwest Indian Polytechnical Institute (SIPI)	SIPI, a federally funded tribal college located in Albuquerque, was established in 1971 as a vocational training center to provide education and training to Native American individuals from various tribes across the United States. SIPI's focus is on science, technology, engineering, and mathematics (STEM) education, along with other vocational and technical programs.[114]							X				X
Southwest Telehealth Resource Center (SWTRC)	SWTRC was created through a federal grant to advance the effective use of telemedicine services throughout the Southwest. It serves hospitals, clinics, public health offices, and private-practice health care providers in the broader Southwest region.								X			
Teeniors	This nonprofit connects teens with older adults with the goal of empowering aging individuals to understand and use	X								X	X	

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113 "Santa Fe Public Library – Tech Connect," Santa Fe Public Library, https://santafelibrary.org/tech-connect/.

114 "Our History, Mission & Vision," SIPI, https://www.sipi.edu/apps/pages/history.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	technology. Donations, grants, and local sponsorships allow Teeniors to provide coaching to aging individuals who cannot afford to pay.[115]											
True Kids 1	True Kids 1, "a youth media education nonprofit," was awarded a grant of $33,000 by the New Mexico Broadband Collective in 2022 to create a laptop lending program, as well as "train students in Taos County schools on different operating systems and reduced and free internet service available to community members." The students then go on to share their knowledge with aging individuals, families, and other community members.[116]	X								X	X	
United Way New Mexico and Comcast	As part of Project UP, Comcast's $1 billion nationwide digital equity initiative, the company supported the United Way of New Mexico in staffing its 2-1-1 call center with digital navigators who can provide information about the ACP.[117]			X						X		
University of New Mexico -	HIVE offers coworking space, individualized business coaching, and digital skills classes to								X			

[115] "About Us," Teeniors, https://www.teeniors.com/about.html.

[116] "Programs," True Kids 1, https://truekids1.org/#program.

[117] "United Way and Comcast band together to advance digital equity in New Mexico," New Mexico Inno, https://www.bizjournals.com/albuquerque/inno/stories/partner-content/2022/11/04/united-way-and-comcast-advance-digital-equity.html.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Taos Hub of Internet-based Vocation and Education (HIVE)	help individuals grow their career or business through online opportunities. The program is a public-private partnership and a project of the Taos Community Foundation; it has received national recognition, including being selected for the Rural Innovation Initiative of the Center on Rural Innovation (CORI).[118]											
Yee Ha'ólníi Doo	This Utah-based organization, which focuses on empowering Navajo and Hopi communities, received a $75,000 grant from the New Mexico Broadband Collective in 2022 to lead a needs assessment, community planning process, and broadband strategic plan development to bridge the digital divide in the Navajo communities of Ramah, N.M. and Sheep Springs, N.M.[119] The organization also plans to open two Innovation Hubs in these communities with support from a Kellogg Foundation grant.											X

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[118] Taos Hive, https://taoshive.com/.

[119] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.

3.1.2 Existing digital equity plans

Table 4 lists plans by municipal and regional entities in the State that focus on or include elements related to digital equity. These plans, which have informed the preparation of this Plan, include:

Table 4: Existing digital equity plans

Plan name	Description
Bernalillo County Broadband Plan (2023)	The County's Broadband Plan is based on a June 2023 Broadband Feasibility Study. The report focuses on infrastructure and partnership solutions to expand broadband access in identified priority areas. It also examines gaps in digital equity and notes that "the County can continue to support digital opportunity in the communities in several other ways"—including promoting the ACP and applying for Digital Equity grant funding from the State.[120]
Cibola County Broadband Feasibility Report (2022)	Based on data collection including a residential survey, the report highlights poor broadband availability in the County and recommends potential infrastructure solutions—as well as recommending solutions to promote digital equity focused on service affordability, device access, and digital literacy "so that folks in the county can take full advantage of a new broadband network."[121] The County Board of Commissioners on November 17, 2022, adopted a resolution to create a broadband plan based on the recommendations from the report.
Doña Ana Broadband Survey Report (March 2022)[122]	With support from OBAE, Doña Ana Broadband (DAB), an informal community coalition, conducted a wide-ranging survey of broadband access, adoption, and digital literacy within Doña Ana County. The survey was conducted in English and Spanish and collected 3,028 responses, including 1,553 responses from community members who indicated they do not have internet at home.
Local Broadband Planning Guide[123]	Released in January 2022, the Local Broadband Planning Guide provides a phased approach to support local communities in

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[120] "Bernalillo County, NM, Broadband Plan," 2023, provided to OBAE by the County, plan not publicly available.

[121] "Cibola County Broadband Feasibility Report," 2022, provided to OBAE by the County, report not publicly available.

[122] "Doña Ana Broadband Survey Report," prepared for NM DoIT by Bohannan Huston Inc. and CommUNITY Learning Network, https://www.doit.nm.gov/wp-content/uploads/sites/4/2022/07/Dona-Ana-Broadband-Survey-Report-2022_Final.pdf.

[123] "Local Broadband Planning Guide," OBAE, https://www.doit.nm.gov/wp-content/uploads/sites/4/2022/03/NMBBP_Local_Broadband_Guidance_Final.pdf.

Plan name	Description
	deploying broadband infrastructure that addresses communities' connectivity challenges.
Mamacitas Cibernéticas – Findings and Recommendations Report (2023)	Mamacitas Cibernéticas, a grassroots effort originally funded by the Sunland Park City Council and administered through the Borderplex Connect coalition with support from Community Learning Network, received ARPA funding from the City of Sunland Park to support local community members in assessing needs and barriers to digital literacy in the community. Results and recommendations are presented in a 2023 report and are being used by participating community organizations to mobilize and implement findings.[124]
Northern New Mexico Economic Development District (NCNMEDD) Comprehensive Economic Development Strategy (2021-2025)	NCNMEDD's Comprehensive Economic Development Strategy for 2021-2025[125] sets a goal to "provide robust broadband to every household in the region" to support economic development and quality of life, noting that "the pandemic showed us the viability of remote working and learning but simultaneously revealed that remote solutions are not equally available to everyone." Discussing telehealth to improve health outcomes, for example, the plan notes that "the success of telehealth as a solution hinges largely on digital equity and the ability of all residents to access technology from the home." The plan also notes affordability of service as a concern for residents, in addition to availability.
Southwest New Mexico Council of Governments Comprehensive Development Strategy (2021-2026)	The plan notes increasing broadband availability as an Economic Development aspiration. The plan's top priority strategies include "increase broadband capacity throughout the region as online learning and remote working becomes a more prominent way of life." The plan also includes as a strategy for the future to "support increased adequate broadband infrastructure throughout the region to enable telemedicine communications and educational services."[126]

Yee Ha'ólníi Doo, a Utah-based organization focused on empowering Navajo and Hopi communities, also received a $75,000 grant from the New Mexico Broadband Collective in 2022

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[124] "Findings and Recommendations Report," Mamacitas Cibernéticas, https://drive.google.com/file/d/1j5lK91yzZi__aIrsT2OkJ1gBh0Db7O5C/view.

[125] "North Central NM Development District Comprehensive Economic Development Strategy 2021-2025," NCNMEDD, https://www.ncnmedd.com/_files/ugd/7b4d37_71e1dad4fc314d11a1e8cd65e966cba4.pdf.

[126] Southwest New Mexico Council of Governments Comprehensive Development Strategy, https://swnmcog.org/wp-content/uploads/2022/06/2021-2026-CEDS-Final.pdf.

to create broadband strategic plans to bridge the digital divide in the Navajo communities of Ramah, N.M. and Sheep Springs, N.M. These plans will be based on a needs assessment and community planning process.[127]

OBAE is in the process of compiling additional community-driven assessments, surveys, and reports from a range of communities and local organizations, including Los Alamos, Albuquerque, Los Lunas, Highlands University, Luna County, Dona Ana County, Sunland Park, and Borderplex Connect.

Some entities in the State have also developed local or regional broadband plans that are primarily focused on infrastructure solutions to expand broadband access but do not address digital inclusion:

- The Southwest Colorado Council of Governments in 2020 created a broadband plan covering Southwest Colorado as well as Farmington and San Juan County in Northern New Mexico but has not recently devoted resources to expanding broadband in New Mexico. The report notes the relatively high cost of service in San Juan County and suggests that the County could improve the affordability of service for residents by supporting competition between providers through the development of middle-mile infrastructure.[128]

- Luna County commissioned a broadband feasibility study to evaluate technology solutions and potential funding opportunities to deliver service to unserved rural residents in the County. The results are summarized in a Broadband Gap and Feasibility Report (August 2023).[129]

- The Valencia County Comprehensive Plan (2022) outlines in its Economic Development Goals and Action Items the need to "provide support for small businesses and entrepreneurship" and the action item to "expand access to high-speed internet and support investments in broadband infrastructure."[130]

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[127] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.

[128] "SWCCOG, San Juan County and Farmington Broadband Roadmap," September 2020, provided to OBAE; not publicly available.

[129] The County provided OBAE with a copy of the report and indicated that it would be presented to the Greater Luna County Economic Opportunity Council at a meeting in August.

[130] "Valencia County Comprehensive Plan", Valencia County, https://www.co.valencia.nm.us/DocumentCenter/View/28285/2022-Valencia-County-Comprehensive-Plan.

- Socorro County's Broadband Strategic Plan (2021) outlines the state of broadband availability in the county and outlines a plan for expanding broadband access.[131]

- The Northwest New Mexico Council of Governments Comprehensive Economic Development Strategy (2021) describes the region's lack of last-mile delivery of broadband as a weakness for the region. The second goal of the region's strategic vision includes a strategy that outlines investment in broadband infrastructure to "increase regional connectivity to enhance opportunities for economic growth, education and quality of life."[132]

3.1.3 Existing digital equity programs

Table 5 lists programs and resources by local, regional, and Tribal governments in New Mexico related to digital equity; and existing State policies, mapping, and other technological resources used to inform broadband-related activities. See Table 3 for additional digital equity initiatives by community-based and nonprofit organizations.

Table 5: Existing digital equity programs

Program name	Description
Broadband for Education – NM Homework Gap Team	In response to the Covid-19 pandemic, NM DoIT, NM Public Education Department (PED), NM Indian Affairs Department (IAD), Public Schools Facility Authority (PSFA), Department of Cultural Affairs (DCA) and State Library, Santa Fe Indian School (SFIS), the Navajo Nation, Community Learning Network (CLN), and community organizations partnered to provide home internet access and devices to students for remote learning. This initiative distributed 700 hotspots, 6,200 Chromebooks, and 102 Cradlepoints to Tribal communities. The initiative also worked with ISPs to obtain quotes for quick-to-deploy broadband access solutions for 12,000 addresses serving 19,000 students in unserved areas. The Homework Gap Team also collaborated with the Information Technology Disaster Resource Center (IDTRC) to coordinate installation of free public Wi-Fi hotspots at community sites, schools, and libraries statewide— supplementing ISP-installed public hotspots. As of November 1, 2023, Community Learning Network confirmed 190 free wireless hotspot devices are still deployed at community sites statewide

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[131] Socorro Broadband Strategic Plan,
https://www.socorronm.gov/wp-content/uploads/2021/09/Broadband-Report-Final.pdf.

[132] Comprehensive Economic Development Strategy Northwest New Mexico Council of Governments (2021),
https://www.nwnmcog.org/uploads/1/2/8/7/12873976/ceds_final_august_2021.pdf.

Program name	Description
	and are providing free wireless internet access thanks to the ITDRC.[133]
Broadband Listening Sessions	OBAE hosted online Broadband Listening Sessions[134] in May and June 2023 to gather feedback from organizations representing covered populations.
Broadband Tribal Engagements	OBAE is conducting ongoing individual meetings with Tribes, Nations, and Pueblos to gather feedback and understand broadband barriers.
City of Albuquerque Broadband Office	The City of Albuquerque in 2023 conducted a Technology Access Survey to assess digital equity and broadband needs. "The goal is to learn what internet and technology services residents are using, what they may be lacking, and why," according to the City's press release.[135]
City of Albuquerque free Wi-Fi program	The City of Albuquerque offers free Wi-Fi at City facilities and outdoor hotspots.[136]
City of Las Cruces Economic Development Department programs and resources	The Economic Development Strategic Plan of the City of Las Cruces calls for the development of several programs and their ongoing measurement across a spectrum of key performance indicators. [137] In addition, the Economic Development Department provides online resources for workforce development.[138]
Community Anchor Site Assessment (CASA)	NM DoIT is analyzing socio-economic factors that contribute to broadband adoption and compiling a robust dataset of anchor institutions.
Connect New Mexico Pilot Program	This program, administered by OBAE, utilizes $117 million in ARPA CPF funding to provide infrastructure grants for broadband deployment to unserved and underserved communities across New Mexico. [139] Two waves of funding have been announced,

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[133] "New Mexico Homework Gap Team: HotSpot Mapping," CommUNITY Learning Network, https://www.communitylearningnetwork.org/nm-homework-gap-team.html.

[134] "Listening Sessions," Connect New Mexico, https://connect.nm.gov/listening-sessions.html.

[135] "City Asks for Input on Broadband and Technology Access," City of Albuquerque press release, February 6, 2023, https://www.cabq.gov/technology-innovation/news/city-asks-for-input-on-broadband-and-technology-access. Preliminary data was provided to OBAE.

[136] "WiFi in Neighborhoods Free Internet Access," City of Albuquerque, https://www.cabq.gov/technology-innovation/wifi.

[137] "Final Business Plan, Line of Business: Economic Development," City of Las Cruces, January 31, 2023, https://www.lascruces.gov/DocumentCenter/View/1152/Economic-Development-Strategic-Plan-PDF.

[138] "Workforce Development," City of Las Cruces, https://www.lascruces.gov/2333/Workforce-Development.

[139] "Connect New Mexico Pilot Program," DoIT, https://www.doit.nm.gov/programs/broadband/connect-new-mexico-pilot-program/.

Program name	Description
	representing a total investment of approximately $82.6 million (including matching funding) to serve 15,781 locations. [140] [141] Applications for Wave 3 close in April 2023. [142] Serves as a forerunner to the Connect New Mexico Broadband Grant Program, which was established in 2021 under the Connect New Mexico Act and was allocated $70 million from the Connect New Mexico Fund.[143] Together, the Connect New Mexico programs will deliver nearly $187 million in broadband expansion grants over the next few years.[144]
CNM Ingenuity	The "enterprise arm" of Central New Mexico Community College provides accelerated training in key growth sectors, including technology, and wrap-around support for learners.[145]
Cultivating Our Own to Lead (COOL)	The Santa Fe Indian School, which is owned by the 19 Pueblos of New Mexico, launched a project to grow capabilities for Tribal members and staff to operate their own broadband networks by training a cohort of technical and administrative teams.
Digital Accessibility & Inclusion Collaborative (CoLab)	A mixture of Govt and non-governmental entities, the CoLab aims to enhance digital accessibility across state agencies, focusing on raising awareness, developing policies, and implementing best practices in legal compliance. It involves creating training and workshops to improve digital accessibility skills and formulating employment strategies for hiring experts

[140] "Governor announces broadband expansion funding for initial Connect New Mexico Pilot Program awardees," press release from the New Mexico Office of the Governor, November 10, 2022, https://www.governor.state.nm.us/2022/11/10/governor-announces-broadband-expansion-funding-for-initial-connect-new-mexico-pilot-program-awardees/.

[141] "Governor Lujan Grisham Announces $17 Million in Broadband Grant Awards to Bridge the Digital Divide in Unserved, Economically Distressed Communities," press release from the New Mexico Office of the Governor, March 28, 2023, https://connect.nm.gov/uploads/1/4/1/9/141989814/wave_2_pilot_program_announcement.docx.

[142] "Office of Broadband Access and Expansion Announces Third Wave of Connect New Mexico Pilot Program Funding," DoIT, March 3, 2023, https://www.doit.nm.gov/2023/03/03/office-of-broadband-access-and-expansion-announces-third-wave-of-connect-new-mexico-pilot-program-funding/; as of June 2023, OBAE is reviewing Wave 3 applications (see, https://www.doit.nm.gov/programs/broadband/connect-new-mexico-pilot-program/.)

[143] "Notice of Proposed Rulemaking 1.12.21," NM DoIT, December 22, 2022, https://www.doit.nm.gov/2022/12/22/notice-of-proposed-rulemaking-1-12-21/. These rules took effect April 11, 2023. See, "Order Approving Promulgation of Grant Program Rules," https://api.realfile.rtsclients.com/PublicFiles/16569e3bf98c467e95901b46fd511499/1a274af4-580c-4c60-8ac6-7f5a22e8770b/Order_Adopting_Rules.pdf.

[144] "Gov. Lujan Grisham launches statewide broadband grant pilot program," Press release from the Office of the Governor, August 10, 2022, https://www.governor.state.nm.us/2022/08/10/gov-lujan-grisham-launches-statewide-broadband-grant-pilot-program/.

[145] CNM Ingenuity, https://cnmingenuity.org/.

Program name	Description
	in the field. Additionally, the initiative seeks to establish partnerships with community and industry organizations to strengthen the state's accessibility ecosystem.
Eastern New Mexico University Roswell (ENMUR) – "Creating Connected Communities to Provide Opportunities (Project C-3PO)"	ENMUR received $1.9 million through the Connecting Minority Communities Pilot Program to increase broadband access and digital skills in its community of Chavez County, [146] including training minority business owners on software to grow its business and operate a technology support hotline.[147] Project C-3PO will also distribute mobile hotspots and assist with ACP enrollment; it coordinated pop-up community outreach events in summer 2023.[148]
El Valle de Anton Chico Library (San Miguel and Guadalupe County)	The El Valle de Anton Chico Library in 2022 was awarded a $35,000 grant by the New Mexico Broadband Collective, a statewide group of funders, nonprofits, and Tribal and municipal entities, for the purpose of "purchasing equipment and supplies that will allow the library to implement various programs including coding for girls, early literacy and bilingual programs, as well as basic computer applications to support the community."[149]
Let's Get Going Broadband Bootcamps	This one-day broadband bootcamp helped local governments, elected officials, nonprofits, foundations, and digital equity advocates orient themselves and develop a better understanding of the broadband landscape to support collective development of effective solutions. [150] Two one-day bootcamps were facilitated at Doña Ana Community College and at Tesuque Pueblo, with 78 participants.
Middle Rio Grande Pueblo Tribal Consortium and Jemez	Two consortia formed by Tribal libraries and schools in six Pueblos utilized E-Rate funding to construct two Tribally owned

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[146] "Biden-Harris Administration Announces More Than $175 Million in Internet for All Grants to 61 Minority-Serving Colleges and Universities," NTIA, February 27, 2023, https://internetforall.gov/news-media/biden-harris-administration-announces-more-175-million-internet-all-grants-61-minority.

[147] Lisa Dunlap, "College receives federal grant for community internet access, training," Roswell Daily Record, February 10, 2023, https://www.rdrnews.com/news/local/college-receives-federal-grant-for-community-internet-access-training/article_487f7d5a-a8be-11ed-8430-b3334d8711f6.html.

[148] Communication from Project C-3PO to OBAE, July 18, 2023.

[149] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.

[150] "Let's Get Going Broadband Bootcamps," Connect New Mexico, https://connect.nm.gov/lets-get-going-bootcamps.html#
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Program name	Description
and Zia Pueblo Tribal Consortium	and operated fiber networks that offer their facilities significantly higher speeds at a much lower cost.[151]
New Mexico Broadband Map[152]	DoIT, in partnership with the University of New Mexico Earth Data Analysis Center, maintains an interactive online map of available broadband internet services by technology, based on data reported by ISPs and FCC data.[153]
New Mexico Community Broadband Survey Program	The first survey—which was developed and administered by the Community Learning Network (CLN) in partnership with Doña Ana Broadband (DAB), an informal community coalition—was deployed in the fall of 2021 and distributed in both English and Spanish, thanks to support from Doña Ana Community College and the Empowerment Congress of Southern New Mexico.
New Mexico Digital Equity Summit[154]	This event, scheduled for October 5, 2023, will bring together a broad spectrum of New Mexico's institutions and individuals to foster collaboration and provide input into the State DE Plan.
New Mexico Highlands University – "Building Sustainable Technology and Equity Connected Communities through Youth and Adult Workforce Development: The Acequia and Land Grant Education" (ALGE) Project	The University received an award of $3 million through the Connecting Minority Communities pilot program to "use digital technology to deliver a culturally responsive curriculum to underserved populations in Northern New Mexico (NMM), and culturally sustaining pedagogy to teachers of students in underserved populations."[155]
New Mexico Regional Broadband Meetings	Held in spring 2023; residents could meet State and local officials, learn about broadband initiatives and funding opportunities, share local stories, and participate in the development of the New Mexico Broadband and Digital Equity Plans.[156]

[151] "Tribal libraries, partners leverage federal E-rate to deliver high-speed connections to six Pueblos, new ALA case study shows," ALA news release, September 16, 2020, https://www.ala.org/news/press-releases/2020/09/tribal-libraries-partners-leverage-federal-e-rate-deliver-high-speed.

[152] "New Mexico Broadband Map," https://nmbbmapping.org/mapping/.

[153] 2022 Annual Report, OBAE, https://api.realfile.rtsclients.com/PublicFiles/16569e3bf98c467e95901b46fd511499/743c6949-8171-4386-9f3d-45a4296893cc/obae-annual-report-2022.pdf.

[154] "New Mexico Digital Equity Summit," Connect New Mexico, https://connect.nm.gov/de-summit.html.

[155] "Biden-Harris Administration Announces $10.6 Million in Internet for All Grants to Five Minority-Serving Colleges and Universities," NTIA, October 5, 2022, https://broadbandusa.ntia.doc.gov/news/latest-news/biden-harris-administration-announces-106-million-internet-all-grants-five.

[156] "Regional Meetings," Connect New Mexico, https://connect.nm.gov/regional-meetings.html.

Program name	Description
New Mexico State University – "Bringing Broadband to New Mexico State University and Surrounding Counties"	The University was awarded $1.7 million through the Connecting Minority Communities Pilot Program to increase broadband access on campus and in the surrounding community.[157]
New Mexico Technical Assistance Program (NMTAP)[158]	NMTAP has engaged with Tribes, county governments, and rural providers to assist in developing broadband plans that can provide a roadmap to applying for BEAD funds. Additionally, NMTAP worked with NTIA awardees to review their funding gaps and assist in finding cost savings. As of the end of 2022, 11 counties and municipalities have sought and received assistance from the program; four projects are complete and seven are ongoing.[159]
New Mexico Technology Assistance Program (NMTAP) of the New Mexico Governor's Commission on Disability (GCD)	NMTAP offers free services to New Mexicans with disabilities to help them get the assistive technology (AT) services they need. It is a statewide program designed to increase knowledge of, access to, and acquisition of assistive or adaptive technology for anyone with any disability, anywhere in the State, of any age.[160]
New Mexico Tribal Broadband Convenings[161]	These events, hosted in 2022, brought together Tribal leaders, IT staff, and representatives from a range of agencies, including OBAE, the New Mexico Department of Transportation, NMIAD, DoIT, NMSL, as well as NTIA and FCC representatives.
OBAE ongoing broadband outreach and engagement efforts (2022 to 2023)	OBAE facilitated or otherwise supported more than 150 community engagement events in 2022 and 2023 including working group meetings, community listening sessions, workshops, forums, and local and Tribal stakeholder sessions (see Appendix E).

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[157] "Biden-Harris Administration Announces More Than $175 Million in Internet for All Grants to 61 Minority-Serving Colleges and Universities," NTIA, February 27, 2023, https://internetforall.gov/news-media/biden-harris-administration-announces-more-175-million-internet-all-grants-61-minority.

[158] "New Mexico Technical Assistance Program," https://connect.nm.gov/nm-technical-assistance.html. DoIT was awarded a U.S. Economic Development Administration (US EDA) CARES Act Recovery Assistance grant to provide technical assistance to qualified government entities including Tribal governments, utility coops, companies, non-profits, and communities that are seeking to deploy or expand broadband infrastructure and/or services.

[159] "State of New Mexico Three-Year Broadband Plan," OBAE, https://www.doit.nm.gov/wp-content/uploads/sites/4/2023/01/State-of-New-Mexico-Three-Year-Broadband-Plan-1-1-23-Version-1.0-File-011723.pdf, p. 81.

[160] "New Mexico Technology Assistance Program," GCD, https://www.tap.gcd.state.nm.us/.

[161] "New Mexico Tribal Broadband Convenings," Connect New Mexico, https://connect.nm.gov/tribal-convenings.html.

Program name	Description
Public library computer classes	Many public libraries in the State offer computer skills classes, such as Public Library of Albuquerque and Bernalillo County branches (several of which offer one-on-one tech support and training in English and Spanish);[162] Thomas Branigan Memorial Library in Las Cruces, N.M.;[163] Silver City Public Library in Silver City, N.M.;[164] Corrales Community Library in Corrales, N.M.;[165] and Española Public Library in Española, N.M.[166]
Pueblo of Jemez Digital Navigators Award	Pueblo of Jemez is a sub-grantee included in the National Digital Inclusion Alliance's (NDIA) Digital Navigators Award. Funding and support will go toward hiring community-based digital navigators alongside programmatic and technical support to further develop NDIA's digital navigator model for rural and Tribal communities.[167]
Santa Fe Community College – PROTEC PowerUps and Apple Creative Coding Lab	Santa Fe Community College provides a range of technology-focused training courses, as well as Continuing Education trainings and support,[168] hands-on tech skills workshops, and youth digital skills and coding trainings supported by Apple[169] that will be offered through Santa Fe Public Schools, the Santa Fe Indian School, and the Boys & Girls Club of Santa Fe/Del Norte.
Southwestern Indian Polytechnic Institute (SIPI) – "Parallel Network Upgrade"	SIPI received $1.6 million through the Connecting Minority Communities Pilot Program, which it will use to implement an upgraded campuswide network.[170]

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[162] "Computer Classes and One-on-One Support," Albuquerque Public Library, https://abqlibrary.org/adultlearning/classes.

[163] "Computers," City of Las Cruces, https://www.lascruces.gov/1627/Computers.

[164] "Technology Training," Silver City Public Library, https://silvercitypubliclibrary.org/events-and-activities/technology-training/.

[165] "Tuesday Tech Classes," Village of Corrales, https://www.corraleslibrary.org/library/page/tuesday-tech-classes.

[166] "Española Public Library," City of Española, http://www.cityofespanola.org/165/Espaola-Public-Library.

[167] "State of New Mexico Three-Year Broadband Plan," OBAE, https://www.doit.nm.gov/wp-content/uploads/sites/4/2023/01/State-of-New-Mexico-Three-Year-Broadband-Plan-1-1-23-Version-1.0-File-011723.pdf, p.54.

[168] "Power Up," PROTEC Santa Fe, https://www.protecsantafe.com/power-up.html.

[169] "Santa Fe Community College offers coding and creativity opportunities with support from Apple," Santa Fe Community College press release, July 18, 2023, https://www.sfcc.edu/press/santa-fe-community-college-offers-coding-and-creativity-opportunities-with-support-from-apple/.

[170] "Biden-Harris Administration Announces More Than $175 Million in Internet for All Grants to 61 Minority-Serving Colleges and Universities," NTIA, February 27, 2023, https://internetforall.gov/news-media/biden-harris-administration-announces-more-175-million-internet-all-grants-61-minority.

Program name	Description
Tribal Broadband Connectivity Program (TBCP) grant to the Jicarilla Apache Nation Power Authority	$6,935,801 award from NTIA to a project that proposes to install fiber directly connecting 1,051 unserved Native American households, 116 unserved Native American businesses, and 25 community anchor institutions with fiber-to-the-home 1 Gbps/1 Gbps service.[171]
Tribal Broadband Connectivity Program (TBCP) grant to the Pueblo of Acoma	$14,346,244 to a project that will connect 1,167 unserved Native American households and anchor institutions with a minimum of 25/3 Mbps service.[172]
Tribal Broadband Connectivity Program (TBCP) grant to Mescalero Apache Telecom, Inc.	$43,943,116 to a project that proposes to install fiber to deliver fixed wireless service up to 1 Gbps/1 Gbps to 835 unserved Native American households, plus 336 businesses and 29 community anchor institutions such as the Boys & Girls Club, Fish Hatchery, Library, and Head Start.[173]
Tribal Broadband Connectivity Program (TBCP) grant to Taos Pueblo	$477,817 will hire a consultant to conduct a comprehensive engineering analysis with respect to the technical design, market conditions, and financial requirements of providing broadband services to this community.[174]
Tribal Broadband Connectivity Program (TBCP) grant to Kewa Pueblo	$12,775,576 to a project that proposes to install fiber and connect wireless towers to use fiber and/or fixed wireless to deliver 25 Mbps/3 Mbps service to 680 unserved Native American households.[175]
Tribal Broadband Connectivity Program (TBCP) grant to the Santa Fe Indian School	$57,298,683 to a project to install fiber delivering 1 Gbps/1 Gbps service to schools serving 700 students in grades 7-12 from the 19 Pueblos, Navajo and Apache Tribes of New Mexico, Zuni Tribe, Pueblo of Acoma, Pueblo of Isleta, Pueblo of Jemez, Kewa Pueblo, and the Pueblo of Zia.[176]

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[171] "Jicarilla Apache Nation Power Authority," Internet for All, https://www.internetforall.gov/funding-recipients/jicarilla-apache-nation-power-authority.

[172] "Pueblo of Acoma," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-acoma; "Biden-Harris Administration Announces More Than $25.7 Million in High-Speed Internet Grants to Tribal Lands in Minnesota and New Mexico," NTIA, March 23, 2023, https://www.ntia.doc.gov/press-release/2023/biden-harris-administration-announces-more-257-million-high-speed-internet.

[173] "Mescalero Apache Telecom, Inc.," Internet for All, https://www.internetforall.gov/funding-recipients/mescalero-apache-telecom-inc.

[174] "Taos Pueblo," Internet for All, https://www.internetforall.gov/funding-recipients/taos-pueblo.

[175] "Santo Domingo (Kewa) Pueblo," Internet for All, https://www.internetforall.gov/funding-recipients/santo-domingo-kewa-pueblo.

[176] "Santa Fe Indian School," Internet for All, https://www.internetforall.gov/funding-recipients/santa-fe-indian-school.

Program name	Description
Tribal Broadband Connectivity Program (TBCP) grant to San Ildefonso Services	$4,925,582 to a project to deliver up to 1 Gbps symmetrical speeds via fiber and fixed wireless to 255 unserved Native American households.[177]
Tribal Broadband Connectivity Program (TBCP) grant to the Pueblo of Zia	$4,695,868 to a project to deliver up to 1 Gbps symmetrical speeds via fiber to 228 unserved Native American households and 13 unserved community anchor institutions.[178]
Tribal Broadband Connectivity Program (TBCP) grant to the Pueblo of Santa Clara	$9,175,946 to a project to deliver up to 1 Gbps symmetrical speeds via fiber and up to 50/10 Mbps speeds via wireless to 600 unserved Native American households.[179]
Tribal Broadband Connectivity Program (TBCP) grant to the Pueblo of Isleta	$26,033,972 to a project to deliver 25/3 Mbps via fixed wireless and/or fiber to 1,526 unserved Native American households, 54 community anchor institutions, and 10 businesses.[180]
Tribal Broadband Connectivity Program (TBCP) grant to the Picuris Pueblo Indian Tribe	$3,742,991 to a project to deliver up to 1 Gbps symmetrical speeds via fiber to 79 unserved Native American households, 15 Tribal offices, 2 Tribal businesses, and 3 community anchor institutions.[181]
Tribal Broadband Connectivity Program (TBCP) grant to the Pueblo of Tesuque	$413,479 to a project to provide a turnkey program to deploy broadband fiber that will ensure Pueblo members have reliable qualifying broadband service.[182]
Tribal Broadband Connectivity Program (TBCP) grant to Ohkay Owingeh	$500,000 to a project to deliver no-cost wireless broadband (including free customer premises equipment) to 250 unserved households.[183]
Tribal Broadband Connectivity Program (TBCP) grant to the Pueblo of Jemez	$500,000 to a project to construct a new wireless tower to provide viable Internet access and critical services to Tribal members.[184]
Tribal Broadband Connectivity Program (TBCP)	$500,000 to a project to take initial steps toward the deployment of underground and aerial fiber networks as part of the Pueblo of Nambé's Phase I Broadband Deployment Project. Once all

[177] "San Ildefonso Services," Internet for All, https://www.internetforall.gov/funding-recipients/san-ildefonso-services.

[178] "Pueblo of Zia," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-zia.

[179] "Pueblo of Santa Clara," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-santa-clara.

[180] "Pueblo of Isleta," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-isleta.

[181] "Picuris Pueblo Indian Tribe," Internet for All, https://www.internetforall.gov/funding-recipients/picuris-pueblo-indian-tribe.

[182] "Pueblo of Tesuque," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-tesuque.

[183] "Ohkay Owingeh," Internet for All, https://www.internetforall.gov/funding-recipients/ohkay-owingeh.

[184] "Pueblo of Jemez," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-jemez.

Program name	Description
grant to the Pueblo of Nambé	project phases are complete, all unserved Pueblo of Nambé households will be able to access qualifying broadband service.[185]
Tribal Broadband Connectivity Program (TBCP) grant to the Pueblo of Pojoaque	$500,000 to a project to deliver affordable, reliable, high-speed Internet service via fiber to 75 Tribal households.[186]

3.1.4 Broadband adoption

According to 2021 NTIA Internet Use Survey, an estimated 19.5 percent of New Mexico households report that they do not use the internet, which is in line with national averages.[187] However, 2021 American Community Survey (ACS) data indicate that internet subscription rates in the State lag the nation as a whole and neighboring states. There is also significant variability in internet adoption rates throughout the State—with over 70 percent of households in some western counties reporting they do not have a wireline internet subscription.

A range of entities in the State are engaged in efforts to promote broadband adoption among New Mexicans in general and members of covered populations in particular, as catalogued in Table 3.

In outreach conducted for this Plan, several representatives of organizations that work with covered populations noted that access to service is a fundamental barrier to broadband adoption for the communities they serve—particularly in rural areas. Anchor institutions can play an important role in providing connectivity, according to a library staff member: most residents in their village park outside the library to access the internet, as they estimated just three in 10 have service at home. Representatives of CAIs in a facilitated session with OBAE also noted that they provide mobile hotspots, but that rural households may not be within range of a tower.

Community organizations and anchor institutions both noted affordability as another main barrier where service is available. Some have engaged in outreach about the ACP and assisted with the enrollment process, which they noted can be burdensome—particularly for individuals with a language barrier or cognitive disability. A representative in the facilitated session with CAIs, who also noted challenges with enrolling low-income households in the ACP, indicated that

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[185] "Pueblo of Nambe," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-nambe.

[186] "Pueblo of Pojoaque," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-pojoaque.

[187] Digital Equity Act Population Viewer, based on 2021 NTIA/Census Current Population Survey – (Internet Use Survey), https://mtgis-portal.geo.census.gov/arcgis/apps/webappviewer/index.html?id=c5e6cf6758654-64a90ff1573c5072b42.

additional support could help bolster their capacity for outreach (e.g., funding to pay staff to set up a table at a community event).

Community organizations are also engaged in individual outreach at the local level to support meaningful use of the internet by the communities they serve, including providing devices and training in digital skills. In a facilitated session, one representative suggested that the State could help support efforts like these, noting that they work with many individuals who primarily speak Spanish and struggle with using the internet and their organization would like to launch a digital navigator program.

3.1.5 Broadband affordability

New Mexico slightly outperforms the national average for participation in the Federal Communications Commission's (FCC) Affordable Connectivity Program (ACP): an estimated 38 percent of eligible households have enrolled, compared to an estimated 36 percent nationwide. However, this leaves an estimated 279,371 households that could participate in the program who have yet to enroll.

The ACP, which offers eligible households a discount of $30 per month on their internet service ($75 for households on qualifying Tribal lands) and a one-time discount of up to $100 towards the purchase of a device, is one of the most significant programs available to low-income New Mexicans to reduce the cost of broadband service.

Participating ISPs in the State include both larger and locally focused providers, such as member-owned cooperatives offering fiber service (Kit Carson Electric Cooperative [188] and Roosevelt County Rural Telephone Cooperative, dba Yucca Telecom [189]) and the Tribally owned ISPs K'awaika Hanu Internet (KHI), a subsidiary of the Pueblo of Laguna Utility Authority;[190] Kewa Pueblo ISP;[191] and the Pueblo of Jemez, which operates the Jemez Pueblo Tribal Network.[192]

Some providers that participate in the ACP also offer low-cost programs for eligible low-income subscribers that provide service at effectively no cost when customers enroll in the ACP (see Table 6).

Recognizing the importance of the program, OBAE worked with ISPs in 2022 to encourage the ISPs to participate in the ACP and to encourage their customers to enroll. The Public Education

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[188] "Kit Carson Internet," Kit Carson Electric Cooperative, https://kitcarson.com/internet/.

[189] Yucca Telecom, https://www.yuccatelecom.com/.

[190] "Who We Are," Laguna UA, https://lagunaua.org/who-we-are.

[191] Santo Domingo ISP, https://santodomingoisp.com/.

[192] Theresa Davis, "Jemez Pueblo connects to high-speed internet," Albuquerque Journal, March 7, 2021, https://www.abqjournal.com/news/local/jemez-pueblo-connects-to-high-speed-internet/article_206de438-d6cb-5a44-ae58-d54295e6966d.html.

Department's Help Desk program, which previously conducted outreach to over 16,000 student households to engage families on the federal Emergency Broadband Benefit,[193] also transitioned to assisting residents with enrollment in the ACP in 2022.[194]

Several entities in the State, including Tribal governments, have also received grants from the FCC's Affordable Connectivity Outreach Program to conduct outreach and enrollment support in their communities (see Table 6).

As of the writing of this Plan in mid-2023, OBAE is actively engaged with legislators on drafting a bill that would create a state subsidy to complement the ACP.

The table below summarizes affordability-related assets in the State, including discounted service and device programs for low-income subscribers, and efforts to promote ACP enrollment.

Table 6: Broadband affordability assets

Asset name	Description
Access from AT&T	Eligible low-income households can receive up to 100 Mbps symmetrical speeds[195] through the Access from AT&T plan for $30 per month, or at no cost with the ACP subsidy.[196] Qualifying DSL customers who have speeds of 10 Mbps or less available may be able to get this plan at a lower cost ($5-10 per month, with a data cap.)[197]
Comcast Internet Essentials	Comcast's Internet Essentials program allows qualified low-income customers to purchase up to 50 Mbps service for $9.95 per month, or up to 100 Mbps service for $29.95 per month; both plans are effectively free for customers enrolled in the ACP. Eligible customers can also purchase laptops/desktop computers at a subsidized price of $149.99.[198]

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[193] "Mapping Data to Solve Student Broadband Challenges," presentation to Science, Technology, and Telecommunications Committee by PED, https://www.nmlegis.gov/handouts/STTC%20082421%20Item%205%20--%20PED%20--%20Broadband%20and%20Student%20Connectivity.pdf.

[194] "State of New Mexico Three-Year Broadband Plan," OBAE, https://www.doit.nm.gov/wp-content/uploads/sites/4/2023/01/State-of-New-Mexico-Three-Year-Broadband-Plan-1-1-23-Version-1.0-File-011723.pdf, p.88.

[195] "New 'Access from AT&T' Plan + New Federal Benefit = Free Internet," AT&T News Release, February 7, 2022, https://about.att.com/story/2022/new-access-plan-plus-new-federal-benefit.html.

[196] "Access from AT&T – Low-Cost Internet Service," AT&T, https://www.att.com/internet/access/.

[197] "New 'Access from AT&T' Plan + New Federal Benefit = Free Internet," AT&T News Release, February 7, 2022, https://about.att.com/story/2022/new-access-plan-plus-new-federal-benefit.html.

[198] "Internet Essentials," Xfinity, https://www.xfinity.com/learn/internet-service/internet-essentials.

Asset name	Description
National Competitive Outreach Program (NCOP) grant to the City of Albuquerque	The City of Albuquerque received a $400,000 award through the FCC's NCOP, which provides grants to trusted community institutions to perform ACP outreach.[199] The City's Broadband Office provides information about the ACP in several languages on its website and conducts in-person ACP awareness outreach in multiple languages.[200]
National Competitive Outreach Program (NCOP) grant to the New Mexico Black Leadership Council	The Council received a $400,000 award through the FCC's NCOP, which provides grants to trusted community institutions to perform ACP outreach.[201]
National Competitive Outreach Program (NCOP) grant to the El Paso Community Foundation	The Texas-based foundation, which is a member of the Borderplex Connect coalition, will use a portion of its $300,000 NCOP award to conduct ACP outreach in the Las Cruces area.[202, 203]
Tribal Competitive Outreach Program (TCOP) grant to the Pueblo of Jemez	The Pueblo of Jemez received approximately $379,000 through the FCC's TCOP to conduct ACP outreach.[204]
Tribal Competitive Outreach Program (TCOP) grant to the Pueblo of Zuni	The Pueblo of Zuni received $325,000 through the FCC's TCOP to conduct ACP outreach.[205]
Outreach Program Services of America – Roswell	This California-based organization, which conducts outreach to help low-income individuals access government benefits and resources,[206] is conducting ACP outreach in Roswell.

[199] "Consumer And Governmental Affairs Bureau Announces ACP Outreach Grant Program Target Funding," FCC public notice, March 10, 2023, https://docs.fcc.gov/public/attachments/DA-23-194A1.pdf.

[200] "Broadband Office," City of Albuquerque, https://www.cabq.gov/technology-innovation/broadband-office.

[201] "Consumer And Governmental Affairs Bureau Announces ACP Outreach Grant Program Target Funding," FCC public notice, March 10, 2023, https://docs.fcc.gov/public/attachments/DA-23-194A1.pdf.

[202] "Consumer And Governmental Affairs Bureau Announces ACP Outreach Grant Program Target Funding," FCC public notice, March 10, 2023, https://docs.fcc.gov/public/attachments/DA-23-194A1.pdf.

[203] Coker, Jonny, "Local organizations work to get rural communities access to internet services," KRWG, July 21, 2023, https://www.krwg.org/krwg-news/2023-07-21/local-organizations-work-to-get-rural-communities-access-to-internet-services.

[204] "Consumer And Governmental Affairs Bureau Announces ACP Outreach Grant Program Target Funding," FCC public notice, March 10, 2023, https://docs.fcc.gov/public/attachments/DA-23-194A1.pdf.

[205] "Consumer And Governmental Affairs Bureau Announces ACP Outreach Grant Program Target Funding," FCC public notice, March 10, 2023, https://docs.fcc.gov/public/attachments/DA-23-194A1.pdf.

[206] "Outreach Programs," Outreach Program Services of America, https://outreachprograms.us/.

Asset name	Description
Spectrum Internet Assist	Spectrum Internet Assist offers qualifying low-income customers 30/4 Mbps service for $19.99 per month, or no cost with the ACP subsidy.[207]
Verizon Forward Program	The Verizon Forward Program provides an additional discount on Verizon Home Internet plans for customers enrolled in the ACP, offering Verizon's 300/300 Mbps Fios fiber plan at no cost and plans with higher speed tiers at a discounted rate. (The program also offers Verizon 5G Home Internet at no cost where available.)[208]

3.2 Needs assessment

The State's comprehensive partner outreach program included extensive efforts to identify the needs of all New Mexicans with an emphasis on the needs of covered populations and the barriers to digital equity faced by covered populations. Outreach and data collection efforts were made to assess the baseline from which the State is working and to identify the barriers to digital equity faced generally and by each of the covered populations in New Mexico.

The State's research and analysis is based on available and relevant data from the American Community Survey (ACS), NTIA's Internet Use Survey (administered as a supplement to the U.S. Census Bureau's Current Population Survey), and FCC's National Broadband Map. Analysis was undertaken to benchmark New Mexico against national averages, and to benchmark its residents belonging to each covered population against those that do not belong to covered populations.

The data and analysis are intended to facilitate understanding of the extent to which:

1. Broadband internet service is available to and adopted by residents.

2. Residents are confidently performing various digital activities.

3. Residents are aware of and impacted by online security and privacy concerns.

4. Computer devices are abundant and adequate for meaningful internet use.

5. Online government resources and services are accessibly built and maintained.

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[207] "Low Income Internet Service | Spectrum Internet Assist Program," Spectrum, https://www.spectrum.com/internet/spectrum-internet-assist.

[208] "Free Internet with the Verizon Forward Program and ACP," Verizon, https://www.verizon.com/home/free-verizon-internet/.

In brief, a lack of need or interest in home internet use is the primary reason cited by New Mexico households that do not subscribe to broadband, according to 2021 Census data.[209] This is followed by the issue of affordability of service. Notably, no respondents to the survey claimed that online security or privacy concerns prevented them from home internet use. While these data may suggest New Mexicans perform relatively well in many associated metrics of digital equity, data specific to members of covered populations indicate that barriers may still exist even when survey respondents do not cite them in their responses. Reasons cited for a lack of home internet use are outlined in Table 7.

Table 7: Reported reasons for no home internet use[210]

Reasons for no home internet use	New Mexico
Can't afford it	10%
Not worth the cost	3%
Can use it elsewhere	3%
Not available in area	3%
Don't need or not interested	66%
Online privacy or security concerns	0%
No or inadequate computing device	1%

The research and analysis for this Plan indicate that New Mexico's digital equity needs encompass access to affordable broadband services, increased enrollment in broadband service subsidy programs, device access, and digital literacy training. The "Federal and state data sources" section of the table below summarizes key barriers for each covered population identified through this assessment.

As shown in Table 8, sufficient data were not available for a covered population in some cases, and in other cases the analysis of available data did not conclude statistically significant differences. As a supplement to the data analysis, the "State outreach sources" section of the table includes barriers and obstacles for each population that were stated by partners during OBAE's outreach, as described in Section 4. As noted in the table, outreach is ongoing as of the writing of this Plan to collect additional data on populations for which data were not available for analysis.

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[209] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[210] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

Table 8: Key barriers and obstacles for covered populations

Definitions		State outreach sources		Federal and state data sources				
Covered population	Definition	Key barriers and obstacles	Key partners	Broadband availability	Broadband adoption	Digital skills	Online security	Device adoption
Low-income households - "covered households"	A household, the income of which for the most recently completed year is not more than 150 percent of an amount equal to the poverty level, as determined by using criteria of poverty established by the Bureau of the Census	Unaffordable cost of service for speeds and data capacity necessary to meet critical needs such as education and working from home; lack of knowledge or access to discount subsidy programs; living in rural or low-income communities with outdated, unreliable, and slow service; need for digital literacy programs.	New Mexico Human Services Department (NMHSD)	Low-income individuals are less likely to be served by broadband [211]	Low-income individuals display the most urgent needs for more affordable broadband [212]	Low-income individuals indicate need for digital skills and telemedicine training [213]	Low-income individuals report needs for increased awareness of and confidence in protecting themselves from online security and privacy threats [214]	Low-income individuals display the most urgent needs for increased device access [215]
Aging individuals	Any individual who is 60 years of age or older	Lack of home internet service; need for enhanced digital skills and comfort levels to use online tools to access public service or social and civic opportunities	New Mexico Aging and Long-Term Services Department (ALTSD)	Aging individuals are less likely to be served by	Aging individuals display needs for greater internet adoption [217]	Aging individuals indicate need for digital skills and	Aging individuals report needs for increased confidence in protecting	Aging individuals display a need for greater

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[211] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).

[212] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[213] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[214] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[215] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[217] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Definitions				Federal and state data sources				
Covered population	Definition	Key barriers and obstacles	Key partners	Broadband availability	Broadband adoption	Digital skills	Online security	Device adoption
		or entertainment; affordability of services and devices; lack of computing devices at home; need for support to replace a lost or damaged computing device in a timely manner.		broadband [216]		telemedicine training [218]	themselves from online security and privacy threats [219]	device adoption [220]
Incarcerated individuals	Any individual currently or formerly incarcerated in a non-federal correctional facility	Lack of adequate broadband services and adequate funding for digital literacy and workforce training inside correctional institutions; lack of digital literacy and job training for formerly incarcerated to expand job opportunities.	New Mexico Corrections Department (NMCD)	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data. [221]	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data.	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data.	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data.
Veterans	A person who served in the active military, naval, air, or space service, and who was discharged or released under	New Mexico's veterans face crossover challenges with aging individuals, individuals from racial and ethnic minorities, individuals with disabilities, individuals living in rural areas, and low-income individuals. These	New Mexico Department of Veterans Services (NMDVS)	Barriers faced by this group are the same as those faced by other New	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	Barriers faced by this group are the same as those faced by other New Mexicans	Veterans report needs for increased confidence in protecting themselves from online security and	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs

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[216] U.S. Census Bureau, Digital Equity Act of 2021, State Data.
https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).

[218] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[219] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[220] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[221] *See, e.g.*, OBAE outreach to New Mexico Corrections Department, July 2023. Response pending.

Definitions				Federal and state data sources				
Covered population	Definition	Key barriers and obstacles	Key partners	Broadband availability	Broadband adoption	Digital skills	Online security	Device adoption
	conditions other than dishonorable	challenges are compounded in rural areas where lack of terrestrial and cellular broadband access is coupled with the inherent limitations of smartphones. There is a need to improve veterans' access to broadband discount programs such as ACP and workforce training and digital skills improvement that could expand employment opportunities beyond skills developed in the military.		Mexicans with similar needs		with similar needs	privacy threats[222]	
Individuals with disabilities	Any individual living with a self-identified physical or mental disability	Necessary adaptive technology can be expensive, scarce, and hard to use leading to a severe lack of computing devices; lack of specialized digital literacy training; affordability to services and appropriate devices; relevant on-line content.	New Mexico Department of Vocational Rehabilitation (NMDVR)	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	Individuals living with disabilities display a need for greater internet adoption[223]	Individuals living with disabilities indicate need for digital skills and telemedicine training[224]	Individuals living with disabilities report needs for increased confidence in protecting themselves from online security and privacy threats[225]	Individuals living with disabilities display a need for greater device adoption[226]

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[222] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[223] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[224] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[225] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[226] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Definitions		State outreach sources		Federal and state data sources				
Covered population	Definition	Key barriers and obstacles	Key partners	Broadband availability	Broadband adoption	Digital skills	Online security	Device adoption
Individuals with language barriers	Any individual that either reports an English language proficiency less than "very well" or with a literacy level beneath that of a grade 6 student[227]	Limited or lack of relevant and accessible content; lack of computing devices.	New Mexico State Library (NMSL)	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data
Individuals who are English learners (alone)	Any individual that reports an English language proficiency less than "very well"		NMSL, New Mexico Public Education Department (NMPED)	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	English language learners display a need for greater internet adoption[228]	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	English language learners report needs for confidence in protecting themselves from online security and privacy threats[229]	English language learners display a need for greater device adoption[230]

[227] Grade 6 has been adopted as a reasonable threshold for practical purposes. Neither NTIA nor the U.S. Census Bureau define low literacy. Census has developed probabilistic estimates using National Center for Education Statistics data assigning "low literacy" to Level 1 (i.e., the lowest out of five levels). See "2019 State Total Covered Populations Under the Digital Equity Act of 2021: Quick Guide," U.S. Census Bureau, NTIA. 2022, https://www2.census.gov/programs-surveys/demo/technical-documentation/community-resilience/state_total_covered_populations_quick_guide.pdf.

[228] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[229] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[230] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Definitions		State outreach sources		Federal and state data sources				
Covered population	Definition	Key barriers and obstacles	Key partners	Broadband availability	Broadband adoption	Digital skills	Online security	Device adoption
Individuals who have low levels of literacy (alone)	Any individual with a literacy level beneath that of a grade 6 student		NMSL, New Mexico Literacy Council	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data[231]	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data	No data are currently available; OBAE is partnering with key agencies and organizations to develop relevant data
Individuals who are members of a racial or ethnic minority	Any individual that is not white (non-Hispanic) alone	Barriers that come from historic underrepresentation in programs and opportunities that may have provided digital skills and access to robust broadband; crossover barriers with limited English speaking and low-income population regarding lack of access to devices.	New Mexico Indian Affairs Department (NMIAD), Connect New Mexico Tribal Working Group	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	Racial and ethnic minorities display a need for greater internet adoption[232]	Racial and ethnic minorities indicated need for telemedicine training[233]	Racial and ethnic minorities report need for increased awareness and confidence in protecting themselves from online security and privacy threats[234]	Racial and ethnic minorities display a need for greater device adoption[235]

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[231] OBAE is reaching out to the New Mexico Literacy Coalition to gather data for individuals who have low levels of literacy.

[232] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[233] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[234] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[235] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Definitions		State outreach sources		Federal and state data sources				
Covered population	Definition	Key barriers and obstacles	Key partners	Broadband availability	Broadband adoption	Digital skills	Online security	Device adoption
Individuals who primarily reside in a rural area	Any individual living in a non-urban area; urban is defined according to the U.S. Census (based on the 2010 Decennial Survey) as urbanized areas, which contain 50,000 or more people, and urban clusters, which have at least 2,500 people but fewer than 50,000 residents	Lack of access to affordable and reliable broadband that, in turn, creates barriers to developing digital skills; limited numbers of and lack of access to public computing spaces; need for support for digital literacy and workforce develop skills; lack of internet service provider competition drives up pricing.	New Mexico Department of Health (NMDOH)	Rural individuals are in the most urgent need of increased broadband availability [236]	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	Rural individuals indicate need for digital skills and telemedicine training [237]	Rural individuals report needs for increased awareness and confidence in protecting themselves from online security and privacy threats [238]	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs

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[236] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).

[237] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[238] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

3.2.1 **Covered population needs assessment**

To understand the challenges of digital equity for covered populations, it is necessary to define those groups. Due to the unique constraints of each data source, various analyses focus on different subsets of covered populations. A total of 91.4 percent (1,916,000) of New Mexico's 2,096,829 residents[239] belong to a covered population, representing a large portion of the State's population as a whole: New Mexico ranks as the sixth most covered state (by percentage of state population in a covered population). The interests of covered populations likely align closely with those of the whole State because the former make up most of the latter. Therefore, by planning to increase digital equity for covered populations, the State is taking meaningful steps to address the entirety of its digital equity needs. The portion of New Mexico belonging to at least one covered population is contextualized in Figure 2 and Figure 3 below.
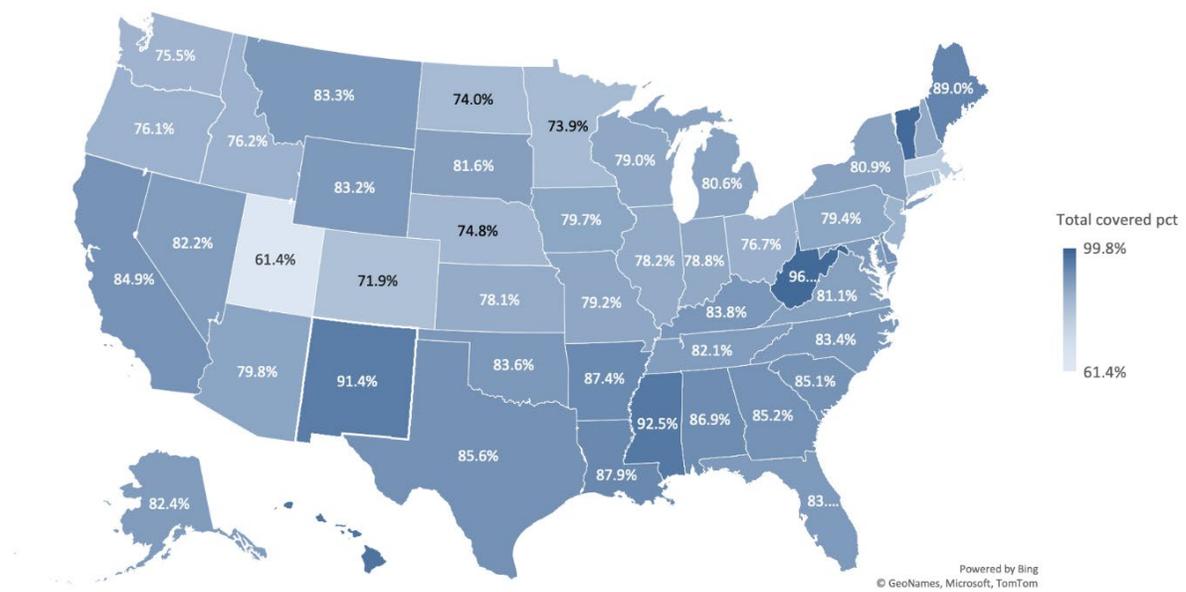
Figure 2: Portion of state populations belonging to a covered population (map)[240]

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[239] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).

[240] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).
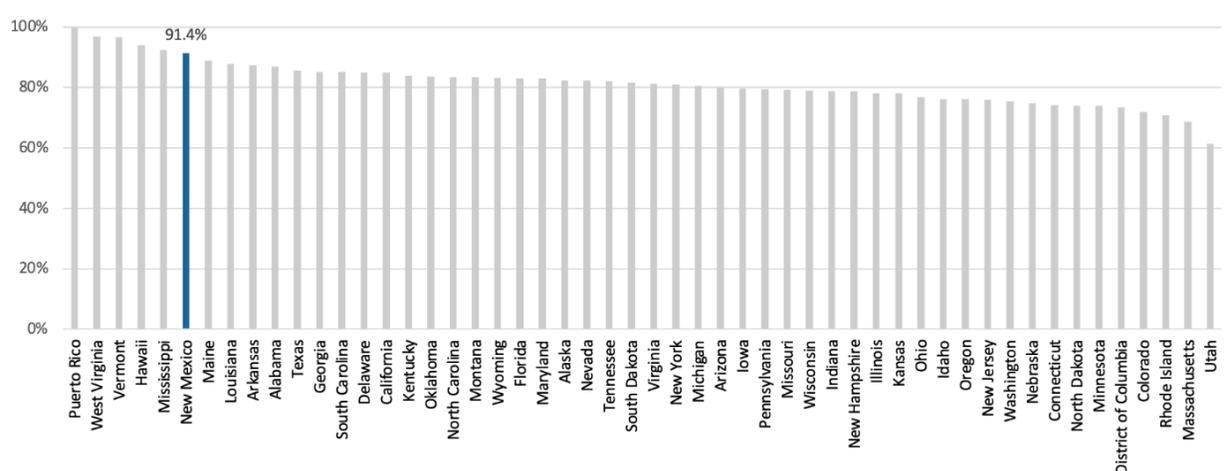
Figure 3: Portions of state populations belonging to a covered population (chart)[241]

As indicated in Table 9 below, within New Mexico, most individuals belonging to covered populations live in rural areas, are racial or ethnic minorities, have a relatively low income, are older than 60 years old, and/or have low levels of literacy. Incarcerated individuals, English language learners, and veterans represent a much smaller portion of the State's population. Perhaps most notable is the size of New Mexico's racial or ethnic minority population: An estimated 63.2 percent of the State is either a racial or ethnic minority (as opposed to only 40.6 percent nationally). This includes the State's Tribal members representing 11.2 percent of State residents[242] and a significant Hispanic population representing 50.1 percent of State residents.[243] New Mexico and national demographics are illustrated in Table 9 below.

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[241] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).

[242] U.S. Census Bureau QuickFacts: New Mexico, https://www.census.gov/quickfacts/fact/table/NM/PST045223.

[243] "New Mexico Data Focus: Hispanic or Latino Ethnicity," New Mexico Department of Workforce Solutions, https://www.dws.state.nm.us/Portals/0/DM/LMI/NM_Data_Focus_Hispanic_or_Latino_Ethnicity.pdf.

Table 9: Portion of New Mexico and U.S. in various covered populations[244, 245]

Covered group	New Mexico	Nation	Gap
Any covered group	91.4%	81.5%	9.9%
Low income	28.6%	20.1%	8.5%
Aging	24.7%	22.9%	1.8%
Incarcerated	0.7%	0.6%	0.1%
Veteran	6.4%	5.3%	1.1%
Disabled	16.3%	13.3%	3.0%
Language barrier	26.5%	21.4%	5.1%
English language learner	8.6%	8.4%	0.2%
Low literacy	29.1%	21.9%	7.2%
Minority	63.2%	40.6%	22.6%
Rural	38.4%	28.5%	9.9%

The demographic groups illustrated above are not mutually exclusive and many individuals belonging to a covered population belong to multiple covered populations; for example, many individuals living in rural areas are also low-income. Further, many of these traits are related, and possibly causally so—for example, individuals living with disabilities have higher tendencies to be on fixed incomes because of their disabilities. In this case, their presence in one covered population (individuals living with disabilities) directly affects their likelihood to appear in another covered population (individuals living in lower-income households). Additionally, individuals living with disabilities may be more likely to be precluded from meaningful use of the internet by their relatively low income as opposed to their disability. Because individuals can be members of more than one covered population, everyone's broadband outcome reflects their unique situation and is not completely described by their membership in a specific covered population.

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[244] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).

[245] These data are sourced from the Census Bureau's Digital Equity Act of 2021 collection, which includes ACS and NTIA Internet Use Survey data as well as imputations from external data sources such as the National Center for Education Statistics to create the most comprehensive set of covered populations data. However, the data set is slightly outdated, sourcing ACS data from 2019 (most recent) to as far back as 2015. Additionally, the full data set is difficult to update given the limited documentation on the imputations performed. Therefore, for many of the remaining sections wherein analysis is performed on more specific broadband barriers rather than wholistic demographic statistics, more easily repeatable analysis is performed on more up-to-date data from ACS and the NTIA Internet Use Survey (via the Current Population Survey). As a tradeoff with the increased data quality and useability, some insight into covered populations is lost, especially regarding formerly incarcerated individuals and individuals with low levels of literacy.

This implies an unintuitive idea that digital equity interventions may not be most impactful by targeting the covered population that appears in most urgent need. To continue the example, individuals living with disabilities might present in some cases as the covered population with the most urgent needs, but tailoring support to low-income households and lowering the costs of broadband acquisition may be the most effective path towards impacting individuals living with disabilities.

Individuals belonging to covered populations are present throughout the entirety of New Mexico, and, definitionally, they are uniformly present outside of urban and suburban environments. The geographic distribution of covered populations is shown in Figure 4 below.
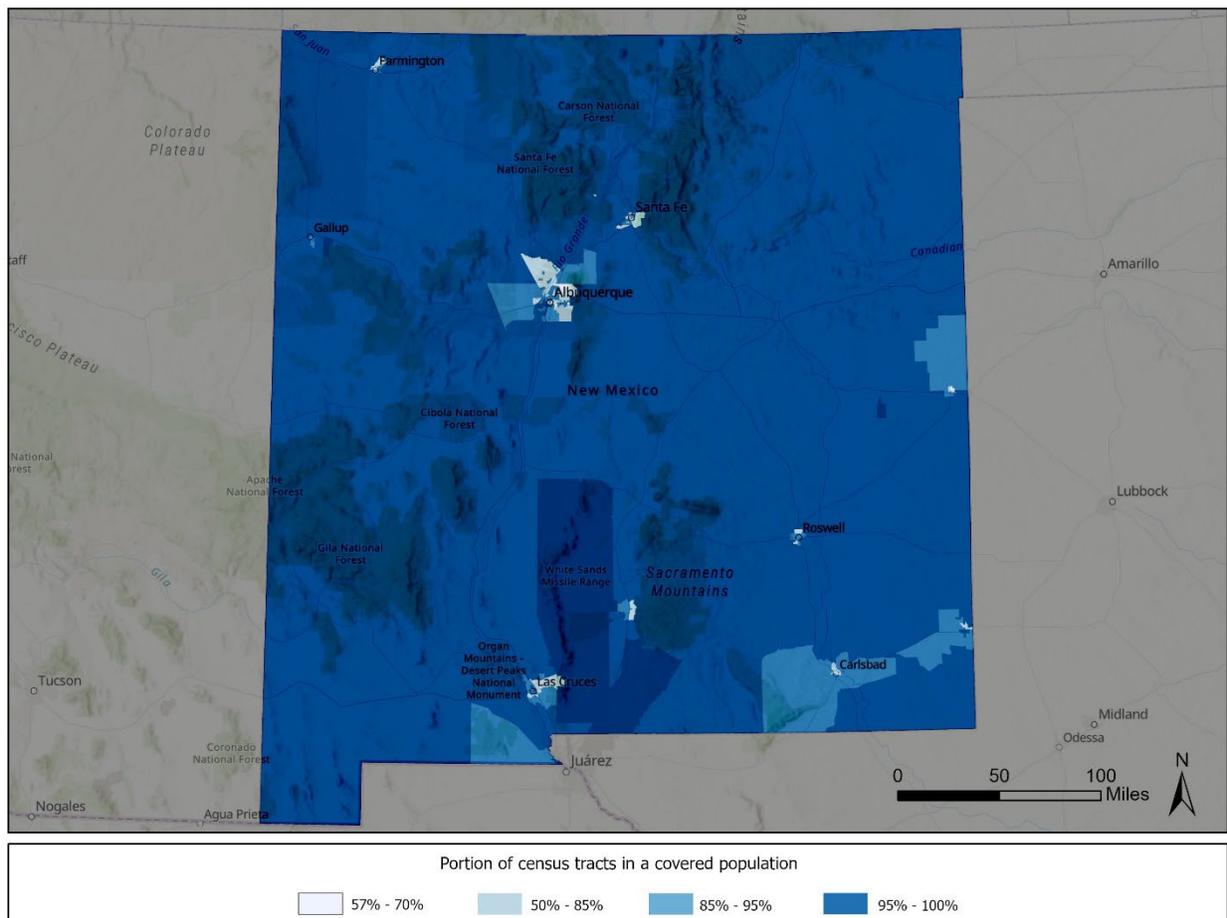
Figure 4: Map of covered populations in New Mexico[246]

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[246] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).

3.2.2 Broadband adoption

Access to broadband service is the primary prerequisite for broadband adoption and using the internet meaningfully to participate in the increasingly digital economy and world. For that reason, the State has completed a robust geographic analysis of broadband service offerings, a regression analysis of covered population presence and broadband availability, a comparative analysis of internet adoption rates across covered populations, and an analysis of ACP uptake and eligibility to understand resident's remaining needs in terms of access to broadband internet service. These analyses show:

1. New Mexico lags the rest of the nation in most meaningful indicators of broadband availability.

2. Individuals living in rural areas face the most urgent needs for broadband availability.

3. New Mexico trails the nation in all indicators of internet adoption and subscription rates.

4. Covered populations in New Mexico are uniformly adopting the internet less frequently than individuals that do not belong to a covered population. This gap is largest when compared across incomes.

5. New Mexico outperforms the national average for the percentage of eligible households enrolled in the ACP subsidy program, but New Mexico still has a large opportunity for enrollment growth. (See Section 3.2.3 for more details.)

Of all New Mexico households that do not use internet at home, an estimated 3 percent[247] claim that a main reason for their lack of internet use is a lack of available internet service. While this is not the most frequently cited cause, the availability of service is an absolute condition for all other aspects of digital equity, and therefore deserves substantial attention.

New Mexico is below the national average in all but one meaningful indicator of broadband availability (see Table 10 below). When considering all internet delivery technologies (including those that are known to be less reliable such as satellite-based services), the FCC reports that New Mexico and the nation are entirely served through speeds of 25/3 Mbps (which is the federal threshold for broadband service of any kind). New Mexico does slightly outperform the nation in coverage at 100/20 Mbps, where the State leads the nation by 1.9 percentage points. However, New Mexico has 14.7 percentage points fewer units served by speeds of at least 250/25 Mbps than the nation.

Coverage in the State continues to lag the nation once service is limited to wireline technologies, which are known to be more reliable than other internet-delivering technologies. Only 83.4

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[247] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

percent of units in New Mexico are within a coverage footprint for wireline internet delivering 25/3 Mbps, as opposed to 89.8 percent nationally. Across every speed reported by the FCC, New Mexico lags the nation in wireline coverage. The same holds for licensed fixed wireless, which can be helpful for delivering service to rural areas that present difficulty for wireline construction.

Table 10: Portion of units served with internet at various speeds in New Mexico and the U.S.[248]

	Coverage (in Mbps)	New Mexico		Nation		Gap	
All technologies	0.2 / 0.2	100.0%		100.0%		0.0%	
	10 / 1	100.0%		100.0%		0.0%	
	25 / 3	100.0%		100.0%		0.0%	
	100 / 20	94.0%		92.1%		1.9%	
	250 / 25	72.5%		87.2%		-14.7%	
	1000 / 100	12.6%		33.2%		-20.5%	
Wireline	Coverage (in Mbps)	New Mexico		Nation		Gap	
	0.2 / 0.2	90.7%		93.4%		-2.7%	
	10 / 1	87.5%		91.7%		-4.2%	
	25 / 3	83.4%		89.8%		-6.4%	
	100 / 20	78.8%		88.4%		-9.6%	
	250 / 25	72.5%		86.6%		-14.1%	
	1000 / 100	12.6%		32.3%		-19.7%	
Licensed fixed wireless	Coverage (in Mbps)	New Mexico		Nation		Gap	
	0.2 / 0.2	80.9%		79.5%		1.4%	
	10 / 1	50.4%		54.9%		-4.5%	
	25 / 3	37.6%		51.7%		-14.1%	
	100 / 20	6.8%		19.2%		-12.5%	
	250 / 25	0.5%		2.6%		-2.1%	
	1000 / 100	0.0%		0.2%		-0.2%	

Certain areas of New Mexico see low levels of coverage because private ISPs choose to invest elsewhere, where return on investment will presumably be greater. The availability of wireline or robust licensed fixed wireless broadband service in New Mexico tends to correlate with the density of population. In more densely populated areas, there are more potential customers relative to construction costs. As a result, consistent with patterns throughout the United States, service in New Mexico is frequently spotty in rural areas, as shown below for speeds of 25/3 Mbps (Figure 5), and 100/20 Mbps (Figure 6).

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[248] FCC, National Broadband Map, Last updated August 16, 2023 (accessed August 29, 2023).
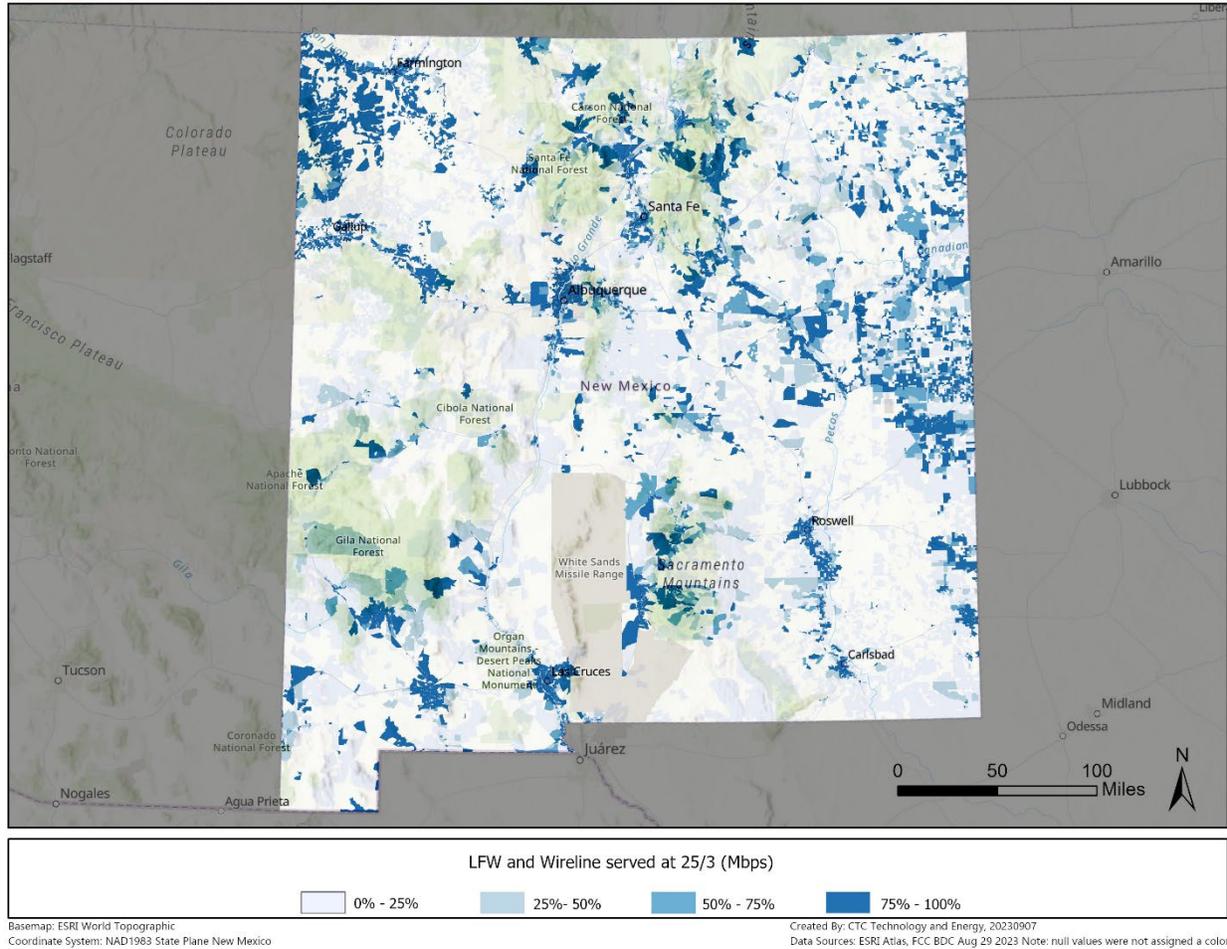
Figure 5: Map of units served by 25/3 Mbps[249]

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[249] FCC, National Broadband Map, Last updated August 9, 2023 (accessed August 29, 2023).
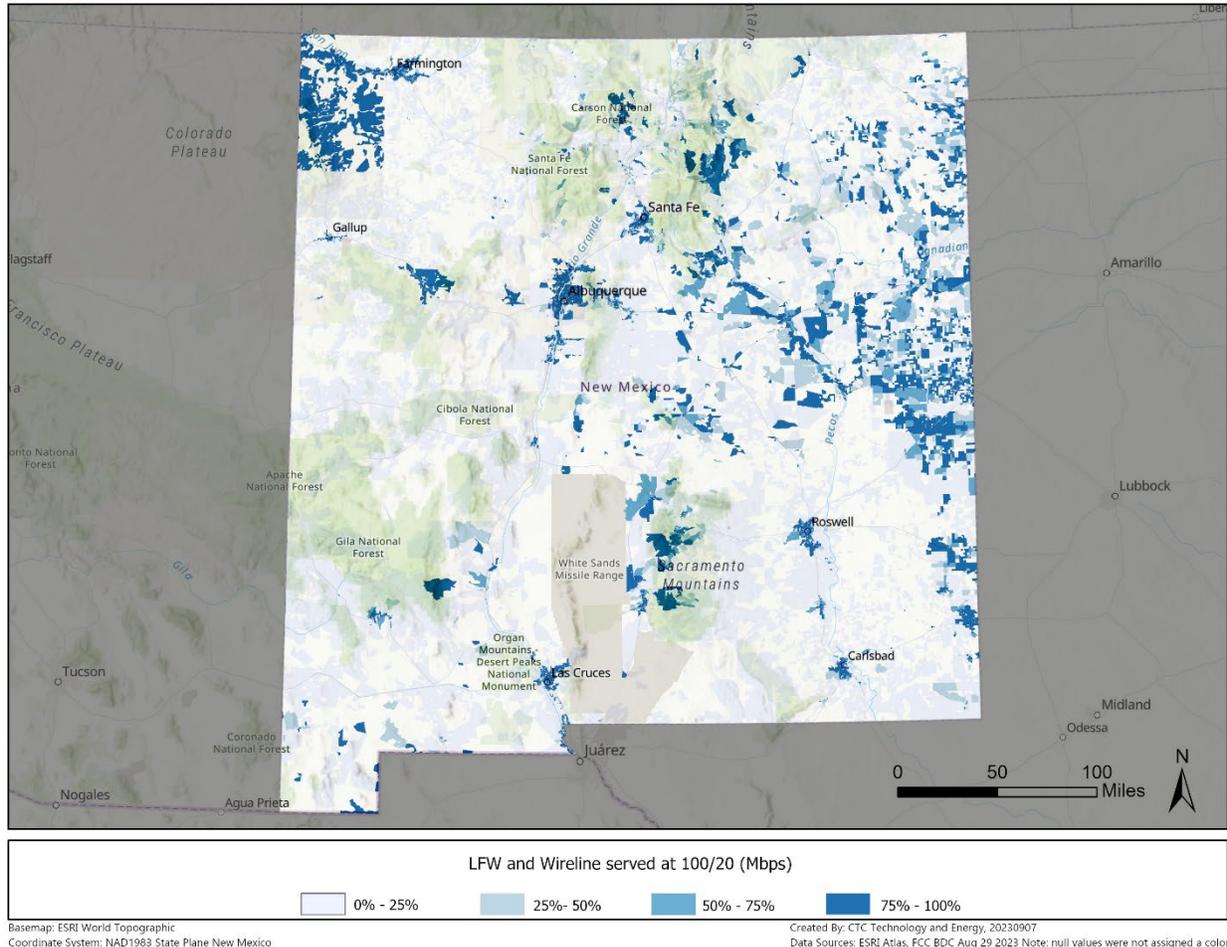
Figure 6: Map of units served by 100/20 Mbps[250]

A regression analysis was undertaken by comparing the prevalence of various covered populations in each census tract in New Mexico with the portion of units unserved by at least one broadband internet option with speeds of 25/3 Mbps or greater. The resulting correlation was relatively weak, with an R^2 value of 0.42. However, the analysis does further underline the relationship between rurality and broadband availability, as it was the most statistically significant correlation of all covered populations by a wide margin.

