State of New Mexico

State Digital Equity Plan

Office of Broadband Access & Expansion

DRAFT | December 2023

This document is a draft of the State of New Mexico's State Digital Equity Plan that is being released for public comment in advance of its submission 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.

All are welcome to submit comments regarding the draft document. Comments regarding the draft should be submitted via the online comment portal at https://connect.nm.gov by 11:59 p.m. on January 21, 2023. General process questions may be sent via email to broadband@connect.nm.gov.

This report was prepared using federal funds from the National Telecommunications and Information Administration (NTIA), U.S. Department of Commerce. The statements, findings, conclusions, and recommendations are those of the authors and do not necessarily reflect the views of NTIA or 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 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 is fundamental in today's interconnected world and, without equitable access, some New Mexicans cannot participate fully 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.

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

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:

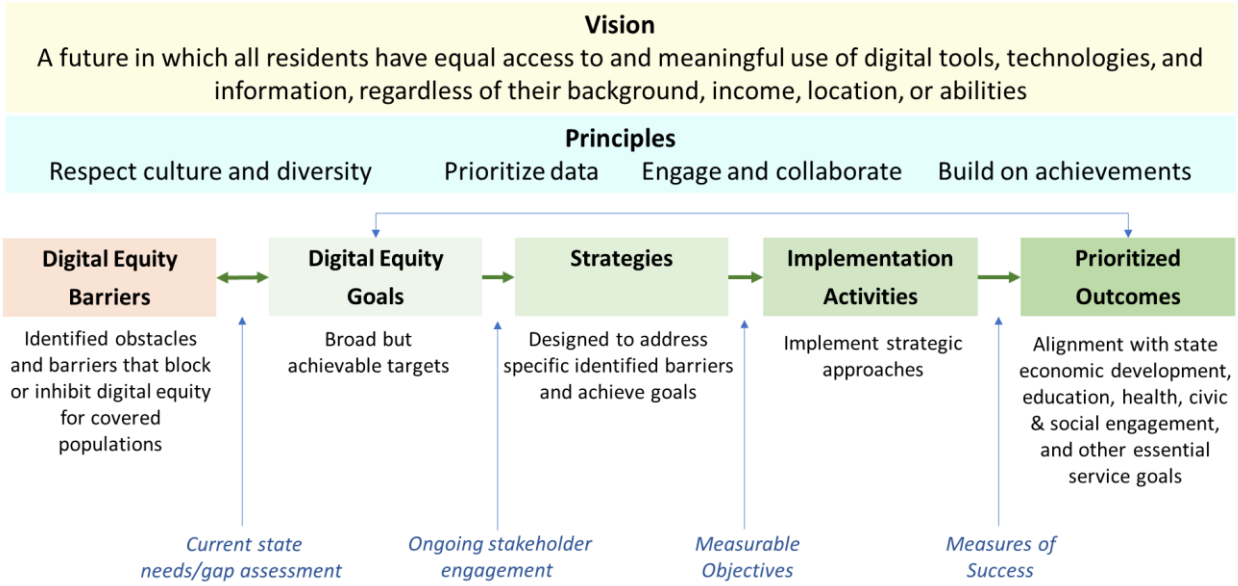
1. Respect, celebrate, and incorporate New Mexico's unique cultural heritage and many diverse communities
2. Prioritize data and rigorous information gathering
3. Engage and collaborate
4. Build on existing achievements and collaborations

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 to 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 has 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.

Figure 1: New Mexico digital equity framework



2.1 Current state of digital equity: Barriers and assets

In summary, 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 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 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 effort.

Key barriers for each covered population[2] identified through the State's outreach and analysis are listed in Table 7 in Section 3.2.

2.2 Needs assessment

Through data collection, community engagement,[3] and analysis,[4] OBAE has worked to identify 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

[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.

[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.

Covered populations make up 91.4 percent[5] of residents in New Mexico, a large portion of the State's population. The interests of covered populations likely 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.

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 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).

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, 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.[6] This is followed by the issue of affordability of service.

Broadband adoption related 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 related analyses show:

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

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 related analyses show:

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 related 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 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 related 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 behind 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.

2.3 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 scientific phone survey of New Mexico households** on digital equity topics
- **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 statistically valid data collection methodology to conduct a statewide residential phone survey to inform this Plan and capture resident input across the State. 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.

2.4 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: Lack of broadband availability

   Strategy 1: Increase access to residential broadband infrastructure

   Strategy 2: Enable gigabit services at community anchor institutions (CAI) that provide internet access to covered populations

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

Strategy 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: Increase affordable connectivity and low-cost service offerings

Strategy 3: Expand access to computing devices and tech support

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

   Strategy 1: Expand access to digital skills training through a range of community learning options

   Strategy 2: Expand access to information and opportunities to learn online safety and privacy practices

   Strategy 3: Improve accessibility of information online

   Strategy 4: Improve access to government and essential services online, especially for covered populations

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

   Strategy 1: Strengthen collaboration among State, Tribal, local, and nonprofit entities

   Strategy 2: Support and develop local capacity

   Strategy 3: Strengthen the State's capacity to support local digital equity efforts and initiatives

   Strategy 4: Develop data and informational resources to support digital equity efforts and initiatives

2.5 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

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.

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 at least 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.

2.6 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,[7] 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 efforts among different State entities: The Broadband Access and Expansion Act[8] 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.[9] 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).[10]

[7] "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.
[8] See 63-9J-1 to 63-9J-4 NMSA 1978, https://nmonesource.com/nmos/nmsl/en/item/18129/index.do#!fragment/undefined/BQCwhgziBcwMYgK4DsDWsBGB7LqC2YATqgJIAm0cAjAEwDMEVAlADTJYAuAphAIqJdCAT2gByUSwhciCfoJHjJ0wggDKWQhwBCIgEoBRADL6AagEEAcgGF9LDmAzQOWOEyZA, 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.
[9] 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.
[10] Senate Bill 377 (2021), https://nmlegis.gov/Sessions/21%20Regular/final/SB0377.pdf.

OBAE's Three-Year Broadband Plan[11] 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 delivery of other essential services. The table also indicates how the interaction between OBAE and State outcomes applies to covered populations.

[11] "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.

Table 1: Digital equity alignment with State outcomes

Outcome	Key agency partners	Plan/strategy	Key goals / priorities	Digital equity alignment	Covered populations alignment
Economic & workforce development	EDD	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
	NMDVR	Mission statement	Help individuals with disabilities "achieve their employment goals and thrive in their communities"[12]	Equitable access to workforce development and assistive technology services for covered populations	Individuals with a disability
Education	NMPED	Strategic Plan – 2022	Close digital divide for students and families	Equitable access to educational services for covered populations	All covered populations
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
	NMDVS	Mission statement	Help veterans and their families access benefits and services	Telehealth, other health services, and workforce development to covered populations	Veterans

[12] 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
	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	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
	DoIT	New Mexico Broadband Program Digital Literacy Strategic Plan (2014)[13]	Improve digital literacy	Improved skills for covered populations	Individuals with low literacy
	IAD	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

[13] "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
Delivery of essential services	HSD	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	FY2023 Strategic Plan	Improved access to vocational and educational training for incarcerated individuals	Improved skills for covered populations	Incarcerated individuals

2.6.1 Economic and workforce development goals, plans, and outcomes

In "Empower & Collaborate – New Mexico's Economic Path Forward," the New Mexico Economic Development Department (EDD) cites lack of broadband, infrastructure, and workforce services in rural regions as key factors contributing to high levels of poverty.[14] The 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.[15] 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.[16]

The 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.[17]

- 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.[18]

- 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.[19]

- Enable high-quality home-grown innovation: Among other industries emphasized, the strategic plan calls for expanding support for the State's Cybersecurity Center of

[14] "Empower & Collaborate: New Mexico's Economic Path Forward," New Mexico Economic Development Department, October 2021, https://edd.newmexico.gov/wp-content/uploads/2023/09/full_statewide_strategic_plan.pdf, p. 13.
[15] "Empower & Collaborate: New Mexico's Economic Path Forward," p. 45.
[16] "Empower & Collaborate: New Mexico's Economic Path Forward," p. 82.
[17] "Empower & Collaborate: New Mexico's Economic Path Forward," p. 235.
[18] "Empower & Collaborate: New Mexico's Economic Path Forward," p. 247.
[19] "Empower & Collaborate: New Mexico's Economic Path Forward," p. 255.

Excellence (CCoE), which coordinates industry development efforts and promotes cybersecurity awareness and training, and other programs.[20]

The New Mexico Department of Vocational Rehabilitation (DVR), 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[21] by working with employers, disability service providers, and educational agencies. As part of its mission, DVR facilitates access to assistive technology devices and services.[22] DVR operates through 22 field offices and all school districts in the State.[23]

2.6.2 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.

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.[24]

2.6.3 Health outcomes

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

[20] "Empower & Collaborate: New Mexico's Economic Path Forward," p. 282.
[21] "2022 Annual Report: Building Bridges," New Mexico Department of Vocational Rehabilitation, https://www.dvr.state.nm.us/wp-content/uploads/2023/01/2022NMDVRAnnualReport.pdf.
[22] "Vocational Rehabilitation Technology," DVR, https://www.dvr.state.nm.us/.
[23] 2022 Annual Report, DVR.
[24] "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.

when it is impractical for those citizens to receive health care consultations face-to-face with health care providers."[25]

As part of its mission to "provide the highest quality care, service, and advocacy," the New Mexico Department of Veterans Affairs (DVS) 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.[26]

According to DVS'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).[27]

The agency's Field Services Division operates 16 offices throughout the State, staffed by over 20 nationally certified Veterans Service Officers (VSO) that provide free assistance in person or by email and phone. Through its Healthcare Division, DVS helps veterans access health services and coordinates programs related to housing, transportation to access health care, and suicide prevention and behavioral health. Veterans, service members, and their families can access entrepreneurial development services through DVS's Veterans Business Outreach Center (VBOC), one of a few such centers nationwide established by the U.S. Small Business Administration.[28] DVS also partners with the New Mexico Department of Workforce Solutions (DWS) to provide job search assistance and training, and utilizes the federal Disabled Veterans Outreach Program (DVOP) to help veterans with disabilities who face barriers to employment.[29]

In 2022, DVS appointed a Pueblos & Tribal Liaison to assist and advise DVS on the needs of the approximately 9,000 Native American veterans in the State. In its 2023 Annual Report, DVS 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.[30]

[25] New Mexico Telehealth Act, https://www.nmlegis.gov/sessions/04%20Regular/final/HB0581.html.
[26] "Our Mission," NMDVS, https://www.nmdvs.org/our-mission/.
[27] "2023 Annual Report," NMDVS, https://www.nmdvs.org/wp-content/uploads/2023/08/2023-DVS-ANNUAL-REPORT.pdf, p. 56.
[28] 2023 Annual Report, p. 25.
[29] 2023 Annual Report, p. 26.
[30] 2023 Annual Report, p. 6.

DVS also participated in a multi-agency online forum for senior veterans held by the New Mexico Aging and Long-Term Services Department in July 2022.[31]

Aging New Mexicans, including those with disabilities, and their caregivers can access services to support healthy aging and independence through the New Mexico Aging and Long-Term Services Department (ALTSD).[32] ALTSD acts as the State's Aging and Disability Resource Center (ADRC) 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.[33] New Mexico also faces a shortage of senior center capacity, as current capacity can only serve 4 percent of the State's 60+ population—expected to fall to 3 percent by 2030.[34]

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"[35] and promote access to services by Tribal elders.[36] The State Plan on Aging, which is "designed to reflect New Mexico['s] cultures and consumer landscape weaving diversity throughout,"[37] 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).[38]

[31] 2023 Annual Report, p. 42.
[32] "About ALTSD," ALTSD, https://aging.nm.gov/about/about-altsd.
[33] ALTSD presentation to the Legislative Finance Committee, November 16, 2023, https://aging.nm.gov/uploads/documents/LFC_FY25.pdf.
[34] Legislative Finance Committee presentation, p. 8.
[35] "Strategic Plan 2022-2024," ALTSD, https://aging.nm.gov/uploads/documents/FINAL_Aging_and_Long_Term_Services_Strategic_Plan_2022_-_2024.pdf, p. 8.
[36] Strategic Plan 2022-2024, p. 9.
[37] "New Mexico State Plan on Aging October 1, 2021-September 20, 2025," ALTSD, https://embed.clearimpact.com/Scorecard/Embed/77604.
[38] "Aging Network Plans," ALTSD, https://aging.nm.gov/for-our-partners/aging-network-plans.

To support its mission, ALTSD operates a Data Dashboard[39] 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.[40]

2.6.4 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.

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 and information access programs to support constituents' literacy, education advancement, and workforce/career development goals.[41]

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.[42]

An earlier effort by the New Mexico Department of Information Technology (DoIT), the New Mexico Broadband Program Digital Literacy Strategic Plan,[43] 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 effected 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.

[39] "Data Dashboard," ALTSD, https://aging.nm.gov/about/about-altsd/data-dashboard.
[40] Legislative Finance Committee presentation, p. 6.
[41] "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.
[42] "Library Services and Technology Act Five Year Plan 2023-2027," pp 11-14.
[43] "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.

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 (IAD) provides intergovernmental and interagency coordination, advocacy, and support for New Mexico's Nations, Tribes, and Pueblos. In its Fiscal Year 2023 Strategic Plan, IAD 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. IAD is collaborating closely with OBAE to support its vision, goals, objectives, and actions, including:[44]

- "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."

[44] "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.

2.6.5 Delivery of other essential services

In its FY2023-FY2024 Strategic Plan, the New Mexico Human Services Department (HSD) determined objectives and tactics under goals of improving the value and accessibility of its services to constituents that directly align with this Plan.

Under HSD'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 NM, 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, transparent communication to enhance the public trust," the agency seeks to implement communication strategies designed to reach New Mexicans with limited technological access." [45]

The New Mexico Corrections Department 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:[46]

- "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 …"

2.7 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.

[45] "FY2023-2024 Strategic Plan," New Mexico Human Services Department, https://www.hsd.state.nm.us/wp-content/uploads/SFYs23-24HSDStrategicPlan2022_08_31.pdf.
[46] "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.

2.7.1 Strategies

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

1. **Barrier: 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.

   Strategy 1: Increase access to residential broadband infrastructure

   Strategy 2: Enable gigabit services at CAIs

2. **Barrier: 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 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: Increase affordable connectivity and low-cost service offerings

Strategy 3: Expand access to computing devices and tech support

3. **Barrier: Individuals who are members of covered populations require support to develop digital literacy skills.** 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 and privacy breaches. 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 1: Enable digital skills development through a range of community learning options

   Strategy 2: Expand opportunity to learn online safety and privacy

   Strategy 3: Expand accessibility of information

   Strategy 4: Improve access to government and essential services online, especially for covered populations

4. **Barrier: 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 1: Strengthen collaboration among State, Tribal, local, and nonprofit entities

   Strategy 2: Support and develop local capacity

Strategy 3: Strengthen the State's capacity to support local digital equity efforts and initiatives

Strategy 4: Develop data and informational resources to support digital equity efforts and initiatives

2.7.2 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.

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 and 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.

2.7.2.1 Barrier: Lack of broadband availability

Measurable Objective 1: ***Increase the number and percentage of homes with access to broadband service of 100/20 Mbps.***

To support improving broadband availability and expand broadband access in New Mexico, OBAE has set a measurable objective to increase the number and percentage of homes with access to broadband service of 100/20 Mbps.

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.

Although baseline data for broadband accessibility is currently being gathered, OBAE aims to enhance broadband availability in New Mexico by setting a clear objective. 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.

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

To improve broadband availability and expand broadband access in New Mexico, OBAE has set a measurable objective to increase the number and percentage of 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. KPIs include the number and percentage of CAI locations with 1/1 Gbps broadband service.

Although baseline data for broadband availability through CAIs is still being gathered, OBAE aims to enhance broadband availability in New Mexico by setting a clear objective. 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.

2.7.2.2 Barrier: 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 considered establishing a similar program to ACP using digital equity funds.

This objective seeks to achieve affordable, comprehensive high-speed internet coverage 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.

Although baseline data for broadband affordability is still being gathered, OBAE aims to enhance broadband affordability in New Mexico by setting a clear objective. 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.

Measurable Objective 4: Increase the number of affordable connectivity and low-cost service offerings and the percentage of ISPs that offer low-cost broadband services for lower-income households.

To improve affordability of broadband services for low-income households, OBAE has set a measurable objective to increase the number of affordable connectivity and low-cost service options and the percentage of ISPs that offer low-cost broadband services for lower-income households.

In addition to monitoring enrollment in affordable connectivity and low-cost service offerings, OBAE has set a second measurable objective to increase the number of affordable connectivity and low-cost service options available to qualifying lower-income households in the State, as well as the percentage of ISPs that offer low-cost broadband services.

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.

Although baseline data for broadband affordability is still being gathered, OBAE aims to enhance broadband affordability in New Mexico by setting a clear objective. 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.

Measurable Objective 5: Reduce the average cost of home internet for New Mexicans.

By increasing enrollment in low-cost programs and the number of low-cost service offerings, OBAE seeks to lower the average cost New Mexicans pay for home internet which OBAE will track as a third measurable objective.

To measure progress towards achieving affordable, comprehensive high-speed internet coverage across the state, OBAE will assess and track the average cost of home internet statewide. KPIs include the average cost of home internet statewide, and the average cost of home internet for members of covered populations, 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.

Although baseline data for broadband affordability is still being gathered, OBAE aims to enhance broadband affordability in New Mexico by setting a clear objective. Data will be sourced through national and State resources including ISP partners and collected in collaboration with agencies and associations supporting broadband affordability outreach and enrollment in affordable connectivity and low-cost programs. Data will also be sourced through community partners and residents, including representatives of covered populations.

Measurable Objective 6: Increase the number of New Mexicans, including members of covered populations, who have access to a workable computing device and technical support.

To improve adoption and use of broadband services by New Mexicans, OBAE has set a measurable objective to increase the number of New Mexicans, including members of covered populations, who have access to a workable computing device and technical support.

To measure progress towards this objective, OBAE will assess and track access to workable devices and technical support statewide. KPIs include the total number and locations of entities offering support for or access to a workable computing device and technical support; affordability of workable computing devices, especially for low-income households and covered populations; and the number of members of a covered population who have access to a workable computing device and technical support, 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.

Although baseline data for broadband adoption and use is still being gathered, OBAE aims to enhance broadband adoption and use in New Mexico by setting a clear objective. 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.

2.7.2.3 Barrier: 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 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 the number of and enrollment in trainings, workshops, and navigator support programs provided statewide and to members of covered populations; 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.

Although baseline data for digital skills development is still being gathered, OBAE aims to enhance digital skills development in New Mexico by setting a clear objective. 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.

Measurable Objective 8: 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.

To improve effective, meaningful, and safe use of the internet, OBAE has set a measurable objective to increase the number of New Mexicans, including members of covered populations

[47] 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 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).

in New Mexico, who can access information or training to learn how to protect their security and privacy online.

To measure progress towards increasing digital literacy skills 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. KPIs include the percentage of members of covered populations who report they are confident they can protect their security and privacy online;[48] and training programs available to and enrollment by members of covered populations, 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.

Although baseline data for effective, meaningful, and safe use of the internet is still being gathered, OBAE aims to enhance the effective, meaningful, and safe use of the internet in New Mexico by setting a clear objective. 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.

Measurable Objective 9: Increase the number of New Mexicans, including members of covered populations in New Mexico, who can access government and essential services online.

To improve effective, meaningful, and safe use of the internet, OBAE has set a measurable objective to increase the number of New Mexicans, including members of covered populations in New Mexico, who can access government and essential services online.

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 report they are very confident using the internet to access government and essential services online.[49]

Although baseline data for effective, meaningful, and safe use of the internet is still being gathered, OBAE aims to enhance the effective, meaningful, and safe use of the internet in New Mexico by setting a clear objective. 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

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

be sourced through community partners and residents, including representatives of covered populations.

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

Measurable Objective 10: Increase the number of Tribal and local communities and organizations that have the resources and expertise to support and implement digital equity efforts.

To improve digital equity resources and expertise for Tribal and local communities and organizations, OBAE has set a measurable objective to increase the number of Tribal and local communities and organizations that have the resources and expertise to support and implement digital equity efforts and initiatives.

To measure progress of increasing Tribal and local digital equity efforts and initiatives across the State while building the foundations for long-term sustainability, OBAE will track and assess local access to resources and development of local expertise, efforts, and initiatives. KPIs include:

- Number of opportunities to share best practices
- Learning, training, and train-the-trainer opportunities and participation in these
- Number of local digital equity programs, facilitators, and navigators
- Support of culturally respectful and community driven data collection methods and tools that support development of local expertise and data sovereignty
- Number of grant applications submitted by, and number of grants awarded to Tribes and local communities and organizations
- Development of digital equity ecosystem and partnerships
- Accounting of investment in local solutions and capacity building
- Development of a local cohort of grant-writing experts
- Number of Tribal and local organizations and communities participating in digital equity grant workshops and applying for Digital Equity Capacity Building grants
- Digital equity information and programs that are culturally developed or available in local language

Although baseline data for digital equity resources and expertise was not established, OBAE aims to enhance digital equity resources and expertise in New Mexico by setting a clear objective. Data will be sourced through State, Tribal, and local resources and collected in collaboration with agencies, associations, and organizations supporting covered populations and development of Tribal and local digital equity efforts and initiatives. Data will also be sourced through community partners, CAIs, and residents, including representatives of covered populations.

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 2 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 2: 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.[50]	X			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 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.[51]					X			X	X		
City of Albuquerque	Many city community centers provide computing lab access to the public, among	X		X	X			X		X	X	

[50] "DiverseIT," Adelante Development Center, https://goadelante.org/diverseit/.
[51] Borderplex Connect, https://www.borderplexconnect.org/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Community Centers	other amenities.[52]											
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.[53]			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."[54]						X		X	X		
CommUNITY Learning Network	Provides community-based educators and digital skills learning opportunities.[55]	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,[56] and was awarded $45,000 through the New Mexico								X	X	X	X

[52] "Community Recreation & Education," City of Albuquerque, https://www.cabq.gov/family/crei/community-centers/community-centers.
[53] CNM Ingenuity, https://cnmingenuity.org/.
[54] "Free Computer Literacy Training," Community Action Agency of Southern New Mexico, https://www.caasnm.org/free-computer-literacy-training/.
[55] CommUNITY Learning Network, https://www.communitylearningnetwork.org/digital-equity-in-new-mexico.html.
[56] Cultivating Coders, https://cultivatecoders.com/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	Foundation's workforce equity initiative in April 2023.[57]											
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
Digitunity – Digital Opportunity Network	Eleven organizations in New Mexico are members of Digitunity's Digital Opportunity Network,[58] which is made up of local partners working to bridge gaps in device access and technology support in alignment with the national nonprofit's efforts to advance device ownership.[59]								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	X		X	X	X	X	X	X	X	X	X

[57] "New Mexico Worker/Workforce Equity Initiative," New Mexico Foundation, https://www.newmexicofoundation.org/nmwei/.
[58] "Digital Opportunity Network," Digitunity, https://digitunity.org/get-involved/digital-opportunity-network/#see_network.
[59] "Our Programs," Digitunity, https://digitunity.org/our-programs/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	bilingual programs, as well as basic computer applications to support the community."[60]											
Encuentro	Encuentro, an Albuquerque-based nonprofit that supports the Latino immigrant community through education and career development opportunities, offers beginner and intermediate computer literacy courses[61] and plans to install a computer lab at its facility (opened in 2023).[62] 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.[63]					X	X	X				
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.[64] It also provides full scholarships for									X		

[60] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.
[61] "Class Descriptions," Encuentro Nuevo Mexico, https://encuentronm.org/class-description-2/#COMP.
[62] "Building Our New Home," Encuentro New Mexico, https://encuentronm.org/ourhome/.
[63] "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/.
[64] "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.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	two professional certification courses from Google: Data Analytics and IT support.[65]											
Health Action New Mexico – Southern New Mexico Broadband Action Team	This nonprofit advocacy organization is working with residents of colonias, 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.[66]								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 community organizations, nonprofits, and city partners to install hotspots. There are more than 45 Lift Zones across the State;[67] locations also have access to digital skills and educational content from Comcast.					X		X		X		
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					X		X			X	

[65] "Google Certificate Program," Goodwill New Mexico, https://www.goodwillnm.org/google-certificate-program.html.
[66] "Our Broadband Initiatives," Health Action New Mexico, https://www.healthactionnm.org/broadband.
[67] "Lift Zones," Comcast New Mexico, https://newmexico.comcast.com/lift-zones/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	youth-focused introductory digital skills course called Digital Literacy, Intro to Network and Computers (D-LINC).[68]											
New Mexico Economic Development Department (EDD)	EDD's mission is to improve the lives of New Mexico families by increasing economic opportunities and providing a place for businesses to thrive.[69]											
New Mexico Aging and Long-Term Services Department	Serves more than 200,000 aging individuals, adults with disabilities, and caregivers across the State with support, services, and resources.[70]	X			X				X			
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.[71]							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	X	X	X	X	X	X	X	X	X	X	X

[68] "Albuquerque," LNESC, https://www.lnesc.org/centers/albuquerque/.
[69] New Mexico Economic Development Department, https://edd.newmexico.gov/.
[70] New Mexico Aging and Long-Term Services Department, https://aging.nm.gov/.
[71] "Access to Internet," New Mexico Black Leadership Council, https://nmblc.org/internet/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	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.[72] Through the Broadband Equity Fund, the Collective granted $455,000 to nine organizations and tribes in 2022.[73]											
New Mexico Coalition for Literacy (NMCL)	The NMCL encourages and supports community-based literacy programs and is 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.[74]						X					
New Mexico Commission for Deaf & Hard of Hearing	The 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				X							

[72] "Funding Awards," Connect New Mexico, https://connect.nm.gov/funding-awards.html.
[73] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.
[74] New Mexico Coalition for Literacy, https://nmcl.org/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	program, as long as the purpose is to access telecommunications, whether by email, video call, Alternative Augmentative Communication (AAC) Applications, etc.[75]											
New Mexico Cooperative Extension Service (CES)	CES delivers practical, research-based knowledge and programs that improve New Mexicans' quality of life. A part of New 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.	X	X	X	X	X	X	X	X	X	X	x
New Mexico Corrections Department	NMCD provides programs for re-entry, adult basic education with computer-aided instruction, and post-secondary education including distance learning programs for returning citizens.[76]		X									
New Mexico Department of Health	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,	X	X	X	X	X	X	X	X	X	X	

[75] "Telecommunications Equipment Distribution Program," New Mexico Commission for Deaf & Hard of Hearing, https://www.cdhh.nm.gov/tedp/.
[76] "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
	persons with developmental disabilities, those with behavioral health issues, and those with rehabilitation needs.											
New Mexico Department of Veterans Services	Provides support and services for New Mexico's veterans and their families.	X		X	X							
New Mexico Department of Workforce Solutions	Provides statewide oversight of workforce development programs, for both youth and adults.									X		
New Mexico Family and Community Engagement Solutions (NM FaCES)	A public-private collaboration that builds on the New Mexico Public Education Department'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.[77]									X	X	

[77] 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	
New Mexico Human Services Department	HSD 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	
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	Mission 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 Office of African American Affairs (OAAA)[78]	Mission to study, identify, and provide change by means of support, advocacy, and resources relevant to the African American community.							X				
New Mexico Public Education	Partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and				X	X	X	X	X	X	X	

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

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Department (NMPED)	holistically prepared for college, career, and life.											
New Mexico Public Education Department – Education Technology Call Center	ETCC is a collaborative effort between NMPED and the New Mexico Regional Education Cooperatives Association (NMRECA). 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.[79]				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.[80]				X							
New Mexico public libraries	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);[81] Thomas Branigan Memorial Library in Las Cruces, N.M.;[82] Silver City Public	X		X	X	X	X	X	X	X	X	X

[79] NMPED-ETCC, https://www.nmped-etcc.org/.
[80] NM Division of Vocational Rehabilitation, https://www.dvr.state.nm.us/about-nmdvr/.
[81] "Computer Classes and One-on-One Support," Albuquerque Public Library, https://abqlibrary.org/adultlearning/classes.
[82] "Computers," Las Cruces, N.M., https://www.lascruces.gov/1627/Computers.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	Library in Silver City, N.M.;[83] Corrales Community Library in Corrales, N.M.;[84] and Española Public Library in Española, N.M.[85] Many libraries also have computers available for use within the facility, including Santa Fe Public Libraries in Santa Fe, N.M.;[86] Ruidoso Public Library in Ruidoso, N.M.;[87] Clovis-Carver Public Library in Clovis, N.M.;[88] Roswell Public Library in Roswell, N.M.;[89] Taos Public Library in Taos, N.M.;[90] Socorro Public Library in Socorro, N.M.;[91] and Alamogordo Public Library in Alamogordo, N.M. (which also offers Chromebooks for checkout).[92]											
New Mexico State Library	Provides services that support public and Tribal libraries[93] and delivers direct library services to rural populations, State agencies,	X	X	X	X	X	X	X	X	X	X	X

[83] "Technology Training," Silver City Public Library, https://silvercitypubliclibrary.org/events-and-activities/technology-training/.
[84] "Tuesday Tech Classes," Village of Corrales, https://www.corraleslibrary.org/library/page/tuesday-tech-classes.
[85] "Española Public Library," City of Española, http://www.cityofespanola.org/165/Espaola-Public-Library.
[86] "Computers & Wi-Fi", Santa Fe Public Library, https://santafelibrary.org/computers-and-wifi/.
[87] "Internet and Computer Use Policy," Ruidoso Public Library, https://ruidosolibrary.org/internet-and-computer-use-policy.
[88] "Public Computers," Clovis-Carter Public Library, https://www.library.cityofclovis.org/index.php/resources/public-computers/.
[89] "Public Access Computers," Roswell, N.M., https://roswell-nm.gov/480/Public-Access-Computers.
[90] "Public Access Computers, Taos, N.M., https://www.taosgov.com/583/Public-Access-Computers.
[91] "Public Services," Socorro Public Library, http://www.adobelibrary.org/services.htm.
[92] "Library Technology," Alamogordo, N.M., https://ci.alamogordo.nm.us/834/Library-Technology.
[93] "Tribal Library Program Overview," New Mexico State Library, https://nmstatelibrary.org/services-for-new-mexico-libraries/tribal-libraries-program/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	the visually impaired and physically disabled, and students and residents conducting research.[94]											
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.[95]				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			
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.[96]			X								

[94] New Mexico State Library, https://nmstatelibrary.org/.
[95] "New Mexico Technology Assistance Program," GCD, https://www.tap.gcd.state.nm.us/.
[96] Veterans Upward Bound, UNM Taos, https://taos.unm.edu/students/vet/index.html.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
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.[97]	X							X			
Presbyterian Healthcare Services (PHS)	With technical assistance from OBAE, PHS, a not-for-profit health care system in the State,[98] 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.[99] Clinics in the pilot include Cuba Health Center, Cuba School Based Health Center, Counselor Clinic, Torreon Health Clinic, and Ojo Encino Clinic.	X							X	X		X
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.[100]	X		X	X	X	X	X	X	X		X
Southwest Telehealth	SWTRC was created through a federal grant to advance the effective use of telemedicine								X			

[97] "PVT Community Care Events," PVT, https://www.pvt.com/communitycare/.
[98] "About Presbyterian," Presbyterian Healthcare Services, https://www.phs.org/about-us.
[99] 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.
[100] "Santa Fe Public Library – Tech Connect," Santa Fe Public Library, https://santafelibrary.org/tech-connect/.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
Resource Center (SWTRC)	services throughout the Southwest. It serves hospitals, clinics, public health offices, and private-practice health care providers in the broader Southwest region.											
Teeniors	This nonprofit connects teens with older adults with the goal of empowering aging individuals to understand and use technology. Donations, grants, and local sponsorships allow Teeniors to provide coaching to aging individuals who cannot afford to pay.[101]	X								X	X	
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.[102]	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			X						X		

[101] "About Us," Teeniors, https://www.teeniors.com/about.html.
[102] "Programs," True Kids 1, https://truekids1.org/#program.

Asset name	Description	Aging	Incarcerated	Veterans	Disabilities	Eng. learner	Low literacy	Racial/ethnic minority	Rural	Low-income	Youth	Tribal
	digital navigators who can provide information about the ACP.[103]											
University of New Mexico - Taos Hub of Internet-based Vocation and Education (HIVE)	HIVE offers coworking space, individualized business coaching, and digital skills classes to 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).[104]								X			
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.[105] The organization also plans to open two Innovation Hubs in these communities with support from a Kellogg Foundation grant.											X

[103] "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.
[104] Taos Hive, https://taoshive.com/.
[105] "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 3 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 3: 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.[106]
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."[107] 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)[108]	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[109]	Released in January 2022, the Local Broadband Planning Guide provides a phased approach to support local communities in deploying broadband infrastructure that addresses communities' connectivity challenges.

[106] "Bernalillo County, NM, Broadband Plan," 2023, provided to OBAE by the County; plan not publicly available.
[107] "Cibola County Broadband Feasibility Report," 2022, provided to OBAE by the County; report not publicly available.
[108] "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.
[109] "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
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 conducting an assessment of 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.[110]
Northern New Mexico Economic Development District (NCNMEDD) Comprehensive Economic Development Strategy (2021-2025)	NCNMEDD's Comprehensive Economic Development Strategy for 2021-2025[111] 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."[112]

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 to create broadband strategic plans to bridge the digital divide in the Navajo communities of

[110] "Findings and Recommendations Report," Mamacitas Cibernéticas, https://drive.google.com/file/d/1j5lK91yzZi__aIrsT2OkJ1gBh0Db7O5C/view.
[111] "North Central NM Development District Comprehensive Economic Development Strategy 2021-2025," NCNMEDD, https://www.ncnmedd.com/_files/ugd/7b4d37_71e1dad4fc314d11a1e8cd65e966cba4.pdf.
[112] Southwest New Mexico Council of Governments Comprehensive Development Strategy, https://swnmcog.org/wp-content/uploads/2022/06/2021-2026-CEDS-Final.pdf.