In addition to rurality, the presence of low-income individuals and aging individuals was also positively correlated (statistically significant) with unserved units. This means that low-income individuals and aging individuals tended to be disproportionately unserved by broadband.

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[250] FCC, National Broadband Map, Last updated August 9, 2023 (accessed August 29, 2023).

The only other statistically significant correlation was disability status, which was negatively correlated, meaning that the presence of individuals living with disabilities indicated an increase in broadband availability. This is possibly due to individuals living with disabilities being concentrated in urban areas, although it is hard to say for sure.

The full results of the regression analysis are presented in Table 11.

Table 11: Regression analysis of portion of census tract belonging to covered populations and portion of units unserved[251]

Regression Statistics	
Multiple R	0.646
R Square	0.418
Adjusted R Square	0.404
Standard Error	0.190
Observations	394

Variables	Coefficients	Standard Error	t Stat	P-value	Statistically significant
Intercept	-0.145	0.068	-2.122	0.035	
Income	0.332	0.106	3.142	0.002	✓
Aging	0.502	0.142	3.537	4.53E-04	✓
Incarceration status	0.205	0.187	1.098	0.273	
Veteran status	0.568	0.384	1.482	0.139	
Disability status	-0.901	0.216	-4.179	3.63E-05	✓
Language barrier (including low literacy)	-0.151	0.240	-0.628	0.530	
English proficiency	-0.016	0.252	-0.065	0.948	
Race and ethnicity	0.129	0.078	1.659	0.098	
Rurality	0.312	0.021	14.701	3.96E-39	✓

Neither broadband availability nor many of these demographic characteristics are uniform throughout census tracts or binary in nature. For example, extremely low-income populations tend to cluster in areas much smaller than census tracts, and they face distinct availability obstacles to other individuals that still belong to the "low-income" covered population. It is overwhelmingly likely that low-income households are less well served than higher-income households, although those trends have not appeared statistically when evaluating this exact partitioning of the State. It is possible that a more granular study would reveal more informative relationships between various covered populations and service availability.

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[251] Portion of census tract populations belonging to various covered populations from U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023). Portion of units served in each census tract from FCC's National Broadband Map (accessed August 29, 2023). Several outlier tracts were removed.

Ultimately, New Mexicans would benefit greatly from investment in increased service availability. For rural residents specifically, additional service availability could have significant impacts on digital equity.

3.2.2.1 Overview of broadband adoption

Of all New Mexico households that do not use internet at home an estimated 10 percent[252] claim that a main reason for their lack of internet use at home is an inability to afford service. Therefore, challenges relating to service affordability seem to be high priority obstacles to digital equity for many New Mexicans.

According to the American Community Survey, 90.0 percent of New Mexico residents have a home internet subscription of any kind. This is similar to the national rate of 90.3 percent. However, New Mexico residents do not have similar adoption of reliable broadband when compared against the nation. Only 68.7 percent of New Mexico residents have a wireline home internet subscription. This is 6.8 percentage points less than the national rate of 75.5 percent. Wireline internet subscriptions tend to be more reliable than other forms of internet subscription and, as such, typically serve as a more substantial measure of useful internet adoption.

Additionally, 15.3 percent of New Mexico residents rely on a cellular data plan alone for the home internet service, which is insufficient to realize the many benefits of broadband. Mobile-only individuals typically cite affordability, their smartphone being good enough, and/or having access to broadband somewhere else as the reasons for not having home internet connectivity.

Table 12: Internet adoption rates in New Mexico and the U.S.[253]

Internet in the house	New Mexico	Nation	Gap
Internet subscription of any kind	90.0%	90.3%	-0.3%
Internet subscription via wireline technology (i.e. fiber, cable, DSL)	68.7%	75.5%	-6.8%
Only subscription via cellular data plan	15.3%	10.9%	4.4%

Within New Mexico, individuals belonging to covered populations fare substantially worse than others in home internet adoption. According to the American Community Survey, 88.2 percent of individuals belonging to a covered population report having a home internet subscription as opposed to 97.8 percent of those outside of covered populations. The gap widens for wireline internet connections, for which 65.4 percent of individuals belonging to covered populations claim adoption compared to 17.7 percent of non-covered populations.

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[252] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).

[253] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Table 13: Internet adoption rates in covered and non-covered populations in New Mexico[254]

Internet in the house	Covered groups	Non covered groups	Gap
Internet subscription of any kind	88.2%	97.8%	-9.6%
Internet subscription via wireline technology (i.e. fiber, cable, DSL)	65.4%	83.1%	-17.7%
Only subscription via cellular data plan	16.3%	11.1%	5.3%
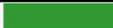
Individuals living in low-income households constitute the covered population with the largest adoption gaps. Low-income individuals are 14.5 percentage points less likely than higher-income individuals to have a home internet subscription, and they are 20.6 percentage points less likely to have a wireline internet subscription. Low-income individuals are also the covered population most likely to be mobile-only users, with a rate of 18.1 percent.

Though low-income individuals constitute the covered population with the largest adoption gaps, racial or ethnic minorities, aging individuals, individuals with disabilities, and English language learners also all represent populations with substantial adoption gaps. Each of these populations trailed their non-covered counterparts for an internet subscription of any kind by at least five percentage points.

Full breakdowns of each covered population's adoption rates are included in Table 14.[255]

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[254] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[255] This Plan follows the U.S. Census Bureau's standards on reporting data related to the terms "minority" and "white." See, "About the topic of race," U.S. Census Bureau, https://www.census.gov/topics/population/race/about.html.

Table 14: Internet adoption rates in various covered populations in New Mexico[256]

	Internet in the house	Low income	Higher income	Gap
Income	Internet subscription of any kind	80.0%	94.6%	-14.5%
	Internet subscription via wireline technology (i.e. fiber, cable, DSL)	54.6%	75.1%	-20.6%
	Only subscription via cellular data plan	18.1%	14.1%	4.0%
	Internet in the house	Minority	White alone	Gap
Race	Internet subscription of any kind	87.7%	92.9%	-5.2%
	Internet subscription via wireline technology (i.e. fiber, cable, DSL)	64.3%	74.1%	-9.8%
	Only subscription via cellular data plan	16.5%	13.9%	2.5%
	Internet in the house	Aging	Younger	Gap
Age	Internet subscription of any kind	84.1%	92.0%	-7.9%
	Internet subscription via wireline technology (i.e. fiber, cable, DSL)	62.1%	70.9%	-8.8%
	Only subscription via cellular data plan	16.3%	15.0%	1.2%
	Internet in the house	With disabilities	Without disabilities	Gap
Disability	Internet subscription of any kind	78.4%	92.3%	-13.9%
	Internet subscription via wireline technology (i.e. fiber, cable, DSL)	55.8%	71.3%	-15.4%
	Only subscription via cellular data plan	15.4%	15.3%	0.1%
	Internet in the house	English learner	Fluent	Gap
English proficiency	Internet subscription of any kind	80.5%	90.9%	-10.4%
	Internet subscription via wireline technology (i.e. fiber, cable, DSL)	54.1%	70.0%	-15.9%
	Only subscription via cellular data plan	16.8%	15.2%	1.6%
	Internet in the house	Veteran	Non-veteran	Gap
Veteran status	Internet subscription of any kind	88.7%	90.1%	-1.5%
	Internet subscription via wireline technology (i.e. fiber, cable, DSL)	67.3%	68.8%	-1.5%
	Only subscription via cellular data plan	15.4%	15.3%	0.1%

3.2.2.2 Digital literacy needs

For individuals to meaningfully use the internet, they must practice and be confident in their ability to perform digital skills. Although some individuals may have internet service and a working computer, they can frequently be functionally limited by their inability to navigate the internet effectively. In New Mexico, 66 percent of residents without home internet use cite a lack of need or interest in the internet as a reason why they do not use internet in the home, according to 2021 Census data (see Table 7). These findings suggest that the need for digital skills and literacy training may be the single largest barrier to increasing meaningful internet use in the State.

Utilizing data from the Current Population Survey and the NTIA Internet Use Survey, the State of New Mexico evaluated the extent to which various covered populations engage in key online activities. These key findings are as follows:

1. New Mexico performs similarly to the nation in frequency of online digital skill use, but within the State, members of covered populations consistently underperform compared to non-covered populations.

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[256] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

2. Individuals living in low-income households, at or above 60 years of age, living with disabilities, or living in rural areas express the most urgent need for digital skills programming.

3. New Mexico underperforms compared to the nation across all measured telemedicine-related online activities. Similarly, members of covered populations tend to underperform compared to non-covered populations.

4. Individuals living in low-income households, racial or ethnic minorities, and individuals living in rural areas express the most urgent need for digital skills related to telemedicine.

Generally, New Mexico performs similarly to the nation in frequency of digital skills use. Across 17 measured online activities, the biggest discrepancy between the State and nation is in accessing government services online (such as registering to vote), where New Mexico leads the nation by a gap of 4.7 percentage points. Nevertheless, while the national figures help contextualize the State's positionality relative to the country, the nation does not represent the ceiling for achievement. Furthermore, although New Mexico does not deviate strongly from national rates of digital skills use, there is still great opportunity for improvement in the State.

Table 15: Digital activity in New Mexico and the U.S.[257]

Online activity	New Mexico		Nation		Gap	
Uses text messaging or instant messaging	93.2%		93.3%		-0.1%	
Uses email	89.6%		91.8%		-2.2%	
Uses online social networks	74.4%		74.6%		-0.1%	
Shops, makes travel reservations, or uses other consumer services online	74.4%		74.1%		0.2%	
Uses online financial services like banking, investing, paying bills	75.8%		74.3%		1.6%	
Watches videos online	70.6%		70.1%		0.5%	
Participates in online video or voice calls or conferencing	64.5%		65.6%		-1.1%	
Streams or downloads music, radio, podcasts, etc.	63.2%		60.0%		3.2%	
Requests services provided by other people via the internet	40.4%		43.0%		-2.6%	
Accessing government services	43.1%		38.4%		4.7%	
Takes class or participates in job training online	30.0%		25.7%		4.3%	
Interacts with household equipment using the internet	18.8%		22.3%		-3.5%	
Telecommutes using the internet	27.8%		27.7%		0.1%	
Searches for a job online	20.2%		21.3%		-1.1%	
Posts or uploads blog posts, videos, or other original content	14.9%		17.0%		-2.1%	
Uses the internet to sell goods	12.3%		10.5%		1.8%	
Offers services for sale via the internet	7.2%		8.8%		-1.6%	

Individuals belonging to covered populations uniformly practice digital skills at a lower rate than those that do not belong to covered populations. Here, the largest gaps can be found in requesting services provided by other people via the internet (26.6 percentage point gap), streaming or downloading music, radio, podcasts, etc. (21.9 percentage point gap),

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[257] NTIA, 2021 Internet Use Survey (accessed August 29, 2023).

telecommuting using the internet (21.5 percentage point gap), and watching videos online (16.7 percentage point gap).

Table 16: Digital activity in New Mexico covered populations[258]

Online activity	Covered group	Non-covered group	Gap
Uses text messaging or instant messaging	90.8%	99.1%	-8.3%
Uses email	88.1%	92.9%	-4.9%
Uses online social networks	72.3%	79.6%	-7.4%
Shops, makes travel reservations, or uses other consumer services online	72.4%	80.3%	-7.9%
Uses online financial services like banking, investing, paying bills	72.7%	86.1%	-13.5%
Watches videos online	65.8%	82.5%	-16.7%
Participates in online video or voice calls or conferencing	61.7%	71.2%	-9.5%
Streams or downloads music, radio, podcasts, etc.	57.2%	79.1%	-21.9%
Requests services provided by other people via the internet	33.1%	59.8%	-26.6%
Accessing government services	41.2%	49.0%	-7.8%
Takes class or participates in job training online	25.7%	39.8%	-14.1%
Interacts with household equipment using the internet	17.0%	23.0%	-6.0%
Telecommutes using the internet	22.0%	43.4%	-21.5%
Searches for a job online	18.1%	23.3%	-5.2%
Posts or uploads blog posts, videos, or other original content	12.8%	20.1%	-7.3%
Uses the internet to sell goods	10.5%	17.8%	-7.4%
Offers services for sale via the internet	6.0%	9.7%	-3.7%

The digital skills discrepancies are greatest for individuals in low-income homes, who are at or above 60 years of age, living with disabilities, and those living in rural areas. For these covered populations, either only one or not a single online activity is more frequently practiced by the covered populations compared to the non-covered populations. This suggests that digital skills training is a key need for all four populations.

Table 17: Digital activity in aging and younger populations[259]

Online activity	Aging	Younger	Gap
Uses text messaging or instant messaging	85.9%	95.6%	-9.7%
Uses email	85.6%	90.9%	-5.3%
Uses online social networks	56.2%	80.5%	-24.3%
Shops, makes travel reservations, or uses other consumer services online	67.5%	76.6%	-9.1%
Uses online financial services like banking, investing, paying bills	68.5%	78.3%	-9.8%
Watches videos online	49.1%	77.7%	-28.6%
Participates in online video or voice calls or conferencing	47.3%	70.2%	-23.0%
Streams or downloads music, radio, podcasts, etc.	38.8%	71.4%	-32.6%
Requests services provided by other people via the internet	29.5%	44.0%	-14.5%
Accessing government services	44.7%	42.5%	2.3%
Takes class or participates in job training online	12.3%	35.9%	-23.6%
Interacts with household equipment using the internet	18.7%	18.9%	-0.1%
Telecommutes using the internet	15.2%	31.9%	-16.8%
Searches for a job online	3.0%	25.9%	-22.9%
Posts or uploads blog posts, videos, or other original content	7.0%	17.5%	-10.6%
Uses the internet to sell goods	8.6%	13.6%	-4.9%
Offers services for sale via the internet	4.1%	8.2%	-4.0%

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[258] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[259] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Table 18: Digital activity in people with disabilities and people without disabilities[260]

Online activity	People with disabilities		People without disabilities		Gap	
Uses text messaging or instant messaging	80.9%		94.9%		-14.0%	
Uses email	73.5%		91.9%		-18.3%	
Uses online social networks	65.6%		75.7%		-10.1%	
Shops, makes travel reservations, or uses other consumer services online	56.7%		76.9%		-20.2%	
Uses online financial services like banking, investing, paying bills	57.7%		78.4%		-20.7%	
Watches videos online	55.0%		72.8%		-17.8%	
Participates in online video or voice calls or conferencing	40.9%		67.9%		-27.0%	
Streams or downloads music, radio, podcasts, etc.	43.5%		66.1%		-22.6%	
Requests services provided by other people via the internet	22.8%		42.9%		-20.1%	
Accessing government services	32.9%		44.5%		-11.6%	
Takes class or participates in job training online	14.6%		32.2%		-17.7%	
Interacts with household equipment using the internet	11.1%		19.9%		-8.9%	
Telecommutes using the internet	6.8%		30.8%		-24.0%	
Searches for a job online	12.3%		21.3%		-9.0%	
Posts or uploads blog posts, videos, or other original content	6.7%		16.1%		-9.4%	
Uses the internet to sell goods	5.9%		13.3%		-7.4%	
Offers services for sale via the internet	5.6%		7.4%		-1.8%	

Table 19: Digital activity in rural and metropolitan populations[261]

Online activity	Rural		Metropolitan		Gap	
Uses text messaging or instant messaging	89.6%		94.6%		-5.0%	
Uses email	84.8%		91.5%		-6.7%	
Uses online social networks	72.9%		75.1%		-2.2%	
Shops, makes travel reservations, or uses other consumer services online	65.2%		78.0%		-12.8%	
Uses online financial services like banking, investing, paying bills	68.6%		78.8%		-10.1%	
Watches videos online	66.0%		72.4%		-6.4%	
Participates in online video or voice calls or conferencing	61.2%		65.8%		-4.6%	
Streams or downloads music, radio, podcasts, etc.	55.6%		66.3%		-10.8%	
Requests services provided by other people via the internet	21.6%		48.0%		-26.4%	
Accessing government services	34.3%		46.6%		-12.3%	
Takes class or participates in job training online	22.0%		33.3%		-11.3%	
Interacts with household equipment using the internet	14.4%		20.6%		-6.2%	
Telecommutes using the internet	22.8%		29.8%		-7.0%	
Searches for a job online	19.7%		20.4%		-0.7%	
Posts or uploads blog posts, videos, or other original content	10.0%		16.8%		-6.8%	
Uses the internet to sell goods	9.0%		13.7%		-4.6%	
Offers services for sale via the internet	2.5%		9.1%		-6.6%	

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[260] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[261] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Table 20: Digital activity in low and higher-income populations[262]

Online activity	Low income		Higher income		Gap	
Uses text messaging or instant messaging	86.6%		95.8%		-9.2%	
Uses email	81.3%		92.9%		-11.6%	
Uses online social networks	68.2%		76.9%		-8.8%	
Shops, makes travel reservations, or uses other consumer services online	61.2%		79.6%		-18.5%	
Uses online financial services like banking, investing, paying bills	61.1%		81.7%		-20.6%	
Watches videos online	59.7%		74.9%		-15.2%	
Participates in online video or voice calls or conferencing	51.9%		69.5%		-17.6%	
Streams or downloads music, radio, podcasts, etc.	55.3%		66.4%		-11.1%	
Requests services provided by other people via the internet	25.9%		46.2%		-20.3%	
Accessing government services	29.1%		48.6%		-19.4%	
Takes class or participates in job training online	24.8%		32.1%		-7.4%	
Interacts with household equipment using the internet	13.9%		20.8%		-6.9%	
Telecommutes using the internet	9.6%		35.0%		-25.3%	
Searches for a job online	21.8%		19.6%		2.2%	
Posts or uploads blog posts, videos, or other original content	7.0%		18.0%		-11.1%	
Uses the internet to sell goods	10.4%		13.1%		-2.7%	
Offers services for sale via the internet	4.8%		8.1%		-3.3%	

Veterans and racial or ethnic minorities were also evaluated for digital skills use, although neither population illustrated a particularly urgent need for skills training. That said, the frequency of online activity performance does not necessarily imply competence or success in those activities. Therefore, digital skills training still may have a meaningful impact on both populations.

Table 21: Digital activity in veteran and non-veteran populations[263]

Online activity	Veteran		Non-veteran		Gap	
Uses text messaging or instant messaging	92.0%		93.5%		-1.5%	
Uses email	93.0%		89.3%		3.7%	
Uses online social networks	69.4%		75.3%		-6.0%	
Shops, makes travel reservations, or uses other consumer services online	73.7%		75.4%		-1.7%	
Uses online financial services like banking, investing, paying bills	82.6%		77.4%		5.2%	
Watches videos online	68.2%		71.1%		-2.9%	
Participates in online video or voice calls or conferencing	62.6%		64.2%		-1.6%	
Streams or downloads music, radio, podcasts, etc.	59.2%		64.4%		-5.3%	
Requests services provided by other people via the internet	30.3%		42.0%		-11.7%	
Accessing government services	47.3%		44.2%		3.1%	
Takes class or participates in job training online	20.4%		29.7%		-9.4%	
Interacts with household equipment using the internet	13.6%		19.6%		-6.0%	
Telecommutes using the internet	21.7%		29.2%		-7.6%	
Searches for a job online	10.1%		20.4%		-10.2%	
Posts or uploads blog posts, videos, or other original content	12.9%		15.4%		-2.5%	
Uses the internet to sell goods	10.6%		13.0%		-2.4%	
Offers services for sale via the internet	5.2%		7.4%		-2.2%	

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[262] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[263] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Table 22: Digital activity in racial/ethnic minority and white populations in New Mexico[264]

Online activity	Minority	White alone	Gap
Uses text messaging or instant messaging	93.9%	93.0%	0.9%
Uses email	86.4%	90.3%	-4.0%
Uses online social networks	71.1%	75.2%	-4.1%
Shops, makes travel reservations, or uses other consumer services online	78.1%	73.5%	4.6%
Uses online financial services like banking, investing, paying bills	78.5%	75.2%	3.3%
Watches videos online	73.5%	69.9%	3.6%
Participates in online video or voice calls or conferencing	62.1%	65.0%	-2.9%
Streams or downloads music, radio, podcasts, etc.	70.1%	61.7%	8.4%
Requests services provided by other people via the internet	40.4%	40.4%	0.0%
Accessing government services	35.3%	44.8%	-9.5%
Takes class or participates in job training online	31.6%	29.7%	2.0%
Interacts with household equipment using the internet	17.0%	19.3%	-2.3%
Telecommutes using the internet	25.8%	28.2%	-2.5%
Searches for a job online	24.9%	19.1%	5.8%
Posts or uploads blog posts, videos, or other original content	16.4%	14.5%	1.8%
Uses the internet to sell goods	9.8%	12.9%	-3.2%
Offers services for sale via the internet	8.5%	6.9%	1.6%

3.2.2.3 Telemedicine needs

Increasingly, there is a use and need for a distinguished set of digital skills involved in telemedicine and remote health care. These activities include communicating with health professionals over the internet, researching health information online, using an electronic health monitoring device (e.g., sending data to a provider from a smart watch or pacemaker), and accessing health or health insurance records online. New Mexico lags the nation in frequency of performance of each of these telemedicine activities.

Table 23: Telemedicine activity in New Mexico and the U.S.[265]

Telemedicine activity	New Mexico	Nation	Gap
Communicates with a health professional over the internet	39.8%	48.1%	-8.3%
Researches health information online	49.4%	52.9%	-3.5%
Uses an electronic health monitoring service	5.7%	8.4%	-2.8%
Accesses health or insurance records online	43.7%	53.1%	-9.3%

Among New Mexicans belonging to covered populations in general, telemedicine is less frequently practiced compared to non-covered populations. These gaps are most prevalent in communicating with a health professional over the internet (6.3 percentage point gap) and accessing health or insurance records online (6.6 percentage point gap). Individuals in covered populations do outpace non-covered populations in the rate of use of electronic health monitoring services—but this outcome may be skewed by a higher rate of medical needs among covered populations rather than a higher degree of digital literacy.

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[264] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[265] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Table 24: Telemedicine activity in covered and non-covered populations[266]

Telemedicine activity	Covered groups	Non-covered groups	Gap
Communicates with a health professional over the internet	38.1%	44.4%	-6.3%
Researches health information online	48.0%	52.7%	-4.7%
Uses an electronic health monitoring service	6.0%	5.1%	1.0%
Accesses health or insurance records online	42.1%	48.6%	-6.6%

Among the covered populations, individuals living in low-income households, racial or ethnic minorities, and individuals living in rural areas exhibit the most urgent needs for increased telemedicine skills—based on both their reported frequency of participation in telemedicine (which is notably low) and given the difficulties in traveling long distances and at inconvenient times for rural and lower-income individuals.

Individuals living with disabilities substantially underperform in two of the four measured online telemedicine activities: researching health information online (7.4 percentage point gap) and accessing health or insurance records online (12.1 percentage point gap). These gaps could be indicative of a failure by telemedicine platforms to accommodate the accessibility needs of people with disabilities in the State. Regardless, this population might also greatly benefit from telemedicine training geared towards these specific activities.

One covered population, adults at or above 60 years of age, outperformed its non-covered counterpart in all telemedicine activities. However, this population may also benefit from specific telemedicine education given their increased risk for medical needs. Veterans also performed relatively well by this metric, perhaps suggesting the efficacy of New Mexico's Veteran's Affairs health care facilities.

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[266] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Table 25: Telemedicine activity in various covered populations[267]

	Telemedicine activity	Low income	Higher income	Gap
Income	Communicates with a health professional over the internet	29.9%	43.7%	-13.8%
	Researches health information online	38.5%	53.8%	-15.3%
	Uses an electronic health monitoring service	3.0%	6.8%	-3.8%
	Accesses health or insurance records online	26.4%	50.6%	-24.2%
	Telemedicine activity	**Aging**	**Younger**	**Gap**
Age	Communicates with a health professional over the internet	41.7%	39.2%	2.5%
	Researches health information online	55.4%	47.4%	7.9%
	Uses an electronic health monitoring service	8.3%	4.8%	3.5%
	Accesses health or insurance records online	46.1%	42.9%	3.1%
	Telemedicine activity	**Veteran**	**Non-veteran**	**Gap**
Veteran status	Communicates with a health professional over the internet	44.9%	39.8%	5.1%
	Researches health information online	46.8%	50.2%	-3.4%
	Uses an electronic health monitoring service	8.5%	5.7%	2.8%
	Accesses health or insurance records online	51.7%	43.7%	8.1%
	Telemedicine activity	**With disabilities**	**Without disabilities**	**Gap**
Disability	Communicates with a health professional over the internet	41.5%	39.5%	1.9%
	Researches health information online	42.9%	50.3%	-7.4%
	Uses an electronic health monitoring service	7.7%	5.4%	2.3%
	Accesses health or insurance records online	33.1%	45.2%	-12.1%
	Telemedicine activity	**Minority**	**White alone**	**Gap**
Race	Communicates with a health professional over the internet	31.7%	41.6%	-9.9%
	Researches health information online	43.7%	50.7%	-7.0%
	Uses an electronic health monitoring service	4.2%	6.0%	-1.8%
	Accesses health or insurance records online	36.4%	45.4%	-9.0%
	Telemedicine activity	**Rural**	**Metropolitan**	**Gap**
Rurality	Communicates with a health professional over the internet	32.2%	42.8%	-10.6%
	Researches health information online	41.2%	52.7%	-11.5%
	Uses an electronic health monitoring service	3.1%	6.7%	-3.5%
	Accesses health or insurance records online	36.2%	46.7%	-10.5%

3.2.2.4 Online security and privacy needs

Theft, fraud, phishing, and misinformation are all commonplace on the internet, and fully realizing digital equity in New Mexico requires users to be safe from such online risks. In New Mexico, while relatively few survey respondents reported online security and privacy concerns as a primary barrier to home internet use,17.8 percent of individuals in covered populations reported having been the victim of an online security or privacy breach. Therefore, the State of New Mexico has used data from the Current Population Survey and the NTIA Internet Use Survey to evaluate the extents to which various covered populations perceive and feel confident in their ability to disarm online security and privacy threats. The key findings are as follows:

1. New Mexico residents are similarly concerned by online security and privacy concerns when compared against the nation.

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[267] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

2. Identity theft and credit card fraud are the two online security breaches that are concerning to most New Mexico residents.

3. There are reasons to believe that members of covered populations are less aware of online security and privacy concerns when compared against non-covered populations, with this gap largest for low-income or rural households.

4. Members of covered populations appear somewhat less dissuaded than non-covered populations to undertake various online activities because of security or privacy concerns.

Identity theft and credit card fraud were the two online security risks that concerned the most New Mexico residents. This is in line with the national ranking. Other concerns such as third-party tracking, government tracking, and online threats were of less concern.

Table 26: Main online security or privacy concerns in New Mexico and the U.S.[268]

(Non-exclusive) main online security or privacy concerns	New Mexico	Nation	Gap
Identity theft	51.6%	50.7%	0.9%
Credit card fraud	43.5%	42.1%	1.3%
Third party tracking	28.2%	26.4%	1.7%
Government tracking	21.3%	19.0%	2.3%
Online threats	24.9%	23.1%	1.7%
Other	14.7%	13.1%	1.6%

Generally, individuals belonging to covered populations are less concerned about online security or privacy risks than those not in a covered population, although there is little deviation between the two groups. Greater concern over security and privacy among non-covered populations could be caused by increased awareness of risks, which might suggest that covered populations could benefit from additional educational programming. This seems particularly likely given that there is little evidence to suggest that covered populations are better equipped to protect themselves from these risks.

Table 27: Main online security or privacy concerns in covered and non-covered populations[269]

(Non-exclusive) main online security or privacy concerns	Covered groups	Non-covered groups	Gap
Identity theft	51.2%	52.3%	-1.2%
Credit card fraud	44.1%	42.0%	2.1%
Third party tracking	26.6%	31.6%	-5.0%
Government tracking	20.0%	25.1%	-5.1%
Online threats	23.5%	27.6%	-4.1%
Other	13.4%	18.7%	-5.3%

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[268] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

[269] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Among covered populations, veterans and aging individuals tend to be the most concerned about these risks. While lower-income and rural individuals express the least concern over these issues, individuals with disabilities and racial or ethnic minorities also do not report significant concern over online security and privacy. Nevertheless, while it is not inherently beneficial to increase concern around privacy and security, education may increase awareness of these concerns in a positive way, especially for lower-income households and individuals living in rural areas.

Table 28: Main online security or privacy concerns in various covered populations[270]

	(Non-exclusive) main online security or privacy concerns	Low income	Higher-income	Gap
Income	Identity theft	48.6%	52.8%	-4.2%
	Credit card fraud	39.5%	45.0%	-5.6%
	Third party tracking	22.6%	30.4%	-7.8%
	Government tracking	17.9%	22.7%	-4.8%
	Online threats	18.2%	27.5%	-9.2%
	Other	8.6%	17.1%	-8.5%

	(Non-exclusive) main online security or privacy concerns	Aging	Younger	Gap
Age	Identity theft	58.1%	49.4%	8.6%
	Credit card fraud	48.9%	41.7%	7.3%
	Third party tracking	34.7%	26.0%	8.7%
	Government tracking	24.0%	20.4%	3.6%
	Online threats	27.6%	23.9%	3.6%
	Other	17.6%	13.7%	3.9%

	(Non-exclusive) main online security or privacy concerns	Veterans	Non-veterans	Gap
Veteran status	Identity theft	45.9%	52.2%	-6.3%
	Credit card fraud	45.5%	43.2%	2.2%
	Third party tracking	27.2%	28.2%	-0.9%
	Government tracking	27.0%	21.2%	5.7%
	Online threats	28.8%	24.9%	3.9%
	Other	16.0%	15.2%	0.8%

	(Non-exclusive) main online security or privacy concerns	With disabilities	Without disabilities	Gap
Disability	Identity theft	54.7%	51.2%	3.5%
	Credit card fraud	45.8%	43.1%	2.7%
	Third party tracking	21.7%	29.1%	-7.4%
	Government tracking	17.3%	21.9%	-4.6%
	Online threats	21.0%	25.4%	-4.4%
	Other	9.7%	15.4%	-5.7%

	(Non-exclusive) main online security or privacy concerns	Minority	White alone	Gap
Race	Identity theft	51.7%	51.6%	0.1%
	Credit card fraud	46.1%	42.9%	3.2%
	Third party tracking	25.3%	28.8%	-3.5%
	Government tracking	13.5%	23.1%	-9.6%
	Online threats	20.3%	25.9%	-5.6%
	Other	7.8%	16.3%	-8.4%

	(Non-exclusive) main online security or privacy concerns	Rural	Metropolitan	Gap
Rurality	Identity theft	45.4%	54.1%	-8.7%
	Credit card fraud	40.6%	44.6%	-4.0%
	Third party tracking	24.7%	29.5%	-4.8%
	Government tracking	20.4%	21.6%	-1.2%
	Online threats	22.3%	25.9%	-3.6%
	Other	14.3%	14.8%	-0.5%

It may be more meaningful for the identification of barriers to examine the impacts of concern rather than level of concern. An estimated 16.7 percent of New Mexico residents chose not to buy goods or services online in the past year because of concerns regarding privacy or security. Similarly, 13.5 percent chose not to search for information on a web search engine for these reasons. New Mexico residents appear less dissuaded from online activities because of security concerns than the rest of the nation. While the goal is for all individuals to feel safe and confident

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[270] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

in their performance of online activities, it remains possible that these data are more suggestive of a lack of information or awareness rather than increased capacity for self-protection.

Table 29: Portion of individuals dissuaded from performing online activities by privacy or security concerns in New Mexico and the U.S.[271]

Concerns about privacy or security stopped someone in your household from:	New Mexico		Nation		Gap	
Conducting financial transactions online	0.9%		3.2%		-2.3%	
Buying goods or services online	16.7%		18.0%		-1.3%	
Posting photos or other information to social media	13.4%		13.5%		-0.2%	
Expressing an opinion on a controversial or political issue online	12.0%		13.7%		-1.6%	
Searching for information on a web search engine	13.5%		13.0%		0.5%	

Members of covered populations were notably more likely than non-covered populations to be prevented by security concerns from expressing an opinion online and using web search engines. While this may be grounds to believe that that security and privacy-based educational programming may be more beneficial to covered than non-covered populations, it is not clear that this is the case given the near identical rates on the three other investigated digital skills.

Table 30: Portion of individuals dissuaded from performing online activities by privacy or security concerns in covered and non-covered populations in New Mexico.

Concerns about privacy or security stopped someone in your household from:	Covered groups		Non-covered groups		Gap	
Conducting financial transactions online	1.0%		0.5%		0.6%	
Buying goods or services online	16.6%		17.8%		-1.3%	
Posting photos or other information to social media	13.0%		13.1%		-0.1%	
Expressing an opinion on a controversial or political issue online	9.7%		16.7%		-7.0%	
Searching for information on a web search engine	10.9%		19.0%		-8.0%	

3.2.2.5 Device adoption needs

Meaningful use of the internet requires the meaningful use of internet-enabled devices such as desktop and laptop computers, tablets, and, in some instances, smartphones. While relatively few New Mexico residents who do not use internet at home self-identified a lack of adequate computer device access as a barrier to their households' connectivity, other data suggest a computer device ownership gap among covered populations. Therefore, the State of New Mexico has used data from the American Community Survey to evaluate the extent to which New Mexico residents, and various covered populations specifically, have access to computer devices in their homes. The key findings are as follows:

1. New Mexico performs similarly to the nation in desktop or laptop access rates.

2. Device access rates are uniformly lower for members of covered populations compared to non-covered populations.

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[271] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).

3. Low-income households are in the most urgent need for increased desktop or laptop computer access, and racial or ethnic minorities, individuals at or above 60 years of age, English language learners, and individuals living with a disability also significantly lag their non-covered counterparts.

The State of New Mexico performs similarly to the nation in computer device ownership of any kind, with 93.9 percent of individuals claiming to have access to a computer in the house compared to 95 percent nationally. However, these devices are not uniformly capable. While tablets and smartphones are increasingly effective for many online tasks, they are still ultimately not adequate for full realization of digital equity. In New Mexico only 78.6 percent of individuals have access to a desktop or laptop in their home, which is only 1.9 percentage points less than the national rate, but still presents opportunity for improvement. Device adoption statistics for the State and nation are presented in Table 31 below:

Table 31: Device adoption rates in New Mexico and the U.S.[272]

Computer in the house	New Mexico	Nation	Gap
Computer device of any kind	93.9%	95.0%	-1.1%
Desktop or laptop	78.6%	80.5%	-1.9%
Tablet	64.1%	63.8%	0.3%
Smartphone only	9.8%	9.1%	0.7%

Device ownership is reportedly highly stratified by membership in covered populations. For example, 99.5 percent of individuals not belonging to a covered population have access to a computer at home, while only 92.6 percent of individuals belonging to covered populations report the same access. This device gap grows significantly when limiting the inquiry to desktop or laptop devices, to which members of covered populations are reportedly 17.5 percentage points less likely to have access at the home.

Additionally, 11.3 percent of members of covered populations (compared to 3.4 percent of non-covered populations) report only having access to a smartphone at home. While this is technically counted as a computer device of any kind, a smartphone alone is insufficient for a myriad of key online activities. These data suggest that device ownership is still a meaningful barrier to connectivity for members of covered populations in New Mexico.

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[272] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Table 32: Device adoption rates in New Mexico covered populations[273]

Computer in the house	Covered groups	Non-covered groups	Gap
Computer device of any kind	92.6%	99.5%	-6.9%
Desktop or laptop	75.4%	92.8%	-17.5%
Tablet	60.2%	80.9%	-20.7%
Smartphone only	11.3%	3.4%	7.9%

In New Mexico, every covered population—except for veterans—demonstrates a need for better access to adequate computer devices, according to the American Community Survey. However, individuals living in low-income households report particularly low rates of device ownership and, as such, present the most urgent needs for adequate computer devices.

Racial and ethnic minorities report owning a device of any kind at marginally lower rates than white individuals but lag white individuals by 11.6 percentage points in desktop or laptop ownership. Similarly, aging individuals lag younger individuals by 7.6 percentage points in desktop or laptop ownership.

People with disabilities also demonstrate an especially urgent need for adequate computer devices—with a gap between people with disabilities and people without disabilities of 17.0 percentage points for laptop or desktop device ownership. These data might be explained by accessibility concerns regarding various devices. As such, accessibility concerns regarding devices themselves serve to reemphasize the need for *adequate* devices for individuals with disabilities.

English language learners uniquely appear to only have access to a smartphone in the home (22.0 percent), which is insufficient for fully realizing the benefits of internet use. Only 56.8 percent own a desktop or laptop.

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[273] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

Table 33: Device adoption rates in various covered populations in New Mexico[274]

	Computer in the house	Low income	Higher income	Gap	
Income	Computer device of any kind	86.7%	97.2%	-10.5%	
	Desktop or laptop	62.3%	86.1%	-23.8%	
	Tablet	48.5%	71.1%	-22.6%	
	Smartphone only	16.2%	6.9%	9.3%	
	Computer in the house	**Minority**	**White alone**	**Gap**	
Race	Computer device of any kind	92.9%	95.1%	-2.1%	
	Desktop or laptop	73.4%	85.0%	-11.6%	
	Tablet	60.2%	68.8%	-8.6%	
	Smartphone only	12.7%	6.3%	6.4%	
	Computer in the house	**Aging**	**Younger**	**Gap**	
Age	Computer device of any kind	88.7%	95.7%	-7.0%	
	Desktop or laptop	72.5%	80.7%	-8.2%	
	Tablet	53.9%	67.5%	-13.6%	
	Smartphone only	10.5%	9.5%	1.0%	
	Computer in the house	**With disabilities**	**Without disabilities**	**Gap**	
Disability	Computer device of any kind	84.3%	95.8%	-11.5%	
	Desktop or laptop	64.5%	81.4%	-17.0%	
	Tablet	49.6%	66.9%	-17.3%	
	Smartphone only	13.9%	9.0%	4.9%	
	Computer in the house	**English learner**	**English fluency**	**Gap**	
English proficiency	Computer device of any kind	88.9%	94.3%	-5.5%	
	Desktop or laptop	56.8%	80.5%	-23.8%	
	Tablet	47.3%	65.5%	-18.3%	
	Smartphone only	22.0%	8.7%	13.3%	
	Computer in the house	**Veteran**	**Non-veteran**	**Gap**	
Veteran status	Computer device of any kind	92.2%	94.0%	-1.8%	
	Desktop or laptop	79.6%	78.6%	1.0%	
	Tablet	63.4%	64.1%	-0.7%	
	Smartphone only	7.8%	9.9%	-2.1%	

3.2.2.6 Online accessibility and inclusivity of public resources

Ensuring online content and resources are accessible is pivotal for allowing full participation in the digital world. This is not only a matter of convenience but a fundamental aspect of ensuring digital equity for all, particularly for individuals with disabilities.

Without accessible online content and resources, many individuals will be precluded from meaningfully using the internet. In addition to the above, experts consider the accessibility of online content and services to be an essential measurement for benchmarking digital equity. Unfortunately, no robust data sets currently exist. OBAE will support efforts to assess and

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[274] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).

improve accessibility practices and improve adherence to Web Content Accessibility Guidelines (WCAG) guidelines among agencies and organizations such as providing alternative text for images, ensuring keyboard navigation, offering transcripts for audio and video content, and ensuring color contrast and text resizing features for users with visual impairments.

3.2.3 Broadband affordability

Given the reported frequency of inability (and unwillingness) to pay for home internet use, it can be concluded that the State has substantial needs for interventions to bring down the cost of home internet subscriptions and use.

Perhaps the most widely known and used intervention to lower the cost of internet access is the Affordable Connectivity Program (ACP). The ACP subsidizes up to $30 per month (or $75 for Tribal applicants) for broadband for qualifying households and may include a one-time subsidy toward buying a laptop or tablet. However, despite the benefit of the subsidy, the ACP is known to be chronically undersubscribed. In New Mexico, an estimated 38.2 percent of eligible households have enrolled, a rate higher than the estimated national level of 36 percent, but still leaving significant opportunity for growth.

Table 34: Affordable Connectivity Program enrollment in New Mexico and the U.S.[275]

Enrollment	New Mexico	Nation
Households enrolled	172,671	19,903,735
Households estimated eligible	452,042	55,266,900
Portion of eligible households enrolled	38.2%	36%

Households can be determined to be eligible through many criteria, including if they earn up to 200 percent of the federal poverty level or participate in one of many federal or State support programs (e.g., National School Lunch Program). As a result, eligibility for the program is highly aligned with members of covered populations. An estimated 58 percent of individuals belonging to covered populations are eligible for the ACP.

Figure 7 shows the percentage of households in each county that participate in the ACP.

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[275] Enrollment counts from USAC's ACP Enrollment and Claims Tracker, as of August 28, 2023. https://www.usac.org/about/affordable-connectivity-program/acp-enrollment-and-claims-tracker/ (accessed August 29, 2023). Estimates of eligible households based on proprietary model that uses American Community Survey Public Use Microdata to estimate number of households qualifying for ACP via several of its eligibility criteria.
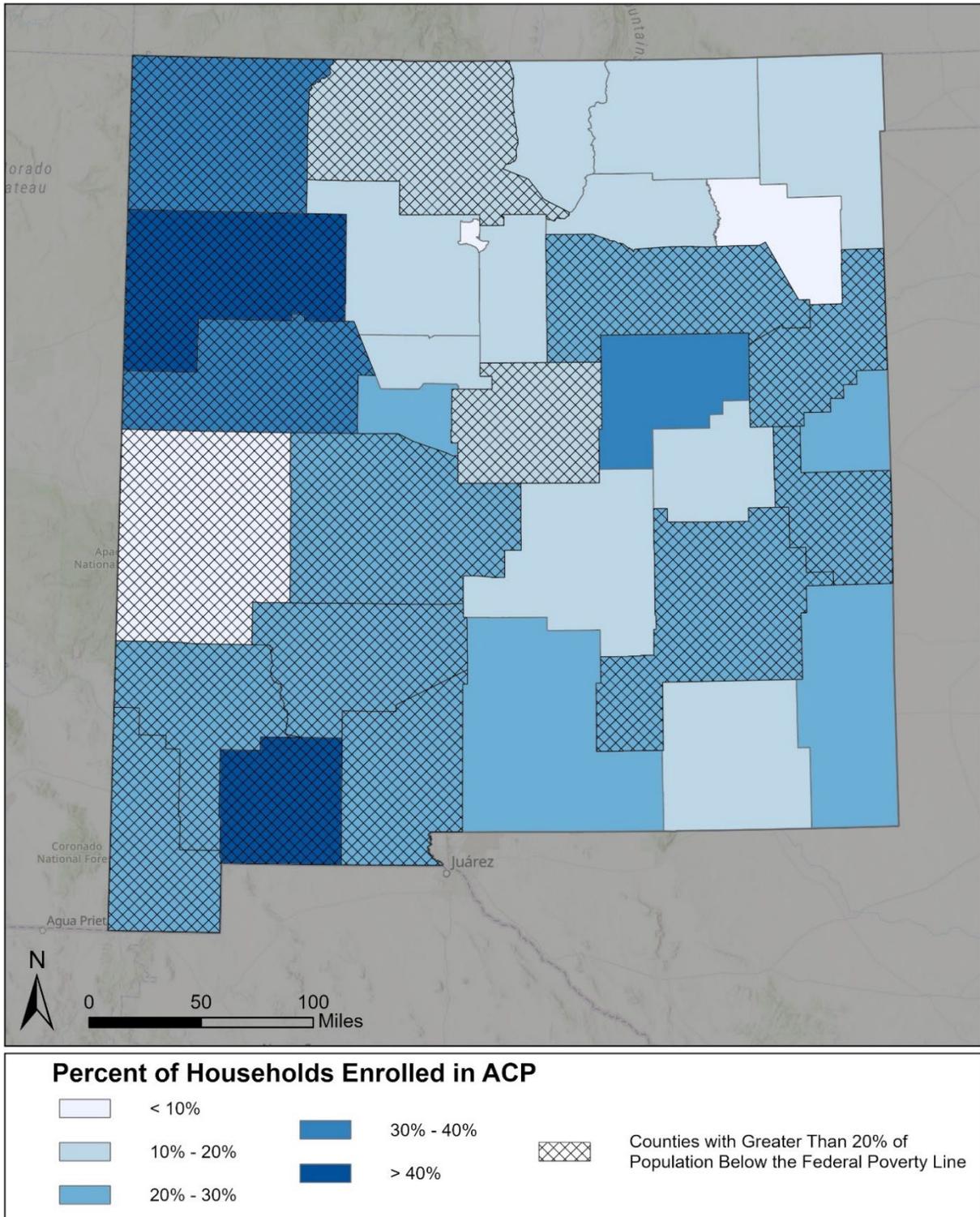
Figure 7: ACP enrollment in New Mexico by county

4 Collaboration and stakeholder engagement

This section of the Plan describes OBAE's approach to engaging and collaborating with key stakeholders and partners throughout New Mexico through a thorough, extensive, inclusive, and transparent engagement process.

To develop this State DE Plan, as well as the plans required for the Broadband Equity, Access, and Deployment (BEAD) Program, OBAE undertook the activities described in Section 0 below.

OBAE will continue its outreach to stakeholder organizations throughout the Digital Equity planning cycle and Digital Capacity Grant Program period of performance, with an emphasis on those representing covered populations. Potential strategies for ongoing coordination include:

- Gather data to establish KPIs for measurable objectives without sufficient data for covered populations.

- Build long-term relationships and develop local capacity.

- Convene key partners to facilitate achieving the state's measurable objectives and outcome areas outlined in this Plan.

- Conduct ongoing meetings with organizations representing covered populations to review the goals and objectives of this Plan, hear from organizations about needs and new data, and share best practices and digital equity expertise.

- Include organizations in education about the Digital Equity Capacity Building Grant program, including outreach about grant writing support to help eligible entities access competitive grant funding.

4.1 Coordination and outreach strategy

This section describes the comprehensive, multi-faceted engagement process conducted by OBAE in preparation of this Plan. The stakeholder engagement effort, comprising statewide and regional meetings, facilitated listening sessions, focus groups, interviews, and surveys with a complete range of stakeholders, demonstrated collaboration with local and regional entities (governmental and non-governmental), including Pueblos, Tribes, and Nations. It reflects OBAE's effort to facilitate an inclusive and effective engagement model with every covered population.

To achieve OBAE's vision of delivering equitable and inclusive broadband solutions, OBAE has established strong collaborative relationships with private and public organizations, as well as local and State agencies. OBAE regularly coordinates with a diverse group of stakeholders through the Connect New Mexico Council (CNMC) and various Working Groups including the Digital Equity & Inclusion Working Group, the Mapping, Data, & Evaluation Working Group, the Regional Planning & Community Engagement Working Group, the Tribal Working Group, the

PROP Working Group (Permits, Right of Way, Pole Attachments), and the Connect New Mexico Grant Program and Rule Making Working Group.

In addition, OBAE provides continuous stakeholder outreach through its New Mexico Tribal Broadband Newsletter and New Mexico Broadband Connection Newsletter.

OBAE utilized these established relationships to design and implement an inclusive engagement process to offer stakeholders and the public multiple opportunities to provide feedback and participate in the planning process.

Engagements included email outreach to stakeholders, statewide meetings, public meetings, stakeholder meetings, online stakeholder surveys, and a residential phone survey. OBAE made strategic efforts to reach out to and engage with defined covered populations who historically may have not had as much representation in the public planning process.

Tribal consultation, involvement, and support is critical to the success of statewide digital equity initiatives, and it is an ongoing priority for OBAE to engage Tribal leaders and representatives through its outreach.

OBAE conducted more than 150 stakeholder engagement sessions in 2022[276]—including nine engagements with 23 Pueblos, Tribes, and Nations (or 100 percent of the federally recognized Tribal Nations in New Mexico)—followed by more than 200 stakeholder engagement sessions in 2023. OBAE continues to facilitate a schedule of ongoing engagement efforts that will inform this Plan and future Digital Equity and BEAD activities.

4.1.1   Full geographic coverage

OBAE purposefully designed its public and stakeholder engagements to cover the full geographic range of New Mexico.

4.1.1.1   Regional meetings

OBAE hosted six Regional Meetings in accordance with the six "Community, Business, and Rural Development" regions as determined by the New Mexico Economic Development Department. Each Regional Broadband Meeting included State and local officials, multiple mechanisms of participation, and opportunities to learn about broadband initiatives and funding opportunities. The Broadband Regional Meeting provided information on Digital Equity and BEAD planning (including timelines and process details), data mapping, funding opportunities along with community roundtables, and open hours with OBAE staff.

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[276] "New Mexico Broadband Plan Update," OBAE, January 1, 2023, https://www.doit.nm.gov/wp-content/uploads/sites/4/2023/01/State-of-New-Mexico-Three-Year-Broadband-Plan-1-1-23-Version-1.0-File-011723.pdf. p.115-122.

Regional Meetings were held at the following times and locations:

- Southeast Region 6 (Counties of Otero, Lea, Lincoln, DeBaca, Chaves, Eddy, Roosevelt, and Curry): April 17, 2023, at Otero County Fairgrounds

- Central Region 3 (Counties of Valencia, Bernalillo, Torrance): April 18, 2023, at the University of New Mexico-Valencia Campus

- Northeast Region 4 (Counties of Colfax, Union, Mora, Harding, San Miguel, Quay, Guadalupe): May 11, 2023, at Luna Community College, Springer Campus

- Southwest Region 5 (Counties of Doña Ana, Catron, Socorro, Sierra, Grant, Luna, Hidalgo): May 12, 2023, at Doña Ana County Government Center

- Northwest Region 1 (Counties of Sandoval, San Juan, McKinley, Cibola): May 15, 2023, at Farmington Municipal Schools

- North Central Region 2 (Counties of Rio Arriba, Los Alamos, Santa Fe, Taos): May 16, 2023, at Hernandez Community Center

4.1.1.2 Listening sessions

OBAE also hosted online Listening Sessions for the covered populations. These Broadband Listening Sessions included customized overviews of broadband history and technologies ("Broadband 101"), funding and programmatic overviews, considerations for each stakeholder group, and ways to get involved in the next steps of the planning process. By hosting the events online, OBAE enabled participants around the State to attend and provide critical feedback.

Listening Sessions were held on the following dates in 2023:

- Local and Regional Governments: May 8, May 10

- Community Anchor Institutions: May 19

- Health Centers, Health Alliance: May 19

- Digital Equity/Covered Populations: May 22, May 26

- Workforce Development: May 30, May 31

- Internet Service Providers: June 5, June 8

- Tribal Government and Agencies: June 9

- Business and Economic Development: June 12, June 14

- Human Services Department: June 22

Attendees in the Regional Meetings and Listening Sessions were asked to answer brief survey questions through an online poll about their experience accessing broadband and the digital equity needs of their organization, constituents, and the State to guide Digital Equity planning and broadband infrastructure expansion. The surveys were also available publicly online.

4.1.1.3 Statewide events

To ensure the entirety of the State had the opportunity to engage with the planning efforts, OBAE also hosted two statewide events. The New Mexico Broadband Day at the Roundhouse ("Day"), held on February 15, 2023, included the CNMC Meeting, topic working groups, opportunities to speak with public and elected officials, and information tables hosted by public, private, State, and local entities.

Additionally, OBAE hosted the Internet for All New Mexico Broadband Summit and Tribal Roundtable ("Summit") on May 24th, 2023. The Summit accommodated both in-person and virtual attendance. The statewide Summit aimed to allow the public to learn about broadband initiatives and funding opportunities, share their experiences, and participate in the development of this Plan. Slide decks from the multiple presentations were posted publicly online.

4.1.1.4 Connect New Mexico Council meetings

In addition to the Regional Meetings and statewide events, OBAE supports ongoing monthly Connect New Mexico Council (CNMC) meetings hosted online and in-person. OBAE also hosts focused Council working groups including the Digital Equity & Inclusion Working Group, the Mapping, Data, & Evaluation Working Group, the Regional Planning & Community Engagement Working Group, the Tribal Working Group, the PROP Working Group (Permits, Right of Way, Pole Attachments), and the Connect New Mexico Grant Program and Rule Making Working Group. These meetings are hosted online to maximize engagement throughout the State by removing geographic attendance barriers.

4.1.1.5 ISP engagement

OBAE is actively conducting one-on-one engagements with ISPs as well. These virtual sessions help develop a dialogue between OBAE and the providers for OBAE to better understand deployment plans, barriers to deployment, affordability programs, and gauge interest in potential partnerships.

4.1.2 Meaningful engagement and outreach to diverse stakeholder groups

4.1.2.1 Overview

OBAE utilized in-person regional engagements, stakeholder listening sessions, a phone survey, social media notifications, and flyers to reach out to a wide range of diverse stakeholders.

Stakeholder groups included all covered populations as defined in the Digital Equity NOFO and all underrepresented populations and stakeholder groups identified in the BEAD NOFO.

While outreach is still ongoing, summaries of the engagement are listed below.

Several strategies were implemented in each stage of planning to ensure meaningful outreach and engagement of a diverse stakeholder group.

- OBAE facilitates the coordination of meetings and community events throughout the State through its Calendar. The Calendar includes a diverse range of events and interests, including New Mexico Technology Council Peer Groups such as the New Mexico Technology Council Digital Inclusion Peer Group, which offers valuable networking, educational, workforce, and business development opportunities and a platform to tackle topics such as how to expand access to technology and education, how to best serve differently abled individuals with technology, and more.

- OBAE hosts the CNMC which meets on the third Wednesday of every month. In addition to engaging community leaders and stakeholders by providing a platform to discuss digital equity and broadband, the CNMC working groups including the Digital Equity & Inclusion Working Group, the Mapping, Data, & Evaluation Working Group, the Regional Planning & Community Engagement Working Group, the Tribal Working Group, the PROP Working Group (Permits, Right of Way, Pole Attachments), and the Connect New Mexico Grant Program and Rule Making Working Group.

- OBAE considered participants' broadband knowledge and familiarity during each engagement. To best enable stakeholders to provide informed insights into the planning process, OBAE provided customized overviews of digital equity, broadband history, technology, and use ("Broadband 101"). OBAE also reviewed the major broadband initiatives and funding opportunities available for stakeholders and their constituents for both digital equity and infrastructure.

- OBAE also helped distribute online surveys and developed and distributed printed and digital promotional materials, including flyers, in English and Spanish to ensure that New Mexico residents that speak either language can participate in the planning process.

- OBAE distributed online surveys and obtained data to better understand:

  o The obstacles to broadband access faced by vulnerable populations.

  o The programs that exist to provide community members with the skills and tools to participate in broadband-related opportunities.

- o The appetite for developing broadband-related programs to benefit community members.

- o The opportunities provided by community anchor institutions to improve their constituents' digital knowledge and familiarity.

- o Infrastructure-related assets that exist in the State.

- o Workforce development, training opportunities, recruiting, and hiring in broadband-related fields.

- o Development and collaborative community strategies already in place by ISPs.

- When engaging the public through the residential phone survey, OBAE utilized sampling strategies to collect meaningful data on defined covered populations. OBAE collected fewer responses from lower-income, younger, and racial and ethnic minorities and so analysis has been performed to correct for any potential bias based on household income, age, and race or ethnicity.

- OBAE hosted four statewide events including New Mexico Broadband Day at the Roundhouse, the Internet for All New Mexico Broadband Summit and Tribal Roundtable, the Digital Equity Summit, and the Tribal Convening in 2023 offering stakeholders and the public a unique opportunity to provide direct feedback to State officials.

- OBAE has engaged a Tribal Liaison consultant who is supporting stakeholder engagement events and the CNMC Tribal Working Group, as well as additional outreach by OBAE such as Pueblo mapping work sessions, ongoing direct Tribal community visits and leadership meetings, and development of a comprehensive Tribal contact database and regular Tribal Broadband newsletter.[277]

- OBAE is in active dialogue with ISPs through one-on-one engagements to better understand deployment plans, barriers to deployment, affordability programs, and interest in potential partnership.

OBAE also attends, advertises, and supports various digital equity and broadband-related efforts throughout the State. When engaging stakeholders or the public, OBAE took particular care to facilitate inclusive and diverse conversation and collaboration through the events it hosts and the content it broadcasts.

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[277] "Tribal Broadband," Connect New Mexico, https://connect.nm.gov/tribal-broadband.html.

4.1.2.2 Tribal consultation and engagement

OBAE is also actively participating in one-on-one Tribal consultation meetings to better understand broadband barriers and needs in Tribal communities. OBAE met with all 23 federally recognized New Mexico Tribes for official Tribal consultations. The meetings aimed to gather community input regarding digital equity programs, workforce development, and unique issues the community may face. Outputs from the meetings have helped reveal priorities from the Tribal community and alert OBAE to potential avenues for future programming.

Tribal consultation, engagement, support, and investment are all priorities and essential to the overall success of this Plan. OBAE has invested in a Tribal Engagement consultant who supports the CNMC Tribal Working Group, Tribal meetings, Tribal Convenings, Pueblo mapping work sessions, and direct Tribal community visits and leadership meetings, as well as development of a comprehensive Tribal contact database and a regular Tribal Broadband newsletter.

The first Tribal Convening was held on September 12, 2022, with 72 participants. The next Tribal Convening was held November 7, 2023. The Tribal Working Group meets every two weeks and is chaired by Godfrey Enjady (Mescalero).

OBAE has regular ongoing, weekly contact with Tribal leaders, Tribal IT/broadband staff, and Tribal consultants in areas of technical assistance, project management, grant writing, training, and general educational sharing. OBAE participates in weekly meetings with Navajo Nation representatives and with the NMIAD. OBAE regularly presents at the monthly Broadband Initiative on Navajo Nation meetings and Connect New Mexico Tribal Working Group meetings.

In addition, OBAE hosted a digital equity webinar, a data webinar, and two hands-on mapping workshops for Tribal members. OBAE participates in meetings to better understand and support development of the Pueblo Education Network, a native-led initiative to link Pueblos and Tribal schools and build an educational middle mile. As part of OBAE's outreach, it has published 15 electronic Tribal newsletters since November 2022 reaching more than 300 subscribers with each distribution.

Additionally, OBAE presented at the New Mexico Indian Affairs Department's State Tribal Leaders Summit, the All-Pueblo Council of Governors, Ten Southern Pueblos Council, and the Eight Northern Indian Pueblos Council. OBAE also presented at the National Tribal Telecommunications Association Conference. OBAE also collaborated with NTIA to host a Tribal Roundtable at the May 24, 2023, statewide meeting.

Twenty-two Tribes in New Mexico applied to NTIA for Tribal Digital Equity Planning grants; funding has yet to be announced. New Mexico is required to address the needs and challenges of Tribal communities in the State DE Plan. OBAE is in the process of scheduling official

government-to-government Tribal consultation. Leading up to scheduling Tribal consultation, a letter was sent to all Tribal leaders in New Mexico requesting consultation.

There is extensive ongoing learning with Tribes; this initial engagement marks the beginning of substantial work that must be done to ensure digital equity with the Tribal Nations of New Mexico.

4.1.3 Multiple awareness and participation mechanisms

OBAE conducted multiple in-person and virtual meetings that ranged from multi-organizational to focused working groups on a regional and statewide scale.

OBAE maintains a robust contact list of every person who was invited or attended any of the Listening Sessions and Regional Broadband Meetings and provided contact information. OBAE also maintains an email list for individuals interested in broadband meetings and community events occurring throughout the State who wish to receive updates and invites.

Invites to the Regional Broadband Meetings, Stakeholder Listening Sessions, and statewide meetings were sent through OBAE's comprehensive contact list. In addition to email invites, OBAE conducts outreach through social media, printed and digital flyers in both English and Spanish, press releases, and through coordination with partner agencies.

Stakeholders were also able to provide feedback through six publicly available online stakeholder surveys. Links to the survey were also provided during Regional Broadband Meetings and Stakeholder Listening Sessions. Public engagement was also conducted through a residential phone survey of adult New Mexico residents utilizing phone records obtained through a commercially available list of phone numbers.

4.1.3.1 Residential phone survey

In summer 2023, OBAE procured a residential phone survey to better understand the needs of New Mexico residents related to internet availability, devices, digital skills, and their broadband needs. Data from this phone survey, included in Appendix C of this Plan, were the result of approximately 81,000 calls made and approximately 2,400 responses gathered from adult New Mexico residents. The phone records were sourced through a commercially available dataset. Data obtained from the survey was weighted based on household income, age, and race or ethnicity to correct for potential bias since lower-income and younger residents, as well as racial and ethnic minorities, were less likely to respond. Analysis in this manner helps produce results that more closely reflect the opinion of the State's adult population. Some counties in the state were oversampled as OBAE anticipated these counties could be underrepresented in survey data to a variety of factors. To compensate for the potential underrepresentation, the following counties were oversampled: McKinley, Mora, Harding, Socorro, Catron, Hidalgo, Luna, Dona Ana, and Union. Geography 1 is comprised of these counties and Geography 2 is comprised of all

remaining counties. Additional details on the breakdown of data by geography and survey demographics are included in Appendix C: Residential phone survey.

4.1.3.2   Online engagement

OBAE further facilitated statewide community involvement through its website. OBAE's website serves as a repository for all broadband-related events occurring throughout the State, enabling visitors to access information about State and local involvement and to advertise their own meetings or events. Site visitors are also able to sign up to attend or receive updates from the Connect New Mexico Council Working Groups. Additional resources on affordability, grant funding, mapping, and broadband educational tools are also available on the site.

4.1.4   Clear procedures to ensure transparency

OBAE took proactive steps to ensure compliance with all applicable laws and best practices to establish and maintain clear procedures to ensure transparency.

All in-person and virtual meetings were advertised publicly on OBAE's online Calendar. OBAE's Events Calendar is consistently updated with new and reoccurring events. In addition, the OBAE website contains accessible broadband resources and ways that the public and stakeholders can get involved in digital equity and connectivity efforts. The OBAE website also hosted the six publicly available online stakeholder surveys to elicit information from a range of stakeholder organizations, including community anchor institutions, organizations service covered populations, local and regional governments, Tribal governments and agencies, and internet service providers. The online stakeholder surveys allowed respondents to choose which questions to answer, allowing individuals to control the level of personal information shared.

Participants in virtual meetings were able to attend anonymously. Closed caption transcripts of meetings were available in real time to enable engagement from some participants with differing abilities. The slide decks used during meetings were posted to the OBAE website to facilitate feedback and transparency.

Although contact information was not required to attend any of the meetings, the intent to collect contact information to include participants in future stakeholder outreach was clearly communicated during meetings. Contact information was collected from online stakeholder surveys, meeting chats, and Q&A sessions.

4.1.5   Outreach and engagement of unserved and underserved communities and covered populations

OBAE proactively reached out to and engaged with representatives and organizations that serve underrepresented and underserved communities and defined covered populations.

OBAE continuously updates its contact list by integrating contacts obtained through stakeholder outreach to ensure outreach is comprehensive and inclusive.

OBAE also established procedures to increase the accessibility of meetings, materials, and information. The stakeholder listening sessions were accompanied by live closed captioning to enable engagement from some participants with differing abilities. The slide decks were also available publicly on OBAE's website. Flyers for meetings were published in both English and Spanish.

OBAE hosted all in-person events at public locations that were familiar community spaces or community anchor institutions that serve as resource hubs for underrepresented and underserved communities. OBAE aims to meet community organizations and their constituents "where they are" by hosting meetings at locations already used as community resources. The joint work completed by the community anchor institutions and OBAE demonstrates the strong relationship that OBAE has fostered with community organizations and institutions as part of the planning engagement process.

To better understand the barriers and obstacles to broadband access faced by covered populations, OBAE procured a Covered Populations Broadband Barriers Online Survey (Appendix D) to collect meaningful insights into how it can best serve these populations.

As described above and in accordance with the NOFO, OBAE will continue to provide opportunities for public comment, collaboration, and ongoing engagement with each covered population category and key partners as part of its digital equity efforts. Potential strategies for ongoing coordination include:

- Gather data to establish KPIs for measurable objectives without sufficient data for covered populations (see Section 2.7.2).

- Convene key partners to facilitate achieving the state's measurable objectives and outcome areas outlined in this Plan.

- Conduct ongoing check-ins with organizations that work with covered populations to review State DE Plan goals, data, objectives, and hear from organizations about needs and new data.

- Include organizations on outreach for the Digital Equity Capacity Building Grant program.

- Include organizations on outreach for facilitating technical assistance for competitive grants.

- Hold ongoing informational webinars to continue building digital opportunity capacity within New Mexico.

In addition to State agencies and entities listed in Section 2.6 that serve the needs of covered populations, a broad range of key partner organizations representing and serving covered populations will help coordinate and implement the strategic goals of this Plan. These include but are not limited to members of the Connect New Mexico Council and working groups, the members of the Digital Equity Working Group, the New Mexico Tribal Working Group, Tribal leadership organizations, non-profits and community action agencies serving a range of covered populations including individuals in low-income households, the New Mexico Cooperative Extension Service serving all covered populations, New Mexico Family and Community Engagement Solutions, the New Mexico State Library and public libraries, AARP, organizations supporting telehealth, New Mexico Public Education Department, New Mexico Workforce Solutions, and state and Tribal higher education institutions.

4.1.6 Public comment

The New Mexico Digital Equity Plan was posted for public comment from December 21, 2023, to January 21, 2024, with the goal to solicit feedback from residents, entities, and partners from across the state. OBAE posted the FINAL Plan to its website and requested comments be submitted through an online form. To remind the public to submit comments, OBAE regularly sent out newsletters with the website link to increase participation. Additionally, OBAE hosted a webinar on January 8, 2024, to preview the Plan's contents and the submission process to encourage additional feedback.

OBAE thoughtfully reviewed the feedback submitted by a diverse group of commenters and incorporated the feedback into this Plan. Multiple commenters provided relevant asset information to supplement the inventories listed in this Plan, along with programmatic recommendations for OBAE's consideration. One commenter suggested the addition of specific tribal programs into the asset inventory, providing OBAE with additional resources for future potential engagement and partnership.

A comment from the Silver City Public Library commended OBAE for recognizing the need to support local, decentralized digital literacy efforts. The commenter notes the importance of applying different strategies for different communities and offers to share data with OBAE to measure digital skills training and outreach outcomes. Another commenter requested more detail regarding the strategies to address the digital skills barriers faced by members of covered populations. Another commenter suggested the inclusion of a statewide digital navigator program utilizing libraries as the primary community anchor institute, with assistance from neighborhood community centers and schools. A comment from True Kids 1 highlights the need to expand the definition of equity to encapsulate digital competencies.

Feedback submitted by commenters regarding the methodology of the residential phone survey was reviewed and incorporated into the Plan to provide additional information on the oversampling and deployment methods. One comment left by the Mescalero Apache Telecom, Inc. (MATI) appreciated OBAE's recognition of technology's role in fostering an inclusive society for the State's diverse and unique communities. Another commenter noted that most tribes have limited stable internet access and the use of an online portal to submit feedback on the Plan significantly limits participation in the public feedback process. The commenter adds that the Plan has limited mentions of tribal sovereignty and data sovereignty. OBAE conducted extensive outreach efforts and recognizes the gaps in data for covered populations, including tribal populations and incarcerated individuals.

4.2   Collaboration to implement this Plan

Comprehensive, continued engagement with partners has informed the development of this Plan and will be key to its implementation. The State's plan, discussed in Section 5, anticipates leveraging partnerships across workforce agencies, labor organizations, and institutions of higher learning. As described in Section 2.2, this Plan is also aligned with the efforts and priorities of State agencies, including the workforce development goals of the New Mexico Economic Development Department (NMEDD).

As described above—especially in Section 3.1.1, which lists digital inclusion assets, and Appendix A, which includes workforce development assets from higher education institutions—OBAE has identified potential and actual digital equity partners that serve all covered populations identified in the Digital Equity NOFO and IIJA statute.

Also noted above, OBAE already had relationships with public and private stakeholders and has conducted extensive outreach, useful in the development of this Plan. Additional and ongoing outreach and engagement is planned to reach new potential partners and contributors.

In accordance with the NOFO, OBAE's strategy for ongoing engagement will emphasize coordination with organizations representing covered populations in the State. As of the writing of this Plan, meetings and focus groups have been held with the New Mexico Department of Veterans Services, the New Mexico Department of Workforce Solutions, the New Mexico Indian Affairs Department, the New Mexico Human Services Department, the New Mexico Corrections Department, the New Mexico Aging & Long-term Services Department, the New Mexico Public Education Department, the New Mexico Higher Education Department, New Mexico Department of Cultural Affairs, NM New Mexico Chamber of Commerce, and AARP.

OBAE's ongoing outreach will include efforts to gather additional data on needs and barriers for covered populations. For example, based on Tribal requests, OBAE has partnered with the Indian Affairs Department to create a Tribal task force to address their needs to develop a Tribal data

dashboard. Partner organizations also conducted focus groups and surveys with Spanish-speaking residents to develop a digital skill needs assessment tailored to this covered population.

5   Implementation

This section outlines, at a high level, implementation strategies, potential activities, and timelines for prioritization once initial Digital Equity funding is established. OBAE is preparing for facilitation of the Digital Equity Capacity Grant aiming to bolster and foster community-driven digital inclusion endeavors in New Mexico. This effort is being prepared in collaboration with the Digital Equity working group and in partnership with local communities and Tribal organizations.

OBAE acknowledges that while it aims to foster and maintain these initiatives, their success hinges on resource availability and policymakers' numerous competing priorities for those resources. Hence, these potential initiatives are presented as examples of what could be achievable given the necessary resources.

Consistent with its longtime efforts to expand broadband, OBAE has highlighted strategies with a pragmatic lens—focusing on activities that would be actionable, measurable, and sustainable—rather than risking more ambitious initiatives that are not financially or practically actionable.

While addressing challenges with broadband access, OBAE's approach remains flexible. Beyond expanding digital skills, device, and tech support access, OBAE is open to diversifying direct spending to better serve evolving community needs.

After describing the implementation strategies, this Plan presents an overall timeline.

5.1   Implementation strategy and key activities

The following strategies, activities and timelines describe opportunities to address the digital equity barriers for residents and covered populations in New Mexico. Successful implementation will rely on the growing network or stakeholders, agencies, partners, community organizations, and Connect New Mexico working group members. The prioritization and execution of these activities will depend on forthcoming funding and available resources. They will also factor in emerging needs and opportunities to ensure long-term sustainability. The success of key activities and progress towards measurable objectives will be assessed annually in cooperation with grant recipients, program providers, local and regional agencies, partner organizations, and collaborating institutions of higher learning.

5.1.1 Barrier One: Lack of broadband availability

Measurable Objective 1: Increase households with access to broadband service of 100/20 Mbps.

Strategy 1.1: Increase access to residential broadband infrastructure.

Activities to address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 1:

- Execute the Capital Projects Fund Program to extend last-mile broadband infrastructure throughout New Mexico during 2023 to 2026 (consistent with ARPA requirements).

- Execute BEAD Program to extend last-mile broadband infrastructure throughout New Mexico during 2023 to 2030 (consistent with IIJA BEAD requirements).

To address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 1, OBAE is working with the Connect New Mexico Council and working groups, New Mexico Department of Transportation (NM DOT), New Mexico Department of Information Technology (NM DoIT), Earth Data Analysis Center (EDAC), New Mexico Department of Workforce Solutions (NM DWS), New Mexico Broadband Workforce Task Force, New Mexico Chamber of Commerce, New Mexico Tech Council, New Mexico Indian Affairs Department (NM IAD), Public School Facilities Authority (PSFA), New Mexico Association of Counties, New Mexico Municipal League, Internet Service Providers, industry associations, institutions of higher learning including four-year colleges and universities as well as community colleges, community-based organizations, and other stakeholders to identify needs, update data and mapping, and coordinate infrastructure initiatives and opportunities statewide.

Measurable Objective 2: Increase the number of community anchor institutions (CAI) with broadband service of 1/1 Gbps.

Strategy 1.2: Enable gigabit services at community anchor institutions that provide internet access to covered populations.

Activities to address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 2:

- Support and further develop the New Mexico Statewide Education Network (SEN) to support extension of high-speed connectivity to schools throughout New Mexico while enabling greater middle-mile capabilities through new fiber optic infrastructure and strategically located interconnection points; this activity is currently underway and ongoing.

- Award points for connecting CAIs in the broadband infrastructure grant process to support extension of symmetrical gigabit capabilities to community anchor institutions that provide internet access to covered populations by including points for such commitments in BEAD Program scoring in 2023 through 2026 (consistent with ARPA requirements).

- Collect, share, and map service subscriptions and cost for CAIs serving covered populations, which is currently underway and will be ongoing as OBAE develops online broadband data mapping and data hub resources.

- Collaborate with other agencies to ensure ongoing support for gigabit service with initiatives to educate and engage agencies that are already underway and will build over the next five years.

To address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 2, OBAE is working with the Connect New Mexico Council and working groups, the new Statewide Education Network Advisory Committee, New Mexico Cybersecurity Planning Committee and Department of Cybersecurity, New Mexico Department of Information Technology (NM DoIT), Earth Data Analysis Center (EDAC), New Mexico Department of Indian Affairs, New Mexico Cultural Affairs Department and Office of the State Libraries, New Mexico Public Education Department (NM IAD),New Mexico Higher Education Department (NM HED), New Mexico Department of Health (NM DOH), Public School Facilities Authority (PSFA), Internet Service Providers, institutions of higher learning including four-year colleges and universities as well as community colleges, community-based organizations, and other stakeholders to identify CAIs, update service data, clarify needs, leverage assets, coordinate infrastructure initiatives and opportunities.

Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support

Measurable Objective 3: Increase enrollment in affordable connectivity and low-cost service offerings.

Strategy 2.1: Increase enrollment among eligible households in affordable connectivity and low-cost service offerings such as Affordable Connectivity Program and ISP low-cost programs

Activities to address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 3:

- Develop educational materials in multiple languages to support outreach, information sharing, and collaborative campaigns to promote broadband relevance and enrollment in affordable connectivity and low-cost program offerings, starting in 2023 and ongoing.

- Work with agencies and partners to develop, support, and promote increased enrollment in affordable connectivity and low-cost options, starting in 2023 and ongoing.

To address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 3, OBAE is working with the Connect New Mexico Council and working groups, New Mexico Public Education Department (NM IAD), New Mexico Department of Health (NM DOH), New Mexico Technical Assistance Program (NM TAP) Internet Service Providers, organizations serving Covered Populations, local and state governance, libraries, community-based organizations, and other stakeholders to update enrollment data, clarify needs, identify and share low-cost options, research national best-practices, educate the public, and coordinate opportunities.

Measurable Objective 4: Increase affordable connectivity and low-cost broadband service options for lower-income households.

Strategy 2.2: Increase affordable connectivity and low-cost service offerings.

Activities to address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 4:

- Recommend grantees provide affordable connectivity or low-cost offerings to ensure requirements and enhanced scoring for affordable service offerings are built into the BEAD grant program from 2023 to 2025, with monitoring and enforcement thereafter.

- Encourage providers to develop affordable connectivity and low-cost offerings to improve adoption and expansion of affordable connectivity and low-cost offerings for lower-income households, starting in 2023 and ongoing.

- Work with agencies and organizations to support, promote, and track integrated broadband affordability support options with their constituents, starting in 2024 and ongoing.

To address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 4, OBAE is working with the Connect New Mexico Council and working groups, New Mexico Public Education Department (NM IAD), New Mexico Department of Health (NM DOH), New Mexico Department of information Technology (Nm DoIT), Earth Data Analysis Corporation (EDAC), New Mexico Technical Assistance Program (NM TAP), Internet Service Providers, organizations serving Covered Populations, local and state governance, libraries,

community-based organizations, and other stakeholders to update enrollment data, clarify needs, identify and share low-cost options, research national best-practices, educate the public, and coordinate opportunities.

Measurable Objective 5: Increase the number of New Mexicans, including members of covered populations, who have access to a workable computing device and technical support.

Strategy 2.4: Expand access to computing devices and tech support.

Activities to address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 5:

- Develop ecosystem to build relationships and strengthen programs for devices and tech support.

- Provide resources and guidance on best practices, expertise, and partnership opportunities to support access to devices and technical support, which will start in 2024 and be ongoing.

- Work with agencies and organizations to track and expand device and tech support opportunities, particularly for covered populations, which will start in 2024 and be ongoing.

- Support access to functional devices, particularly for low-income households and other covered populations, a process that is currently in progress and will persist.

- Identify, gather, and share database of Device and Technical Support resources.

To address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 5, OBAE is working with the Connect New Mexico Council and working groups, New Mexico Public Education Department (NM PED), New Mexico Regional Educational Cooperatives, New Mexico Department of Health (NM DOH), New Mexico Technical Assistance Program (NM TAP), State Libraries, Internet Service Providers, New Mexico Tech Council, National Digital Inclusion Alliance (NDIA), organizations serving Covered Populations including Adelante and Diverse-IT, institutions of higher learning including four-year colleges and universities as well as community colleges, community-based organizations, and other stakeholders to identify device and Tech Support assets, gather and share information, research national best-practices, and coordinate opportunities.

Barrier Three: Individuals who are members of covered populations require support to develop digital literacy

Measurable Objective 6: Increase the number of New Mexicans, including members of covered populations, who can use the internet if they so choose.

Strategy 3.1: Expand access to digital skills training through a range of community learning options.

Activities to address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 6:

- Support expansion of access to digital skills training through a range of community learning options, especially for seniors, low-income, and other covered populations. This activity will gain steam in 2024 and continue.

- Promote and support local digital skills learning opportunities, pilot programs, and digital navigator initiatives. This activity will start in 2024 and continue.

- Share information, local successes, and best practices in digital skills learning. This activity is already underway through the Digital Equity Working Group and will continue.

- Work with agencies and organizations, such as NMSL, K-12 schools and higher education institutions, community-based organizations, and other key CAIs, to track, expand, promote, and integrate digital skills learning opportunities, especially for covered populations. OBAE is already exploring partnership opportunities, which will grow in 2024 and continue.

To address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 6, OBAE is working with the Connect New Mexico Council and working groups, New Mexico Department of Workforce Solutions (NM DWS), New Mexico Public Education Department (NM PED), New Mexico Higher Education Department (NM HED), New Mexico Department of Veteran Services (NM DVS), New Mexico Aging and Long-Term Services Department (NM ALTSD), New Mexico Cultural Affairs Department and State Libraries, New Mexico Department of Health (NM DOH), New Mexico Technical Assistance Program (NM TAP), National Digital Inclusion Alliance (NDIA), Internet Service Providers, organizations serving Covered Populations including AARP, OATS, Mamacítas Cibernéticas, Teeniors, TrueKids1, and Adelante, El Paso Community Foundation, Borderplex Connect, Community Learning Network, Health Action Network, institutions of higher learning including four-year colleges and universities as well as community colleges, community-based organizations, and other

stakeholders to identify needs, share best practices, pilot programs, educate community members, and coordinate opportunities.

Measurable Objective 7: Increase the number of New Mexicans, including members of covered populations, who can access information or training to learn how to protect their security and privacy online.

Strategy 3.2: Expand access to information and opportunities to learn online safety and privacy practices.

Activities to address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 7:

- Share information, local successes, and best practices in online safety and privacy protection. Initial online safety and privacy efforts will start in 2024 and proceed.

- Support access to practices and tools that support online safety and privacy, especially for low-income households and other covered populations. Initial online safety and privacy efforts will start in 2024 and proceed.

- Work with agencies and organizations serving covered populations to track, expand, promote, and improve online safety and privacy protection education. Initial online safety and privacy efforts will start in 2024 and proceed.

- Increase number of training programs and opportunities available to and enrolled in by members of covered populations.

To address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 7, OBAE is working with the Connect New Mexico Council and working groups, New Mexico Public Education Department (NM PED), New Mexico Higher Education Department (NM HED), New Mexico Department of Workforce Solutions (NM DWS), New Mexico Department of Veteran Services (NM DVS), New Mexico Aging and Long-Term Services Department (NM ALTSD), New Mexico Cultural Affairs Department and State Libraries, New Mexico Department of Health (NM DOH), New Mexico Technical Assistance Program (NM TAP), National Digital Inclusion Alliance (NDIA), Internet Service Providers, organizations serving Covered Populations including AARP, OATS, Mamacítas Cibernéticas, Teeniors, TrueKids1, and Adelante, Community Learning Network, Health Action Network, institutions of higher learning including four-year colleges and universities as well as community colleges, community-based organizations, and other stakeholders to identify needs, share best practices, pilot programs, educate community members, and coordinate opportunities.

Measurable Objective 8: Increase the number of New Mexicans, including members of covered populations in New Mexico, who can access government and essential services online.

Strategy 3.3: Improve access to government and essential services online, especially for covered populations.

Activities to address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 8:

- Share information, local successes, and best practices to improve access to government and essential services online for covered populations. These activities will begin in 2024 and continue.

- Support and promote practices and tools that improve access to government and essential services online, especially for covered populations. These activities will begin in 2024 and continue.

- Work with agencies and organizations serving covered populations to track, expand, promote, integrate, and improve access to government and essential services online. Collaborations with agencies and organizations will grow in 2024 to begin the initial planning and implementation phase of improving access to government and essential services online and will continue.

- Improve accessibility of information online for community members with disabilities. Support distribution of accessibility guidance to State, Tribal, and local agencies/organizations regarding best practices for outreach and web design that align with accessibility standards and that enable cost-effective use of critical support tools. Initial accessibility research, recommendations, workshops, and agency collaborations will start in 2024 and proceed thereafter.

To address this barrier, support successful implementation of this strategy, and meet the goals of Measurable Objective 8, OBAE is working with the Connect New Mexico Council and working groups, the Governor's Commission on Disability and Attorney General's Office, New Mexico Public Education Department (NM PED), New Mexico Higher Education Department (NM HED), New Mexico Department of Workforce Solutions (NM DWS), New Mexico Department of Veteran Services (NM DVS), New Mexico Department of Corrections, New Mexico Aging and Long-Term Services Department (NM ALTSD), New Mexico Cultural Affairs Department and State Libraries, New Mexico Department of Health (NM DOH), New Mexico Technical Assistance Program (NM TAP),National Digital Inclusion Alliance, Internet Service Providers, organizations serving Covered Populations including AARP, OATS, Mamacítas Cibernéticas, Teeniors, TrueKids1, and Adelante, Community Learning Network, Health Action Network, institutions of higher learning including

four-year colleges and universities as well as community colleges, community-based organizations, and other stakeholders to identify needs, share best practices, pilot programs, educate community members, and coordinate opportunities.

5.1.2 Barrier Four: Tribal and local communities and organizations require resources and expertise for digital equity efforts

Measurable Objective 9: Increase the number of Tribal and local communities and organizations that have the resources and expertise to support and implement digital equity efforts.

Activities to address this barrier, support successful implementation of these strategies, and meet the goals of Measurable Objective 9 are included below.

Key activities to support Strategy 4.1: Strengthen collaboration among State, Tribal, local, and nonprofit entities.

- Convene, connect, and empower Tribes and digital equity stakeholders statewide.

- Support local initiatives and plan for long-term sustainability.

- Promote best practices and showcase community success stories.

  Collaboration includes nonprofit and philanthropy partners plus trusted messenger organizations that work with Covered Populations. Success requires support for local initiatives and community-driven solutions while planning for long-term sustainability. These activities have begun and will expand in 2024 and beyond.

Key activities to support 4.2: Support and develop local capacity.

- Develop, support, and train a local cohort of digital equity grant-writers.

- Develop, support, and train a local cohort of digital equity leaders and facilitators.

- Educate Tribes and local communities and organizations on digital equity issues.

- Build local capacity and expertise to coordinate digital inclusion activities.

- Develop education and informational resources.

- Provide access to funding resources and grant writing support.

- Support applying for and managing digital equity grants.

- Support expansion of digital equity efforts.

- OBAE and the Digital Equity Working Group are committed to supporting and promoting digital equity information and programs that are community developed, culturally

relevant, and/or available in local languages. These activities are already underway and will continue in 2024 and beyond.

Key activities to support Strategy 4.3: Strengthen the State's capacity to support local digital equity efforts and initiatives.

- Foster legislative, business, and philanthropic support.

- Sustain the OBAE support team.

- Maintain centralized repository of resources.

- New Mexico is already working to build long-term relationships and support but will grow efforts in 2024 through 2028. OBAE developed a BEAD and Digital Equity Support Team which includes an OBAE Digital Equity Coordinator and an OBAE Tribal Coordinator.

Key activities to support Strategy 4.4: Develop data and informational resources to support digital equity efforts and initiatives.

- Collect and share information.

- Support locally driven and led and culturally respectful programs, methods, and tools.

- Support Tribes in establishing policies for data collection and data sovereignty.

- Include data sourced through State, Tribal, and local resources.

- Analyze and publish relevant national, State, and local data.

- OBAE launched a website and data portal which is already providing a centralized place for resources and data but will be further developed in 2024 through 2028. Development of community-driven, locally led, and culturally respectful evaluation and data collection methods and tools is also critical to success. OBAE is eager to support Tribes in establishing policies to guide their own data-collection and evaluation processes while also protecting online privacy, safety, and data sovereignty. The Tribal Working Group has raised some of these issues in meetings in 2023 and will continue to provide support in 2024 and beyond.

To address this barrier, support successful implementation of these strategies, and meet the goals of Measurable Objective 9, OBAE is working with the Connect New Mexico Council and working groups, New Mexico Indian Affairs Department (NM IAD), New Mexico Department of Workforce Solutions (NM DWS), New Mexico Department of Transportation (Nm DOT), New Mexico Environmental Services Department (NM ESD), New Mexico Public Education

Department (NM PED), New Mexico Higher Education Department (NM HED), New Mexico Department of Veteran Services (NM DVS), New Mexico Aging and Long-Term Services Department (NM ALTSD), New Mexico Cultural Affairs Department and State Libraries, New Mexico Department of Health (NM DOH), New Mexico Technical Assistance Program (NM TAP), National Digital Inclusion Alliance (NDIA), New Mexico Tech Council, New Mexico Chamber of Commerce, Internet Service Providers, organizations serving Covered Populations including AARP, OATS, Mamacítas Cibernéticas, Teeniors, TrueKids1, and Adelante, El Paso Community Foundation, Borderplex Connect, Community Learning Network, Health Action Network, institutions of higher learning including four-year colleges and universities as well as community colleges, community-based organizations, and other stakeholders to engage and educate communities and community members, share best practices, develop and support pilot programs, identify and leverage assets, coordinate opportunities, seek additional funding and support, and showcase successes.

5.2 Timeline

New Mexico established a commitment to broadband when the state passed founding legislation and launched the New Mexico Office of Broadband Access and Expansion (OBAE) and the Connect New Mexico Council and working groups in 2021-2022. The BEAD and Digital Equity planning process built the foundation of relationships and collaboration needed to succeed with the objectives, strategies, and activities outlined in the BEAD and Digital Equity Plans. The state is preparing to launch BEAD and Digital Equity grant funding programs within the state in the summer of 2024, with regular Digital Equity evaluations and updates to follow annually.

This timeline of potential implementation activities to support the Measurable Objectives and strategies to overcome key barriers is an estimate, contingent on the availability of State and federal government resources, and subject to change depending on conditions that could extend or escalate the state's ability to develop and sustain these initiatives.

Table 35: Implementation Timeline

See plan section 2.3.2 for timing on monitoring success of the activities.

Barrier	Key Activities for Measurable Objectives and Strategies	2022	2023	2024	2025	2026	2027	2028	2029	2030
Barrier One: Lack of broadband availability	**Measurable Objective 1: Increase households with access to broadband service of 100/20 Mbps.**									
	Strategy 1.1: Increase access to residential broadband infrastructure									
	Activity: Execute Capital Projects Fund Program		▓	▓	▓	▓				
	Activity: Execute BEAD Program		▓	▓	▓	▓	▓	▓	▓	▓
	Measurable Objective 2: Increase the number of community anchor institutions (CAI) with broadband service of 1/1 Gbps									
	Strategy 1.2: Enable gigabit services at CAIs that provide internet access to covered populations									
	Activity: Support and further develop the New Mexico Statewide Education	ongoing	▓	▓	▓	▓	▓	▓	▓	▓
	Activity: Award points for connecting Anchor Institutions		▓	▓	▓	▓				
	Activity: Collect, share, and map service subscriptions and cost for CAIs		▓	▓	▓	▓	▓	▓	▓	▓
	Activity: Collaborate with other agencies to ensure support for gigabit service		▓	▓	▓	▓	▓	▓		
Barrier Two: Low-income households struggle to afford broadband services, devices, and technical support	**Measurable Objective 3: Increase enrollment in affordable connectivity and low-cost service offerings.**									
	Strategy 2.1: Increase enrollment among eligible households in affordable connectivity and low-cost service									
	Activity: Develop educational materials		▓	▓	▓	▓	▓	▓	▓	▓
	Activity: Work with agencies and partners to develop, support, and promote increased enrollment in affordable connectivity and low-cost options		▓	▓	▓	▓	▓	▓	▓	▓
	Measurable Objective 4: Increase affordable connectivity and low-cost broadband service options for lower-income households.									
	Strategy 2.2: Increase affordable connectivity and low-cost service offerings									
	Activity: Recommend grantees provide affordable connectivity or low-cost		▓	▓	▓					
	Activity: Encourage providers to develop affordable connectivity or low-cost		▓			▓	▓	▓	▓	▓
	Activity: Work with agencies to support, promote, and track integrated broadband affordability support options			▓	▓	▓	▓	▓	▓	▓
	Measurable Objective 5: Increase the number of New Mexicans, including members of covered populations, who have access to a workable computing device and technical support.									
	Strategy 2.3: Expand access to computing devices and tech support									
	Activity: Develop ecosystem			▓	▓	▓	▓	▓	▓	▓
	Activity: Provide resources and guidance			▓	▓	▓	▓	▓	▓	▓
	Activity: Work with agencies and organizations to track and expand device and tech support opportunities			▓	▓	▓	▓	▓	▓	▓
	Activity: Support access to functional devices		▓	▓	▓	▓	▓	▓	▓	
	Activity: Identify, gather, and share database of Device and Technical		▓	▓	▓	▓	▓	▓	▓	

Barrier	Key Activities for Measurable Objectives and Strategies	2022	2023	2024	2025	2026	2027	2028	2029	2030
	Measureable Objective 6: Increase the number of New Mexicans, including members of covered populations, who can use the internet if they so									
	Strategy 3.1: Expand access to digital skills training through a range of community learning options									
	Activity: Support expansion of access to digital skills training through a range of community learning options		●	●	●	●	●	●	●	●
	Activity: Promote and support local digital skills learning opportunities			●	●	●	●	●	●	●
	Activity: Share information, local successes, and best practices			●	●	●	●	●	●	●
Barrier Three: Individuals who are members of covered populations require support to develop digital literacy	Activity: Work with agencies and organizations to track, expand, promote, and integrate digital skills learning opportunities			●	●	●	●	●	●	●
	Measurable Objective 7: Increase the number of New Mexicans, including members of covered populations, who can access information or training to learn how to protect their security and privacy online.									
	Strategy 3.2:Expand access to information and opportunities to learn online safety and privacy practices									
	Activity: Share information, local successes, and best practices			●	●	●	●	●	●	●
	Activity: Support access to practices and tools that support online safety and			●	●	●	●	●	●	●
	Activity: Work with agencies and organizations serving covered populations			●	●	●	●	●	●	●
	Activity: Increase number of training programs and opportunities available			●	●	●	●	●	●	
	Measurable Objective 8: Increase the number of New Mexicans, including members of covered populations in New Mexico, who can access government and essential services online.									
	Strategy 3.3: Improve access to government and essential services online, especially for covered populations									
	Activity: Share information, local successes, and best practices			●	●	●	●	●	●	●
	Activity: Support and promote practices and tools that improve access			●	●	●	●	●	●	●
	Activity: Work with agencies and organizations serving covered populations			●	●	●	●	●	●	●
	Activity: Improve accessibility of information online for community members with disabilities			●	●	●	●	●	●	●
	Measurable Objective 9: Increase the number of Tribal and local communities and organizations that have the resources and expertise to support and implement digital equity efforts.									
	Strategy 4.1: Strengthen collaboration among State, Tribal, local, and									
	Activity: Convene, connect, and empower Tribes and digital equity		●	●	●	●	●	●	●	●
	Activity: Support local initiatives and and plan for sustainability			●	●	●	●	●	●	●
	Activity: Promote best practices and showcase community success stories		●	●	●	●	●	●	●	●
	Strategy 4.2: Support and develop local capacity									
	Activity: Develop, support, and train a local cohort of digital equity grant-			●	●	●	●	●	●	●
	Activity: Develop, support, and train a local cohort of digital equity leaders		●	●	●	●	●	●	●	●
Barrier Four: Tribal and local communities and organizations require resources and expertise for digital equity efforts	Activity: Educate Tribes and local communities and organizations on digital		●	●	●	●	●	●	●	●
	Activity: Build local capacity and expertise to coordinate digital inclusion			●	●	●	●	●	●	●
	Activity: Develop education and informational resources			●	●	●	●	●	●	●
	Activity: Provide access to funding resources and grant writing support		●	●	●	●	●	●	●	●
	Activity: Support applying for and managing digital equity grants		●	●	●	●	●	●	●	●
	Activity: Support expansion of local digital equity efforts	ongoing								
	Strategy 4.3: Strengthen the State's capacity to support local digital equity efforts and initiatives									
	Activity: Foster legislative, business, and philanthropic support			●	●	●	●	●	●	
	Activity: Sustain the OBAE support team		●	●	●	●	●	●	●	
	Activity: Maintain centralized repository of resources		●	●	●	●	●	●	●	
	Strategy 4.4: Develop data and informational resources to support digital equity efforts and initiatives									
	Activity: Collect and share information		●	●	●	●	●	●	●	●
	Activity: Support locally driven and led and culturally respectful programs, methods, and tools			●	●	●	●	●	●	●
	Activity: Support Tribes in establishing policies for data collection and data		●	●	●	●	●	●	●	●
	Activity: Include data sourced through State, Tribal, and local resources			●	●	●	●	●	●	●
	Activity: Analyze and publish relevant national, State, and local data			●	●	●	●	●	●	●

6   Conclusion

The State of New Mexico recognizes the transformative power of technology in fostering an inclusive and prosperous society for all of New Mexico's diverse and unique communities. Access to reliable high-speed internet and digital resources is fundamental in today's interconnected world and, without equitable access, some New Mexicans cannot participate fully in the digital future.

Digital equity ensures that all residents, regardless of their background or location, have equal opportunities to access education, health care, job prospects, government services, and information critical to personal growth and well-being.

New Mexico's commitment to digital equity is fueled by its dedication to bridging historical disparities. The State recognizes that historically marginalized communities, rural areas, low-income households, and aging individuals are particularly vulnerable to being left behind in the digital age. By addressing these gaps in access and digital skills, New Mexico seeks to enable a future where every individual has the tools and knowledge to thrive in a technologically advanced society.

Digital equity is not only about expanding access to technology but also about empowering residents with the skills needed to make the most of digital resources while ensuring their security and privacy. Recognizing that digital literacy is a critical skill in today's world, New Mexico is committed to providing residents with the education and training necessary to navigate the digital landscape confidently. By fostering digital skills and knowledge, the State aims to create an informed and digitally empowered citizenry capable of participating meaningfully in civic activities, economic endeavors, and personal enrichment, ultimately leading to an inclusive and vibrant New Mexico.

To achieve this vision for digital equity, OBAE will work with its local, Tribal, nonprofit, community, and institutional partners toward the following key goals:

1. Bridging the digital divide for all, including support for populations that face barriers to digital connectivity.

2. Universal access to affordable, high-speed internet

3. Universal access to digital skills to confidently navigate the digital landscape, with digital skills education integrating learning programs at every stage of life.

4. Access to digital technologies and online platforms designed with accessibility and inclusivity in mind, with respect for New Mexico's unique cultural heritage; and access to health, government, employment, and social support services.

5. Every student, household, and community have access to internet-enabled devices.

6. New Mexicans have confidence in the privacy and security of their digital interactions.

7. A digitally skilled workforce combines with partnerships—between government, private sector, nonprofits, and educational institutions—to drive job opportunities, address challenges collectively, and drive sustainable change.

The State will achieve its vision of digital equity through the coordinated efforts of key constituencies and stakeholders across New Mexico, including the Pueblos, Tribes, and Nations—and through ongoing engagement and collaboration with partners working together toward shared goals.

Appendix A: Asset inventory – additional digital inclusion assets

Workforce development assets

The following table lists training, certification, and workforce development efforts in the State related to broadband deployment.

Table 36: Workforce development assets

Asset name	Description
Be Pro Be Proud—New Mexico	The New Mexico Chamber of Commerce has partnered with Be Pro Be Proud, a technical workforce development organization active in several states, on an initiative in which a mobile tour bus will make stops across the State to showcase and provide information about various career opportunities[278]—including those related to broadband deployment. Nationally, fiber optic cable splicing is the organization's third most popular career module choice.
Consortium for School Networking (CoSN)	CoSN, the world-class professional association for K-12 EdTech leaders, stands at the forefront of education innovation. CoSN is driven by a mission to equip current and aspiring K-12 education technology leaders, their teams, and school districts with the community, knowledge, and professional development they need to cultivate engaging learning environments. CoSN provides tools and resources including a dashboard on educational and technologies.[279]
Santa Fe Community College (SFCC)	Santa Fe Community College (SFCC) held seven Fiber Optic Technician Certification training intensive courses from January 2022 to July 2023 (six in Santa Fe County and one in Luna County), serving 117 students. As of July, two additional sessions were planned for late summer and fall 2023. The training provides three certifications recognized by the Fiber Optic Association (FOA) and the U.S. Department of Labor: 1) Certified Fiber Optic Technician 2) Certified Fiber Optics Specialist in Testing and Maintenance, and 3) Certified Fiber Optics Specialist in Splicing. SFCC also offers students OSHA Safety, Customer Service, and Digital Business Skills through PROTEC. SFCC also held two Fiber to the Home Certification training sessions in Santa Fe County in 2022, with 33 students participating. One additional session was planned for 2023 as of July 2023. Program training and certification are recognized by FOA and the U.S. Department of Labor.[280] Broadband training through SFCC has been made possible thanks to funding provided by Santa Fe County, as well as the Southwest Council of Governments for students in Luna County. In 2022, 24 Native students and more than 24 Hispanic students participated in SFCC fiber optic certification training programs. Credentials earned are valid for three years and recognized by the FOA and the U.S. Department of Labor.
Light Brigade	Fiber Optics 1-2-3 courses provide an understanding of fiber optic technology, how fiber works, various link components, as well as industry standards and best practices. Two trainings are scheduled for 2023 in Santa Fe:[281] a four-day class that includes two days of classroom knowledge and two days of hands-on skills training

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[278] "Be Pro Be Proud – New Mexico," https://www.beprobeproudnm.org/.

[279] "About CoSN," https://www.cosn.org/about/.

[280] Information provided to OBAE by a representative of Santa Fe Community College.

[281] "In-Person Fiber Optic Training," Light Brigade, https://www.lightbrigade.com/in-person-fiber-optic-training?State=New+Mexico.

Asset name	Description
	(fees start at approximately $2,000); and a two-day classroom-only course (fees start at approximately $1,000). Certifications are available.
PROTEC (Professional Readiness and Technical Experience for Careers) – Santa Fe	PROTEC provides a range of training and certification intensives to help individuals improve business skills and find paid internships and entry-level employment opportunities through Santa Fe Community College (SFCC) Office of Continuing Education and Contract Training. This program was developed in partnership between SFCC, Santa Fe County, the City of Santa Fe, and New Mexico Workforce Connection and offers a range of non-conventional training opportunities that build digital skills, including certified fiber optic technician training.[282]
The University of New Mexico (Public, 4-year)	Telecom-related programs include: an Online Course (72 hours in total) on Computer Networking Suite, focusing on introductory, intermediate, and wireless networking.
Central Mexico Community College (Public, 2-year)	Telecom-related programs include: The Electrical Trade Program (15-week course; Electric Line Worker Pre-Apprentice Program (15 weeks); Electrical Trades, Certificate of Completion
Doña Ana Community College (Public, 2-year)	Telecom-related programs include Tower Technician: Building Construction Technology (Associate of Applied Science Degree, 60 credits); Building Construction Technology – Certificate of Completion (43-44 credits); Basic Residential Wiring – Certificate of Completion (17 credits)
New Mexico State University (Public, 4-year)	Telecom-related programs include Fiber Optic Certification Training (10-day, hands-on intensive program); Offers fiber optic courses, with future trainings happening in June and October; Civil Engineering Technology (4 year); Electrical Lineworker Certificate Program (training in pole climbing)
New Mexico Tech (Public, 4-year)	Telecom-related programs include Transdisciplinary Cybersecurity graduate programs at NMT
Eastern New Mexico University (Public, 4-year)	Telecom-related programs include Computer and Network Certification (21 credits); Computer & Network Security Apprenticeship (35 credits)
Western New Mexico University (Public, 4-year)	Telecom-related programs include Electrical, electronic and communications engineering technology/technician (8.1%)
Northern New Mexico College (Public, 2-year)	Telecom-related programs include Business/office automation/technology/data entry (3.3%)
CNM Main Campus Student Services Center (SSC) (Public, 2-year)	Telecom-related programs include Network and system administration/administrator (0.5%); Computer and information systems security/information assurance (0.3%); Geographic information science and cartography (0.1%)
Navajo Technical University (Public, 2-year)	Telecom-related programs include Information technology (7.1%)
Clovis Community College (Public, 2-year)	Telecom-related programs include Computer and information sciences (1.6%); Mechanical engineering/mechanical technology/technician (0.6%); Management information systems (0.1%)

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[282] "PROTEC Santa Fe," PROTEC, https://www.protecsantafe.com/.

Appendix B: Organizations that OBAE reached during outreach and engagement

The organizations listed in this appendix collaborated with OBAE or indicated a willingness to collaborate with OBAE on the State DE Plan.

Facilitated sessions: Business and economic development

OBAE held facilitated sessions for Business and Economic Development on June 12 and June 14 of 2023.

Organization
Clovis Economic Development
Guardian Consulting Group, LLC
KRWG Public Media
Laguna Economic Advancement, LLC
Los Alamos County
Los Lunas, village of
Luna County
Mescalero Apache Telecom, Inc.
Middle Rio Grande Economic Development Association (MRGEDA)
New Mexico Economic Development Department (NM EDD)
Rio Arriba County
Roswell-Chaves County Economic Development Corporation (RCCEDC)
San Ildefonso Services, LLC
Santa Fe, city of, Office of Economic Development

Facilitated sessions: Community anchor institutions (CAIs)

OBAE held a facilitated session for all CAIs on May 19, 2023, and a separate facilitated session for Health Centers and the Health Alliance also on May 19, 20203.

Organization
Belen Consolidated Schools
Carlsbad Medical Center
Carlsbad Municipal School District
CHRISTUS St. Vincent Regional Medical Center
Cibola General Hospital
Columbus Village Library
Cottonwood Classical Preparatory School
Deming Public Schools
Farmers' Market Nutrition Program (New Mexico Department of Health)
Gerald Champion Regional Medical Center
Gila Regional Medical Center
Health Action New Mexico
Middle College High School
Mosaic Academy
National Latino Behavioral Health Association (NLBHA)
New Mexico Department of Health
New Mexico Training, Exercises and Plans (NMTEP)
Otero County
Presbyterian Healthcare Services
San Juan Regional Medical Center
Silver Consolidated Schools
Tularosa Public Library
Western Sky Community Care

Facilitated sessions: Digital equity/covered populations

OBAE held facilitated sessions for Digital Equity/Covered Populations on May 22 and May 26 of 2023.

Organization
Columbus Village Library
Mescalero Apache Telecom, Inc.
New Mexico Department of Health
New Mexico Immigrant Law Center (NMILC)
New Mexico Office of African American Affairs (NMOAAA)
New Mexico Technology Assistance Program
New Mexico Veterans Upward Bound
Rio Arriba County
San Juan College

Facilitated sessions: Internet service providers (ISPs)

OBAE held facilitated sessions for ISPs on June 5 and June 8 of 2023.

Organization
Baca Valley Telephone Company
bigbyte.cc
CellularOne
Comcast
Continental Divide Electric Cooperative
EPICTOUCH
Kit Carson Electric Cooperative (Kit Carson Internet)
Lumen
Mescalero Apache Telecom
Permian Strategic Partnership
Penasco Valley Telephone (PVT)
Plateau Telecommunications
Resound Networks
Sacred Wind Communications
Santa Fe Community College
Sparklight
T-Mobile
Valley Telecom

Facilitated sessions: Local and regional governments

OBAE held facilitated sessions for Local and Regional Governments on May 8 and May 10 of 2023.

Organization
Cibola County
Columbus Village Library
Grey LLC
Jemez, Pueblo of
Laguna Economic Advancement, LLC (Pueblo of Laguna)
Luna County
Mescalero Apache Telecom, Inc.

Organization
New Mexico (NM) Senate Majority Office
Permian Strategic Partnership
Red River, town of
REDINet
Rio Arriba County
Santa Fe, city of, Office of Economic Development
Southern New Mexico Journalism Collaborative

Facilitated session: Tribal government and agencies

OBAE held a facilitated session for Tribal Government and Agencies on June 9, 2023

Organization
Alliance for Navajo Broadband
Continental Divide Electric Cooperative
Glantz Solutions, LLC
HUD's Office of Native American Programs
Mescalero Apache Telecom
National Telecommunications and Information Administration (NTIA)
Navajo Nation Coyote Canyon Chapter
Navajo Nation White Rock Chapter
New Mexico Indian Affairs Department
New Mexico Institute of Mining and Technology
New Mexico Legislature
Ribbon Communications
Sacred Wind Communications
San Ildefonso Services, LLC
Southwest Tribal Housing Alliance (SWTHA)
Tesuque, Pueblo of
U.S. House of Representatives

Facilitated sessions: Workforce development

OBAE held facilitated sessions on Workforce Development on May 30 and May 31 of 2023.

Organization
Greater Luna County Economic Opportunity Council, Inc.
Luna County
Mescalero Apache Telecom, Inc.
New Mexico Department of Workforce Solutions (NMDWS)
OptiPulse Inc.
San Ildefonso Services, LLC
Santa Fe Community College
Santa Fe, city of, Office of Economic Development

Online questionnaire: Community anchor institution (CAI) broadband access

Organization
Alamogordo Public Library
Albert W. Thompson Memorial Library
Albuquerque Public Schools
Animas Public Schools
Belen Public Library

Organization
Carlsbad Municipal Schools District
Carlsbad Public Library
Clovis, city of
Columbus Village Library
Cuba Public Library
David F. Cargo El Valle de Anton Chico Library
Eastern New Mexico University – Roswell
Espanola Public Library
Jemez Springs Public Library
Las Cruces, city of
Los Alamos Public Library
Los Lunas Public Library
Lovington Public Library
Magdalena Public Library
Martha Liebert Public Library (Town of Bernalillo)
New Mexico Department of Cultural Affairs
New Mexico Department of Health (NMDOH)
Otero County Hospital Association/Gerald Champion Regional Medical Center
Portales Public Library
Rio Abajo Community Library
Silver City Public Library
Silver City, town of
Socorro Public Library
Vallecitos Community Center and Library
Vista Grande Public Library

Online questionnaire: Digital equity program inventory

Organization
Alamogordo Public Library
Albert W. Thompson Memorial Library
Animas Public Schools
Belen Public Library
Carlsbad Public Library
Clovis, city of
Cochiti, Pueblo de
Destination Strategies
Eastern New Mexico University – Roswell (ENMU-R)
Empowerment Congress of Doña Ana County (DAC)
Espanola Public Library
Jemez Springs Public Library
Los Alamos County Library
Los Lunas Public Library
Memorial Medical Center
New Mexico Governor's Commission on Disability (GCD) – New Mexico Technology Assistance Program (NMTAP)
Silver City Public Library
Socorro Public Library
Vallecitos Community Center and Library

Organization
Vista Grande Public Library

Online questionnaire : Infrastructure asset inventory

Organization
Clovis, city of
Hidalgo County
Quay County

Online questionnaire : Internet service providers (ISPs)

Organization
Comcast
Kit Carson Electric Cooperative dba Kit Carson Internet
Peñasco Valley Telephone Cooperative, Inc. (PVT)
Plateau Telecommunications
REDINet

Online questionnaire: Vulnerable populations

Organization
Albuquerque, city of – Office of Equity and Inclusion
Animas Public Schools
Balance for Life
Belen Consolidated Schools
Capitan Public Library
Carlsbad Municipal Schools
Cibola General Hospital
Clovis, city of
Community Wellness Council
Eastern New Mexico University – Roswell (ENMU-R)
Empowerment Congress
Gadsden Independent School District
Greater Luna County Economic Opportunity Council, Inc.
Holloman Air Force Base Military & Family Readiness Center (M&FRC)
Hometown Doc, LLC
Indian Health Service
Laguna, Pueblo of
Los Lunas, village of
Luna Community College
Mescalero Apache Telecom, Inc.
Moriarty, city of
New Mexico Aging & Long-Term Services Department (ALTSD)
New Mexico Behavioral Health Institute (NMBHI)
New Mexico Caregivers Coalition
New Mexico Department of Health (NMDOH)
New Mexico Department of Health (NMDOH) – Division of Health Improvement, Quality Management Bureau
New Mexico Division of Vocational Rehabilitation (NMDVR)
New Mexico Governor's Commission on Disability (GCD) – New Mexico Technology Assistance Program (NMTAP)
New Mexico Legislature
New Vistas

Organization
Ngage New Mexico
Ojo Encino Veteran's Organization
Oso Internet Solutions
Plateau Telecommunications
Rio Abajo Community Library
Río Gallinas School of Ecology and the Arts
SCORE Association
Silver City Public Library
Tucumcari, city of
U.S. Department of Homeland Security – Federal Emergency Management Agency (FEMA)
Western New Mexico University's Deming Small Business Development Center

Online questionnaire: Workforce development

Organization
Animas Public Schools
Clovis, city of
Colfax County
New Mexico Department of Workforce Solutions (NMDWS)
New Mexico Division of Vocational Rehabilitation (NMDVR)
Plateau Telecommunications
Santa Fe Community College
Santa Fe, city of, Office of Economic Development
Teeniors
Wireless Infrastructure Association (WIA)

Appendix C: Residential phone survey

In summer 2023, OBAE procured a residential phone survey to better understand the needs of New Mexico residents related to internet availability, devices, digital skills, and their broadband needs. A commercially available dataset of phone records was acquired from Data Axle (formerly InfoUSA). The results presented are based on an analysis of information provided by 2,471 residents of New Mexico, from an estimated 834,007 households. Results are representative of the set of households with a confidence interval of ±2.0 percent at the aggregate level. Data from this phone survey is included here. Questions from the survey are listed in the order asked, along with weighted results.

Does your household receive home internet service – not mobile data?
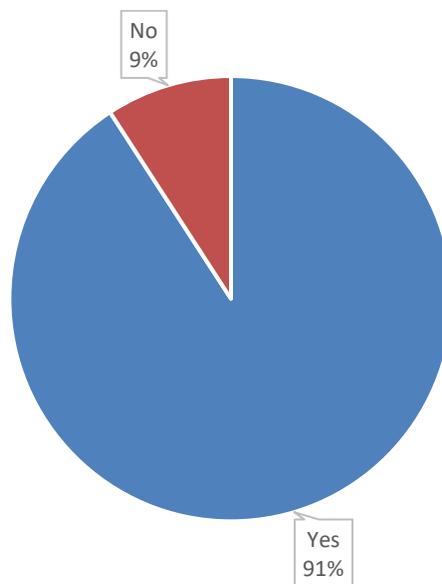
Figure 8: Percent of households that receive home internet service
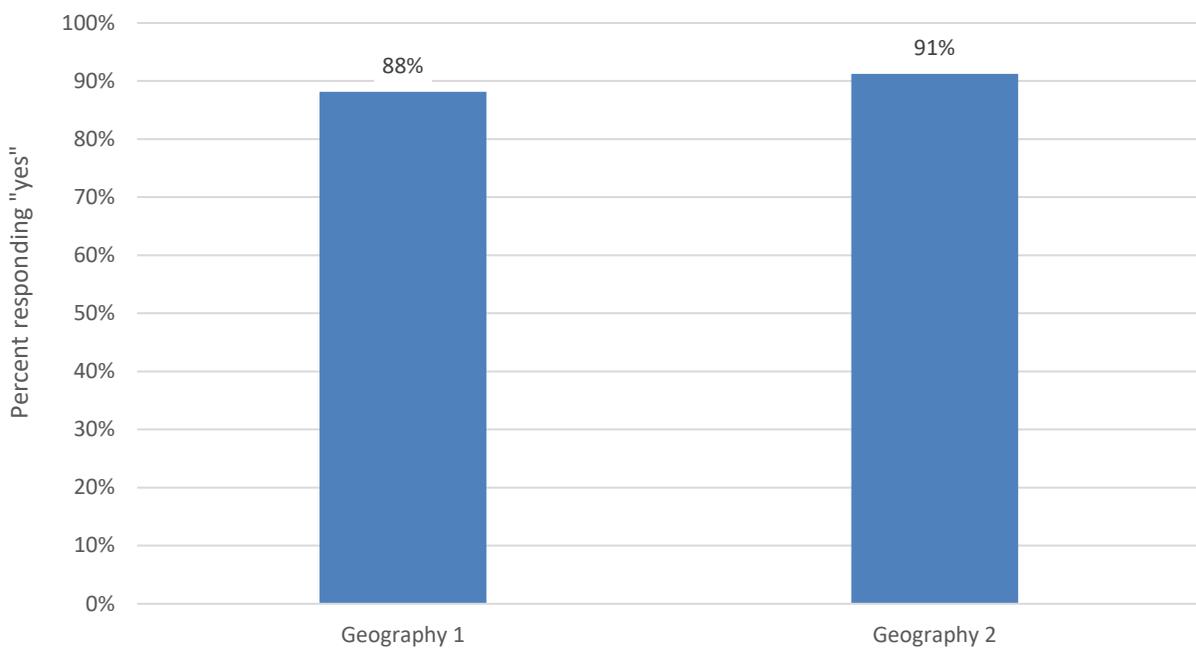
Figure 9: Percent of households that receive home internet service by geography
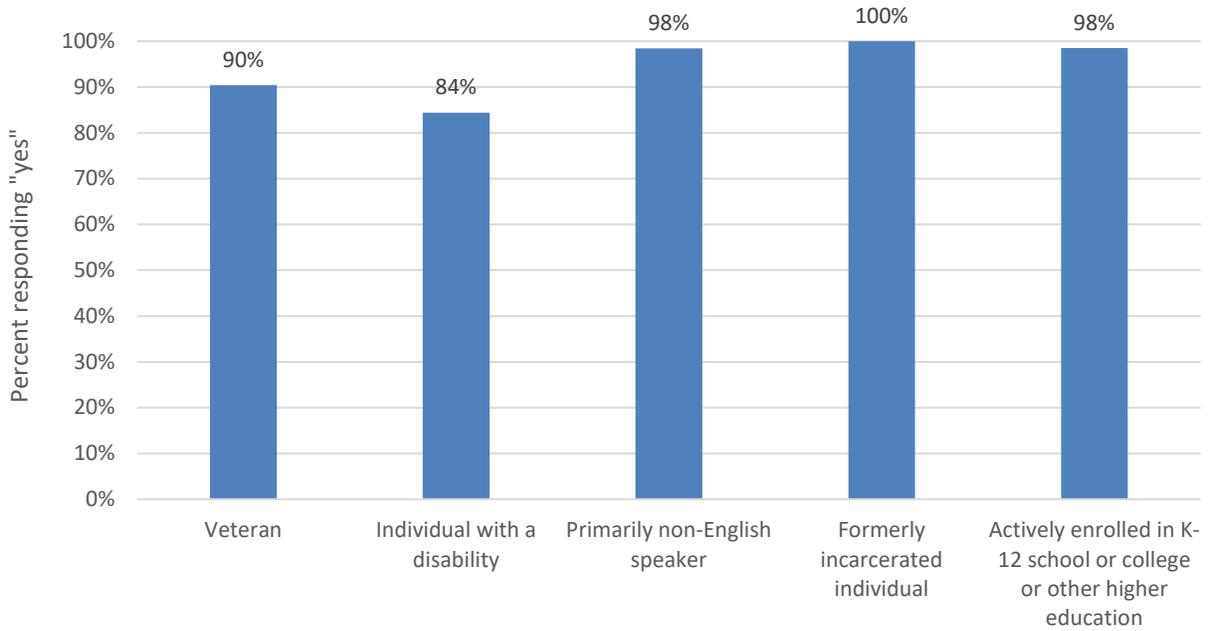
Figure 10: Percent of at-risk households that receive home internet service
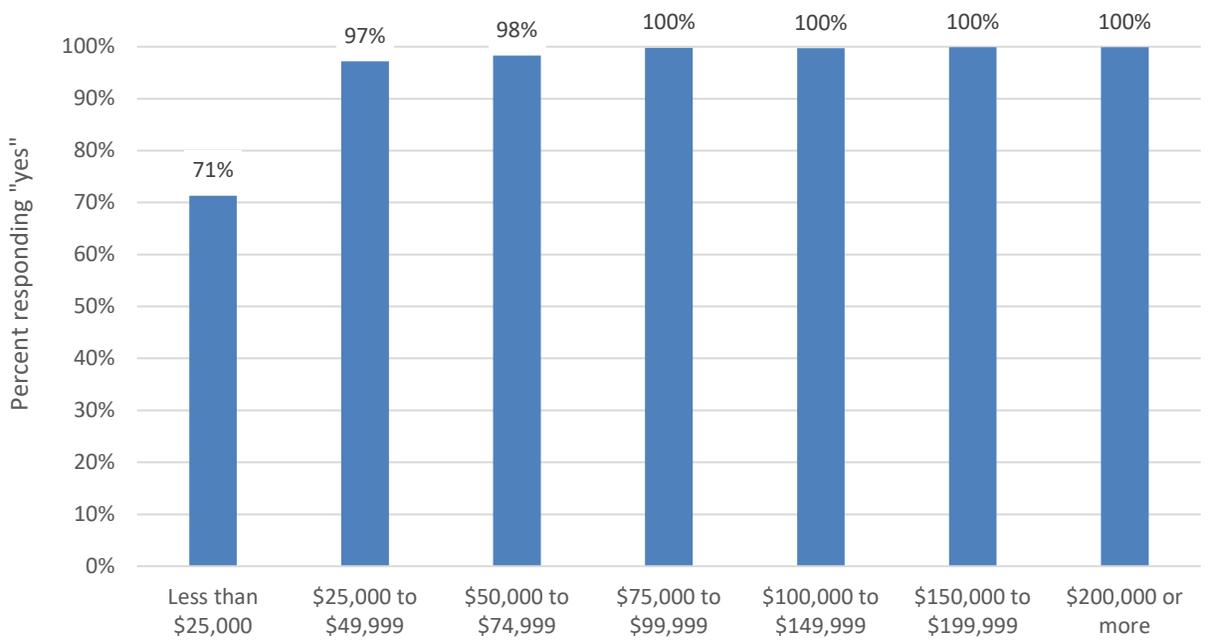
Figure 11: Percent of households that receive home internet service by household income
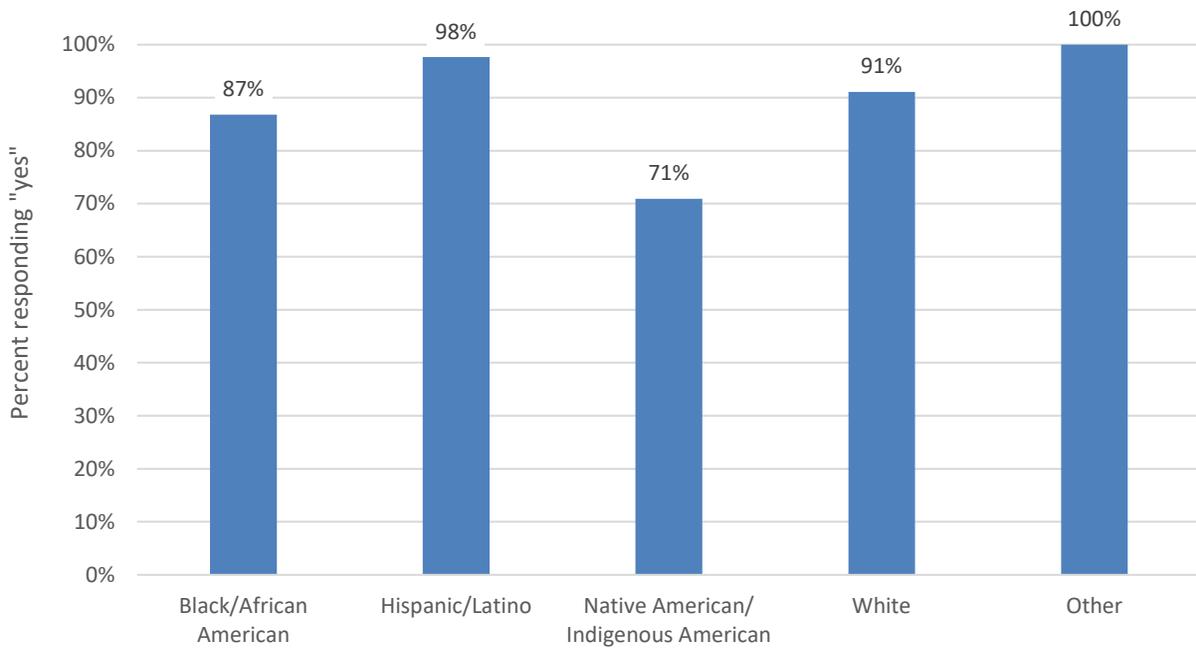
Figure 12: Percent of households that receive home internet service by race/ethnicity
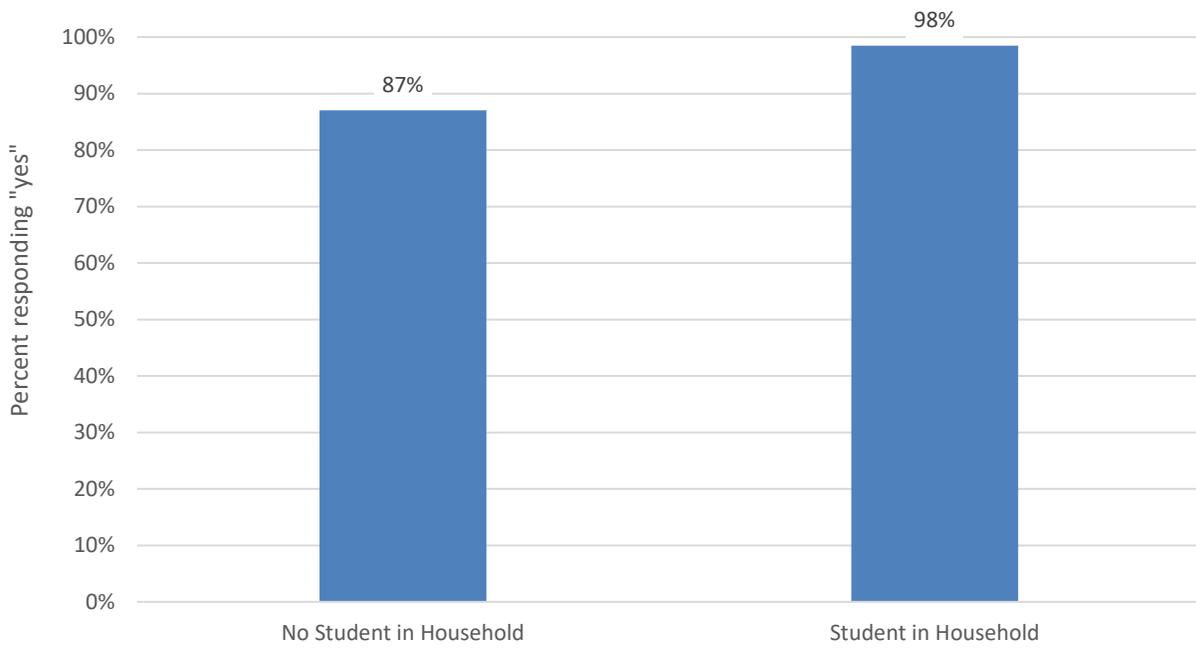
Figure 13: Percent of households that receive home internet service by student in household
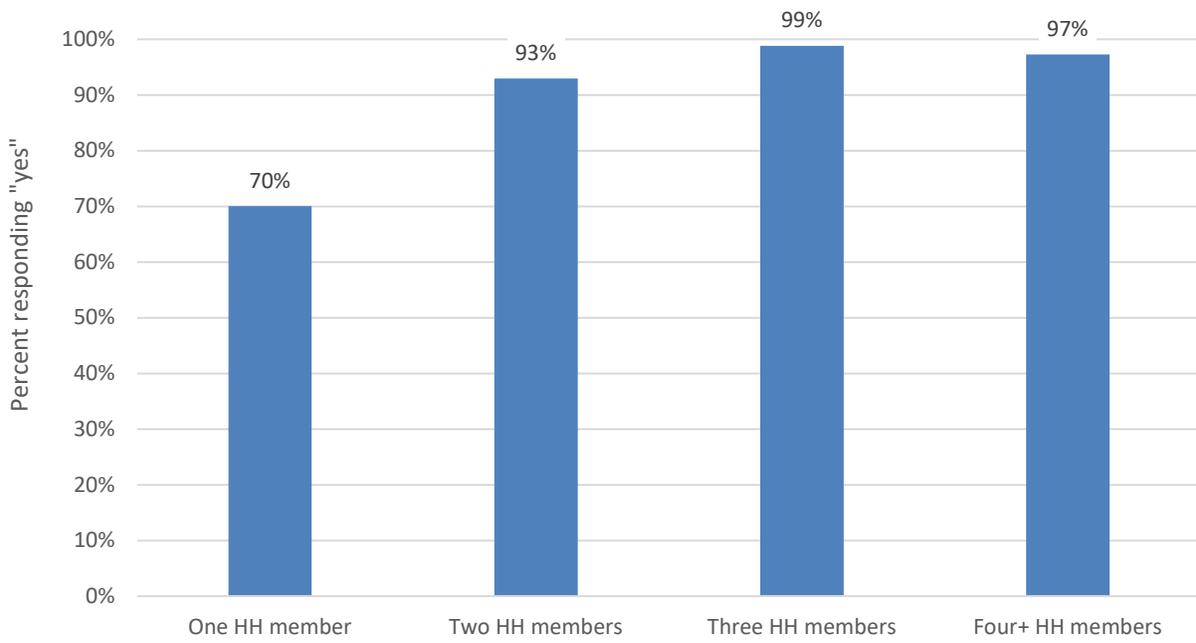
Figure 14: Percent of households that receive home internet service by household size
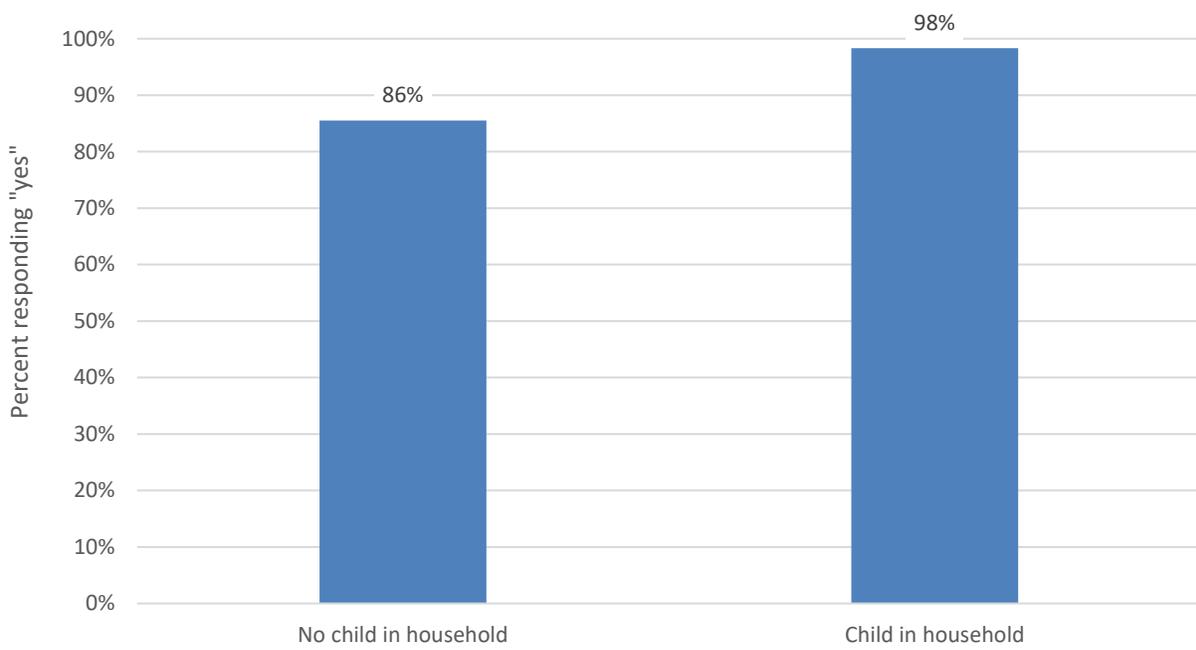
Figure 15: Percent of households that receive home internet service by children in household (at least one household member under age 18)
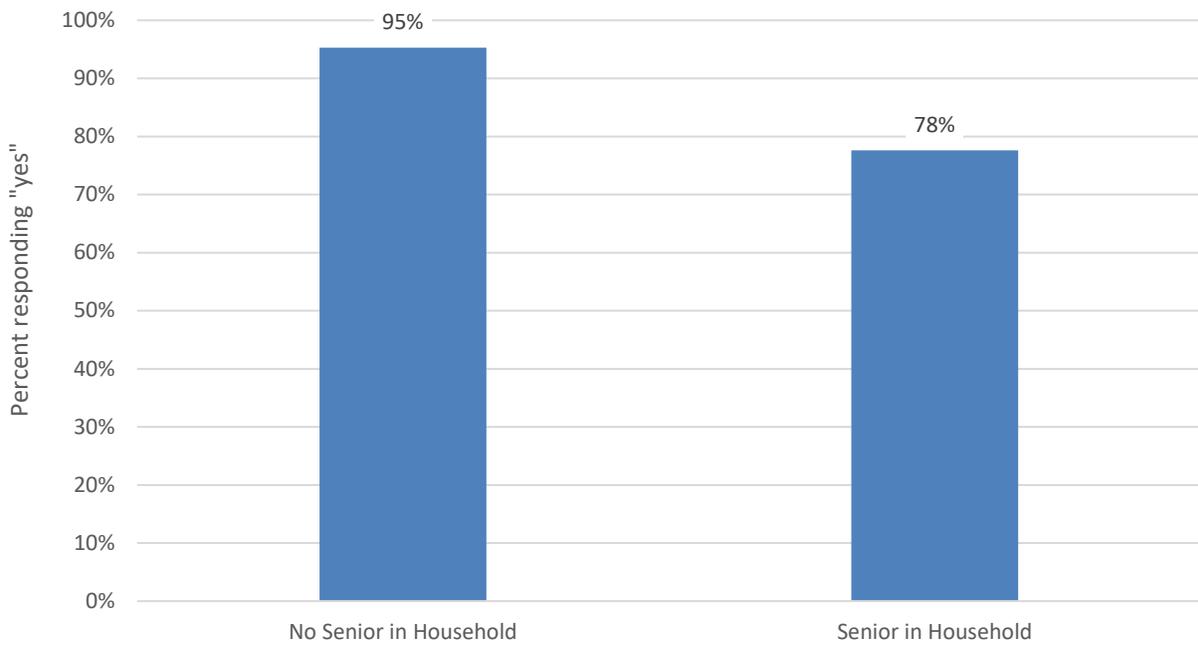
Figure 16: Percent of households that receive home internet service by seniors in household (at least one household member age 65 or older)[283]
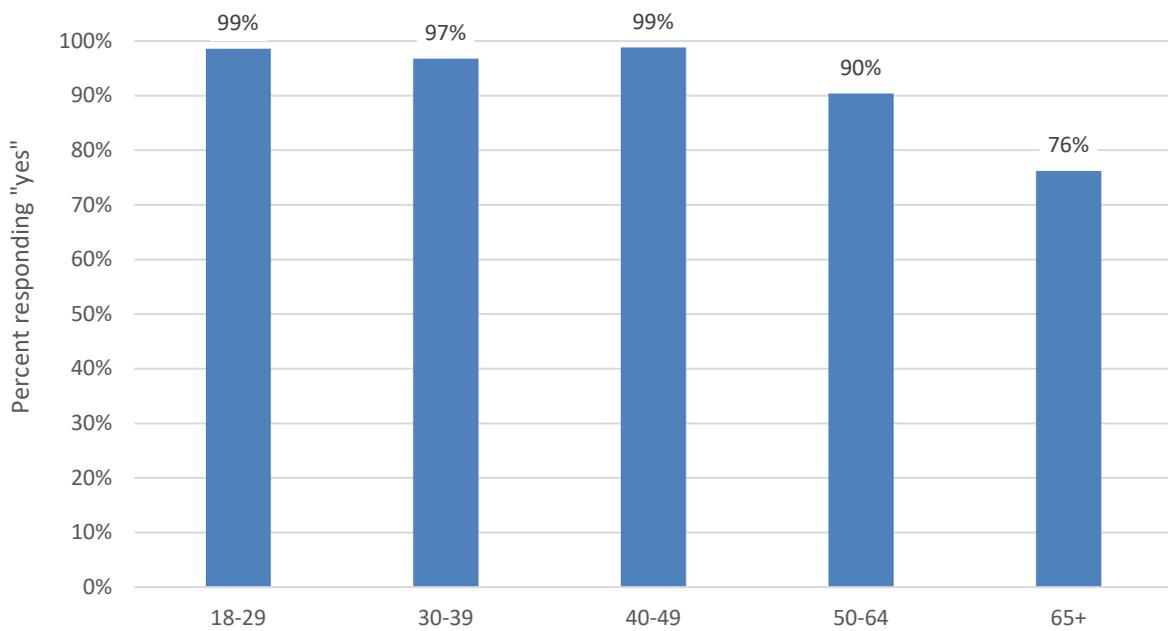
Figure 17: Percent of households that receive home internet service by respondent age

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[283] Data gathered through the residential phone survey categorized seniors as individuals aged 65 or older. Future survey instruments will reflect the NTIA's definition of aging individuals/seniors as 60 or older.

Does your household purchase home internet service from an internet service provider?

No
14%

Yes
86%
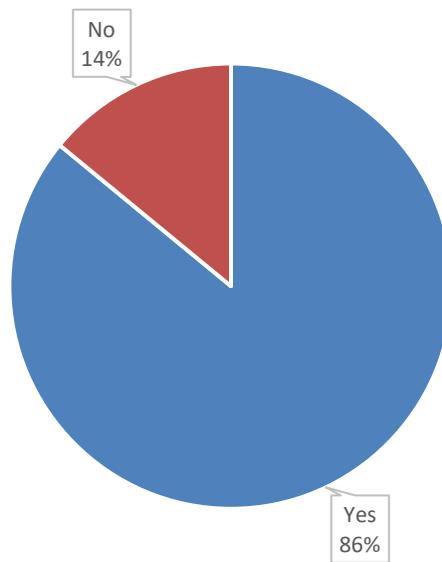
Figure 18: Percent of households that purchase home internet service

87%

86%

Percent responding "yes"

Geography 1
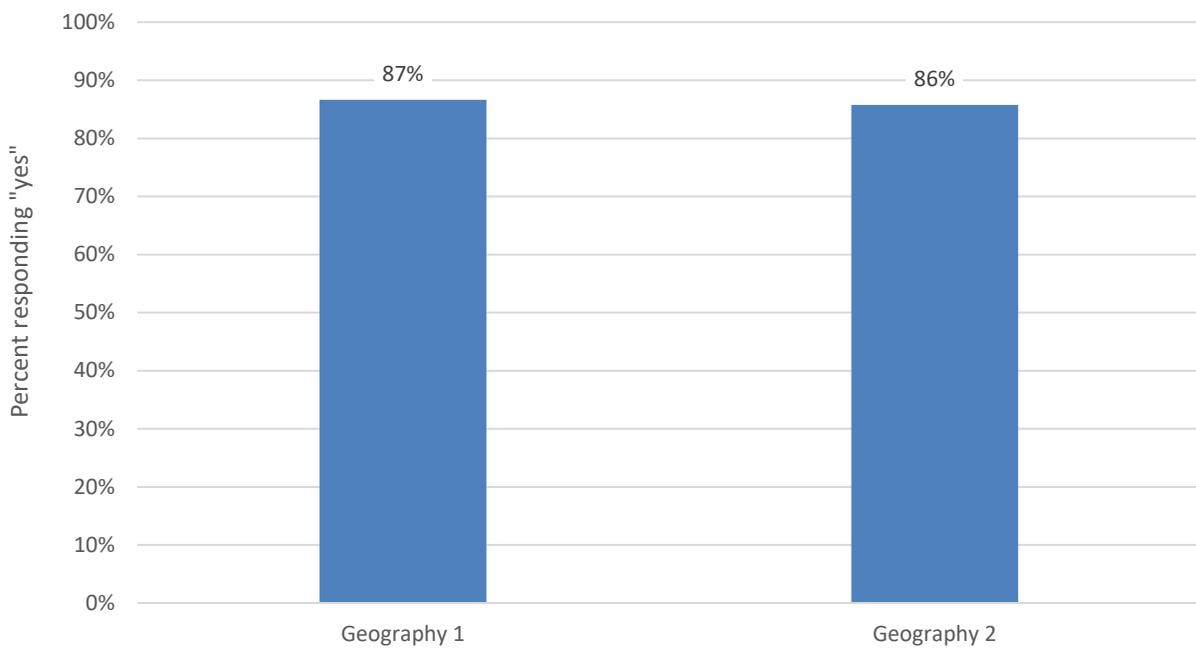
Geography 2

Figure 19: Percent of households that purchase home internet service by geography
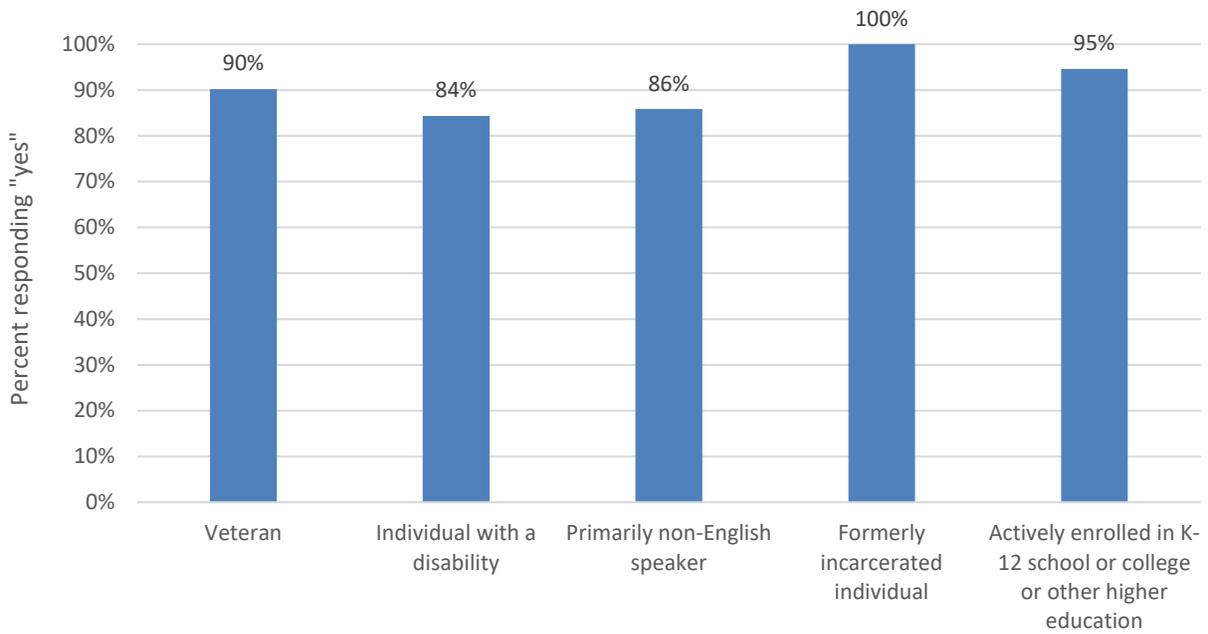
Figure 20: Percent of at-risk households that purchase home internet service
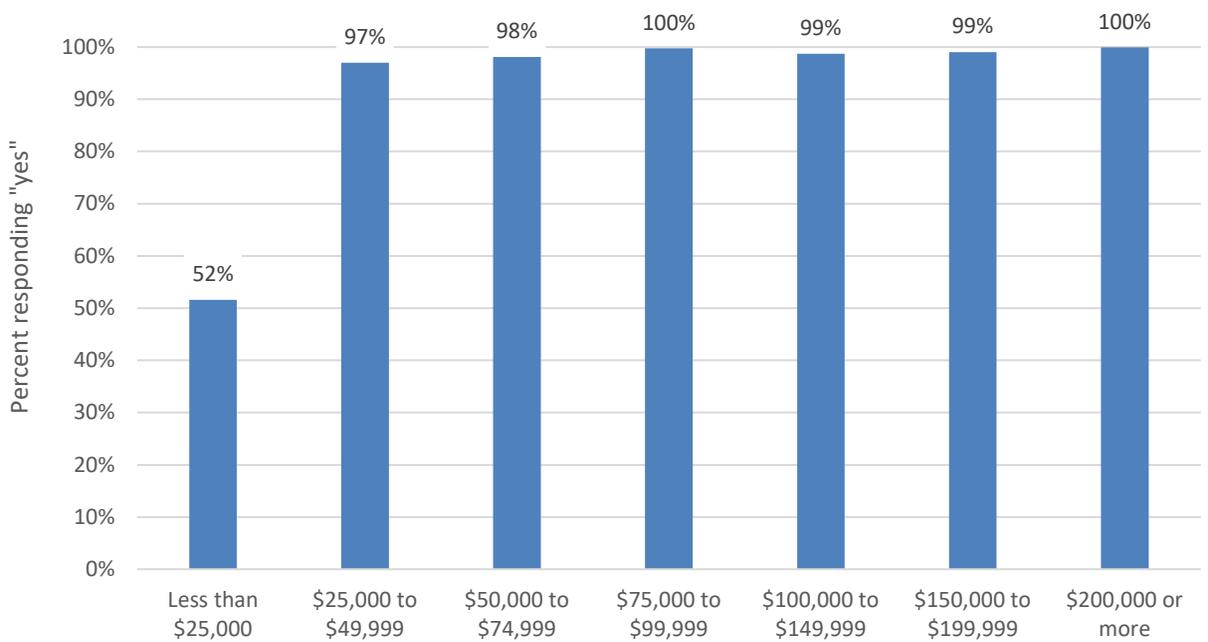
Figure 21: Percent of households that purchase home internet service by household income
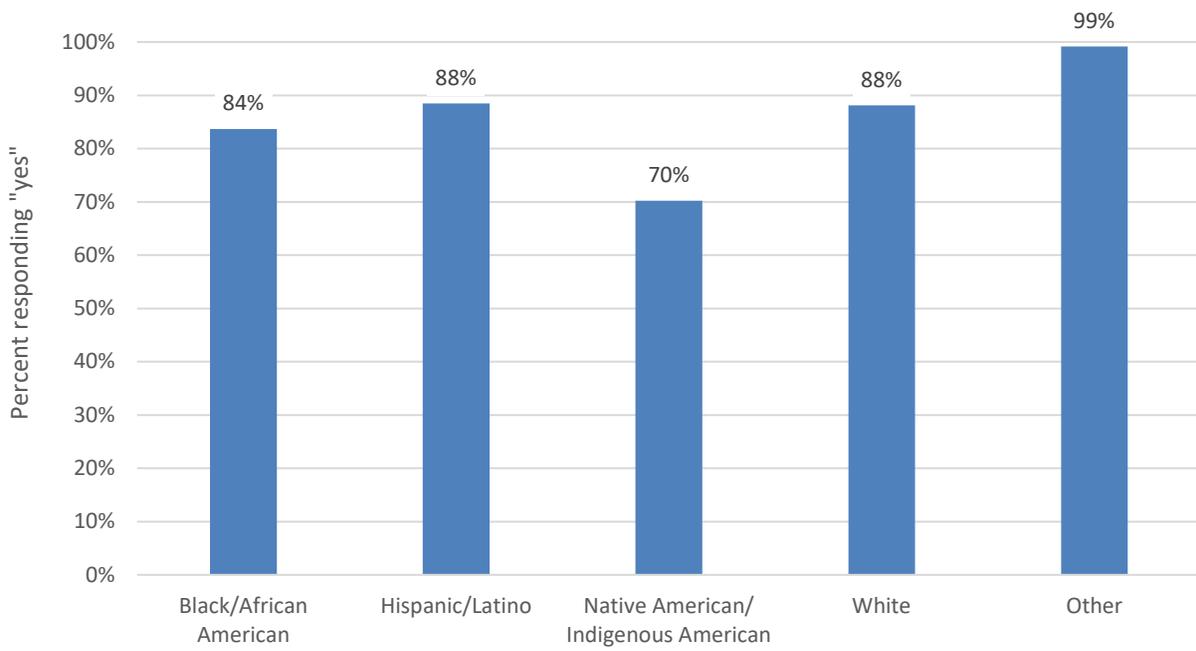
Figure 22: Percent of households that purchase home internet service by race/ethnicity
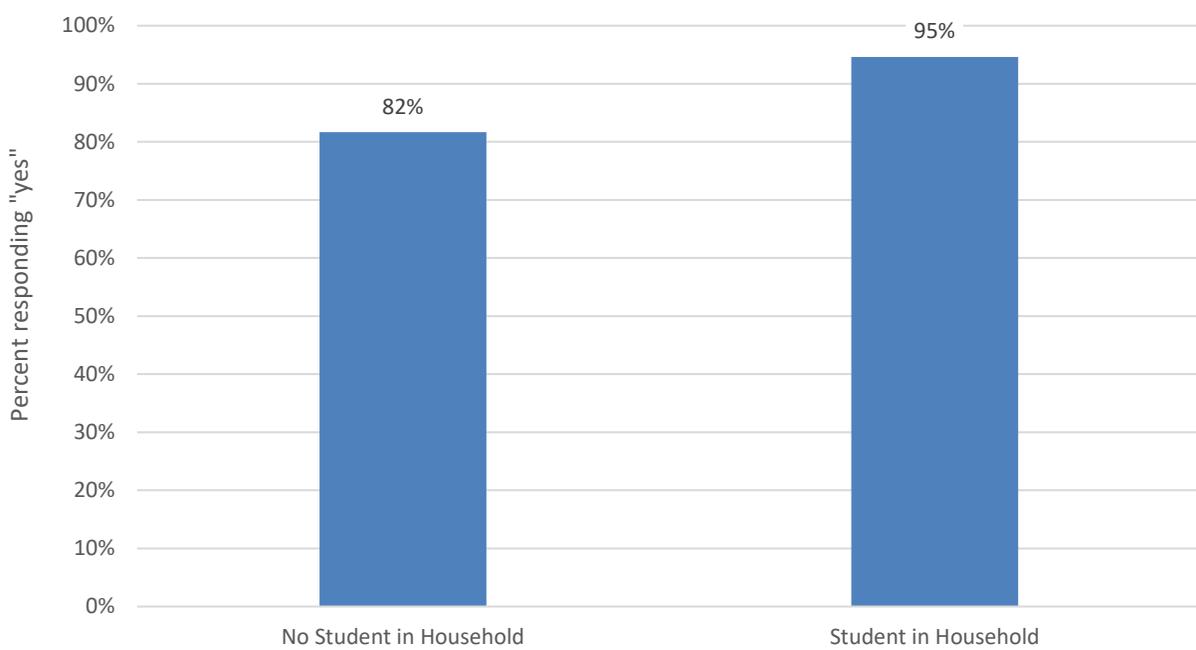
Figure 23: Percent of households that purchase home internet service by student in household
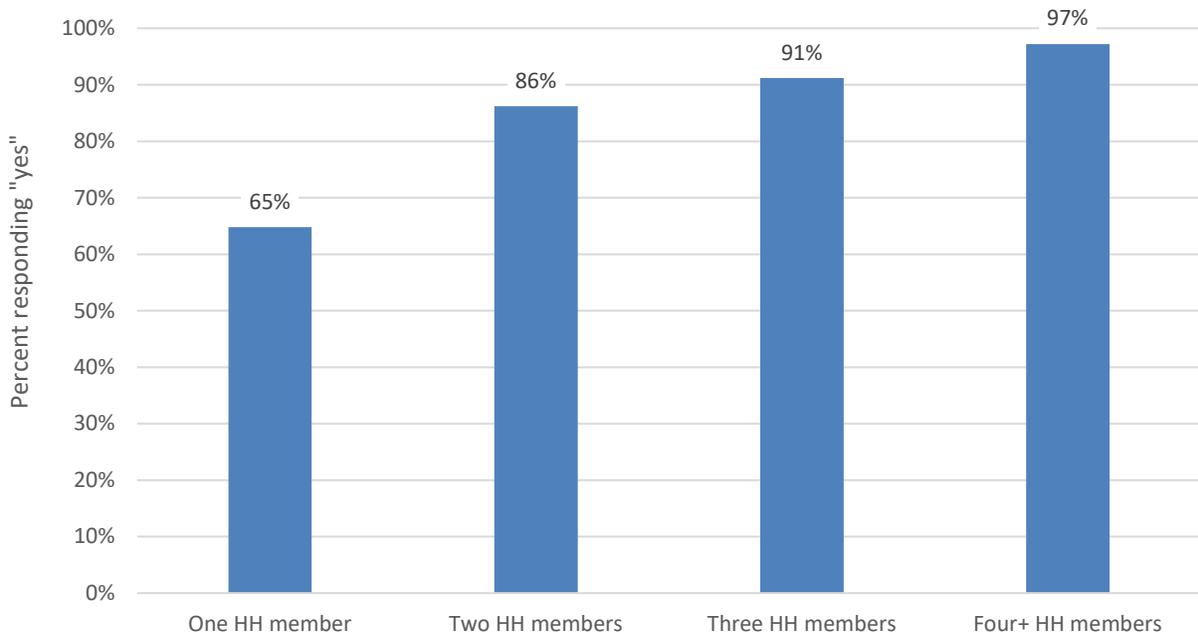
Figure 24: Percent of households that purchase home internet service by household size
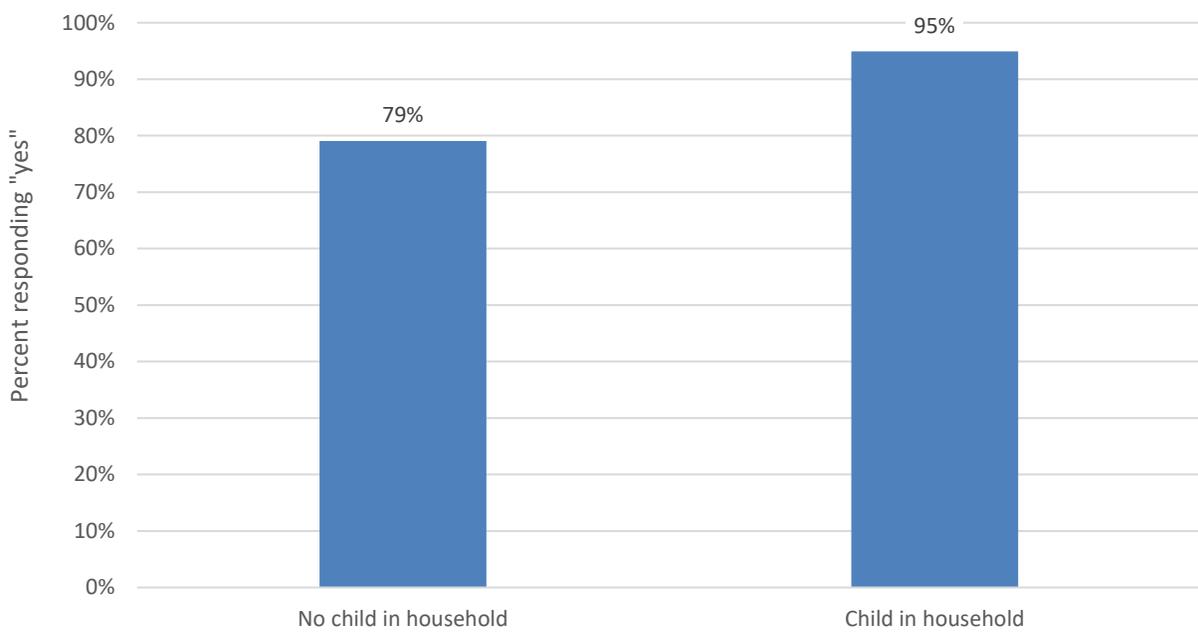
Figure 25: Percent of households that purchase home internet service by children in household (at least one household member under age 18)
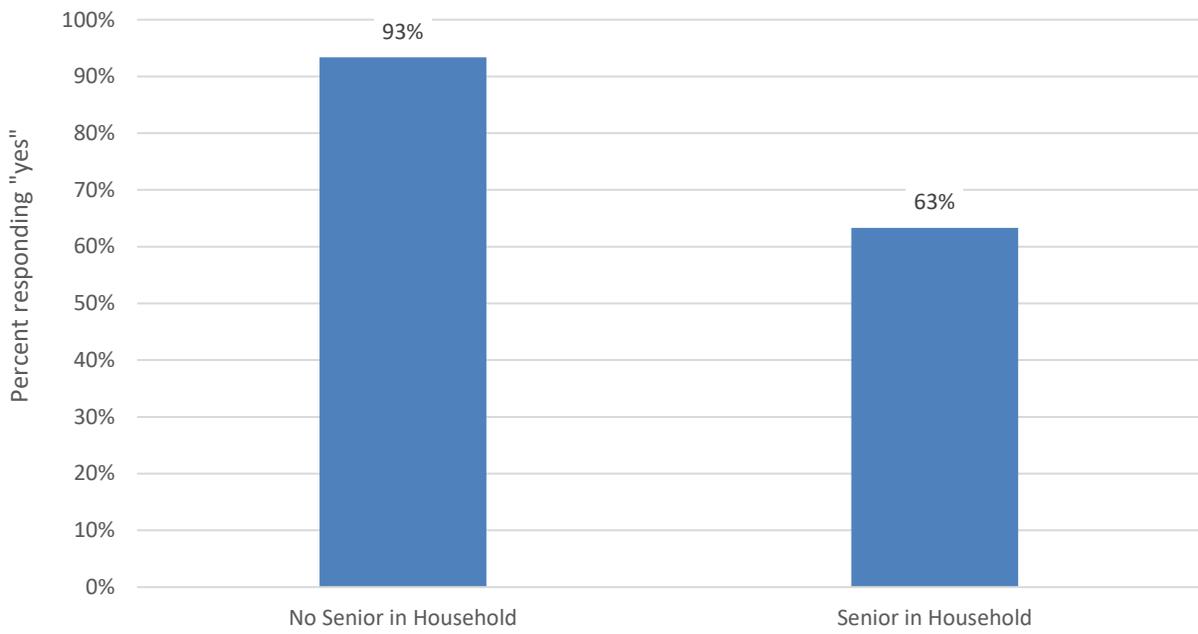
Figure 26: Percent of households that purchase home internet service by seniors in household (at least one household member age 65 or older)
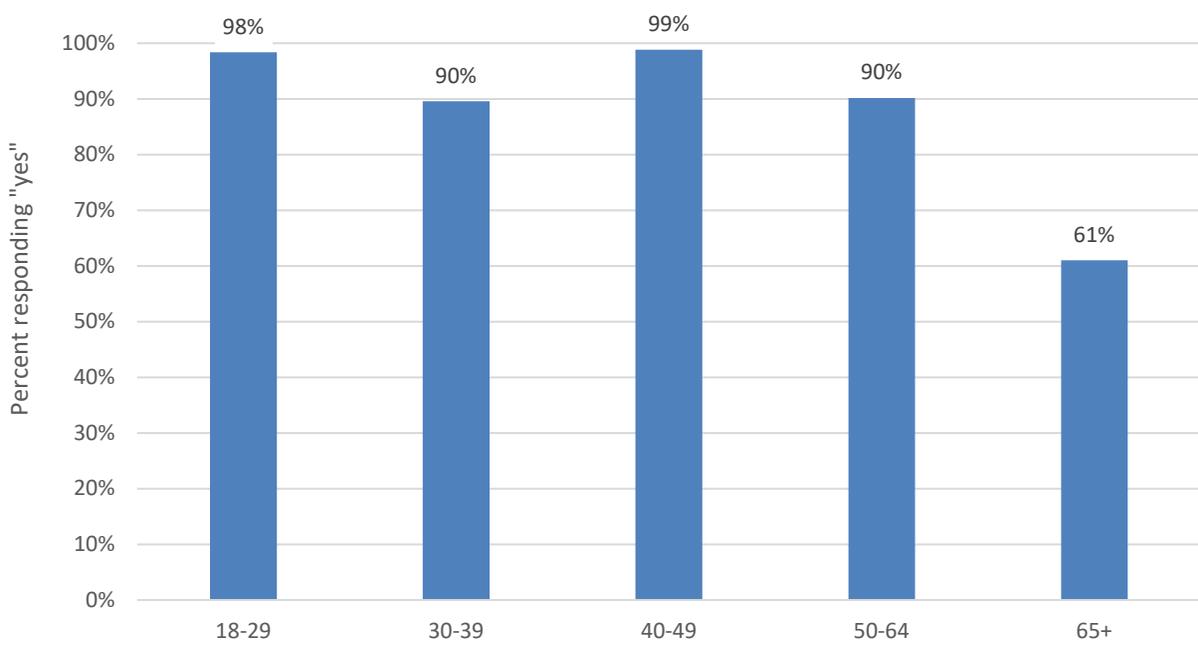
Figure 27: Percent of households that purchase home internet service by respondent age