Ramah, N.M. and Sheep Springs, N.M. These plans will be based on a needs assessment and community planning process.[113]

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 (SWCCOG) 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.[114]

- 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).[115]

- 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."[116]

- Socorro County's Broadband Strategic Plan (2021) outlines the state of broadband availability in the county and outlines a plan for expanding broadband access.[117]

[113] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.
[114] "SWCCOG, San Juan County and Farmington Broadband Roadmap," September 2020, provided to OBAE; not publicly available.
[115] 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.
[116] "Valencia County Comprehensive Plan", Valencia County, https://www.co.valencia.nm.us/DocumentCenter/View/28285/2022-Valencia-County-Comprehensive-Plan.
[117] Socorro Broadband Strategic Plan, https://www.socorronm.gov/wp-content/uploads/2021/09/Broadband-Report-Final.pdf.

- 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."[118]

3.1.3 Existing digital equity programs

This section 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. Table 2 lists additional digital equity initiatives by community-based and nonprofit organizations.

Table 4: 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 and are providing free wireless internet access thanks to the ITDRC.[119]

[118] 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.
[119] "New Mexico Homework Gap Team: HotSpot Mapping," CommUNITY Learning Network, https://www.communitylearningnetwork.org/nm-homework-gap-team.html.

Program name	Description
Broadband Listening Sessions	OBAE hosted online Broadband Listening Sessions[120] 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.[121]
City of Albuquerque free Wi-Fi program	The City of Albuquerque offers free Wi-Fi at City facilities and outdoor hotspots.[122]
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.[123] In addition, the Economic Development Department provides online resources for workforce development.[124]
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.[125] Two waves of funding have been announced, representing a total investment of approximately $82.6 million (including matching funding) to

[120] "Listening Sessions," Connect New Mexico, https://connect.nm.gov/listening-sessions.html.
[121] "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.
[122] "WiFi in Neighborhoods Free Internet Access," City of Albuquerque, https://www.cabq.gov/technology-innovation/wifi.
[123] "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.
[124] "Workforce Development," City of Las Cruces, https://www.lascruces.gov/2333/Workforce-Development.
[125] "Connect New Mexico Pilot Program," DoIT, https://www.doit.nm.gov/programs/broadband/connect-new-mexico-pilot-program/.

Program name	Description
	serve 15,781 locations.[126][127] Applications for Wave 3 close in April 2023.[128] 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.[129] Together, the Connect New Mexico programs will deliver nearly $187 million in broadband expansion grants over the next few years.[130]
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.[131]
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.
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,[132] including training minority business owners on software to grow its

[126] "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/.

[127] "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.

[128] "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/.)

[129] "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.

[130] "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/.

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

[132] "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
	business and operate a technology support hotline.[133] Project C-3PO will also distribute mobile hotspots and assist with ACP enrollment; it coordinated pop-up community outreach events in summer 2023.[134]
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."[135]
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.[136] 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 and Zia Pueblo Tribal Consortium	Two consortia formed by Tribal libraries and schools in six pueblos utilized E-Rate funding to construct two Tribally owned and operated fiber networks that offer their facilities significantly higher speeds at a much lower cost.[137]
New Mexico Broadband Map[138]	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.[139]

[133] 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.
[134] Communication from Project C-3PO to OBAE, July 18, 2023.
[135] "New Mexico Broadband Equity Fund," New Mexico Foundation, https://www.newmexicofoundation.org/new-mexico-broadband-collective-fund/.
[136] "Let's Get Going Broadband Bootcamps," Connect New Mexico, https://connect.nm.gov/lets-get-going-bootcamps.html#.
[137] "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.
[138] "New Mexico Broadband Map," https://nmbbmapping.org/mapping/.
[139] 2022 Annual Report, OBAE, https://api.realfile.rtsclients.com/PublicFiles/16569e3bf98c467e95901b46fd511499/743c6949-8171-4386-9f3d-45a4296893cc/obae-annual-report-2022.pdf.

Program name	Description
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 promotoras from the Empowerment Congress of Southern New Mexico.
New Mexico Digital Equity Summit[140]	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."[141]
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.[142]
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.[143]
New Mexico Technical Assistance Program (NMTAP)[144]	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,

[140] "New Mexico Digital Equity Summit," Connect New Mexico, https://connect.nm.gov/de-summit.html.
[141] "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.
[142] "Regional Meetings," Connect New Mexico, https://connect.nm.gov/regional-meetings.html.
[143] "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.
[144] "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.

Program name	Description
	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.[145]
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.[146]
New Mexico Tribal Broadband Convenings[147]	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, the New Mexico Indian Affairs Department, the Department of Information Technology, and the State Library, as well as NTIA and Federal Communications Commission (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).
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);[148] Thomas Branigan Memorial Library in Las Cruces, N.M.;[149] Silver City Public Library in Silver City, N.M.;[150] Corrales Community Library in Corrales, N.M.;[151] and Española Public Library in Española, N.M.[152]

[145] "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.
[146] "New Mexico Technology Assistance Program," GCD, https://www.tap.gcd.state.nm.us/.
[147] "New Mexico Tribal Broadband Convenings," Connect New Mexico, https://connect.nm.gov/tribal-convenings.html.
[148] "Computer Classes and One-on-One Support," Albuquerque Public Library, https://abqlibrary.org/adultlearning/classes.
[149] "Computers," City of Las Cruces, https://www.lascruces.gov/1627/Computers.
[150] "Technology Training," Silver City Public Library, https://silvercitypubliclibrary.org/events-and-activities/technology-training/.
[151] "Tuesday Tech Classes," Village of Corrales, https://www.corraleslibrary.org/library/page/tuesday-tech-classes.
[152] "Española Public Library," City of Española, http://www.cityofespanola.org/165/Espaola-Public-Library.

Program name	Description
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.[153]
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,[154] hands-on tech skills workshops, and youth digital skills and coding trainings supported by Apple[155] 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.[156]
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.[157]
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.[158]
Tribal Broadband Connectivity Program (TBCP)	$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

[153] "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.
[154] "Power Up," PROTEC Santa Fe, https://www.protecsantafe.com/power-up.html.
[155] "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/.
[156] "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.
[157] "Jicarilla Apache Nation Power Authority," Internet for All, https://www.internetforall.gov/funding-recipients/jicarilla-apache-nation-power-authority.
[158] "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.

Program name	Description
grant to Mescalero Apache Telecom, Inc.	community anchor institutions such as the Boys & Girls Club, Fish Hatchery, Library, and Head Start.[159]
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.[160]
Tribal Broadband Connectivity Program (TBCP) grant to Santo Domingo (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.[161]
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, Pueblo of Santo Domingo, and the Pueblo of Zia.[162]
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.[163]
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.[164]
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.[165]
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.[166]
Tribal Broadband Connectivity Program (TBCP)	$3,742,991 to a project to deliver up to 1 Gbps symmetrical speeds via fiber to 79 unserved Native American households, 15

[159] "Mescalero Apache Telecom, Inc.," Internet for All, https://www.internetforall.gov/funding-recipients/mescalero-apache-telecom-inc.
[160] "Taos Pueblo," Internet for All, https://www.internetforall.gov/funding-recipients/taos-pueblo.
[161] "Santo Domingo (Kewa) Pueblo," Internet for All, https://www.internetforall.gov/funding-recipients/santo-domingo-kewa-pueblo.
[162] "Santa Fe Indian School," Internet for All, https://www.internetforall.gov/funding-recipients/santa-fe-indian-school.
[163] "San Ildefonso Services," Internet for All, https://www.internetforall.gov/funding-recipients/san-ildefonso-services.
[164] "Pueblo of Zia," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-zia.
[165] "Pueblo of Santa Clara," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-santa-clara.
[166] "Pueblo of Isleta," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-isleta.

Program name	Description
grant to the Picuris Pueblo Indian Tribe	Tribal offices, 2 Tribal businesses, and 3 community anchor institutions.[167]
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.[168]
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.[169]
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.[170]
Tribal Broadband Connectivity Program (TBCP) grant to the Pueblo of Nambé	$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 project phases are complete, all unserved Pueblo of Nambé households will be able to access qualifying broadband service.[171]
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.[172]

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.[173] However, 2021 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.

[167] "Picuris Pueblo Indian Tribe," Internet for All, https://www.internetforall.gov/funding-recipients/picuris-pueblo-indian-tribe.
[168] "Pueblo of Tesuque," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-tesuque.
[169] "Ohkay Owingeh," Internet for All, https://www.internetforall.gov/funding-recipients/ohkay-owingeh.
[170] "Pueblo of Jemez," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-jemez.
[171] "Pueblo of Nambe," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-nambe.
[172] "Pueblo of Pojoaque," Internet for All, https://www.internetforall.gov/funding-recipients/pueblo-pojoaque.
[173] 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=c5e6cf675865464a90ff1573c5072b42.

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 2.

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 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[174] and Roosevelt County Rural Telephone Cooperative, dba Yucca Telecom[175]) and the Tribally owned ISPs K'awaika Hanu Internet (KHI), a subsidiary of the Pueblo of Laguna Utility Authority;[176] Santo Domingo Pueblo ISP;[177] and the Pueblo of Jemez, which operates the Jemez Pueblo Tribal Network.[178]

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 5).

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 Department's Help Desk program, which previously conducted outreach to over 16,000 student households to engage families on the federal Emergency Broadband Benefit,[179] also transitioned to assisting residents with enrollment in the ACP in 2022.[180]

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 5).

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.

[174] "Kit Carson Internet," Kit Carson Electric Cooperative, https://kitcarson.com/internet/.
[175] Yucca Telecom, https://www.yuccatelecom.com/.
[176] "Who We Are," Laguna UA, https://lagunaua.org/who-we-are.
[177] Santo Domingo ISP, https://santodomingoisp.com/.
[178] 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.
[179] "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.
[180] "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.

Table 5: Broadband affordability assets

Asset name	Description
Access from AT&T	Eligible low-income households can receive up to 100 Mbps symmetrical speeds[181] through the Access from AT&T plan for $30 per month, or at no cost with the ACP subsidy.[182] 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.)[183]
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.[184]
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.[185] 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.[186]
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.[187]
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.[188, 189]

[181] "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.
[182] "Access from AT&T – Low-Cost Internet Service," AT&T, https://www.att.com/internet/access/.
[183] "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.
[184] "Internet Essentials," Xfinity, https://www.xfinity.com/learn/internet-service/internet-essentials.
[185] "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.
[186] "Broadband Office," City of Albuquerque, https://www.cabq.gov/technology-innovation/broadband-office.
[187] "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.
[188] "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.
[189] 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.

Asset name	Description
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.[190]
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.[191]
Outreach Program Services of America – Roswell	This California-based organization, which conducts outreach to help low-income individuals access government benefits and resources,[192] is conducting ACP outreach in Roswell.
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.[193]
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.)[194]

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.

[190] "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.
[191] "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.
[192] "Outreach Programs," Outreach Program Services of America, https://outreachprograms.us/.
[193] "Low Income Internet Service | Spectrum Internet Assist Program," Spectrum, https://www.spectrum.com/internet/spectrum-internet-assist.
[194] "Free Internet with the Verizon Forward Program and ACP," Verizon, https://www.verizon.com/home/free-verizon-internet/.

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

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.[195] 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 6.

Table 6: Reported reasons for no home internet use[196]

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.

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

As shown in the table, 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.

Table 7: 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.	HSD	Low-income individuals are less likely to be served by broadband[197]	Low-income individuals display the most urgent needs for more affordable broadband[198]	Low-income individuals indicate need for digital skills and telemedicine training[199]	Low-income individuals report needs for increased awareness of and confidence in protecting themselves from online security and privacy threats[200]	Low-income individuals display the most urgent needs for increased device access[201]
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 or	ALTSD	Aging individuals are less likely to be served by broadband[202]	Aging individuals display needs for greater internet adoption[203]	Aging individuals indicate need for digital skills and	Aging individuals report needs for increased confidence in protecting	Aging individuals display a need for greater

[197] 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).
[198] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[199] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[200] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[201] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[202] 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).
[203] 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
		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.				telemedicine training[204]	themselves from online security and privacy threats[205]	device adoption[206]
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.	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.[207]	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 conditions other than dishonorable	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 challenges are compounded in rural areas where lack of terrestrial and cellular broadband access	NMDVS	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 with similar needs	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs	Veterans report needs for increased confidence in protecting themselves from online security and privacy threats[208]	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs

[204] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[205] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[206] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[207] *See, e.g.*, OBAE outreach to New Mexico Corrections Department, July 2023. Response pending.
[208] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 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
		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.						
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.	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[209]	Individuals living with disabilities indicate need for digital skills and telemedicine training[210]	Individuals living with disabilities report needs for increased confidence in protecting themselves from online security and privacy threats[211]	Individuals living with disabilities display a need for greater device adoption[212]
Individuals with language barriers	Any individual that either reports an English language proficiency less	Limited or lack of relevant and accessible content; lack of computing devices.	NMSL	Barriers faced by this group are the same as those faced by other New	No data are currently available; OBAE is partnering with key	No data are currently available; OBAE is partnering with key	No data are currently available; OBAE is partnering with key	No data are currently available; OBAE is partnering with key

[209] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[210] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[211] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[212] 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
	than "very well" or with a literacy level beneath that of a grade 6 student[213]			Mexicans with similar needs	agencies and organizations to develop relevant data	agencies and organizations to develop relevant data	agencies and organizations to develop relevant data	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, 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[214]	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[215]	English language learners display a need for greater device adoption[216]
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	No data are currently available; OBAE is partnering with key agencies and organizations	No data are currently available; OBAE is partnering with key agencies and organizations	No data are currently available; OBAE is partnering with key agencies and organizations	No data are currently available; OBAE is partnering with key agencies and organizations

[213] 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.

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

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

[216] 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
				with similar needs	to develop relevant data[217]	to develop relevant data	to develop relevant data	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.	IAD	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[218]	Racial and ethnic minorities indicated need for telemedicine training[219]	Racial and ethnic minorities report needs for increased awareness and confidence in protecting themselves from online security and privacy threats[220]	Racial and ethnic minorities display a need for greater device adoption[221]

[217] OBAE is reaching out to the New Mexico Literacy Coalition to gather data for individuals who have low levels of literacy.
[218] U.S. Census Bureau, American Community Survey Public Use Microdata, 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, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[221] 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.	NMDOH	Rural individuals are in the most urgent need of increased broadband availability[222]	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[223]	Rural individuals report needs for increased awareness and confidence in protecting themselves from online security and privacy threats[224]	Barriers faced by this group are the same as those faced by other New Mexicans with similar needs

[222] 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).
[223] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[224] 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. Based on the availability of reliable data,[225] the covered populations analyzed in this needs assessment are as follows:

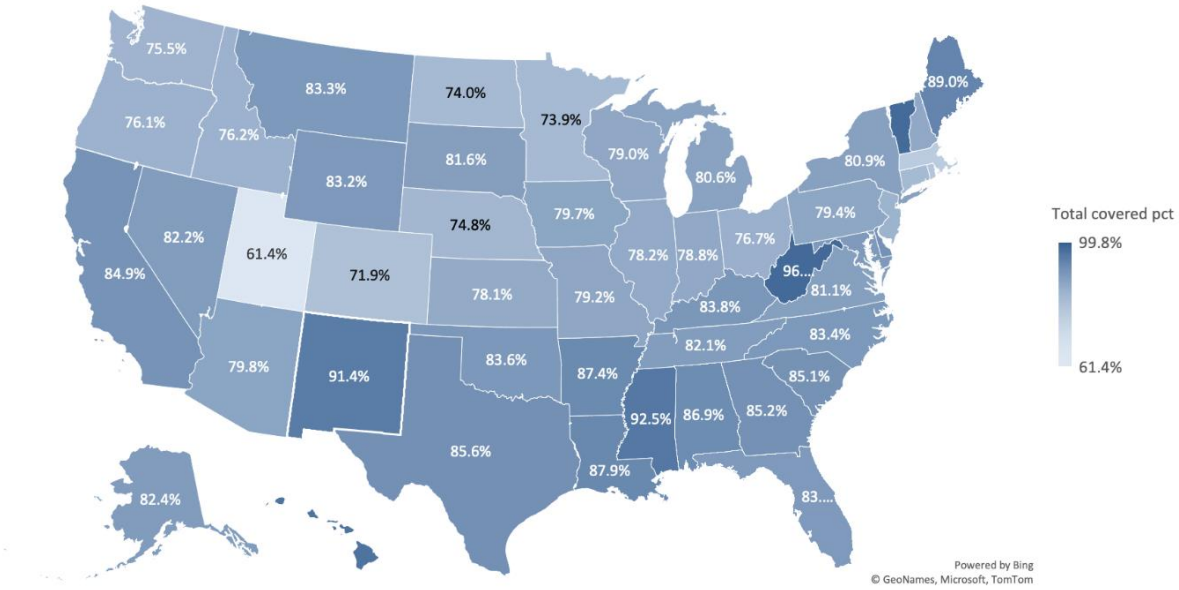
Table 8: Covered populations analyzed in needs assessment

Covered population	Broadband availability	Broadband adoption	Digital skills	Online security	Device adoption
Low-income households	✓	✓	✓	✓	✓
Aging populations	✓	✓	✓	✓	✓
Incarcerated individuals	✓				
Veterans	✓	✓	✓	✓	✓
Individuals with disabilities	✓	✓	✓	✓	✓
Individuals with language barriers	✓				
Individuals who are English learners (alone)	✓	✓	✓	✓	✓
Individuals who have low levels of literacy (alone)	✓				
Racial and ethnic minorities	✓	✓	✓	✓	✓
Rural inhabitants	✓		✓	✓	

[225] This Plan relies on rigorously collected and reliable data to make statistically significant conclusions regarding each covered population. The data used include those collected by the U.S. Census Bureau through the American Community Survey. Where the data are not available, the Plan does not attempt to speculate.

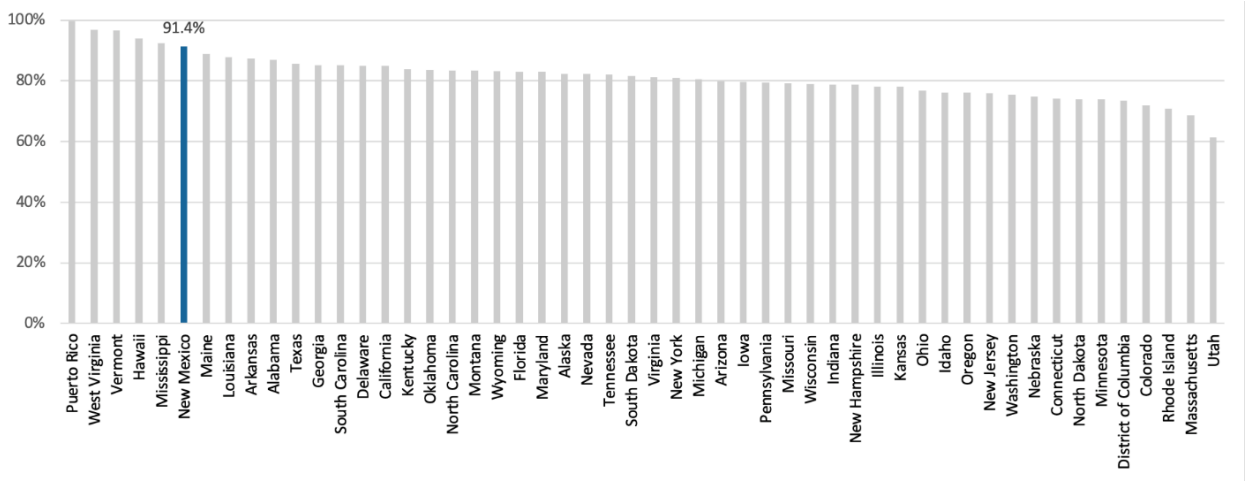
A total of 91.4 percent [226] of residents in New Mexico belong to a covered population, representing a relatively large portion of the State's population as a whole: New Mexico ranks as the sixth most covered state (by percentage of state population in a covered population). The interests of covered populations likely align closely with those of the whole State because the former make up the vast majority 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)[227]



[226] 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).
[227] 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)[228]



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 as a whole. 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). New Mexico and national demographics are illustrated in Table 9 below.

[228] 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).

Table 9: Portion of New Mexico and U.S. in various covered populations[229, 230]

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 are in many cases more likely to be precluded from meaningful use of the internet by their relatively low income as opposed to their disability. Therefore, caution is urged in attributing causes of broadband outcomes to the nature of the affected covered populations.

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

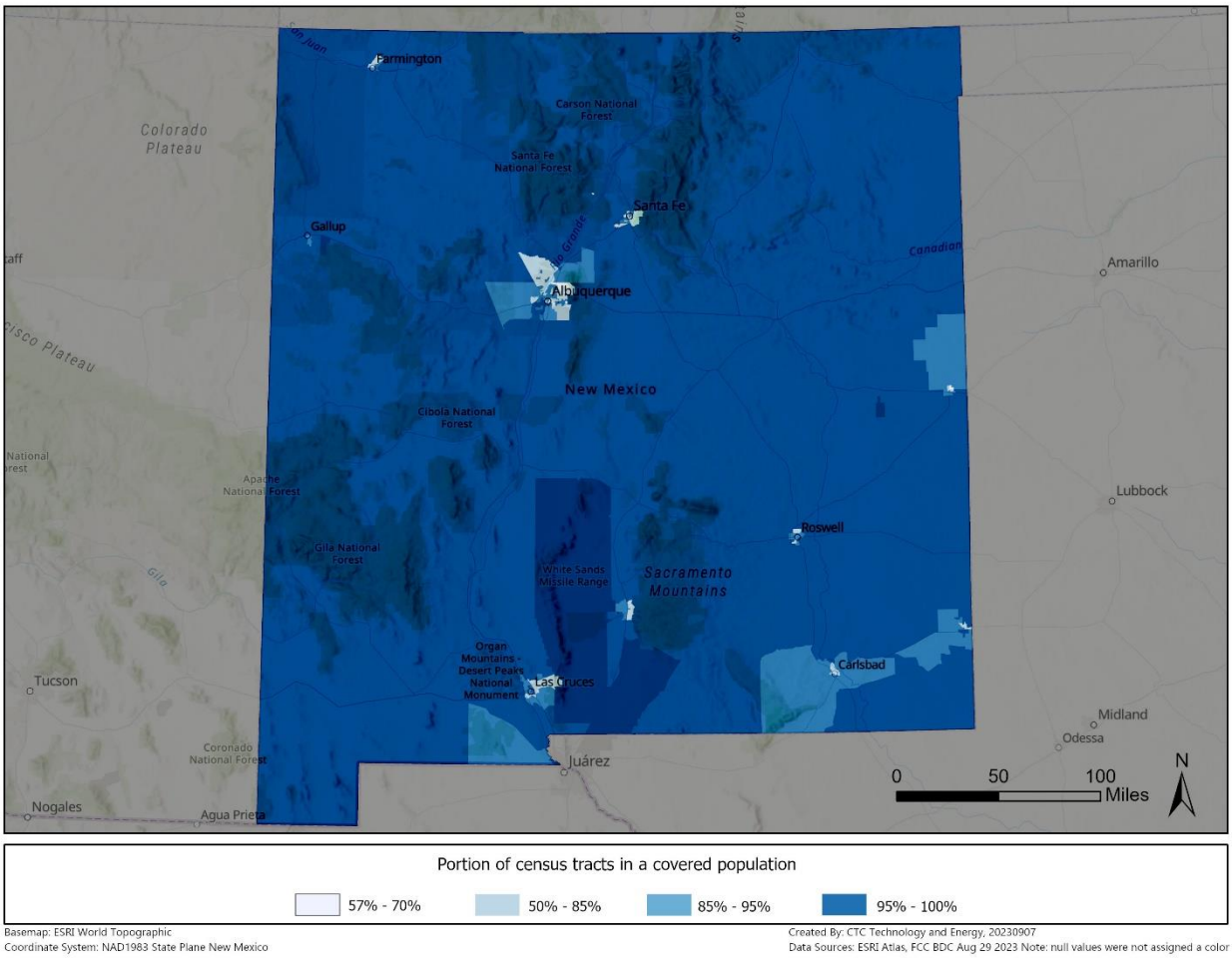
[229] U.S. Census Bureau, Digital Equity Act of 2021, State Data. https://www.census.gov/programs-surveys/community-resilience-estimates/partnerships/ntia/digital-equity.html (accessed August 29, 2023).

[230] 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 with regard to formerly incarcerated individuals and individuals with low levels of literacy.

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[231]



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

[231] 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).

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 behind 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[232] 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 does not outperform the nation in all but one meaningful indicator of broadband availability. 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 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.

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

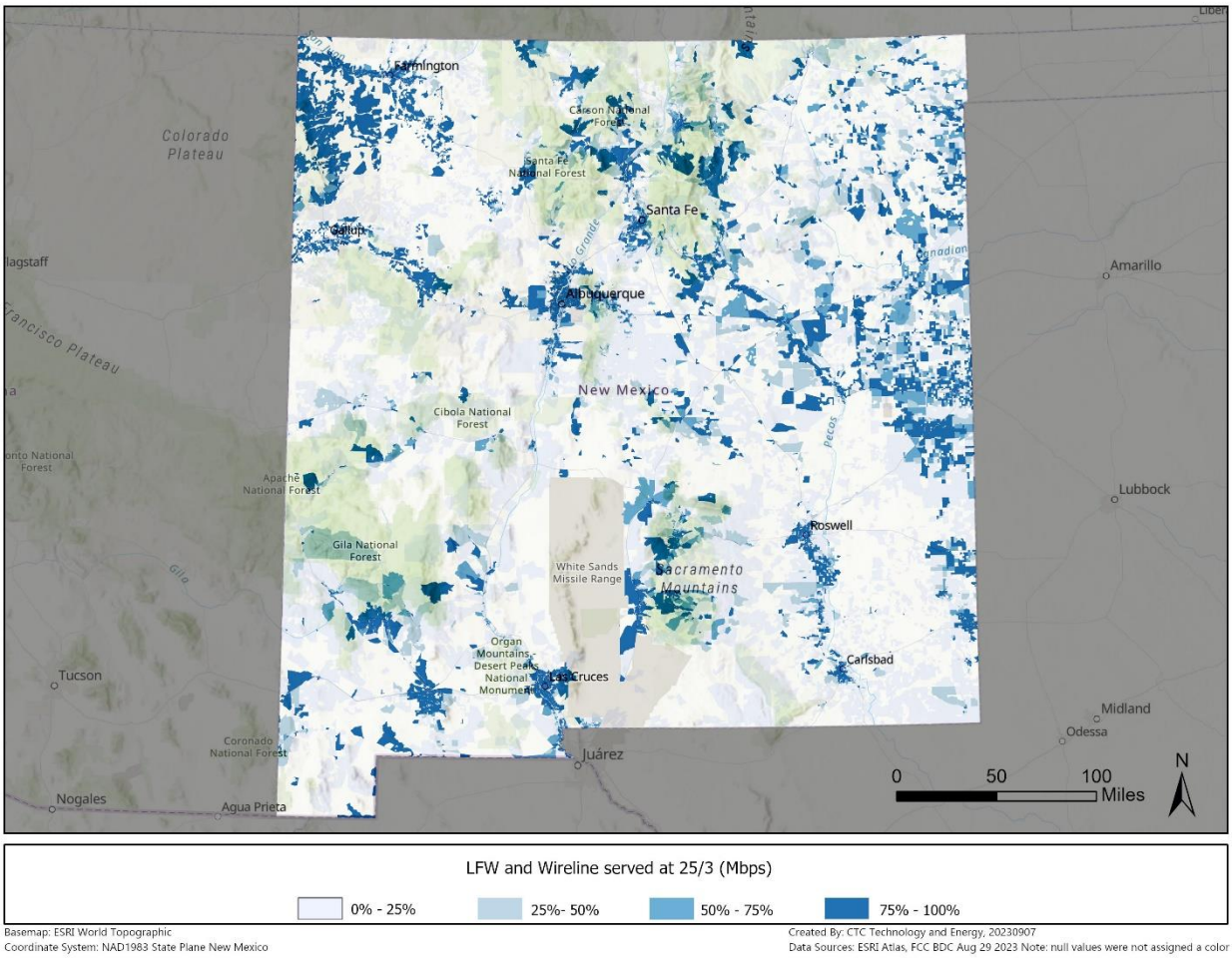
Table 10: Portion of units served with internet at various speeds in New Mexico and the U.S.[233]

	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).

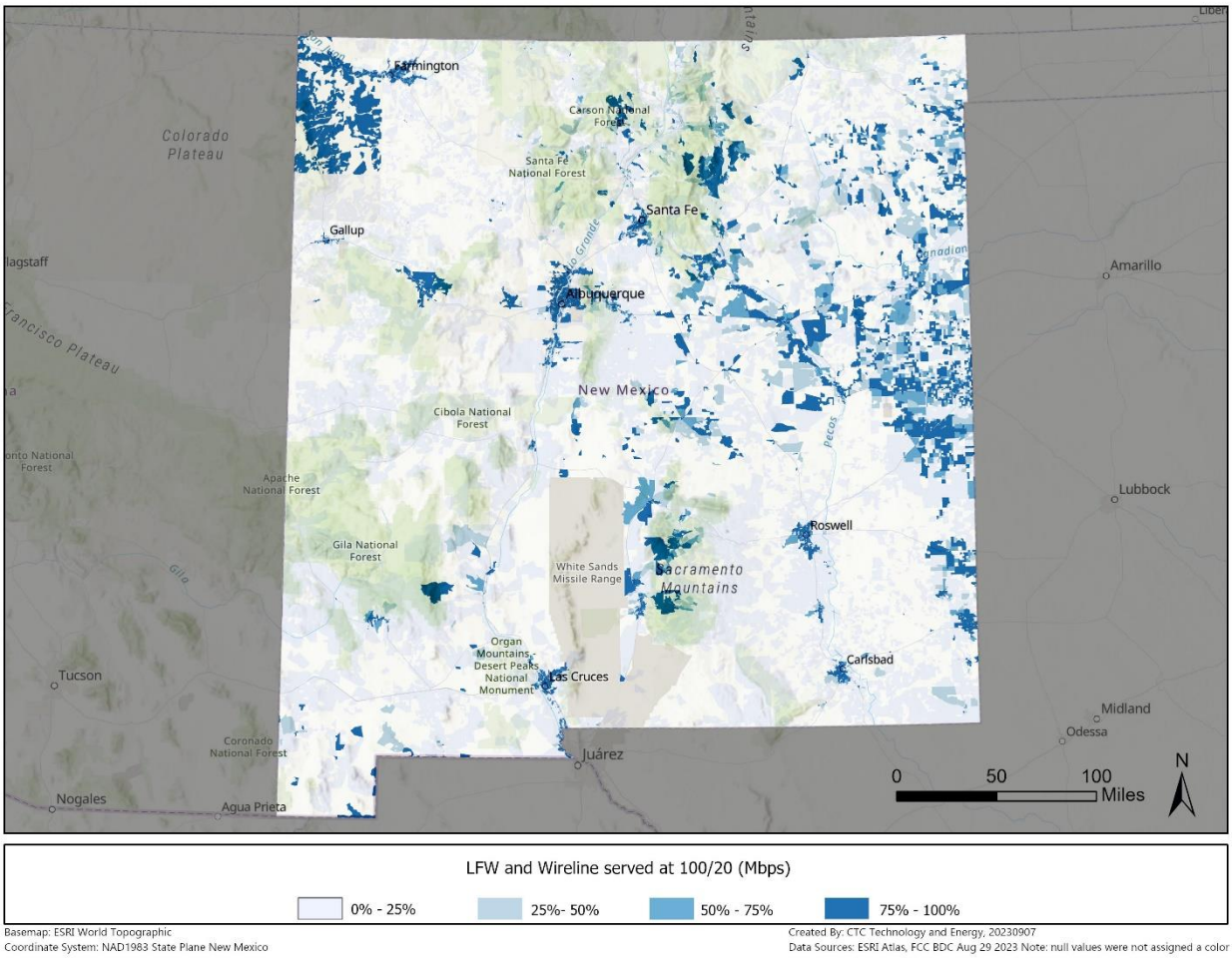
[233] FCC, National Broadband Map, Last updated August 16, 2023 (accessed August 29, 2023).

Figure 5: Map of units served by 25/3 Mbps[234]



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

Figure 6: Map of units served by 100/20 Mbps[235]



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.

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

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

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[236]

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.

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.

[236] 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). A number of outlier tracts were removed.

3.2.2.1 Overview of broadband adoption

Of all New Mexico households that do not use internet at home an estimated 10 percent[237] 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 considered to be 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.[238]

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.

[237] U.S. Census Bureau, Current Population Survey Public Use Microdata, November 2021 (accessed August 29, 2023).
[238] 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[239]

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.[240]

[239] U.S. Census Bureau, American Community Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[240] 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[241]

Income	**Internet in the house**	**Low income**	**Higher income**	**Gap**
	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%
Race	**Internet in the house**	**Minority**	**White alone**	**Gap**
	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%
Age	**Internet in the house**	**Aging**	**Younger**	**Gap**
	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%
Disability	**Internet in the house**	**With disabilities**	**Without disabilities**	**Gap**
	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%
English proficiency	**Internet in the house**	**English learner**	**Fluent**	**Gap**
	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%
Veteran status	**Internet in the house**	**Veteran**	**Non-veteran**	**Gap**
	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 6). 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.

[241] 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.[242]

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),

[242] 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[243]

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[244]

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%

[243] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[244] 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[245]

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[246]

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%

[245] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[246] 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[247]

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[248]

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%

[247] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[248] 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[249]

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.[250]

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.