We understand that you don't purchase a home internet service. If you access the internet at home in other ways, which of the following about your service at home is correct:
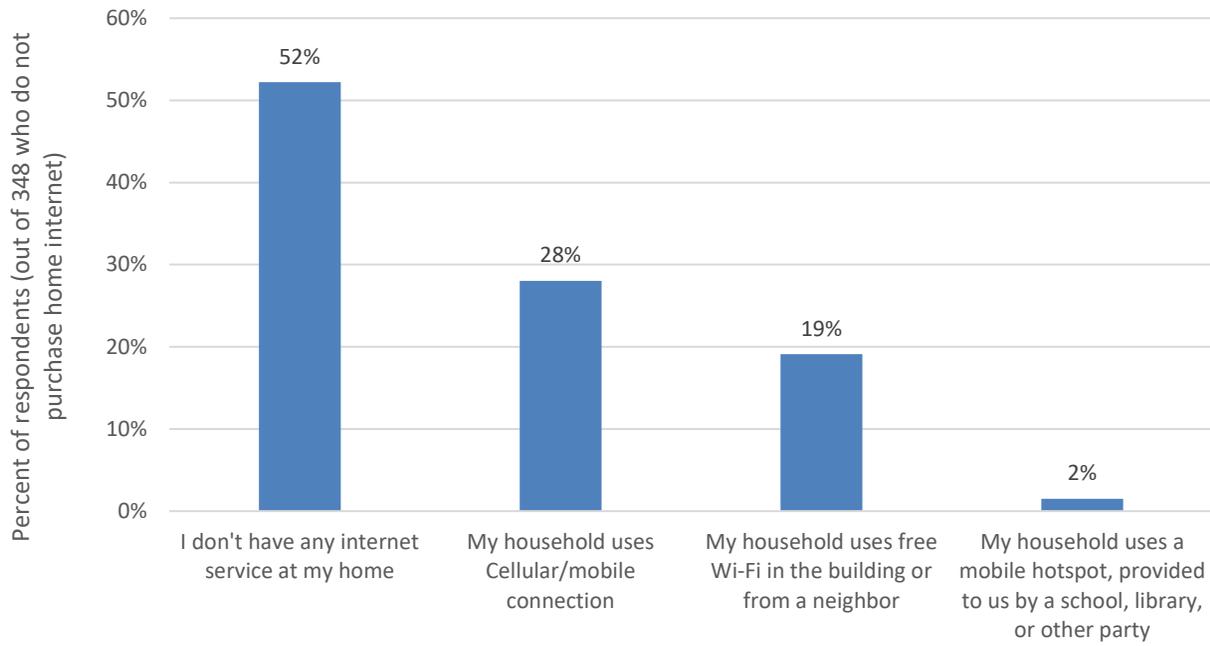
Figure 28: Percent of households without home internet service who access the internet in other ways

What are the reasons why your household does not purchase home internet service?
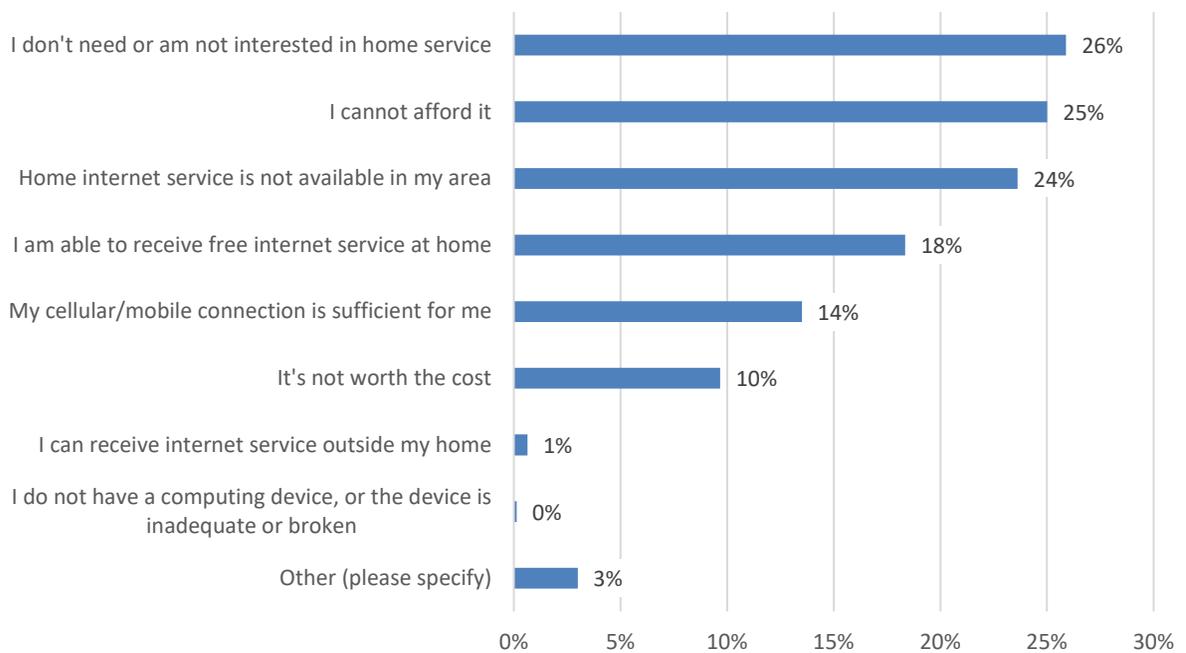
Percent of respondents (out of 348 who do not purchase home internet)

Figure 29: Reasons households do not purchase home internet service

Of the reasons you picked for not purchasing a home internet service, which do you and the members of your household consider to be the most important?

Number of respondents (out of 348 who do not purchase home internet)
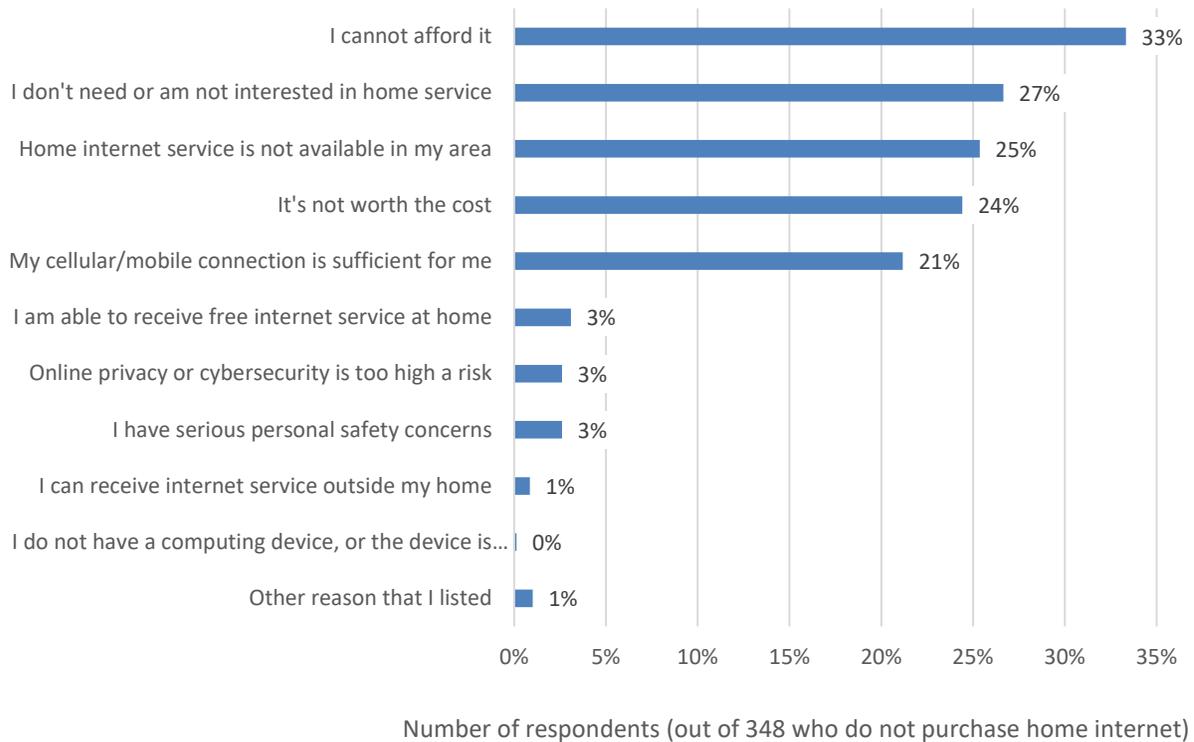
Figure 30: Most important reason households do not purchase home internet service

How reliable is your home internet service? For example, unreliable service could mean that the service is not available, or experiences sudden drops in speed.

Percent of households with home internet service
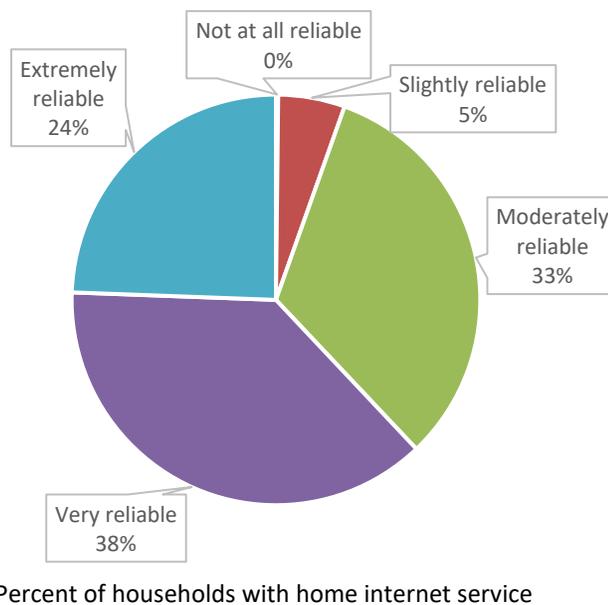
Figure 31: Reliability of home internet service
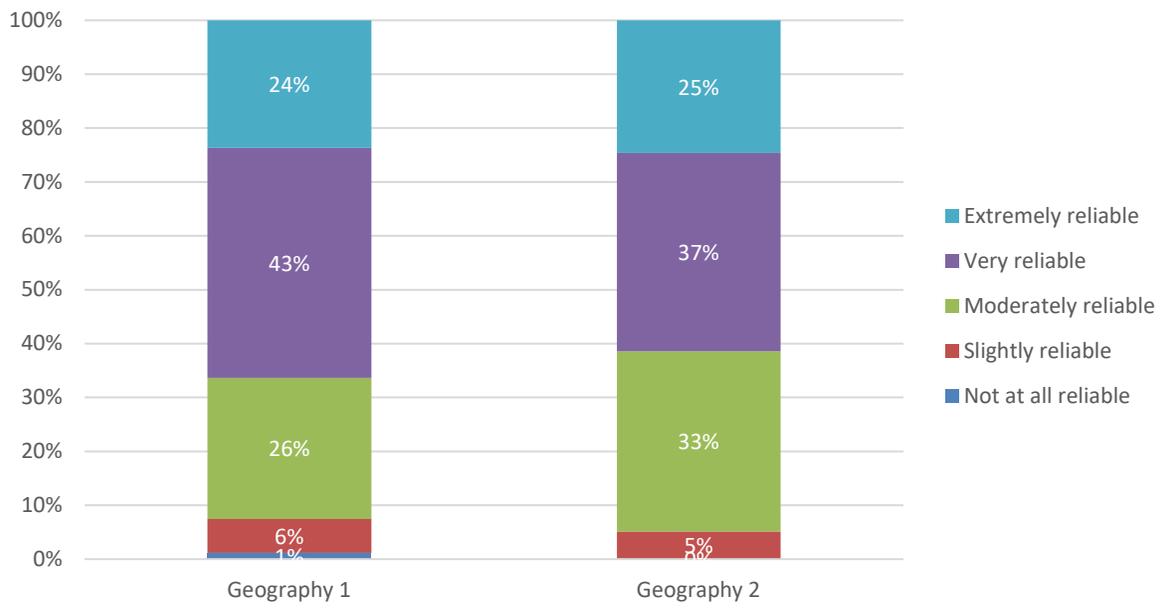
Figure 32: Reliability of home internet service by geography

Figure 33: Reliability of home internet service by household income
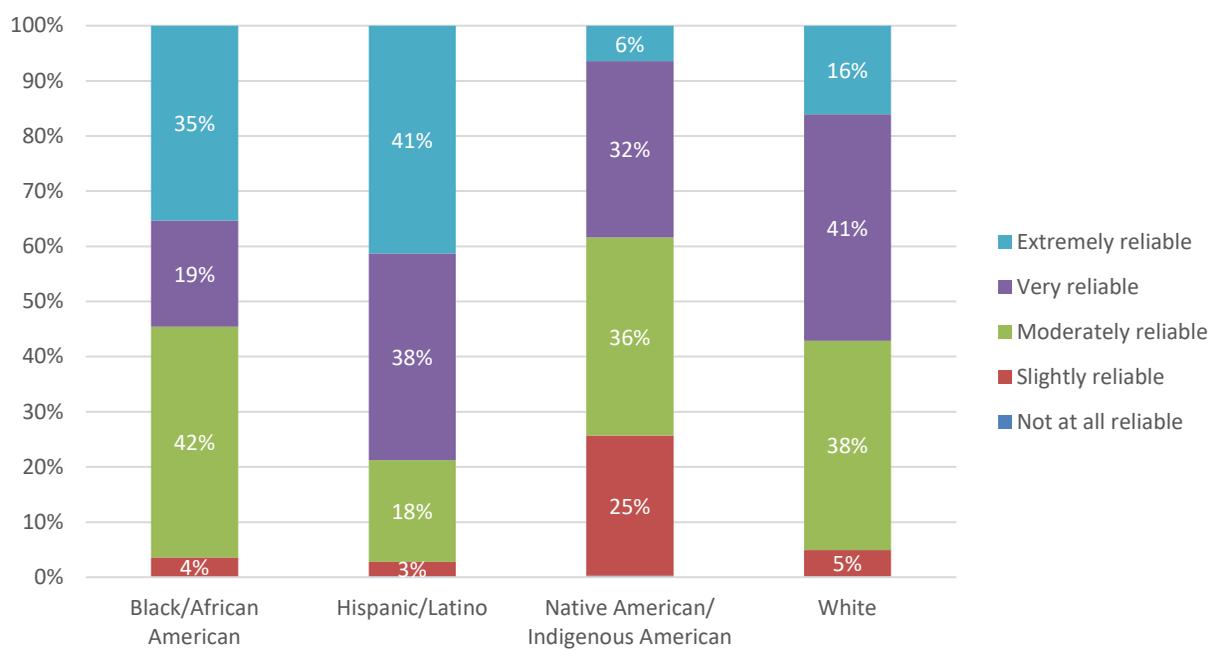
Figure 34: Reliability of home internet service by race/ethnicity

Are you currently enrolled in the Affordable Connectivity Program, Lifeline, or a subsidy program offered by your Internet Service Provider?
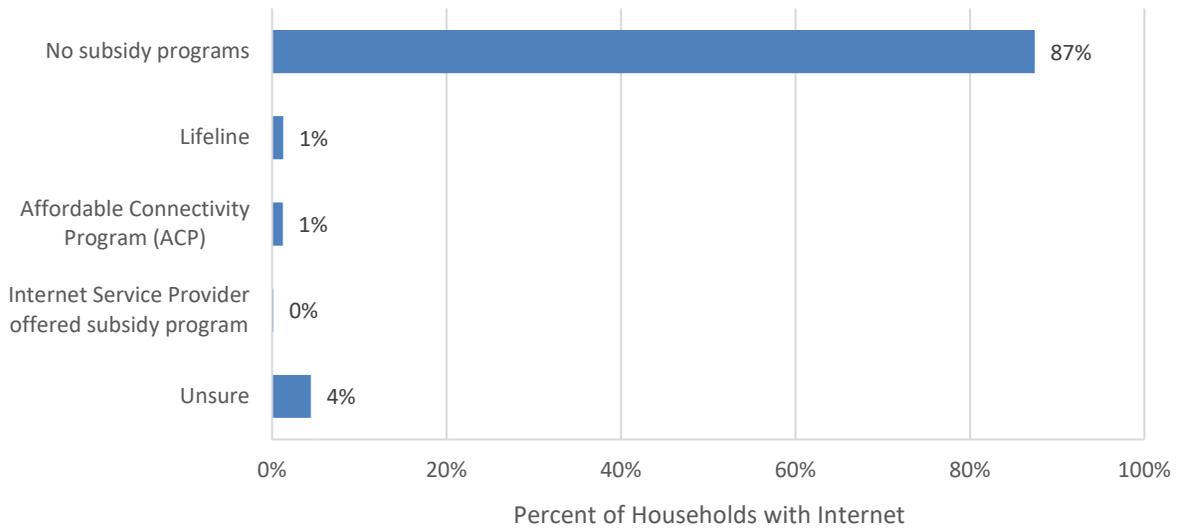
Figure 35: Percent of households with home internet service that are enrolled in subsidy programs

	Affordable Connectivity Program	Lifeline	No subsidy programs	Unsure	Internet Service Provider offered subsidy program
■ Less than $25,000	2.4%	6.5%	62.8%	1.1%	.3%
■ $25,000 to $49,999	1.0%	.5%	93.5%	4.6%	.0%
■ $50,000 to $74,999	3.4%	.3%	84.4%	10.0%	.4%
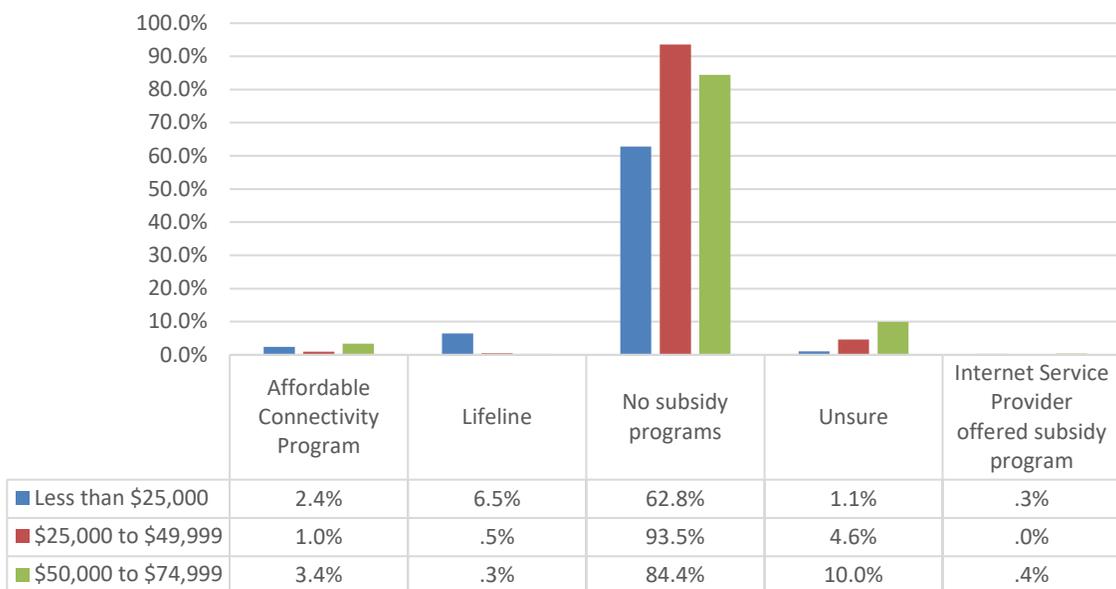
Figure 36: Percent of households with home internet service that are enrolled in subsidy programs by household income

Please estimate how much you pay per month for your home internet service.
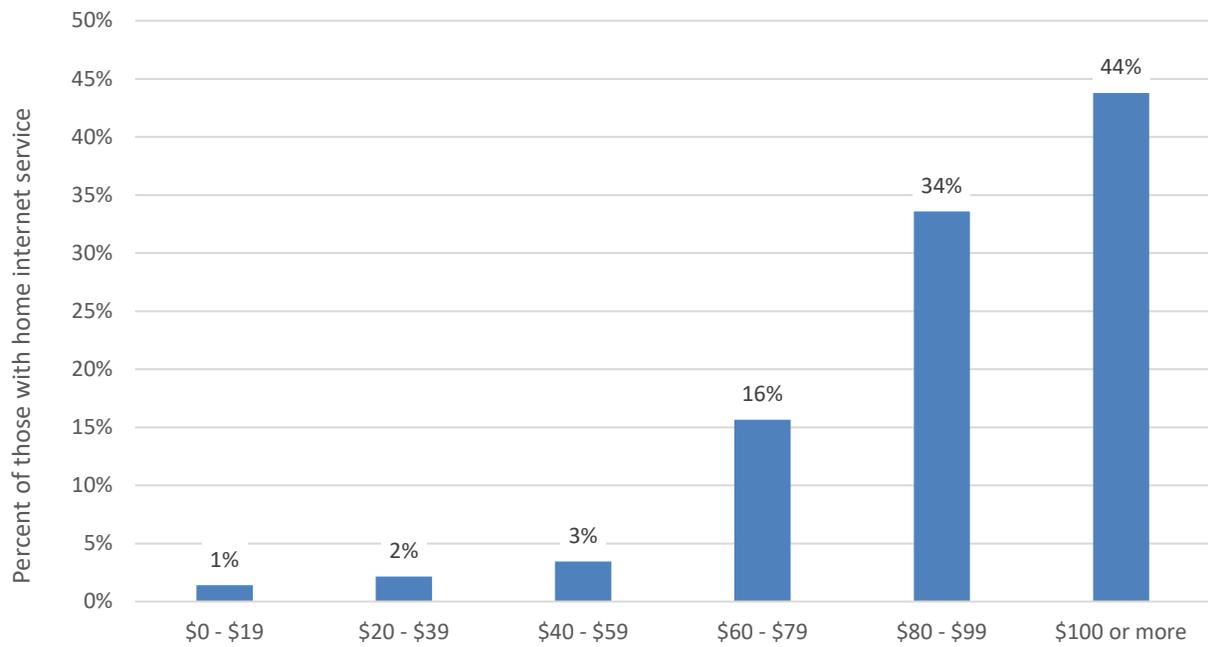
Figure 37: Monthly cost of home internet service
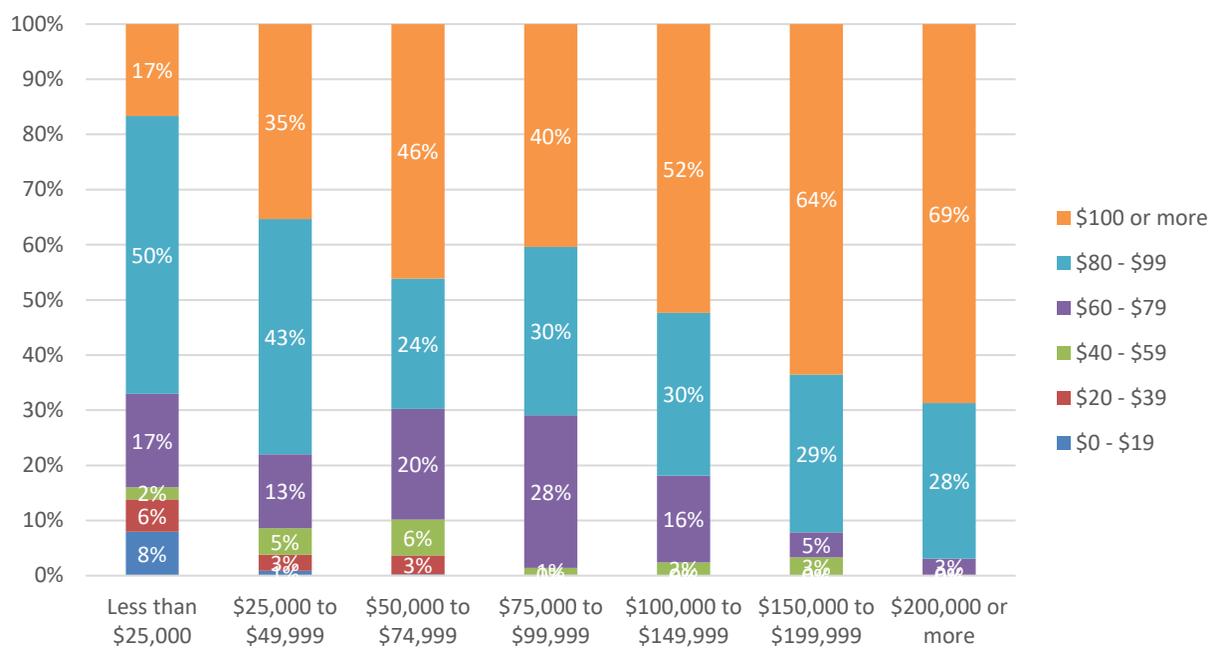
Figure 38: Monthly cost of home internet service by household income

Please estimate how much you are willing to pay per month for high-speed, reliable home internet service:
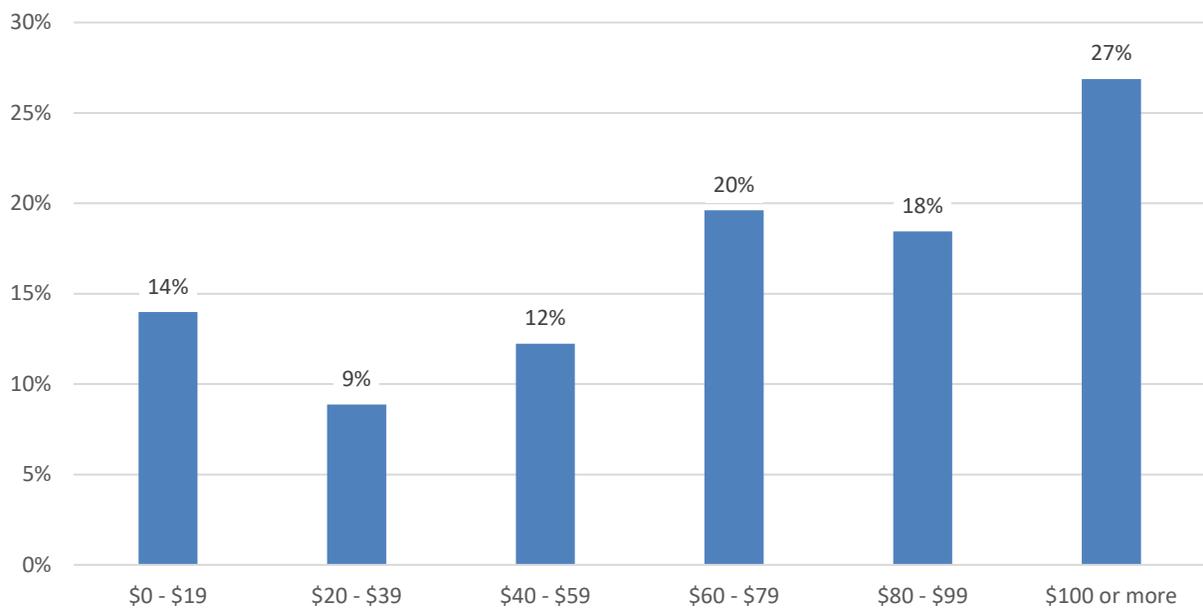
Figure 39: Amount willing to pay for high-speed, reliable home internet service
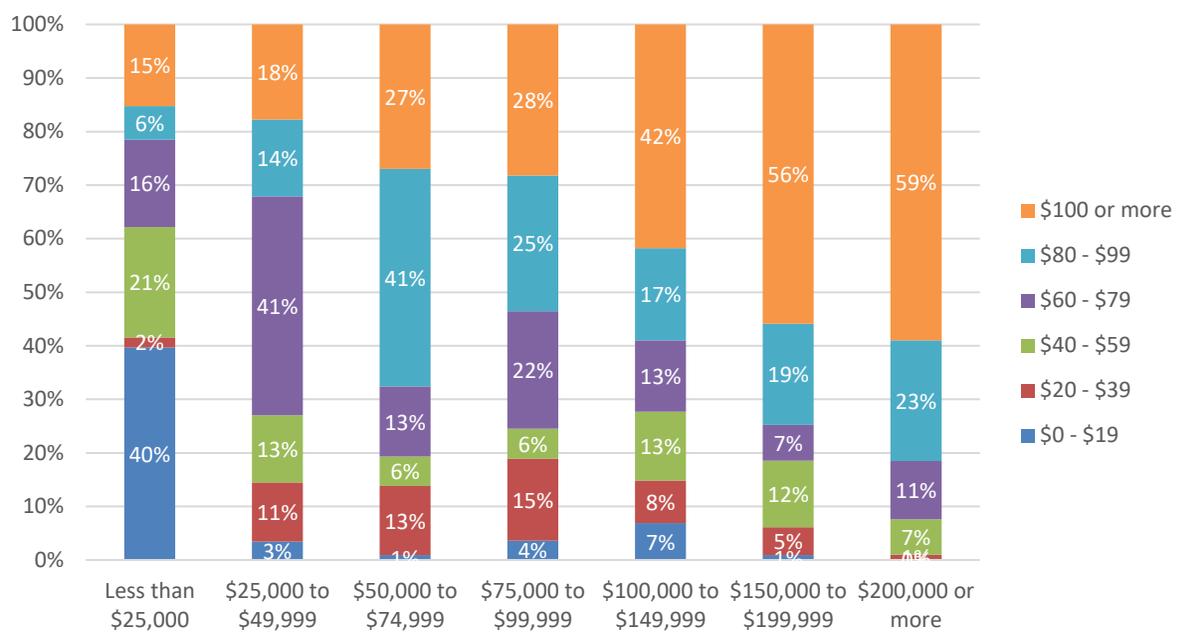
Figure 40: Amount willing to pay for high-speed, reliable home internet service by household income

For each of the following devices, how many does your household use that are in good working condition.
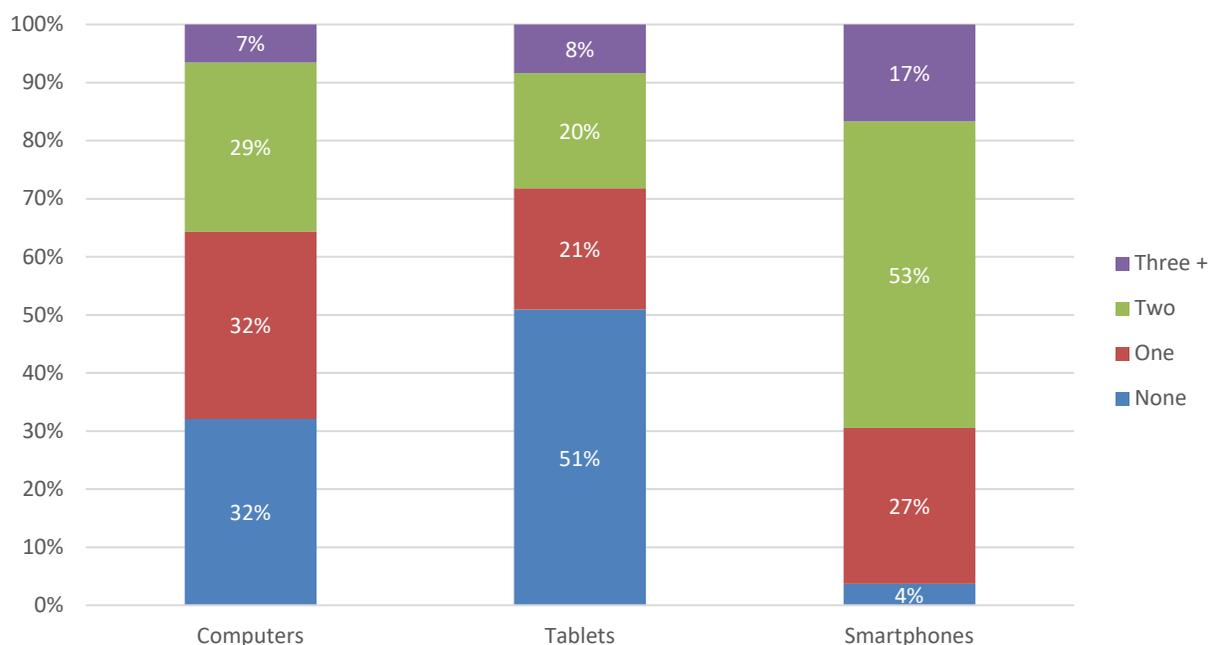
Figure 41: Number of computing devices in the household
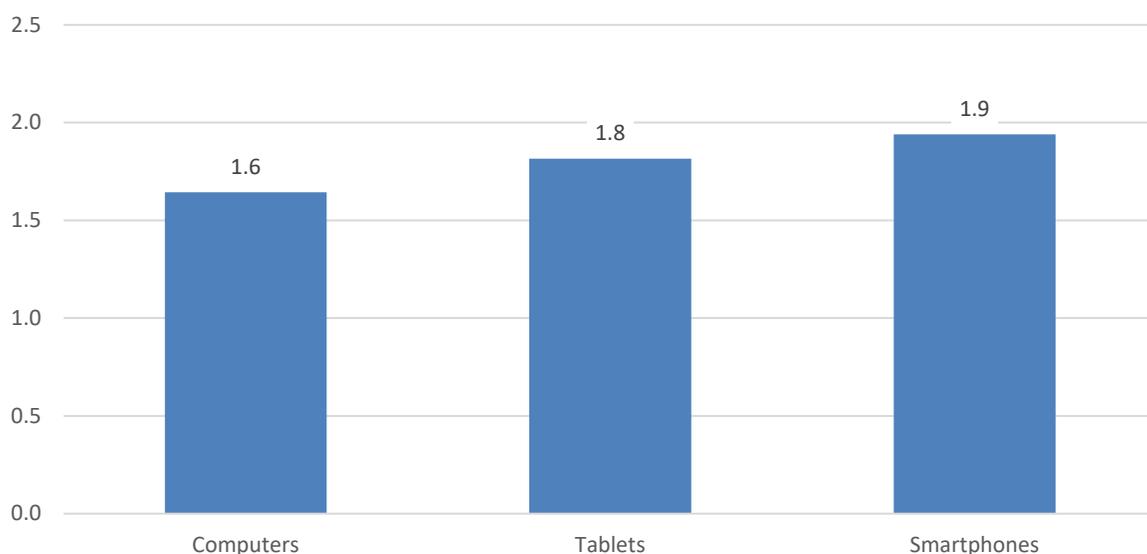
Figure 42: Average number of computing devices in the household (among households with at least one device)

Table 37: Number of computing devices by geography

		Geography 1	Geography 2
Computers	None	30%	33%
	One	38%	31%
	Two	23%	30%
	Three or more	10%	6%
	Total Weighted Count	371	2097
Tablets	None	58%	50%
	One	23%	21%
	Two	13%	21%
	Three or more	6%	9%
	Total Weighted Count	371	2097
Smartphones	None	5%	4%
	One	35%	25%

	Two	42%	55%
	Three or more	19%	16%
	Total Weighted Count	371	2097
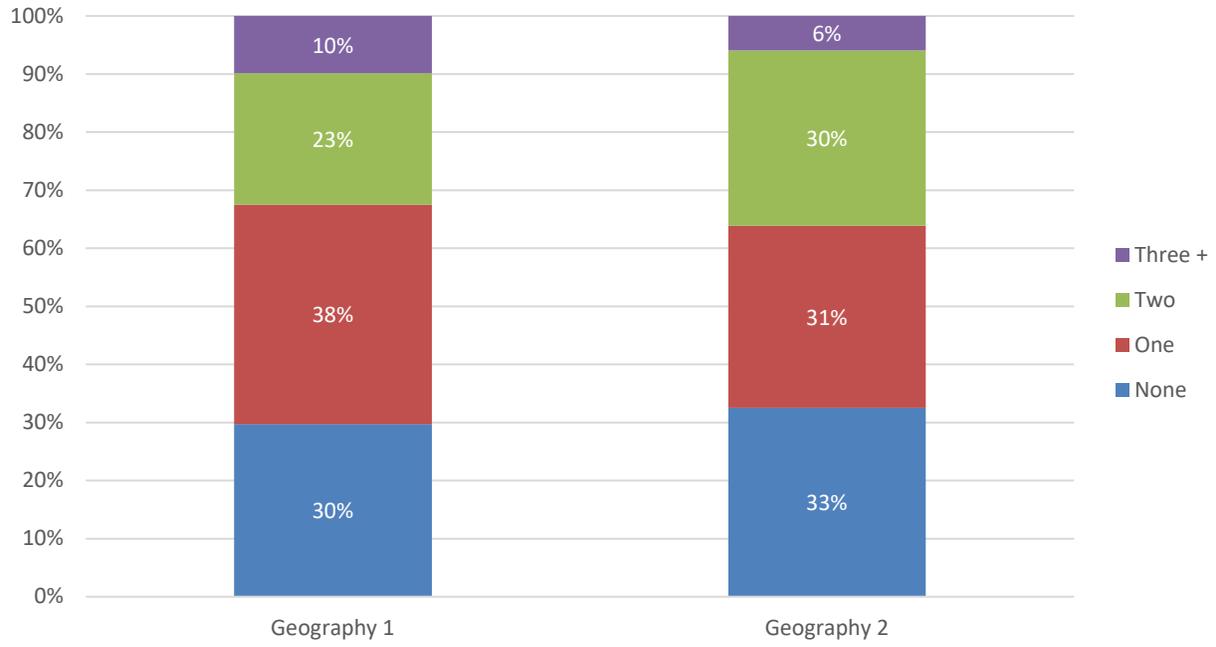
Figure 43: Number of computers by geography
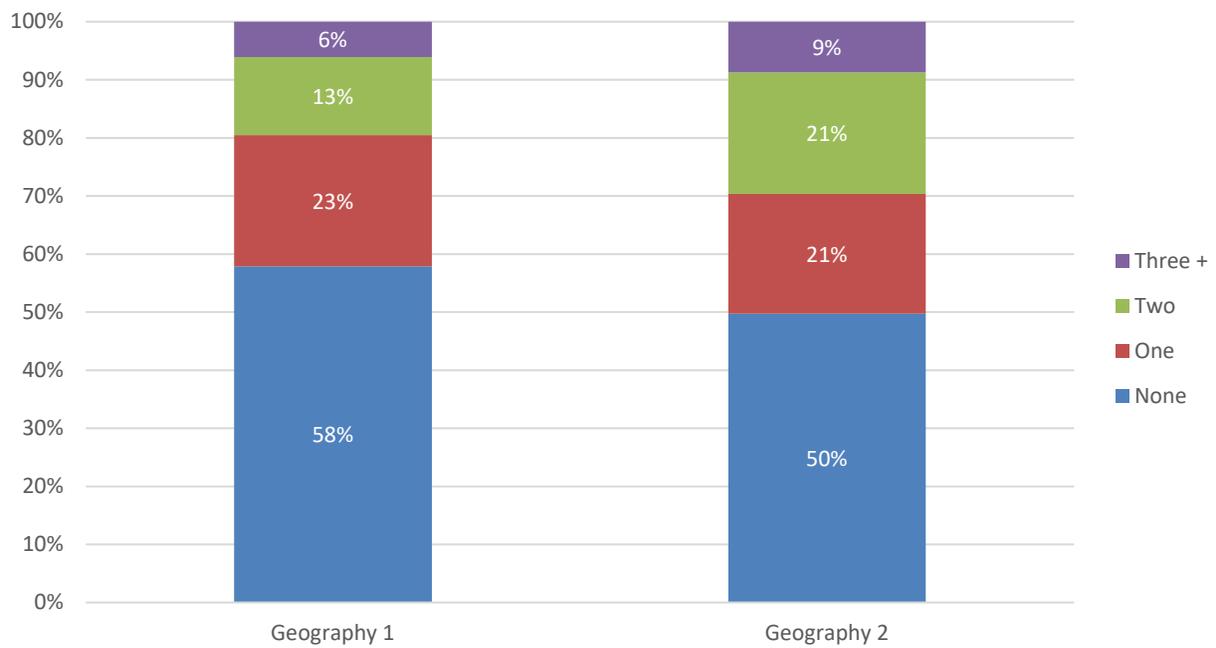
Figure 44: Number of tablets by geography
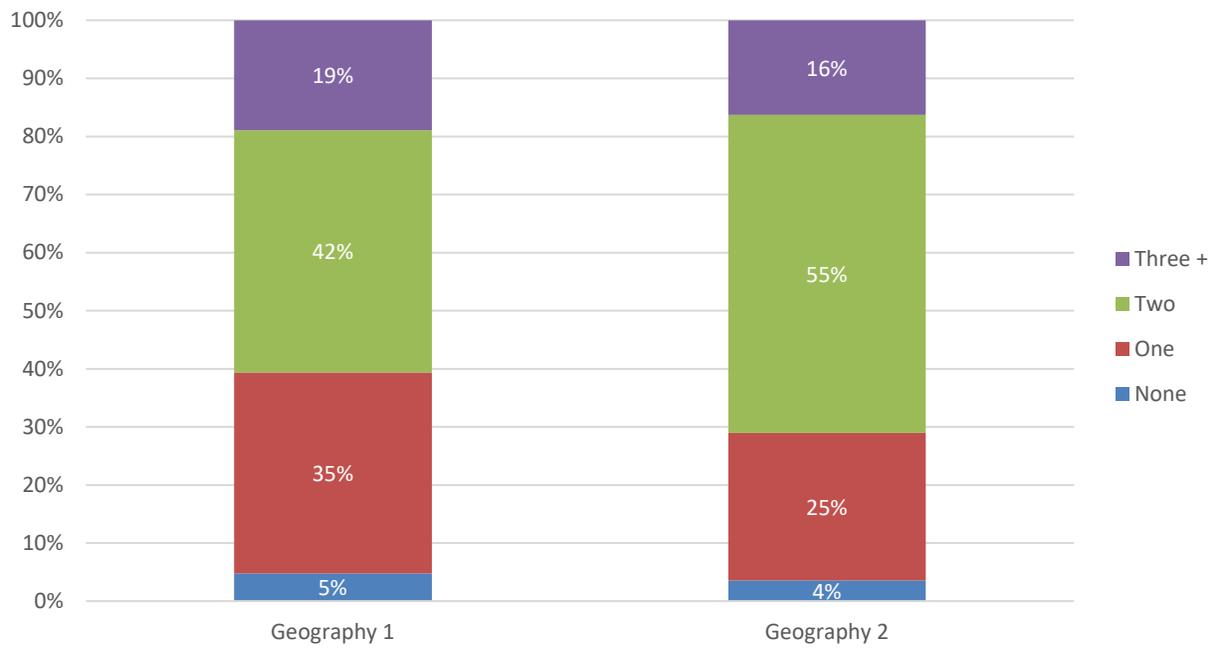
Figure 45: Number of smartphones by geography

Table 38: Number of computing devices by household income

		Less than $25,000	$25,000 - $49,999	$50,000 - $74,999	$75,000 - $99,999	$100,000 - $149,999	$150,000- $199,999
Computers	None	74%	31%	19%	14%	6%	4%
	One	12%	43%	38%	48%	36%	20%
	Two	13%	23%	40%	32%	41%	68%
	Three or more	1%	3%	3%	7%	17%	9%
	Total Weighted Count	534	495	378	297	321	119
Tablets	None	67%	53%	59%	40%	27%	50%
	One	8%	32%	17%	32%	21%	25%
	Two	25%	12%	15%	22%	27%	14%
	Three or more	1%	3%	10%	7%	25%	11%
	Total Weighted Count	534	495	378	297	321	119
Smartphones	None	7%	0%	0%	0%	1%	0%
	One	37%	44%	21%	24%	4%	18%
	Two	40%	54%	67%	60%	64%	54%
	Three or more	16%	2%	13%	16%	31%	28%
	Total Weighted Count	534	495	378	297	321	119
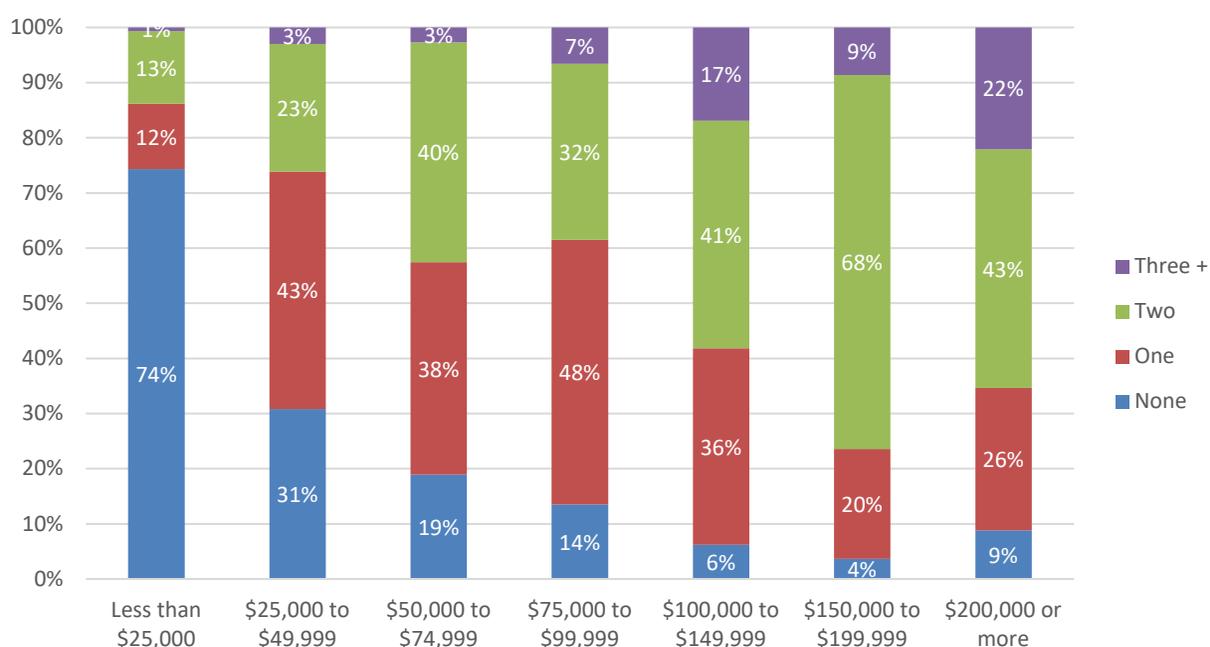
Figure 46: Number of computers by household income

Figure 47: Number of tablets by household income

Figure 48: Number of smartphones by household income

Table 39: Number of computing devices by race/ethnicity

		Black/ African American	Hispanic/ Latino	Native American/ Indigenous American	White
Computers	None	37%	37%	33%	28%
	One	39%	31%	29%	37%
	Two	19%	29%	36%	27%
	Three or more	5%	3%	1%	7%
	Total Weighted Count	38	1005	187	831
Tablets	None	49%	51%	75%	45%
	One	16%	17%	8%	31%
	Two	26%	26%	12%	16%
	Three or more	9%	6%	5%	8%
	Total Weighted Count	38	1005	187	831
	None	0%	1%	1%	1%

Smartphones					
	One	25%	29%	46%	28%
	Two	60%	54%	43%	56%
	Three or more	15%	16%	10%	15%
	Total Weighted Count	38	1005	187	831
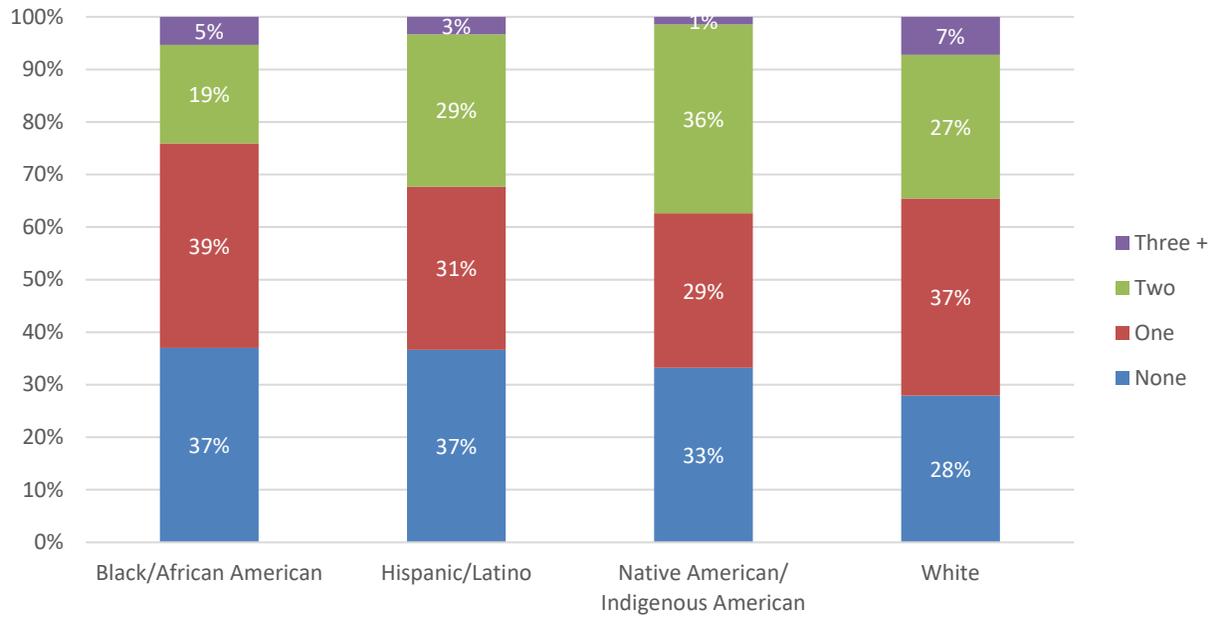
Figure 49: Number of computers by race/ethnicity
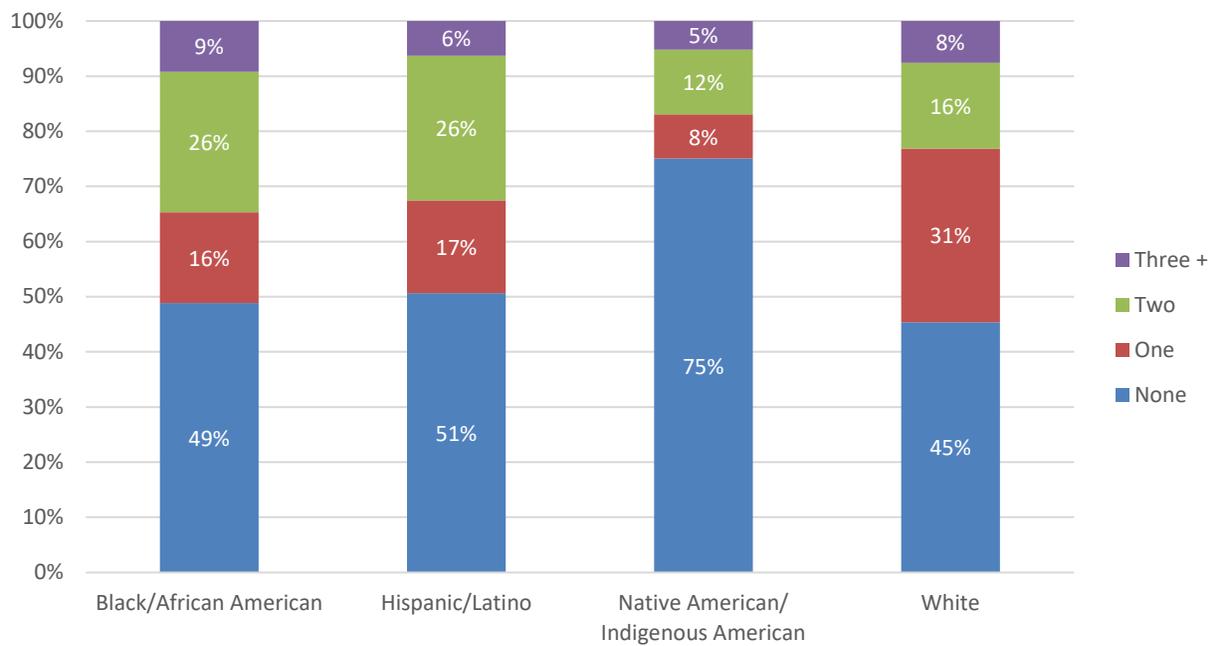
Figure 50: Number of tablets by race/ethnicity
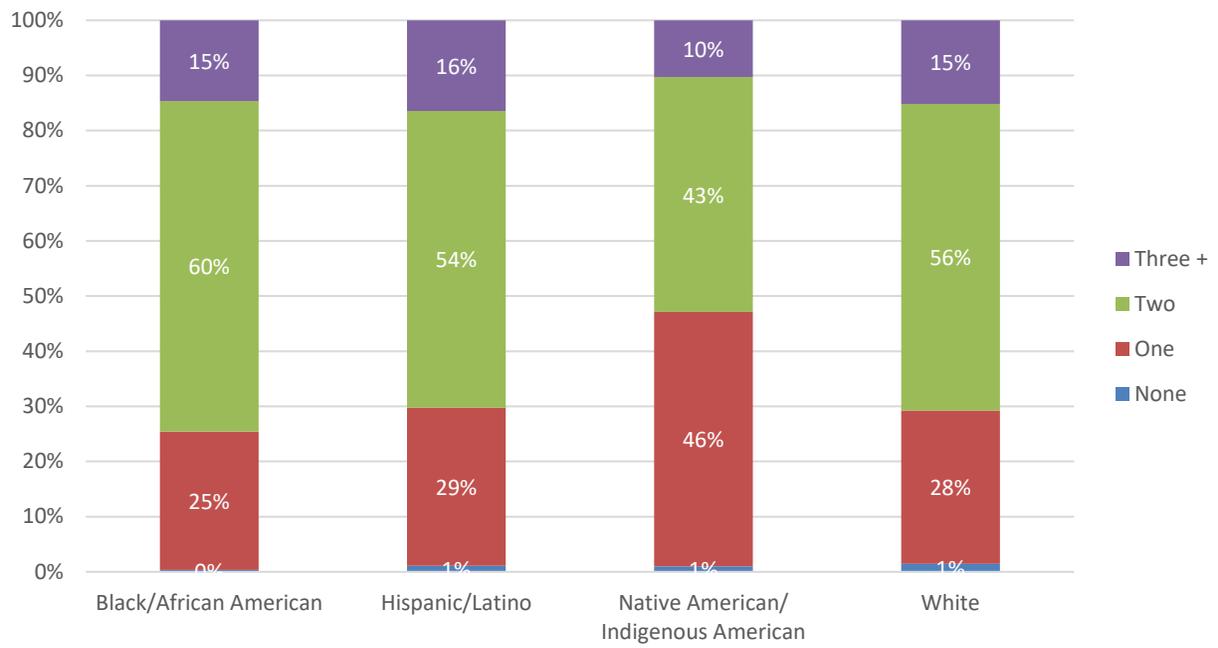
Figure 51: Number of smartphones by race/ethnicity

Table 40: Number of computing devices in at-risk households

		Veteran	Individual with a disability	Primarily non-English speaker	Formerly incarcerated individual	Actively enrolled in K-12 school or college or other higher education
Computers	None	37%	69%	37%	33%	17%
	One	38%	20%	34%	35%	32%
	Two	18%	8%	25%	31%	37%
	Three or more	7%	3%	5%	0%	14%
	Total Weighted Count	133	330	741	277	813
Tablets	None	47%	81%	39%	6%	25%
	One	35%	12%	13%	33%	16%
	Two	13%	4%	36%	52%	38%
	Three or more	5%	3%	11%	8%	21%
	Total Weighted Count	133	330	741	277	813
Smartphones	None	0%	12%	1%	0%	0%
	One	36%	57%	18%	9%	9%
	Two	52%	25%	58%	58%	52%
	Three or more	11%	6%	22%	34%	39%
	Total Weighted Count	133	330	741	277	813
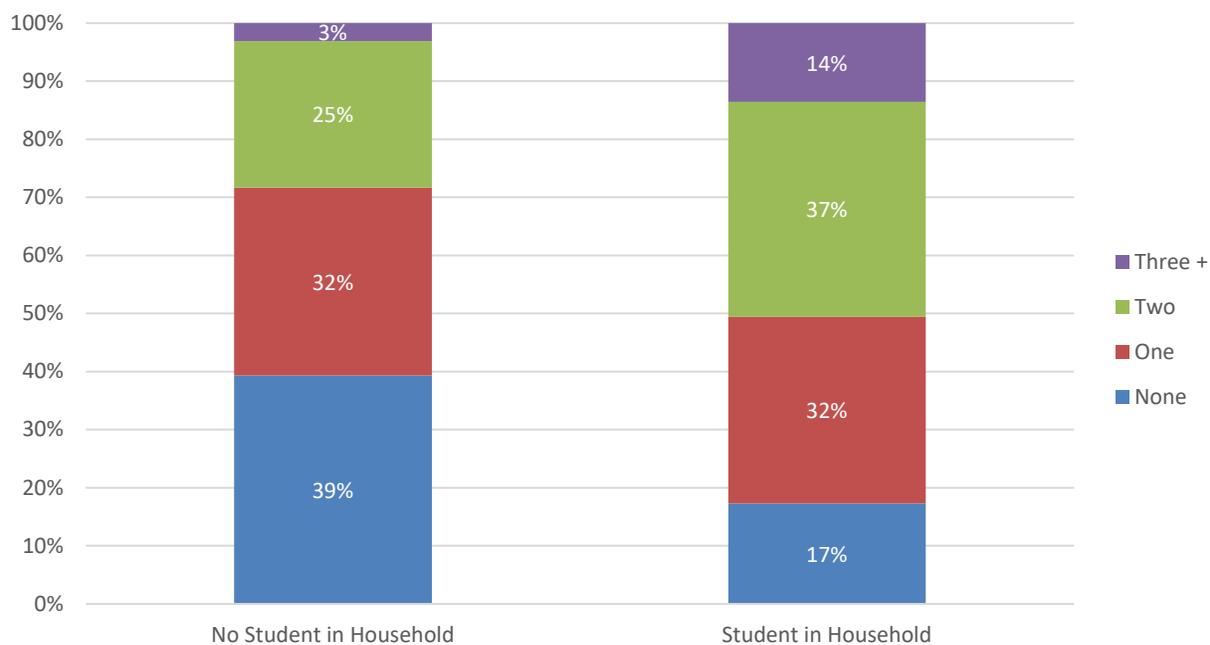
Figure 52: Number of computers by student in household
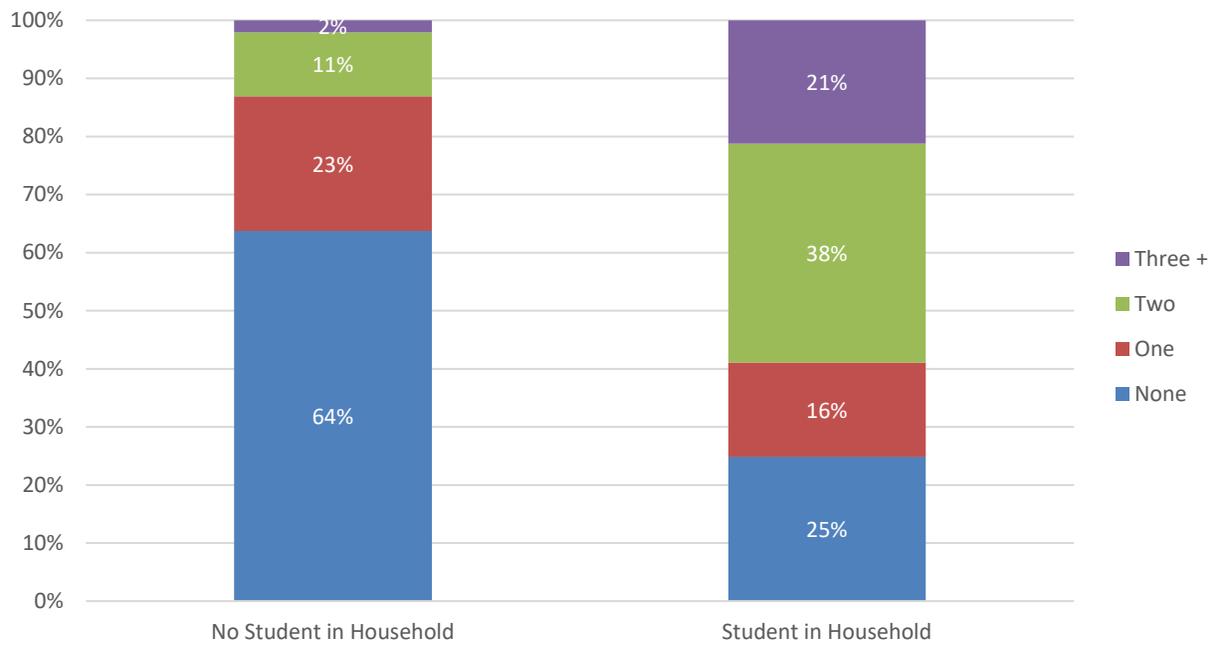
Figure 53: Number of tablets by student in household
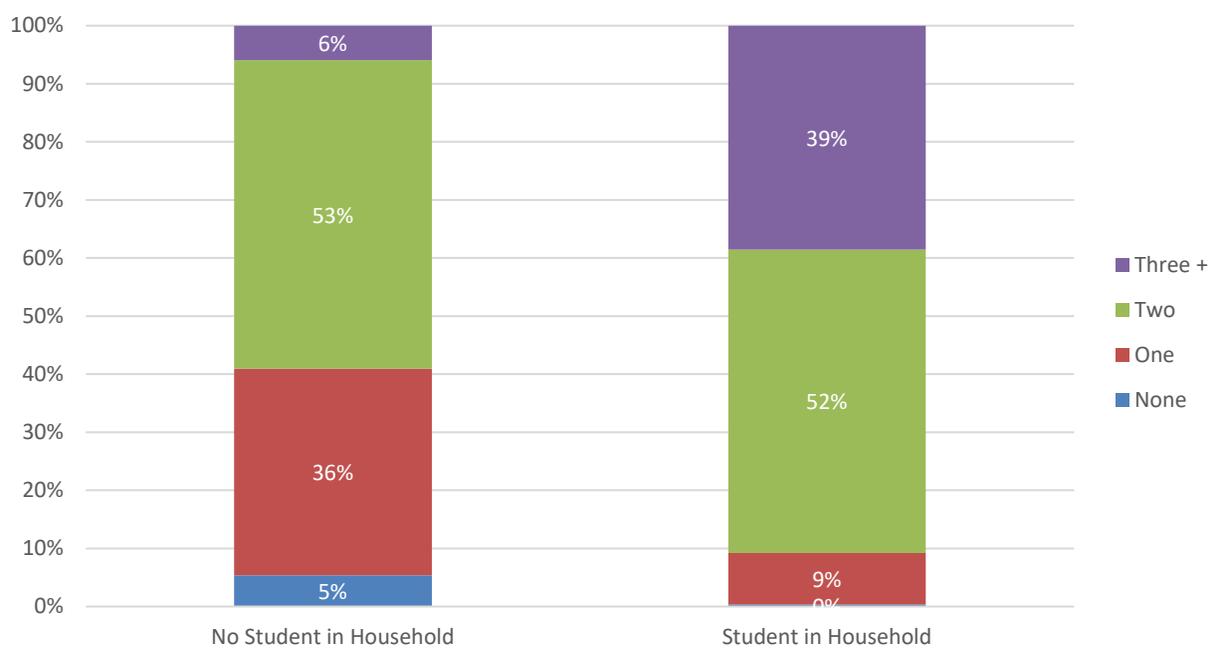
Figure 54: Number of smartphones by student in household

Table 41: Number of computing devices by household size

		One household member	Two household members	Three household members	Four+ household members
Computers	None	60%	24%	32%	9%
	One	37%	36%	27%	29%
	Two	3%	38%	35%	40%
	Three or more	1%	2%	6%	22%
	Total Weighted Count	431	1007	398	465
Tablets	None	72%	55%	35%	26%
	One	23%	21%	22%	16%
	Two	4%	22%	35%	24%
	Three or more	1%	1%	8%	34%
	Total Weighted Count	431	1007	398	465
Smartphones	None	8%	3%	3%	1%
	One	82%	12%	5%	9%

Two		9%	83%	64%	28%
Three or more		1%	1%	28%	62%
Total Weighted Count		431	1007	398	465
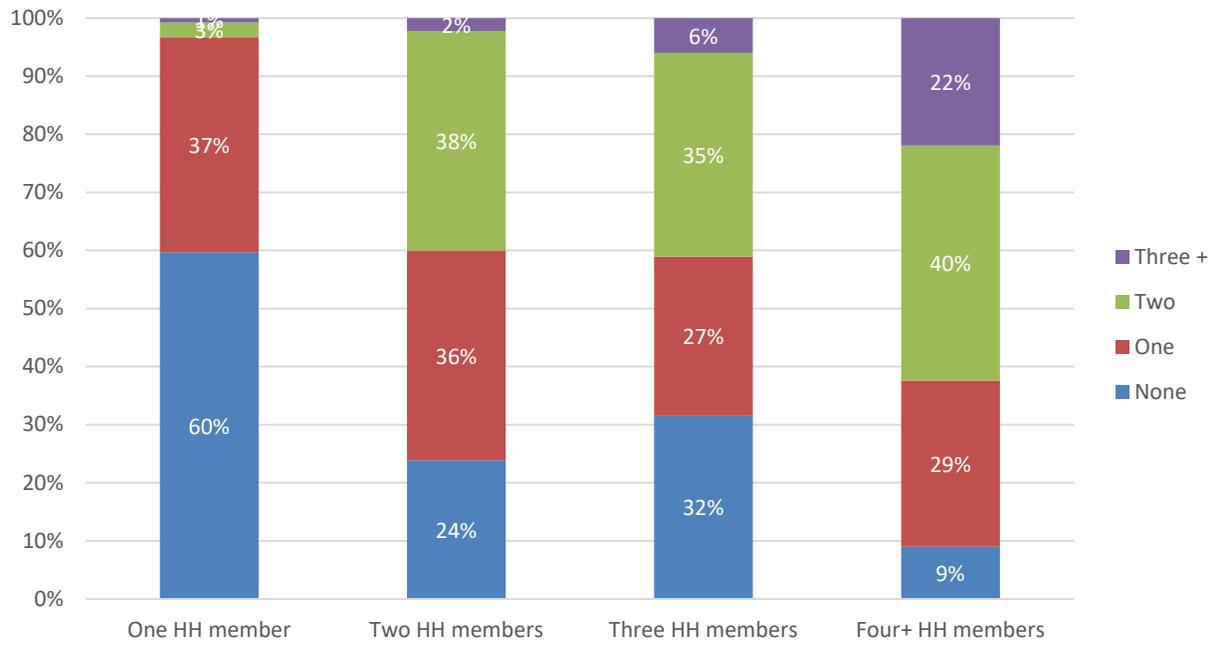
Figure 55: Number of computers by household size
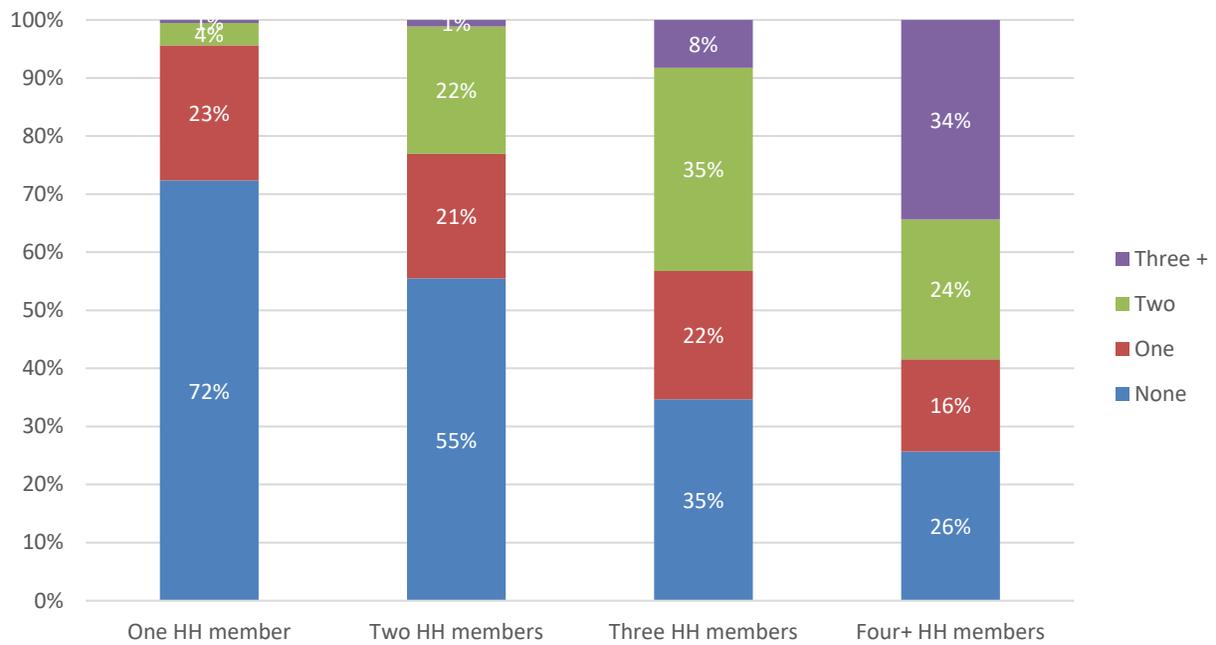
Figure 56: Number of tablets by household size
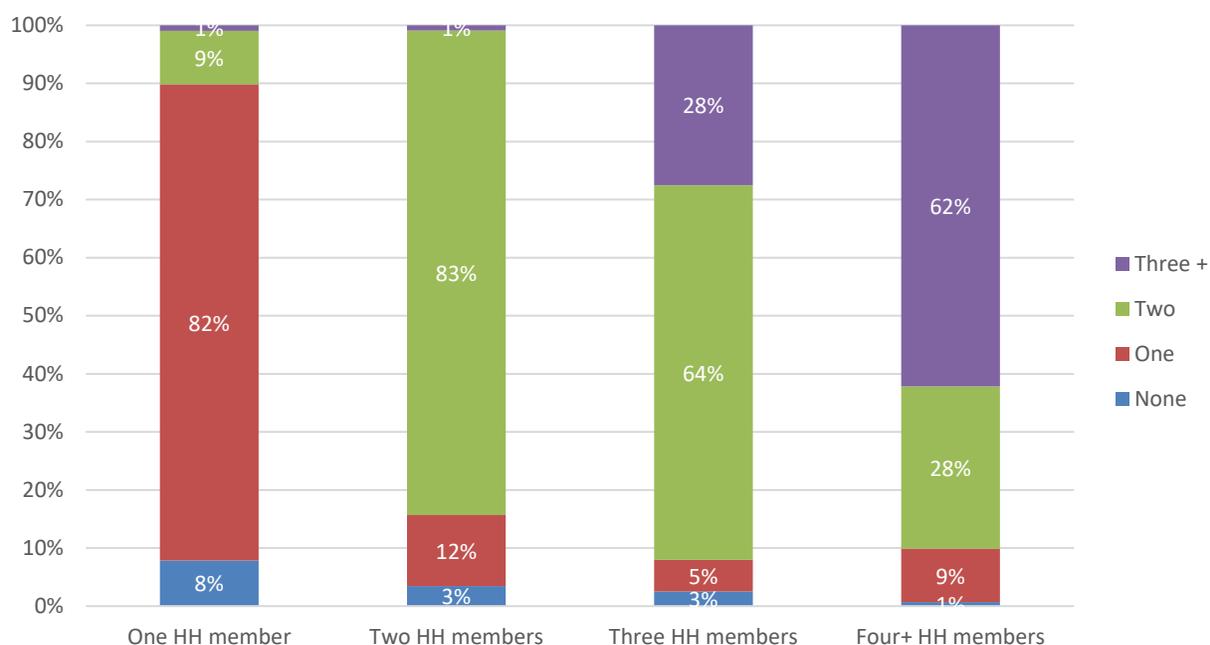
Figure 57: Number of smartphones by household size

Table 42: Number of computing devices by ages of householders (percent of households with at least one householder in each age group)

		Under 18	18-29	30-39	40-49	50-64	65+
Computers	None	18%	25%	21%	13%	19%	57%
	One	35%	28%	39%	32%	29%	23%
	Two	36%	44%	31%	37%	41%	14%
	Three or more	11%	4%	9%	18%	11%	5%
	Total Weighted Count	904	513	418	517	556	619
Tablets	None	26%	35%	46%	38%	60%	73%
	One	21%	21%	27%	24%	21%	14%
	Two	33%	36%	17%	13%	13%	11%
	Three or more	20%	9%	10%	25%	5%	2%
	Total Weighted Count	904	513	418	517	556	619
Smartphones	None	1%	3%	1%	2%	4%	9%
	One	12%	22%	25%	17%	14%	35%
	Two	52%	39%	57%	44%	67%	52%
	Three or more	36%	36%	18%	37%	15%	5%
	Total Weighted Count	904	513	418	517	556	619
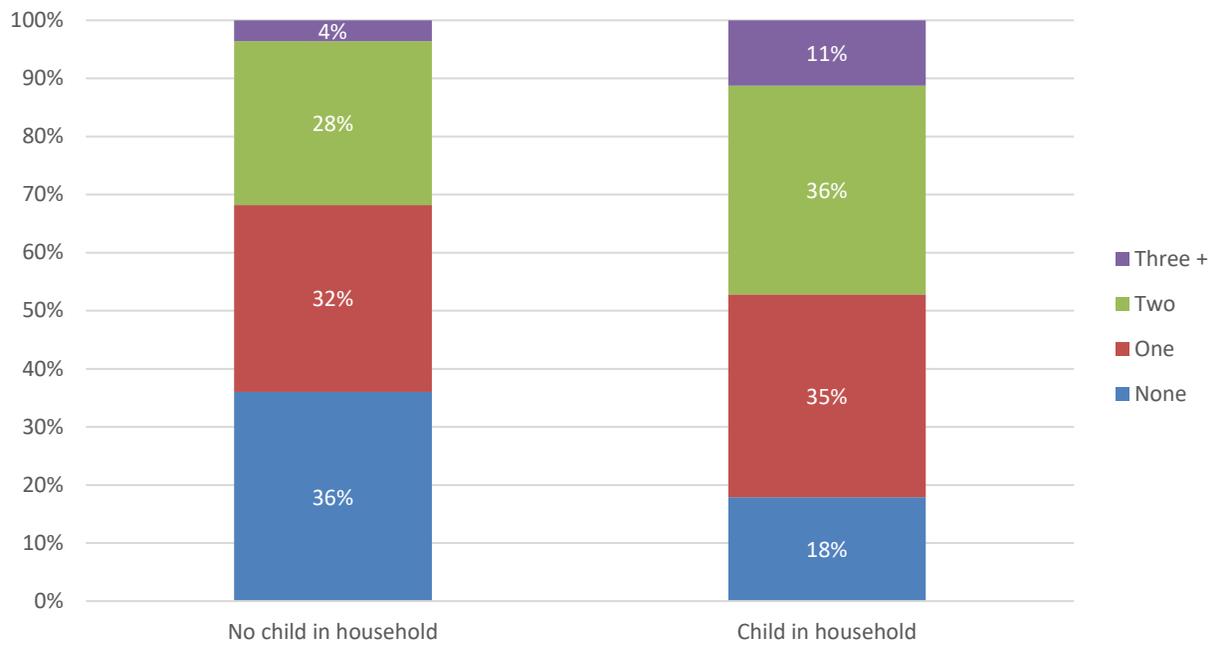
Figure 58: Number of computers by children in household (at least one household member under age 18)
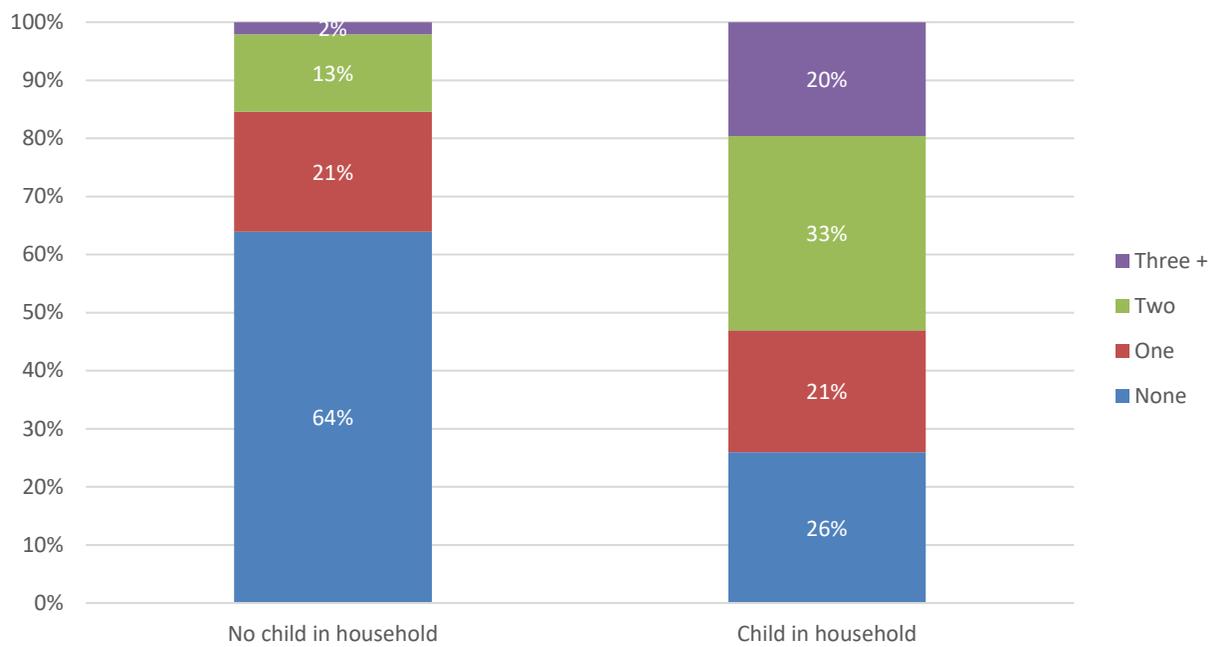
Figure 59: Number of tablets by children in household (at least one household member under age 18)
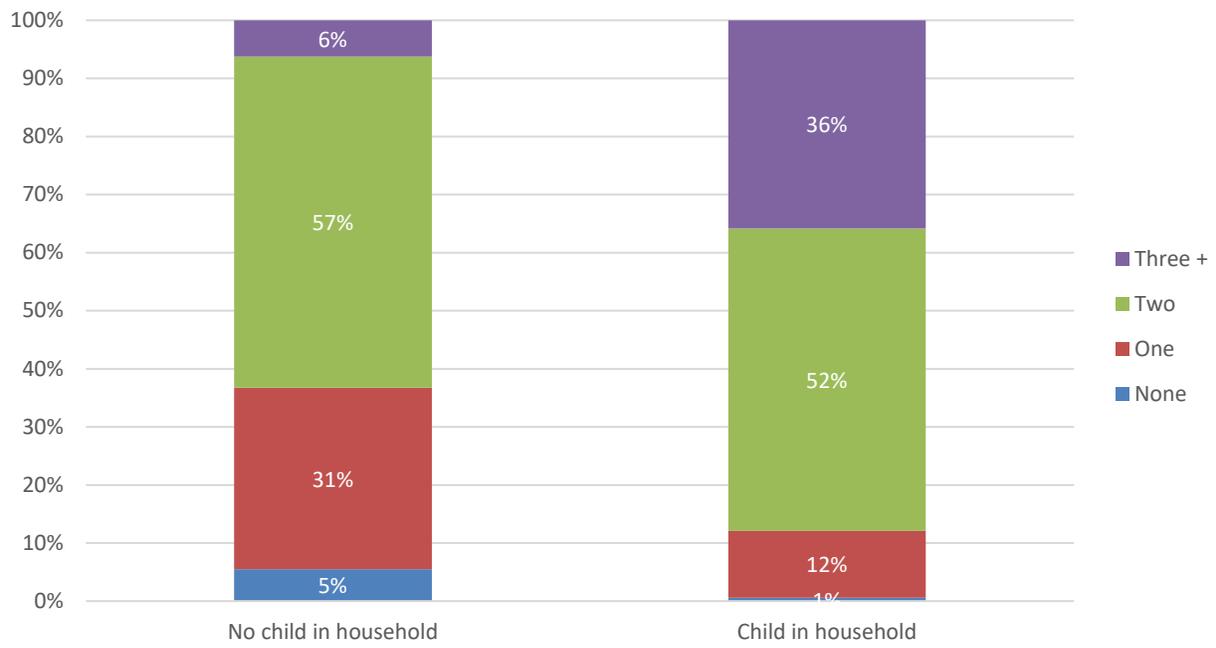
Figure 60: Number of smartphones by children in household (at least one household member under age 18)
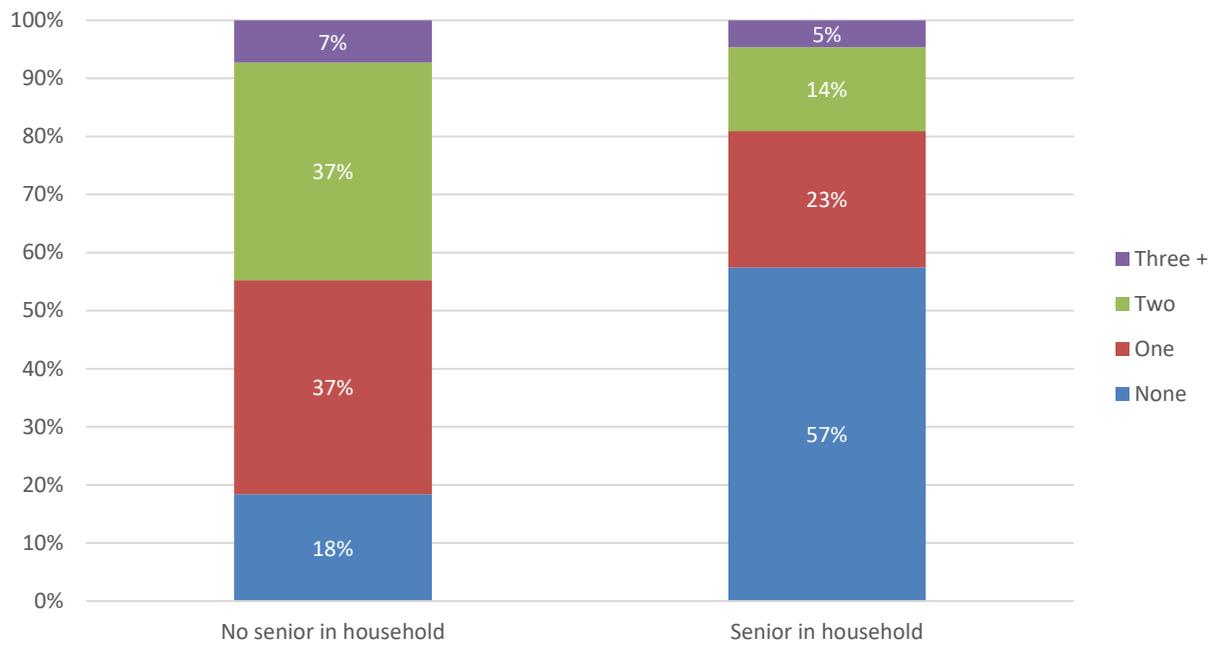
Figure 61: Number of computers by seniors in household (at least one household member age 65 or older)
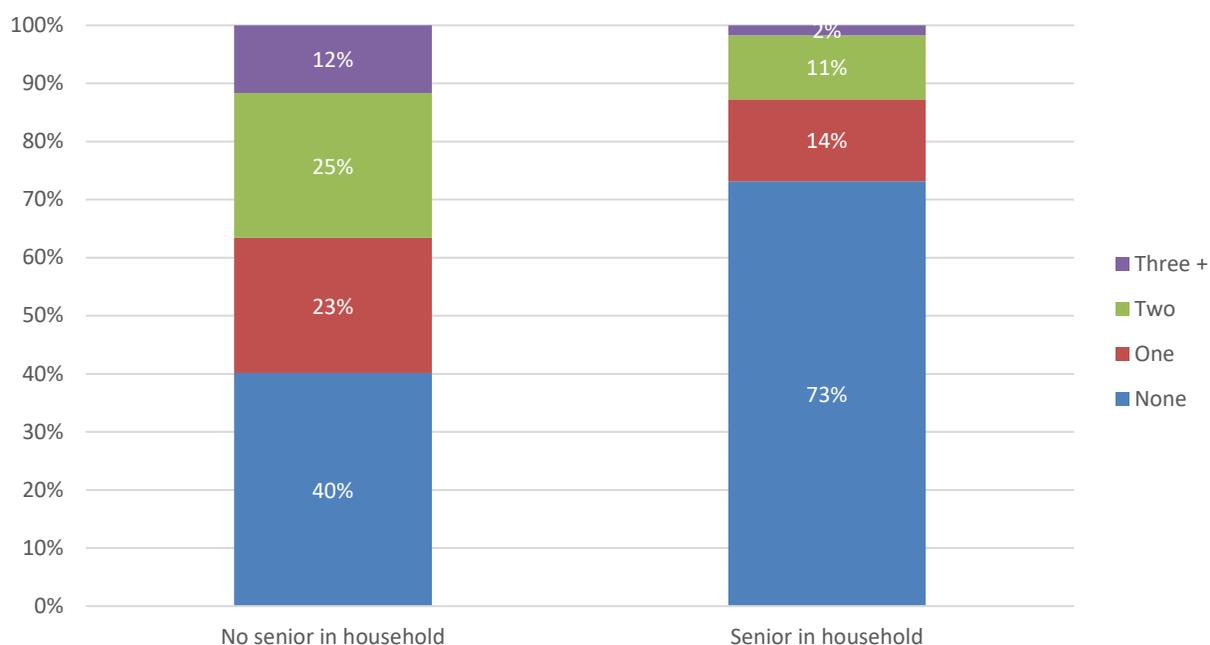
Figure 62: Number of tablets by seniors in household (at least one household member age 65 or older)
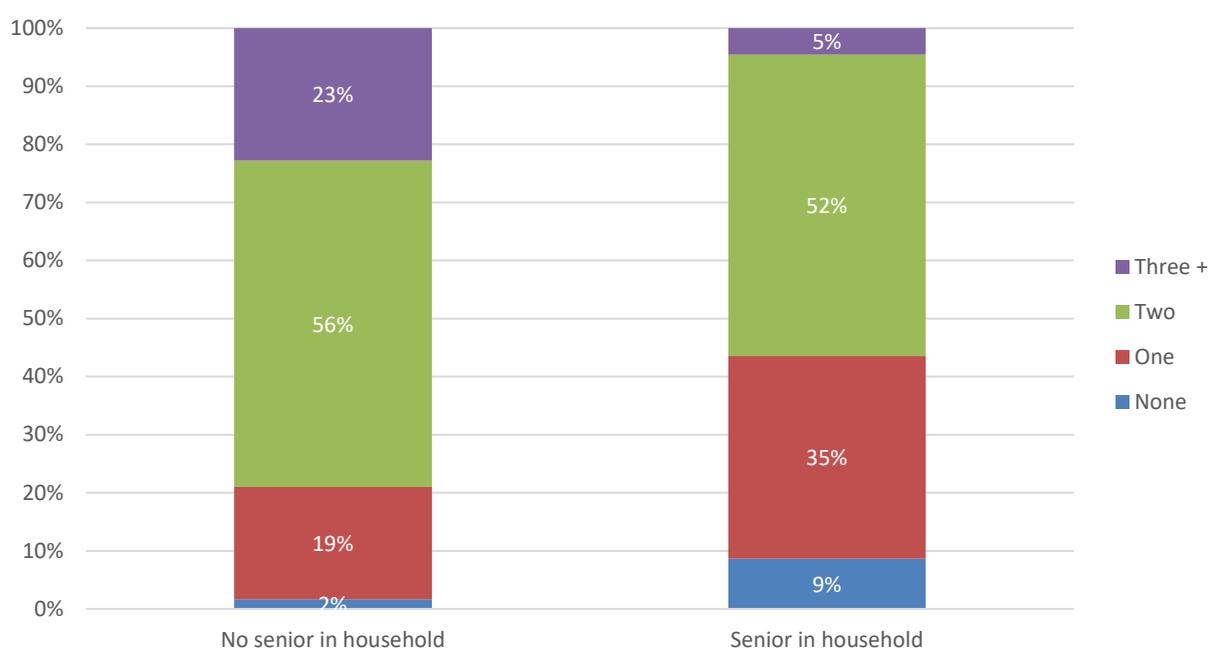
Figure 63: Number of smartphones by seniors in household (at least one household member age 65 or older)

Table 43: Number of computing devices by respondent age

		18-29	30-39	40-49	50-64	65+
Computers	None	20%	23%	8%	32%	63%
	One	41%	41%	36%	28%	22%
	Two	37%	30%	41%	31%	12%
	Three or more	1%	6%	15%	9%	4%
	Total Weighted Count	466	421	395	582	578
Tablets	None	24%	39%	37%	66%	75%
	One	21%	31%	23%	18%	14%
	Two	47%	20%	16%	11%	10%
	Three or more	9%	9%	24%	5%	1%
	Total Weighted Count	466	421	395	582	578
Smartphones	None	3%	0%	0%	4%	6%
	One	19%	26%	19%	28%	38%
	Two	51%	57%	46%	58%	53%

	Three or more	28%	17%	35%	10%	3%
	Total Weighted Count	466	421	395	582	578
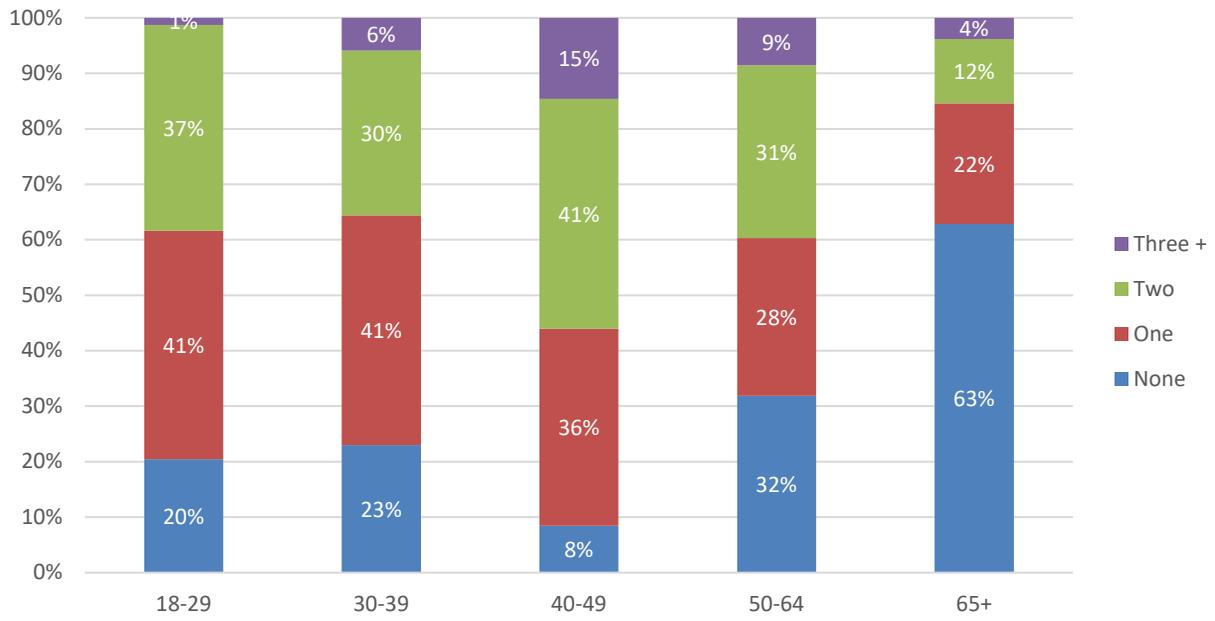
Figure 64: Number of computers by respondent age
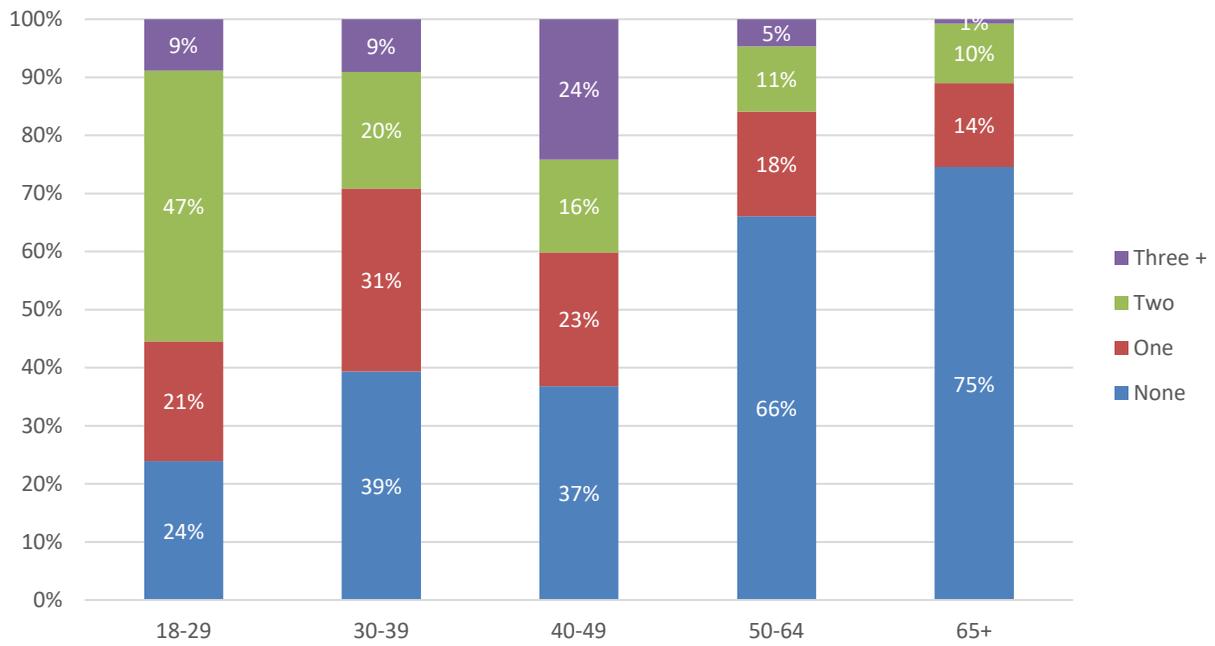
Figure 65: Number of tablets by respondent age
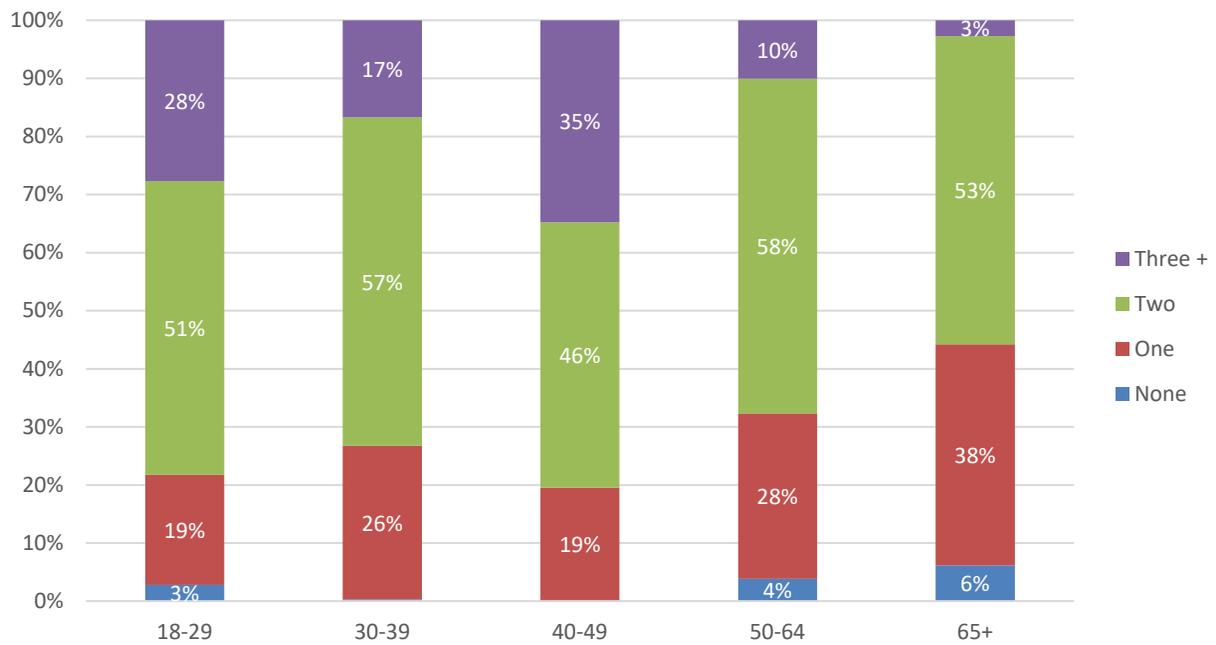
Figure 66: Number of smartphones by respondent age

Thinking about the computing device you primarily use, if it were lost or damaged beyond repair, how long do you think it would take you to replace it?
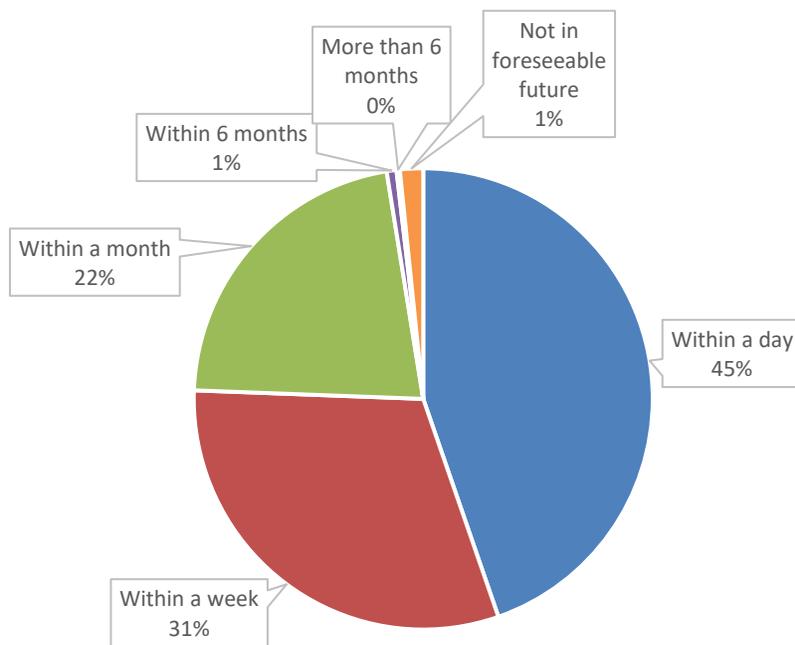
Figure 67: How long it would take to replace a lost or damaged computing device
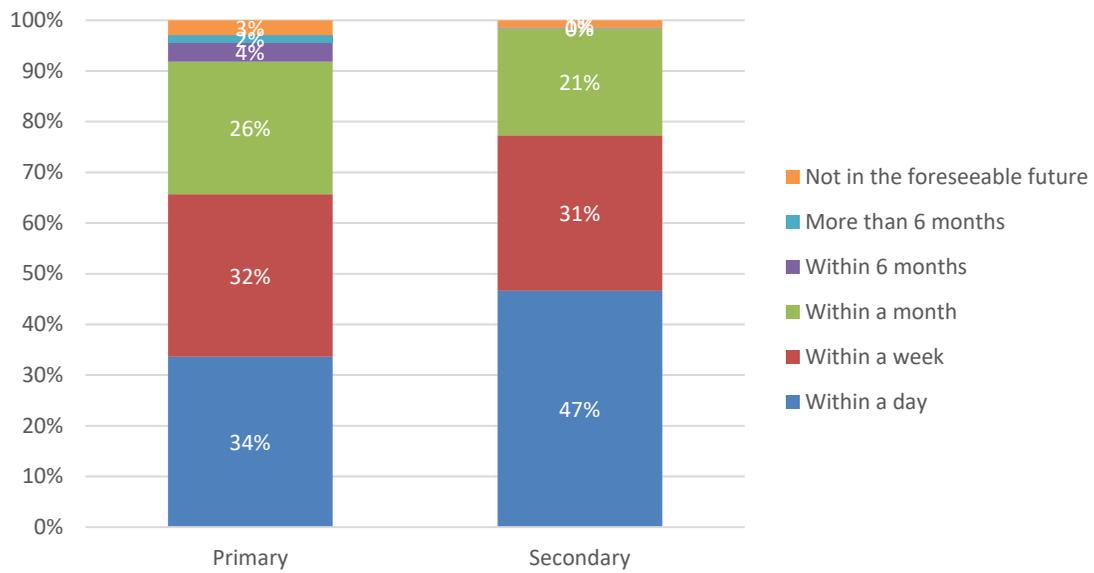
Figure 68: How long it would take to replace a lost or damaged computing device by region
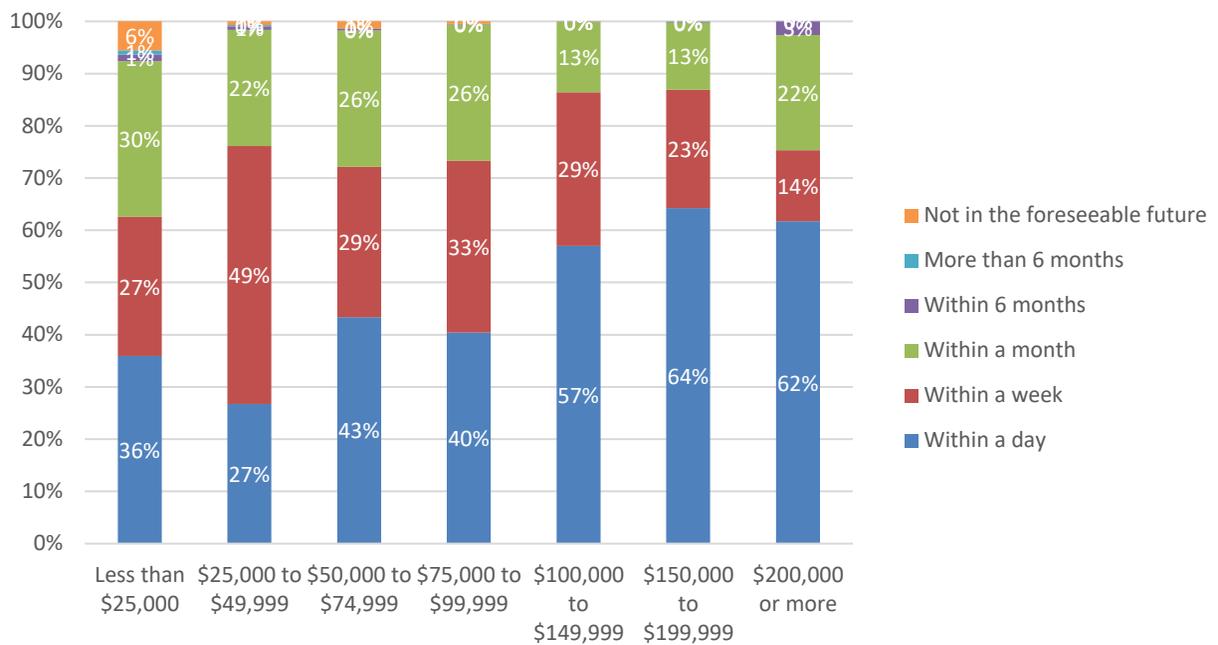
Figure 69: How long it would take to replace a lost or damaged computing device by household income
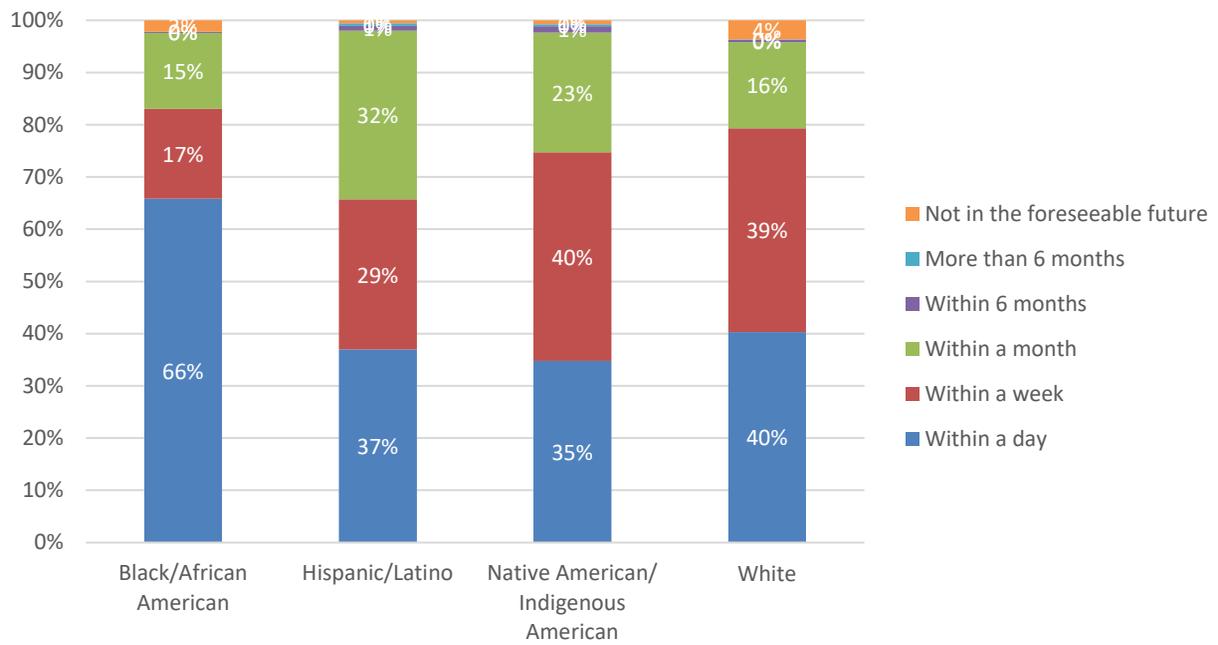
Figure 70: How long it would take to replace a lost or damaged computing device by race/ethnicity
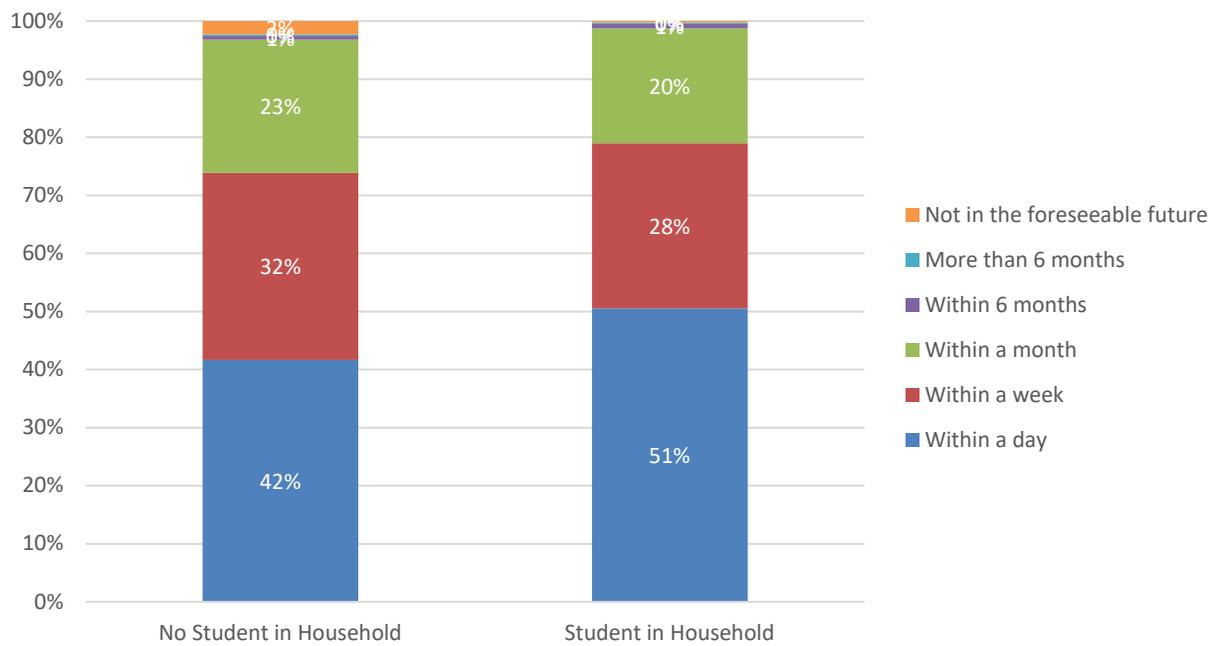
Figure 71: How long it would take to replace a lost or damaged computing device by student status

Figure 72: How long it would take to replace a lost or damaged computing device by household size
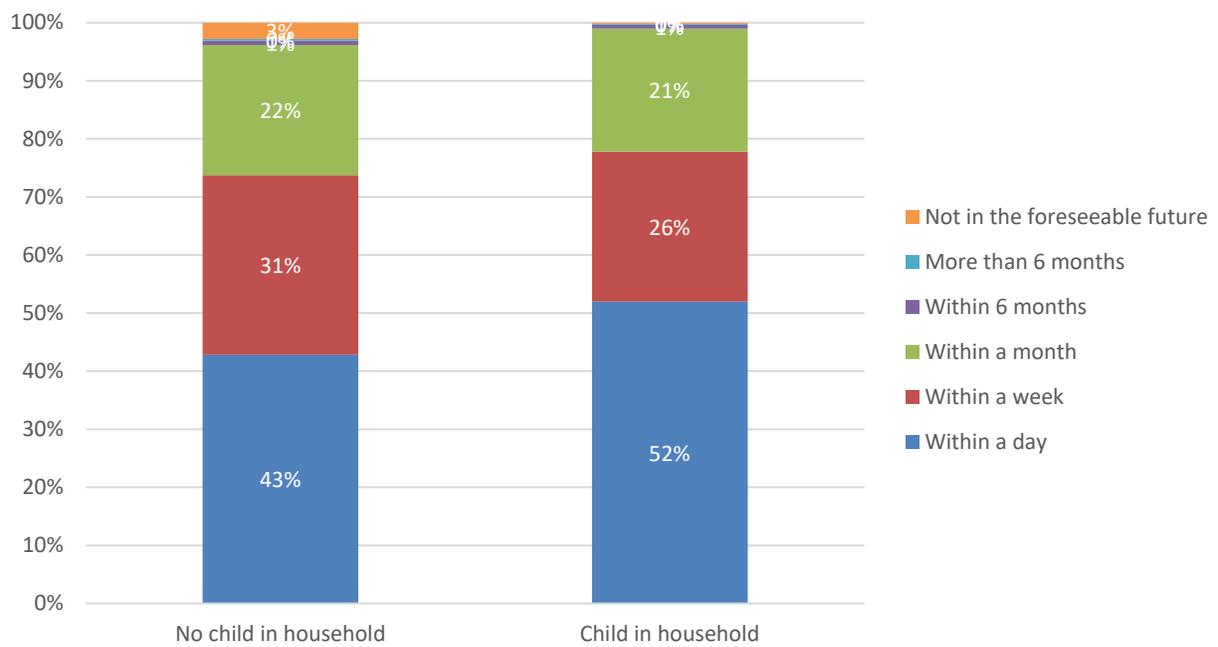
Figure 73: How long it would take to replace a lost or damaged computing device by children in household (at least one person under age 18 in the household)
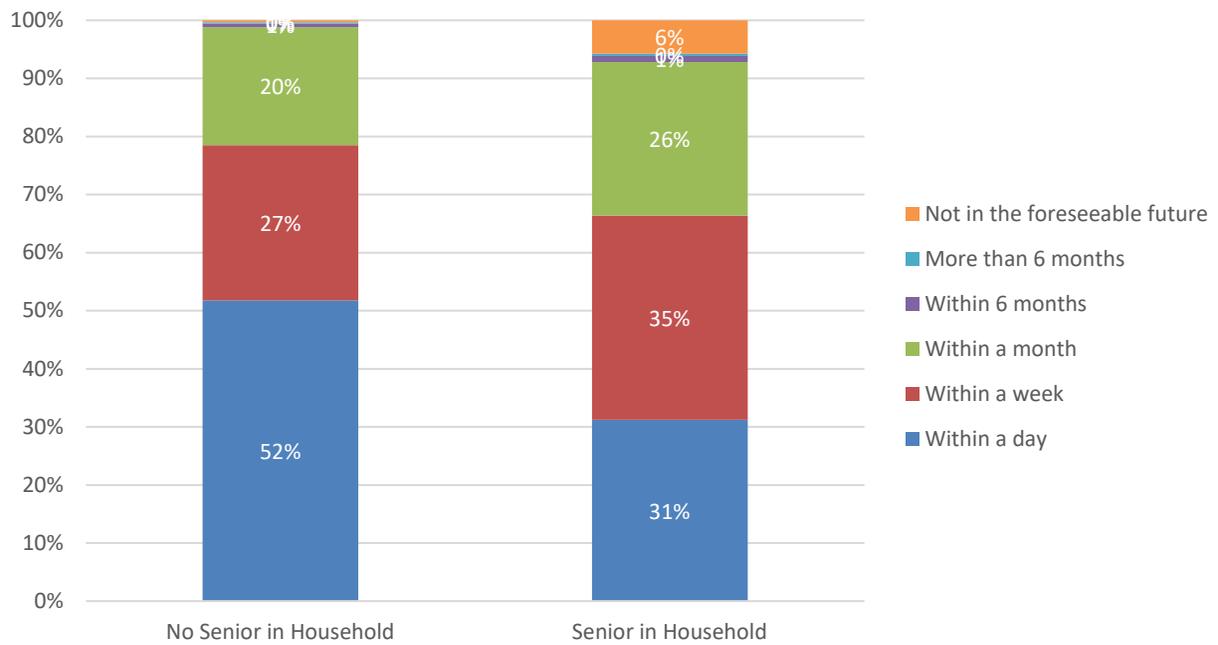
Figure 74: How long it would take to replace a lost or damaged computing device by seniors in household (at least one person age 65+ in the household)
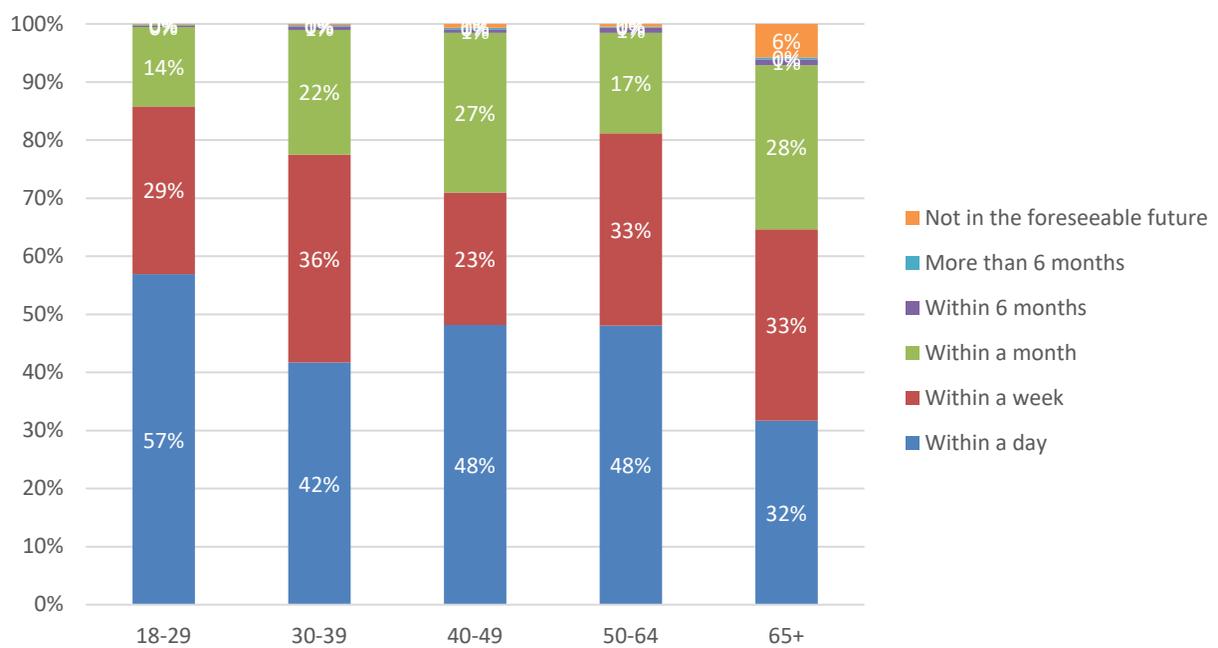
Figure 75: How long it would take to replace a lost or damaged computing device by respondent age

Please rate how confident you or the primary user are in doing the following activities on the internet?
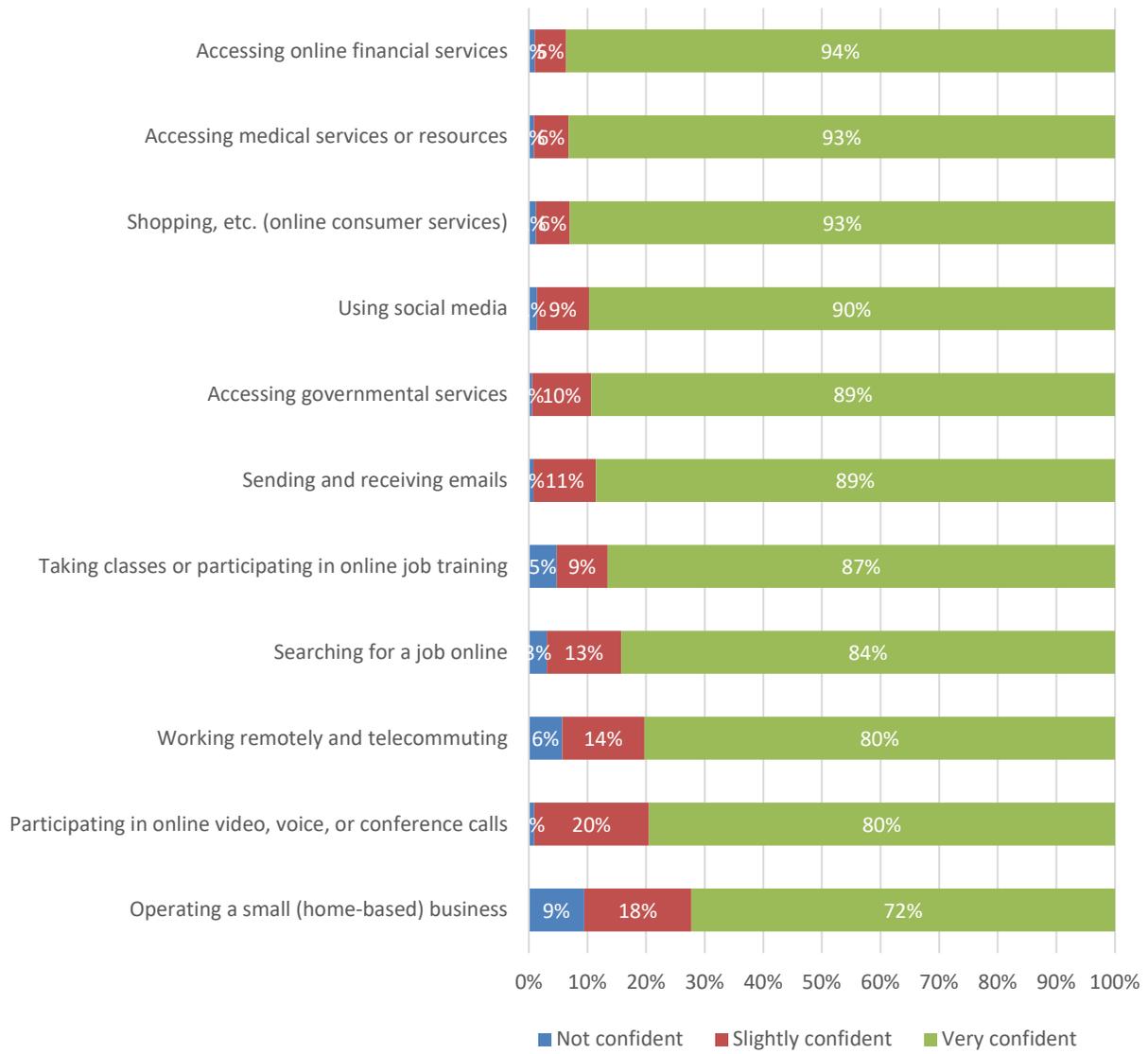

Figure 76: Confidence in using the internet for various activities

Table 44: Confidence in using the internet for various activities by geography

|		Geography 1	Geography 2
Sending and receiving emails?	Not confident	1%	1%
	Slightly confident	9%	11%
	Very confident	90%	88%
	Total	345	2014
Using social media?	Not confident	3%	1%
	Slightly confident	11%	9%
	Very confident	86%	90%
	Total	333	1988
Participating in online video, voice, or conference calls (such as Zoom, Skype, or FaceTime)?	Not confident	2%	1%
	Slightly confident	17%	20%
	Very confident	81%	79%
	Total	324	1982
Operating a small (home-based) business?	Not confident	8%	10%
	Slightly confident	20%	18%
	Very confident	72%	72%
	Total	201	1673
Working remotely and telecommuting?	Not confident	4%	6%
	Slightly confident	15%	14%
	Very confident	81%	80%
	Total	233	1639
Searching for a job online?	Not confident	2%	3%
	Slightly confident	12%	13%
	Very confident	85%	84%
	Total	245	1677
Taking classes or participating in online job training?	Not confident	2%	5%
	Slightly confident	10%	8%
	Very confident	87%	86%
	Total	260	1670
Accessing medical services or resources?	Not confident	2%	1%
	Slightly confident	11%	5%
	Very confident	87%	94%
	Total	336	1958
Accessing governmental services (such as DMV, benefits enrollment, etc.:)?	Not confident	1%	0%
	Slightly confident	13%	10%
	Very confident	86%	90%
	Total	329	1947
Shopping, making travel reservations, or using other online consumer services?	Not confident	1%	1%
	Slightly confident	11%	5%
	Very confident	88%	94%
	Total	340	1994
Accessing online financial services such as banking and paying bills?	Not confident	1%	1%
	Slightly confident	10%	5%
	Very confident	90%	94%
	Total	339	1994

		Geography 1	Geography 2
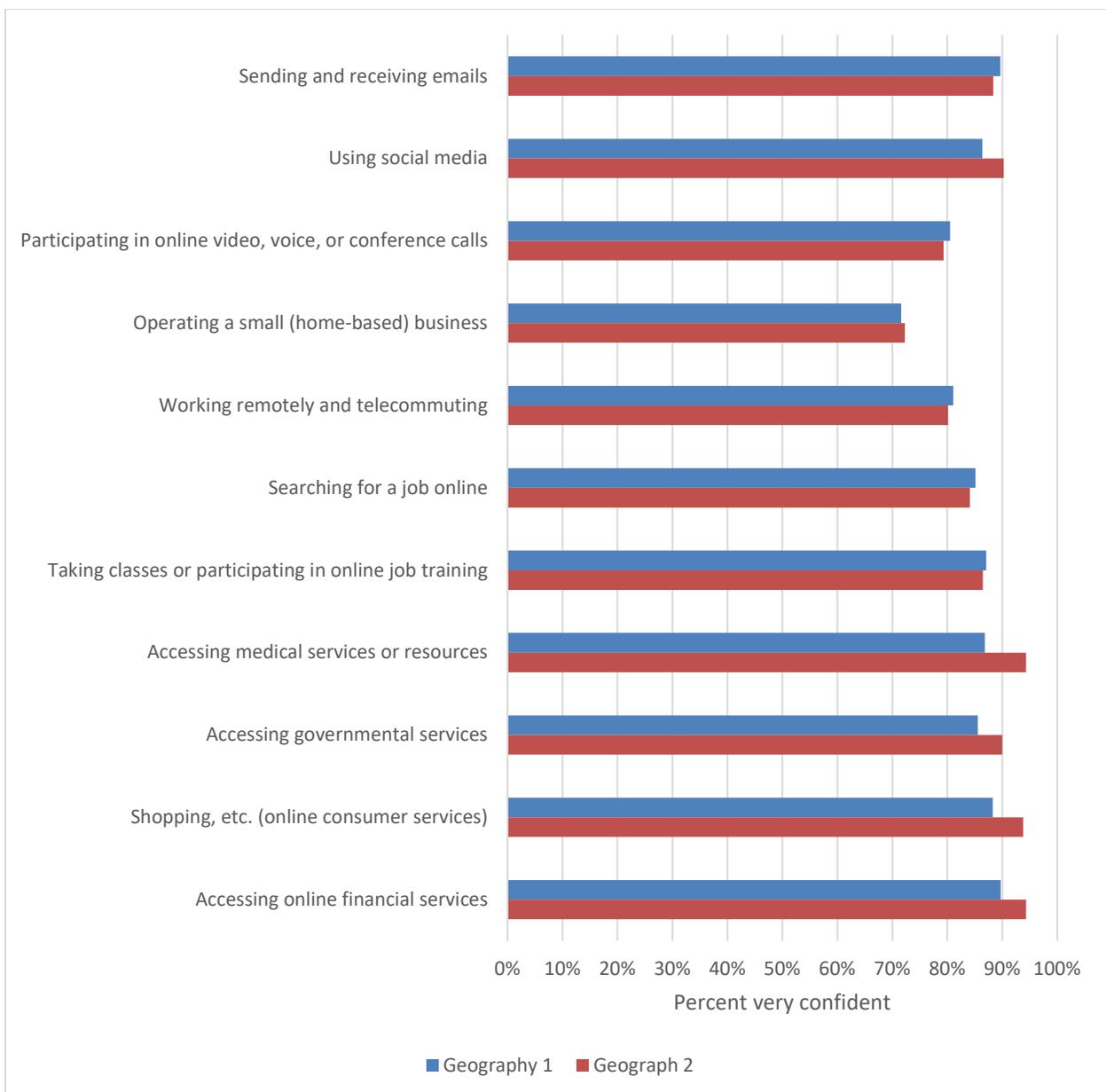
Figure 77: Very confident in using the internet for various activities by geography

Table 45: Confidence in using the internet for various activities by household income

		<$25k	$25-$49k	$50-$74k	$75k-$99k	$100-$149k	$150-$199k	$200k+
Sending and receiving emails?	Not confident	0%	1%	0%	0%	0%	1%	0%
	Slightly confident	18%	15%	7%	2%	4%	0%	2%
	Very confident	81%	83%	93%	98%	96%	99%	98%
	Total	481	492	378	296	320	119	122
Using social media?	Not confident	1%	2%	2%	0%	0%	1%	0%
	Slightly confident	8%	15%	5%	11%	5%	0%	5%
	Very confident	91%	82%	94%	89%	95%	98%	95%
	Total	467	474	376	295	318	118	122
Participating in online video, voice, or conference calls?	Not confident	1%	2%	0%	1%	0%	1%	0%
	Slightly confident	42%	18%	16%	15%	6%	1%	5%
	Very confident	57%	80%	84%	85%	94%	98%	95%
	Total	460	474	365	296	320	119	122
Operating a small (home-based) business?	Not confident	13%	7%	24%	2%	3%	3%	2%
	Slightly confident	18%	35%	11%	21%	10%	0%	4%
	Very confident	68%	58%	65%	77%	87%	97%	94%
	Total	387	326	271	248	281	110	116
Working remotely and telecommuting?	Not confident	0%	9%	16%	2%	3%	3%	2%
	Slightly confident	16%	20%	4%	23%	8%	0%	2%
	Very confident	84%	71%	79%	75%	89%	96%	96%
	Total	392	337	283	223	296	108	94
Searching for a job online?	Not confident	0%	5%	7%	1%	3%	1%	2%
	Slightly confident	14%	14%	8%	18%	8%	0%	0%
	Very confident	86%	80%	85%	80%	89%	98%	97%
	Total	414	366	314	227	269	104	89
Taking classes or participating in online job training?	Not confident	0%	8%	12%	1%	3%	1%	2%
	Slightly confident	14%	4%	3%	8%	8%	2%	2%
	Very confident	86%	88%	85%	91%	89%	97%	96%
	Total	410	351	324	237	271	105	93
Accessing medical services or resources?	Not confident	0%	4%	0%	0%	0%	0%	0%
	Slightly confident	7%	7%	2%	4%	4%	0%	0%
	Very confident	92%	89%	98%	96%	96%	100%	100%
	Total	457	461	376	296	320	112	122
Accessing governmental services?	Not confident	0%	2%	0%	0%	0%	0%	0%
	Slightly confident	20%	8%	10%	5%	5%	0%	0%
	Very confident	80%	90%	90%	95%	95%	100%	100%
	Total	455	452	364	295	319	118	122
Shopping, making travel reservations, or using other online consumer services?	Not confident	2%	2%	0%	0%	0%	0%	0%
	Slightly confident	7%	9%	3%	2%	4%	0%	1%
	Very confident	91%	89%	96%	98%	96%	100%	99%
	Total	470	478	377	296	321	118	122
Accessing online financial services such as banking and paying bills?	Not confident	0%	2%	0%	0%	1%	0%	0%
	Slightly confident	9%	4%	3%	5%	3%	0%	1%
	Very confident	91%	94%	97%	95%	96%	100%	99%
	Total	469	478	377	296	321	119	122
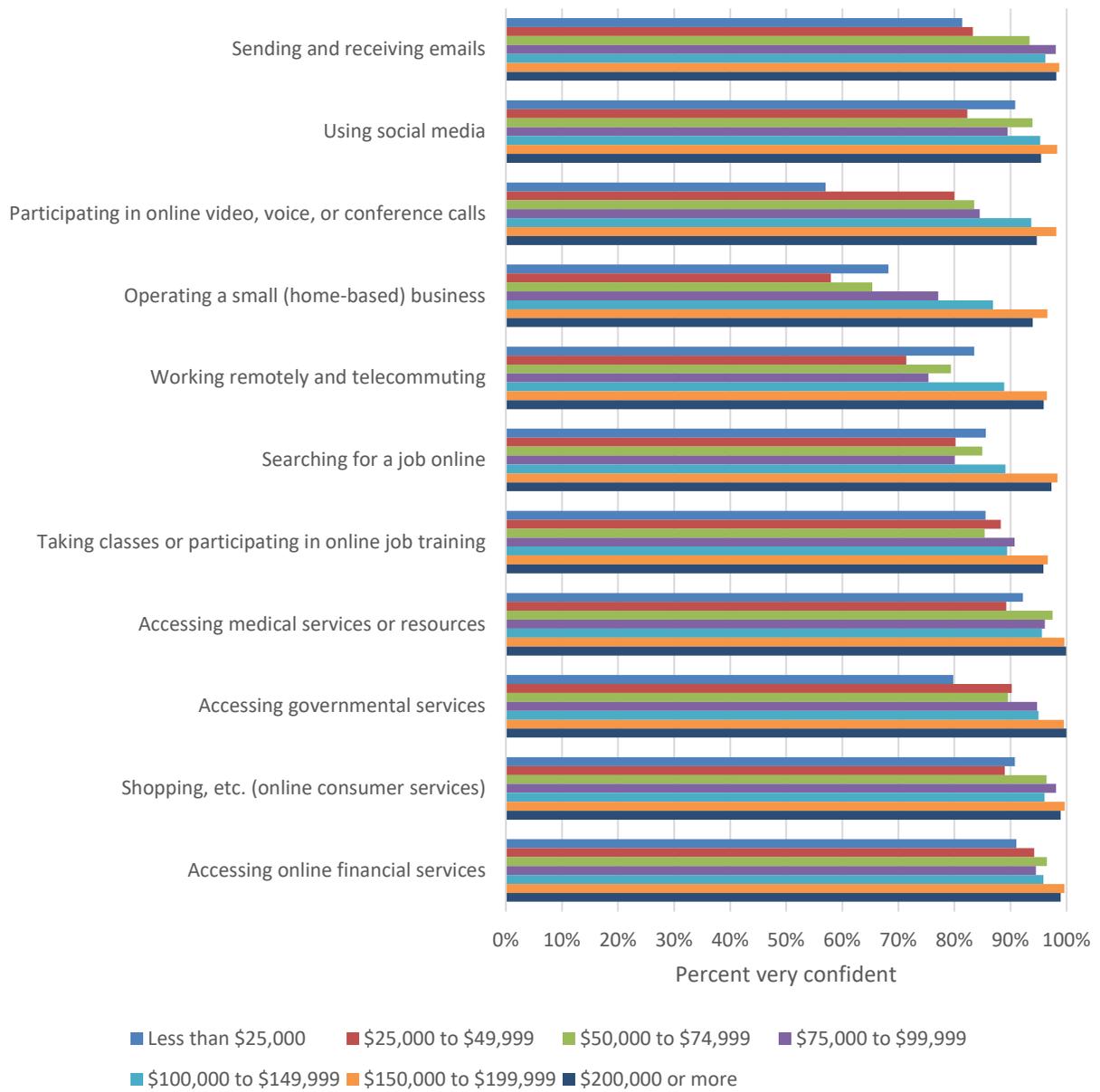
Figure 78: Very confident in using the internet for various activities by household income

Table 46: Confidence in using the internet for various activities by race/ethnicity

		Black/African American	Hispanic/Latino	Native American/ Indigenous American	White
Sending and receiving emails?	Not confident	0%	0%	1%	1%
	Slightly confident	12%	5%	34%	12%
	Very confident	88%	95%	66%	87%
	Total	38	992	183	809
Using social media?	Not confident	0%	0%	1%	2%
	Slightly confident	15%	6%	2%	13%
	Very confident	85%	94%	98%	84%
	Total	38	986	181	799
Participating in online video, voice, or conference calls (such as Zoom, Skype, or FaceTime)?	Not confident	5%	0%	0%	2%
	Slightly confident	22%	22%	35%	13%
	Very confident	73%	77%	64%	85%
	Total	38	979	178	783
Operating a small (home-based) business?	Not confident	15%	3%	42%	12%
	Slightly confident	32%	20%	1%	18%
	Very confident	53%	76%	57%	70%
	Total	36	730	146	681
Working remotely and telecommuting?	Not confident	10%	1%	9%	11%
	Slightly confident	34%	10%	36%	10%
	Very confident	57%	90%	55%	79%
	Total	36	751	137	668
Searching for a job online?	Not confident	10%	0%	0%	7%
	Slightly confident	16%	8%	39%	10%
	Very confident	74%	92%	61%	84%
	Total	34	796	160	652
Taking classes or participating in online job training?	Not confident	10%	0%	8%	10%
	Slightly confident	14%	2%	31%	6%
	Very confident	76%	98%	61%	84%
	Total	34	798	162	647
Accessing medical services or resources?	Not confident	0%	0%	0%	1%
	Slightly confident	10%	3%	1%	7%
	Very confident	90%	96%	99%	92%
	Total	38	966	174	790
Accessing governmental services (such as DMV, benefits enrollment, etc.:)?	Not confident	0%	0%	0%	0%
	Slightly confident	14%	6%	30%	9%
	Very confident	86%	94%	70%	91%
	Total	37	962	167	785
Shopping, making travel reservations, or using other online consumer services?	Not confident	0%	0%	0%	1%
	Slightly confident	3%	5%	2%	6%
	Very confident	97%	95%	98%	93%
	Total	38	990	181	798
Accessing online financial services such as banking and paying bills?	Not confident	0%	0%	0%	0%
	Slightly confident	3%	3%	1%	8%
	Very confident	97%	97%	99%	92%
	Total	38	990	180	798
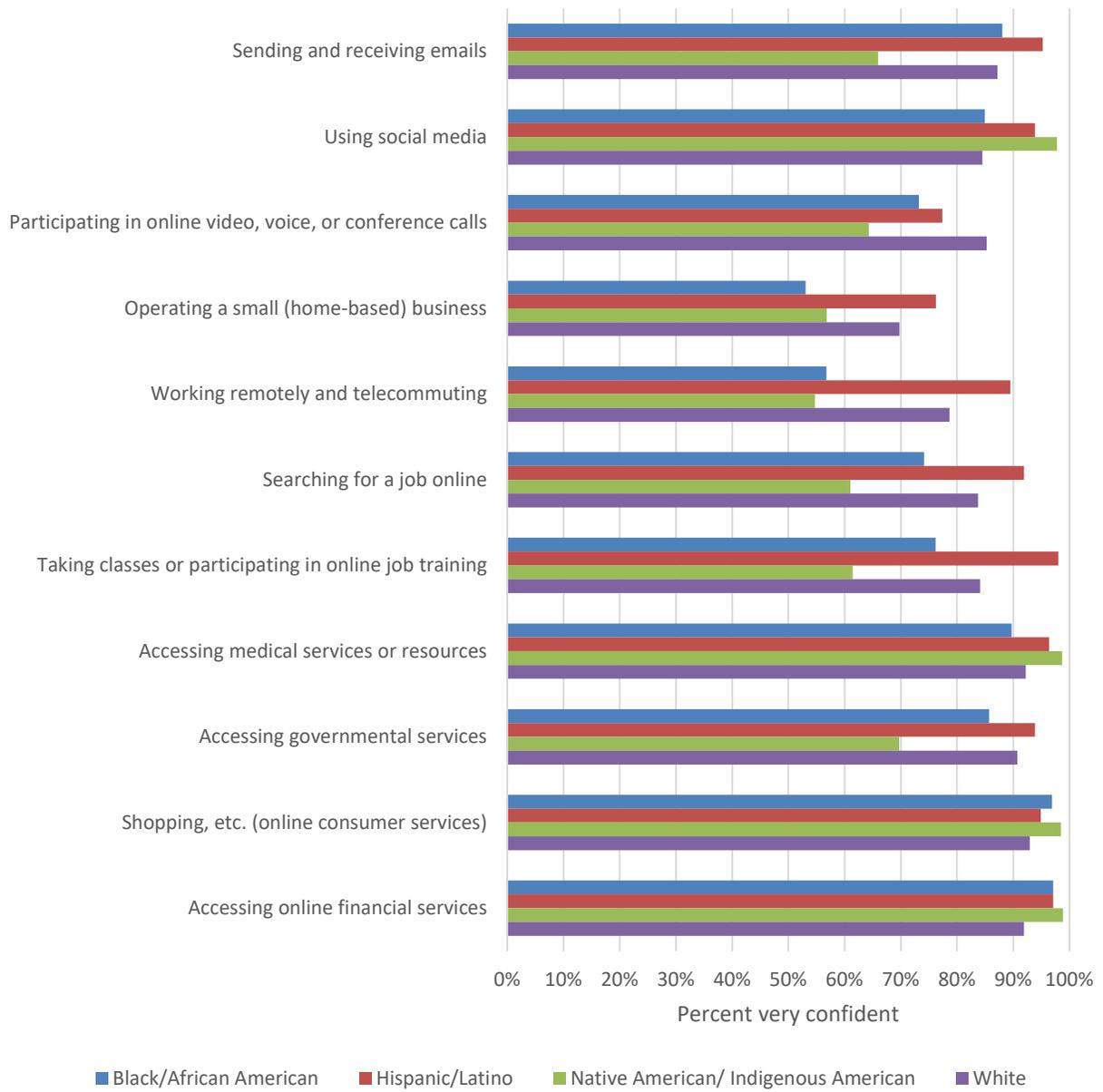
Figure 79: Very confident in using the internet for various activities by race/ethnicity

Table 47: Confidence in using the internet for various activities by household size