[249] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[250] 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[251]

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.

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

Table 25: Telemedicine activity in various covered populations[252]

	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.

[252] 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.[253]

(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[254]

(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%

[253] U.S. Census Bureau, Current Population Survey Public Use Microdata, 2021 (accessed August 29, 2023).
[254] 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[255]

	(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%

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

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 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.[256]

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

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

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

residents as a whole, 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.
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 behind 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.[257]

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

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

online activities. These data suggest that device ownership is still a meaningful barrier to connectivity for members of covered populations in New Mexico.

Table 32: Device adoption rates in New Mexico covered populations[258]

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 behind white individuals by 11.6 percentage points in desktop or laptop ownership. Similarly, aging individuals lag behind 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.

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

Table 33: Device adoption rates in various covered populations[259]

	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 and services needs

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.

For accessibility to be measured, a finite choice of websites and online resources must be selected, and for accessibility best practices to be actualized, web developers from each of those (assumedly) diverse sources must play key roles. In practice, measuring or coordinating holistic

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

web accessibility is not realistic, but localities can ensure all online government resources and services are accessible to residents.

An audit of government websites would organize, document, and measure the accessibility of the various resources and services offered online. There are low-burden means by which State or local agencies can review individual websites via online accessibility calculators. These calculators examine source code for websites to check against the most recent WCAG 2.1[260] online accessibility standards. These standards include best practices for content perceivability, resource operability, information understandability, and tool robustness.

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.[261]

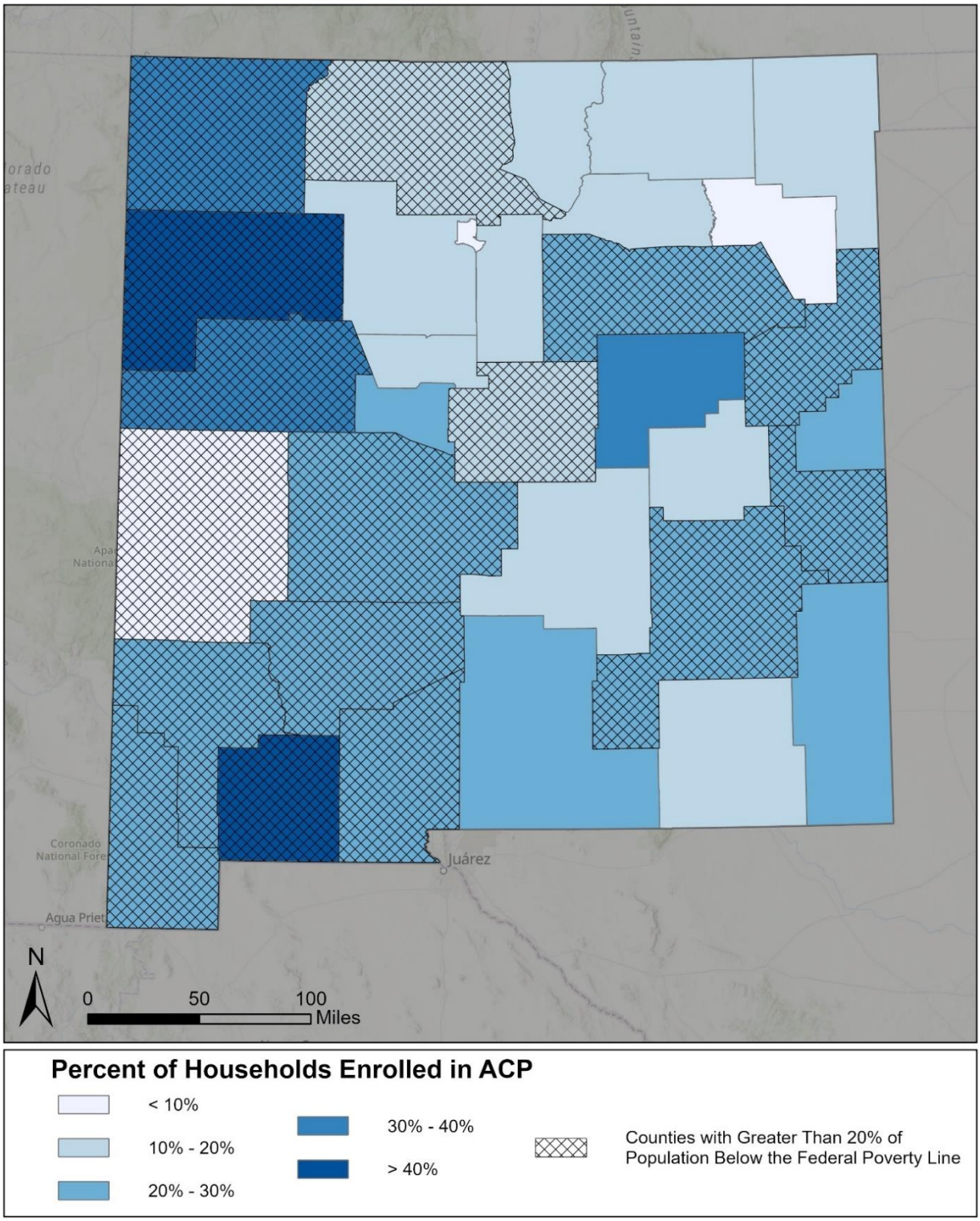
	New Mexico	Nation
Households enrolled	172,671	19,903,735
Households estimated eligible	452,042	55,266,900
Portion of eligible households enrolled	38.2%	36%

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.

[260] "Web Content Accessibility Guidelines (WCAG) 2.1," W3C, https://www.w3.org/TR/WCAG21/.
[261] 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 shows the percentage of households in each county that participate in the ACP.

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 4.1 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 on outreach for 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, Mapping, Data, & Evaluation Working Group, Regional Planning & Community Engagement Working Group, Tribal Working Group, PROP Working

Group: Permits, Right of Way, Pole Attachments, and 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.

As of the writing of this Plan, OBAE is in the midst of extensive and lengthy consultation with its Tribal partners—who have shared priorities, insights, and experiences to help inform OBAE's work and the State of New Mexico's knowledge of digital needs among the Nations, Pueblos, and Tribes.

Engagements included email outreach to stakeholders, statewide meetings, public meetings, stakeholder meetings, stakeholder surveys, and a resident 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[262]—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.

[262] "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.

4.1.1.1 Regional meetings

OBAE hosted six Regional Meetings in accordance with the six New Mexico Economic Development Department "Community, Business, and Rural Development" regions. 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.

> In one of OBAE's regional outreach sessions, residents of southwest New Mexico reported that high poverty in the region prevents some households from subscribing to available service. Attendees included individuals from Doña Ana, Catron, Grant, Hidalgo, Luna, Sierra, and Socorro counties.

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.

> ***"We hear about funding sources, but it hits a wall when people who don't know enough need to fill out forms to access funding."***
>
> - Input from an attendee at OBAE's listening session for Community Anchor Institutions, highlighting a barrier in accessing currently available funding

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 hosts ongoing CNMC meetings. These meetings are hosted online to maximize engagement throughout the State by removing geographic attendance barriers. OBAE also hosts focused Council working groups in the following areas: the Connect New Mexico Grant Program; Digital Equity and Inclusion; Mapping, Data, and Evaluation; Regional Planning and Community Engagement; Tribal Working Group; and Permits, Pole Attachments, and Right-of-Way.

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 Connect New Mexico Council (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 include Digital Equity and Inclusion Working Group, Tribal Working Group, Regional Planning and Community Engagement Working Group, Data, Mapping, and

Evaluation Working Group, Permits, Right of Way, and Pole Attachments Working Group (PROP), and 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:
    - The obstacles to broadband access faced by vulnerable populations
    - The programs that exist to provide community members with the skills and tools to participate in broadband-related opportunities
    - The appetite for developing broadband-related programs to benefit community members
    - The opportunities provided by community anchor institutions to improve their constituents' digital knowledge and familiarity
    - Infrastructure-related assets that exist in the State
    - Workforce development, training opportunities, recruiting, and hiring in broadband-related fields
    - 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 two statewide engagements (New Mexico Broadband Day at the Roundhouse and the Internet for All New Mexico Broadband Summit and Tribal

Roundtable), offering 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.[263]

- 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.

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. The meetings aim 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.

> ***"The Tribal communities are struggling with workforce development and want assistance with developing hiring practices."***
>
> - A representative the Pueblo of Sandia highlights a need in the community to prepare for broadband deployment during an OBAE outreach session

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.

[263] "Tribal Broadband," Connect New Mexico, https://connect.nm.gov/tribal-broadband.html.

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 NM Indian Affairs Department. OBAE regularly presents at the monthly Broadband Initiative on Navajo Nation meetings and Connect New Mexico Tribal Working Group meetings (TWG).

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, (PEN) 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.

"[Residents] may have to drive miles to get cell service to attend a training via their cell phone or drive to borrow the public Wi-Fi at a business." For individuals without reliable access to transportation and individuals with disabilities or limited mobility, this can prevent a further barrier to accessing services online."

- A representative of an organization that works with individuals on the Navajo Nation who participated in an OBAE outreach session

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 on OBAE's website through six publicly available stakeholder surveys. Links to the survey were also provided during Regional Broadband Meetings and Stakeholder Listening Sessions. Public engagement was also conducted through a 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

CTC developed a residential phone survey for New Mexico. Approximately 81,000 calls were made, and approximately 2,400 responses were gathered from adult New Mexico residents; the phone records were sourced through a commercially available dataset and respondents were surveyed about broadband availability, devices, digital skills, and their broadband needs. 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. The results of the phone survey are presented in an appendix to this Plan.

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. The website also 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 stakeholder surveys. The 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 surveys, meeting chats, and Q&A sessions.

4.1.5 Outreach and engagement of unserved and underserved communities

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 designed a Covered Populations Broadband Barriers Survey to collect meaningful insights into how it can best serve these populations.

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 (EDD).

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. The additional outreach and engagement that is already contemplated and planned will reach new potential partners and contributors.

"We're partnering with the Santa Fe Community College and looking to partner with prisons for community kitchens to serve those returning from incarceration. The challenge is tapping all of these workforce resources."

- An update on workforce development efforts during a listening session with workforce development stakeholders

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 Department of Veterans Services, Department of Workforce Solutions, Indian Affairs Department, NM Human Services Department, Department of Corrections, New Mexico Aging & Long-term Services Department, Public Education Department, 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 described in the sections above. The prioritization and execution of these strategies and pivotal activities will depend on forthcoming funding and available resources. They will also factor in emerging needs and opportunities to ensure long-term sustainability.

5.1.1 Barrier: Lack of broadband availability

Strategy 1: Increase access to residential broadband infrastructure

Activities to support this strategy and overcome this barrier include:

- 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).

Strategy 2: Enable gigabit services at community anchor institutions that provide internet access to covered populations

Activities to support this strategy and overcome this barrier include:

- 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.

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

Strategy 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 support this strategy and overcome this barrier include:

- Develop educational materials 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.

Strategy 2: Increase affordable connectivity and low-cost service offerings.

Activities to support this strategy and overcome this barrier include:

- Require grantees to 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.

Strategy 3: Expand access to computing devices and tech support.

Activities to support this strategy and overcome this barrier include:

- 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.

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

Strategy 1: Expand access to digital skills training through a range of community learning options.

Activities to support this strategy and overcome this barrier include:

- 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.
- Promote and support local digital skills learning opportunities and pilot programs. This activity will start in 2024 and continue.
- Support access to digital skills learning opportunities, especially for low-income and other covered populations. This activity will gain steam in 2024 and continue.

- Work with agencies and organizations 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.

Strategy 2: Expand access to information and opportunities to learn online safety and privacy practices.

Activities to support this strategy and overcome this barrier include:

- Share information, local successes, and best practices in online safety and privacy. 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. Initial online safety and privacy efforts will start in 2024 and proceed.

Strategy 3: Improve accessibility of information online.

Activities to support this strategy and overcome this barrier include:

- Develop and distribute accessibility guidance to State, Tribal, and local agencies and organizations regarding best practices for website design and maintenance that align with accessibility standards and that enable cost-effective use of critical support tools. Initial accessibility research and recommendations will start in 2024 and proceed thereafter.
- Work with agencies and organizations serving covered populations to integrate, expand, track, promote, and improve accessibility of information. Collaborations with agencies and organizations will grow in 2024 in order to begin the initial phase of gathering and sharing online accessibility information in 2024 and will continue.

Strategy 4: Improve access to government and essential services online, especially for covered populations.

Activities to support this strategy and overcome this barrier include:

- 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 in order to begin the initial planning and implementation phase of improving access to government and essential services online and will continue.

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

Strategy 1: Strengthen collaboration among State, Tribal, local, and nonprofit entities

Activities to support this strategy and overcome this barrier include:

- Convene, connect, and empower Tribes and digital equity stakeholders in New Mexico. Include agencies and organizations that serve covered populations and impact areas, and include nonprofit and philanthropy partners. This activity has already begun and will expand in 2024 and beyond.

- Support local initiatives and community-driven solutions, and plan for long-term sustainability. This activity will gain momentum in 2024 and continue as efforts expand.

- Share, promote, and expand best practices, and showcase community success stories. This activity is already underway and will continue in 2024 and beyond.

Strategy 2: Support and develop local capacity

Activities to support this strategy and overcome this barrier include:

- Develop, support, and train a local cohort of digital equity grant-writers. This activity will launch in 2024 and 2025 and continue.

- Develop, support, and train a local cohort of digital equity leaders and facilitators. This activity is already underway and will gain momentum in 2024.

- Educate Tribes and local communities and organizations on digital equity issues. This activity is already underway but will grow in 2024 and beyond.

- Build local capacity and expertise to coordinate digital inclusion activities. Some Tribes, local communities, and organizations are already mobilizing, but this activity will expand in 2024 and beyond.

- Develop education and informational resources. OBAE and the Digital Equity Working Group have already facilitated outreach and education on digital equity and inclusion, but this will grow in 2024 and beyond.
- Provide access to funding resources and grant writing support. This activity is underway for the BEAD program and will expand to address broadband adoption and use efforts in 2024-2025 and beyond.
- Support Tribes and local organizations and communities in applying for and managing grants. These activities will launch in 2024 and continue.
- Support Tribal and local organizations and communities to expand digital equity efforts and digital inclusion initiatives. Support and promote digital equity information and programs that are community developed, culturally relevant, and/or available in local languages. This activity will continue in 2024 and beyond.

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

Activities to support this strategy and overcome this barrier include:

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

Strategy 4: Develop data and informational resources to support digital equity efforts and initiatives.

Activities to support this strategy and overcome this barrier include:

- Collect and share information on digital equity programs, assets, and resources. OBAE has already started this activity and will expand efforts starting in 2024 and beyond.
- Support development of community-driven, locally led, and culturally respectful program, evaluation, and data collection methods and tools. Initial activities will begin in 2024 and continue.

- 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.
- Include data sourced through State, Tribal, and local resources collected in collaboration with partner agencies, associations, organizations, and communities. This activity is already in motion and will be developed further in 2024 and beyond.
- Collect, analyze, and publish relevant national, State, and local data to demonstrate changes in digital equity metrics and outcomes. These activities are already underway and will be further developed in 2024 and published as required to meet progress reporting for both the State and federal governments beginning in 2024 and beyond.

5.2 Timeline

This timeline of potential implementation activities 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.

Barrier	Strategy	Key Activities	2022	2023	2024	2025	2026	2027	2028	2029	2030
Lack of broadband availability	Increase access to residential broadband infrastructure	Execute Capital Projects Fund Program									
		Execute BEAD Program									
	Enable gigabit services at CAIs that provide internet access to covered populations	Support and further develop the New Mexico Statewide Education	ongoing								
		Award points for connecting Anchor Institutions									
		Collect, share, and map service subscriptions and cost for CAIs									
		Collaborate with other agencies to ensure support for gigabit									
Low-income households struggle to afford broadband services, devices, and technical support	Increase enrollment by eligible households in affordable connectivity and	Develop educational materials									
		Work with agencies and partners to promote increased enrollment									
	Increase affordable connectivity and low-cost service offerings	Require grantee low-cost offerings									
		Encourage ISP low-cost offerings									
		Support integrated broadband affordability support options									
	Expand access to computing devices and tech support	Develop ecosystem									
		Provide resources and guidance									
		Work with agencies and organizations to track and expand									
		Support access to functional devices									
Individuals who are members of covered populations require support to develop digital literacy skills	Enable digital skills development through a range of community learning options	Share information, local successes, and best practices									
		Promote and support local digital skills learning opportunities									
		Support access to digital skills learning opportunities									
		Work with agencies and organizations to track and expand									
	Expand opportunity to learn online safety and privacy	Share information, local successes, and best practices									
		Support access to practices and tools									
		Work with agencies and organizations serving covered populations									
	Improve accessibility of information online	Develop and distribute accessibility guidance									
		Work with agencies and organizations serving covered populations									
	Improve access to government and essential services online	Share information, local successes, and best practices									
		Support and promote practices and tools that improve access									
		Work with agencies and organizations serving covered populations									

Barrier	Strategy	Key Activities	2022	2023	2024	2025	2026	2027	2028	2029	2030
Tribal and local communities and organizations require resources and expertise for digital equity efforts	Strengthen collaboration among State, Tribal, local, and nonprofit entities	Convene, connect, and empower Tribes and digital equity									
		Support local initiatives and and plan for sustainability									
		Promote best practices and showcase community success stories									
	Support and develop local capacity	Develop, support, and train a local cohort of digital equity grant-									
		Develop, support, and train a local cohort of digital equity leaders									
		Educate Tribes and local communities and organizations on issues									
		Build local capacity and expertise to coordinate digital inclusion									
		Develop education and informational resources									
		Provide access to funding resources and grant writing support									
		Support applying for and managing grants									
		Support expansion of local digital equity and inclusion efforts	ongoing								
	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									
	Develop data and informational resources to support digital equity efforts and initiatives	Collect and share information									
		Support locally driven and led and culturally respectful									
		Support Tribes in establishing policies for data collection and									
		Include data sourced through State, Tribal, and local resources									
		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, 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 to 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 has 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 35: 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[264]—including those related to broadband deployment. Nationally, fiber optic cable splicing is the organization's third most popular career module choice.
Santa Fe Community College (SFCC)	Santa Fe Community College (SFCC) held seven Fiber Optic Technician Certification training intensives 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.[265] 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.

[264] "Be Pro Be Proud – New Mexico," https://www.beprobeproudnm.org/.
[265] Information provided to OBAE by a representative of Santa Fe Community College.

Asset name	Description
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:[266] a four-day class that includes two days of classroom knowledge and two days of hands-on skills training (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.[267]
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)

[266] "In-Person Fiber Optic Training," Light Brigade, https://www.lightbrigade.com/in-person-fiber-optic-training?State=New+Mexico.
[267] "PROTEC Santa Fe," PROTEC, https://www.protecsantafe.com/.

Asset name	Description
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%)

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)

Organization
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

Organization
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.
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

Organization
Albert W. Thompson Memorial Library
Albuquerque Public Schools
Animas Public Schools
Belen Public Library
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

Organization
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
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

Organization
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)
Home Town 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
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 digital equity and broadband needs assessment survey

Does your household receive home internet service – not mobile data?

Figure 8: Percent of households that receive home internet service

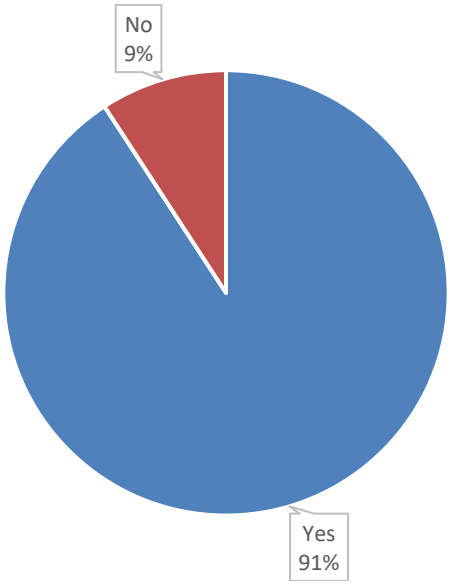


Figure 9: Percent of households that receive home internet service by region

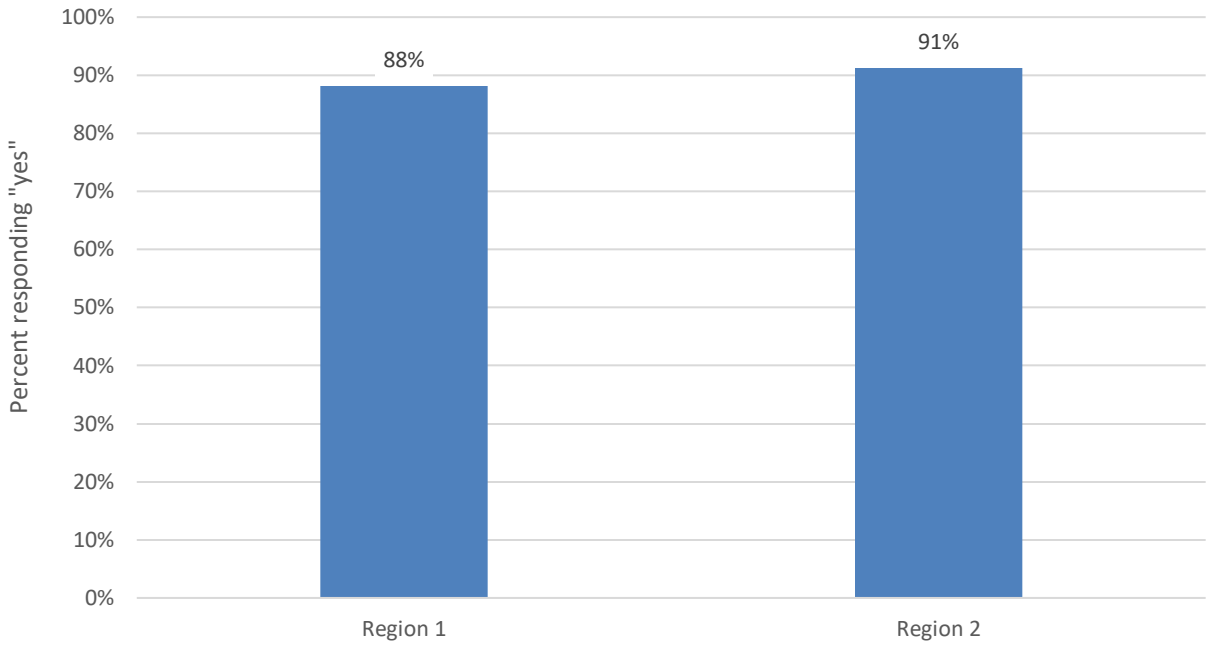


Figure 10: Percent of at-risk households that receive home internet service

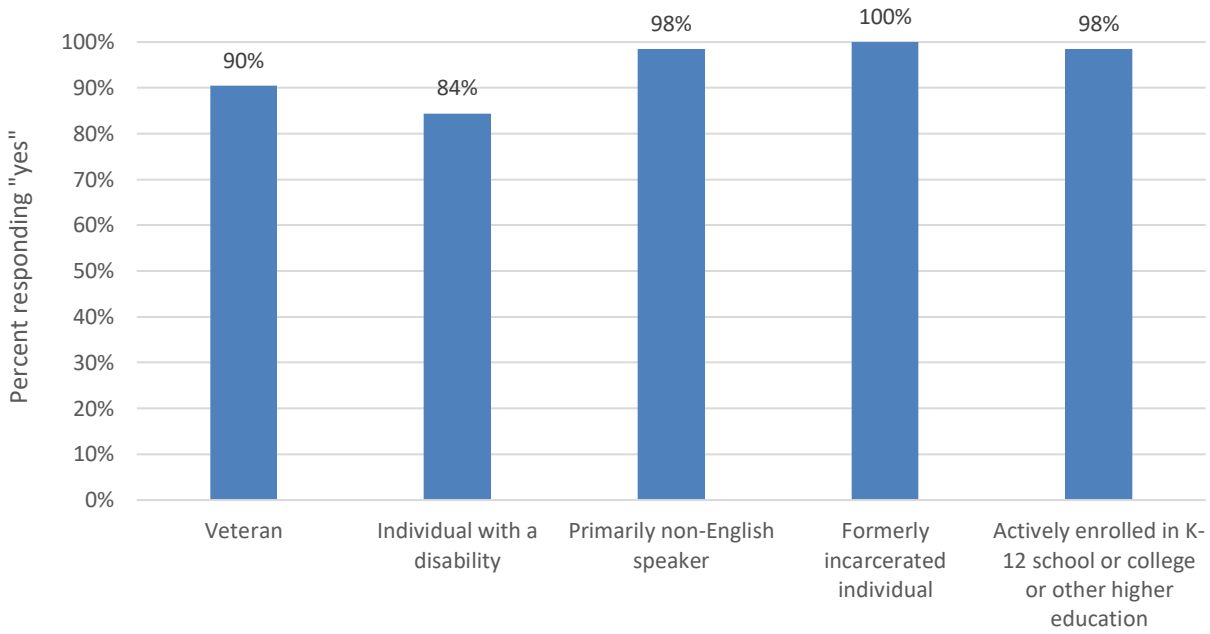


Figure 11: Percent of households that receive home internet service by household income

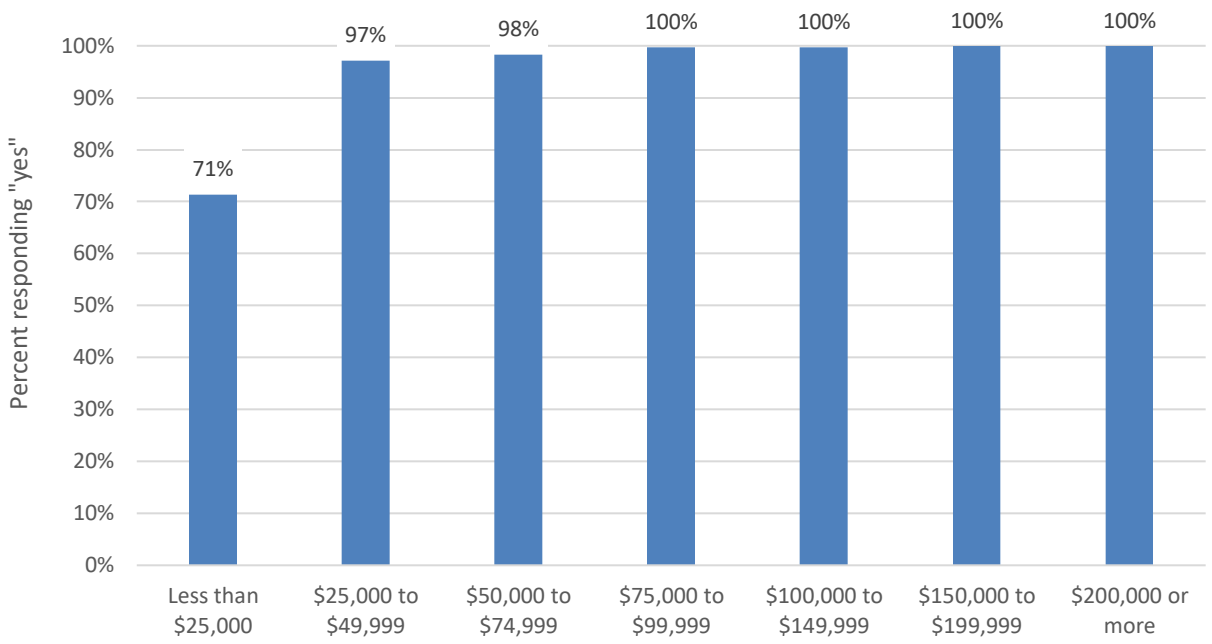


Figure 12: Percent of households that receive home internet service by race/ethnicity

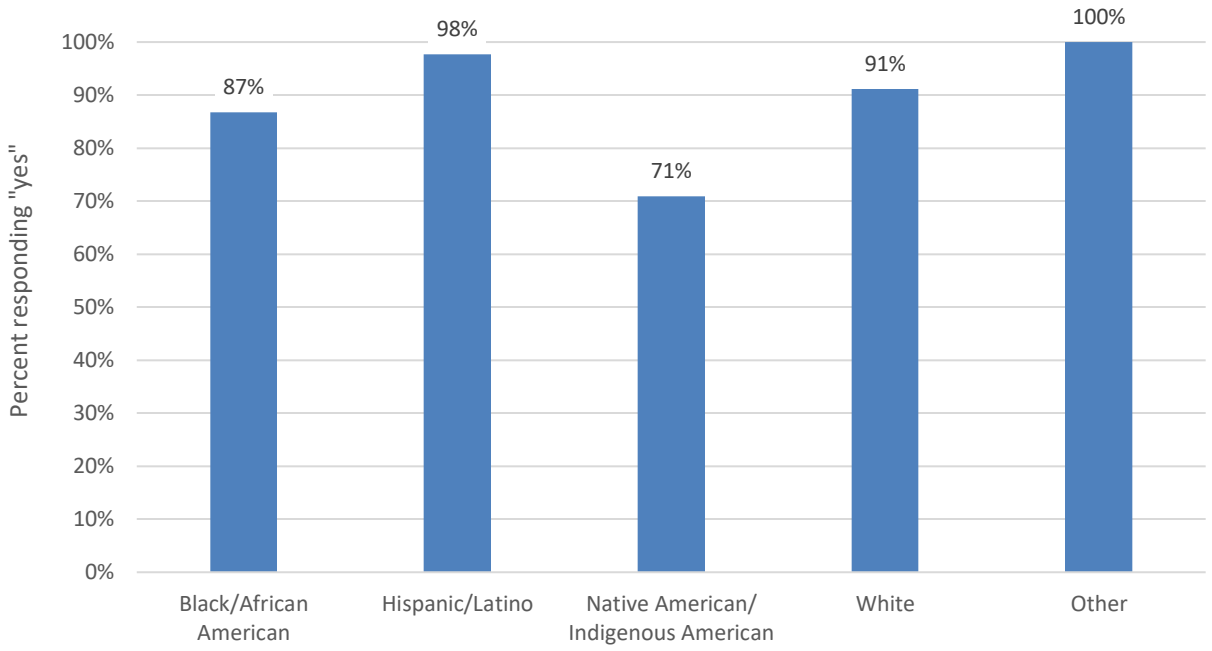


Figure 13: Percent of households that receive home internet service by student in household

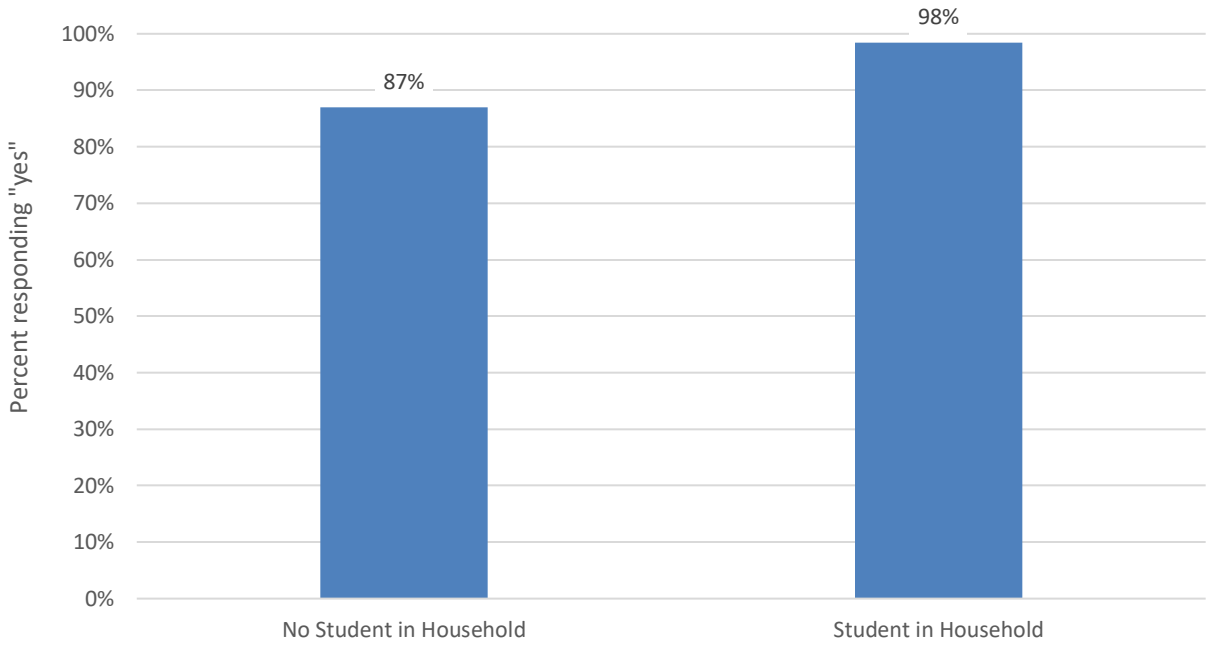


Figure 14: Percent of households that receive home internet service by household size