		One HH member	Two HH members	Three HH members	Four+ HH members
Sending and receiving emails?	Not confident	2%	0%	0%	0%
	Slightly confident	27%	7%	7%	1%
	Very confident	71%	93%	93%	98%
	Total	385	969	387	461
Using social media?	Not confident	4%	1%	0%	0%
	Slightly confident	9%	9%	9%	1%
	Very confident	87%	90%	91%	99%
	Total	366	966	387	454
Participating in online video, voice, or conference calls (such as Zoom, Skype, or FaceTime)?	Not confident	4%	0%	1%	0%
	Slightly confident	36%	10%	13%	20%
	Very confident	61%	89%	86%	80%
	Total	358	953	385	453
Operating a small (home-based) business?	Not confident	36%	5%	5%	1%
	Slightly confident	18%	14%	13%	18%
	Very confident	46%	81%	82%	81%
	Total	307	793	292	349
Working remotely and telecommuting?	Not confident	12%	5%	4%	1%
	Slightly confident	26%	9%	12%	1%
	Very confident	62%	86%	85%	98%
	Total	298	796	298	347
Searching for a job online?	Not confident	4%	3%	3%	0%
	Slightly confident	28%	9%	5%	1%
	Very confident	67%	87%	92%	98%
	Total	316	765	304	380
Taking classes or participating in online job training?	Not confident	11%	5%	4%	0%
	Slightly confident	21%	8%	8%	2%
	Very confident	68%	88%	88%	98%
	Total	315	775	297	386
Accessing medical services or resources?	Not confident	2%	0%	0%	0%
	Slightly confident	8%	6%	9%	1%
	Very confident	90%	94%	91%	99%
	Total	367	949	387	434
Accessing governmental services (such as DMV, benefits enrollment, etc.:)?	Not confident	1%	0%	0%	0%
	Slightly confident	21%	8%	10%	7%
	Very confident	78%	92%	90%	93%
	Total	361	962	376	421
Shopping, making travel reservations, or using other online consumer services?	Not confident	2%	0%	0%	0%
	Slightly confident	4%	6%	5%	1%
	Very confident	94%	94%	94%	99%
	Total	362	971	387	457
Accessing online financial services such as banking and paying bills?	Not confident	1%	0%	0%	0%
	Slightly confident	8%	6%	5%	1%
	Very confident	91%	94%	95%	99%
	Total	362	971	388	456
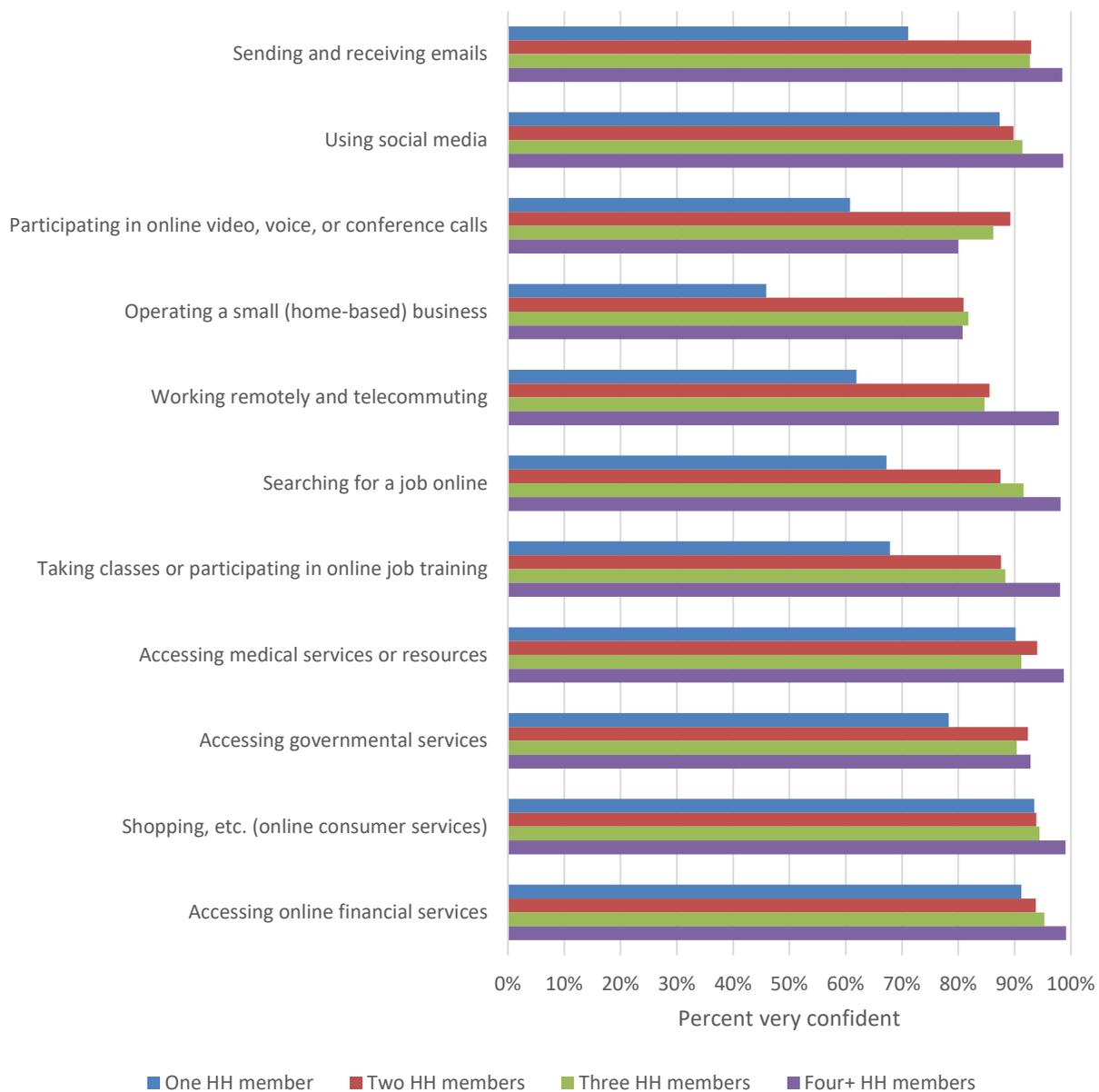
Figure 80: Very confident in using the internet for various activities by household size

Table 48: Confidence in using the internet for various activities by student in household

		No student household	Student in household
Sending and receiving emails?	Not confident	1%	0%
	Slightly confident	15%	3%
	Very confident	84%	97%
	Total	1552	810
Using social media?	Not confident	2%	0%
	Slightly confident	11%	4%
	Very confident	87%	95%
	Total	1518	806
Participating in online video, voice, or conference calls (such as Zoom, Skype, or FaceTime)?	Not confident	1%	0%
	Slightly confident	21%	17%
	Very confident	78%	82%
	Total	1506	803
Operating a small (home-based) business?	Not confident	14%	1%
	Slightly confident	20%	15%
	Very confident	65%	85%
	Total	1187	689
Working remotely and telecommuting?	Not confident	9%	1%
	Slightly confident	18%	6%
	Very confident	73%	93%
	Total	1189	686
Searching for a job online?	Not confident	5%	0%
	Slightly confident	19%	2%
	Very confident	77%	98%
	Total	1237	688
Taking classes or participating in online job training?	Not confident	7%	0%
	Slightly confident	12%	3%
	Very confident	80%	97%
	Total	1216	717
Accessing medical services or resources?	Not confident	1%	0%
	Slightly confident	7%	5%
	Very confident	92%	95%
	Total	1489	808
Accessing governmental services (such as DMV, benefits enrollment, etc.:)?	Not confident	1%	0%
	Slightly confident	11%	8%
	Very confident	88%	92%
	Total	1473	807
Shopping, making travel reservations, or using other online consumer services?	Not confident	2%	0%
	Slightly confident	8%	1%
	Very confident	90%	99%
	Total	1528	808
Accessing online financial services such as banking and paying bills?	Not confident	2%	0%
	Slightly confident	8%	1%
	Very confident	91%	99%
	Total	1528	808
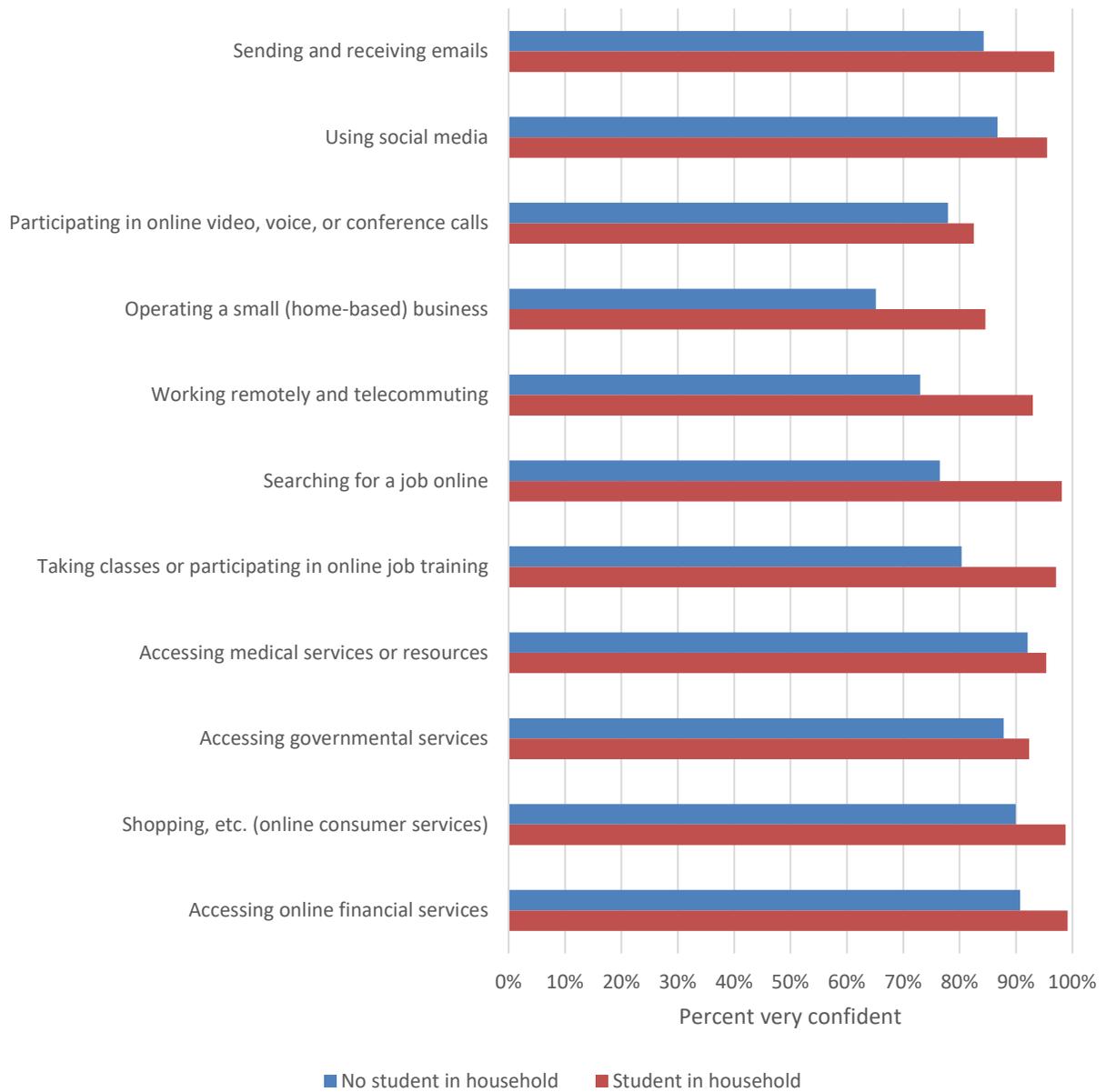
Figure 81: Very confident in using the internet for various activities by student in household

Table 49: Confidence in using the internet for various activities by ages of householders

		No child in household	Child in household	No senior in household	Senior in household
Sending and receiving emails?	Not confident	1%	0%	1%	0%
	Slightly confident	13%	3%	5%	21%
	Very confident	86%	96%	94%	79%
	Total	1304	898	1650	552
Using social media?	Not confident	2%	0%	0%	3%
	Slightly confident	9%	5%	5%	13%
	Very confident	89%	95%	94%	83%
	Total	1281	892	1629	544
Participating in online video, voice, or conference calls (such as Zoom, Skype, or FaceTime)?	Not confident	1%	0%	0%	3%
	Slightly confident	17%	17%	13%	29%
	Very confident	81%	83%	86%	69%
	Total	1260	889	1619	530
Operating a small (home-based) business?	Not confident	16%	1%	4%	28%
	Slightly confident	15%	15%	15%	16%
	Very confident	69%	84%	81%	56%
	Total	1024	718	1293	448
Working remotely and telecommuting?	Not confident	9%	1%	2%	15%
	Slightly confident	13%	8%	7%	21%
	Very confident	78%	92%	90%	64%
	Total	1019	720	1300	440
Searching for a job online?	Not confident	5%	0%	0%	11%
	Slightly confident	15%	4%	6%	25%
	Very confident	80%	96%	94%	64%
	Total	1021	744	1341	424
Taking classes or participating in online job training?	Not confident	8%	0%	1%	15%
	Slightly confident	12%	5%	5%	21%
	Very confident	80%	95%	94%	64%
	Total	1021	752	1342	431
Accessing medical services or resources?	Not confident	1%	0%	1%	0%
	Slightly confident	6%	5%	5%	7%
	Very confident	93%	95%	94%	93%
	Total	1265	872	1601	536
Accessing governmental services (such as DMV, benefits enrollment, etc.:)?	Not confident	0%	0%	0%	0%
	Slightly confident	11%	8%	8%	18%
	Very confident	88%	92%	92%	82%
	Total	1249	870	1574	546
Shopping, making travel reservations, or using other online consumer services?	Not confident	1%	0%	1%	0%
	Slightly confident	6%	2%	3%	9%
	Very confident	93%	98%	96%	91%
	Total	1282	895	1627	550
Accessing online financial services such as banking and paying bills?	Not confident	0%	0%	0%	1%
	Slightly confident	7%	2%	4%	9%
	Very confident	92%	98%	96%	91%
	Total	1282	894	1625	550

		No child in household	Child in household	No senior in household	Senior in household
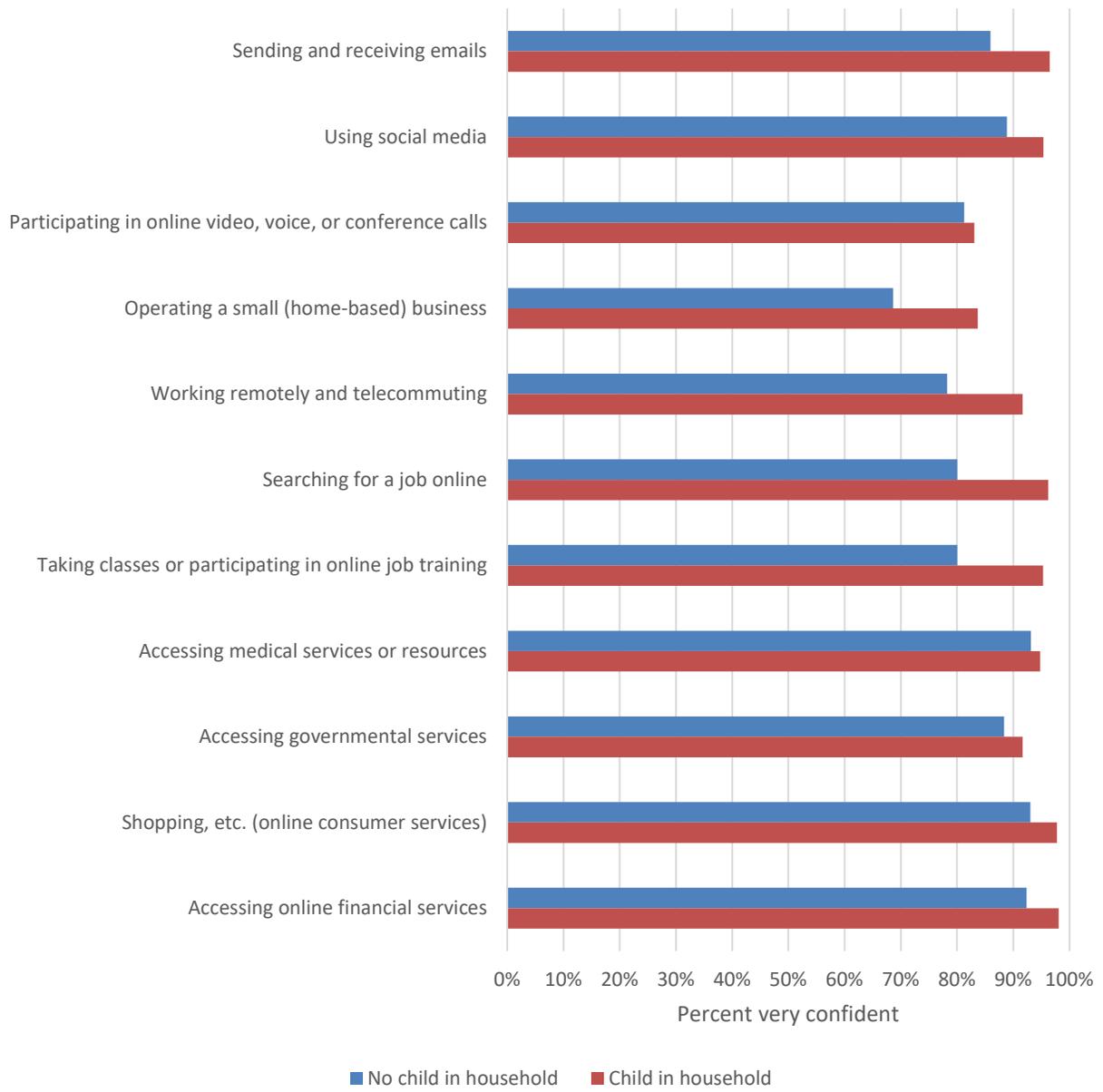
Figure 82: Very confident in using the internet for various activities by children in household (at least one household member under age 18)
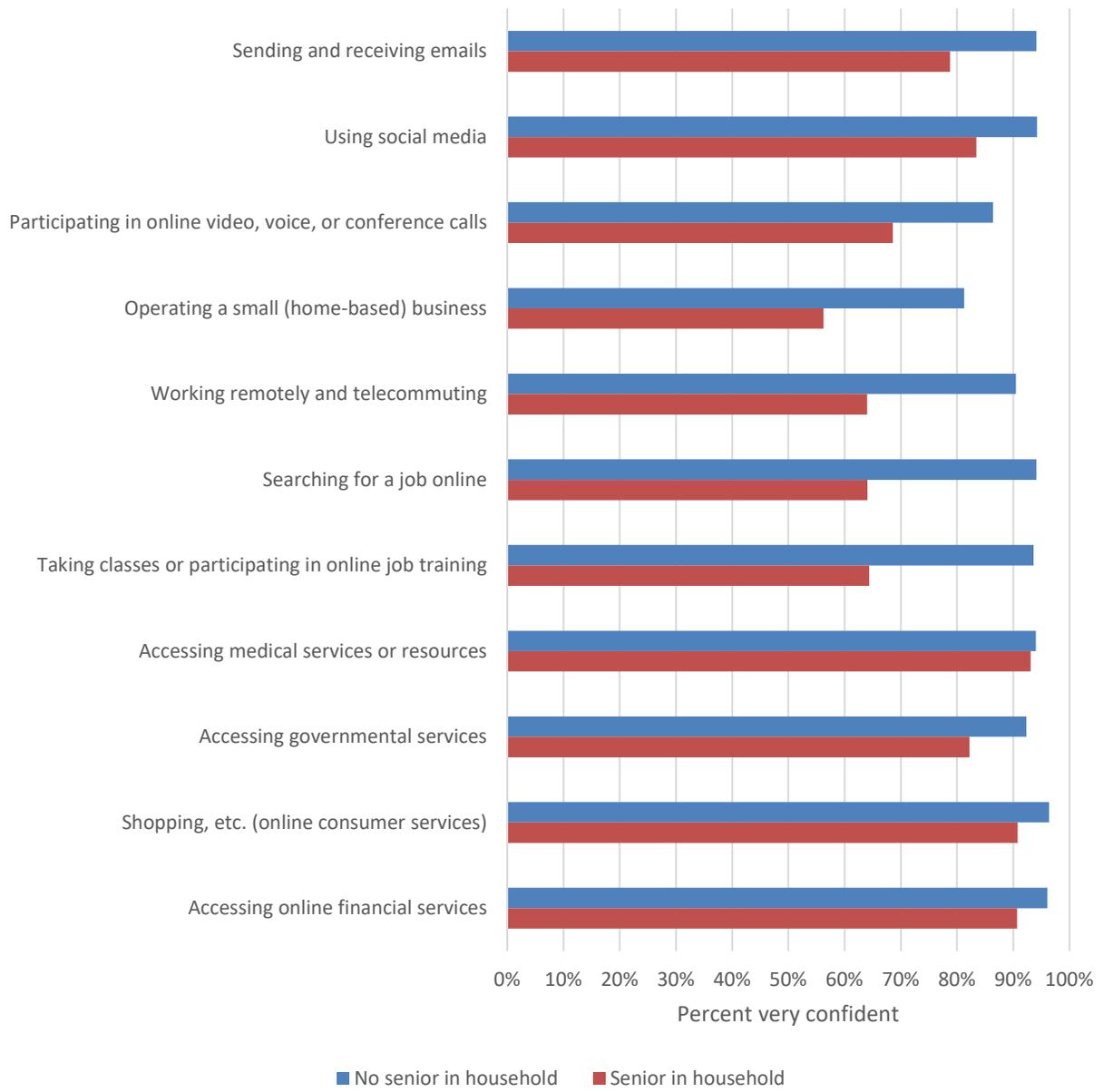
Figure 83: Very confident in using the internet for various activities by seniors in household (at least one household member age 65 or older)

Table 50: Confidence in using the internet for various activities by respondent age

		18-29	30-39	40-49	60-64	65+
Sending and receiving emails?	Not confident	0%	0%	0%	1%	2%
	Slightly confident	3%	5%	3%	17%	20%
	Very confident	97%	95%	97%	82%	77%
	Total	452	419	393	559	529
Using social media?	Not confident	0%	0%	0%	1%	5%
	Slightly confident	3%	6%	3%	17%	12%
	Very confident	97%	93%	97%	83%	83%
	Total	450	409	380	552	522
Participating in online video, voice, or conference calls (such as Zoom, Skype, or FaceTime)?	Not confident	0%	1%	0%	1%	2%
	Slightly confident	23%	9%	6%	27%	27%
	Very confident	77%	90%	94%	72%	71%
	Total	449	406	386	547	510
Operating a small (home-based) business?	Not confident	0%	2%	7%	6%	29%
	Slightly confident	23%	15%	9%	19%	22%
	Very confident	76%	84%	84%	75%	48%
	Total	374	326	286	452	428
Working remotely and telecommuting?	Not confident	0%	2%	4%	5%	15%
	Slightly confident	7%	9%	5%	17%	28%
	Very confident	93%	89%	91%	78%	57%
	Total	379	327	303	445	420
Searching for a job online?	Not confident	0%	0%	4%	1%	9%
	Slightly confident	4%	4%	3%	18%	29%
	Very confident	96%	95%	94%	81%	62%
	Total	397	353	286	453	435
Taking classes or participating in online job training?	Not confident	0%	1%	4%	5%	13%
	Slightly confident	4%	4%	6%	8%	19%
	Very confident	96%	95%	90%	87%	67%
	Total	389	353	290	461	439
Accessing medical services or resources?	Not confident	0%	0%	3%	1%	0%
	Slightly confident	3%	7%	3%	10%	6%
	Very confident	97%	93%	94%	89%	94%
	Total	451	386	380	556	514
Accessing governmental services (such as DMV, benefits enrollment, etc.:)?	Not confident	0%	0%	3%	0%	0%
	Slightly confident	9%	6%	4%	11%	18%
	Very confident	91%	94%	93%	89%	82%
	Total	438	385	386	537	523
Shopping, making travel reservations, or using other online consumer services?	Not confident	0%	0%	3%	1%	2%
	Slightly confident	1%	3%	2%	13%	7%
	Very confident	99%	97%	96%	86%	91%
	Total	451	409	387	552	527
Accessing online financial services such as banking and paying bills?	Not confident	0%	0%	3%	0%	2%
	Slightly confident	1%	5%	1%	11%	6%
	Very confident	99%	95%	96%	89%	91%
	Total	451	409	387	551	527
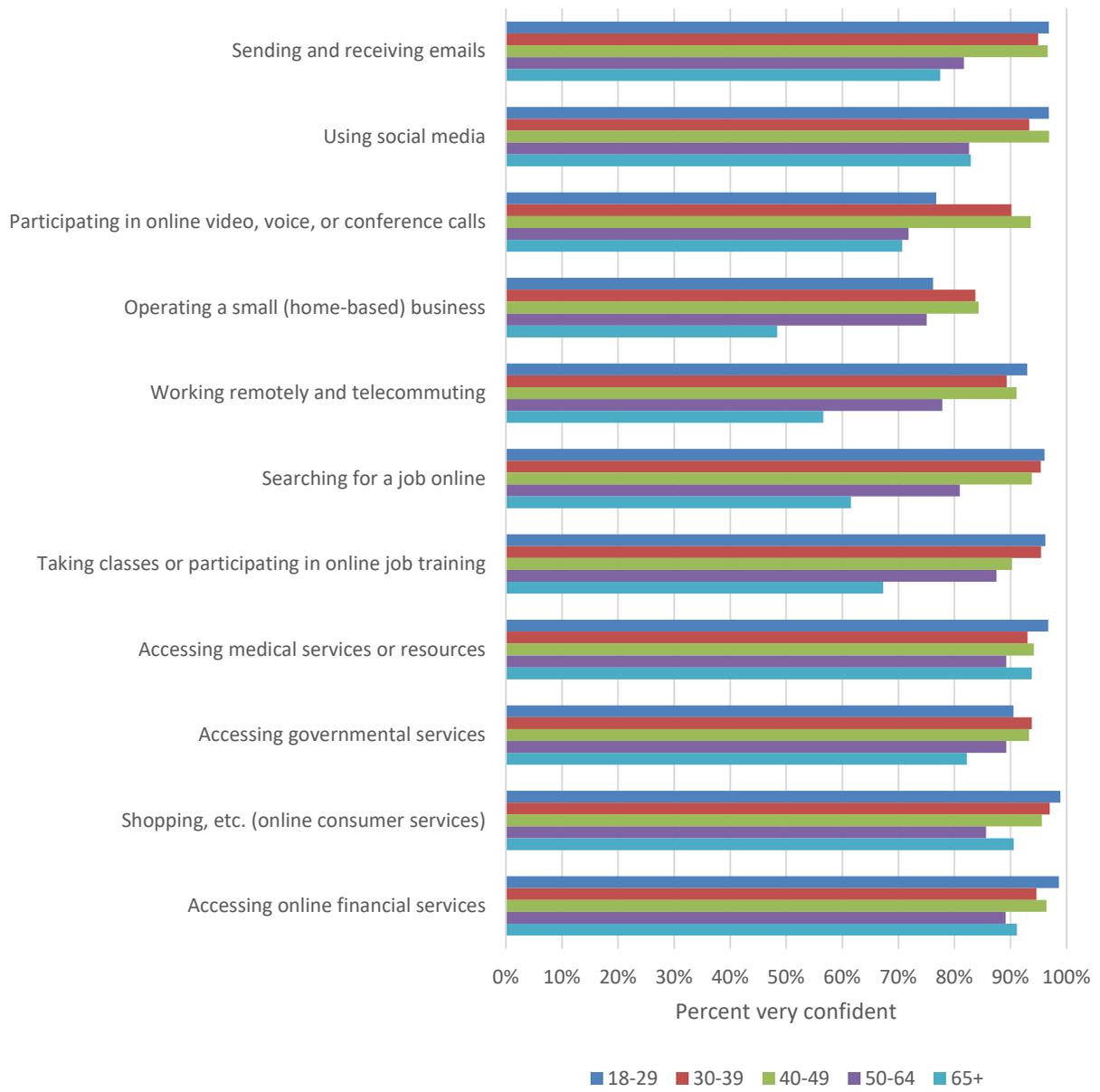
Figure 84: Very confident in using the internet for various activities by respondent age

To what extent do you agree or disagree with the following statements about your internet and computer skills?

**Figure 85: Agreement with statements about internet skills**
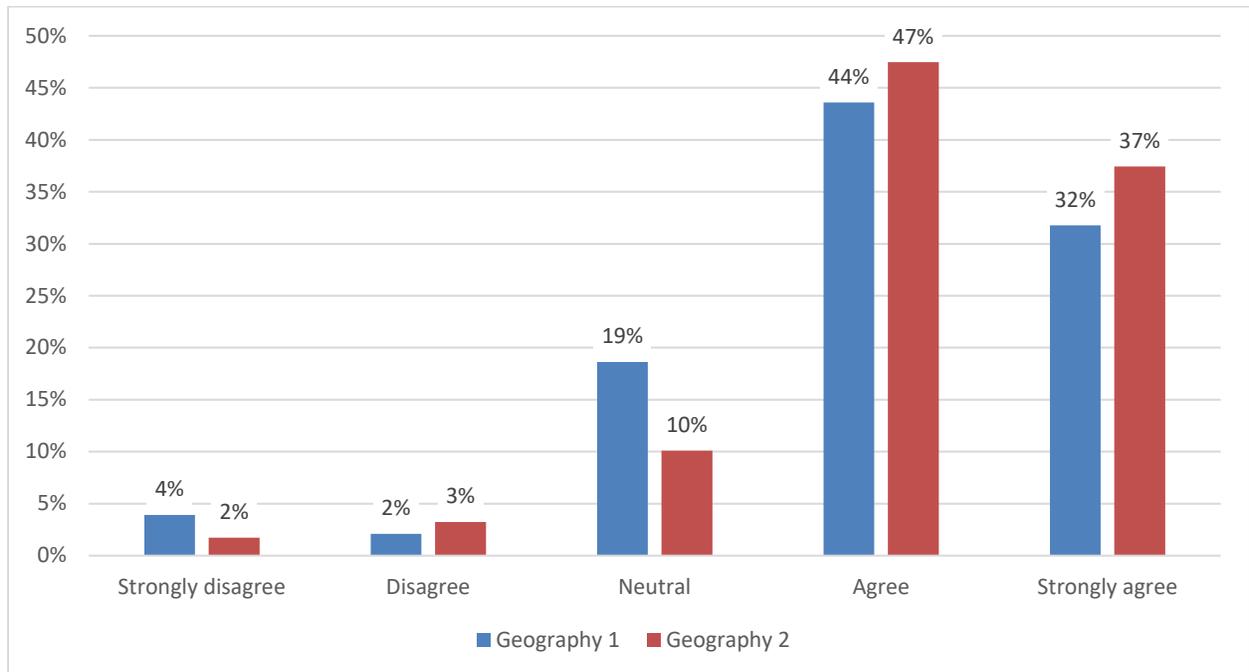
Figure 86: I can use and adjust privacy settings on social media by geography
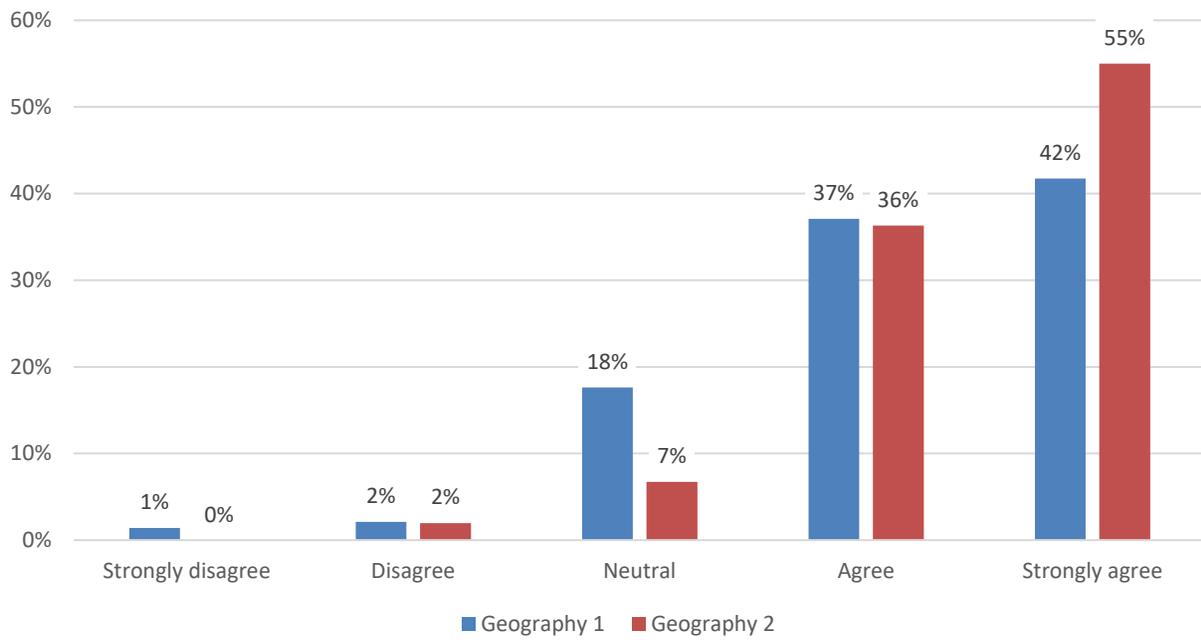
**Figure 87: I can identify false or misleading information by geography**
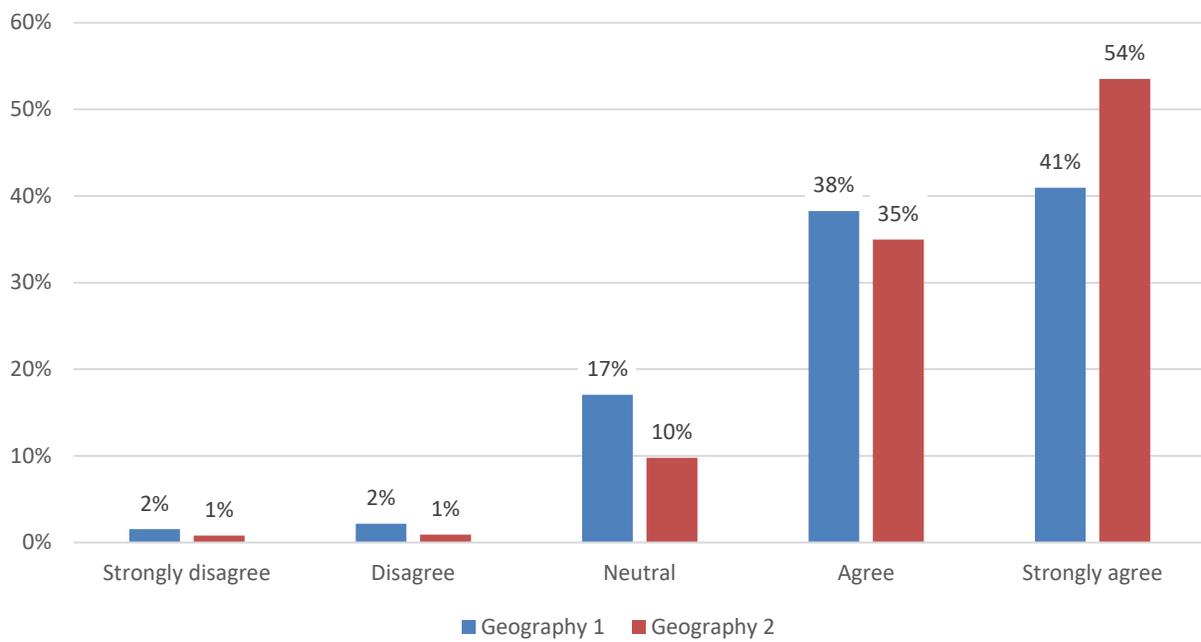

Figure 88: I can recognize and avoid online fraud by geography
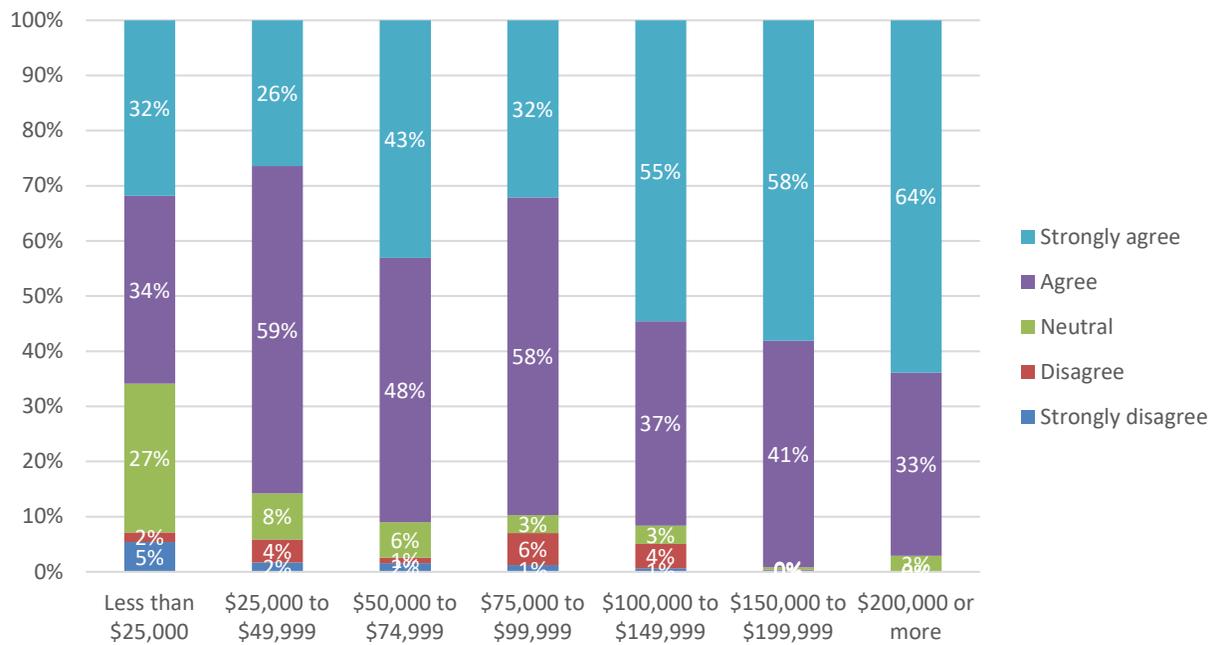
Figure 89: I can use and adjust privacy settings on social media by household income

**Figure 90: I can identify false or misleading information by household income**
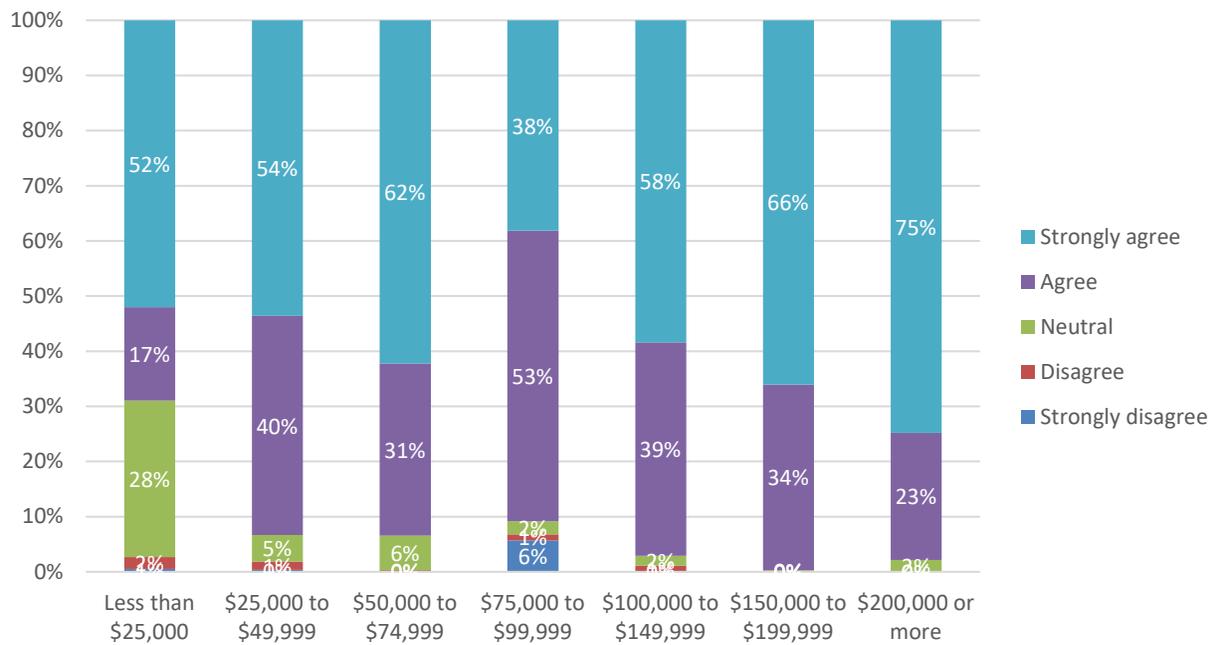
Figure 91: I can recognize and avoid online fraud by household income
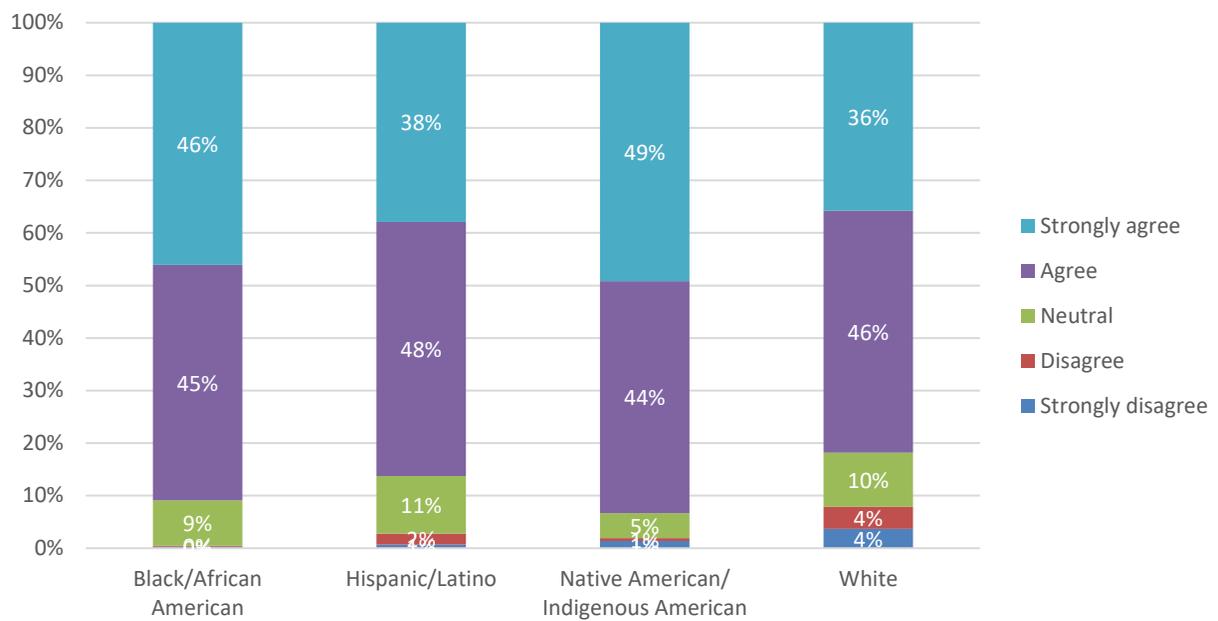
Figure 92: I can use and adjust privacy settings on social media by race/ethnicity
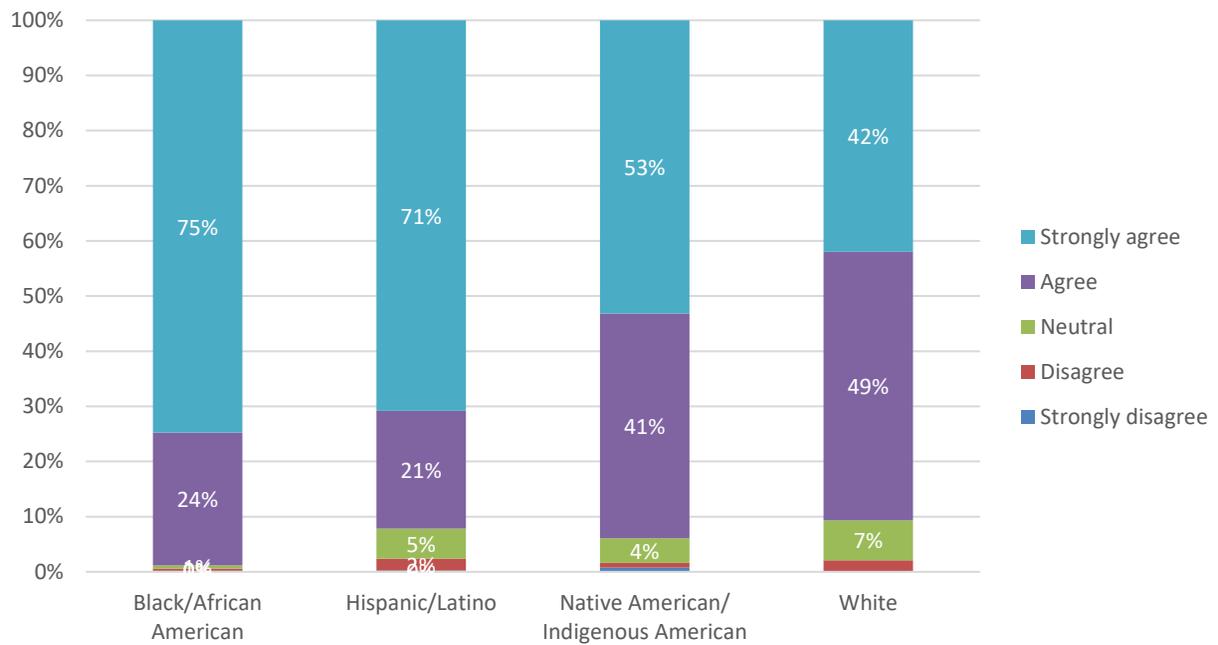
Figure 93: I can identify false or misleading information by race/ethnicity
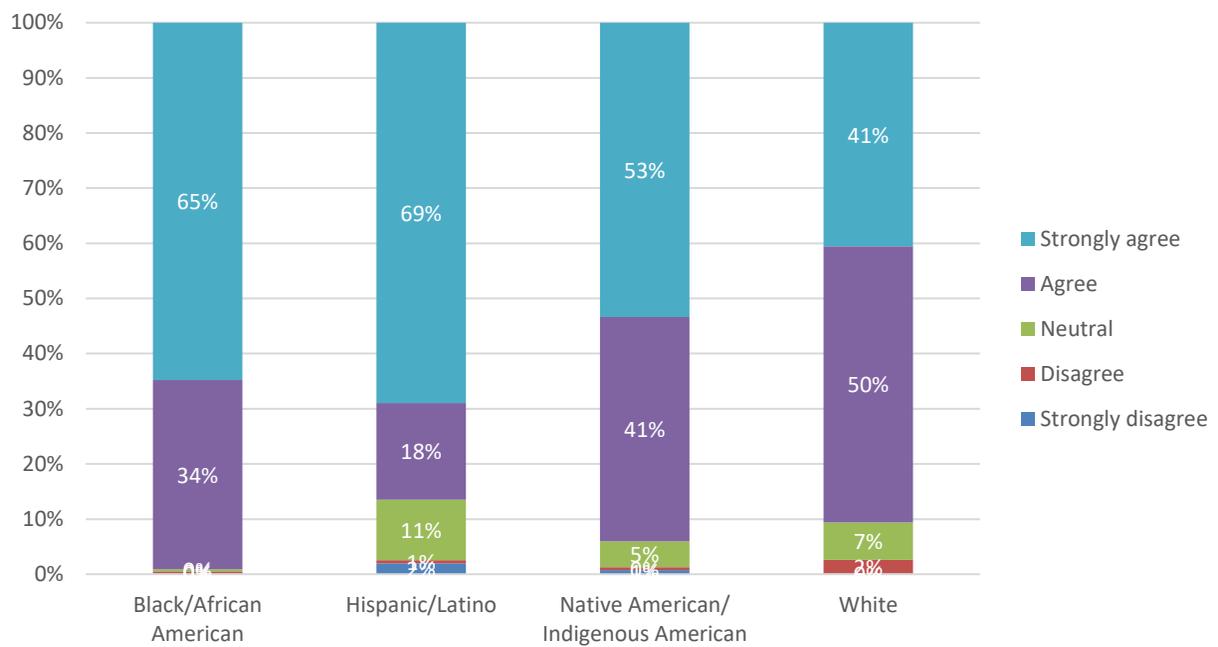
Figure 94: I can recognize and avoid online fraud by race/ethnicity
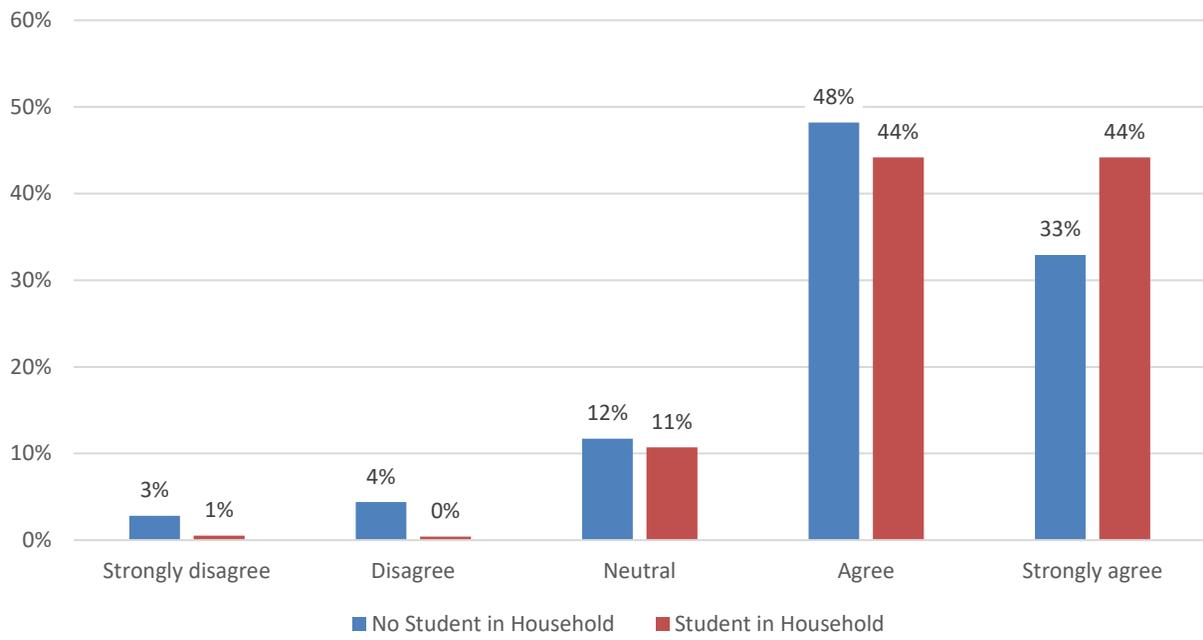
Figure 95: I can use and adjust privacy settings on social media by student in household
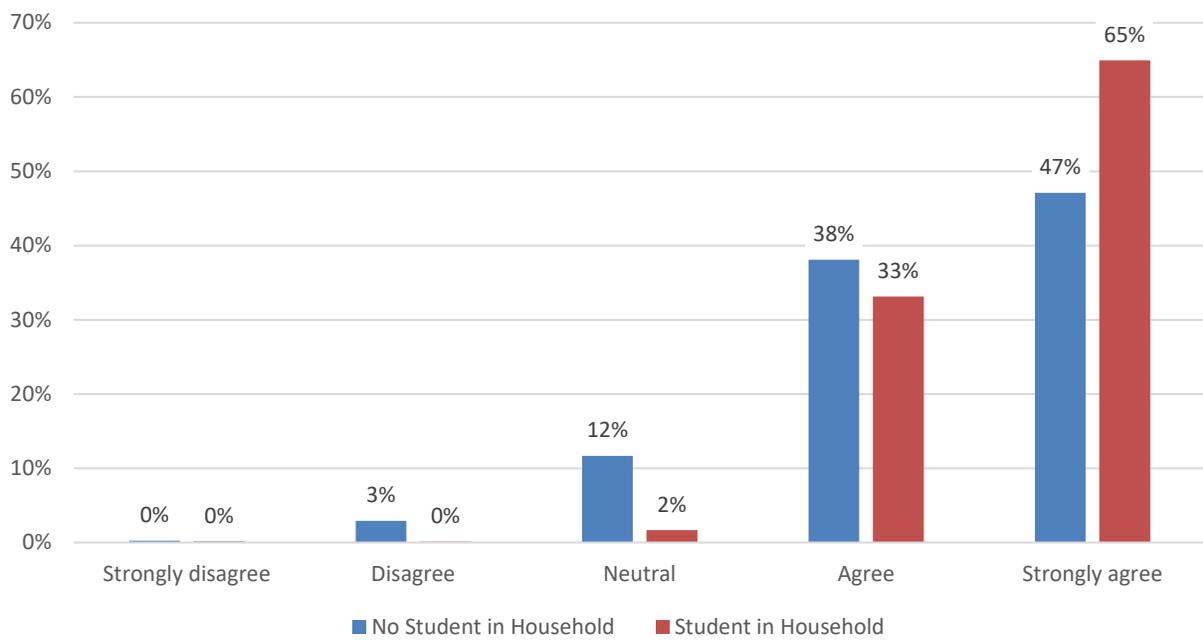
Figure 96: I can identify false or misleading information by student in household
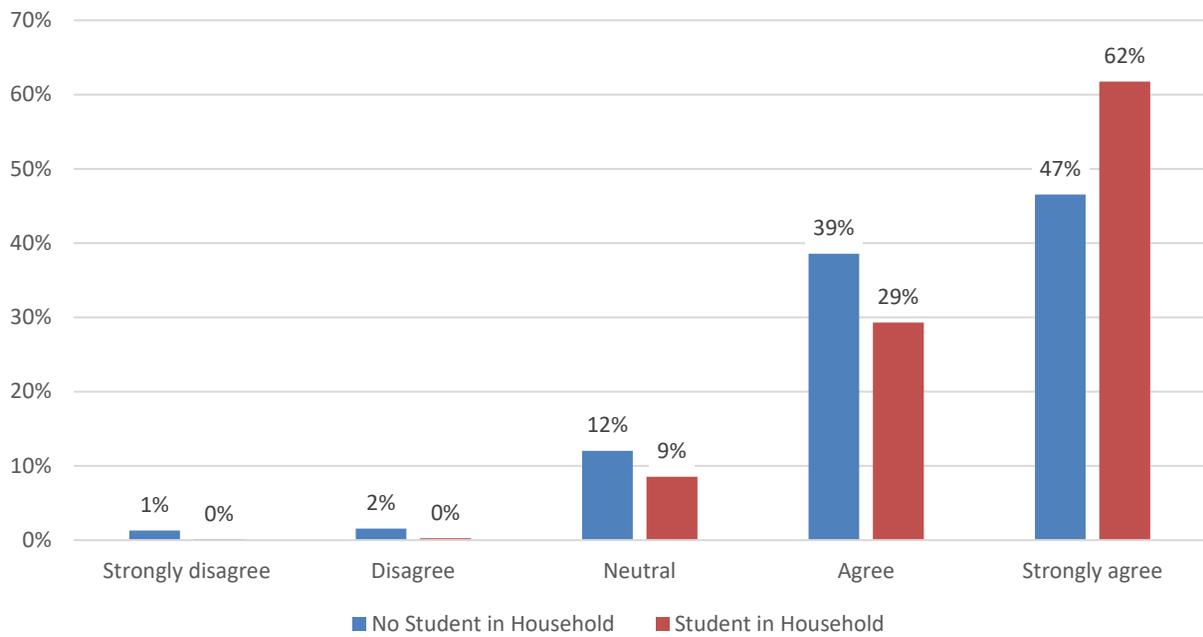
Figure 97: I can recognize and avoid online fraud by student in household
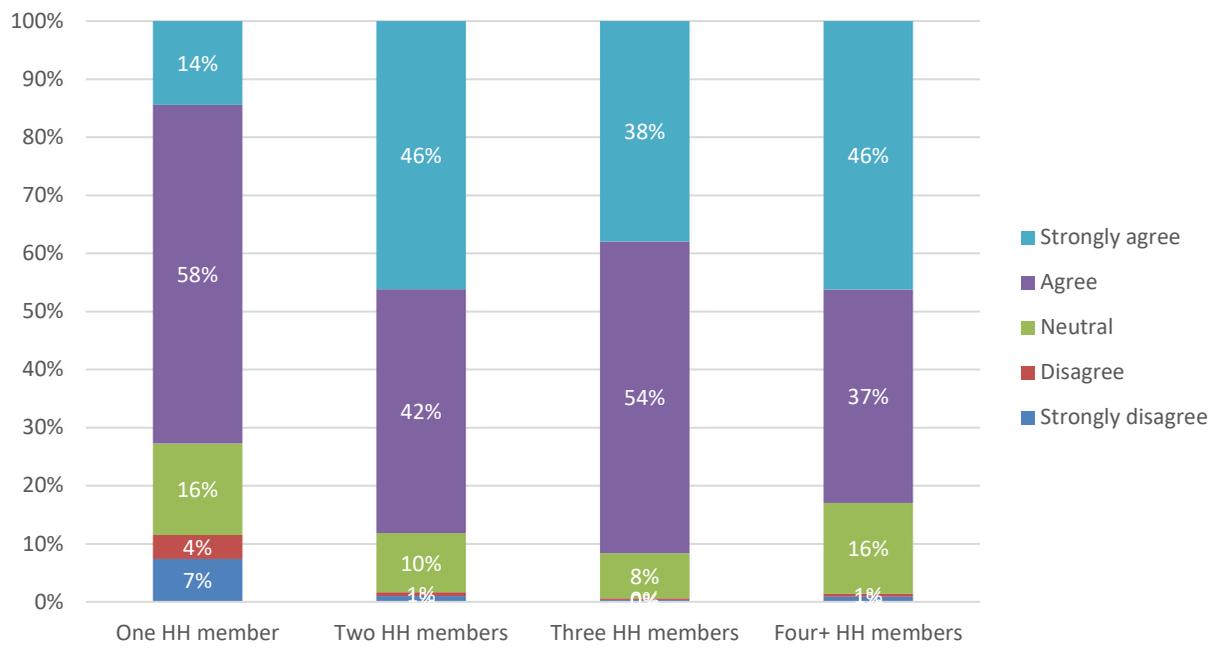
Figure 98: I can use and adjust privacy settings on social media by household size
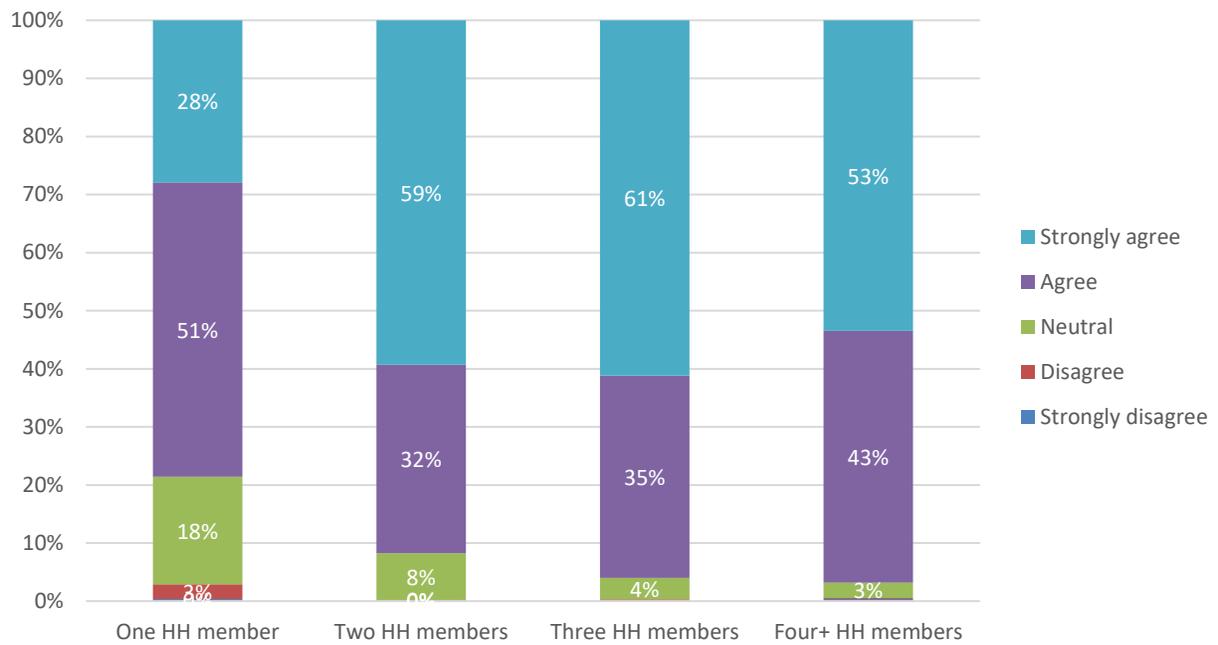
Figure 99: I can identify false or misleading information by household size
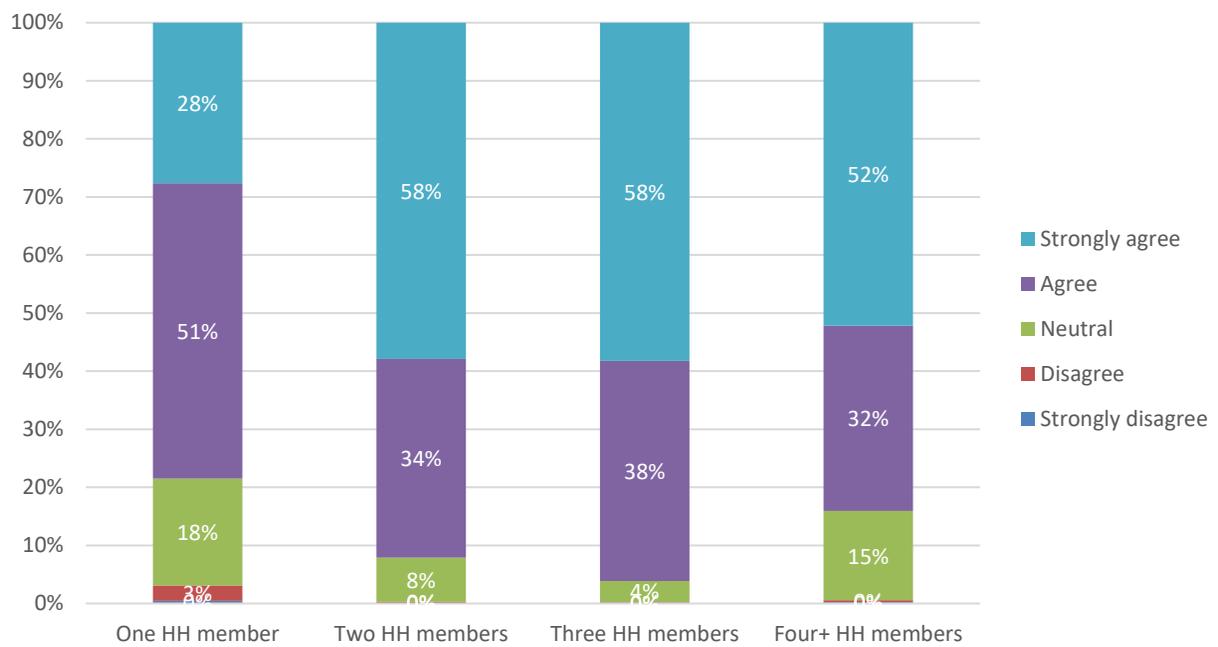
Figure 100: I can recognize and avoid online fraud by household size
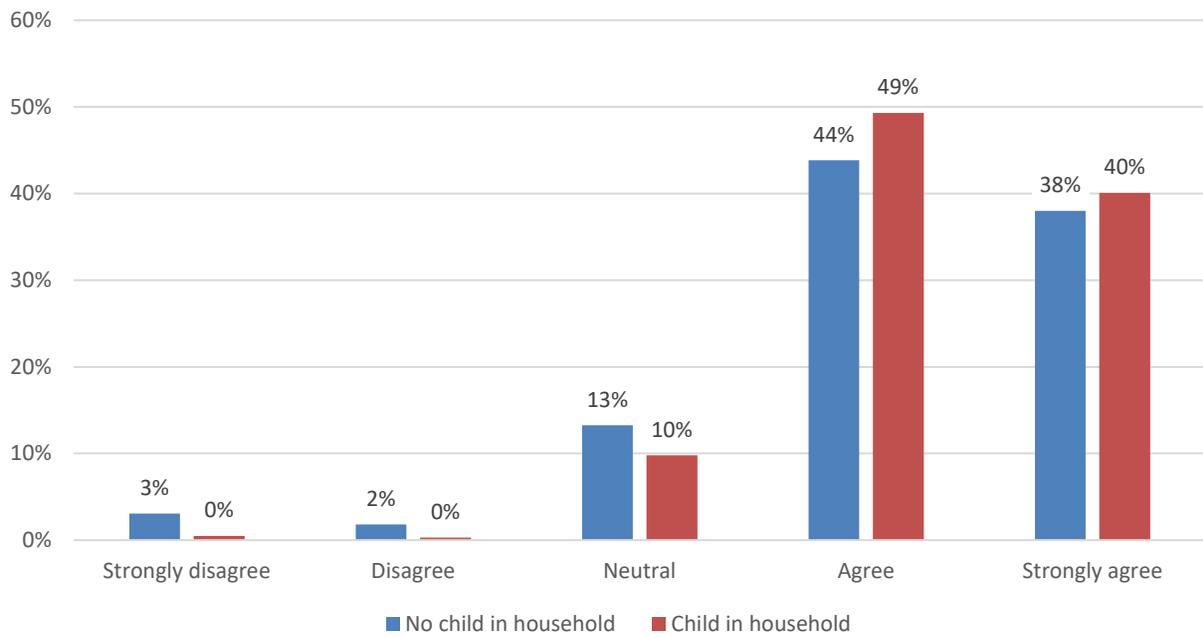
Figure 101: I can use and adjust privacy settings on social media by children in household (at least one household member under age 18)
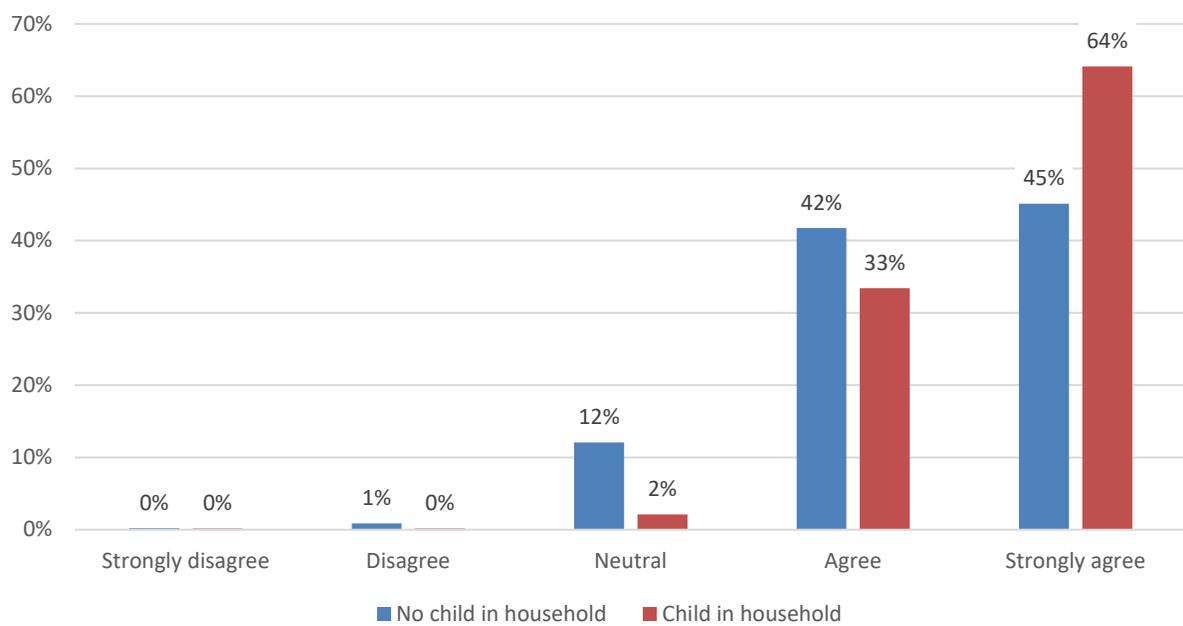
Figure 102: I can identify false or misleading information by children in household (at least one household member under age 18)
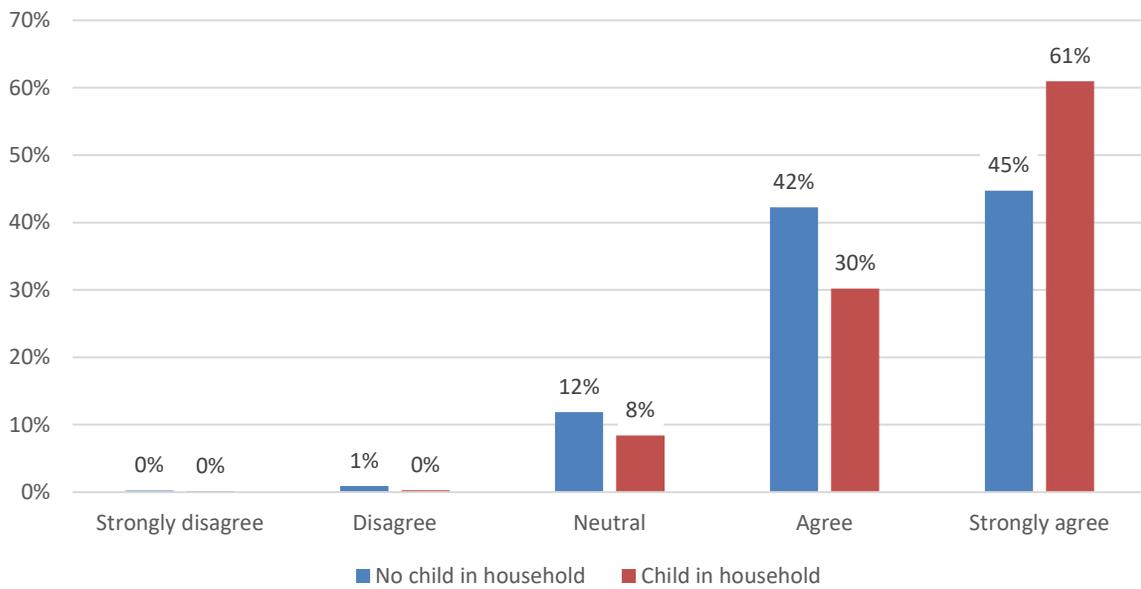
Figure 103: I can recognize and avoid online fraud by children in household (at least one household member under age 18)
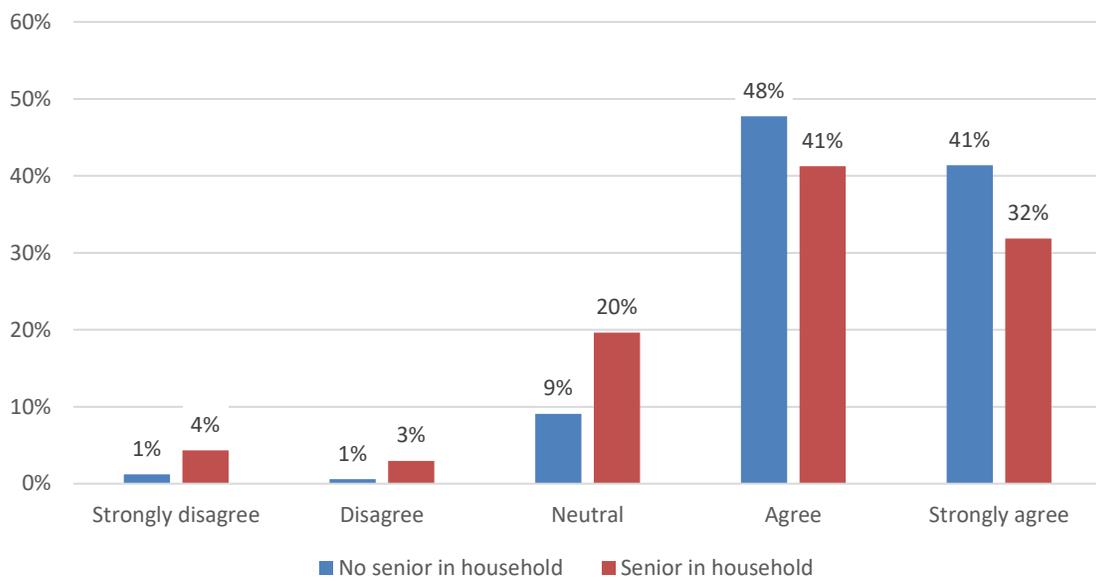
Figure 104: I can use and adjust privacy settings on social media by seniors in household (at least one household member age 65 or older)
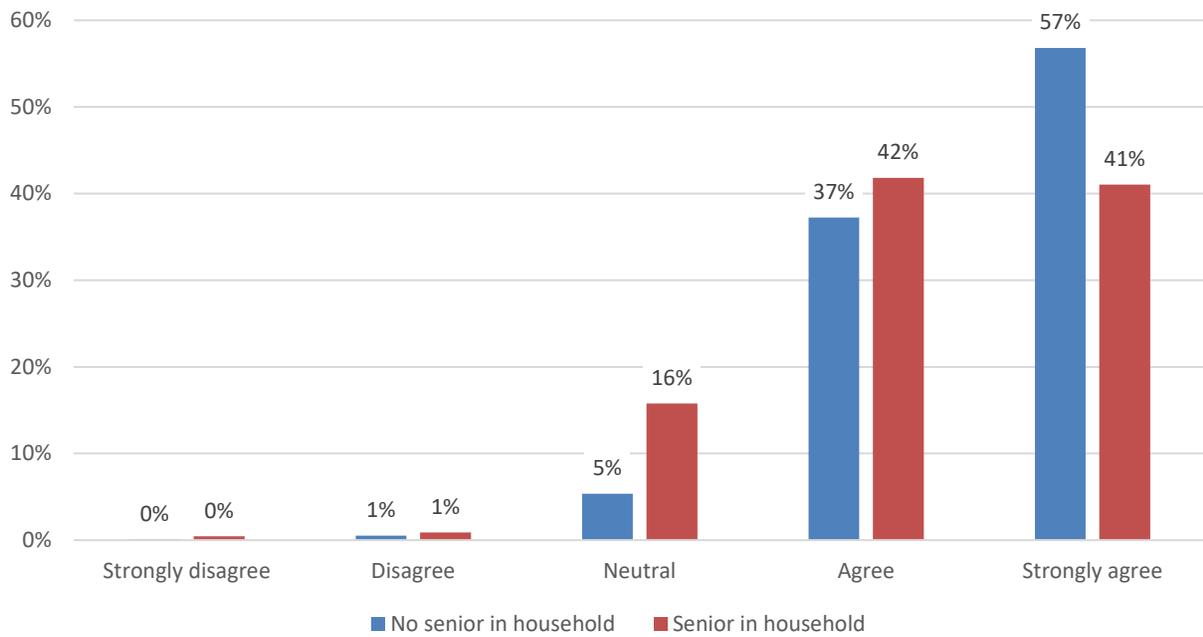
Figure 105: I can identify false or misleading information by seniors in household (at least one household member age 65 or older)
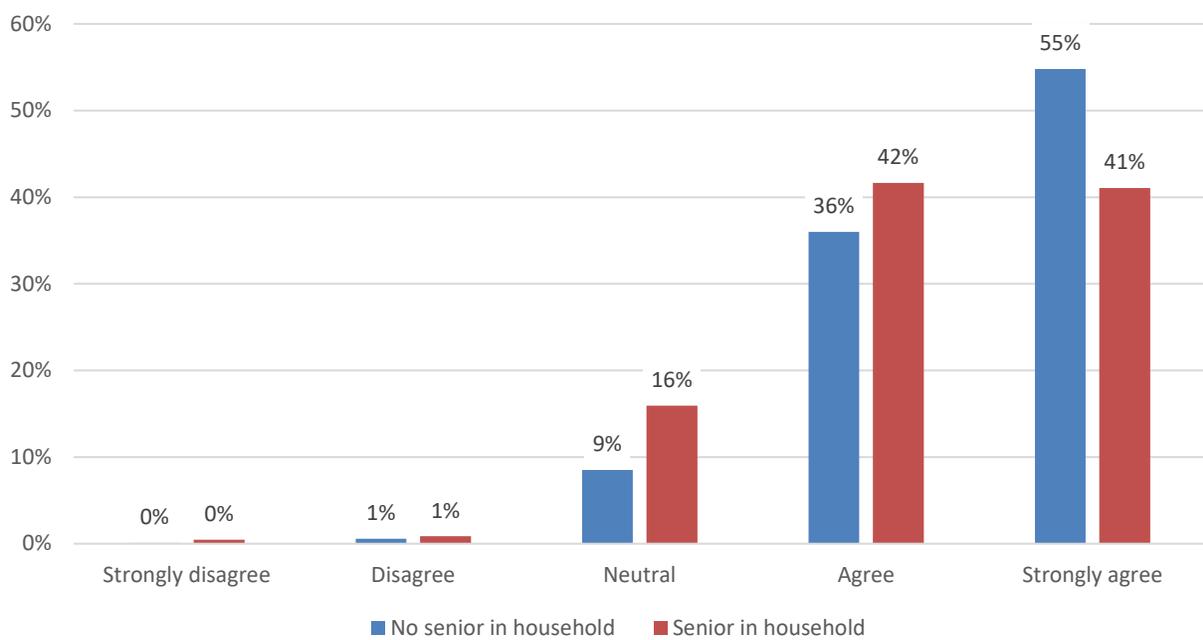
Figure 106: I can recognize and avoid online fraud by seniors in household (at least one household member age 65 or older)
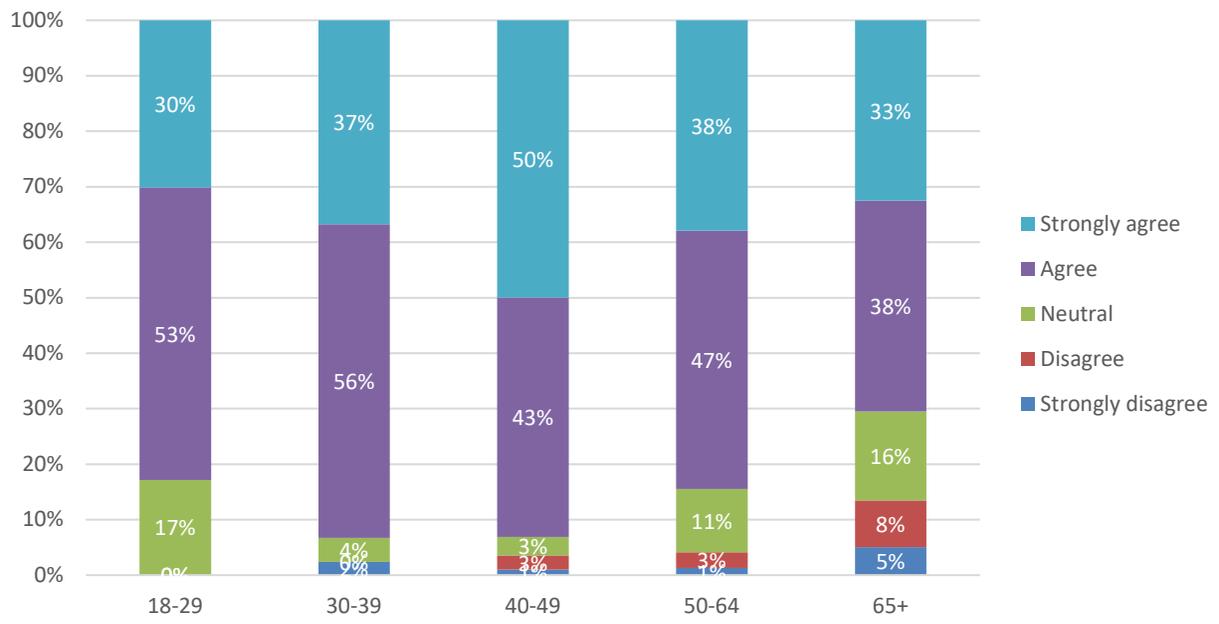
Figure 107: I can use and adjust privacy settings on social media by respondent age
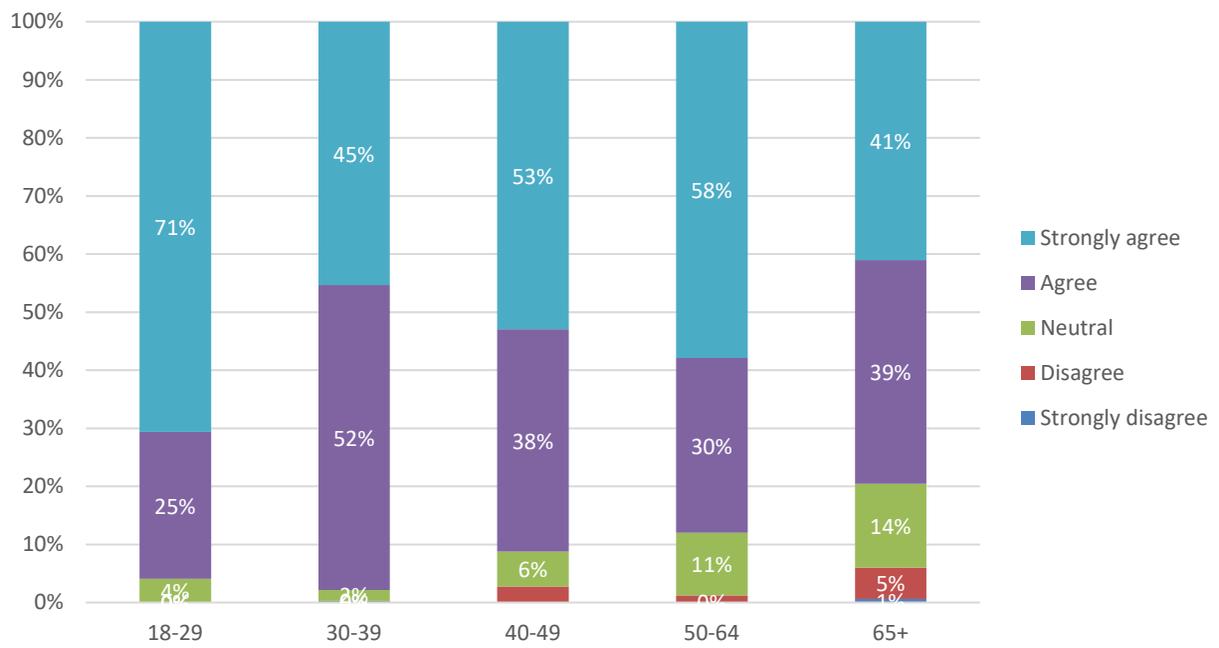
Figure 108: I can identify false or misleading information by respondent age
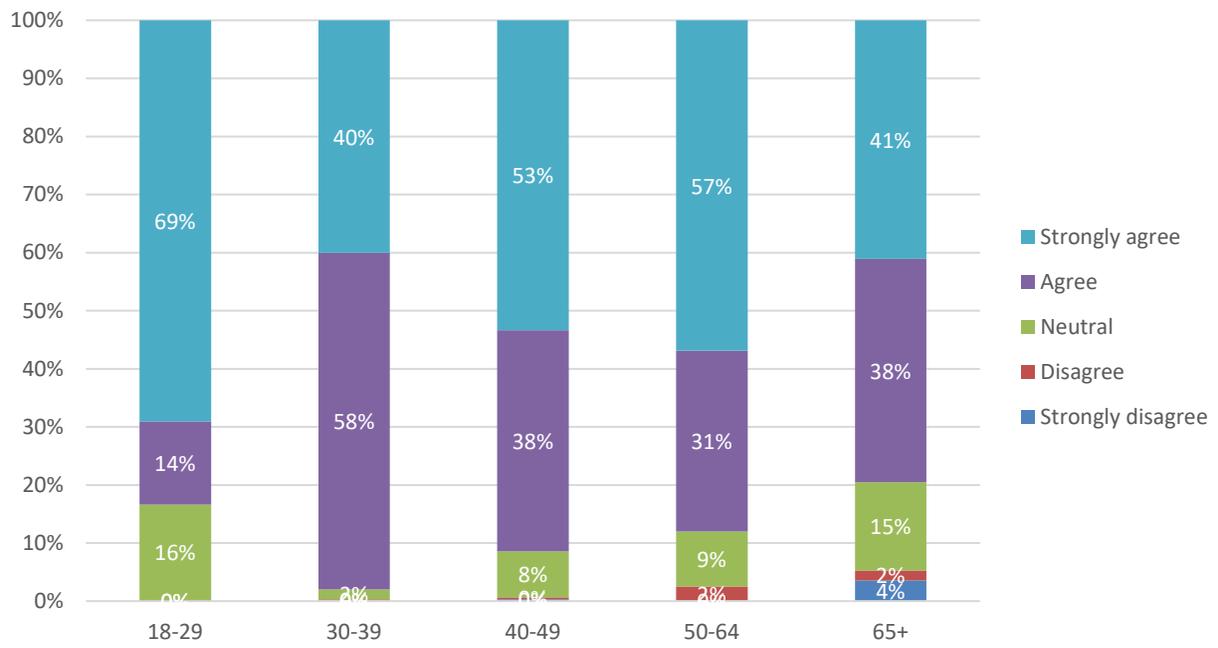
Figure 109: I can recognize and avoid online fraud by respondent age

What is your age?
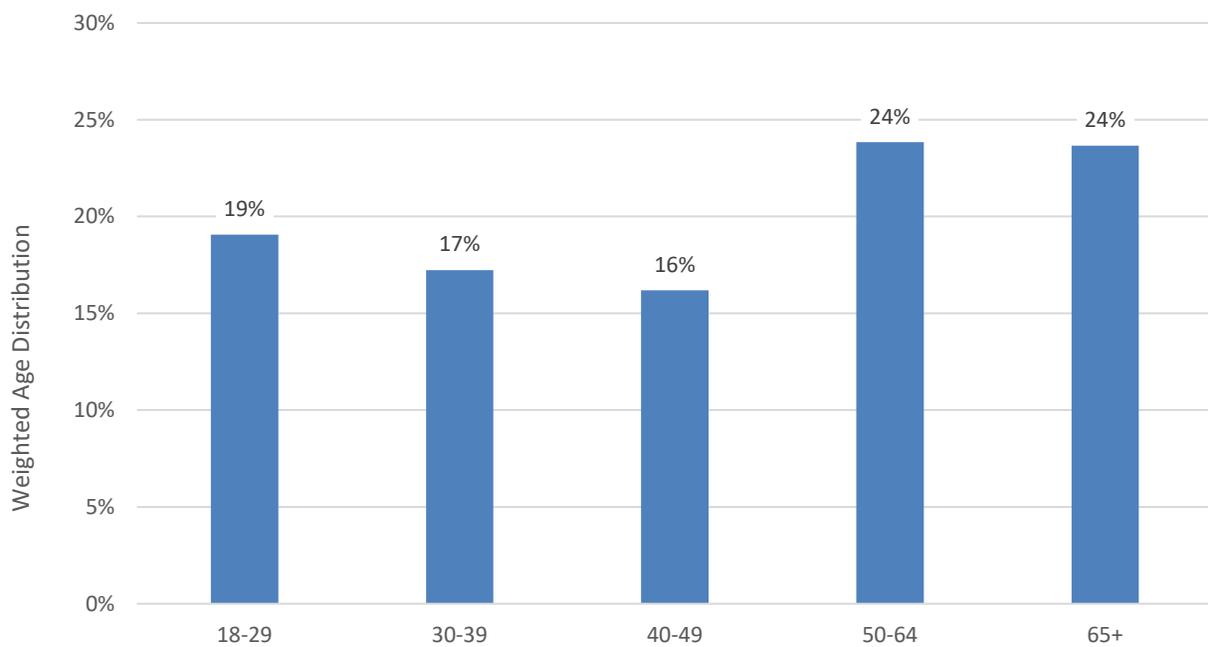
Figure 110: Age of respondent

How many people live in your household, and what are their approximate ages?
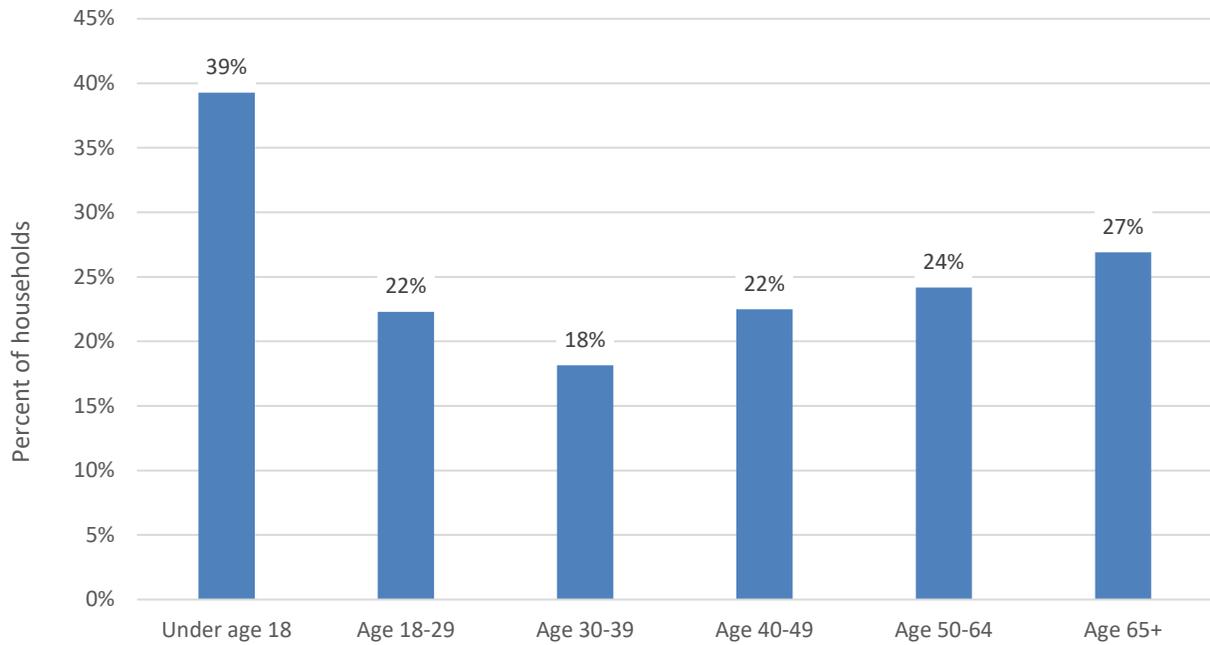
Figure 111: Percent of households with at least one member in each age category
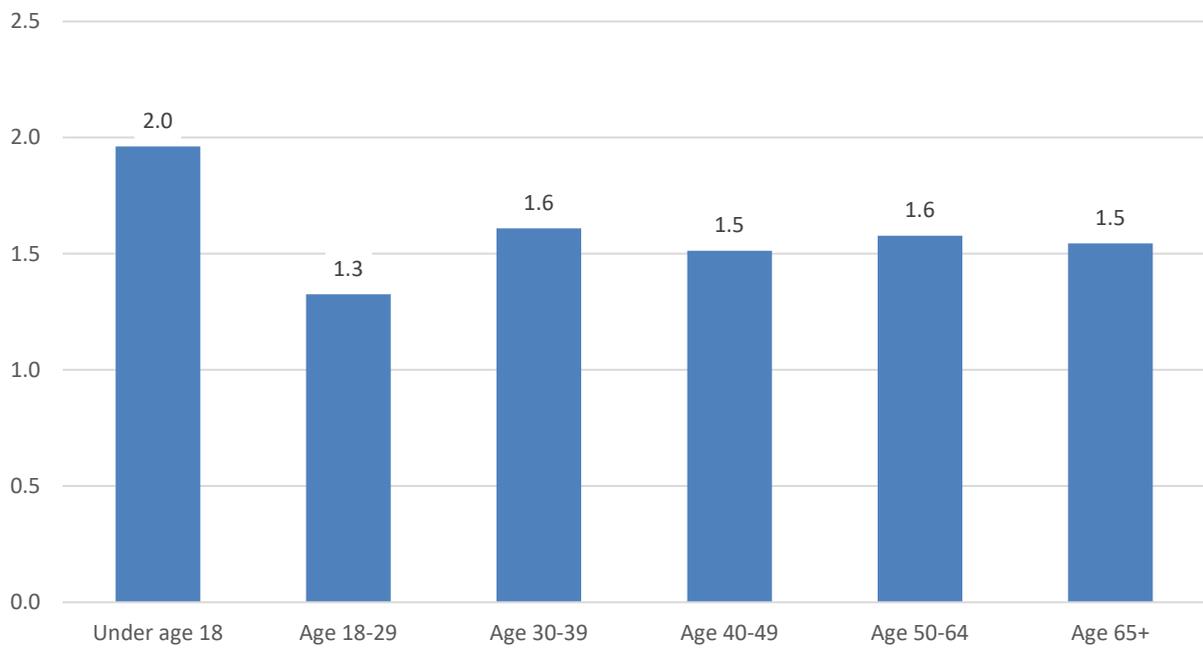
Figure 112: Average number of household members per age category (among households with at least one household member in that age group)
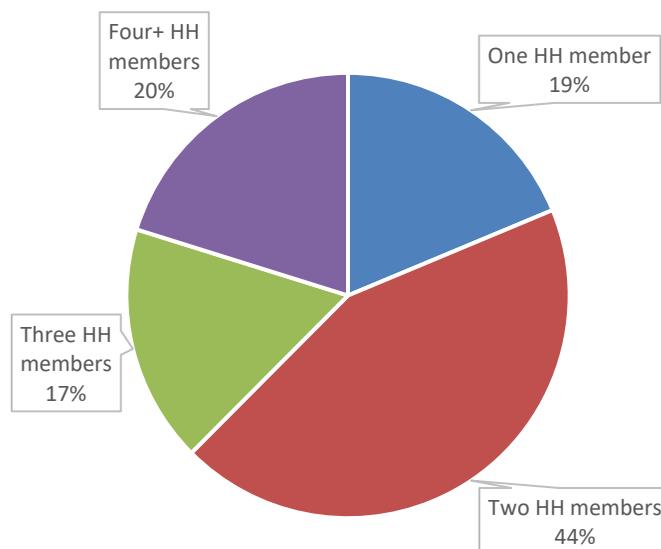
Figure 113: Number of household members (household size)

What is your approximate annual household income?
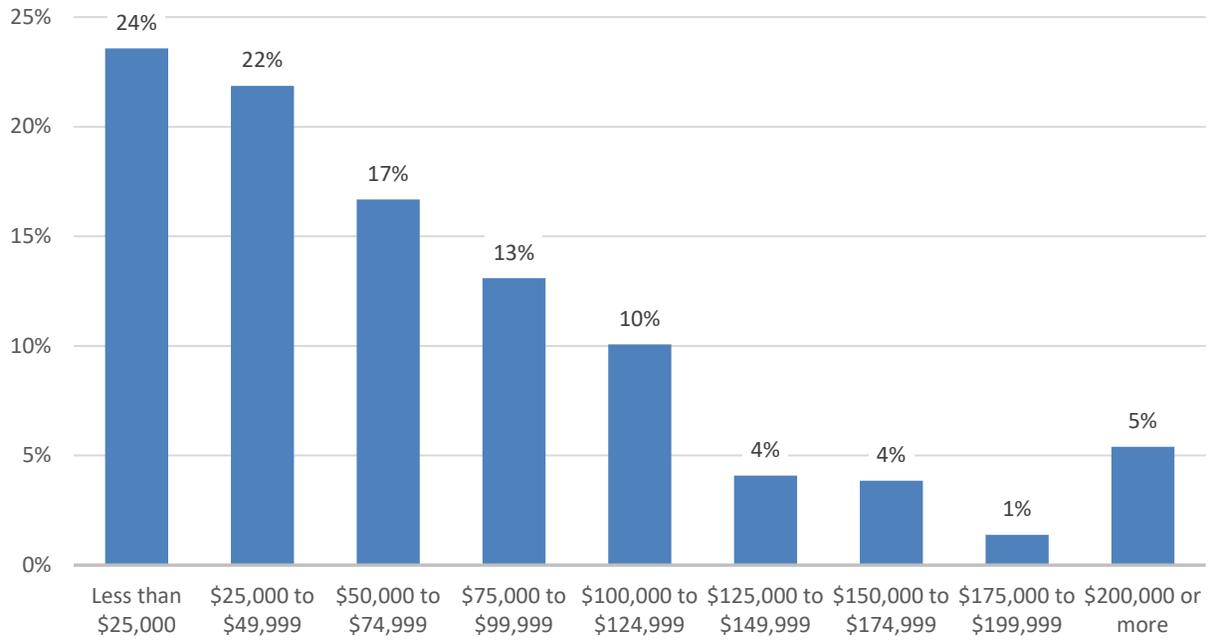
Figure 114: Approximate annual household income

What race/ethnicities are represented in your household?
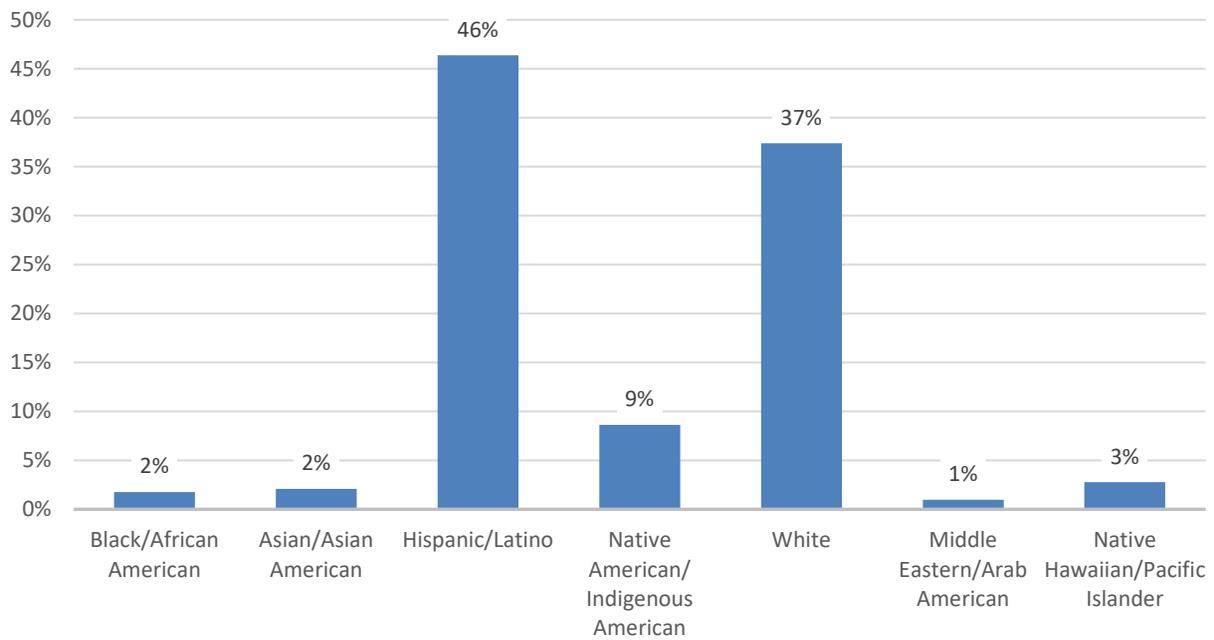
Figure 115: Race/ethnicity

Are you or anyone else living in your household a(n):
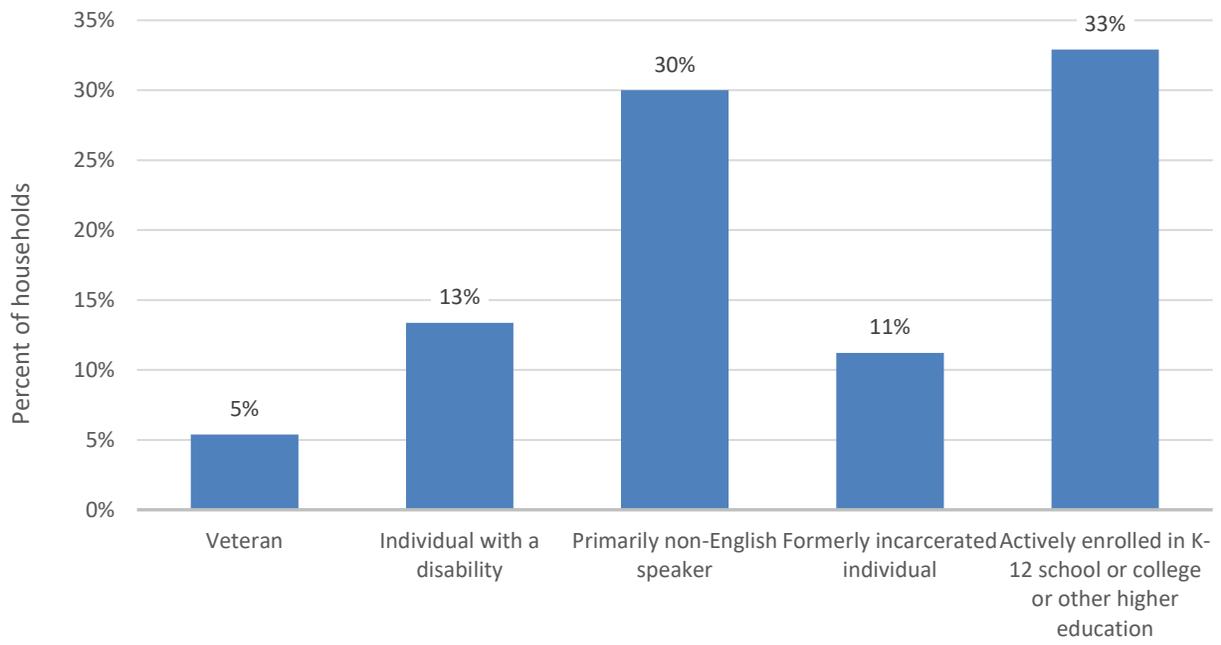
Figure 116: Percent of households with at least one household member in each at-risk group

Appendix D: Online stakeholder survey instruments

OBAE gathered input from stakeholders through six online survey instruments, as a supplement to the existing and ongoing stakeholder engagement process. Surveys were provided via a link during the stakeholder sessions, posted to the State's website,[284] and delivered through email to all stakeholders in the relevant group.

Survey instrument 1: Workforce development opportunity survey

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[284] "Tell Us," Connect New Mexico, https://connect.nm.gov/tell-us.html.

* 2. Type of organization (one selection only)

- ◯ Internet service provider (ISP)
- ◯ Labor union
- ◯ Trade association
- ◯ Industry certification or standards body
- ◯ Government agency (state, county, local, tribal, or regional consortia)
- ◯ Economic development association or agency
- ◯ Regional or local workforce development board or agency
- ◯ K-12 education (private, charter, public)
- ◯ Higher education organization (all levels, public or private)
- ◯ Trade, technical or vocational school (public, nonprofit, or for-profit)
- ◯ Community based or nonprofit organization
- ◯ Other (please specify)

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New Mexico Workforce Development Opportunity Survey

3. Do you offer workforce development programs for job placement and training in the communications industry in New Mexico?

◯ Yes

◯ No

4. Do you offer training in any of the following industries that have transferable skills that can be applied to communications network deployment? (Select all that apply)

☐ Utilities such as electricity

☐ HVAC

☐ Computer science

☐ Cybersecurity

☐ General electrician

☐ General construction

☐ Other (please specify)

[   ]

5. If you answered no to Question 3, are you interested in developing programs specifically targeted at employment opportunities in the communications industry?

☐ Yes

☐ No

Please describe your interest in developing these programs

[   ]

New Mexico Workforce Development Opportunity Survey

6. What type of workforce development programs do you offer? (Select all that apply)

- [ ] On-the-job training placement
- [ ] Standards certification and safety programs
- [ ] Training programs through a public or private K12 school
- [ ] Training programs through a school of higher education
- [ ] Trade or vocational certificate programs
- [ ] Job placement and recruiting services
- [ ] Formal apprenticeship opportunities

7. Which of the following communications designations are included in your programs? (Select all that apply)

- [ ] Construction laborers and heavy equipment operators
- [ ] Tower, line, equipment, maintenance, and testing specialists
- [ ] Supervisors / project managers
- [ ] Network design roles
- [ ] Locators

8. Does your program specifically reach out to any of the following populations for participation in your programs? (Select all that apply)

- [ ] Veterans or current military personnel
- [ ] People with disabilities
- [ ] Seniors
- [ ] Incarcerated or formerly incarcerated
- [ ] Those in low-income households or without reliable housing
- [ ] Those with a language barrier including English learners
- [ ] Those with a low level of literacy
- [ ] Specific racial or ethnic minority group(s)
- [ ] Those living in rural communities

9. How would you characterize your current capacity for developing and offering training programs to meet current workforce demands in the communications industry? (Select one)

- ◯ Underutilized
- ◯ Adequately utilized
- ◯ At capacity

10. How would you characterize your plans for developing and offering additional programs to meet future workforce demands in the communications industry? (Select one)

- ☐ We have plans to add capacity
- ☐ We have no plans to add capacity
- ☐ We are reducing our training capacity
- ☐ We are interested in adding capacity, but do not have resources to do so

Please describe your plans for additional or expanded programs or explain what additional resources you would need to add capacity.

┌───┐
│   │
│   │
└───┘

11. What are the sources of funding for your training programs? (Select all that apply)

- ☐ Federal agencies and programs
- ☐ State agencies and programs
- ☐ County or local funding and programs
- ☐ Private foundations
- ☐ Fundraising and community grants
- ☐ Partnerships with employers
- ☐ Partnerships with unions or trade associations
- ☐ Fee-based services
- ☐ Other (please specify)

┌───────────────────────────────┐
│   │
└───────────────────────────────┘

12. Do you serve "rural" communities?

- ☐ Yes
- ☐ No

What types of incentives are effective to recruit both skilled and manual labor to your rural community?

┌───┐
│   │
│   │
└───┘

13. Please describe barriers to developing a diverse, skilled workforce in your community that can fill employment opportunities in the communications industry. Additionally, please provide examples or ideas of incentives or programs that can mitigate those barriers to create a diverse pool of highly skilled workers.

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New Mexico Workforce Development Opportunity Survey

For ISPs only

14. Do you provide any in-house skills training, workforce development, or apprenticeship programs for your employees to support a highly skilled workforce?

◯ Yes

◯ No

15. If you answered yes above, please identify the types of programs. (Select all that apply)

☐ Mentorship

☐ Certification programs

☐ Apprenticeship

☐ Internship

☐ Sponsorships/scholarships for third-party training and classes

☐ Other (please specify)

[   ]

16. In addition to any programs you directly provide, what other sources or programs do you use in New Mexico to train and support workforce readiness among your employees? (Select all that apply)

☐ Standards certification and safety programs

☐ Training programs through a public or private K-12 school

☐ Training programs through a school of higher education

☐ Trade or vocational certificate programs

☐ Formal apprenticeship programs

17. What sources or programs do you use to recruit and hire employees, including technicians, linemen, construction laborers and managers, and similar positions? (Select all that apply)

- [ ] Internet-based employment posting sites
- [ ] Workforce development and community job placement centers
- [ ] Communications industry specific training classes
- [ ] Third-party hiring and recruitment firms
- [ ] Advertisements in relevant trade association publications and websites
- [ ] Incentivizing employee referrals

18. Do you have programs or incentives to support diversity among your employees when considering methods to attract, retain, and promote a skilled workforce?

19. Please describe your vision for workforce readiness programs, recruitment practices, and wrap around services to support broadband expansion in New Mexico over the next five years.

Survey instrument 2: Covered population broadband barriers survey

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New Mexico Vulnerable Populations Broadband Barriers Survey

Organizations that serve or represent vulnerable populations play a critical role in identifying how their unique needs can best be addressed. Your responses to this brief survey will assist the New Mexico Office of Broadband Access and Expansion (OBAE) in identifying programming opportunities and offering meaningful broadband-related employment, education, health care and civic opportunities for these populations. This information will support New Mexico's work toward achieving statewide universal access to high-speed broadband with federal funding through the Broadband, Equity, Access, and Deployment (BEAD) and Digital Equity Planning programs.

* 1. Contact information

Your name

Your job title

Your e-mail

Your phone number

Organization name

Organization address

Organization website URL

Organization's number of employees

2. Does your organization provide programs and services that are primarily targeted to any of the following communities? (Select all that apply)

- [ ] Individuals with disabilities
- [ ] Veterans or current military personnel
- [ ] Aging individuals
- [ ] Incarcerated individuals
- [ ] Individuals with low levels of literacy
- [ ] Individuals with a language barrier
- [ ] Individuals who primarily reside in a rural area
- [ ] Individuals who are members of a racial or ethnic minority group
- [ ] No particular focus on a population or community
- [ ] Other (please specify)

_____

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New Mexico Vulnerable Populations Broadband Barriers Survey

Internet Service

3. Please indicate your agreement or disagreement with the following statements describing individuals from the population(s) you serve or represent. On a scale of 1 - 5, where 1 is "strongly agree" and 5 is "strongly disagree" as representing on the spectrum.

	1 - Strongly Agree	2	3	4	5 - Strongly Disagree
Their households have access to some type of home internet service	○	○	○	○	○
The available internet service is high-speed, sufficient for their needs, and reliable	○	○	○	○	○
The available internet service is affordable.	○	○	○	○	○
Their households can choose from among more than one provider for high-speed, reliable, and affordable broadband service	○	○	○	○	○

4. Are there unique barriers to reliable, affordable, and high-speed internet service for the population(s) you serve?

☐ Yes

☐ No

Please describe these barriers to accessing reliable, affordable, and high-speed internet service:

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New Mexico Vulnerable Populations Broadband Barriers Survey

Access to Computers

5. Please indicate your agreement or disagreement with the following statements describing individuals from the population(s) you serve or represent. On a scale of 1 - 5, where 1 is "strongly agree" and 5 is "strongly disagree" as representing on the spectrum.

	1 - Strongly Agree	2	3	4	5 - Strongly Disagree
There are computers in the household of the populations we serve or represent.	○	○	○	○	○
The households can troubleshoot computer issues.	○	○	○	○	○
The households can afford computer repairs or service.	○	○	○	○	○
The households have enough devices to serve their needs.	○	○	○	○	○
There are public computers that are convenient to use and close by to these households.	○	○	○	○	○

6. Are there unique barriers to accessing home computers for the population(s) you serve?

☐ Yes

☐ No

Please describe these barriers to accessing computers and similar devices:

[   ]

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New Mexico Vulnerable Populations Broadband Barriers Survey

Digital Literacy and Digital Skills

Strongly Agree				Strongly Disagree
⦿ 1	○ 2	○ 3	○ 4	○ 5

7. Please indicate your agreement or disagreement with the following statements describing individuals from the population(s) you serve or represent. On a scale of 1 - 5, where 1 is "strongly agree" and 5 is "strongly disagree" as representing on the spectrum.

	1 - Strongly Agree	2	3	4	5 - Strongly Disagree
Individuals can find, understand, evaluate, create, and communicate digital information.	○	○	○	○	○
Individuals can use technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information.	○	○	○	○	○
Individuals can use the internet to support education, employment, health, and personal needs.	○	○	○	○	○
Individuals have access to convenient and comprehensive digital literacy training.	○	○	○	○	○

8. Are there unique barriers to digital skills for the population(s) your serve?

☐ Yes

☐ No

Please describe these barriers to acquiring necessary digital skills:

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New Mexico Vulnerable Populations Broadband Barriers Survey

Inclusive and Accessible Content

9. Please indicate your agreement or disagreement with the following statements describing individuals from the population(s) you serve or represent. On a scale of 1 - 5, where 1 is "strongly agree" and 5 is "strongly disagree" as representing on the spectrum.

	1 - Strongly Agree	2	3	4	5 - Strongly Disagree
Individuals have access to meaningful website content that is written in plain language and is appropriate for the targeted user or audience.	○	○	○	○	○
Individuals have access to meaningful website content that is accurately translated into necessary languages.	○	○	○	○	○
Individuals have access to meaningful website content that can be read by a screen reader.	○	○	○	○	○
Individuals have access to meaningful website content with closed captioning.	○	○	○	○	○
Individuals have access to adequate and appropriate assistive technologies to support access to the internet and use of website content by people with disabilities.	○	○	○	○	○

10. Are there unique barriers to inclusive and accessible content for the population(s) your serve?

☐ Yes

☐ No

Please describe these barriers to inclusive and accessible content:

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New Mexico Vulnerable Populations Broadband Barriers Survey

Data Privacy and Cyber Security

11. Please indicate your agreement or disagreement with the following statements describing individuals from the population(s) you serve or represent. On a scale of 1 - 5, where 1 is "strongly agree" and 5 is "strongly disagree" as representing on the spectrum.

	1 - Strongly Agree	2	3	4	5 - Strongly Disagree
Individuals know how to protect their information online.	○	○	○	○	○
Individuals can recognize a phishing scam or other types of scams and illegal activity.	○	○	○	○	○
Individuals use anti-virus and anti-malware software on their computers.	○	○	○	○	○

12. Are there unique barriers to data privacy and cyber security for the population(s) your serve?

☐ Yes

☐ No

Please describe those barriers to acquiring literacy in data privacy and cyber security:

New Mexico Vulnerable Populations Broadband Barriers Survey

Initiatives to Address Barriers

Thinking about the unique barriers you discussed:

13. What types of programs and initiatives would you recommend to address these barriers?

14. Does your organization currently offer any of these types of programs or initiatives?

[ ] Yes

[ ] No

If yes, please describe if you are interested in expanding your programs and, if so, what types of resources would you need to expand:

15. Would your organization be interested in adding new programs to its current portfolio?

[ ] Yes

[ ] No

If yes, what types of resources do you believe would be necessary to add new programs to your current portfolio?

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New Mexico Vulnerable Populations Broadband Barriers Survey

Programmatic Impact of Broadband Access

16. Please describe how access to affordable, reliable, and secure high-speed broadband by the communities that you serve may impact the programmatic outcomes of your organization.

17. Do you have metrics to measure progress on your programmatic outcomes?

☐ Yes

☐ No

If yes, please describe:

Please provide examples or a discussion of metrics that you believe would be useful to track broadband related inputs and outcomes that are relevant to your mission, programs, and services.

18. Economic and workforce development outcomes - input and outcome metrics

19. Educational outcomes - input and outcome metrics

20. Health outcomes - input and outcome metrics

21. Civic and social engagement outcomes - input and outcome metrics

22. Delivery of other essential services outcomes - input and outcome metrics

Survey instrument 3: Digital equity program inventory

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New Mexico Digital Equity Program Inventory

The goal of this survey is to understand the active programs/initiatives in your area to engage community members in digital equity programs. Digital equity programs promote computer skills, internet access, and access to devices.

* 1. Which category best describes your organization? Please select all that apply.

- [ ] K–12 school
- [ ] Community college and institution of higher education
- [ ] Library
- [ ] Medical and health care provider
- [ ] State government
- [ ] County government
- [ ] Municipal government
- [ ] Council of governments (COG) or regional authority
- [ ] Tribal government
- [ ] Public housing authority

- [ ] Civil rights organization
- [ ] Workforce development and adult literacy organization
- [ ] Internet Service Provider (ISP)
- [ ] Business
- [ ] Regional or industry association or commission
- [ ] Non-profit organization that represents individuals with disabilities
- [ ] Non-profit organization that represents veterans
- [ ] Non-profit organization that represents aging individuals
- [ ] Non-profit organization that represents incarcerated individuals
- [ ] Non-profit organization that represents English learners

- [ ] Other (please specify)

2. Has your organization created a broadband and/or digital equity plan?

- ( ) Yes
- ( ) No

3. Is your organization part of a broadband coalition?

- ( ) Yes
- ( ) No

If yes, please specify

4. Please provide point of contact information for your organization

Name	
Organization name	
Address	
Address 2	
City/Town	
State/Province	
ZIP/Postal Code	
Email Address	
Phone Number	

New Mexico Digital Equity Program Inventory

Program Details

Digital equity programs aim to ensure that communities have the skills, technology, and capacity to fully engage in the digital economy. Programs may target priority populations which include low-income, seniors, veterans, people with disabilities, incarcerated, English learners, ethnic minorities, and people in rural areas. Examples of digital equity programs include those that promote computer skills, internet access, and computing device access.

5. Does your organization offer digital equity programs?

○ Yes

○ No

New Mexico Digital Equity Program Inventory

Program Details

6. What is the name of the program? (Please note there will be opportunities to provide information on additional programs below. Answers should only pertain to a single program)

Program name [   ]

7. What aspects of digital equity does the program address? Please select at least one.

- [ ] Availability and affordability of internet
- [ ] Digital literacy
- [ ] Data privacy and cybersecurity
- [ ] Desktop computers, laptops, or tablet and technical support
- [ ] Online accessibility and inclusivity

8. Does the program focus on certain populations? Check all that apply.

- [ ] Individuals with disabilities
- [ ] Veterans
- [ ] Aging individuals (60 and above)
- [ ] Incarcerated individuals
- [ ] Individuals with a language barrier, including individuals who are English learners; and have low levels of literacy
- [ ] Individuals who primarily reside in a rural area
- [ ] Individuals who are members of a minority group based on race or ethnicity
- [ ] Individuals who live in a covered household (household income is lower than 150% of the poverty level)
- [ ] No particular focus on a population
- [ ] Other (please specify)

[   ]

9. What is the project budget?

○ $1 to $24,999   ○ $100,000 to $249,999

○ $25,000 to $49,999   ○ $250,000 to $499,999

○ $50,000 to $99,999   ○ Over $500,000

10. If known how much does the program cost to the participant?

Cost in dollars [   ]

11. Please give us a sense of the geographic populations you serve.

○ State-wide

○ County-wide

○ City-wide

○ Neighborhood-wide

○ Other (please specify)

[   ]

12. How long has the program been active, in months?

Program length in **months** [   ]

13. How many people were served by the program in the 2022 calendar year?

○ Under 25 people

○ 26 to 50 people

○ 51 to 100 people

○ More than 100 people

14. How many users do you expect to serve over the life of the program?

○ 1 to 50

○ 51 to 100 people

○ 101 to 250 people

○ 251 to 500 people

○ More than 500 people

15. If you had additional resources, would you want to expand the project to serve more communities and people?

○ Yes

○ No

16. Does your organization have another digital equity program?

○ Yes

○ No

New Mexico Digital Equity Program Inventory

Program Details

17. What is the name of the program? (Please note there will be opportunities to provide information on additional programs below. Answers should only pertain to a single program)

Program name ☐

18. What aspects of digital equity does the program address? Please select at least one.

☐ Availability and affordability of internet

☐ Digital literacy

☐ Data privacy and cybersecurity

☐ Desktop computers, laptops, or tablet and technical support

☐ Online accessibility and inclusivity

19. Does the program focus on certain populations? Check all that apply.

☐ Individuals with disabilities

☐ Veterans

☐ Aging individuals (60 and above)

☐ Incarcerated individuals

☐ Individuals with a language barrier, including individuals who are English learners, and have low levels of literacy

☐ Individuals who primarily reside in a rural area

☐ Individuals who are members of a minority group based on race or ethnicity

☐ Individuals who live in a covered household (household income is lower than 150% of the poverty level)

☐ No particular focus on a population

☐ Other (please specify)

☐

20. What is the project budget?

○ $1 to $24,999   ○ $250,000 to $499,999

○ $25,000 to $49,999   ○ Over $500,000

○ $50,000 to $99,999   ○ N/A

○ $100,000 to $249,999

21. If known, how much does the program cost to the participant?

Cost in dollars [   ]

22. Please give us a sense of the geographic populations you serve.

○ State-wide

○ County-wide

○ City-wide

○ Neighborhood-wide

○ Other (please specify)

[   ]

23. How long has the program been active, in months?

Program length in **months** [   ]

24. How many people were served by the program in the 2022 calendar year?

○ Under 25 people

○ 26 to 50 people

○ 51 to 100 people

○ More than 100 people

25. How many users do you expect to serve over the life of the program?

○ 1 to 50

○ 51 to 100 people

○ 101 to 250 people

○ 251 to 500 people

○ More than 500 people

26. If you had additional resources, would you want to expand the project to serve more communities and people?

○ Yes

○ No

27. Does your organization have another digital equity program?

○ Yes

○ No

New Mexico Digital Equity Program Inventory

Program Details

28. What is the name of the program? (Please note there will be opportunities to provide information on additional programs below. Answers should only pertain to a single program)

Program name [   ]

29. What aspects of digital equity does the program address? Please select at least one.

- [ ] Availability and affordability of internet
- [ ] Digital literacy
- [ ] Data privacy and cybersecurity
- [ ] Desktop computers, laptops, or tablet and technical support
- [ ] Online accessibility and inclusivity

30. Does the program focus on certain populations? Check all that apply.

- [ ] Individuals with disabilities
- [ ] Veterans
- [ ] Aging individuals (60 and above)
- [ ] Incarcerated individuals
- [ ] Individuals with a language barrier, including individuals who are English learners; and have low levels of literacy
- [ ] Individuals who primarily reside in a rural area
- [ ] Individuals who are members of a minority group based on race or ethnicity
- [ ] Individuals who live in a covered household (household income is lower than 150% of the poverty level)
- [ ] No particular focus on a population
- [ ] Other (please specify)

[   ]

31. What is the project budget?

◯ $1 to $24,999   ◯ $250,000 to $499,999

◯ $25,000 to $49,999   ◯ Over $500,000

◯ $50,000 to $99,999   ◯ N/A

◯ $100,000 to $249,999

32. If known, how much does the program cost to the participant?

Cost in dollars [   ]

33. Please give us a sense of the geographic populations you serve.

◯ State-wide

◯ County-wide

◯ City-wide

◯ Neighborhood-wide

◯ Other (please specify)

[   ]

34. How long has the program been active, in months?

Program length in **months** [   ]

35. How many people were served by the program in the 2022 calendar year?

◯ Under 25 people

◯ 26 to 50 people

◯ 51 to 100 people

◯ More than 100 people

36. How many users do you expect to serve over the life of the program?

◯ 1 to 50

◯ 51 to 100 people

◯ 101 to 250 people

◯ 251 to 500 people

◯ More than 500 people

37. If you had additional resources, would you want to expand the project to serve more communities and people?

◯ Yes

◯ No

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New Mexico Digital Equity Program Inventory

Planned Programs

38. Is your organization in the process of developing a digital equity program?

◯ Yes

◯ No

39. What kind of digital equity program(s) is your organization developing? Please select the categories that best fits the program type.

☐ Digital skills and literacy

☐ Data privacy and cybersecurity

☐ Devices (Laptops, computers, tablets)

☐ Technical support

☐ Digital navigators

☐ Broadband access

☐ Creating accessible and inclusive internet content

Other (please specify)

[   ]

New Mexico Digital Equity Program Inventory

40. Does your organization want to develop a digital equity program?

○ Yes

○ No

41. If yes, what kind of digital equity program(s) is your organization interested in developing? Please select the categories that best fits the program type.

☐ Digital skills and literacy

☐ Data privacy and cybersecurity

☐ Devices (Laptops, computers, tablets)

☐ Technical support

☐ Digital navigators

☐ Broadband access

☐ Creating accessible and inclusive internet content

New Mexico Digital Equity Program Inventory

Metrics

42. Please describe how access to affordable, reliable, and secure high-speed broadband by the communities that you serve may impact programmatic outcomes of your organization?

43. Do you have metrics to measure progress on your programmatic outcomes?

☐ Yes

☐ No

If yes, please describe or provide a URL link with documentation.

Please provide examples or a discussion of metrics that you believe would be useful to track broadband related inputs and outcomes that are relevant to your mission, programs, and services.

44. Economic and workforce development outcomes - input and outcome metrics

45. Educational outcomes - input and outcome metrics

46. Health outcomes - input and outcome metrics

47. Civic and social engagement outcomes - input and outcome metrics

48. Delivery of other essential services outcomes - input and outcome metrics

Survey instrument 4: Infrastructure asset inventory survey

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New Mexico Infrastructure Asset Inventory Survey

By completing this short questionnaire, you will help the Office of Broadband Access and Expansion (OBAE) identify infrastructure-related assets that may facilitate broadband deployment in New Mexico. As the State engages with internet service providers (ISPs) to extend their networks and services, this information will support New Mexico's goal of optimizing federal Broadband Equity, Access, and Deployment (BEAD) funding to achieve statewide universal access to high-speed broadband.

* 1. Please provide your contact information

Agency name	
Government level (State, regional, county, local, tribal)	
Name of jurisdiction	
First and last name	
Title	
Email	
Phone number	
Agency website URL (if any)	

2. Does your agency own or manage physical assets (i.e. conduit, fiber, structures, real estate, poles, etc.) that are available for lease to Internet Service Providers (ISPs) for broadband deployment?

☐ Yes

☐ No

What information about these leasable assets would you like the State to include in its broadband planning and communications with ISPs?

3. Will your agency oversee capital construction projects between now and 2027 that include opportunities for the placement of communications facilities by your agency, other state or local agencies, regional or local consortia, or ISPs?

☐ Yes

☐ No

What information about these projects (i.e. scope, location, schedule) would you like included in State broadband planning and in communications with ISPs?

4. Has your agency analyzed workforce readiness (i.e., the availability of skilled labor) in New Mexico as it may impact State broadband policies and deployment goals?

☐ Yes

☐ No

Please provide a URL link to relevant documents, presentations, or analyses or email broadband@doit.nm.gov

5. Does your agency have a role in workforce development that would support wired or wireless broadband deployment (including training and recruitment for equipment technicians, cable installation and repair, and construction jobs)?

☐ Yes

☐ No

Please describe programs or initiatives that your agency operates or supports or relevant programs operated by other agencies.

6. Does your agency track and monitor broadband or other communication outages that have significant impact on your community (or, if you represent a statewide organization, impact communities within your jurisdiction)?

☐ Yes

☐ No

If yes, please describe your agency's role in monitoring or tracking communications reliability in your community and discuss the impact of significant outages.

7. Is your agency involved in planning efforts or development of regulations related to reliable and resilient emergency-level broadband or other communications services, especially services for critical facilities in New Mexico (e.g., hospitals, schools, evacuation sites, utilities, data centers, public safety locations)?

☐ Yes

☐ No

Please provide a URL link to any publicly available materials relating to these issues and briefly describe the relevant issues related to critical facilities, including planning for climate and weather-related hazards. You may also email these materials to broadband@doit.nm.gov

8. Has your agency developed any policies, regulations, or guidance regarding emergency communications, network redundancy, climate resilience, disaster preparedness, or disaster recovery planning applicable to the broadband and communications industry in New Mexico?

☐ Yes

☐ No

Please provide a URL link to any publicly available documents and briefly describe policies and other materials that you believe would be helpful to [state]'s broadband planning efforts. You may also email these materials to broadband@doit.nm.gov

9. Has your agency developed policies or strategic planning documents that will facilitate broadband access efforts in New Mexico (e.g. publicly available information that directly addresses digital equity, infrastructure deployment, economic development, network resilience, partnerships, business planning, or other related efforts)?

☐ Yes

☐ No

Please briefly summarize the material and provide a URL link or email information to broadband@doit.nm.gov

10. If applicable, please share information regarding broadband-related planning efforts of other New Mexico state and local agencies or contact information for agencies involved in broadband-related planning efforts that you believe would be helpful to OBAE's broadband planning efforts.

11. Please describe how your agency can collaborate with the OBAE and participate in its efforts to achieve statewide universal access to high-speed broadband.

Survey instrument 5: Internet service provider survey

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New Mexico Internet Service Provider Survey

New Mexico's Office of Broadband Access and Expansion (OBAE) seeks your input on a range of broadband-related issues. Your responses to this brief survey will be an important part of New Mexico's work toward achieving statewide universal access to high-speed broadband with federal funding through the Broadband, Equity, Access, and Deployment (BEAD) and Digital Equity Planning programs.

* 1. Contact information

Your name

Your job title

Your email

Your phone number

Organization name

Organization address

Organization website URL

Organization s number of employees

2. Choose the option that best describes your organization and the services it offers:

Internet service provider (ISP)	Other provider
Provider type	

3. What recruitment and hiring sources does your organization use to hire technicians, lineworkers, engineers, construction laborers and managers, and similar positions? (Select all that apply)

☐ Internet-based employment posting sites

☐ Workforce development and community job placement centers

☐ Communications industry specific training classes

☐ Third-party hiring and recruitment firms

☐ Advertisements in trade association publications and websites

☐ Incentivizing employee referrals

4. Does your organization offer, sponsor, or participate in any workforce development or apprenticeship programs?

○ Yes

○ No

5. If you answered yes to Q.4, please specify the type of programs. (Select all that apply)

☐ Mentorship

☐ Certification programs

☐ Apprenticeship

☐ Internship

☐ Sponsorships/scholarships for third-party training and classes

☐ Other (please specify)

[   ]

6. How would you propose to work with New Mexico on workforce development issues related to broadband deployment, including programs to support diversity among your organization's employees?

[   ]

7. Does your organization participate in the Affordable Connectivity Program (ACP)?

○ Yes

○ No

New Mexico Internet Service Provider Survey

8. What is the monthly post-subsidy price of your lowest-price ACP-eligible tier for participating subscribers?

○ $0

○ $1 - $10

○ $11 - $20

○ $21 - $30

○ More than $30

9. What is the speed of your lowest-price ACP-eligible tier?

○ 25/3 Mbps

○ Up to 50/5 Mbps

○ Up to 100/20 Mbps

○ Greater than 100/20 Mbps but less than 100/100 Mbps

○ 100/100 Mbps or more

10. How do you advertise or promote your participation in the ACP?

☐

11. Does your organization offer other programs for low-income customers?

☐ Yes

☐ No

Please provide service speeds, monthly pricing, and a description of your low-income or discounted offerings.

☐

12. Does your organization have programs to support consumer broadband skills or use of the internet?

☐ Yes

☐ No

If yes, please describe and provide URL links to relevant materials.

13. Does your organization have programs to support internet adoption?

☐ Yes

☐ No

If yes, please describe and provide URL links to relevant materials.

14. Please describe how your organization can collaborate with local communities on efforts to close the digital divide and, if applicable, please provide specific examples where you have done this successfully.

15. What strategies has your organization used to deploy broadband in the areas of New Mexico that are most expensive to serve?

16. Please discuss your continuity and disaster recovery plans in the event of a natural disaster or human error, such as a fiber cut, and whether any of your plans target specific geographic areas.

Survey instrument 6: Community anchor institution broadband access survey

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New Mexico Community Anchor Institution Broadband Access Survey

Community anchor institutions play a critical role in facilitating greater use of broadband by underserved and vulnerable populations. Your responses to this brief survey will help the Office of Broadband Access and Expansion (OBAE) identify programs to advance residents' opportunities to use broadband to work, learn, receive health care, and participate in civic events. This information will be an important part of New Mexico's work toward achieving statewide universal access to high-speed broadband with federal funding through the Broadband, Equity, Access, and Deployment (BEAD) and Digital Equity Planning programs.

* 1. Contact information

Your name

Your job title

Your e-mail

Your phone number

Organization name

Organization address

Organization website URL

Organization's number of employees

Please indicate if your organization serves statewide, regionally, or locally

* 2. Choose the option that best describes your organization. Select the one that best applies.

○ K-12 school

○ Higher education entity

○ Library

○ Health clinic, health center, hospital, or other medical provider

○ Public safety entity

○ Public housing organization (including HUD-assisted housing and tribal housing organizations)

○ Neighborhood organization and community center

○ Faith-based organization

○ Community support organization that facilitates use of broadband service by low-income or other underserved populations

○ Other (please specify)

[   ]

3. Which of the following programs or services do you offer to facilitate the use of broadband services by your constituents or clients? Select all that apply.

☐ Support for applicants to broadband subsidy programs such as the Affordable Connectivity Program (ACP)

☐ Loans or donations of devices (computers, tablets) to access the internet

☐ Hotspots and free or subsidized internet access

☐ Cybersecurity training

☐ Other digital literacy training

☐ Training, equipment, subsidized services, or other resources to facilitate access to telehealth and telemedicine services

☐ Training teachers of broadband skills and digital literacy

☐ Developing and distributing accessible online content or devices designed for us by persons with disabilities

☐ Developing and distributing accessible online content directed at populations with specific needs, such as seniors, low-income residents, those with low-literacy, and those whose first language is not English

☐ Broadband internet access services at community centers or other gathering spaces used by clients and constituents

☐ Funding of programs that provide any of the above programs, including broadband infrastructure, devices, and subsidies to support affordability

☐ Program development and planning of broadband-related services

☐ Advocacy for digital inclusion, affordability, and the broadband-related needs of vulnerable populations

☐ Emergency and disaster relief services such as evacuation centers, charging stations, replacement equipment, and information on grants, loans, and services to those impacted by disasters

☐ My organization does **not** offer programs that facilitate the use of broadband services

☐ Other (please specify)

[   ]

New Mexico Community Anchor Institution Broadband Access Survey

4. Is your organization located on tribal land, affiliated with a tribal or Native entity, or primarily serving tribal or Native populations?

○ Yes

○ No

If yes, which one?

[   ]

5. Does your organization conduct outreach or tailor its broadband-related services to the needs of any of the following communities or groups? Select all that apply.

☐ Veterans or current military personnel

☐ People with disabilities

☐ Seniors

☐ Incarcerated or formerly incarcerated residents

☐ Those in low-income households or without reliable housing

☐ Other (please specify)

[   ]

☐ Those with a language barrier including English learners

☐ Those with a low level of literacy

☐ Specific racial or ethnic minority group(s)

☐ Those living in rural communities

☐ Not applicable

6. Based on your organization's observations and experience, please describe the barriers and obstacles (e.g. affordability, lack of digital literacy, language barriers) that prevent members of the communities your organization serves, including tribal and Native populations, from accessing or using broadband internet services.

[   ]

7. Do all of your organization's locations, offices, or community centers have access to broadband internet speeds of at least 1 Gigabit per second (Gbps) symmetrical (both upload and download)?

☐ Yes

☐ No

☐ I don't know

If **no**, please provide the addresses of the locations where your organization does not have access to broadband internet services of at least 1 Gbps symmetrical.

[text box]

8. If your organization does not have access to, or does not purchase, service with symmetrical speeds of at least 1 Gbps, please describe why. Select all that apply.

☐ Service is unavailable

☐ Service is unreliable

☐ Service is expensive

☐ Customer service is inadequate

☐ Our operations do not require Gigabit-level services

☐ I do not know if 1 Gbps service is available at my location

☐ Other (please specify)

[text box]

9. Does your current internet service meet the needs of your organization to deliver broadband-related programs to your clients and constituents?

☐ Yes

☐ No, service is unavailable

☐ No, service is unreliable

☐ No, service is expensive

☐ No, customer service is inadequate

☐ No, service is too complicated to set up and/or maintain

☐ Redundant connectivity necessary for our operations is too expensive/unavailable

☐ Other (please specify)

[text box]

10. How essential is symmetrical Gigabit connectivity at your facilities to your ability to deliver your broadband-related services?

1 - Not important	2	3	4	5 - Critically important
○	○	○	○	○

11. Does your organization provide access to broadband internet services to clients, constituents, or visitors at each of your locations?

☐ Yes

☐ No

If **yes,** does your broadband internet service provide sufficient capacity to accommodate peak demand for such services at all of your locations? If **no**, is a lack of access to adequate internet services at your location preventing you from serving users?

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12. Does your organization communicate with critical facilities such as hospitals, schools, data centers, and public safety agencies during natural disasters and emergencies?

☐ Yes

☐ No

If yes, describe your need to stay connected during disasters.

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13. Has your organization been consulted on disaster planning and emergency communications?

☐ Yes

☐ No

If yes, please briefly describe any broadband and emergency communications plans.

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14. Does your organization operate or sponsor any technical or broadband workforce development or training programs?

☐ We do not sponsor programs

☐ Mentorships

☐ Certification programs

☐ Registered apprenticeships

☐ Unregistered apprenticeships

☐ Pre-apprenticeships

☐ Internships

☐ Digital literacy training for specific employment opportunities

☐ Job placement and recruitment services

☐ Sponsorships/scholarships for third-party training and classes

☐ Other (please specify)

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15. With additional resources, would your organization offer expanded broadband-related services or programs?

☐ Yes

☐ No

If yes, please describe those expanded broadband-related services and the additional resources your organization would need to offer (e.g., funding, skilled workforce, access to broadband internet services with faster speeds or more capacity).

16. How can OBAE assist you? What resources would be helpful to local organizations and community efforts to improve broadband?

Appendix E: Engagement with covered populations and other stakeholders

Demonstrating the State's established commitment to stakeholder outreach and engagement, the following table identifies working group meetings, community listening sessions, workshops, forums, and local and Tribal stakeholder sessions OBAE facilitated in 2022 to build awareness, inspire action, and mobilize local, regional, and statewide support for broadband improvement and BEAD and Digital Equity planning. These efforts, which also are documented in New Mexico's Three-Year Broadband Plan published in January 2023,[285] have informed the stakeholder engagement and outreach conducted in 2023 in preparation of the BEAD Five-Year Action Plan and this State Digital Equity Plan. The outreach process conducted for this Plan is documented in Section 5.

Table 51: Stakeholder engagement

Event date/ period	Program name	Engagement description	Stakeholders involved
1/5/2022	Broadband Collective Legislators Broadband Meeting	NM Broadband Collective	Statewide
1/12/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
1/14/2022	Connect New Mexico Council	CNMC	Statewide
1/27/2022	NM Broadband Collective Steering Committee	NM Broadband Collective	Statewide
2/4/2022	Broadband Spotlight: Lessons Learned in Chattanooga	Statewide	Statewide
2/9/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
2/18/2022	Connect New Mexico Council	CNMC	Statewide
2/23/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
2/24/2022	NM Broadband Collective Steering Committee	NM Broadband Collective	Statewide
3/16/2022	Connect New Mexico Council	CNMC	Statewide
3/23/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
3/24/2022	NM Meeting with FCC Commissioner Carr hosted by Ben Ray Lujan's Office	Statewide	Statewide
3/30/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
3/31/2022	NM Broadband Collective Steering	NM Broadband Collective	Statewide

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[285] "State of New Mexico Three-Year Broadband Plan," OBAE, 2023,

https://www.doit.nm.gov/wp-content/uploads/sites/4/2023/01/State-of-New-Mexico-Three-Year-Broadband-Plan-1-1-23-Version-1.0-File-011723.pdf.

Event date/ period	Program name	Engagement description	Stakeholders involved
	Committee		
4/6/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
4/12/2022	Broadband Listening Session Reserve/Catron County	Local	Local Agencies, Associations, Organizations
4/13/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
4/20/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
4/20/2022	Connect New Mexico Council	CNMC	Statewide
4/27/2022	Listening Session with Hatch School Board	Local	Regional Agencies, Associations, Organizations
4/27/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
4/28/2022	NM Broadband Collective Steering Committee	NM Broadband Collective	Statewide
5/4/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
5/11/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
5/12/2022	Listening Session in Albuquerque	Local	Regional Agencies,
5/17/2022	Deming Town Hall	Local	Regional Agencies, Associations,
5/18/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
5/18/2022	Connect New Mexico Council	CNMC	Statewide
5/20/2022	NM Broadband Collective Grant Review meetings for Equity Fund and Technical Assistance Program (TAP) fund	NM Broadband Collective	Statewide
5/24/2022	County Listening Session for Luna County and Columbus	Local	Regional Agencies, Associations,
5/25/2022	Listening Session in Village of Cuba	Local	Regional Agencies, Associations, Organizations
5/25/2022	CNMC Regional Projects &	CNMC Working Group	Statewide

Event date/ period	Program name	Engagement description	Stakeholders involved
	Engagement Working Group		
5/25/2022	Listening Session in Deming	Local	Regional Agencies, Associations, Organizations
5/26/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
5/26/2022	NM Broadband Collective Steering Committee	NM Broadband Collective	Statewide
5/31/2022	NM Broadband Collective Grant Review meetings for Equity Fund and TAP fund	NM Broadband Collective	Statewide
6/1/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
6/2/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
6/3/2022	NM Broadband Collective Grant Review meetings for Equity Fund and TAP fund	NM Broadband Collective	Statewide
6/7/2022	County Listening Session in Lordsburg	Local	Regional Agencies, Associations,
6/8/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
6/8/2022	NM Broadband Collective Grant Review meetings for Equity Fund and TAP fund	NM Broadband Collective	Statewide
6/9/2022	County Listening Session in Silver City	Local	Regional Agencies, Associations, Organizations
6/9/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
6/14/2022	NM. Broadband Collective Grant Review meetings for Equity Fund and TAP fund	NM Broadband Collective	Statewide
6/15/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
6/15/2022	Connect New Mexico Council	CNMC	Statewide
6/16/2022	Annual Conference for Association of Counties	Statewide	Regional Agencies, Associations, Organizations
6/22/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide

Event date/ period	Program name	Engagement description	Stakeholders involved
6/22/2022	City Managers Meeting in Ruidoso	Statewide	Regional Agencies, Associations, Organizations
6/23/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
6/28/2022	Southwest Region Broadband Support Session	Regional	Regional Agencies, Associations, Organizations
6/29/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
6/30/2022	NM Broadband Collective Steering Committee	NM Broadband Collective	Statewide
7/6/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
7/7/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
7/20/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
7/20/2022	Connect New Mexico Council	CNMC	Statewide
7/21/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
7/21/2022	Tribal Government to Government Meeting	Statewide	Tribes
7/27/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
7/27/2022	North Central NM Economic Development Broadband Meeting in Santa Fe	Regional	Regional Agencies, Associations, Organizations
7/28/2022	NM Broadband Collective Steering Committee	NM Broadband Collective	Statewide
7/29/2022	Doña Ana Broadband Reconnect Meeting in Las Cruces	Local	Regional Agencies, Associations, Organizations
8/3/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
8/4/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
8/8/2022	Statewide Science and Technology Subcommittee Meeting in Socorro		Statewide
8/10/2022	NM Broadband Collective Regional Projects Working Group	NM Broadband Collective	Statewide

Event date/ period	Program name	Engagement description	Stakeholders involved
	Meeting		
8/11/2022	NTIA Tribal Broadband Connectivity Award Announcement at Isleta Casino	Statewide	Regional Agencies, Associations, Organizations
8/17/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
8/17/2022	NM Pilot Grant Webinar: Notice of Funding Opportunity (NOFO) Overview	Statewide	Regional Agencies, Associations, Organizations
8/17/2022	Connect New Mexico Council	CNMC	Statewide
8/18/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
8/19/2022	NM Pilot Grant Webinar: Application Overview	Statewide	Regional Agencies, Associations,
8/22/2022	NM Pilot Grant Webinar: Scoring Guide Overview	Statewide	Regional Agencies, Associations, Organizations
8/23/2022	NM Pilot Grant Webinar: Interactive Broadband Map Overview	Statewide	Regional Agencies,
8/23/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
8/24/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
8/25/2022	NM Broadband Collective Steering Committee	NM Broadband Collective	Statewide
8/31/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
9/1/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
9/6/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
9/7/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
9/12/2022	NM Tribal Broadband Convening	Statewide	Tribes, FCC, NTIA, DOT
9/13/2022	National Tribal Broadband Summit – virtual	National	Tribes
9/13/2022	Listening Session in Hobbs	Regional	Regional Agencies,
9/14/2022	CNMC Regional Projects &	CNMC Working Group	Statewide

Event date/ period	Program name	Engagement description	Stakeholders involved
	Engagement Working Group		
9/15/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
9/15/2022	Application Intake Portal Overview	Statewide	Statewide
9/19/2022	Regional Broadband Meeting for Southern NM	Regional	Regional Agencies, Associations,
9/20/2022	National Tribal Broadband Summit Part 2	National	Tribes
9/20/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
9/21/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
9/21/2022	Connect New Mexico Council	CNMC	Statewide
9/21/2022	Experience IT Conference – "Internet for All" Session	Statewide	Statewide
9/23/2022	New Mexico Data Mapping Meeting	Statewide	Statewide
9/26/2022	NM Governor's Statewide Conference on Economic Development in Albuquerque	Statewide	Statewide
9/27/2022	National Tribal Broadband Summit	National	Tribes
9/28/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
9/28/2022	State CIO Forum	Statewide	Statewide
9/29/2022	Exploring Partnerships	Local	Statewide
9/29/2022	Mamacitas Cibernéticas Planning Meeting	Regional	Regional Agencies, Associations, Organizations
9/29/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
9/29/2022	NM Broadband Collective Steering Committee	NM Broadband Collective	Statewide
9/30/2022	New Mexico Broadband Summit	NM Broadband Collective	Statewide
9/30/2022	Summit Watch Party (Broadband Collective Event)	Local	Regional Agencies, Associations,
9/30/2022	Summit Watch Party (Broadband Collective Event)	Local	Regional Agencies, Associations,
10/3/2022	Planning free fixed wireless deployment	Local	Regional Agencies, Associations,

Event date/ period	Program name	Engagement description	Stakeholders involved
			Organizations
10/4/2022	Small group from Grant, Luna, Doña Ana	Regional	Regional Agencies, Associations,
10/4/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
10/5/2022	5th Meeting of the Indian Affairs Committee	Statewide	Tribes
10/5/2022	NM. Broadband Collective Grant Review meetings for Equity Fund and TA fund	NM Broadband Collective	Statewide
10/6/2022	Broadband Expansion Plans for Luna County	County	Regional Agencies, Associations, Organizations
10/7/2022	Project Thor – How a Region Built a System	Regional	Regional Agencies, Associations,
10/8/2022	Digital Inclusion Week Internet Resource Fair at International District Library in Albuquerque	Local	Regional Agencies, Associations,
10/11/2022	Intelligent Transportation Conference (ITS) in Albuquerque	Statewide	Statewide
10/12/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
10/13/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
10/18/2022	Town Hall on Broadband in Anthony	Regional	Regional Agencies, Associations, Organizations
10/18/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
10/19/2022	Community Broadband Forum in Los Alamos	Local	Regional Agencies, Associations, Organizations
10/19/2022	Connect New Mexico Council	CNMC	Statewide
10/19/2022	Tribal Education Committee Meeting	Tribal	Tribes
10/20/2022	County Farm Bureau Annual Meeting	Local	Regional Agencies, Associations,
10/20/2022	UNM Gallup Community Workshops – GEER II and HED	Local	Regional Agencies, Associations, Organizations

Event date/ period	Program name	Engagement description	Stakeholders involved
10/21/2022	CNMC: Tribal Broadband Convening 2: Digital Equity & Inclusion	Statewide	Tribes, NTIA
10/26/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
10/27/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
11/1/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
11/2/2022	SWNM DOH meeting	Regional	DOH county reps Doña Ana and Luna
11/7/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband	Statewide
11/9/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
11/10/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
11/10/2022	Zuni – Red Bolt Broadband Event	Tribal	Tribes
11/11/2022	CNMC Tribal Working Group Meeting	CNMC Working Group	Tribes
11/15/2022	NM Tribal Workgroup: Data and Map Challenge Meeting	Statewide	Tribes
11/15/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
11/16/2022	Connect New Mexico Council	CNMC	Statewide
11/18/2022	Southern Broadband Action Team (BAT) monthly meeting	Regional	Regional Agencies, Associations,
11/24/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
11/28/2022	NM Broadband Collective Grant Review meetings for Equity Fund and TA fund	NM Broadband Collective	Statewide
11/29/2022	CNMC Mapping, Data & Evaluation	CNMC Working Group	Statewide
11/29/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
11/29/2022	-	-	-
12/1/2022	NM Broadband Collective Grant Review meetings for Equity Fund and TA fund	NM Broadband Collective	Statewide
12/1/2022	Library Meeting with FCC Commissioner Rosenthal	Statewide	Libraries
12/1/2022	Fed reserve/Regional ACP meeting	Regional	Borderplex/Luna/ Doña

Event date/ period	Program name	Engagement description	Stakeholders involved
			Ana/Hidalgo
12/1/2022	CNMC: NM Tribal Workgroup #2: Data and Map Challenge Meeting	Statewide and National	Tribes
12/3/2022	Eastern Navajo Agency Council	Regional	Eastern Navajo Chapters
12/7/2022	"Broadband for New Mexico" Series with Senator Lujan	Statewide	Statewide
12/7/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
12/7/2022	Next Century Cities "Build Broadband Together"	Regional	Statewide, City of Albuquerque, Next Century Cities
12/8/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
12/8/2022	Regional Community Collaboration of nonprofit service agencies	Regional	30 Public Service Agencies
12/8/2022	Regional ACP funding and outreach meeting	Regional	Doña Ana, Borderplex, Hidalgo and Luna Counties
12/13/2022	CNMC Mapping, Data & Evaluation	CNMC Working Group	Statewide
12/13/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
12/16/2022	Southern Broadband Action Team (BAT) monthly meeting	Regional	Regional Agencies, Associations, Organizations
12/20/2022	Pueblo Map Challenge Working Meeting	Tribal	Pueblos
12/21/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
12/22/2022	CNMC Digital Equity Working Group	CNMC Working Group	Statewide
12/28/2022	-	-	-
12/31/2022	-	-	-
1/3/2023	OBAE and Connect New Mexico Council Update	CNMC	Statewide
1/4/2023	Connect NM – Tribal Working Group	Tribal	Tribes
1/4/2023	Connect New Mexico Regional Planning and Community Engagement Working Group Meeting	Statewide	Statewide

Event date/ period	Program name	Engagement description	Stakeholders involved
1/5/2023	Smaller Feast Day Gathering in Pojoaque	Regional	Tribes
1/6/2023	Smaller Feast Day Gathering in Pojoaque	Local	Tribes
1/6/2023	NTIA Check in with Heidi Byrd	Statewide	Tribes
1/6/2023	OBAE Invitation: Final push mapping challenge – Question and Answer Session	Statewide	Counties
1/9/2023	PSCOC Presentation	Statewide	Educators
1/10/2023	Pueblo Mapping Data	Statewide	Pueblos
1/10/2023	Press Conference with NTIA senior advisor Barbara Cottam	Statewide	Counties, Tribes, ISPs
1/10/2023	Laguna Pueblo	Statewide	Laguna Pueblo
1/11/2023	Virtual Tribal Leaders Presentation	Statewide	Tribes
1/11/2023	NTIA Meeting re Pueblo of Laguna Application	Local	Tribes
1/12/2023	NTIA Digital Equity Leaders Network Telehealth/Health Equity Series	Statewide	Tribes
1/17/2023	OBAE and Connect New Mexico Council Update	Statewide	Statewide
1/17/2023	PSFA Special Subcommittee Meeting	Statewide	Educators
1/18/2023	Meeting with UNM re Network Management Options	Statewide	Educators
1/18/2023	Tribal Working Group Meeting	Statewide	Tribes
1/18/2023	Meeting with Ginger Lane & WCA regarding fiber installation workforce	Statewide	Counties
1/18/2023	Connect New Mexico Council Presentation	Statewide	Tribes
1/19/2023	NTIA local coordination event planning	Local	Tribes
1/19/2023	Association of Counties Conference	Statewide	Counties
1/20/2023	NTIA Check in with Heidi Byrd	Statewide	Tribes
1/20/2023	Southern Broadband Action Team (BAT) Meeting	Southern Counties and Colonias	Counties
1/23/2023	Presentation to NM Exchange Carrier Group Annual Membership Meeting	Statewide	Counties
1/23/2023	Dinner with NMECG	Statewide	Counties
1/24/2023	NM Chamber Business Day Event	Statewide	Counties
1/24/2023	OBAE and Connect New Mexico Council Update	Statewide	Statewide
1/25/2023	Presentation for 100 Women	Local	Counties

Event date/ period	Program name	Engagement description	Stakeholders involved
	Albuquerque		
1/26/2023	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
1/26/2023	Presentation for Transportation Committee – Rep. Hochman Vigil	Statewide	Counties
1/27/2023	Presentation to NCNMEDD Annual Board Meeting	Statewide	Counties
1/27/2023	Meeting with Mayor Stephen Aldridge	Local	Lea County
1/27/2023	House Appropriations and Finance Committee (HAFC) Presentation	Statewide	Counties
1/31/2023	Presentation of 3-Year Plan to NM House and Senate Members	Statewide	Counties
1/31/2023	PSFA Special Subcommittee Meeting	Statewide	Educators
2/1/2023	Connect New Mexico Regional Planning and Community Engagement Working Group Meeting	Statewide	Statewide
2/2/2023	New Mexico Idea Presentation	Statewide	Counties
2/2/2023	IAD Reception	Statewide	Tribes
2/3/2023	Indian Day at NM State Legislature	Statewide	Tribes
2/3/2023	Visit to Santa Fe Indian School (SFIS)	Statewide	Tribes
2/3/2023	NTIA Check in with Heidi Byrd	Statewide	Tribes
2/4/2023	HAFC Special Appropriations and IT Funding	Statewide	Counties
2/6/2023	NM Broadband – BLM Collaboration	Statewide	Counties
2/7/2023	Presentation to Senator Heinrich's Office	Statewide	Counties
2/8/2023	Luna County engagement	Local	Luna County
2/8/2023	Meeting with Lia Stefanovich on the State's Administration of Federal Broadband Funding	Statewide	Counties
2/8/2023	Meeting with Kimball Sekaquaptewa, Chief Technology Director at Santa Fe Indian School	Statewide	Tribes
2/8/2023	Albuquerque Journal Interview	Statewide	Counties
2/10/2023	NTIA Check in with Heidi Byrd	Statewide	Tribes
2/14/2023	National Hispanic Cultural Center Foundation Luncheon	Statewide	Tribes
2/14/2023	National Hispanic Cultural Center Foundation Reception	Statewide	Tribes