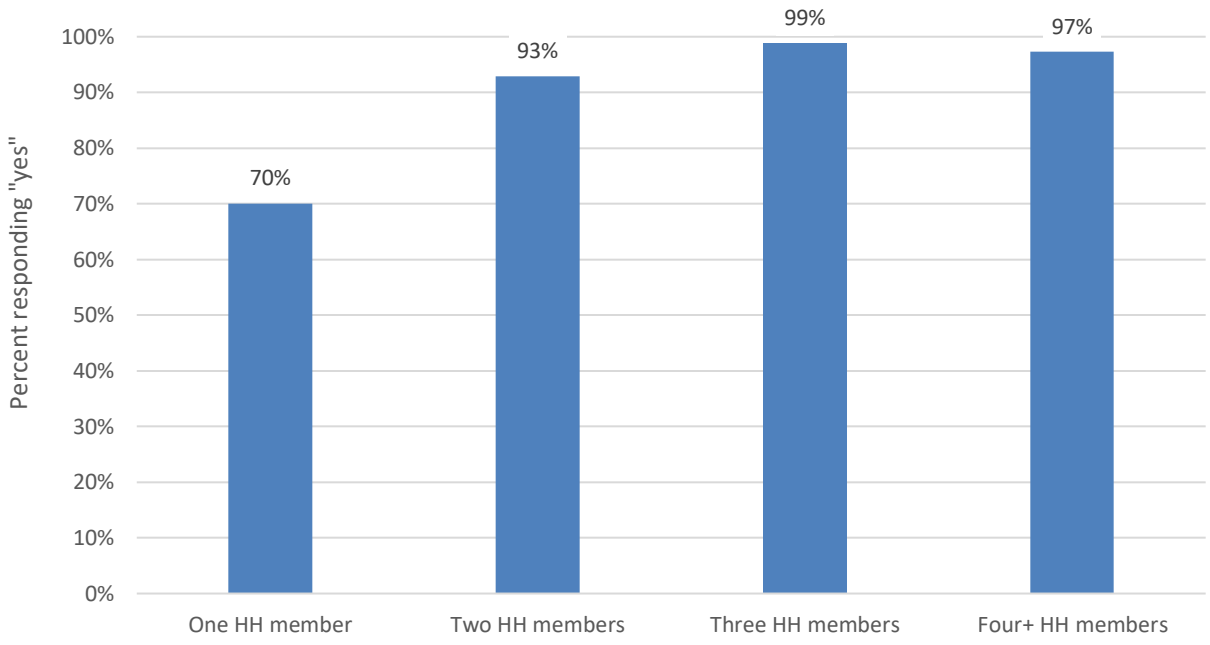


Figure 15: Percent of households that receive home internet service by children in household (at least one household member under age 18)

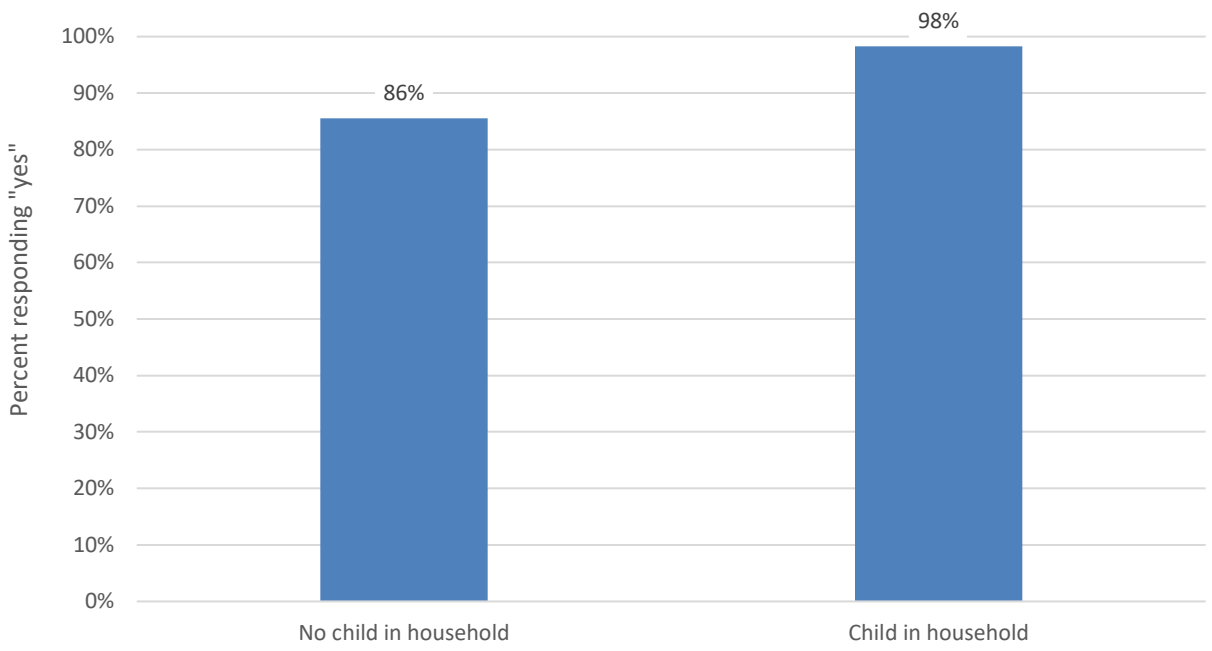


Figure 16: Percent of households that receive home internet service by seniors in household (at least one household member age 65 or older)[268]

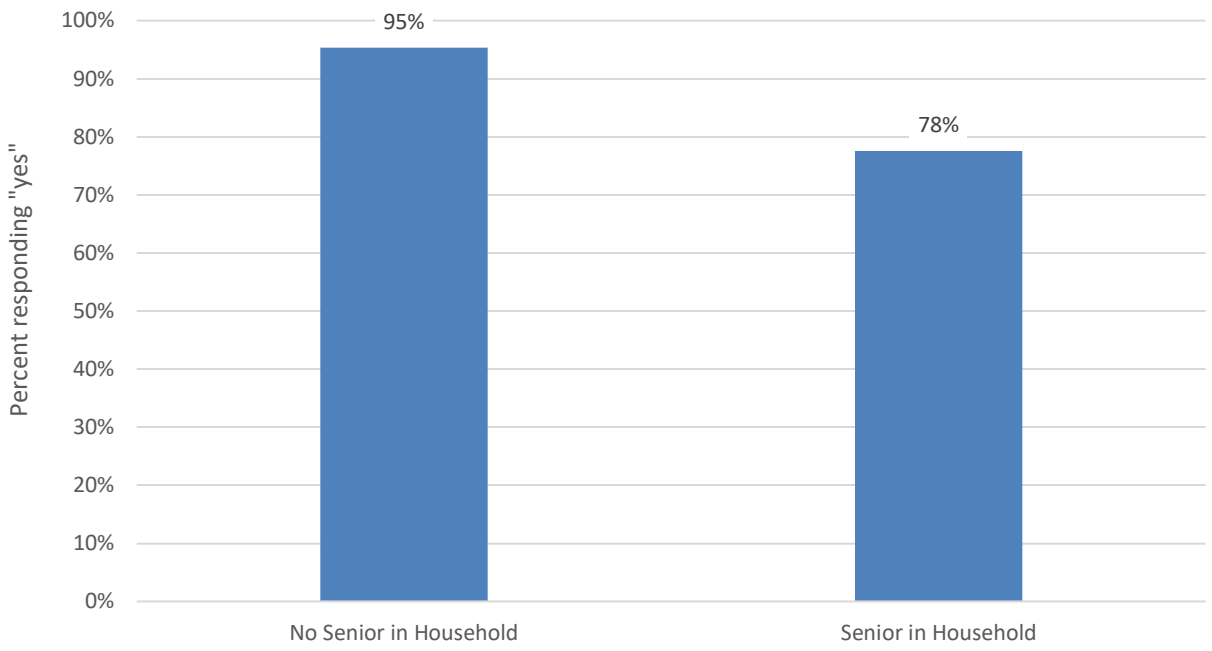
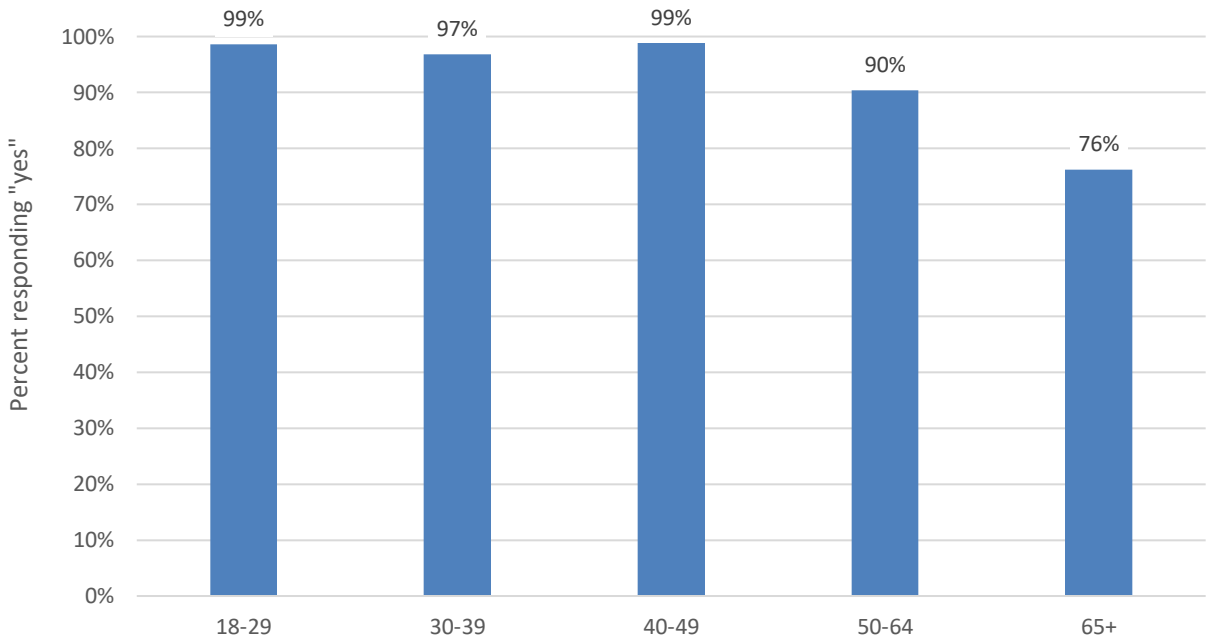


Figure 17: Percent of households that receive home internet service by respondent age



[268] 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?

Figure 18: Percent of households that purchase home internet service

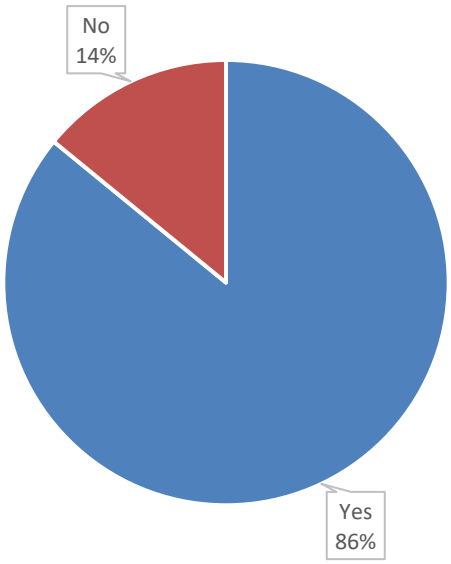


Figure 19: Percent of households that purchase home internet service by region

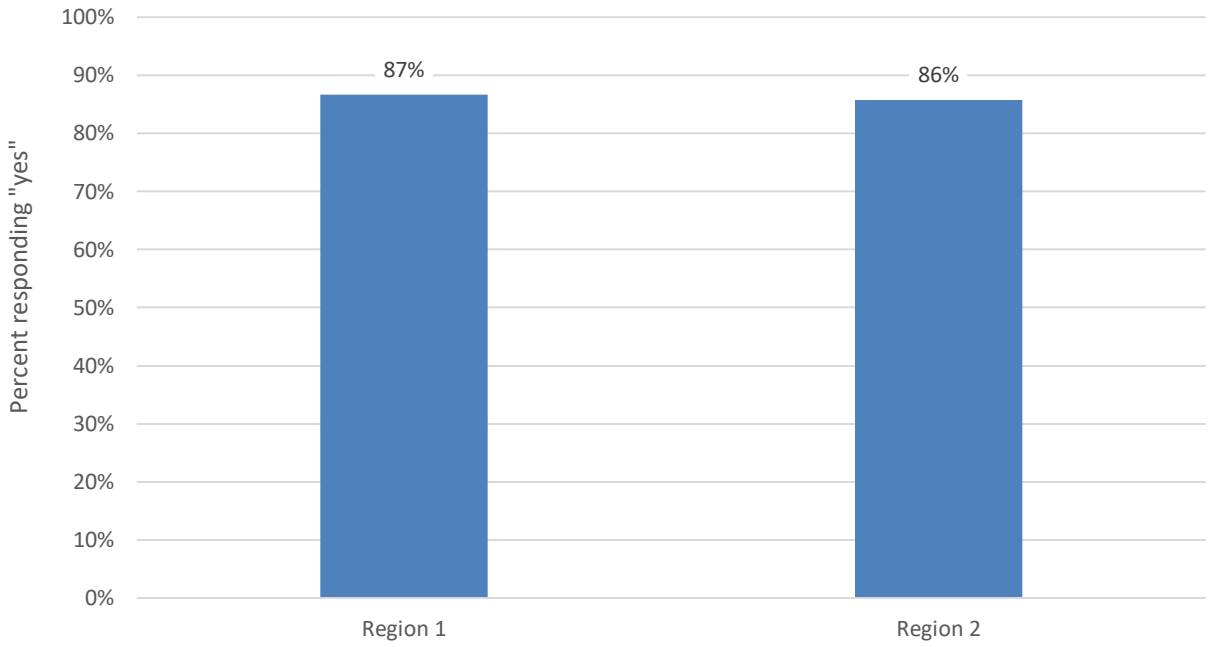


Figure 20: Percent of at-risk households that purchase home internet service

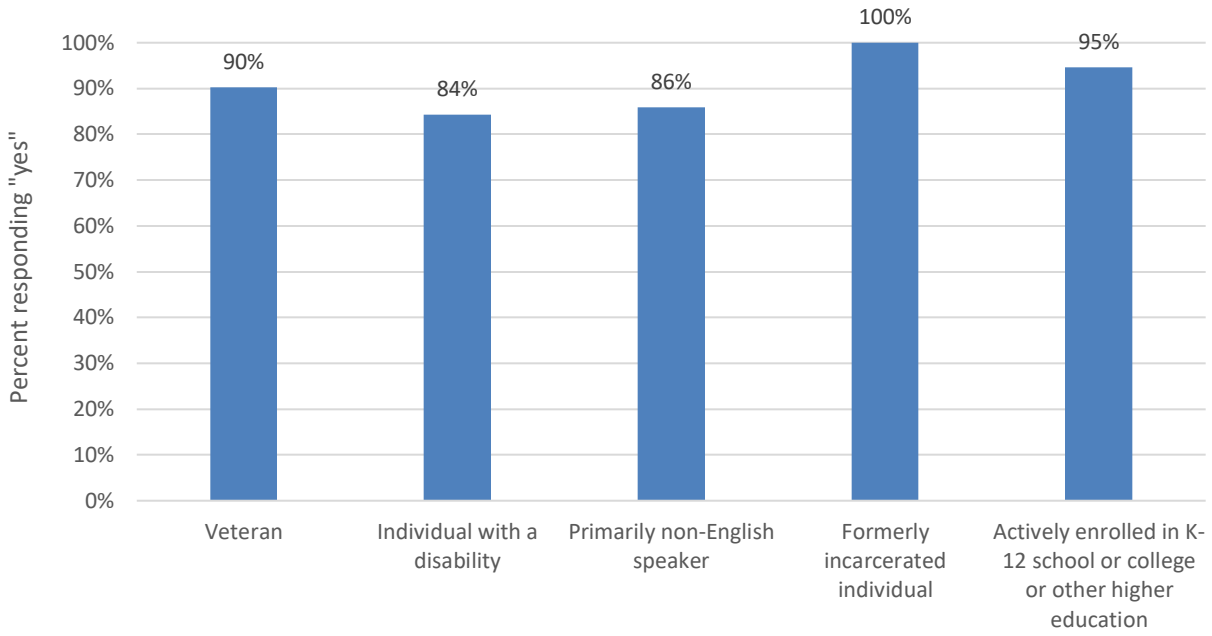


Figure 21: Percent of households that purchase home internet service by household income

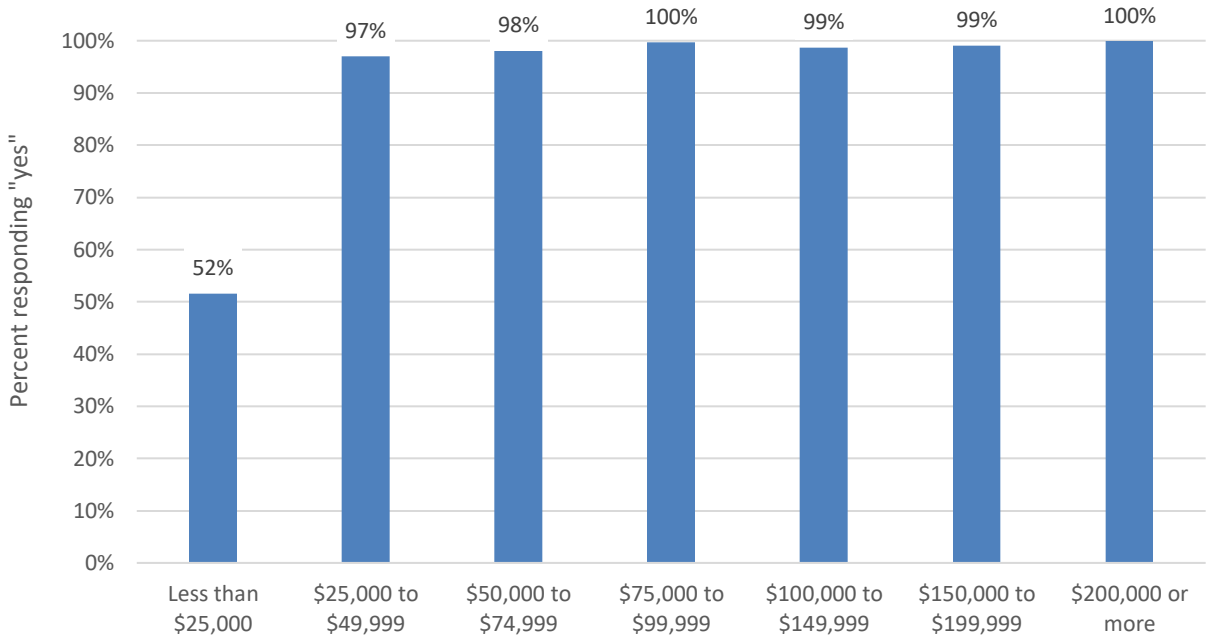


Figure 22: Percent of households that purchase home internet service by race/ethnicity

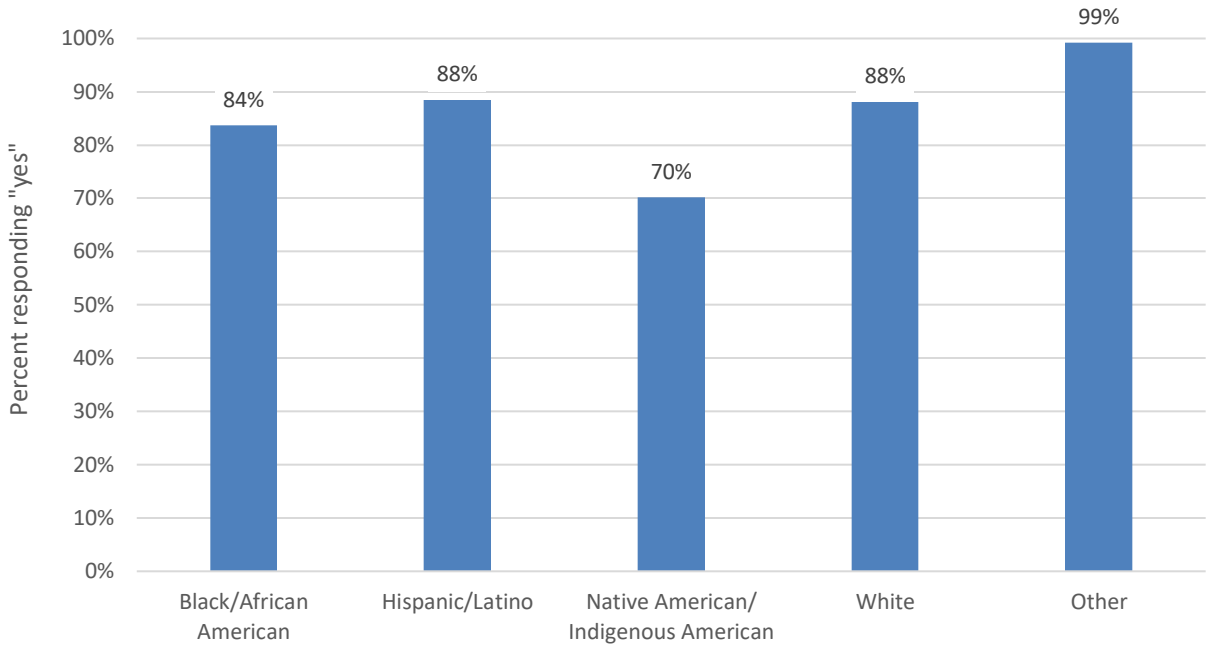


Figure 23: Percent of households that purchase home internet service by student in household

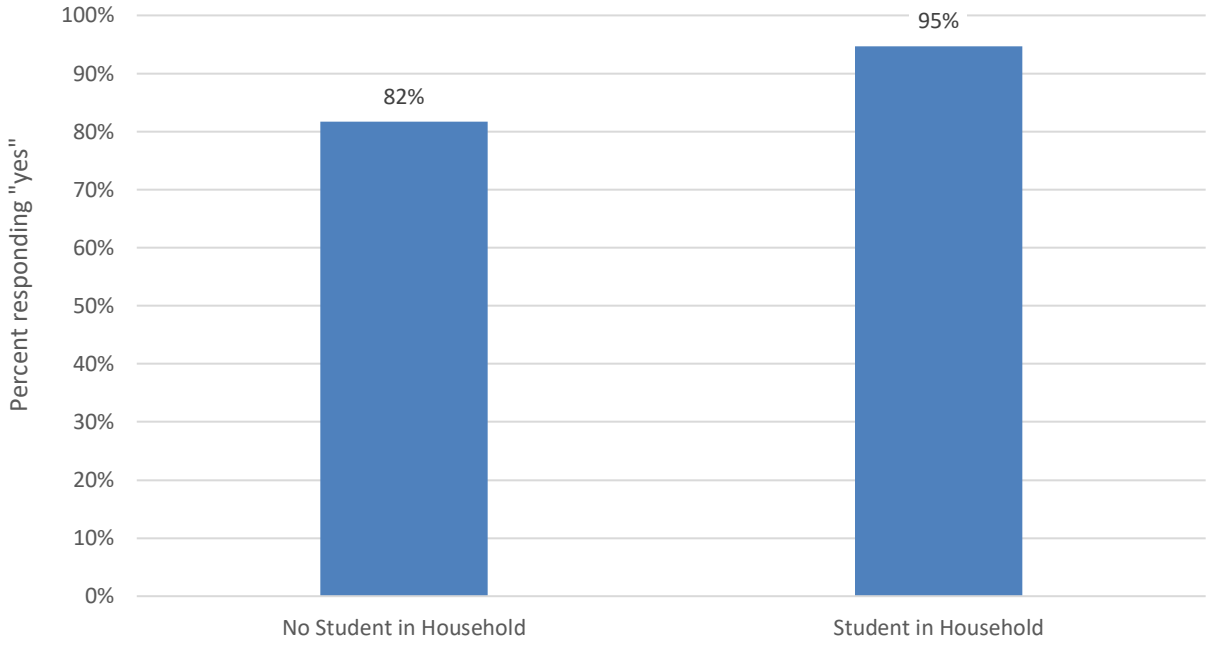


Figure 24: Percent of households that purchase home internet service by household size

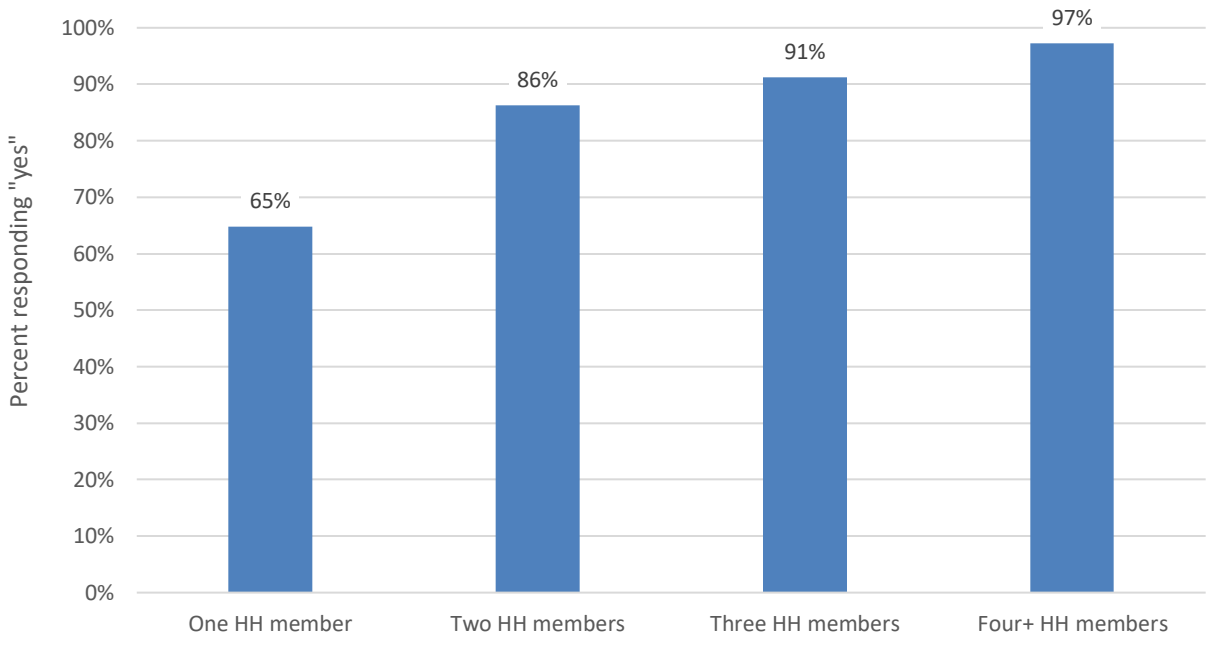


Figure 25: Percent of households that purchase home internet service by children in household (at least one household member under age 18)

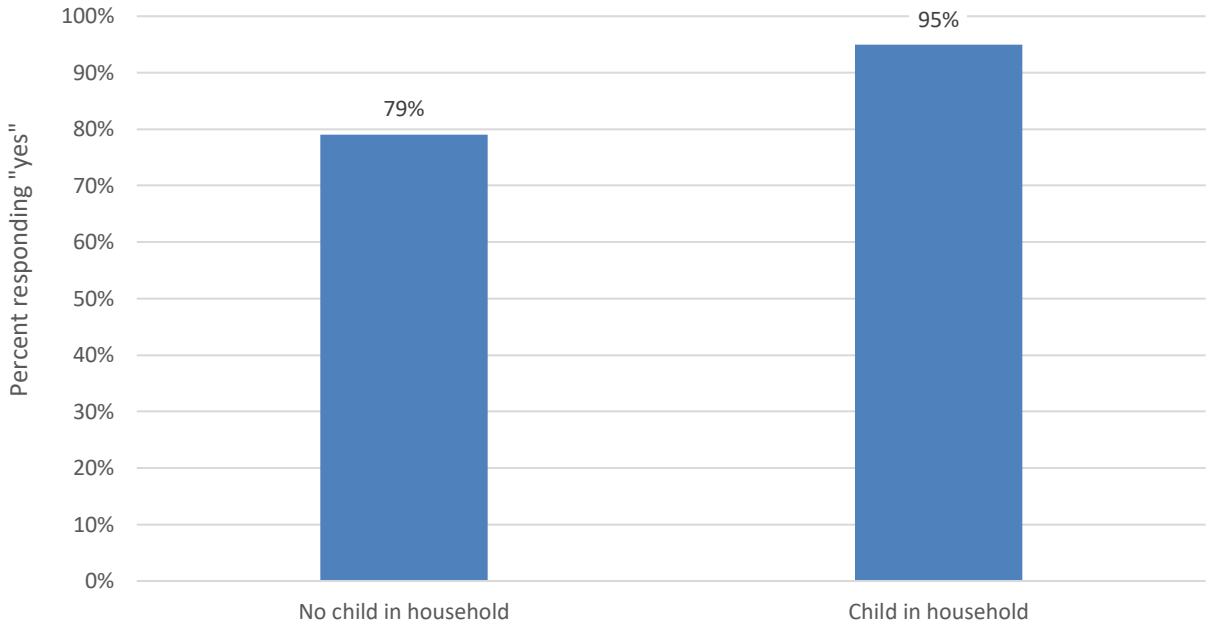


Figure 26: Percent of households that purchase home internet service by seniors in household (at least one household member age 65 or older)

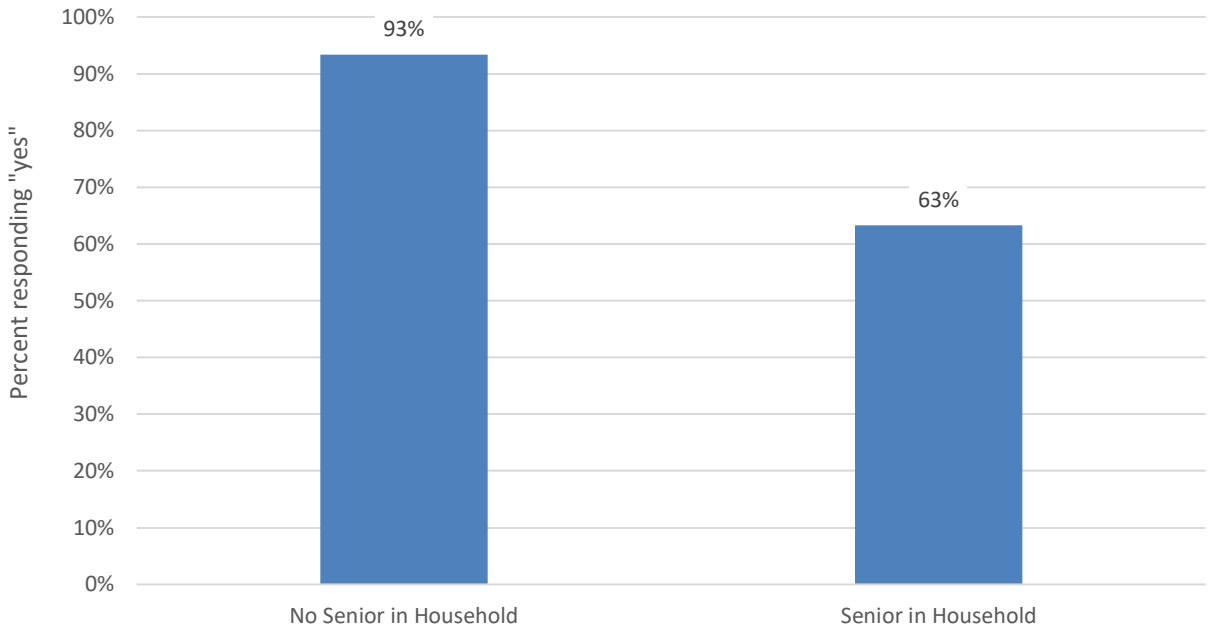
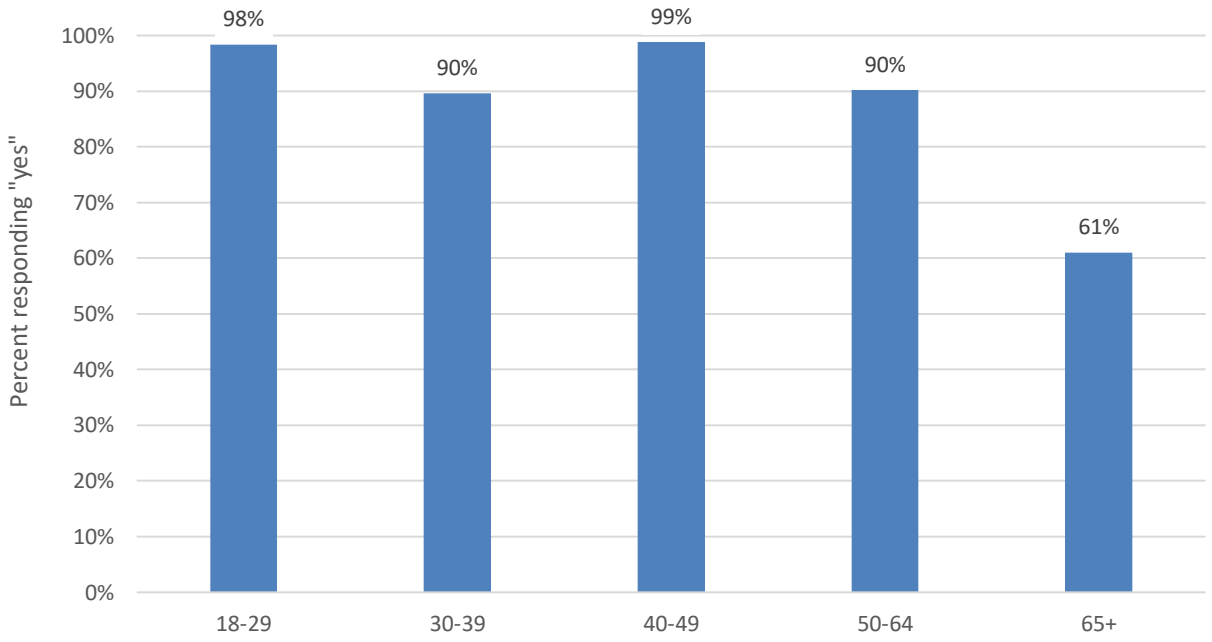
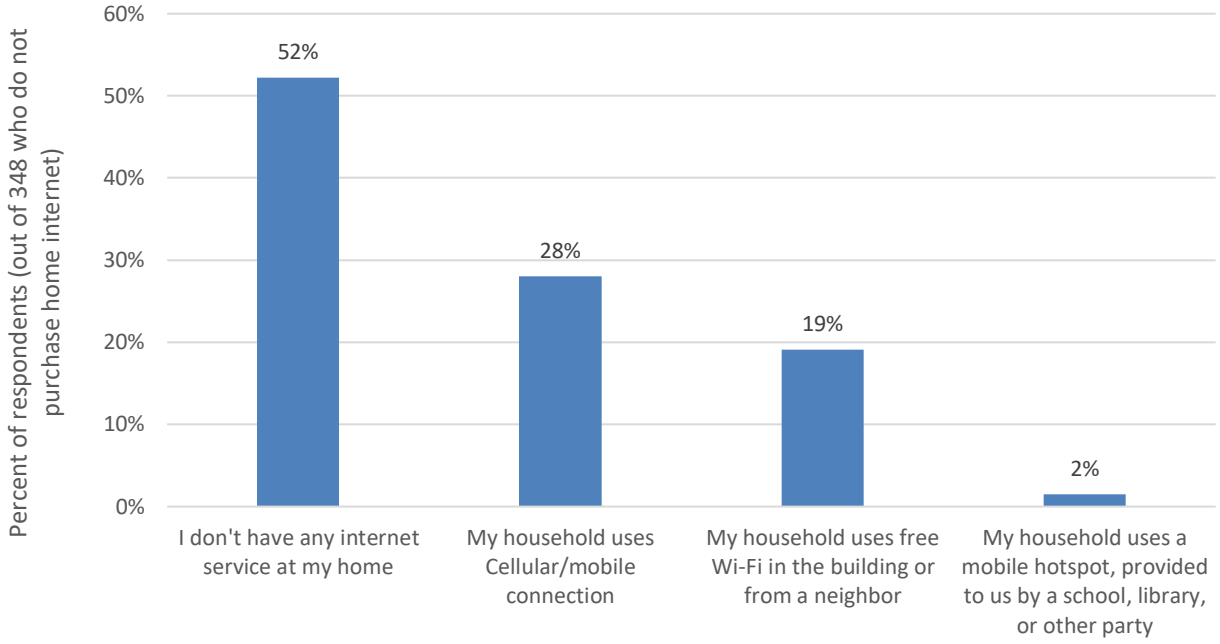