Event date/ period	Program name	Engagement description	Stakeholders involved
2/15/2023	Broadband at NM State Legislature (had a Tribal specific booth)	Statewide	Tribes
2/15/2023	Broadband Day Press Conference with the Governor	Statewide	Tribes
2/15/2023	Presentation for Broadband Day at the Legislature	Statewide	Tribes
2/15/2023	Connect New Mexico Council Meeting	Statewide	Counties
2/15/2023	Broadband Day Reception	Statewide	Counties
2/16/2023	New Mexico: Socorro Schools Broadband Project – Access to utility poles	Statewide	Educators
2/16/2023	Rio Arriba Health Council Meeting	Local	Rio Arriba County
2/16/2023	Broadband Industry Meet-up – Vexus & PROTEC Fiber Technician students (Santa Fe)	Local	Rio Arriba County
2/17/2023	Southern Broadband Action Team (BAT) Meeting	Regional	Southern Counties and Colonias
2/20/2023	Meeting with Chairman Small	Statewide	Counties
2/21/2023	Meeting with Rep. Ray Lara	Local	Doña Ana County
2/21/2023	Lunch w/ECHO	Statewide	Counties
2/21/2023	Jemez Pueblo Tour with FWA	Local	Sandoval County, Tribes
2/22/2023	Navajo Nation Broadband Office/States meeting	Statewide	Tribes
2/23/2023	Joint Digital Equity and State Broadband Leaders Network Meeting: Bridging the Digital Divide in Rural America	Statewide	Counties
2/23/2023	Office of Broadband Access and Expansion/ConnectNM Coordination Meeting	Statewide	Counties
2/24/2023	San Ildefonso Pueblo/SIS	Local	Santa Fe County
2/24/2023	NTIA Check in with Heidi Byrd	Statewide	Counties
3/1/2023	Connect New Mexico Regional Planning and Community Engagement Working Group Meeting	Statewide	Statewide
3/1/2023	NM Tribal Broadband Working Group	Statewide	Tribes
3/1/2023	New Mexico Tech Council Digital Inclusion Peer Group	Statewide	Statewide
3/1/2023	Office Hours for Connect NM Pilot Program	Statewide	Statewide

Event date/ period	Program name	Engagement description	Stakeholders involved
3/2/2023	Broadband Navajo	Statewide	Navajo Nation
3/2/2023	Meeting to Discuss USDA RD Broadband Funding	Statewide	Counties
3/3/2023	NTIA Check in with Heidi Byrd	Statewide	Tribes
3/7/2023	OBAE and Connect New Mexico Council Update	Statewide	Counties
3/8/2023	Laguna Meeting	Statewide	Laguna Pueblo
3/8/2023	Laguna Pueblo FTTH Project	Local	Cibola and Bernalillo Counties
3/9/2023	15th Annual Women in Tech Event	Statewide	Statewide
3/10/2023	Follow-up Meeting with FWA re Jemez Pueblo	Local	Sandoval County, Tribes
3/10/2023	NTIA Check-in with Heidi Byrd	Statewide	Tribes
3/11/2023	Presentation at SxSW Conference in Austin	Statewide	Counties
3/13/2023	SxSW Follow-up Interview	Statewide	Counties
3/14/2023	NGA Broadband Advisors Monthly Network Call	Statewide	Counties
3/14/2023	OBAE and Connect New Mexico Council Update	Statewide	Counties
3/15/2023	Connect New Mexico Regional Planning and Community Engagement Working Group Meeting	Statewide	Statewide
3/15/2023	Redi-Net	Regional	Rio Arriba, Los Alamos, and Santa Fe Counties
3/15/2023	NMTC Broadband Peer Group – Middle-Mile & Legislative Updates	Statewide	Counties
3/16/2023	Follow-up/recap meeting with FWA re Jemez Pueblo	Local	Sandoval County, Tribes
3/17/2023	City of Jal	Local	Lea County
3/17/2023	Picuris Pueblo: Broadband and Natural Gas Project(s) – follow-up	Local	Taos County, Tribes
3/20/2023	New Mexico Broadband & BNSF	Statewide	Counties
3/21/2023	Meeting with Kevin Shendo, Director, Pueblo of Jemez Department of Education	Local	Sandoval and Tribes
3/22/2023	NTTA Panel to discuss BEAD funding	Statewide	Tribes
3/23/2023	All Pueblo Council of Governors	Statewide	Pueblo
3/23/2023	Tribal Broadband Leaders Network Summit	Statewide	Tribes
3/23/2023	OBAE presents at the All-Pueblo Council of Governors	Statewide	Tribes

Event date/period	Program name	Engagement description	Stakeholders involved
3/24/2023	OBAE presents at the All-Pueblo Council of Governors	Statewide	Tribes
3/28/2023	Project Kickoff	Statewide	Statewide
3/29/2023	Tularosa Communications Celebratory Event	Local	Otero County
3/29/2023	Connect New Mexico Council Meeting	Statewide	Statewide
3/30/2023	Columbus Award Celebration and Tour	Local	Luna County
3/31/2023	Silver City Travel Celebratory Event	Local	Grant County
4/3/2023	USDA Reconnect Grant Award Event – Kelly Cable	Statewide	Counties
4/4/2023	NM Pilot Grant Award Event – Sacred Wind	Local	Counties
4/5/2023	New Mexico Tech Council Digital Inclusion Peer Group	-	-
4/5/2023	PSCOC Subcommittee	Statewide	Counties
4/6/2023	NTIA Tribal Broadband Leaders Network – Community Engagement & Digital Equity Virtual	-	-
4/7/2023	UT, AZ, NM & Navajo Nation Broadband Office/NNTRC monthly meeting	Statewide	Tribes
4/11/2023	Meeting with Gov. Paisano with the Pueblo of Sandia	Local	Tribes
4/11/2023	NGA Broadband Advisors Monthly Network Call	Statewide	Counties
4/12/2023	Connect New Mexico Regional Planning and Community Engagement Working Group Meeting	Statewide	Counties
4/13/2023	NTIA Broadband Leaders Network Monthly Meeting – Virtual	-	-
4/14/2023	Radio Interview with Otero Count Commissioner Amy Barela	Local and Statewide	Counties
4/14/2023	NTIA check in with Heidi Byrd	Statewide	Tribes
4/17/2023	Region 6 Southeast Regional Meeting in Alamogordo (in Otero County)	Regional	Otero, Lea, Lincoln, De Baca, Chaves, Eddy, Roosevelt, and Curry Counties
4/17/2023	PSCOC Full Committee Meeting	Statewide	Counties
4/18/2023	Sandia FTTH and SCADA project Presentation	Local	Pueblo of Sandia
4/18/2023	Region 3 Central Regional Meeting	Regional	Valencia,

Event date/ period	Program name	Engagement description	Stakeholders involved
	in Los Lunas (in Valencia County)		Bernalillo, Torrance Counties
4/18/2023	Focus Group 1 – Grants	Statewide	-
4/18/2023	Focus Group 8 – SEN	Statewide	-
4/19/2023	Focus Group 7 – Middle Mile	Statewide	-
4/19/2023	Meeting with NM Indian Affairs Secretary James Mountain	Pueblos and Tribal	Tribes
4/19/2023	Valencia County IT Department Meeting	Local	Valencia County
4/19/2023	Broadband Initiative on Navajo Nation	Pueblos and Tribal	Navajo Nation
4/19/2023	Meeting with Governor Mountain from Pueblo de San Ildefonso	Pueblos and Tribal	Pueblo de San Ildefonso
4/19/2023	Connect New Mexico Council Meeting	CNMC	Statewide
4/20/2023	Focus Group 9 – Workforce	Statewide	-
4/20/2023	UNM Tech Days at UNM Student Union	Local	Bernalillo
4/21/2023	Sandia Pueblo Follow-Up Meeting	Pueblos and Tribes	Pueblo of Sandia
4/21/2023	ADACEN Meeting	ISPs	Bernalillo
4/21/2023	Southern Broadband Action Team Meeting	Regional	Southern Counties and Colonias
4/21/2023	Focus Group 2 – Tribal	Statewide	-
4/24/2023	Meeting with Debra Griego from Pueblo of San Ildefonso	Pueblos and Tribes	Pueblo of San Ildefonso, Santa Fe County
4/25/2023	NM Indian Affairs Virtual Tribal Call	Statewide	Tribes
4/28/2023	NTIA Virtual Tribal Listening Session	Statewide	Tribes
5/2/2023	NMDOT Opportunity Fair	Statewide	All Counties, ISPs, and Tribes
5/2/2023	Navajo Nation Meeting	Pueblos and Tribes	Navajo Nation
5/2/2023	Focus Group 3 – Digital Equity	Statewide	-
5/2/2023	Focus Group 4 – Community Engagement	Statewide	-
5/3/2023	GEER II Broadband Pilot Project Executive Brief Meeting	Statewide	-
5/4/2023	ABQNOG Albuquerque Network Operators Conference	Statewide	Counties and ISPs
5/5/2023	DFA Broadband and Local Government Meeting	Statewide	Counties
5/8/2023	State Broadband Leaders Meeting	Statewide	Counties
5/8/2023	Meeting with Mitch Hibbard, PVT	Local	ISPs

Event date/period	Program name	Engagement description	Stakeholders involved
5/8/2023	Meeting with Ron Allen, Carlsbad Municipal Schools Director of Technology	Local	-
5/9/2023	Meeting with Tesuque Pueblo	Pueblos and Tribes	Tesuque Pueblo
5/10/2023	Clearfield Demo Trailer at Picuris Pueblo	Pueblos and Tribes	Picuris Pueblo
5/10/2023	Local and Regional Government Virtual Facilitated Session	Statewide	Counties, Cities
5/10/2023	Focus Group 10 – Stewardship	Statewide	-
5/11/2023	Region 4 Northeast Regional Meeting in Springer (Colfax County)	Regional	Colfax, Union, Mora, Harding, San Miguel, Quay, Guadalupe Counties
5/12/2023	Region 5 Southwest Regional Meeting in Las Cruces (Doña Ana County)	Regional	Doña Ana, Catron, Socorro, Sierra, Grant, Luna, Hidalgo Counties
5/15/2023	Region 1 Northwest Regional Meeting in Farmington (San Juna County)	Regional	Sandoval, San Juan, McKinley, and Cibola Counties
5/16/2023	Region 2 North Central Regional Meeting in Hernandez (Rio Arriba County)	Region	Rio Arriba, Los Alamos, Santa Fe, and Taos Counties
5/16/2023	IAD Tribal Leaders Meeting	Statewide	Tribes
5/17/2023	Connect New Mexico Council Meeting	CNMC	Statewide
5/19/2023	Health Center CAIs Virtual Facilitated Session	Statewide	Regional Agencies, Associations,
5/20/2023	Community Anchor Institutions Virtual Facilitated Session	Statewide	Regional Agencies, Associations,
5/22/2023	Digital Equity and Covered Populations Virtual Facilitated Session	Statewide	Regional Agencies, Associations,
5/22/2023	Meeting with Gallup Business Improvement District Board President	Local	McKinley County
5/23/2023	IAD Tribal Leader Meeting	Statewide	Tribes
5/24/2023	New Mexico Statewide Convening and Tribal Roundtable	Statewide	Tribes, Statewide Associations, ISPs, Counties
5/25/2023	Tour and Meeting at Santa Fe	Statewide	Tribes

Event date/ period	Program name	Engagement description	Stakeholders involved
	Indian School		
5/25/2023	Tour with New Mexico School for the Deaf	Statewide	Counties
5/26/2023	Digital Equity and Covered Populations Virtual Facilitated Session	State	Regional Agencies, Associations,
5/30/2023	IAD Tribal Leaders Meeting	Statewide	Tribes, ISPs
5/30/2023	Workforce Development Virtual Facilitated Session	Statewide	Regional Agencies, Associations,
5/31/2023	Workforce Development Virtual Facilitated Session	Statewide	Regional Agencies, Associations,
5/31/2023	Meeting with HSD Secretary	Statewide	Counties
6/2/2023	Meeting with DOT Secretary Serna	Statewide	Counties
6/5/2023	Internet Service Providers Virtual Facilitated Session	Statewide	ISPs
6/5/2023	Rulemaking and Grants Working Group Meeting	Statewide	Counties
6/8/2023	Internet Service Providers Virtual Facilitated Session	Statewide	ISPs
6/9/2023	NMDOT Right of Way and Broadband Standing Meeting	Statewide	Counties
6/9/2023	Tribal Stakeholders Virtual Facilitated Sessions	Statewide	Tribes
6/12/2023	Business and Economic Development Virtual Facilitated Session	Statewide	Regional Agencies, Associations,
6/12/2023	Rulemaking and Grants Working Group Meeting	Statewide	Counties
6/12/2023	Meeting with Santa Fe County Commissioner J. Greene	Local	Santa Fe County
6/13/2023	NGA Broadband Advisors Monthly Network Call	Statewide	Counties
6/13/2023	IAD Tribal Leader Call	Statewide	Tribes
6/13/2023	Meeting with Sonia Bolanos for ACP	Statewide	Counties
6/14/2023	Business and Economic Development Virtual Facilitated Session	Statewide	Regional Agencies, Associations,
6/14/2023	Broadband Initiative on Navajo Nation Presentation	Pueblos and Tribes	Tribes
6/15/2023	NMC Annual Conference in Farmington Presentation	Statewide	Counties
6/26/2023	White House BEAD Announcement	Statewide	-

Event date/ period	Program name	Engagement description	Stakeholders involved
6/27/2023	Virtual discussion on 5 Year Action Plan with WISPs, WISPA, and Internet Backbone	Statewide	Statewide
6/27/2023	Virtual discussion on 5 Year Action Plan with NTUA, NTUAW, and SFIS	Statewide	Statewide
6/28/2023	Let's Get going Broadband Bootcamp	Region	Doña Ana, Otero, Luna, and Chaves Counties
6/29/2023	Let's Get Going Broadband Bootcamp	Regional	Bernalillo, Rio Arriba, Los Alamos, Santa Fe, and Sandoval Counties
7/5/2023	State Tribal Leaders Summit	Statewide	Tribes
7/6/2023	Kewa Tribal Event	Local	Kewa Pueblo
7/6/2023	BEAD Allocation at Santa Fe Indian School with Governor Michelle Lujan Grisham, Mitch Landrieu, April Delaney, Senator Lujan, Representative Leger-Fernandez, and Director Kelly Schlegel	Regional	-
7/7/2023	Bipartisan Infrastructure Law Roundtable with Local New Mexico Leaders	Statewide	Counties
7/10/2023	Tour of NM Surf	Regional	-
7/11/2023	Southern Pueblos Council Meeting	Regional	Tribes
7/12/2023	Isleta Pueblo Tribal Consultation	Local	Isleta Pueblo
7/13/2023	Meeting with Preston Sanchez	Statewide	Schools and Tribes
7/17/2023	ISP 1:1 Oso Internet	Local	ISP
7/17/2023	ISP 1:1 Tularosa Communications	Local	ISP
7/17/2023	ISP 1:1 PVT	Local	ISP
7/17/2023	ISP 1:1 Laguna Pueblo	Local	ISP
7/20/2023	Meeting with Joy Thompson	Statewide	-
7/20/2023	Meeting with Santa Fe Community College President Beccy Rawley	Local	Santa Fe County
7/20/2023	ISP 1:1 Leaco	Local	ISP
7/21/2023	ISP 1:1 Kit Carson	Local	ISP
7/21/2023	ISP 1:1 Plateau	Local	ISP
7/21/2023	ISP 1:1 Sacred Wind	Local	ISP
7/24/2023	Transportation Infrastructure Revenue Subcommittee Presentation	Statewide	-
7/24/2023	NRECA, NTCA Panel	Statewide	Counties
7/25/2023	ISP 1:1 Lumen	Local	ISP

Event date/ period	Program name	Engagement description	Stakeholders involved
7/25/2023	Jemez Pueblo Tribal Consultation	Local	Jemez Pueblo
7/26/2023	ISP 1:1 Cellular One	Local	ISP
7/26/2023	ISP 1:1 Resound	Local	ISP
7/26/2023	Navajo Nation Tribal Consultation	Local	Navajo Nation
7/27/2023	Santo Domingo Tribal Consultation	Local	Kewa Pueblo
8/7/2023	San Felipe Pueblo Tribal Consultation	Local	San Felipe Pueblo
8/9/2023	Laguna Pueblo Tribal Consultation	Local	Lagun Pueblo
8/15/2023	Dept of Veteran Services Meeting	hybrid	statewide
8/21/2023	Cochiti Pueblo Tribal Consultation	Local	Cochiti Pueblo
8/21/2023	Dept of Veterans Services outreach webinar	hybrid	statewide
8/31/2023	Otero County Community Meeting in Alamogordo	regional	-
9/1/2023	Fort Sill Apache Tribal Consultation	Local	Fort Sill Apache
9/11/2023	Mescalero Apache Tribal Consultation	Local	Mescalero Apache
9/13/2023	AARP Focus Group in Santa Fe	regional	-
9/21/2023	Eight Northern Indian Pueblos Consultation	Local	Either Northern Indian Pueblos
9/26/2023	Broadband Workforce Coalition	online	-
10/5/2023	Zuni Pueblo Tribal Consultation	Local	Zuni Pueblo
10/5/2023	NM Digital Equity Summit in Taos	statewide	-
10/12/2023	Tribal Broadband Dashboard Meeting	Statewide	Tribes/Pueblos, ISPs
10/17/2023	Navajo Nation Broadband Summit at San Juan College	Local	Navajo Nation
10/18/2023	Pueblo of Santa Ana Tribal Consultation	Local	Pueblo of Santa Ana
10/18/2023	Rio Rancho Chamber of Commerce Luncheon	Regional	Rio Rancho
10/18/2023	Santa Ana Tribal Consultation	Local	tribal
10/19/2023	NM Erate Training Tour	Regional	-
10/19/2023	Statewide Education Network (SEN) Advisory Committee meeting	Statewide Engagement	all counties
10/20/2023	Pueblo of Acoma Tribal Consultation	Local	Pueblo of Acoma
10/20/2023	Acoma Tribal Consultation	Local	Tribes
10/20/2023	Meeting with DWS and SJCC	Regional	San Juan County
10/25/2023	AARP Tele-Town Hall	Statewide Engagement	all counties
10/25/2023	AARP NM Tele-Town Hall on Broadband (944 listeners)	online	statewide
11/4/2023	ACP community sign up	Local	Bernalillo

Event date/ period	Program name	Engagement description	Stakeholders involved
11/7/2023	Tribal Broadband Grant Funding and Data Mapping Session	Statewide Engagement	all NM tribes
11/7/2023	Tribal Grant Funding and Data/Mapping Workshop	Statewide Engagement	All NM Tribes
11/7/2023	Tribal Convening in ABQ	statewide	-
11/8/2023	Electric Cooperatives Meeting	Statewide Engagement	all counties
11/16/2023	PAH ACP sign up	Local	Bernalillo
11/16/2023	PAH ACP Sign-up event for Deaf/Disabled in ABQ	local	-
11/18/2023	ACP community sign up 2	Local	Bernalillo
11/21/2023	Jicarilla Apache Tribal Consultation	Local	Jicarilla Apache
11/29/2023	ISP Roundtable	Statewide Engagement	all counties
12/6/2023	Meeting with REC, NMECG and Telcos	Statewide Engagement	all counties
12/7/2023	Hawaii/ New Mexico Sustainability Partners meeting	Statewide Engagement	all counties
12/12/2023	Pojoaque Feast Day	Local	Pojoque
12/13/2023	NM Broadband Summit	Statewide Engagement	all NM Counties Tribes
12/13/2023	NM Broadband Summit in Sandia	statewide	-
12/16/2023	ACP community sign up 3	Local	Bernalillo
1/16/2024	Digital Equity Working Group Special Meeting	Statewide Engagement	All NM Counties Tribes
1/17/2024	New Mexico Association of Counties Agency Expo	Statewide Engagement	all NM Counties Tribes
1/17/2024	Association of Counties Conference in Santa Fe	statewide	-
1/24/2024	Broadband Day at the Roundhouse	Statewide Engagement	All NM Counties Tribes
1/24/2024	Broadband Day Reception	Statewide Engagement	All NM Counties Tribes
1/24/2024	NM Broadband Day at the Roundhouse in Santa Fe	statewide	-
1/28/2024	Digital Equity Working Group Special Meeting	Statewide Engagement	All NM Counties Tribes
2/5/2024	SFCC PROTEC Fiber Optic Technician Certification Training (2/5/2024 to 2/9/2024)	Regional	all counties
5/13/2024	SFCC PROTEC Fiber Optic Technician Certification Training (5/13/2024 to 5/17/2024)	Regional	all counties
-	Fiber Optic Technical Training	-	-
10/11-10/13	Digital Inclusion Conference	Statewide Engagement	all counties
10/12-14/2022	SHLB AnchorNETS Conference in Crystal. City, Virginia	National	CNMC
10/24-28/2022	Indigenous Connectivity Summit 2022 (ICS 2022)	National	Tribes
10/26-28/2022	NMLA Library Strong Conference	Statewide	Libraries

Event date/ period	Program name	Engagement description	Stakeholders involved
	in Albuquerque		
11/30-12/1/2022	NDIA and Federal Reserve Bank – Training in Denver	National	-
4/24/2023–4/26/2023	NGA Broadband Leaders Workshop in Las Vegas	In-person workshop	State
biweekly	Connect NM - Tribal Working Group	Statewide	all NM tribes
Every other Thursday	CNMC Digital Equity & Inclusion	CNMC Working Group	Statewide
Every other Tuesday effective	CNMC Mapping, Data & Evaluation	CNMC Working Group	Statewide
Every other Tuesday effective8/23/2022 until	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
Every other Wednesdays effective 3/30/2022 until	CNMC Regional Planning & Community Engagement	CNMC Working Group	Statewide
Mondays 4pm	CNMC Grants Management & Rulemaking Working Group	CNMC Working Group	Statewide
Oct12-13,2023	NDIA & Fed Reserve Digital Equity Research Forum in Dallas	-	-
Sept7-8,2023	NM Tech Summit in ABQ	statewide	-

Appendix F: Alignment with Digital Equity Act requirements

The following table displays this Plan's fulfilment of all requirements of the Digital Equity Act as outlined in the NOFO and in other guidance from the NTIA.

Table 52: Requirements of Digital Equity Act corresponding to sections of this Plan

	Requirement	Details	Section
Requirement 1			
1	Identification of digital equity barriers for each Covered Population	Individuals who live in covered households	3.2
		Aging individuals	3.2
		Incarcerated individuals	3.2
		Veterans	3.2
		Individuals with disabilities	3.2
		Individuals with a language barrier	3.2
		Individuals who are members of a racial or ethnic minority group	3.2
		Individuals who primarily reside in a rural area.	3.2
Requirement 2			
2a	**Measurable objectives** for documenting and promoting the **availability of, and affordability of access to, fixed and wireless broadband technology**	Individuals who live in covered households	2.7.2.1 2.7.2.2
		Aging individuals	2.7.2.1 2.7.2.2
		Incarcerated individuals	2.7.2.1 2.7.2.2
		Veterans	2.7.2.1 2.7.2.2
		Individuals with disabilities	2.7.2.1 2.7.2.2
		Individuals with a language barrier	2.7.2.1 2.7.2.2
		Individuals who are members of a racial or ethnic minority group	2.7.2.1 2.7.2.2
		Individuals who primarily reside in a rural area.	2.7.2.1 2.7.2.2
2b	**Measurable objectives** for documenting and promoting the **online accessibility and inclusivity of public resources and services**	Individuals who live in covered households	2.7.2.3
		Aging individuals	2.7.2.3
		Incarcerated individuals	2.7.2.3
		Veterans	2.7.2.3
		Individuals with disabilities	2.7.2.3
		Individuals with a language barrier	2.7.2.3
		Individuals who are members of a racial or ethnic minority group	2.7.2.3
		Individuals who primarily reside in a rural area.	2.7.2.3
2c	**Measurable objectives** for documenting and promoting **digital literacy**	Individuals who live in covered households	2.7.2.3
		Aging individuals	2.7.2.3
		Incarcerated individuals	2.7.2.3
		Veterans	2.7.2.3
		Individuals with disabilities	2.7.2.3
		Individuals with a language barrier	2.7.2.3
		Individuals who are members of a racial or ethnic minority group	2.7.2.3

	Requirement	Details	Section
		Individuals who primarily reside in a rural area.	2.7.2.3
2d	**Measurable objectives** for documenting and promoting awareness of and use of measures to secure **the online privacy of, and cybersecurity** with respect to an individual.	Individuals who live in covered households	2.7.2.3
		Aging individuals	2.7.2.3
		Incarcerated individuals	2.7.2.3
		Veterans	2.7.2.3
		Individuals with disabilities	2.7.2.3
		Individuals with a language barrier	2.7.2.3
		Individuals who are members of a racial or ethnic minority group	2.7.2.3
		Individuals who primarily reside in a rural area.	2.7.2.3
2e	**Measurable objectives** for documenting and promoting **availability and affordability of consumer devices and technical support for those devices**	Individuals who live in covered households	2.7.2.2
		Aging individuals	2.7.2.2
		Incarcerated individuals	2.7.2.2
		Veterans	2.7.2.2
		Individuals with disabilities	2.7.2.2
		Individuals with a language barrier	2.7.2.2
		Individuals who are members of a racial or ethnic minority group	2.7.2.2
		Individuals who primarily reside in a rural area.	2.7.2.2
	Measurable objectives are all:	Future focused	2.7.2
		Quantifiable	2.7.2
Requirement 3			
3	Assessment of how aforementioned measurable objectives interact with States's outcomes, including:	Economic and workforce development goals, plans, and outcomes	2.6 2.6.1
		Educational outcomes	2.6 2.6.2
		Health outcomes	2.6 2.6.3
		Civic and social engagement	2.6 2.6.4
		Delivery of other essential services	2.6 2.6.5
		All five items are mentioned for each covered population	2.6
Requirement 4			
4	A description of how the State plans to **collaborate with key stakeholders** in the State, which may include:	Community anchor institutions	4.2 5.1.2 5.1.3
		County and municipal governments	5.1.3 5.1.4
		Local education agencies	2.2.2 3.1.1 3.1.3
		Where applicable, Indian Tribes, Alaska Native entities, or Native Hawaiian organizations	4.1.2.2 4.1.2.1
		Nonprofit organizations	3.1.1 5.1.2 5.1.4
		Organizations that represent:	
		Individuals with disabilities,	3.1.1

	Requirement	Details	Section
		including organizations that represent children with disabilities	4.1.2.1 4.2
		Aging individuals	3.1.1 4.1.2.1 4.2
		Individuals with language barriers	3.1.1 4.1.2.1 4.2
		Veterans	3.1.1 4.1.2.1 4.2
		Civil rights organizations	
		Entities that carry out workforce development programs	4.1.2.1 4.2
		Agencies of the State that are responsible for administering or supervising adult education and literacy activities in the State	3.1.1 4.2
		Public housing authorities in New Mexico	
		A partnership between any of the above entities	5.1.2 5.1.4
Requirement 5			
5	A list of organizations with which OBAE collaborated in developing the Plan		Appendix B
Programmatic Requirements			
1	A stated **vision for digital equity**	Vision is stated and defines digital opportunity within New Mexico	2.5
2	A digital equity **needs assessment**, including:	A comprehensive assessment of the baseline from which the State is working	3.2
		The State's identification of the barriers to digital equity faced generally	3.2
	The State's identification of **the barriers to digital equity** faced by:	Individuals who live in covered households	3.2.1
		Aging individuals	3.2.1
		Incarcerated individuals	3.2.1
		Veterans	3.2.1
		Individuals with disabilities	3.2.1
		Individuals with a language barrier	3.2.1
		Individuals who are members of a racial or ethnic minority group	3.2.1
		Individuals who primarily reside in a rural area.	3.2.1
3	An **asset inventory**, including current resources, programs, and strategies that promote digital equity, whether publicly or privately funded, for:	Individuals who live in covered households	3.1.1 3.1.3
		Aging individuals	3.1.1
		Incarcerated individuals	3.1.1
		Veterans	3.1.1
		Individuals with disabilities	3.1.1
		Individuals with a language barrier	3.1.1
		Individuals who are members of a racial or ethnic minority group	3.1.1 3.1.3
		Individuals who primarily reside in a rural area.	3.1.1 3.1.3

	Requirement	Details	Section
	An asset inventory including existing digital plans and programs already in place among municipal, regional, and Tribal governments		3.1.2 3.1.3
4	A **coordination and outreach strategy**, including opportunities for public comment by, collaboration with, and ongoing engagement with representatives of:	Individuals who live in covered households	4.1.1
		Aging individuals	4.1.1
		Incarcerated individuals	4.1.1
		Veterans	4.1.1
		Individuals with disabilities	4.1.1 4.1.2
		Individuals with a language barrier	4.1.1 4.1.2
		Individuals who are members of a racial or ethnic minority group	4.1.1 4.1.2
		Individuals who primarily reside in a rural area.	4.1.1
		The full range of stakeholders within the State	4.1 4.1.1 4.1.2 4.1.3 4.1.5
5	A description of how **municipal, regional, and/or Tribal digital equity plans** will be incorporated into the State Digital Equity Plan		3.1.2 3.1.3
6	An **implementation strategy** that:	Is holistic	5
		Addresses barriers to participation in the digital world, including affordability, devices, digital skills, technical support, and digital navigation	5.1.1 5.1.2 5.1.3
		Establishes measurable goals and objectives	5.1 2.7.2
		Establishes proposed core activities to address the needs of covered populations	5.1.1 5.1.2 5.1.3
		Sets out measures ensuring the plan's sustainability and effectiveness across State communities	5.1.4
		Adopts mechanisms to ensure that the plan is regularly evaluated and updated	5.1.4
7	An explanation of **how the implementation strategy addresses gaps** in existing State, local, and private efforts to address barriers		5.1 2.7
8	A description of how the State intends to accomplish the implementation strategy by **engaging or partnering** with:	Workforce agencies such as State workforce agencies and State/local workforce boards and workforce organizations	4.2
		Labor organizations and community-based organizations	4.2
		Institutions of higher learning, including but not limited to four-year colleges and universities, community colleges, education and training providers, and educational service agencies	4.2
9	A **timeline** for implementation of the plan		5.2
10	A description of how the State will **coordinate its use of State Digital Equity Capacity Grant funding** and its use of any funds it receives in connection with the BEAD Program, other federal or private digital equity funding		2.6 3.1.3 5.1.1 5.1.2

Appendix G: Records of Public Comment and Action Taken

Public Comment Disclosure				
Full Name, Organization, Title, and Email Address	**Relevant Section of the Plan**	**Feedback Provided**	**Date Submitted**	**Written Responses and Actions Taken by State in Response**
Eileen O'Connell **Organization:** the Public Library Albuquerque and Bernalillo County **Title:** Digital and Materials Services Manager **Email:** eoconnell@cabq.gov		Most of our public computer users are adults, and their average age is around 43. They are usually focused on the skill they need in the moment to create an email account, apply for a job, print a recipe, watch videos. Creating a digital literacy curriculum for the people who already use technology with us should probably be very task oriented, meeting people in their moment of need. It takes a lot of self motivation in addition to access to reliable child care, transportation, etc. for a library computer user to follow through on learning goals/digital projects that take time to master, for instance, taking a job search from creating an email and resume to actually applying for jobs. When people's life circumstances interfere with their ability to continue their learning plan, we definitely see the skill loss that results from not being able to practice new skills frequently and away from our spaces. Programs that are offered in libraries need to include a childcare/eldercare component for people who are juggling these responsibilities, or to be crafted in a family-friendly way. Our libraries are not staffed to supply alternate activities for family members while someone is working one on one with a staff member to master skills. It is a big barrier to achieving successful outcomes. One component of the digital divide I encounter in my current role is when people who are connected find their equipment is obsolete as a result of a platform shift by a provider. For instance, some of our e-book and e-audiobook users were left behind when OverDrive stopped supporting the OverDrive app for Windows. There are workarounds, but these are challenging. People who can't afford to upgrade a Kindle or Nook or i-device would definitely benefit from access to a tablet or similar along with training that focuses on what they are most interested in using.	1/4/24 10:57 PM	No response necessary.
John Chadwick **Organization:** NM Public Education Department **Title:** Digital Equity Coordinator **Email:** John.Chadwick@ped.nm.gov	2 Introduction and vision for digital equity	PED worked through 2023 to develop a new agency strategic plan that includes digital equity and funding recommendations.	1/8/24 6:20 PM	Comments were reviewed and incorporated. See Section 2.2.
Catherine Nicolaou **Organization:** City of Albuquerque Broadband Office **Title:** Broadband Program Manager **Email:** cnicolaou@cabq.gov	3 Current state of digital equity: Barriers and assets	This plan should also include more detailed information about the cost of broadband between low- and upper-income New Mexico households. It is possible and likely that lower income individuals may report they are not interested in broadband when in fact, they can't afford it. Only a dedicated and trusted organization that is already working in these communities would be able to provide that level of honesty and clarity. That should be a goal for this plan.	1/8/24 9:26 PM	Comments were reviewed and will be considered for future data collection efforts.
Lillian Galloway **Organization:** Silver City Public Library **Title:** Assistant Director/Programming and Outreach Librarian **Email:** lgalloway@silvercitypubliclibrary.org	2 Introduction and vision for digital equity	Thank you for recognizing the need for supporting local, decentralized digital literacy efforts, because different communities require different approaches in scheduling and structure of tech training sessions. Regarding section 2.7.2.3, do you anticipate creating an online reporting form for local entities to give you data about how many people they reached with tech training sessions? We are happy to share data, but we will need a simple, quick method for doing so. Thank you!	1/11/24 8:30 PM	Comments were reviewed and will be considered for future data collection and program development efforts.
Steph Poston **Organization:** Tribal Community **Title:** Stakeholder **Email:** stephposton@gmail.com	1 Executive Summary	This is a test.	1/15/24 8:36 PM	No response necessary. This comment was a "test."
kkki Organization: kkku Title: kkku Email: kffgkk.com"	1 Executive Summary	ase c	1/16/24 9:08 PM	No response necessary. This comment was a "test."
Tim Alborg **Organization:** EducationSuperHighway **Title:** Director **Email:** tim.alborg@educationsuperhighway.org	4 Collaboration and stakeholder engagement	EducationSuperHighway is honored to provide comments on the state of New Mexico's Digital Equity Plan. Since this online portal unfortunately limits the length of comment responses, we will email our comments to the broadband office at broadband@connect.nm.gov for consideration.	1/16/24 11:22 PM	Comments were considered in approach to final FINAL. No further action was needed because comment was inapplicable or out of scope.

Public Comment Disclosure

Full Name, Organization, Title, and Email Address	Relevant Section of the Plan	Feedback Provided	Date Submitted	Written Responses and Actions Taken by State in Response
Kevin Taglang **Organization:** Benton institute for Broadband & Society **Title:** Executive Editor **Email:** headlines@benton.org	2 Introduction and vision for digital equity	One key requirement of state digital equity plans is that they include a state's vision of digital equity. The National Telecommunications and Information Administration (NTIA) suggests that digital equity visions address at least these two questions: 1.1 What will digital equity look like in the context of your state? 2.1 What are the broad goals that should be accomplished in executing this plan (e.g., improve rural health outcomes, increase underrepresented youth employment in technology-related fields)? NTIA has specifically advised states to "lead with equity," intentionally identifying, amplifying, and centering the voices of those most affected by the digital divide and disconnected communities. With the extraordinary task and responsibility of state policymakers and local communities in mind, the Benton Institute for Broadband & Society launched the Visions of Digital Equity project to aid both in ensuring that more community voices are heard in crafting visions that increase opportunity for all. Through surveys, community meetings, interviews, conversations, and a collaborative writing process with community contributors, we have arrived at a set of principles to help guide both the process and the resulting visions of digital equity. We learned that a well-crafted vision of digital equity has the potential to be very powerful. It can: Offer a glimpse of a state transformed by universal connectivity, Provide a roadmap and resources for the digital inclusion efforts to come, and Act as a north star for goal setting, planning, and implementation efforts over the months and years to come. The best visions of digital equity will be community centered and focused on creating change, specific and clearly articulated, and ambitious but attainable. The Benton Institute for Broadband & Society reviewed New Mexico's State Digital Equity Plan and shared a summary of it with our readers (https://www.benton.org/blog/new-mexicos-plan-inclusive-and-prosperous-society). Upon review, we offer 10 Principles for Digital Equity Visions (see https://www.benton.org/sites/default/files/VisionsDigitalEquity.pdf). We hope these principles help the people of New Mexico evaluate both the draft State Digital Equity Plan and the Office of Broadband Access and Expansion's revision of the plan To that end we also offer A Checklist for Evaluating Digital	1/18/24 5:07 PM	Comments were considered in approach to final draft. See Section 2 for vision and goals and Section 5 for implementation activities.
John Chadwick **Organization:** NM Public Education Department **Title:** Digital Equity Coordinator **Email:** John.Chadwick@ped.nm.gov	2 Introduction and vision for digital equity	You may want to look at the work by CoSN on a national digital equity dashboard. https://public.tableau.com/app/profile/john.parker2994/viz/DigitalEquityDashboardV2/Cover. Very solid research and reliable data for K-12 schools.	1/18/24 6:30 PM	Comments were considered in approach to final draft. The CoSN national digital equity dashboard was added to the digital equity asset inventory in Appendix A.
Catherine Nicolaou **Organization:** City of Albuquerque Broadband Office **Title:** Broadband Program Manager **Email:** cnicolaou@cabq.gov	2 Introduction and vision for digital equity	Under Section 2.3 Collaboration and stakeholder engagement, a scientific/residential phone survey is mentioned. What organization conducted this survey? How was that organization chosen? Where did that organization get the phone numbers that they called? What specific questions did the organization ask and were they asked in multiple languages? Would New Mexicans consider this organization a trusted partner in their community? If not, the answers may be skewed.	1/18/24 10:59 PM	Comments considered in approach to final draft. See Section 1.4 and Section 4.1.3.1 for updates to information about the phone survey.
Sandy Campbell **Organization:** True Kids 1 **Title:** Executive Director **Email:** sandy@truekids1.org	2 Introduction and vision for digital equity	For section 2 of the Introduction, on achieving the state's digital-equity vision, we believe that education must be soundly described and advanced here. Given the well-documented effects of (often unregulated) access to social media by our children (with particular respect here to teenagers), any digital-equity plan that does not embrace the online concepts of responsibility, safety, balance, and creativity will be incomplete at best and utterly fail at worst. In 2024, the overarching challenge for the communities we serve here in northern NM is not in securing access to broadband services. It's in knowing what to do when there. Knowing how to make safe choices and not fall for the burgeoning online scams. Knowing how to separate opinion from fact, and how to triangulate critical thought. Knowing how to balance the online world with the real world, and seeing a screen addiction for what it is. Knowing how to incorporate AI into educational efforts, and how not to. Knowing that, for our young women especially, unbalanced social-media consumption can lead directly to eating disorders, depression, anxiety, and self harm. These are only some of the very real effects the online world is creating in our post-pandemic children. Let us please not squander this opportunity to boost our efforts to better teach our children in so many different ways about how to effectively incorporate the digital world into their very modern lives. We must stretch the definition of "equity" to expand core digital competencies among our children, primarily under the conceptual banners of safety, responsibility, balance, and creativity.	1/19/24 5:32 PM	Comments considered in approach to final draft. See Section 2.3.1 for updates to the description of the digital literacy barrier.

| Sandy Campbell
Organization: True Kids 1
Title: Executive Director
Email: sandy@truekids1.org | 2 Introduction and vision for digital equity | On page 9, Barrier 3 reads as highly incomplete, and as though written a decade ago. First, we recommend changing "digital-literacy skills" to simply "digital literacy". This is an established umbrella term.
Next, for Strategy One, expanding access to these skills via "a range of community learning options" is an incredibly weak and vague sentiment. We advance instead a strategy of: "Expand access to digital-literacy learning across different age groups and cultures with specific, age- and culture-appropriate, evidence-informed approaches that explore and emphasize safety, responsibility, balance, and creativity". Similarly, Strategy Two reads as though written in 2010. "Online safety" and "privacy practices" are not sufficiently high-level concepts to warrant their own Strategy; moreover the idea of "expanded access to information" lies in Strategy Three so we're not sure why this sentiment is repeated here. For Strategy Two, we suggest wording like "Create, fund, and rigorously evaluate multiple efforts that address safety, responsibility, and balance among different ages, ethnicities, and abilities as delivered by school systems, nonprofits, and other providers." | 1/19/24 6:14 PM | Comments considered in approach to final draft. See also Section 2.3.1 for updates to the description of the digital literacy barrier. |

Public Comment Disclosure

Full Name, Organization, Title, and Email Address	Relevant Section of the Plan	Feedback Provided	Date Submitted	Written Responses and Actions Taken by State in Response
Sandy Campbell **Organization:** True Kids 1 **Title:** Executive Director **Email:** sandy@truekids1.org	2 Introduction and vision for digital equity	On page 30, where we are deep into Measurable Objectives, #8 discusses an increase in the number of New Mexicans who can get information or training on internet safety and privacy. Following other comments made on this document, if we can indeed widen the scope of this entire document to include a nuanced, age-appropriate approach to online safety, responsibility, balance, and creativity, then this Measurable Objective could include things like: number/quality/efficacy of digital-literacy curricula developed and delivered in NM schools; types of exact competencies these curricula intend to foster at various school levels, from primary to secondary to tertiary; numbers of students graduating HS with core digital-literacy competencies; numbers of young adults moving into digital-first careers, and so on.	1/19/24 7:26 PM	Comments were reviewed and will be considered for future data collection, measurable objectives, and program development efforts.
Veronica Hamel **Organization:** Resident **Title:** N/A **Email:** Hamel47@yahoo.com	2 Introduction and vision for digital equity	Barrier 3: I would suggest expanding digital literacy skills training, by using libraries as a primary CAI, in addition to schools, and other CAI's. 2.6.4 Civic and Social Engagement - NMSL should be positioned as a "pillar" CAI, considering they serve over 100 brick and mortar libraries, in addition book mobile services. Libraries are poorly under funded and doesn't have a dedicated staff to facilitate daily digital skills training. A digital navigator program for libraries would be a great addition to the State of New Mexico.		Comments considered in approach to final draft. See updated language in Section 2.2.4 and Section 5.1.3 regarding the role libraries play in digital skills development efforts.
Veronica Hamel **Organization:** Resident **Title:** N/A **Email:** Hamel47@yahoo.com	5 Implementation	5.1.3 - I would include a statewide digital navigator program using libraries as the pillar CAI, including neighborhood community centers, and schools (Colleges and Universities).	1/20/24 12:07 AM	Comments considered in approach to final draft. See updated language in Section 5.1.3.
Steph Poston **Organization:** Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	1 Executive Summary	It has been determined most NM tribes have limited stable internet access and the use of and online portal as the only way to collect comments on this DE Plan may limit comments participation and comments significantly. Additionally, tribal sovereignty and data sovereignty had had limited mention or addressing in the DE Plan.	1/22/24 2:31 AM	Comments considered in approach to final draft. See Section 4.1.6 for information about the public comment process and OBAE's engagement with Tribal entities in this process.
Steph Poston **Organization:** Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	2 Introduction and vision for digital equity	2.2 Needs assessment No descriptor of New Mexico's demographic make-up that are important to understand. Define how many tribes are in New Mexico, what tribal languages are spoken. "Covered populations make up 91.4 percent of residents in New Mexico..." What are the covered populations and how many of each are in NM? (2.2, page 5) "Perhaps most notable is the size of New Mexico's racial or ethnic minority population: An estimated 63.2 percent of the State is either a racial or ethnic minority (as opposed to only 40.6 percent nationally)." (2.2, pg 5) What are the racial and ethnic minorities in NM and how many of each are there? If 63.2 of NM is of ethnic minority it is worth noting NM is a minority majority state. The report states: "...lack of need or interest in home internet use is the primary reason cited by New Mexico households that do not subscribe to broadband, according to 2021 Census data. (2.2, page 5) How can the state address need, interests, and relevancy? 2.7.2.4 (pg 32) - <Noting measurable objective specific to tribes and place to discuss data sovereignty and sovereignty.>	1/22/24 2:33 AM	Comments considered in approach to final draft. Comments will be considered for future data collection, measurable objectives, and program development efforts especially as it relates to New Mexico's Tribal populations. See footnote 2 and Table 8 in Section 3.2 for definitions of covered populations. See Section 3.2.1 for detailed needs assessment information of covered populations, which include Tribal populations as part of racial and ethnic minorities. The Connect New Mexico Tribal Working Group was added as a key partner in Table 7.

| Steph Poston
Organization: Connect NM Tribal Working Group
Title: Support staff
Email: stephposton@msn.com | 3 Current state of digital equity: Barriers and assets | Page 51 - Section 3.1.2 Existing Digital Equity Plan
Are there tribes that that a broadband or DE plan, such as Navajo? Tribal plans should be listed.
Page 63 - 3.1.5 Broadband Affordability
"...an estimated 38 percent of eligible households have enrolled." How many of those households are tribal? Which tribes have enrolled?
"...an estimated 279,371 households that could participate in the program who have yet to enroll." Of the un-enrolled how many are tribal and where are they?
Page 65 - Table 5: Broadband affordability assets
Are there more tribal programs that need to be included?
Page 67 - "Residents are confidently performing various digital skills." Should say digital activity (not skills).
Page 67 - Table 6 - 66% don't need or not interested; how will the plan address relevancy?
What are the racial and ethnic groups in our state; how many are there, and do they have differing needs and objectives?
Are there other agencies and partners in addition to NM Indian Affairs, that support all the racial and ethnic groups?
In general, when referencing ACP, regarding the state's tribal population it is important to understand: How many tribal members have signed up for ACP? Where would this sign up data be found?
How does the state intend to measure how tribes do self-assessment? | 1/22/24 2:34 AM | Comments considered in approach to final FINAL. Comments will be considered for future data collection, measurable objectives, and program development efforts especially as it relates to New Mexico's Tribal populations. Regarding ACP data, USAC collects but does not publicly share Tribal household participation by Tribe. Agencies and partners that support racial and ethnic minority groups are listed in Table 2 in Section 3.1.1 and Table 7 in Section 3.2.1. |

Public Comment Disclosure				
Full Name, Organization, Title, and Email Address	**Relevant Section of the Plan**	**Feedback Provided**	**Date Submitted**	**Written Responses and Actions Taken by State in Response**
Steph Poston **Organization**: Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	3 Current state of digital equity: Barriers and assets	Page 35 Table 2: Digital inclusion assets by covered population(s) Table 2 - please add a header to 16 page table so that the title appears at the top of each page. There may be additional tribal programs that are not included in the table such as Jemez Pueblo Digital Navigators Pilot. Table 3: Existing digital equity plan should be on every header of the table for consistency. Page 69-74; Table 7 Put header on each page of table.	1/22/24 2:34 AM	Comments considered in approach to final draft. The Jemez Pueblo Digital Navigators Pilot has been added to the digital equity asset inventory in Section 3.1.1.
Steph Poston **Organization**: Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	4 Collaboration and stakeholder engagement	Pg 118 4.1.2.2 Tribal Consultation and engagement. -Update to reflect OBAE has met with 100% of New Mexico tribes for official tribal consultation.	1/22/24 2:40 AM	Comments considered in approach to final draft. See Section 4.1.2.2.
Steph Poston **Organization**: Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	5 Implementation	General comment: Ensure the DE plans lines up with OBAE 3-year strategic plan.	1/22/24 2:44 AM	Comments considered in approach to final draft. See Section 1.6.
Steph Poston **Organization**: Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	Appendix A: Asset inventory – additional digital inclusion assets	Workforce includes digital economy skills; recommend it be included. Tribal programs like SIPI, IAIA, Dine College should also be included.	1/22/24 2:45 AM	Comments considered in approach to final draft. These institutions have been added to the digital equity asset inventory in Section 3.1.1.
Steph Poston **Organization**: Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	Appendix C: Residential digital equity and broadband needs assessment survey	Include general dates for reference point; when was the survey conducted, how was it conducted, how many responses were collected, what is the demographic makeup (ethnicity, age, geographic, etc.) of the responses? Page 138 - Figure 9 Who did the analysis and why is this broken into two regions? What does region 1 and region 2 mean? What is the strategy in dividing into two regions?	1/22/24 2:47 AM	Comments considered in approach to final draft. See Section 4.1.3.1 for added information about the phone survey.
Steph Poston **Organization**: Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	Appendix D: Survey instruments	To reach the covered populations it would be helpful to partner with grassroots organizations who are already serving the covered populations. It is important to offer many ways to engage beyond online because the demographics tell us the people we are trying to reach don't have internet. Tribal Working Group would be a good resource.	1/22/24 2:49 AM	Comments considered in approach to final draft. See updated information in Section 4.1.5.
Steph Poston **Organization**: Connect NM Tribal Working Group **Title:** Support staff **Email:** stephposton@msn.com	Appendix E: Engagement with covered populations and other stakeholders	Put title on the header of table. Add tribal consultation from 8/21/23 to November 2023, November 7, 2023 tribal convening and other tribal events.	1/22/24 2:50 AM	Comments were reviewed and incorporated. See Table 51 for additional Tribal events.
Godfrey Enjady **Organization**: Mescalero Apache Telecom, Inc. (MATI) **Title:** General Manager **Email:** genjady@matinetworks.net	1 Executive Summary	General Comment: Mescalero Apache Telecom, Inc. (MATI), a wholly-owned enterprise of the Mescalero Apache Tribe in New Mexico, provides these comments on the New Mexico State Digital Equity Plan (Plan) released pursuant to the requirements of the federal Digital Equity Act. The Office of Broadband Access and Expansion (OBAE) correctly recognizes the "transformative power of technology in fostering an inclusive and prosperous society for all of New Mexico's diverse and unique communities and across New Mexico's rich tapestry of cultures and languages as well as its diverse geographies." MATI agrees with the principles laid out in the Plan, and the state should seek "to promote digital equity to ensure that all residents, families, and communities, regardless of their background or location, have equal opportunities to access education, health care, job prospects, government services, and information critical to personal growth and well-being."	1/22/24 2:56 AM	Comments were reviewed and considered. No further action was needed because comment was inapplicable or out of scope.

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Full Name, Organization, Title, and Email Address	**Relevant Section of the Plan**	**Feedback Provided**	**Date Submitted**	**Written Responses and Actions Taken by State in Response**
Godfrey Enjady **Organization:** Mescalero Apache Telecom, Inc. (MATI) **Title:** General Manager **Email:** genjady@matinetworks.net	2 Introduction and vision for digital equity	Section 2.2 – Needs Assessment The Needs Assessment section of the Plan identified a range of barriers associated with the needs of New Mexico households and communities, which include: 1. Lack of broadband availability to households and community anchor institutions and 2. Low-income households struggle to afford broadband services, devices, and technical support These are key factors in not only addressing digital equity in New Mexico and throughout the United States, they are also vital factors in addressing how Native Americans are able to participate in the digital world. One of the first, and most important, steps is to ensure that once broadband networks are deployed, especially in Tribal areas, the provider is given every chance to serve the covered populations and to sustain operations into the future. The lack of broadband availability to households and community anchor institutions in covered populations on Tribal lands - individuals who are members of a racial or ethnic minority group and individuals who primarily reside in a rural area – is being addressed, at least to some extent, by the historic level of broadband deployment funding available. The Tribal Broadband Connectivity Program (TBCP), the Broadband Equity Access and Deployment (BEAD) program, the ReConnect Loan and Grant program, and state programs are all contributing significantly to narrowing the rural Tribal digital divide that currently exists. In New Mexico, there have been 14 TBCP round 1 infrastructure deployment grants awarded, totaling over $237.4 million. TBCP grant recipients, as an example, will be deploying and operating networks to serve what are likely to be large percentages of covered populations. Of the 14 TBCP round 1 infrastructure deployment grant awards, 13 relate to new providers with no access to current ongoing, sustainability support. Once operations commence, the main focus of state and federal broadband policy, including Digital Equity, should be to ensure none of these networks or providers is doomed to fail. These providers will be serving historically un- and under-served Tribal areas, and the costs associated with this service are significantly higher than the United States average. This will require, in many cases, a level of support for the providers to ensure the ongoing sustainability of these networks and the services they provide. In addition to providing for the sustainability of deployed broadband networks and operations, supporting the costs of operations in this way will also address the affordability of the resulting services. By providing some kind of sustainability support to nascent Tribal internet service providers (ISPs), the need to recover operating and other costs from vulnerable populations is decreased, which will then contribute directly to the affordability of service for all. MATI therefore urges the OBAE and other stakeholders to consider how sustainability funding – support for nascent Tribal broadband networks and Tribally-owned ISPs for ongoing	1/22/24 2:58 AM	Comments were reviewed and considered. No further action was needed because comment was inapplicable or out of scope.
Iris O'Donnell Bellisario **Organization:** Lead for America - American Connection Corps **Title:** Digital Equity Specialist **Email:** iris.odonnellbellisario@lead4america.org	3 Current state of digital equity: Barriers and assets	Need & role for digital navigators Nearly 20% of Americans lack a broadband connection or digital device at home according to the 2020 US Census (Kalmus, 2022). The Boston Consulting Group studied digital navigator programs over a few years and found from a survey of over 1,500 people that digital navigators can increase the effectiveness of digital equity programs (Kalmus, 2022). With support from a digital navigator, over 65% of survey respondents were able to obtain internet access, computer or tablet at home, and over 85% reported using the internet more (Kalmus, 2022). This illustrates the crucial role that digital navigators play and we need to continue to support these roles across Connecticut. In the plan draft proposed in January 2024, the Connecticut state broadband office highlights this in the following ways: Section 3.1.1: Existing digital equity programs such as the digital navigator program, national leadership grant funding programs Page 41: the Connecticut State Library in collaboration with 8 public libraries will design and implement a replicable model for regional sharing of digital navigation services to underserved residents Section 1.1.2: Offer professional development opportunities & networking for digital navigators and other professionals who receive grant funding The plan regularly discusses using digital navigators in the implementation process With this context in mind, we believe that the plan needs to be more ambitious. We would like to see the following changes implemented to support digital navigators in Connecticut: Support the development of a standardized digital navigator curriculum and assessments Expand the capacity of digital navigators with added funding Support knowledge sharing between digital navigators that are existing and new digital navigators Develop & provide increased financial support for outreach campaigns Develop dedicated support lines Invest in research & evaluation to improve existing program design and closely measure impacts Need for increased -on-the-ground capacity The American Connection Corps's mission is to build a leadership force of moral, dynamic and locally-rooted leaders committed to serving the communities they call home in every corner of this country. There is an increasing need for boots-on-the-ground capacity in rural and emerging communities and ACC's model has proven successful in helping to meet this need. Since	1/22/24 3:20 AM	Comments were reviewed and considered. No further action was needed because comment was inapplicable or out of scope.

		2021 ACC has successfully graduated 75 AmeriCorps members members have hosted over 360+ digital skill-building workshops and community forums and launched 75+ public-private		

Public Comment Disclosure

Full Name, Organization, Title, and Email Address	Relevant Section of the Plan	Feedback Provided	Date Submitted	Written Responses and Actions Taken by State in Response
Iris O'Donnell Bellisario **Organization:** Lead for America - American Connection Corps **Title:** Digital Equity Specialist **Email:** iris.odonnellbellisario@lead4america.org	2 Introduction and vision for digital equity	Role that nonprofits & community organizations can play Local nonprofits serve as a trusted, community resource which can easily be accessed by members of the community. Many individuals already accessing a nonprofits services may also be eligible for federal/state broadband programs and can serve as a one stop shop. On page 20, the plan highlights the importance of municipal plans but states that there are currently no digital equity plans from tribal nations. We appreciate the in-depth list of community anchors (page 27 - 29) that can be utilized in digital equity efforts. We would like to see the American Connection Corps added as a statewide resource available for nonprofits organizations in Connecticut.	1/22/24 3:21 AM	Comments were reviewed and considered. No further action was needed because comment was inapplicable or out of scope.
Iris O'Donnell Bellisario **Organization:** Lead for America - American Connection Corps **Title:** Digital Equity Specialist **Email:** iris.odonnellbellisario@lead4america.org	4 Collaboration and stakeholder engagement	Prioritize the needs for rural communities As with all digital equity plans, rural communities are listed as a covered population. Connecticut directly mentions rural communities on page 16 within their plan. On page 107 through 111 the plan discusses rural communities and the actions that will be taken to bridge the digital divide in these areas. We'd like to emphasize that the American Connection Corps connects members to rural places and emerging cities across the country and can serve as a resource during the implementation of the digital equity plan in Connecticut. We appreciate the prioritization of rural communities. With this context in mind, we believe that the plan described above clearly meets the needs of digital navigators and will support the community in bridging the digital divide. Capacity building for digital equity ecosystems The plan highlights that the 2020 Governor's Workforce Council's Strategic Plan prioritizes digital literacy as a key competency for students and professional development and page 34 discusses workforce boards. In addition we'd like to see the plan discuss leveraging existing partnerships such as workforce development organizations and community action agencies that can host digital literacy classes. We'd also like to see the plan emphasize the importance of on-the-grounds programs to support the initiative. In addition we'd like to see some additional information added regarding the intersection of workforce boards and WIOA, as well as how community service block grants can provide guidance on digital support programs and the DEA program.	1/22/24 3:21 AM	Comments were reviewed and considered. No further action was needed because comment was inapplicable or out of scope.
Iris O'Donnell Bellisario **Organization:** Lead for America - American Connection Corps **Title:** Digital Equity Specialist **Email:** iris.odonnellbellisario@lead4america.org	3 Current state of digital equity: Barriers and assets	Please disregard the previous comments submitted prior to 10:24 PM EST Need & role for digital navigators Nearly 20% of Americans lack a broadband connection or digital device at home according to the 2020 US Census (Kalmus, 2022). The Boston Consulting Group studied digital navigator programs over a few years and found from a survey of over 1,500 people that digital navigators can increase the effectiveness of digital equity programs (Kalmus, 2022). With support from a digital navigator, over 65% of survey respondents were able to obtain internet access, computer or tablet at home, and over 85% reported using the internet more (Kalmus, 2022). This illustrates the crucial role that digital navigators play and we need to continue to support these roles across New Mexico. In the plan draft proposed in January 2024, the New Mexico state broadband office highlights this in the following ways: Page 50, 60 and 63 of the plan mention that a representative expressed a desire to create a digital navigator program With this context in mind, we believe that the plan needs to be more ambitious. We would like to see the following changes implemented to support digital navigators in New Mexico: Support the development of a standardized digital navigator curriculum and assessments Expand the capacity of digital navigators with added funding Support knowledge sharing between digital navigators that are existing and new digital navigators Develop & provide increased financial support for outreach campaigns Develop dedicated support lines Invest in research & evaluation to improve existing program design and closely measure impacts	1/22/24 3:25 AM	Comments will be considered in upcoming programmatic planning.

Public Comment Disclosure

Full Name, Organization, Title, and Email Address	Relevant Section of the Plan	Feedback Provided	Date Submitted	Written Responses and Actions Taken by State in Response
Iris O'Donnell Bellisario **Organization:** Lead for America - American Connection Corps **Title:** Digital Equity Specialist **Email:** iris.odonnellbellisario@lead4america.org	4 Collaboration and stakeholder engagement	Role that nonprofits & community organizations can play Local nonprofits serve as a trusted, community resource which can easily be accessed by members of the community. Many individuals already accessing a nonprofits services may also be eligible for federal/state broadband programs and can serve as a one stop shop. On page 11, Highlights that New Mexico will provide support to existing organizations as opposed to developing redundant programs in-house On page 25, Commitment of resources for capacity building of local organizations, tribal and non–profit organizations Page 35 specifically mentions a few organizations: DiverseIT, Cultivating Coders, and Digit unity On page 119, the plan emphasizes their commitment to support local organizations. On page 120, the conclusion reiterates the value of collaboration with local organizations In addition the plan discusses forming a coalition of nonprofits focused on rural device access and technological support. We would like to see the American Connection Corps added as a statewide resource available for nonprofits organizations in New Mexico. Need for increased -on-the-ground capacity The American Connection Corps's mission is to build a leadership force of moral, dynamic and locally-rooted leaders committed to serving the communities they call home in every corner of this country. ACC commits to building strong communities through service and bridging people together across lines of difference. There is an increasing need for boots-on-the-ground capacity in rural and emerging communities and ACC's model has proven successful in helping to meet this need. Since 2021, ACC has successfully graduated 75 AmeriCorps members, has hosted over 360+ digital skill-building workshops and community forums, and launched 75+ public-private partnerships. As a result of these members' service they have enrolled 6,500+ households into the American Connectivity Program (ACP) Benefits and channeled $45,503,609 to local communities. For example in 2023, Lead for America implemented a groundbreaking public private partnership with the state of Massachusetts and Comcast to provide Digital Navigators to nonprofits and regional planning organizations statewide by placing 15 American Connection Corps members across the state of MA. Read more about this innovative partnership approach to digital navigation here: https://masstech.org/news/mbi-comcast-partners-to-expand-broadband-adoption New Mexico's digital equity plan does not currently express the need for increasing capacity through the use of volunteers, interns and AmeriCorps members. We would like to see the following changes implemented to support capacity building: Support the development digital navigators by providing funding for local boots-on-the-ground support	1/22/24 3:25 AM	Comments considered in approach to final draft. See addition of American Connection Corps as a digital inclusion asset in Section 3.1.1.
Iris O'Donnell Bellisario **Organization:** Lead for America - American Connection Corps **Title:** Digital Equity Specialist **Email:** iris.odonnellbellisario@lead4america.org	4 Collaboration and stakeholder engagement	Prioritize the needs for rural communities As with all digital equity plans, rural communities are listed as a covered population. We'd like to emphasize that the American Connection Corps connects members to rural places and emerging cities across the country and can serve as a resource during the implementation of the digital equity plan in New Mexico. We appreciate the prioritization of rural communities. With this context in mind, we believe that the plan described above clearly meets the needs of digital navigators and will support the community in bridging the digital divide. Capacity building for digital equity ecosystems We'd like to see the plan discuss leveraging existing partnerships such as workforce development organizations and community action agencies that can host digital literacy classes. We'd also like to see the plan emphasize the importance of on-the-grounds programs to support the initiative. In addition we'd like to see some additional information added regarding the intersection of workforce boards and WIOA, as well as how community service block grants can provide guidance on digital support programs and the DEA program. Conclusion: ACC appreciates the opportunity to provide these comments to New Mexico and looks forward to continued engagement. Please contact Iris O'Donnell Bellisario, if you need additional clarification on the letter's recommendations.	1/22/24 3:26 AM	Comments reviewed and considered in approach to final draft. Comments will be considered for future program development efforts.
Rashad Mahmood **Organization:** New Mexico Local News Fund **Title:** Executive Director **Email:** rashad@nmlocalnews.org	2 Introduction and vision for digital equity	Under 2.6.1 about strengthening communities, the plan could mention the possibility of local news to strengthen communities. Here is some sample language: OPPORTUNITY: Local news strengthens communities by improving voter turnout, increasing the number of people who run for public office, monitoring and holding accountable public institutions and nonprofits.	1/22/24 4:37 AM	Comments reviewed and will be considered for future program development efforts.

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Eli Fresquez **Organization:** New Mexico Department of Justice (formerly Office of the Attorney General) **Title:** Assistant Attorney General **Email:** efresquez@nmag.gov	1 Executive Summary	General Accessibility of the document. Ensure the document is fully compatible with screen readers and other assistive technologies. Provide alternative text for all images and diagrams. Consider better color contrast - text and background for better readability. Additional details will be provided separately. A professional review of the document for accessibility is needed, including staff training on document accessibility. Consider adding an accessibility statement and providing the document in multiple formats (e.g., PDF, HTML, text-only) to cater to different needs, including those with visual impairments. Also, ensure that the language used throughout the document is clear, jargon-free, and understandable to a general audience.	1/22/24 4:40 AM	Comments reviewed and considered in approach to final draft. Comments incorporated by adding alternative text for tables.
Rashad Mahmood **Organization:** New Mexico Local News Fund **Title:** Executive Director **Email:** rashad@nmlocalnews.org	2 Introduction and vision for digital equity	In section 2.6.4 about engaging with tribal communities, there are opportunities to mention the important role local journalism plays. OPPORTUNITY: Local newsrooms are a key partner in reaching rural and Tribal communities, and can serve as an important resource for digital and media literacy for covered populations. Additional funding to close coverage gaps, upgrade newsroom technology, and expand local news organizations' ability to serve these populations with digital literacy training is a way to ensure access and sustainability of such programs.	1/22/24 4:40 AM	Comments reviewed and will be considered for future program development efforts. Comment makes recommendations that are likely outside the scope of the program, but OBAE will revisit this comment when NTIA issues further guidance.
Rashad Mahmood **Organization:** New Mexico Local News Fund **Title:** Executive Director **Email:** rashad@nmlocalnews.org	2 Introduction and vision for digital equity	Section 2.7 discusses civic and social engagement, here is some suggested text that reflects the critical role that local journalism plays in combating misinformation and disinformation. OPPORTUNITY: Local news is an essential tool in combating misinformation and disinformation. Funding the expansion of news coverage into areas without local news sources makes critical civic information and engagement more accessible and more reliable and trustworthy for covered populations.	1/22/24 4:42 AM	Comments reviewed and will be considered for future program development efforts. Comment makes recommendations that are likely outside the scope of the program, but OBAE will revisit this comment when NTIA issues further guidance.
Eli Fresquez **Organization:** NMDOJ **Title:** Assistant Attorney General **Email:** efresquez@nmag.gov	2 Introduction and vision for digital equity	2.3 Collaboration and stakeholder engagement Accessible Communication and Outreach Materials: Provide all communication and outreach materials in accessible formats. This includes offering materials in braille, large print, and easy-to-read formats and ensuring that digital copies are screen-reader friendly. Also, consider providing sign language interpretation and captioning in video materials. 2.6.4 Civic and social engagement Training and Support: Include specialized training programs on digital literacy tailored for people with different disabilities, considering their unique challenges and needs.	1/22/24 4:47 AM	Comments reviewed and considered in approach to final draft.
Rashad Mahmood **Organization:** New Mexico Local News Fund **Title:** Executive Director **Email:** rashad@nmlocalnews.org	6 Conclusion	On page 124, there is a discussion about digital equity empowering residents to make the most of digital resources. I think it's important to note that local news is the primary source of information for most individuals and communities. Here is some suggested language. OPPORTUNITY: Local news is the primary source of civic information for many communities, and is consistently rated the most trustworthy source of information compared with national news outlets and other sources. Strengthening covered populations' connections to government and social institutions and to each other is a key benefit of strong local news coverage.	1/22/24 4:49 AM	Comment makes recommendations that are likely outside the scope of the program, but OBAE will revisit this comment when NTIA issues further guidance.
Rashad Mahmood **Organization:** New Mexico Local News Fund **Title:** Executive Director **Email:** rashad@nmlocalnews.org	Appendix A: Asset inventory – additional digital inclusion assets	I kindly request that the New Mexico Local News Fund be listed as a digital inclusion asset. Our covered populations would include Aging, Veterans, Disabilities, English Learners, Low Literacy, Racial/Ethnic Minority, Rural, Low Income, Youth, and Tribal. As an anchor institution that works with local news organizations around the state, we are well positioned to assist by helping to coordinate broadband equity efforts around the state with local news outlets in New Mexico. We work with all mediums including tv, radio, newspapers, and online news outlets, hence the many categories of populations that our work touches upon. You can read more about our work on our website, nmlocalnews.org In addition, if it's possible to add a generic slot, I encourage that local news organizations in each community are considered assets. If the commission would like assistance in identifying local news organizations and other trusted sources of information in communities around the state, we would be happy to assist. Please don't hesitate to reach out to me, Rashad Mahmood, executive director of the New Mexico Local News Fund at rashad@nmlocalnews.org.	1/22/24 4:59 AM	Comments reviewed and considered in approach to final draft. The New Mexico Local News Fund has been added to the digital equity asset inventory in Section 3.1.

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Catherine Nicolaou **Organization**: City of Albuquerque Broadband Office **Title**: Broadband Program Manager **Email**: cnicolaou@cabq.gov	1 Executive Summary	The Executive Summary should paint a brief but complete picture of what the plan will do and its intended outcomes. Suggested format: Introduction: What makes New Mexico Unique. The state of New Mexico is distinct; in that it is a frontier state with a minority population as the majority. It boasts 23 federally recognized tribal nations and 19 pueblos. It is a multilingual state with a majority Hispanic serving research institution and a wealth of cultural and linguistic brilliance. Vision: Key Barriers: Covered Populations: [Highlight high percentage of covered populations] Key Strategies: Measurable Outcomes: Sustainability Plan:	1/22/24 5:02 AM	Comments reviewed and considered. See Section 1.
Catherine Nicolaou **Organization**: Digital Equity Working Group **Title**: Co-chair of the Digital Equity Working Group **Email**: cnicolaou@cabq.gov	1 Executive Summary	The Executive Summary should paint a brief but complete picture of what the plan will do and its intended outcomes. Suggested format: Introduction: What makes New Mexico Unique. The state of New Mexico is distinct; in that it is a frontier state with a minority population as the majority. It boasts 23 federally recognized tribal nations and 19 pueblos. It is a multilingual state with a majority Hispanic serving research institution and a wealth of cultural and linguistic brilliance. Vision: Key Barriers: Covered Populations: [Highlight high percentage of covered populations] Key Strategies: Measurable Outcomes: Sustainability Plan:	1/22/24 5:04 AM	Comments reviewed and considered. See Section 1.
Eli Fresquez **Organization**: NMDOJ **Title**: Assistant Attorney General **Email**: efresquez@nmag.gov	3 Current state of digital equity: Barriers and assets	Table 2: Digital inclusion assets by covered population(s) Suggest including the New Mexico Commission for the Blind. 3.1.3 Existing digital equity programs: The state also has the Digital Accessibility & Inclusion Collaborative (CoLab), a mixture of Govt and non-governmental entities. The CoLab aims to enhance digital accessibility across state agencies, focusing on raising awareness, developing policies, and implementing best practices in legal compliance. It involves creating training and workshops to improve digital accessibility skills and formulating employment strategies for hiring experts in the field. Additionally, the initiative seeks to establish partnerships with community and industry organizations to strengthen the state's accessibility ecosystem. 3.1.4 Broadband adoption In addition to cognitive disabilities, consider expanding to other organizations working with people with disabilities—for example, Independent Living Centers and Disability Rights New Mexico. Table 7 (page 71) Individuals with disabilities Also, there is a lack of accessible websites, apps, and other digital platforms. 3.2.2.6 Online accessibility and inclusivity of public resources and services need Consider emphasizing why accessibility is crucial for digital equity. For instance, "Ensuring online content and resources are accessible is pivotal for allowing full participation in the digital world. This is not only a matter of convenience but a fundamental aspect of ensuring digital equity for all, particularly for individuals with disabilities. See WebAim million Report https://webaim.org/projects/million/	1/22/24 5:04 AM	Comments reviewed and considered in approach to final draft. Commission for the Blind, the State Division for Vocational Rehabilitation, and Disability Rights New Mexico were added to the digital equity asset inventory in Section 3.1.1. CoLab was added to digital equity programs in Section 3.1.3.

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Catherine Nicolaou **Organization**: Digital Equity Working Group **Title**: Co-chair of the Digital Equity Working Group **Email**: cnicolaou@cabq.gov	2 Introduction and vision for digital equity	2.2 Needs Assessment Page 4: Remove the sentence that begins "In brief…" This is highly misleading and suggests that New Mexicans do not want or need internet access, which is not true. According to the phone survey, only 3 to 4% of the respondents indicated lack of interest/need. Figure 21 suggests that the vast majority of households without home internet are in the Household Income less than $25,000 category, suggesting that cost is the primary reason. Page 4: Numbers 1-4 under the Needs assessment are too broad. There is no new information offered from this Needs assessment that we as New Mexicans did not already know. Barrier 3: 2.4.3: Digital Skills Training should be under a larger umbrella of Digital Literacy Education that would include both the development of skills and the safe/productive use of those skills. Just developing skills without training in how to use them in a healthy way can cause harm, especially to young people. Suggested strategy wording: "Expand access to digital literacy education, including development of digital skills as well as healthy use of those skills, through schools, libraries, and other community agencies and organizations." "Make use of digital tools for cultural preservation and to perpetuate community richness." Barrier 4: Sustainability is strengthened by building long term capacity of Trusted Messenger Organizations invested in the long-term well-being of communities and community members, that can provide personalized support, information, and training 2.7.2.3: Measurable Objective 7 Paragraph 1: replace "…if they so choose" with "in a safe and productive manner." Add an objective to Increase the number of Train the Trainer programs, certification programs, and similar at schools, libraries, and other community agencies and organizations Add an on Objective for Accessibility to align with Barrier 3/ Strategy 3	1/22/24 5:05 AM	Comments reviewed and considered. See Section 1.3 and Section 3.2.1 for language on the primary reasons for not adopting home internet service. Additional comments on the needs assessment will be considered for future data collection.
Rashad Mahmood **Organization**: New Mexico Local News Fund **Title**: Executive Director **Email**: rashad@nmlocalnews.org	Appendix C: Residential digital equity and broadband needs assessment survey	Figures in appendix C are likely inaccurate. Survey Statement: I can identify false or misleading information. Fig. 85 (p. 193) 11% of all respondents said they were either "neutral" or disagreed with the statement. Rises to 20% for households earning less than $25K (Fig. 90; p. 195) Rises to 20% for seniors over age 65. (Fig. 108; p. 204) OPPORTUNITY: This self-reported data is likely not reflective of respondents' actual ability to discern misinformation, given the increasing sophistication of AI (artificial intelligence) and evolving strategies in use by scammers. One in 5 people in the lowest income households and 1 in 5 seniors over age 65 say they are not confident in their ability to identify false or misleading information. Local news is a powerful tool in providing vetted and reliable information about critical civic and community information and identifying/debunking mis- and disinformation.	1/22/24 5:06 AM	Comments were reviewed and will be considered for future data collection and needs assessment efforts.
Catherine Nicolaou **Organization**: Digital Equity Working Group **Title**: Co-chair of the Digital Equity Working Group **Email**: cnicolaou@cabq.gov	5 Implementation	5.1.3, Strategy 1: Add: Contract for/procure a statewide digital navigator program, train the trainer program, or similar, based at libraries, community centers, and schools. 5.1.4, Strategy 1: Add: Develop a network of Trusted Messenger Organizations	1/22/24 5:06 AM	Comments were reviewed and will be considered for future program development efforts.
Eli Fresquez **Organization**: NMDOJ **Title**: Assistant Attorney General **Email**: efresquez@nmag.gov	5 Implementation	5.1.3 Barrier: Individuals who are members of covered populations require support to develop digital literacy skills Targeted Digital Literacy Programs for People with Disabilities: Develop specific digital literacy programs tailored to individuals with various disabilities. This could include training in assistive technologies, understanding accessibility features in common software, and navigating the digital world safely. Strategy 3: Improve accessibility of information online A training program should focus on accessibility, compliance, and best practices, including WCAG and document accessibility. Strategy 4: Improve access to government and essential services online, especially for covered populations. Nearly all states have a Chief Accessibility Officer or other similar position of a person or team responsible for compliance with ADA and WCAG. There is also a need for state legislation to require state and local websites to be accessible. Without dedicated staff who are responsible for digital accessibility and inclusion, the state will likely not comply with WCAG and ADA requirements. For general information, see https://www.ada.gov/resources/web-guidance/	1/22/24 5:16 AM	Comments were reviewed and will be considered for future program development efforts.