Figure 27: Percent of households that purchase home internet service by respondent age



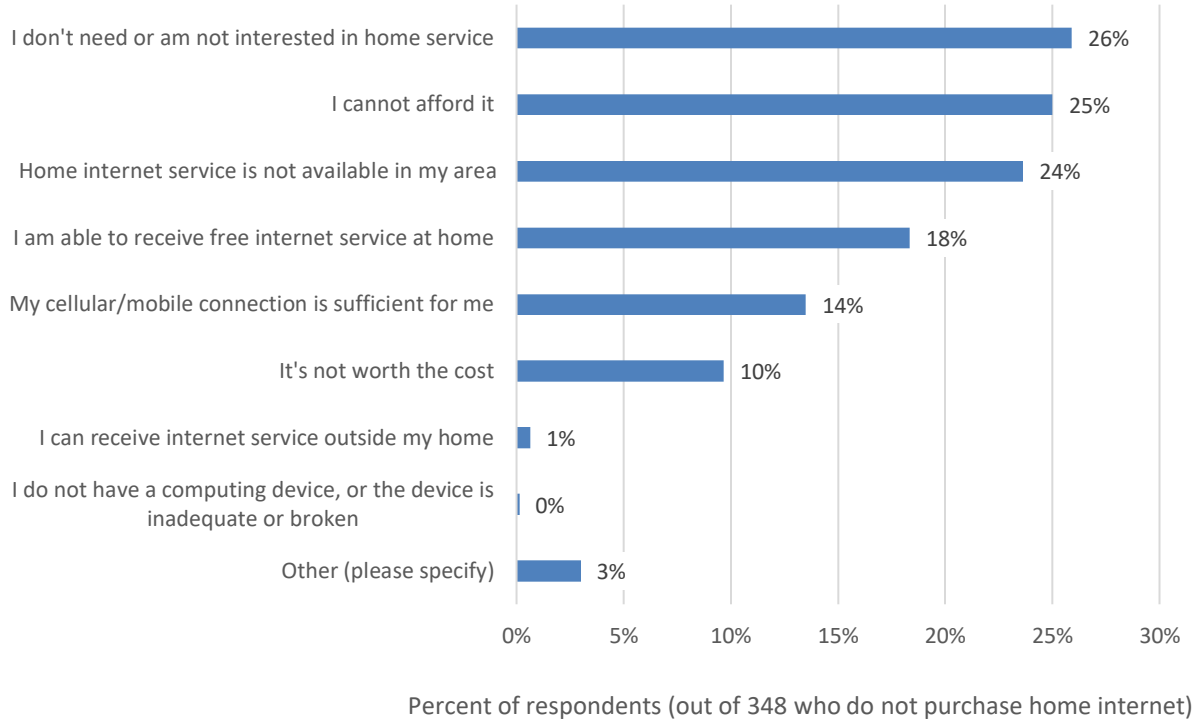
We understand that you don't purchase a home internet service. If you access the internet at home in other ways, which of the following about your service at home is correct:

Figure 28: Percent of households without home internet service who access the internet in other ways



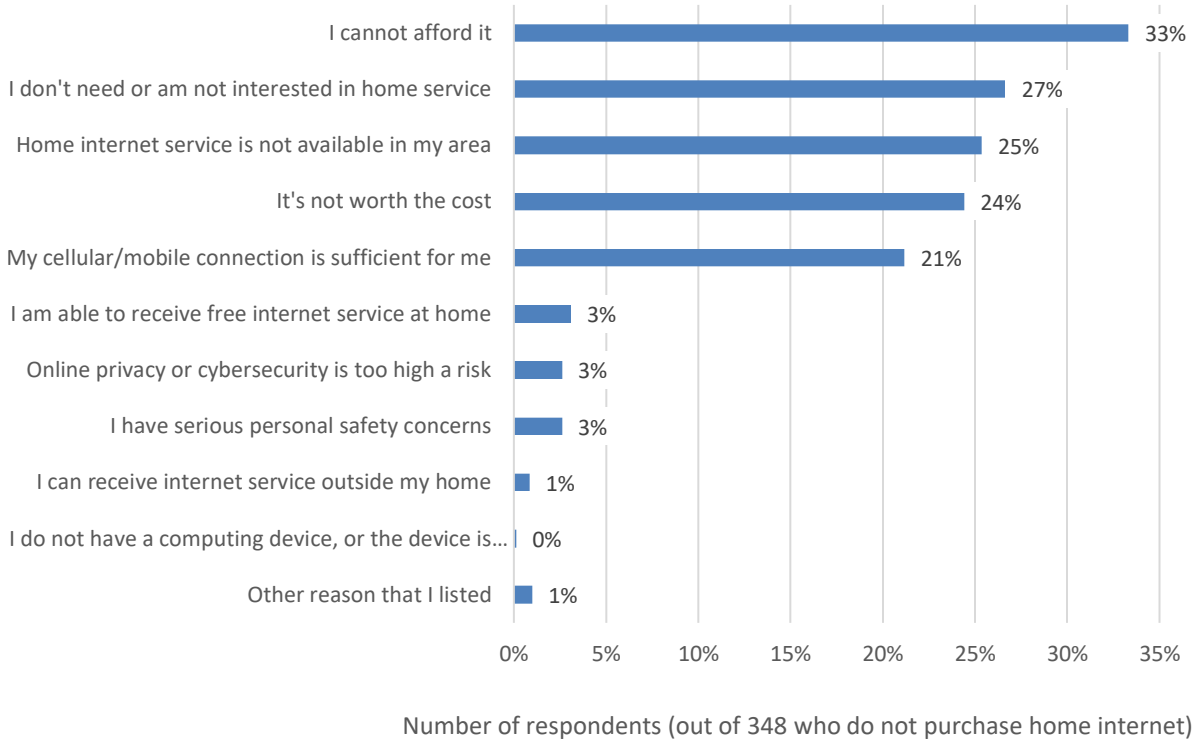
What are the reasons why your household does not purchase home internet service?

Figure 29: Reasons households do not purchase home internet service



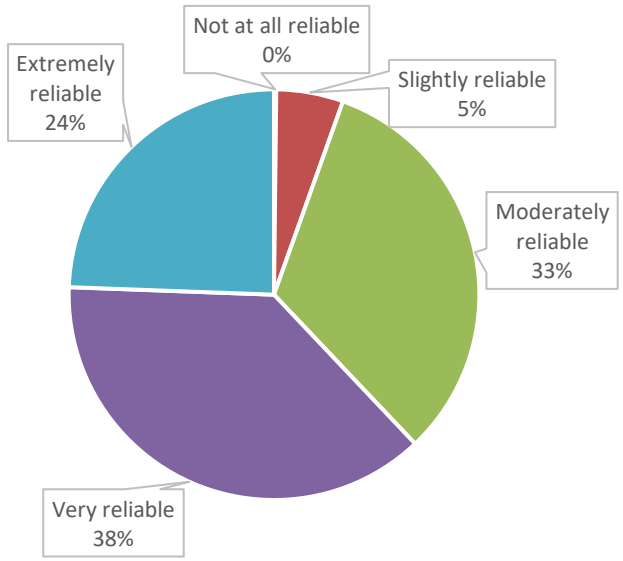
Of the reasons you picked for not purchasing a home internet service, which do you and the members of your household consider to be the most important?

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.

Figure 31: Reliability of home internet service



Percent of households with home internet service

Figure 32: Reliability of home internet service by region

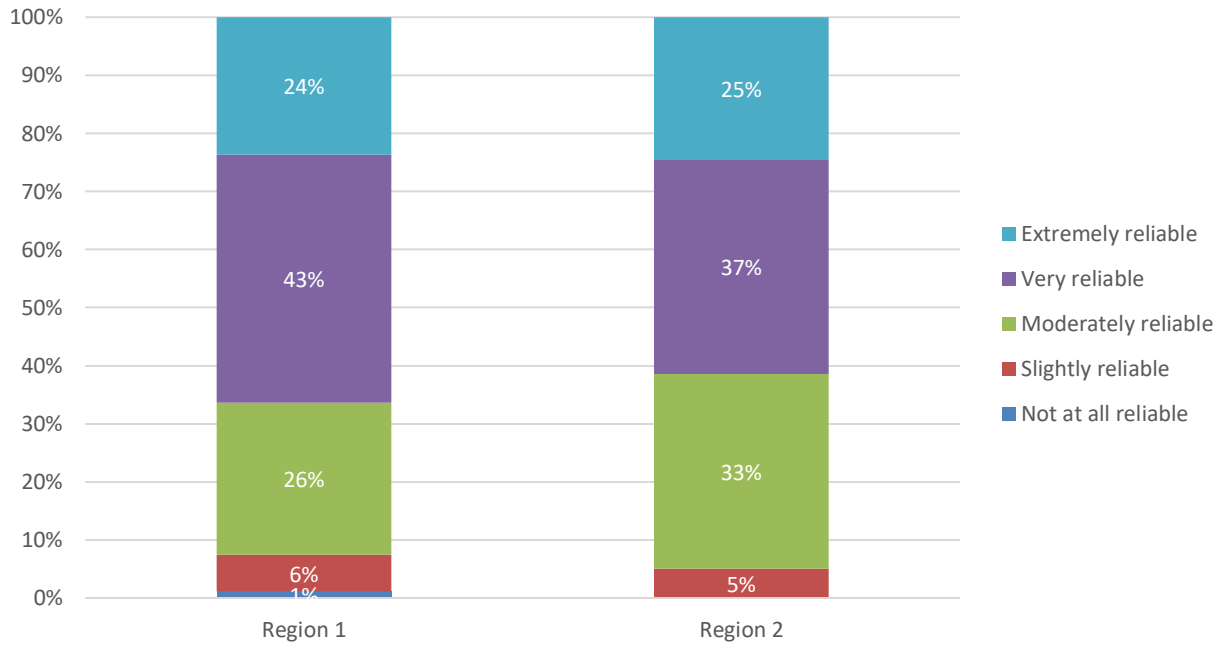


Figure 33: Reliability of home internet service by household income

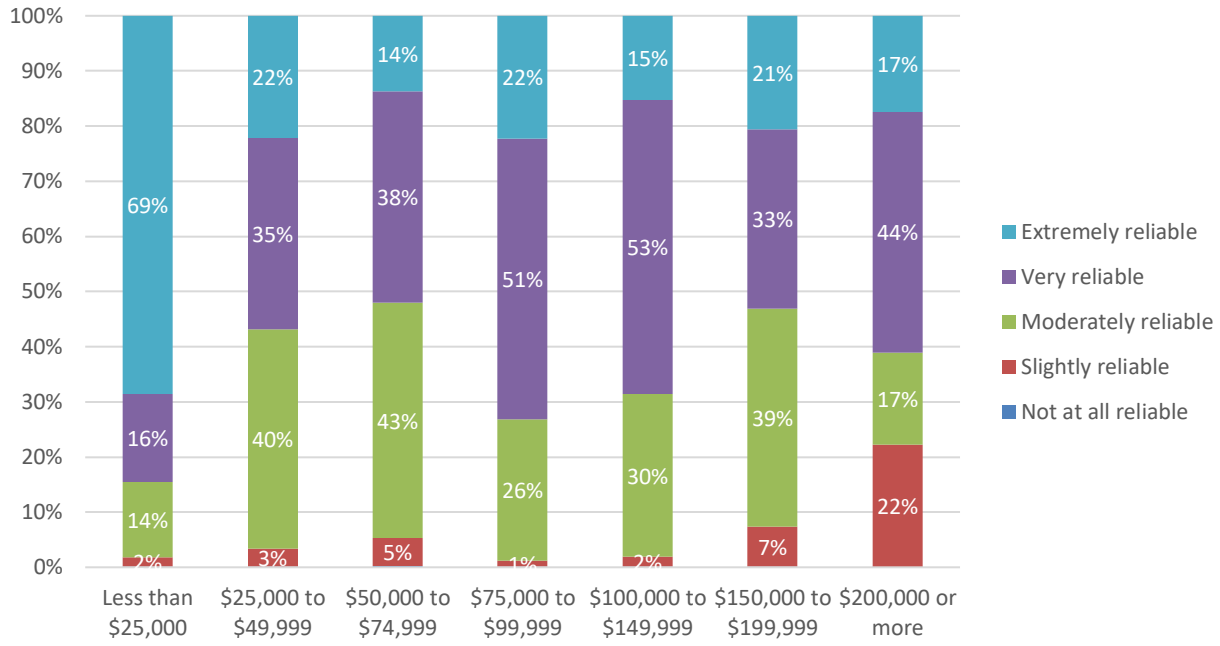
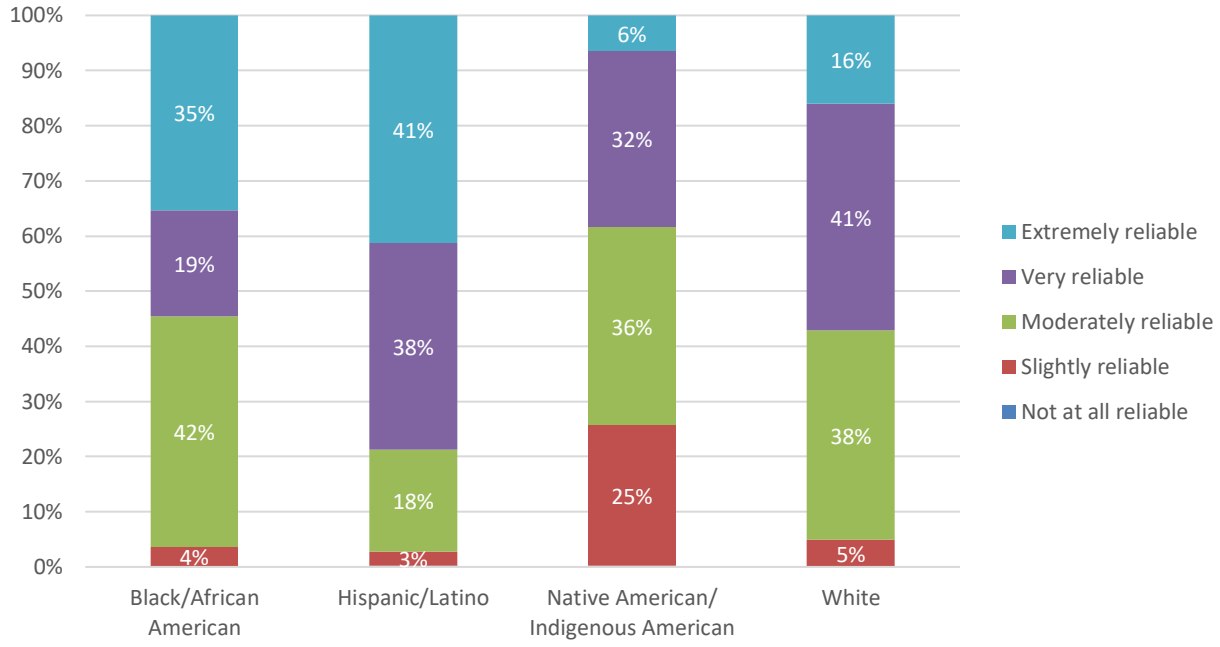


Figure 34: Reliability of home internet service by race/ethnicity



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

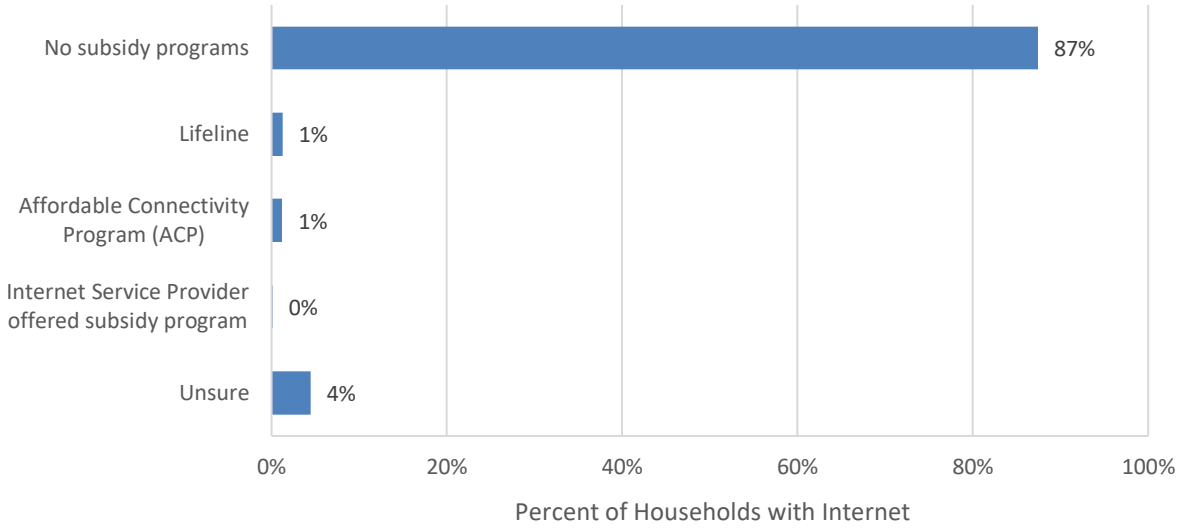
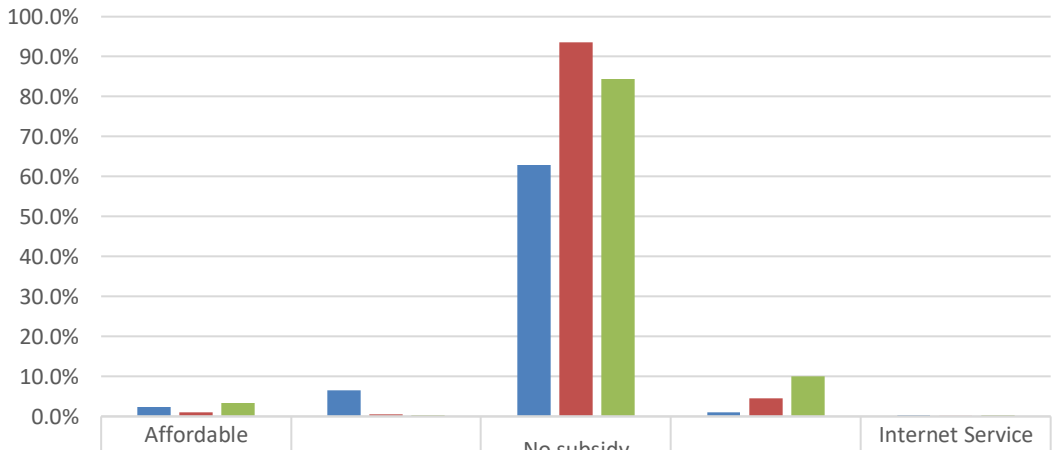


Figure 36: Percent of households with home internet service that are enrolled in subsidy programs by household income



	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%

Please estimate how much you pay per month for your home internet service.

Figure 37: Monthly cost of home internet service

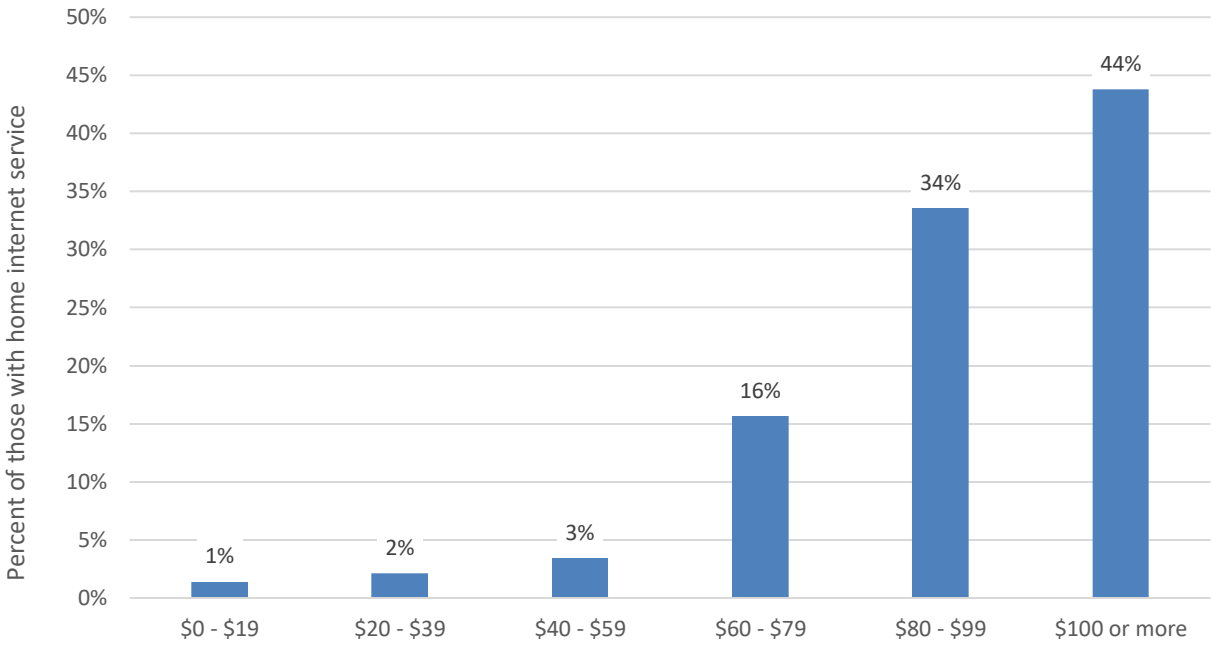
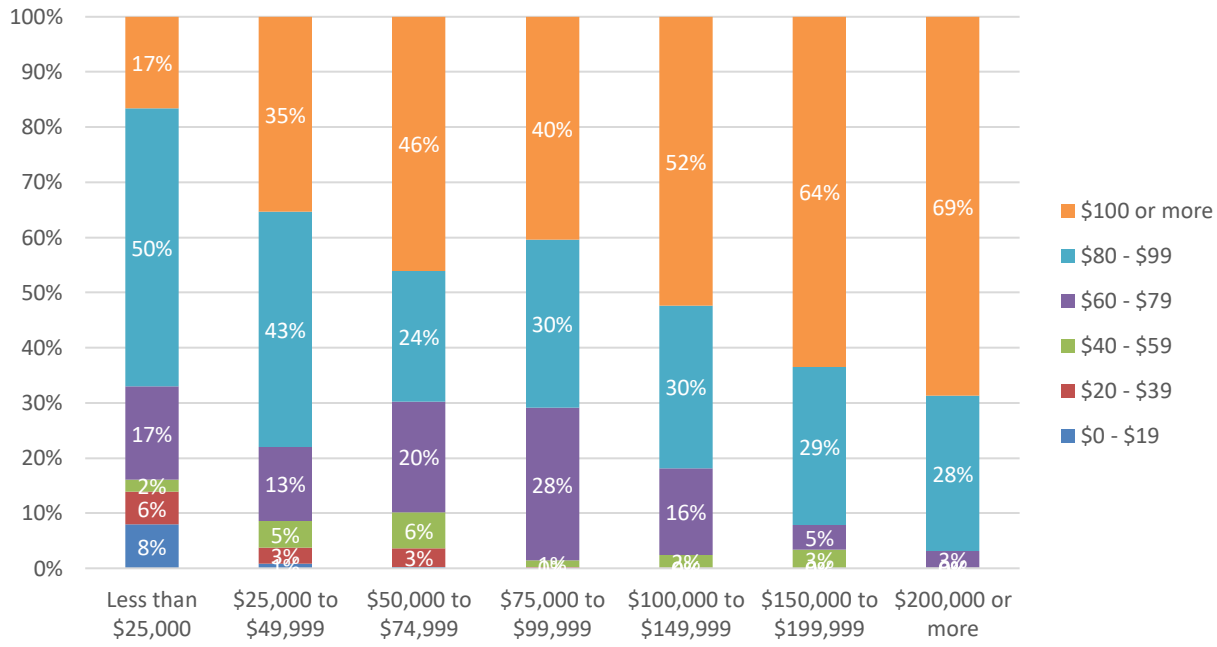


Figure 38: Monthly cost of home internet service by household income



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

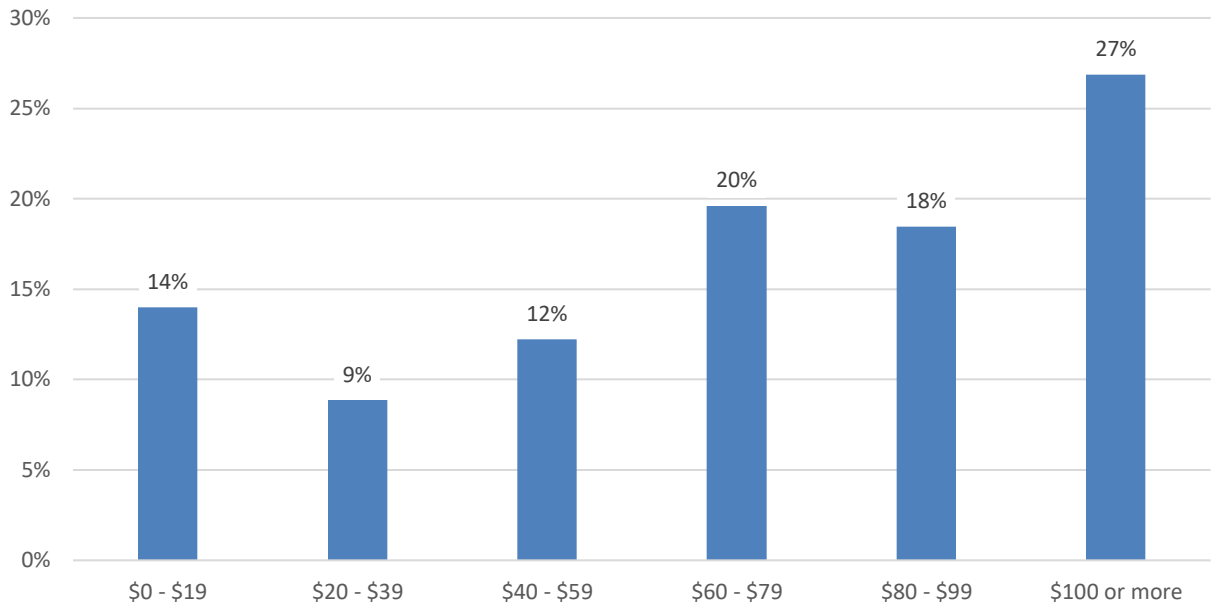
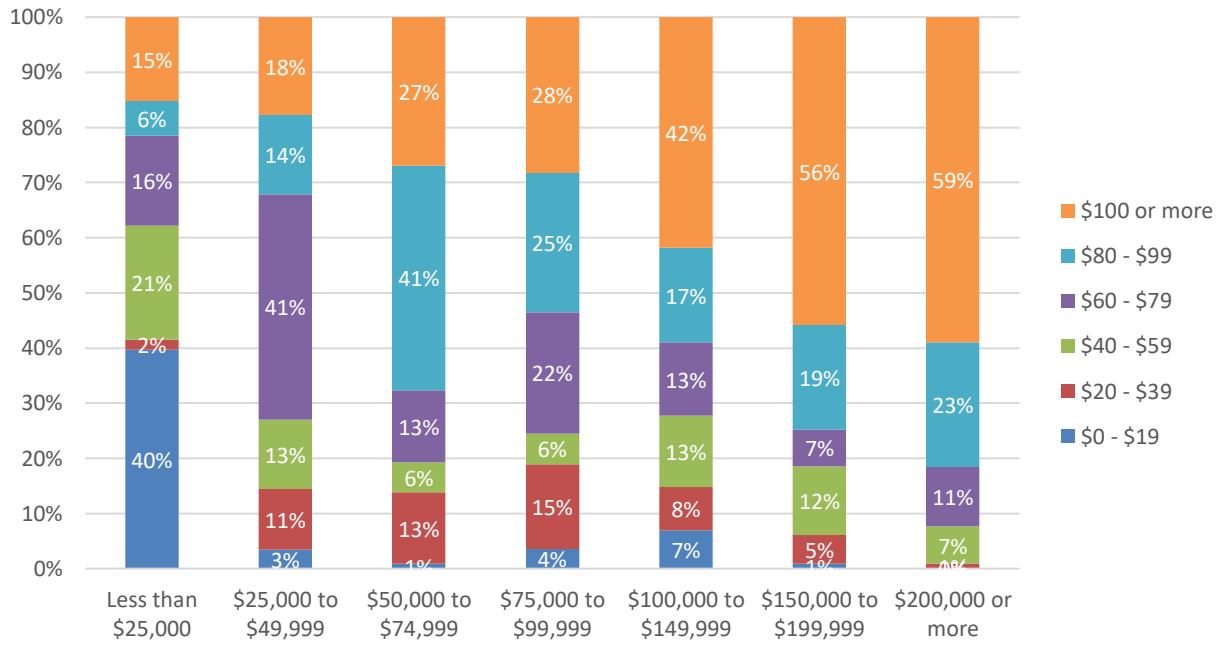


Figure 40: Amount willing to pay for high-speed, reliable home internet service by household income



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

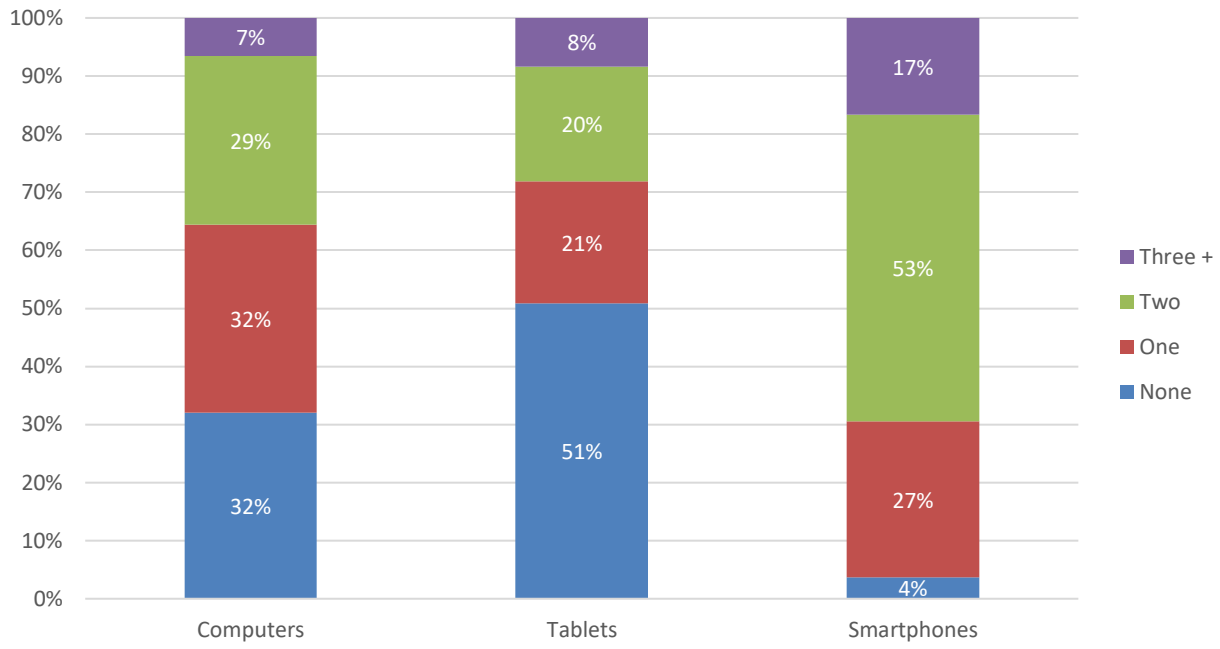


Figure 42: Average number of computing devices in the household (among households with at least one device)

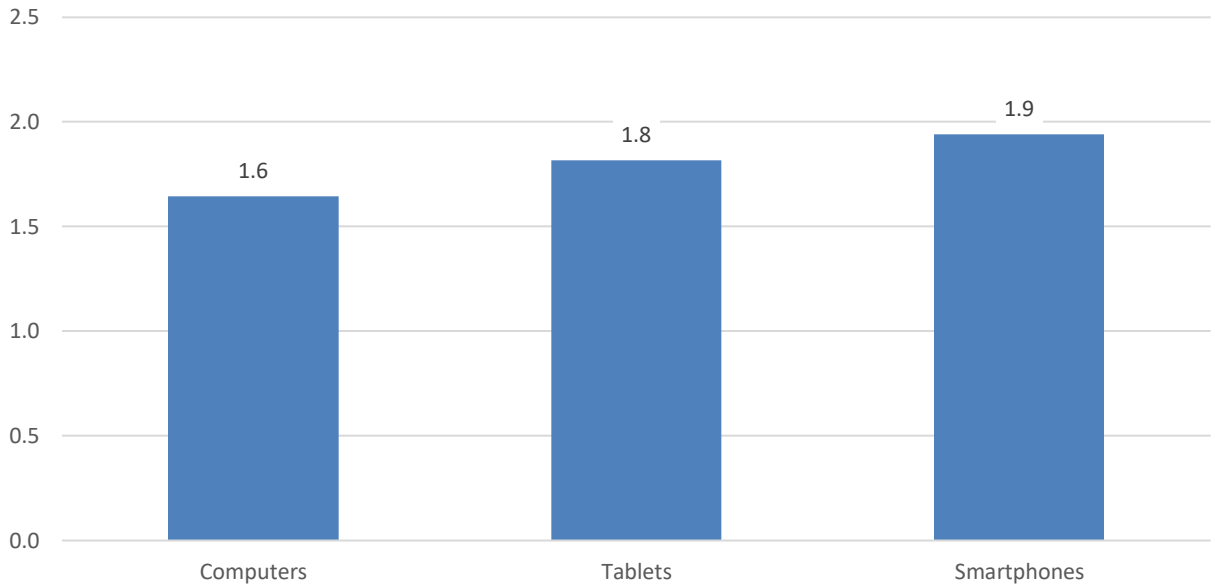


Table 36: Number of computing devices by region

		Region 1	Region 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 region

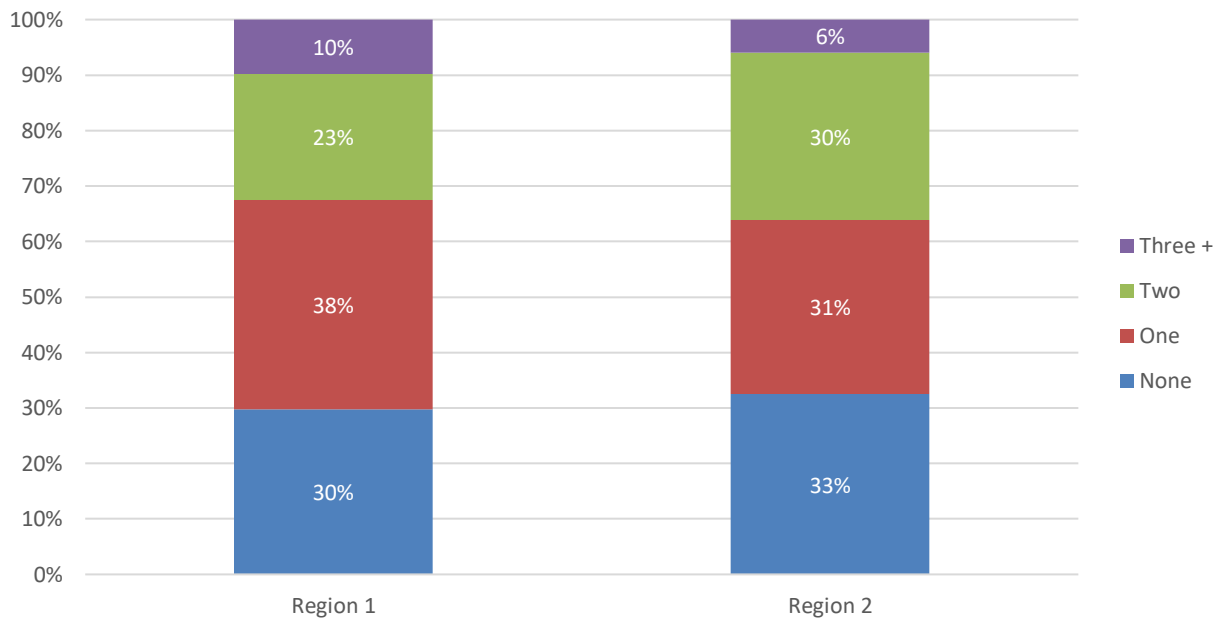


Figure 44: Number of tablets by region

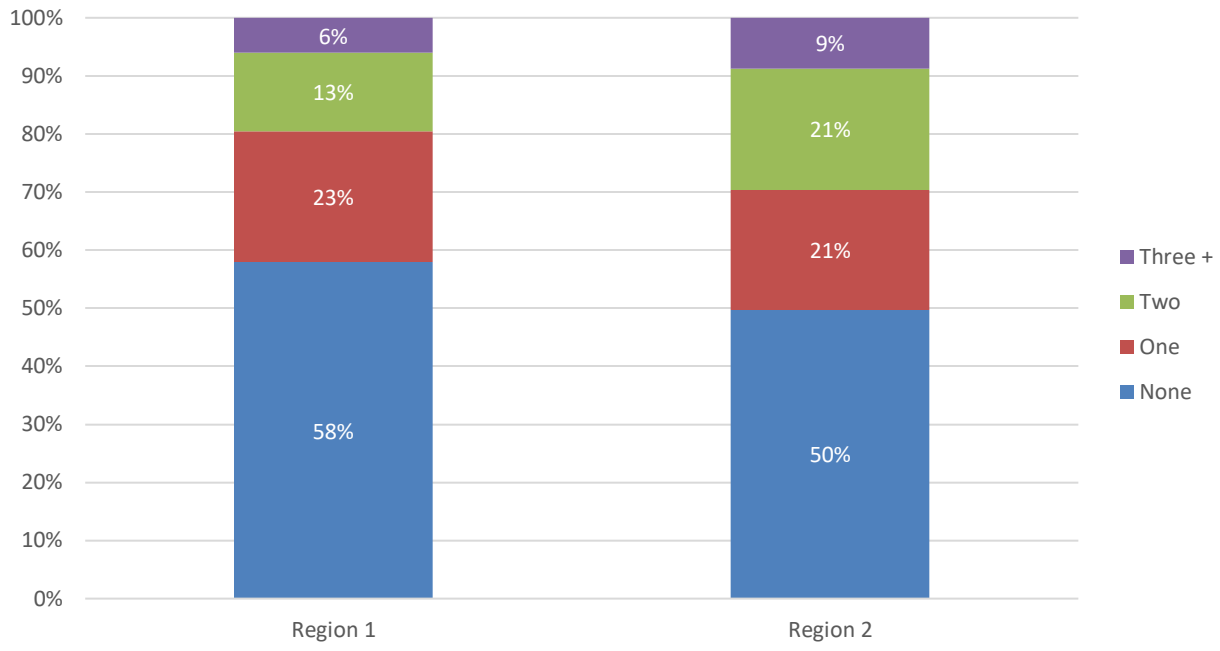


Figure 45: Number of smartphones by region

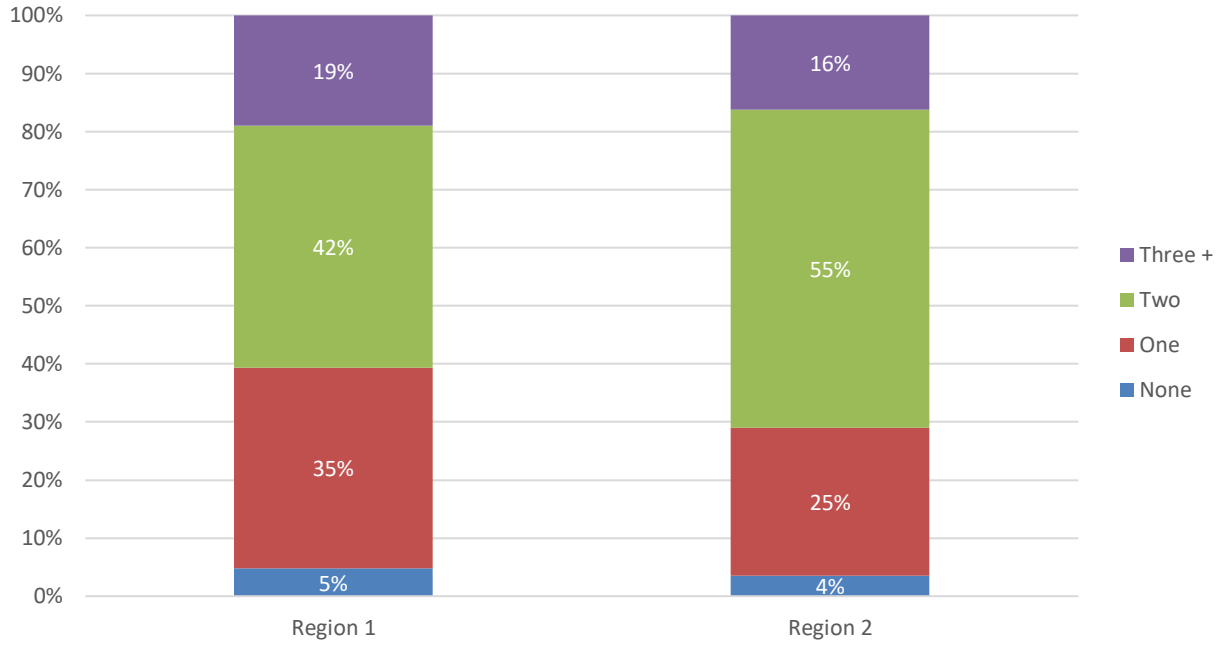


Table 37: Number of computing devices by household income

		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

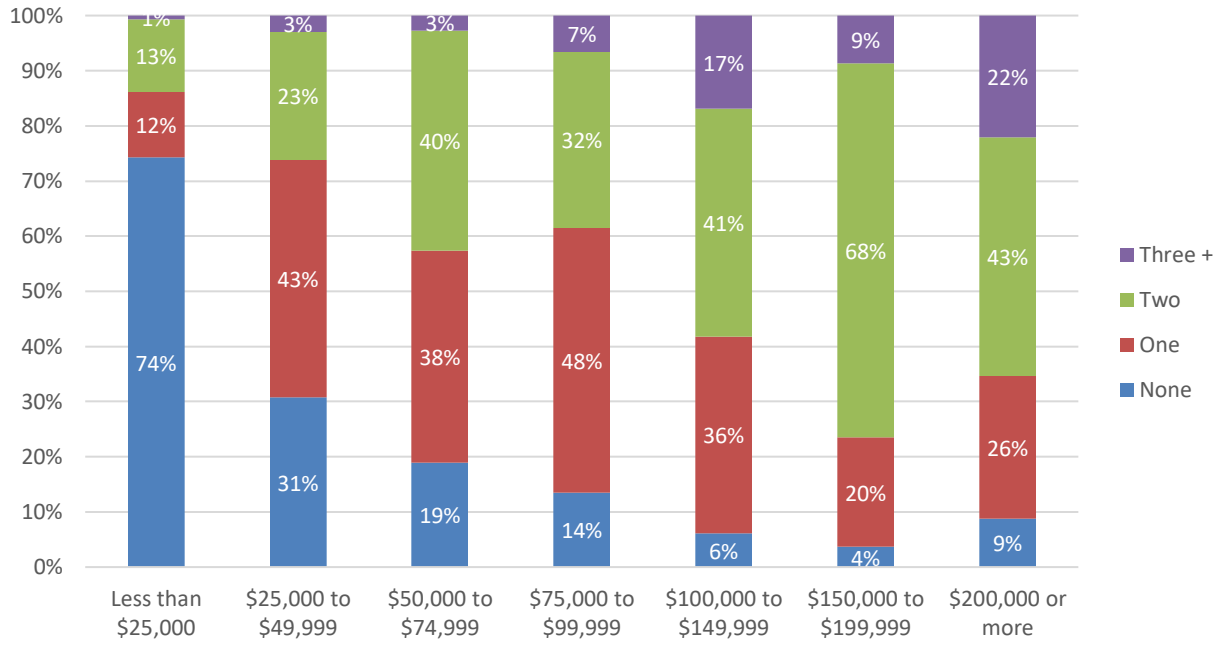


Figure 47: Number of tablets by household income

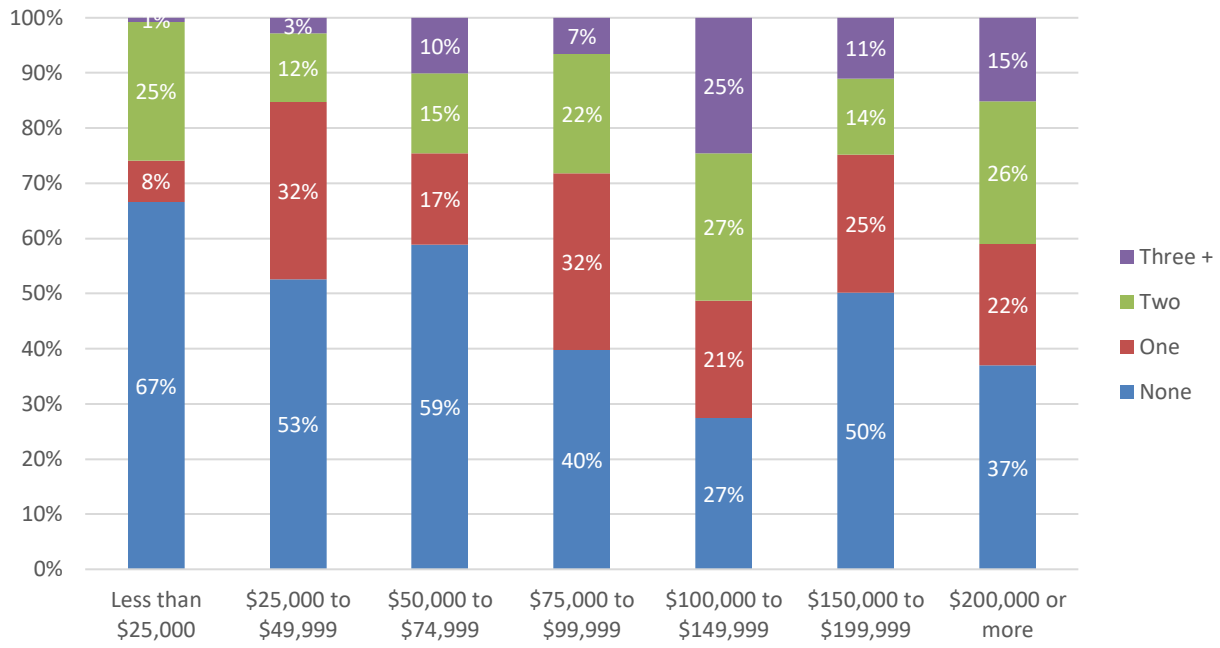


Figure 48: Number of smartphones by household income

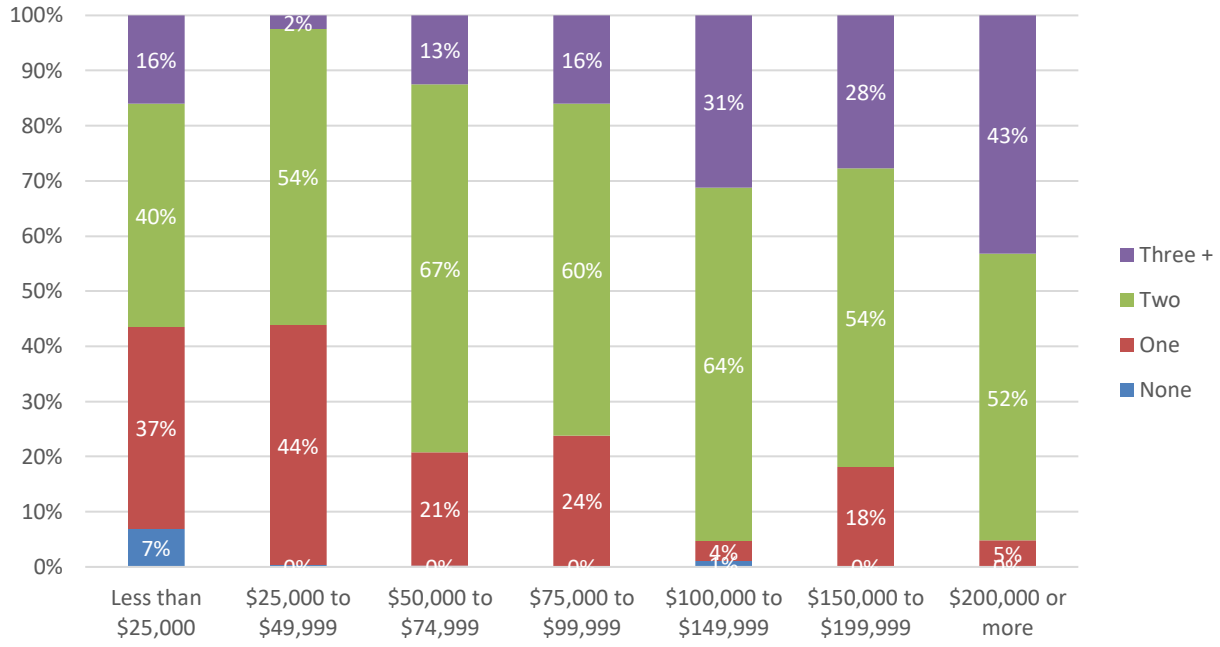


Table 38: Number of computing devices by race/ethnicity

		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
Smartphones	None	0%	1%	1%	1%
	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

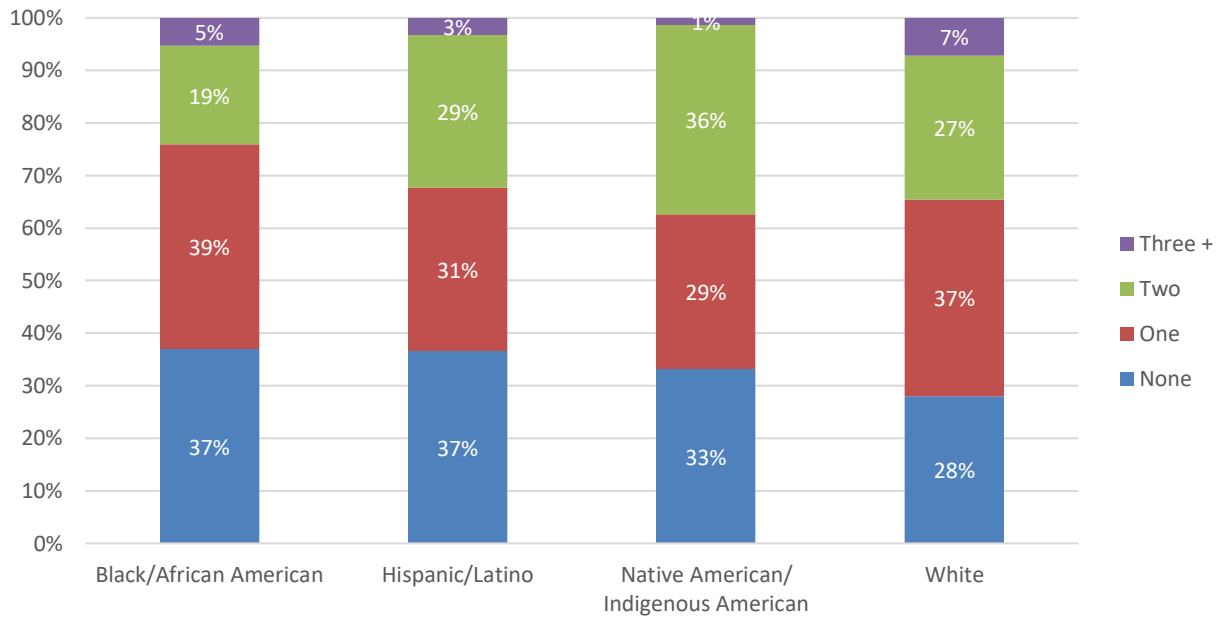


Figure 50: Number of tablets by race/ethnicity

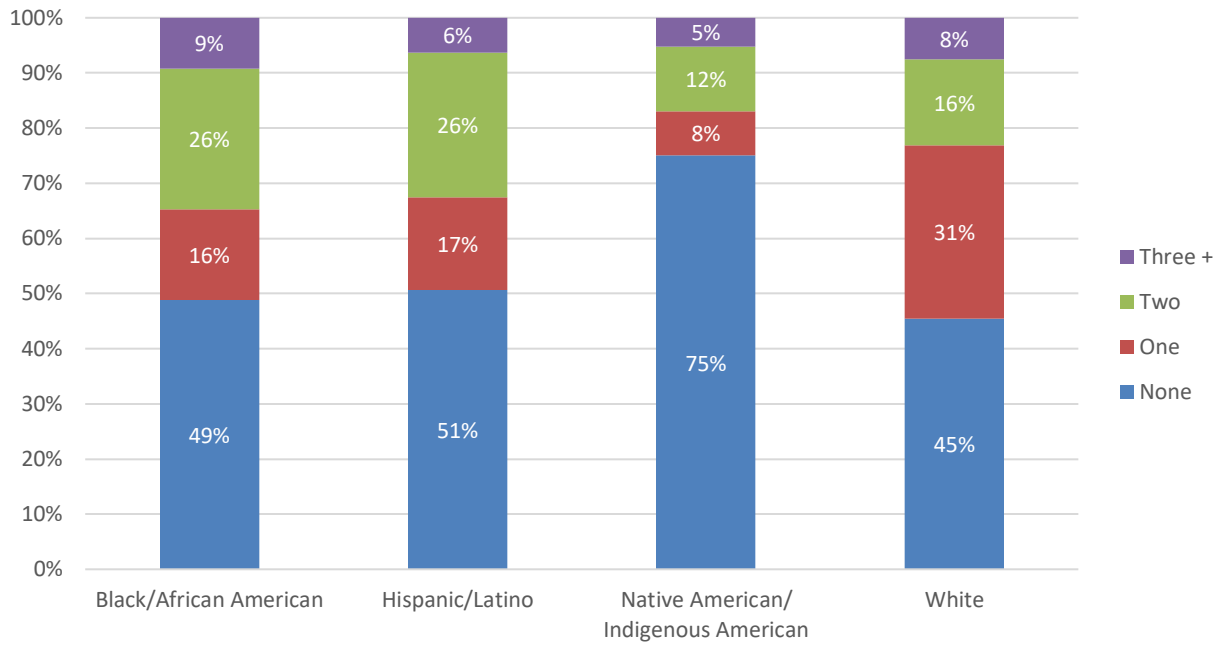


Figure 51: Number of smartphones by race/ethnicity

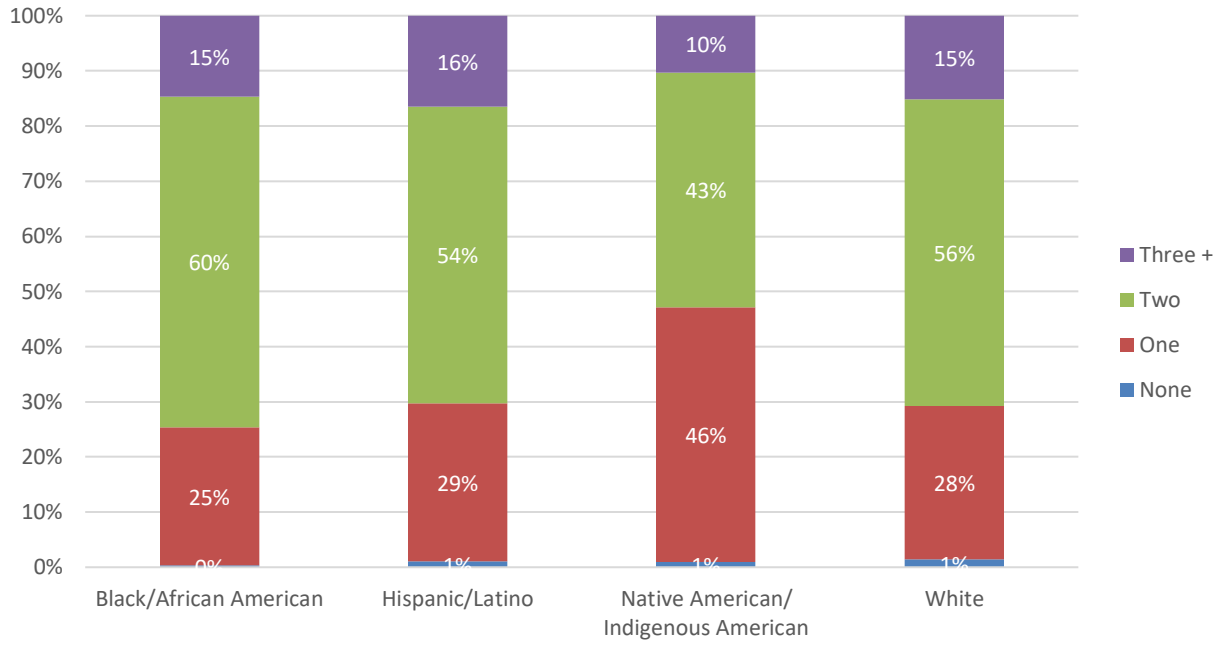


Table 39: Number of computing devices in at-risk households

		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

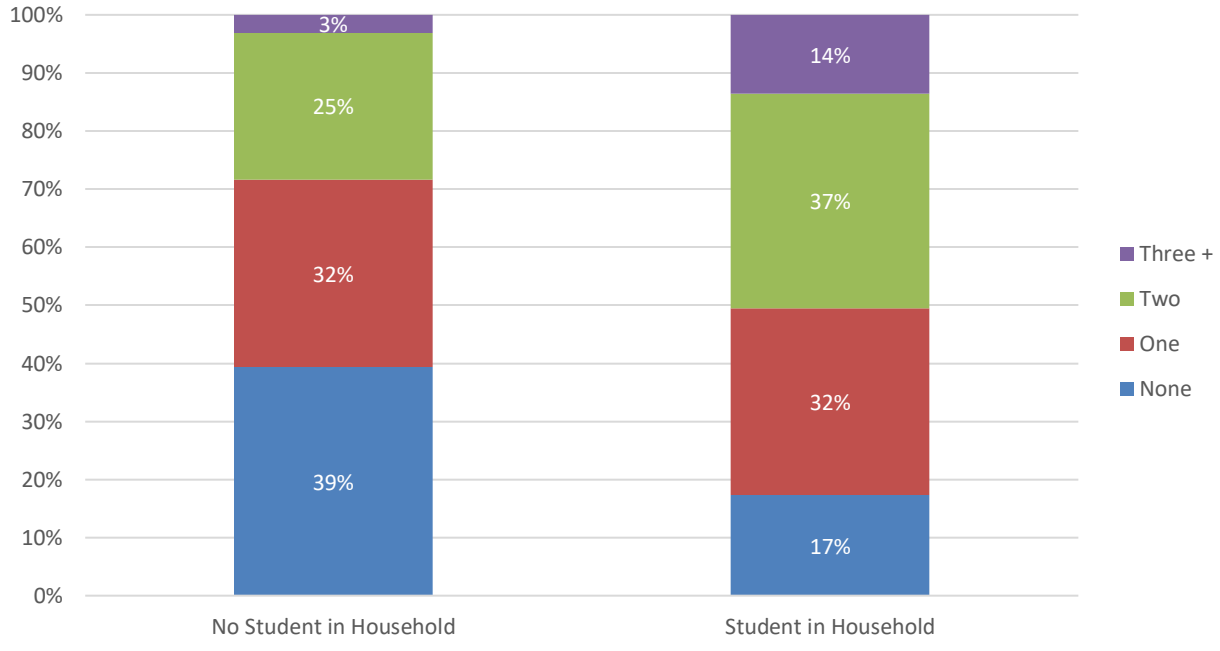


Figure 53: Number of tablets by student in household

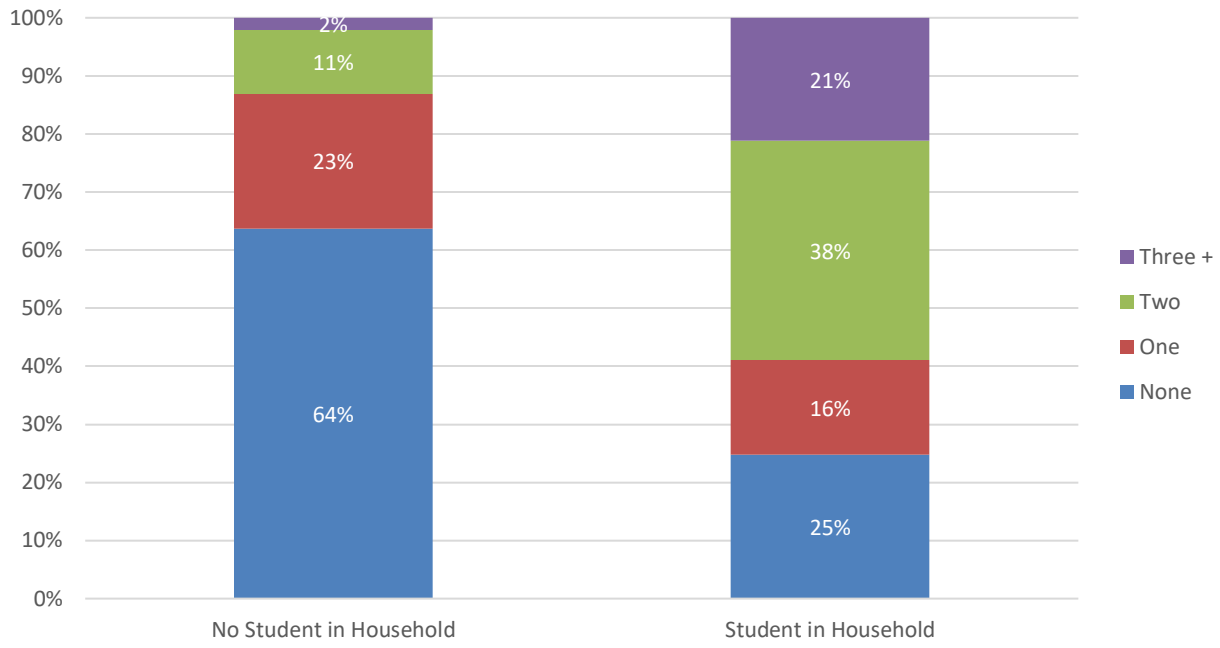


Figure 54: Number of smartphones by student in household

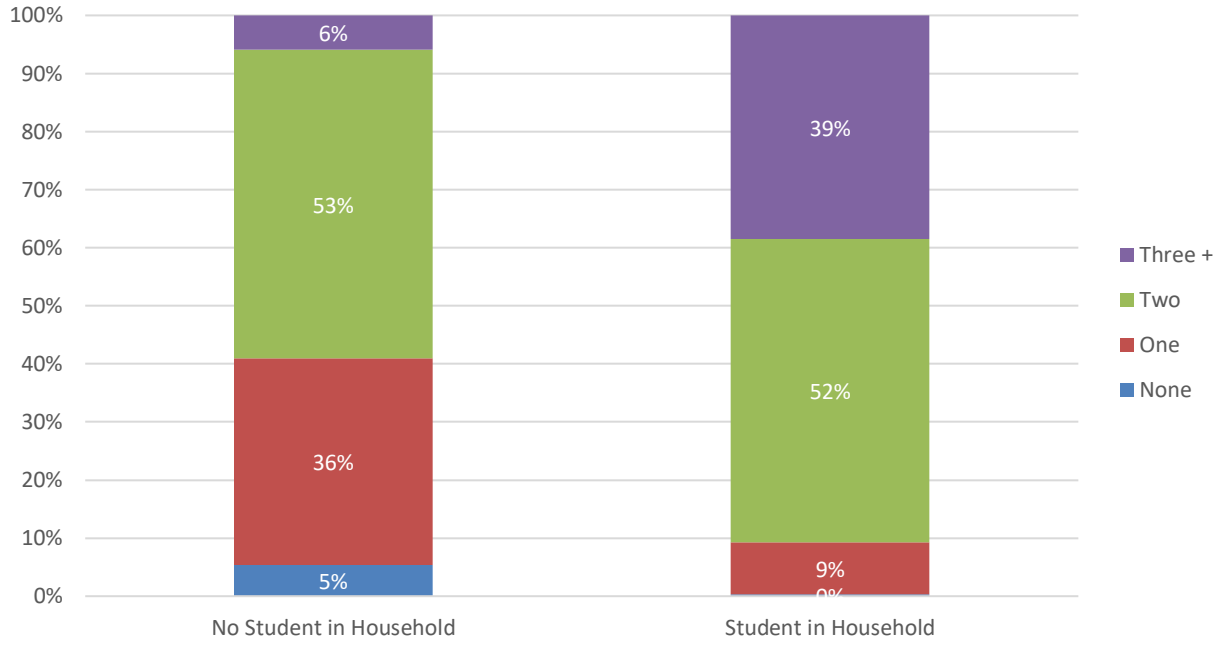


Table 40: Number of computing devices by household size

		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

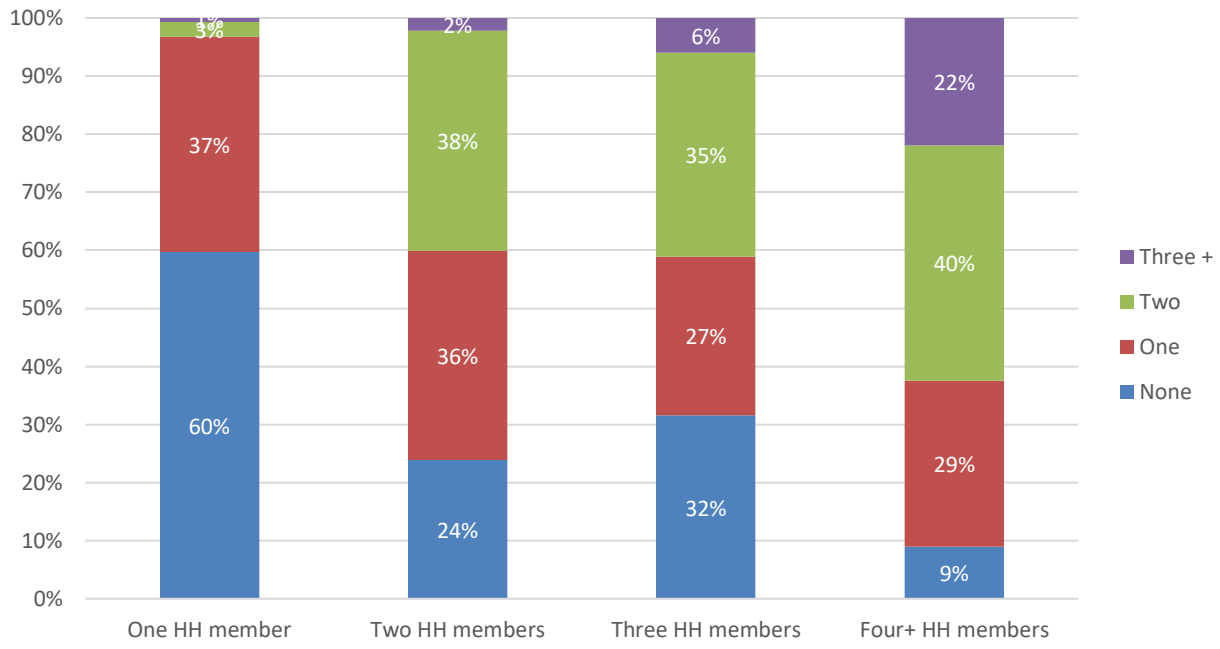


Figure 56: Number of tablets by household size

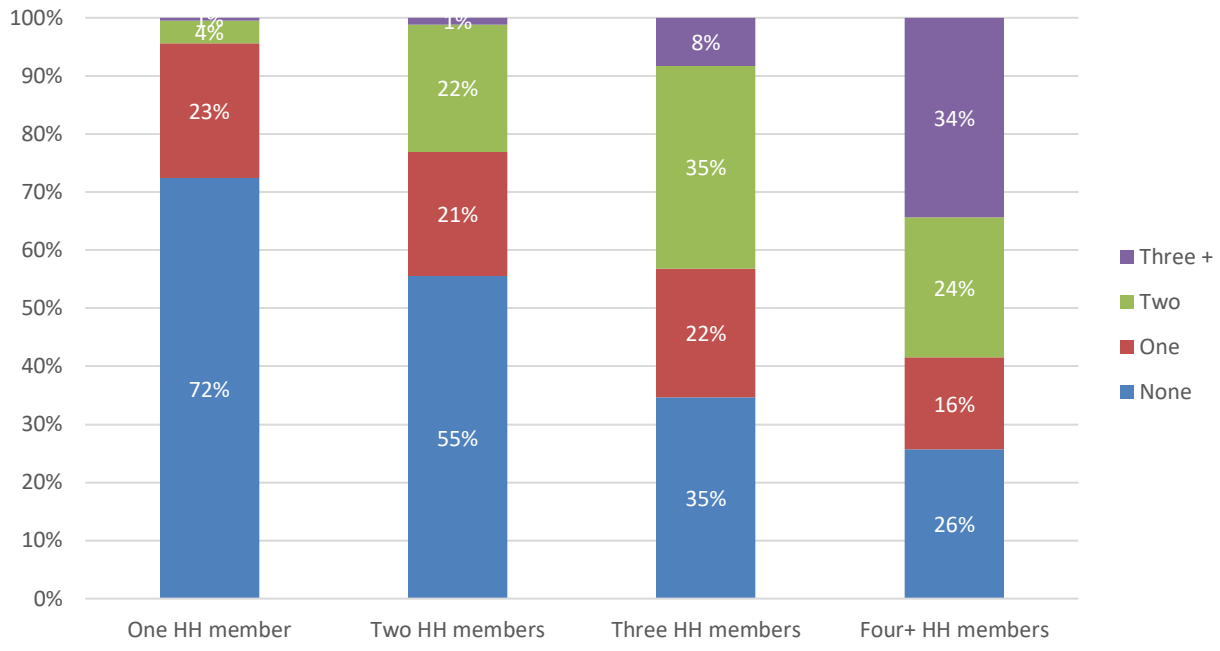


Figure 57: Number of smartphones by household size

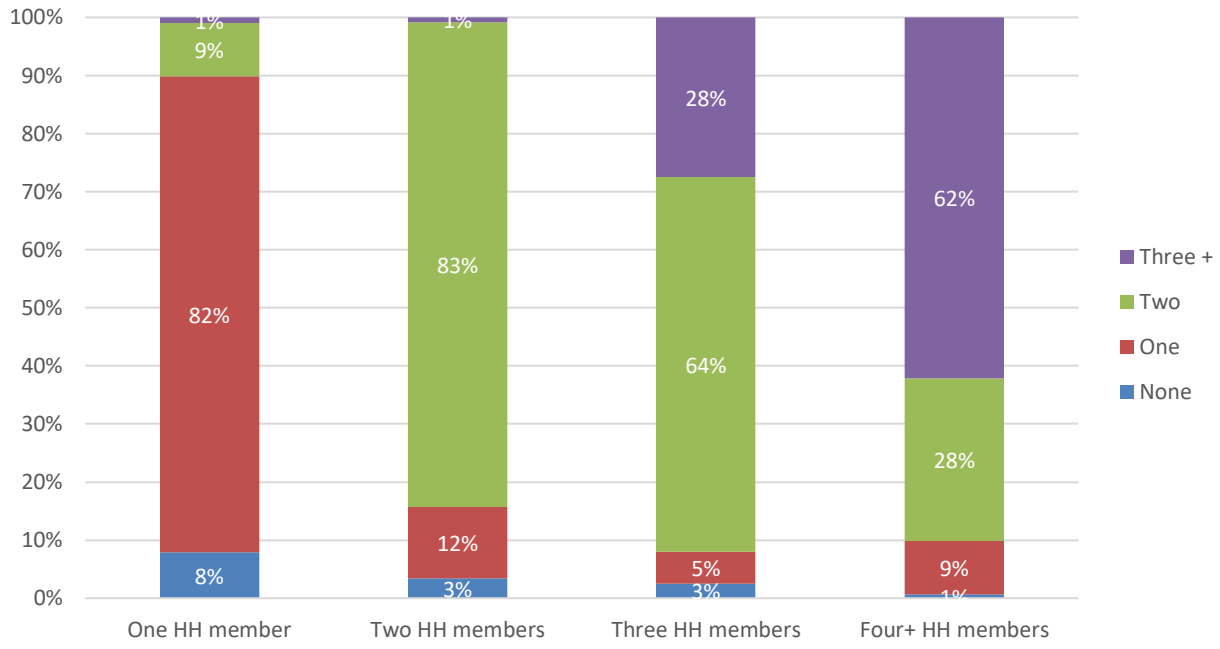


Table 41: Number of computing devices by ages of householders (percent of households with at least one householder in each age group)

		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)

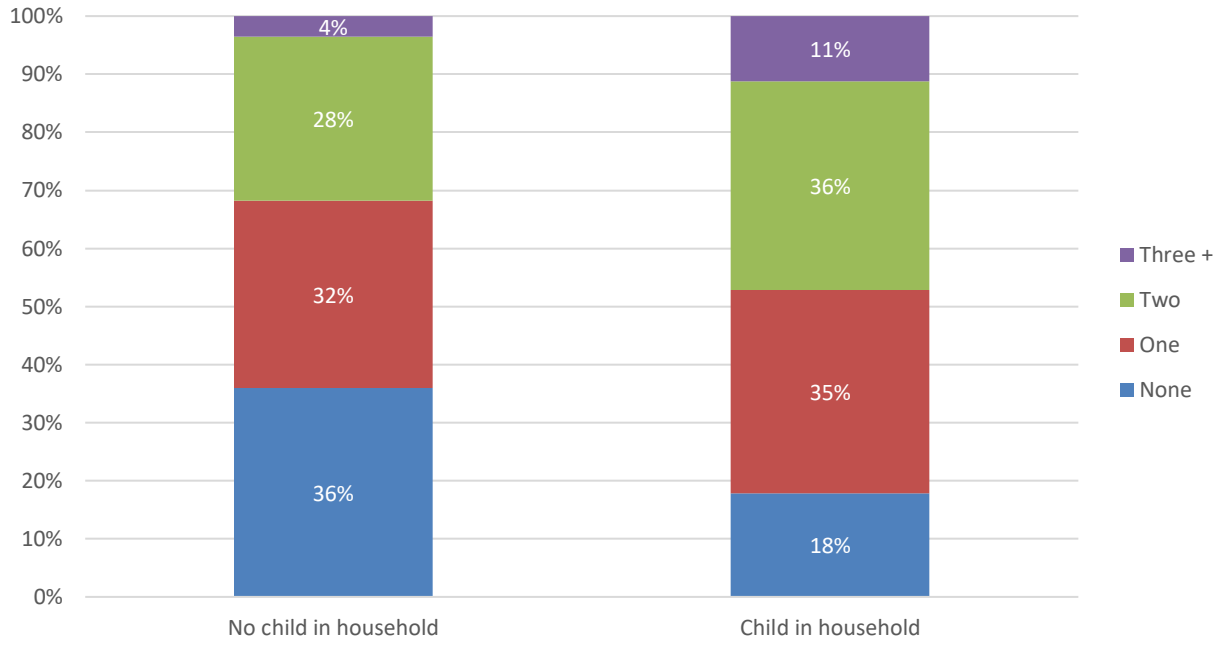


Figure 59: Number of tablets by children in household (at least one household member under age 18)

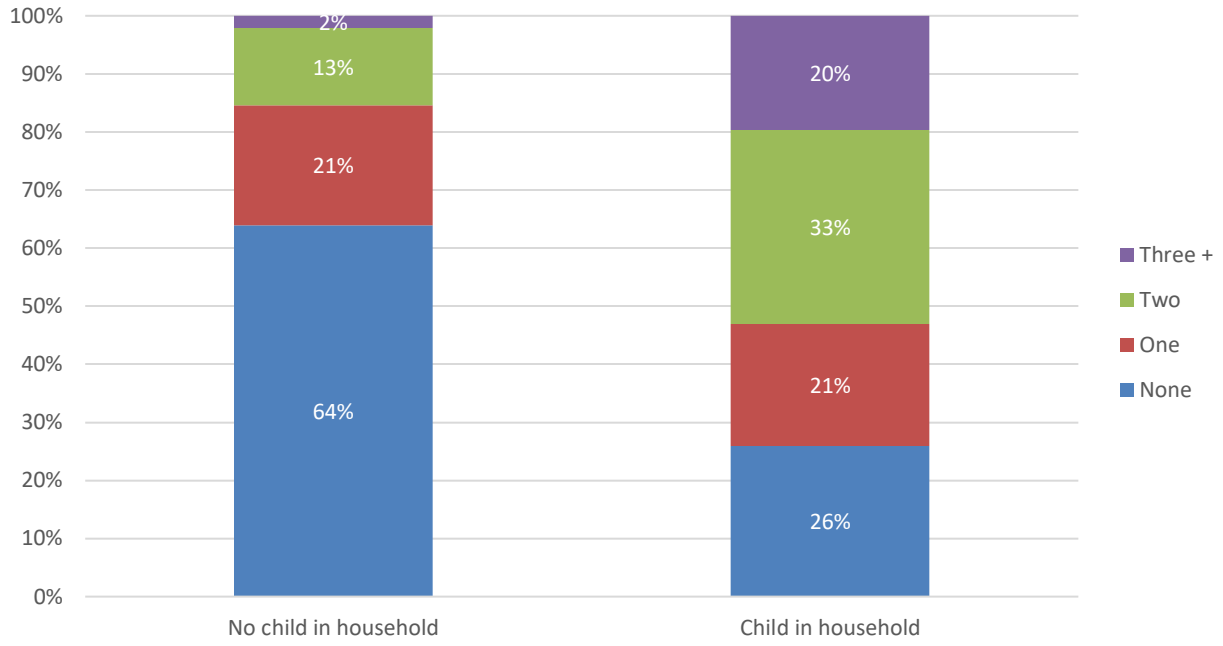


Figure 60: Number of smartphones by children in household (at least one household member under age 18)

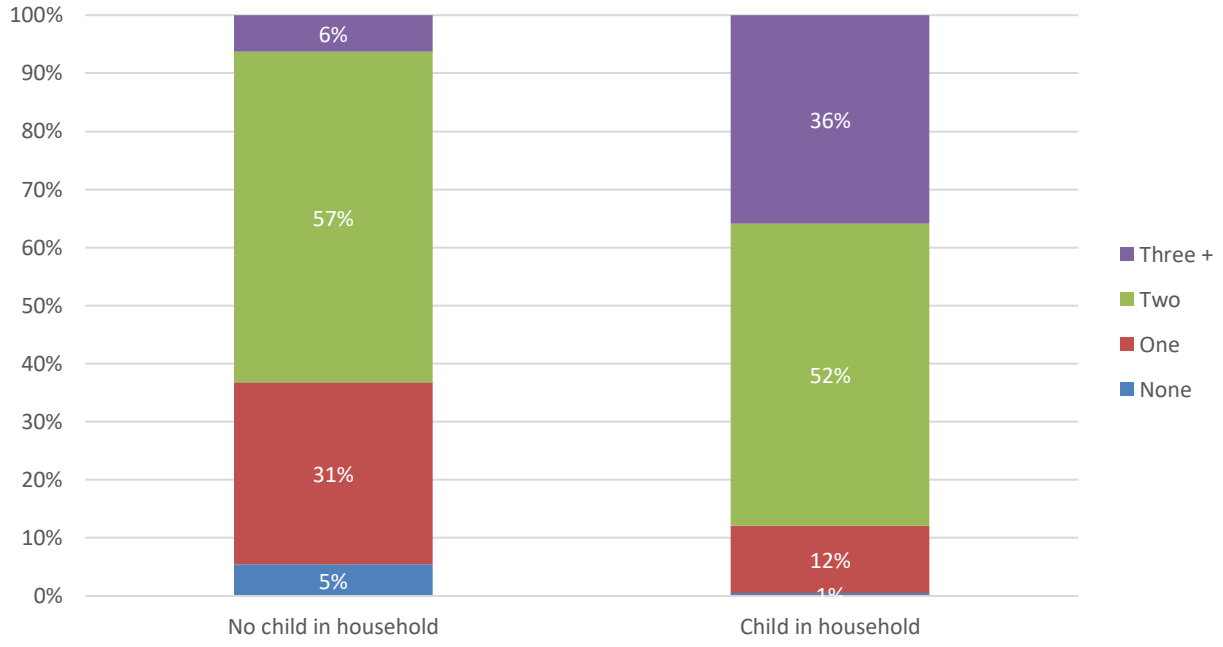


Figure 61: Number of computers by seniors in household (at least one household member age 65 or older)

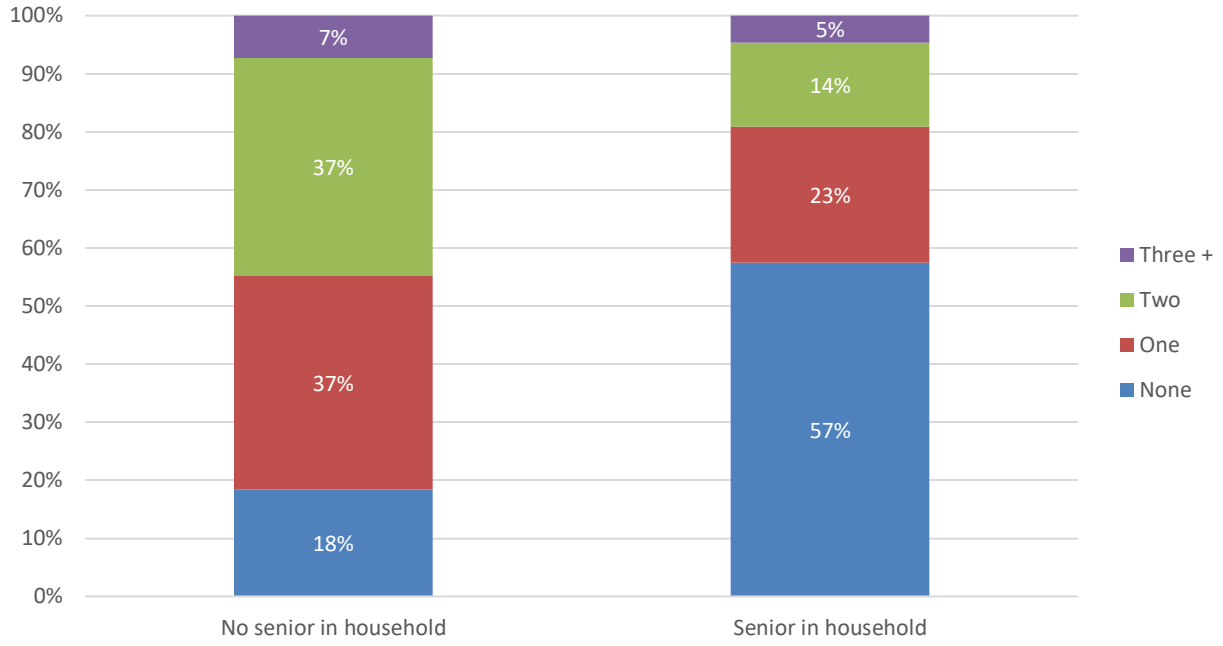


Figure 62: Number of tablets by seniors in household (at least one household member age 65 or older)

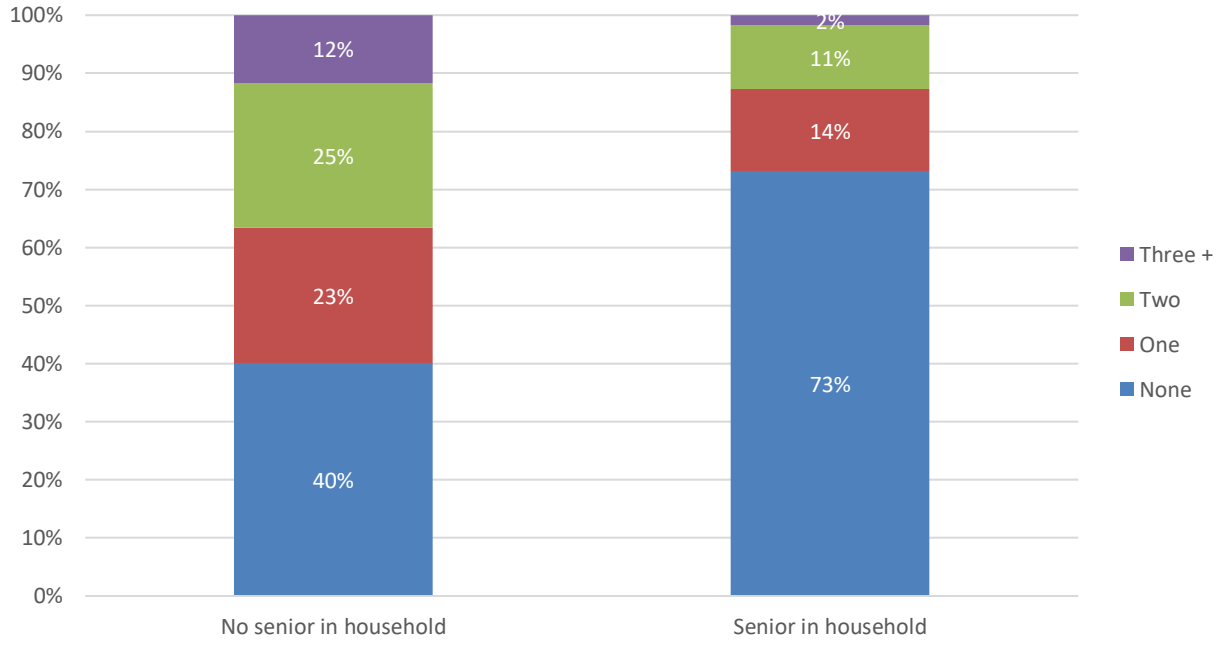


Figure 63: Number of smartphones by seniors in household (at least one household member age 65 or older)

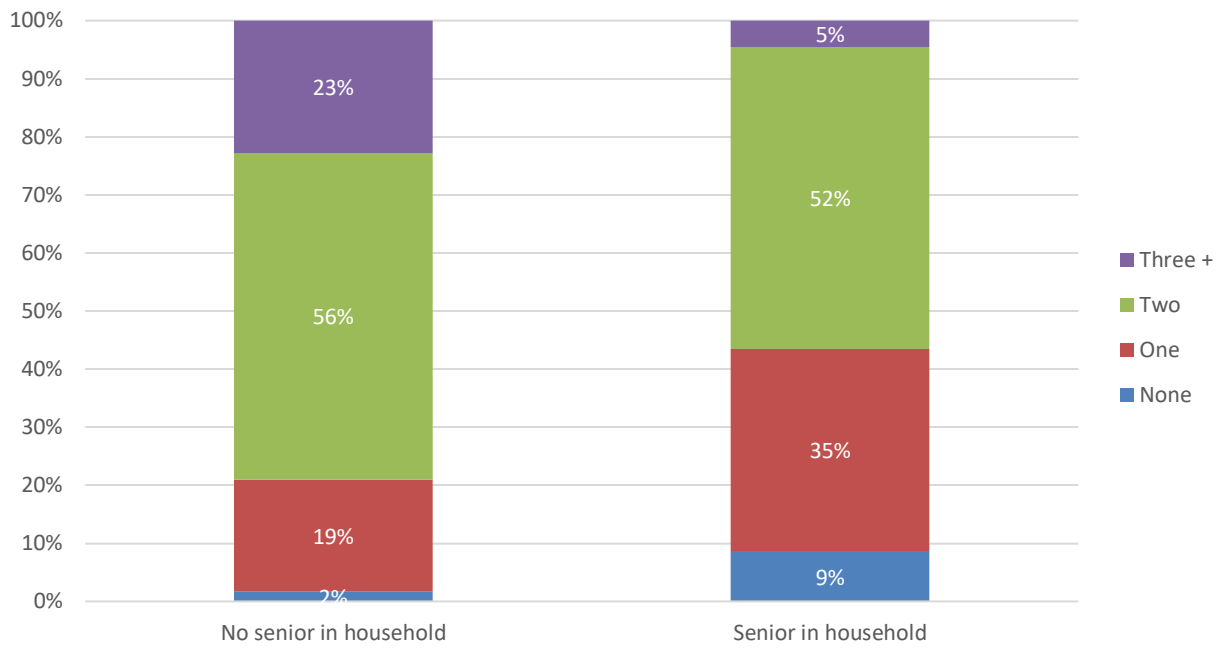


Table 42: Number of computing devices by respondent age

		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

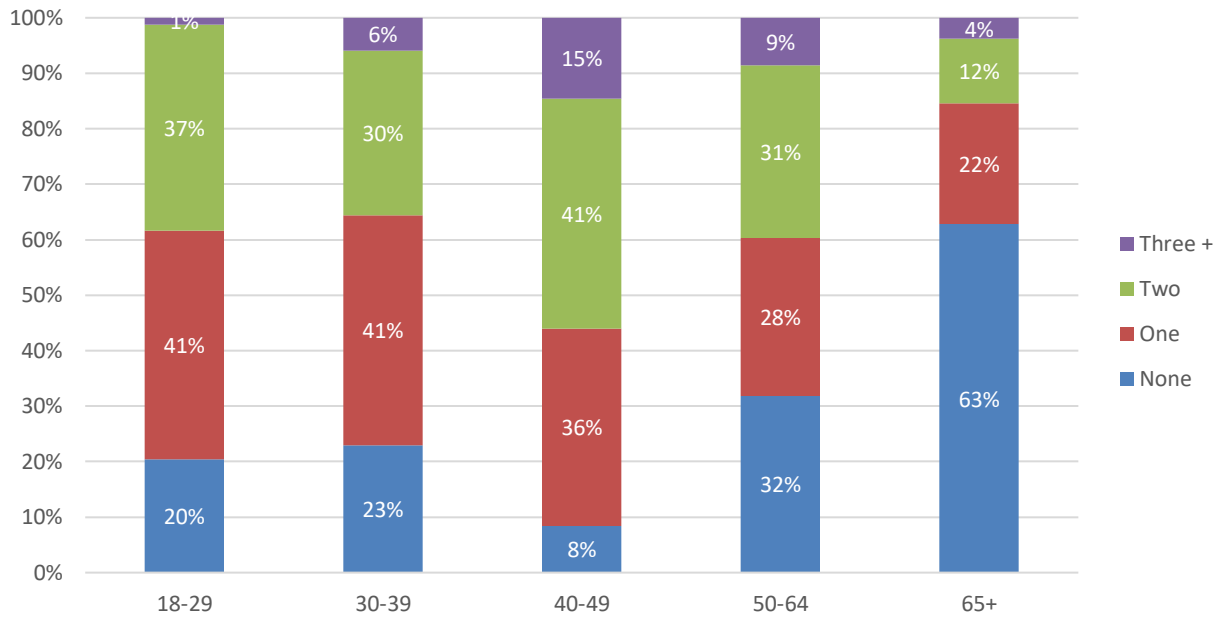


Figure 65: Number of tablets by respondent age

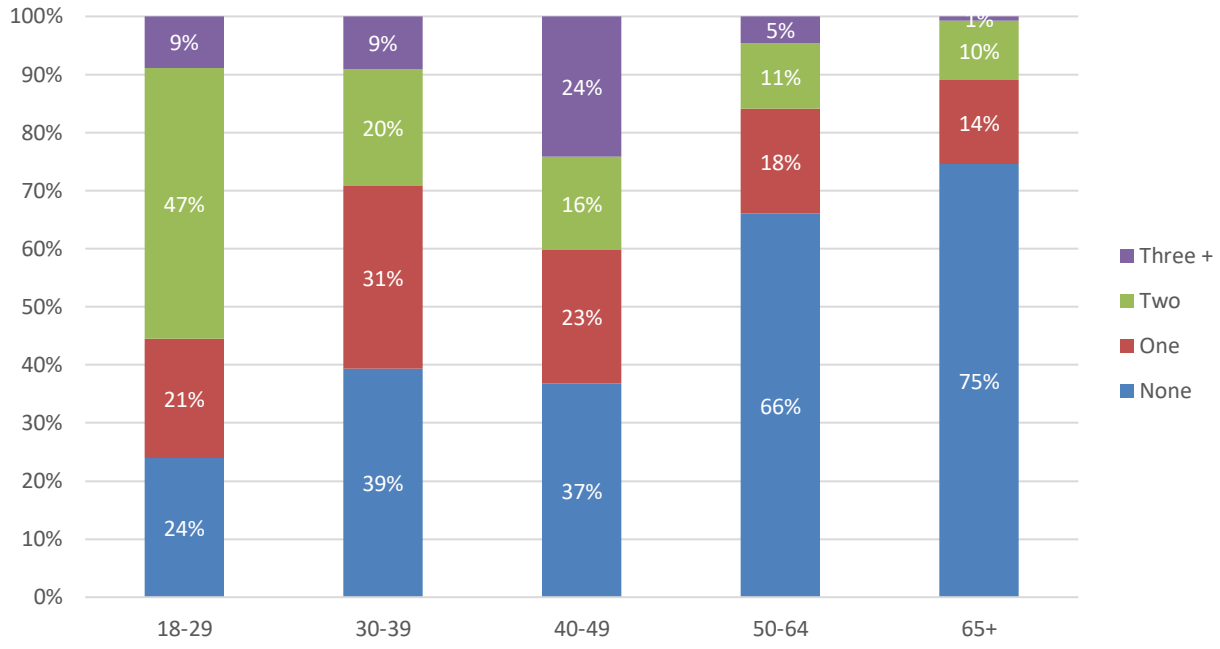
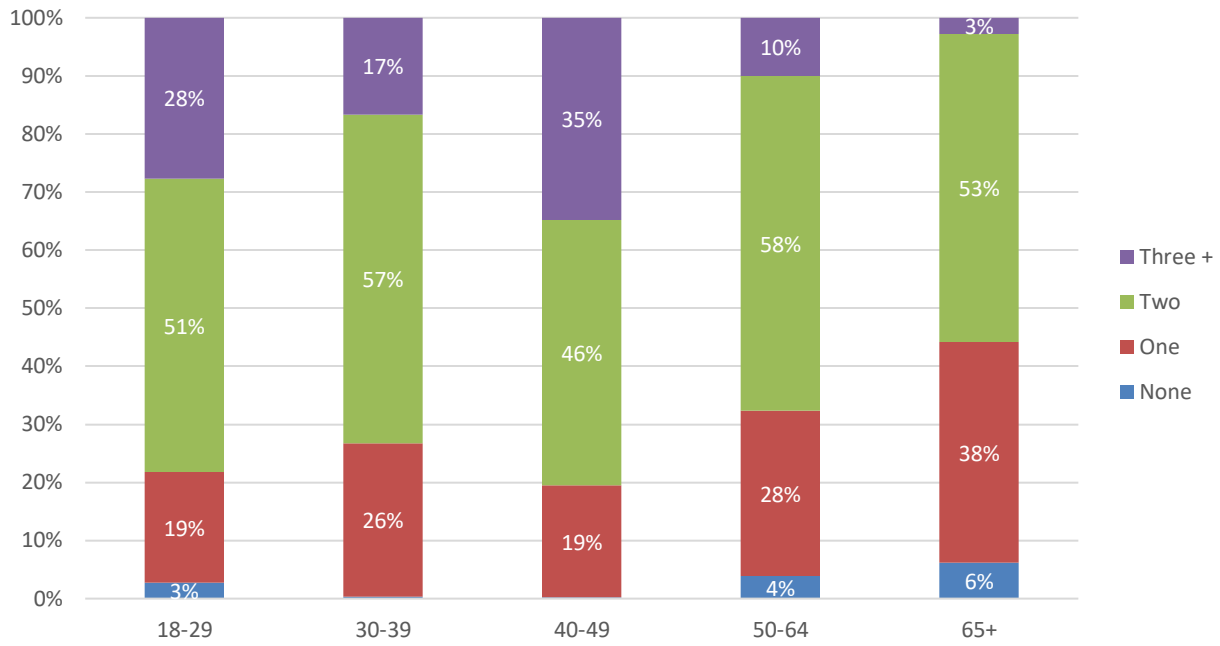


Figure 66: Number of smartphones by respondent age



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

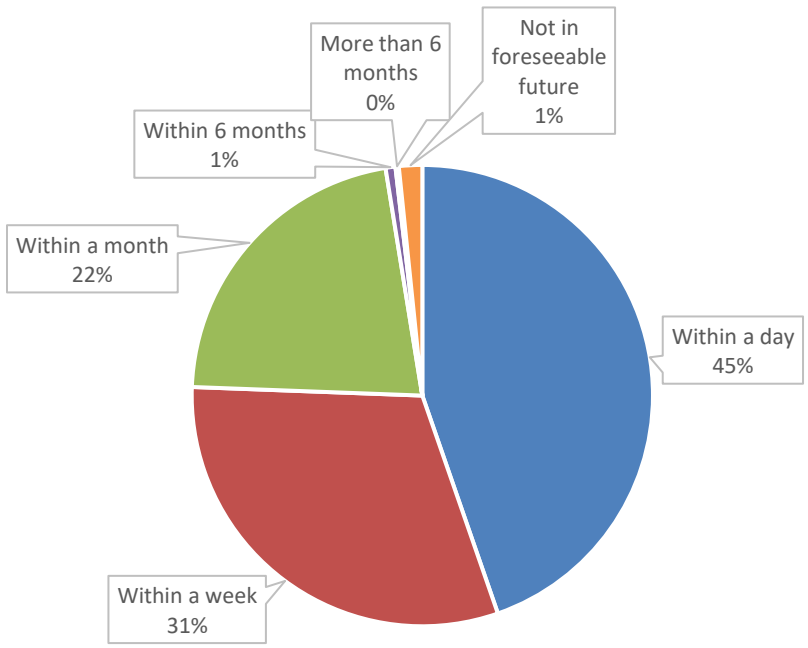


Figure 68: How long it would take to replace a lost or damaged computing device by region

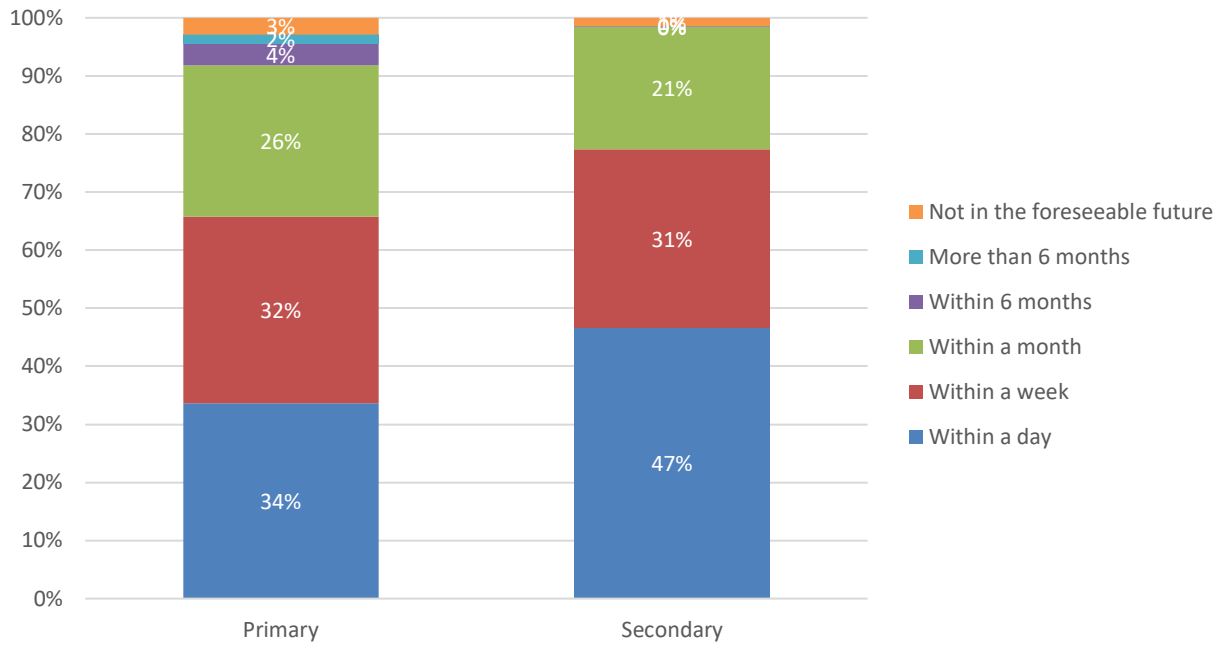


Figure 69: How long it would take to replace a lost or damaged computing device by household income

Figure 70: How long it would take to replace a lost or damaged computing device by race/ethnicity

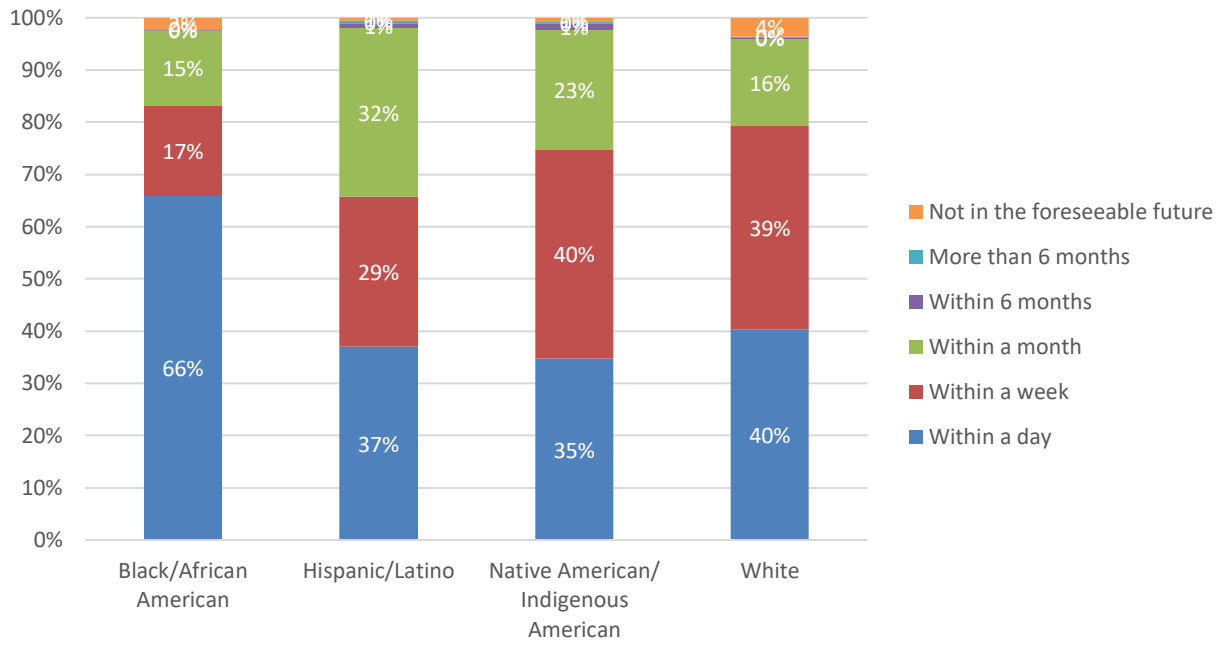


Figure 71: How long it would take to replace a lost or damaged computing device by student status

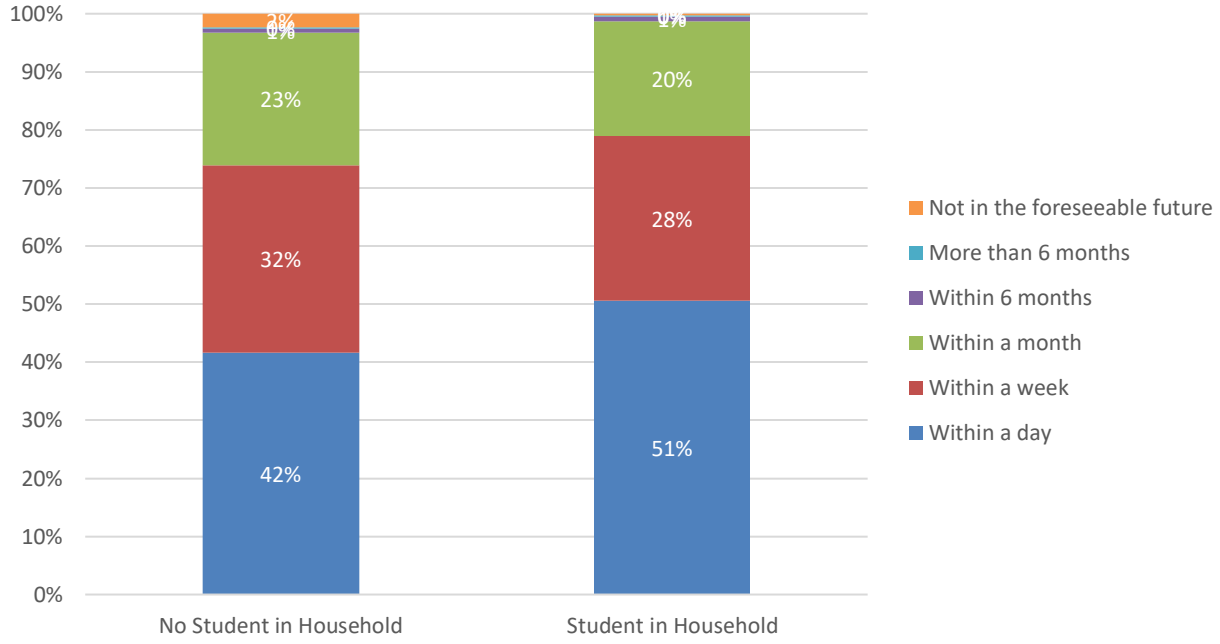


Figure 72: How long it would take to replace a lost or damaged computing device by household size

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)

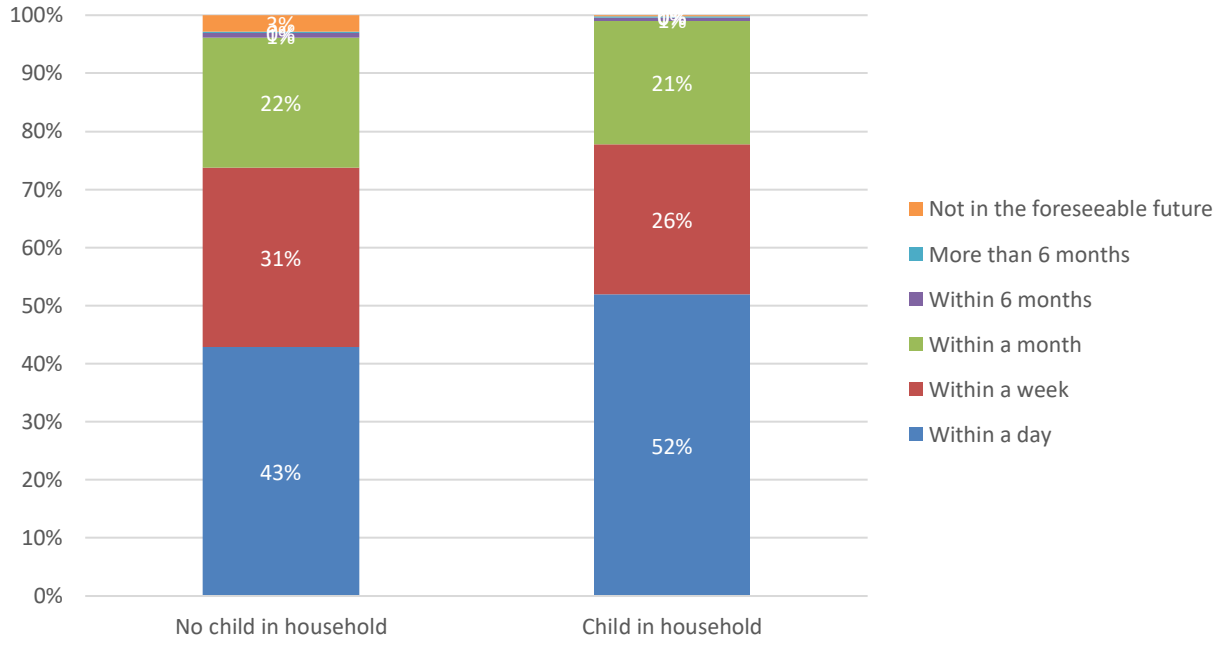


Figure 74: How long it would take to replace a lost or damaged computing device by seniors in household (at least one person age 65+ in the household)

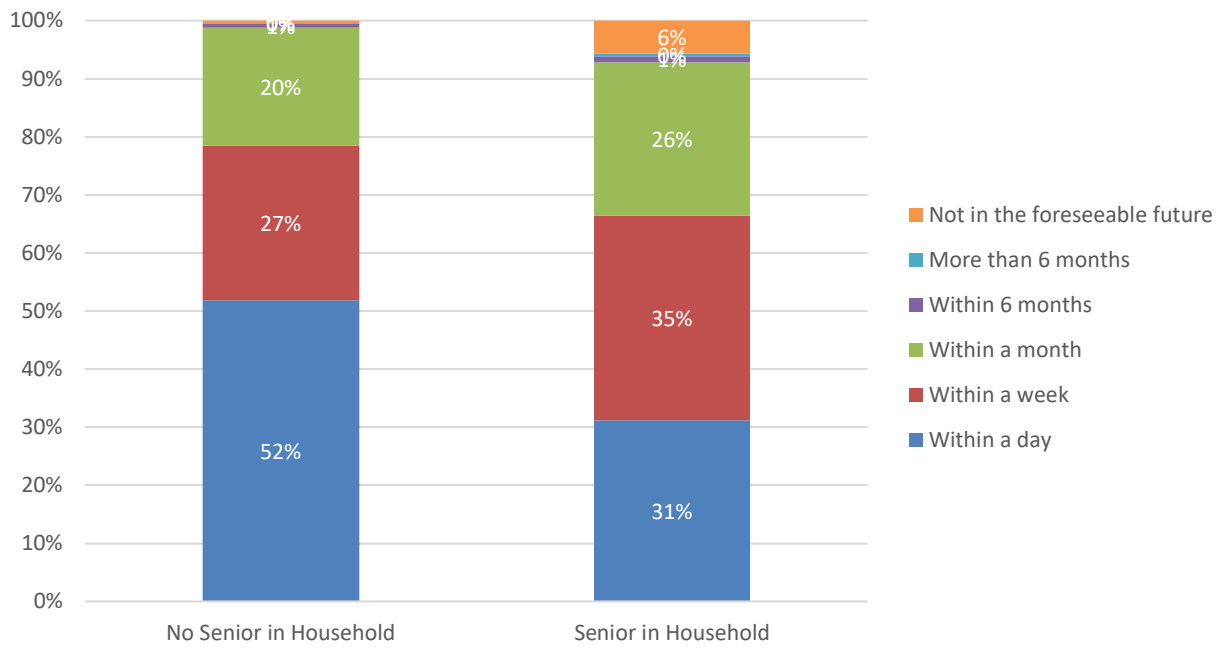
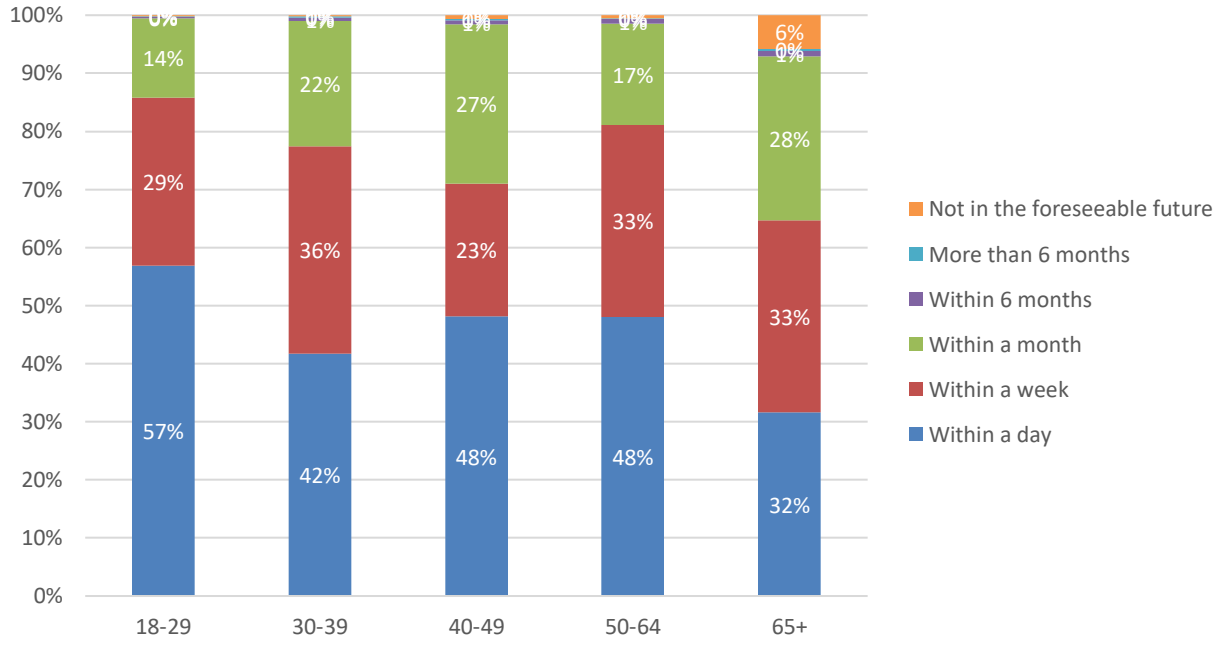


Figure 75: How long it would take to replace a lost or damaged computing device by respondent age



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

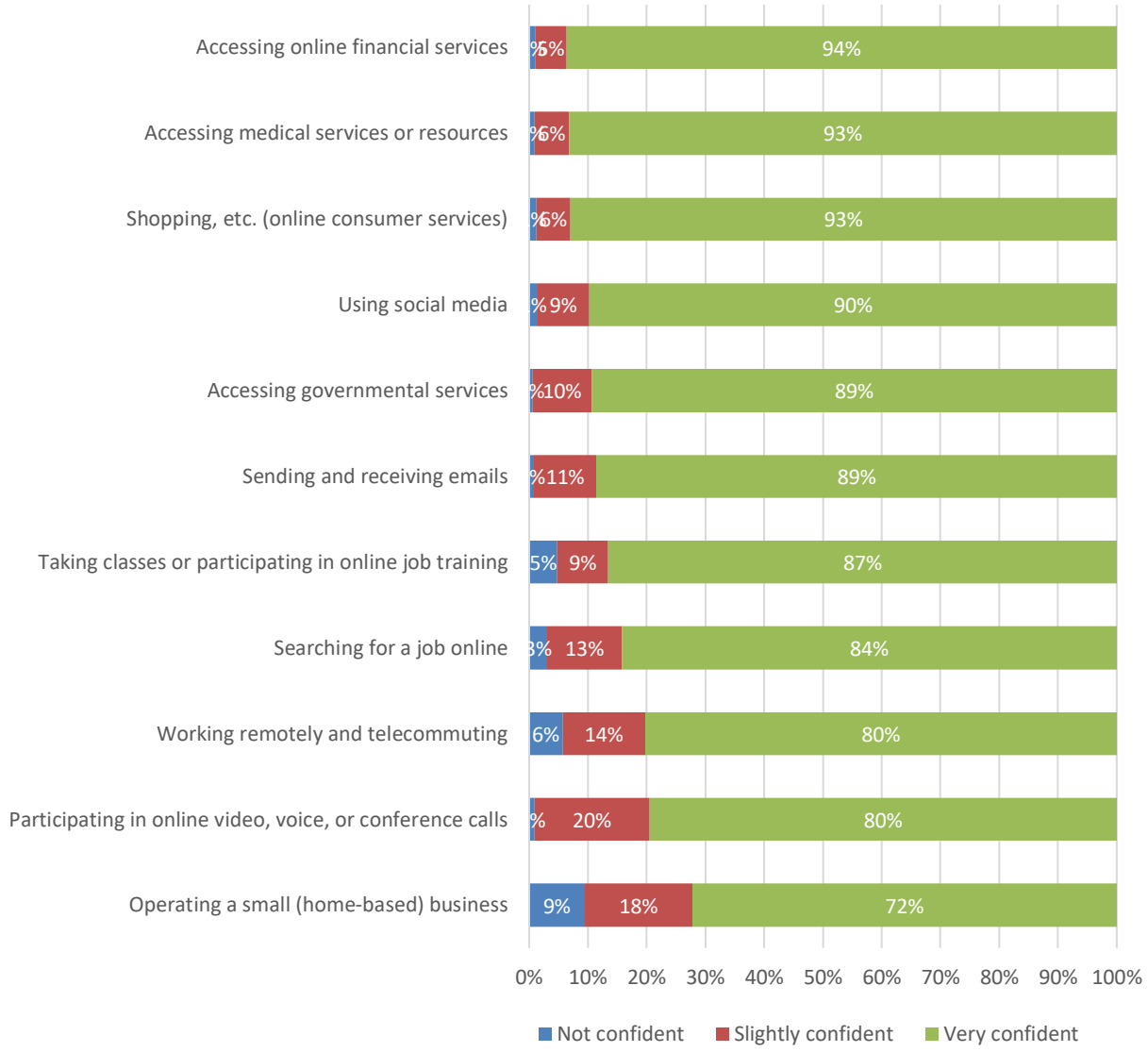


Table 43: Confidence in using the internet for various activities by region

		Primary	Secondary
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

Figure 77: Very confident in using the internet for various activities by region

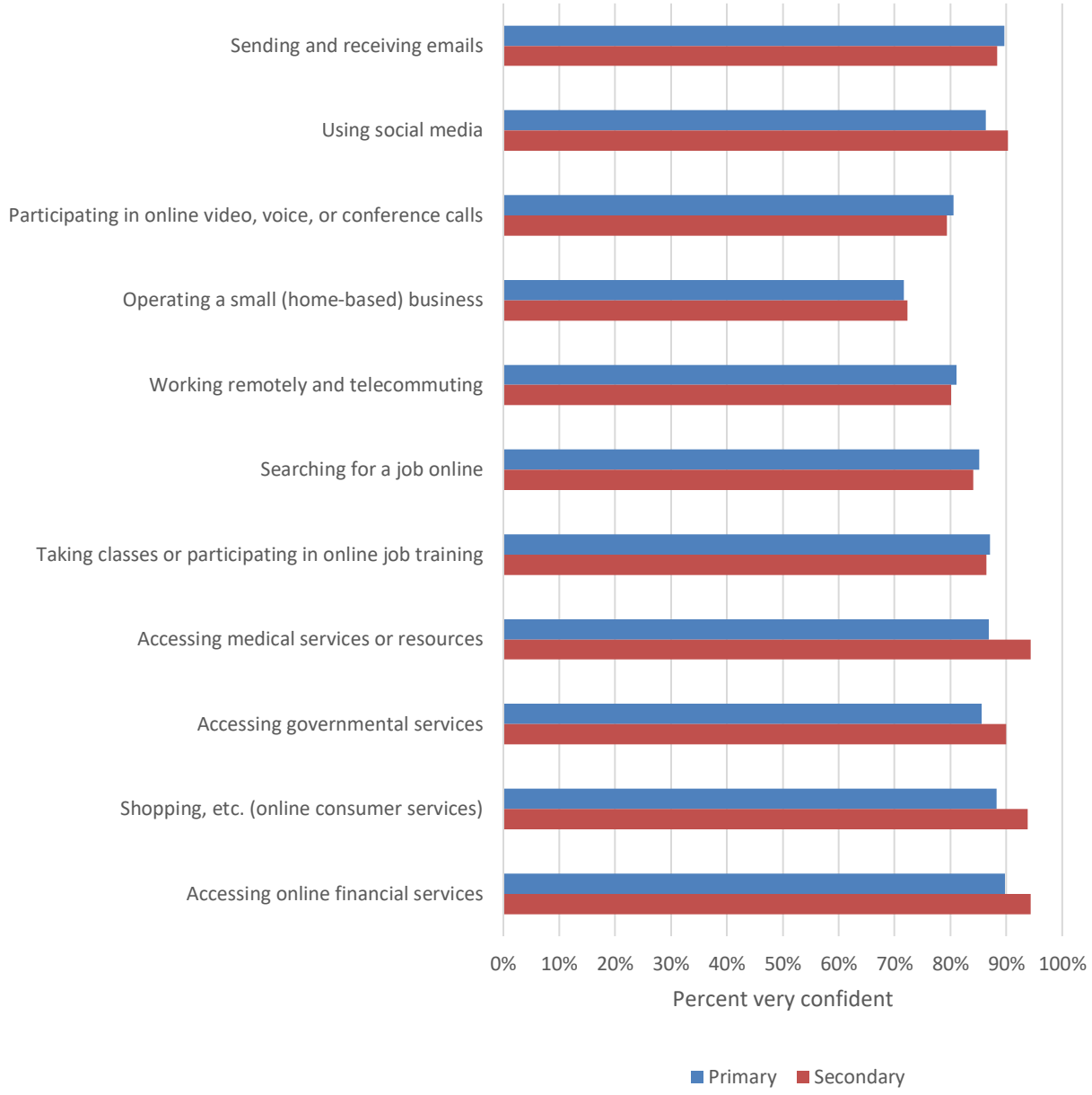


Table 44: Confidence in using the internet for various activities by household income

		<$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

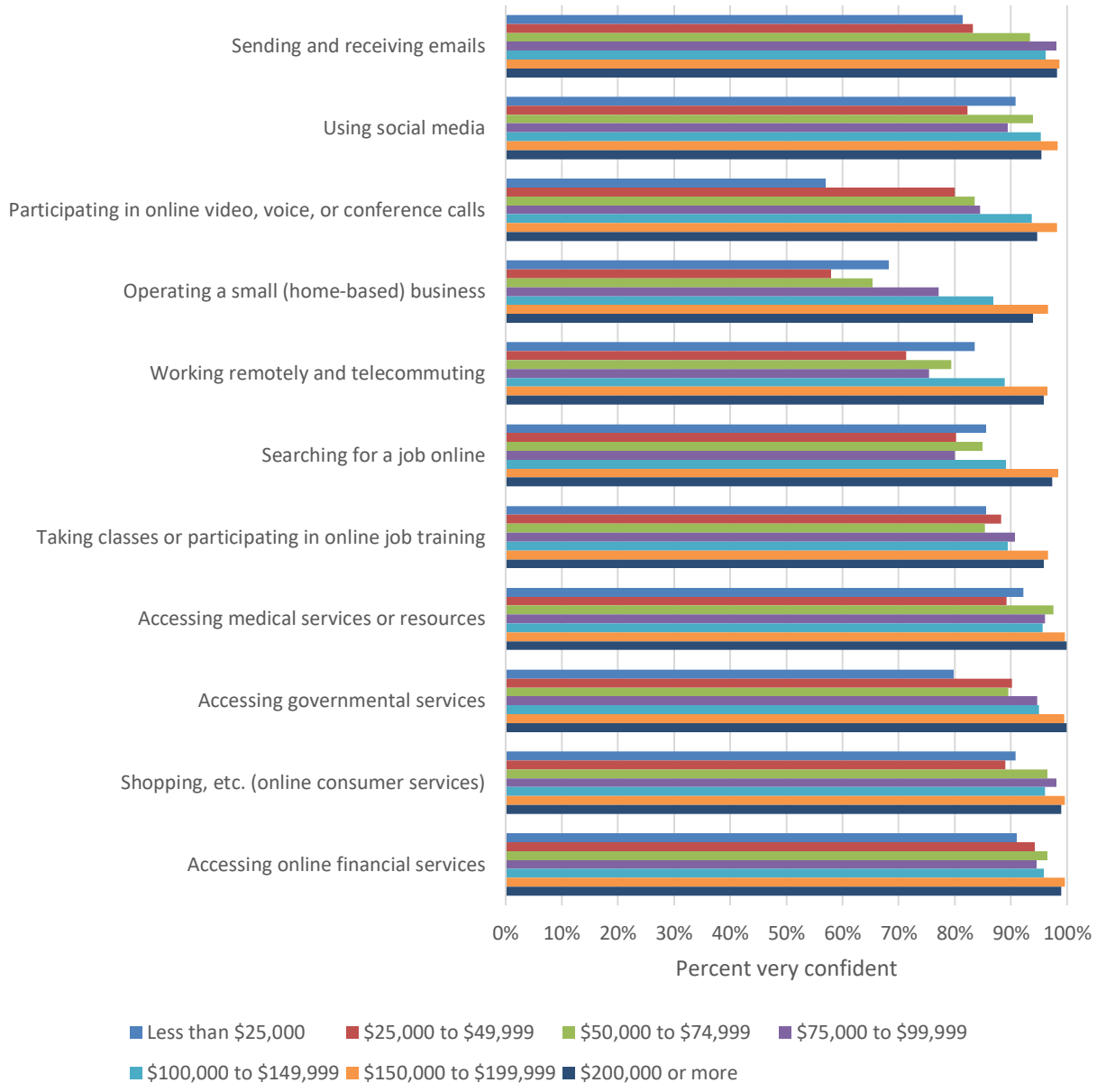


Table 45: Confidence in using the internet for various activities by race/ethnicity

		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

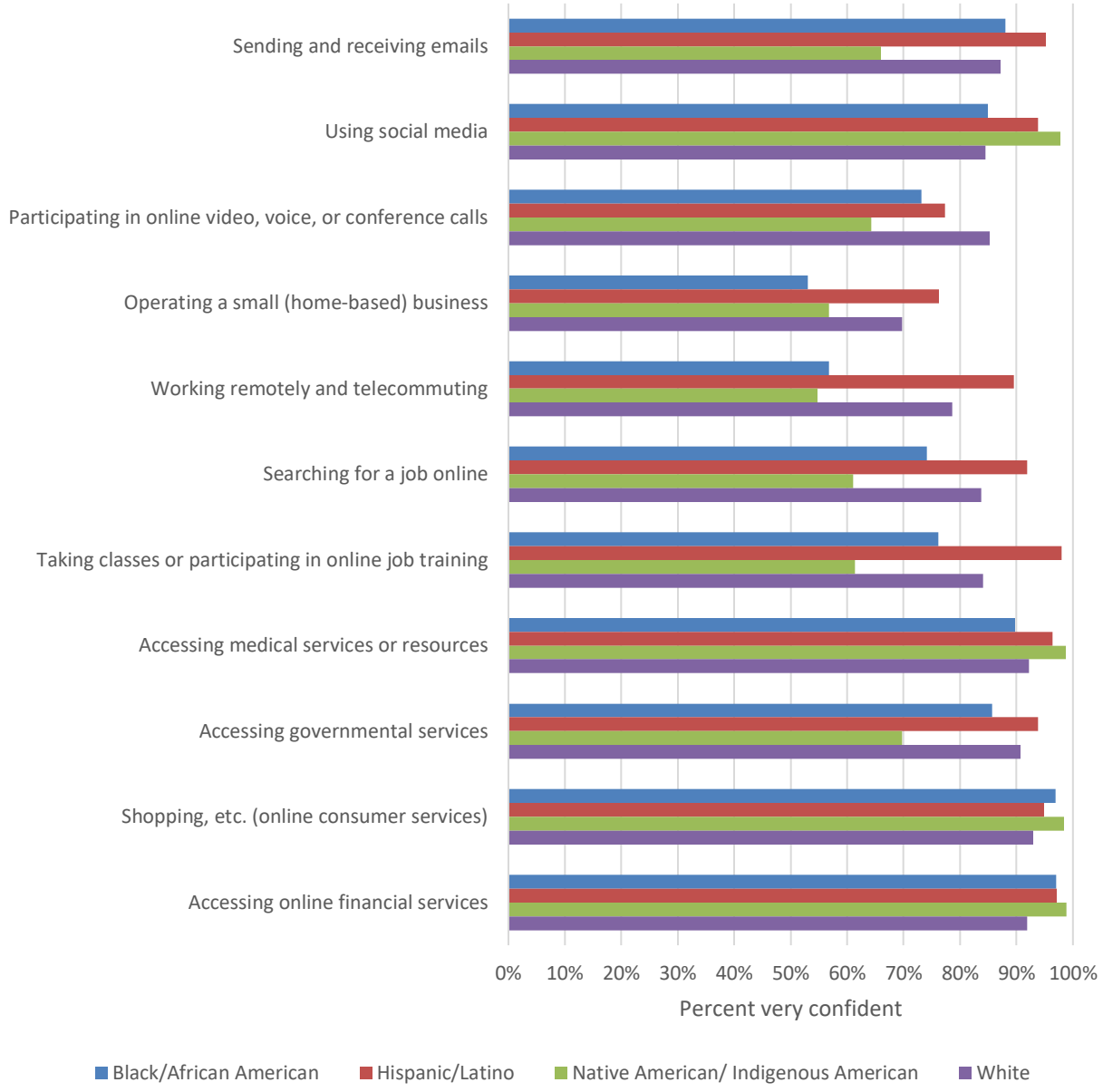


Table 46: Confidence in using the internet for various activities by household size

		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

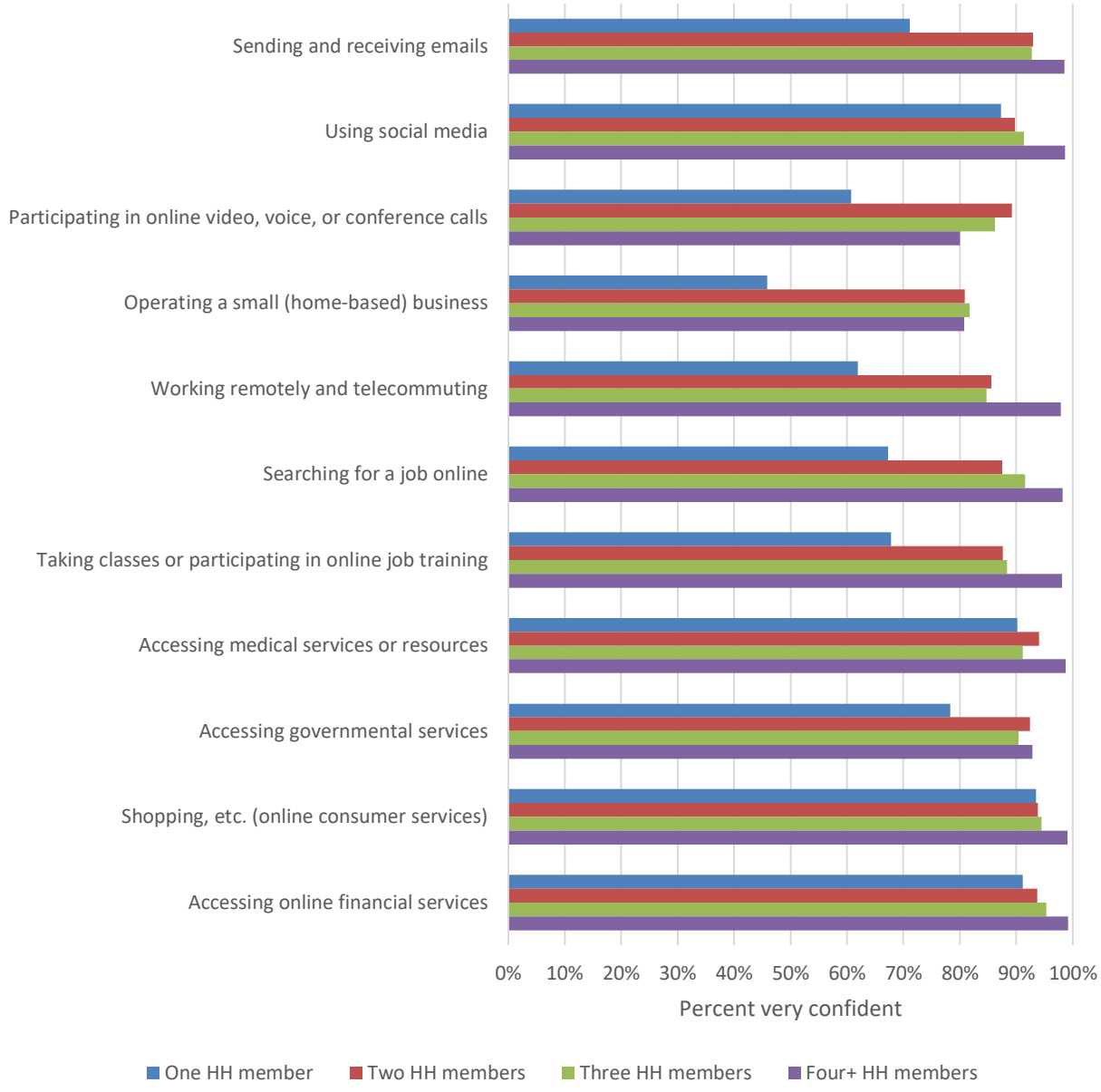


Table 47: Confidence in using the internet for various activities by student in household

		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

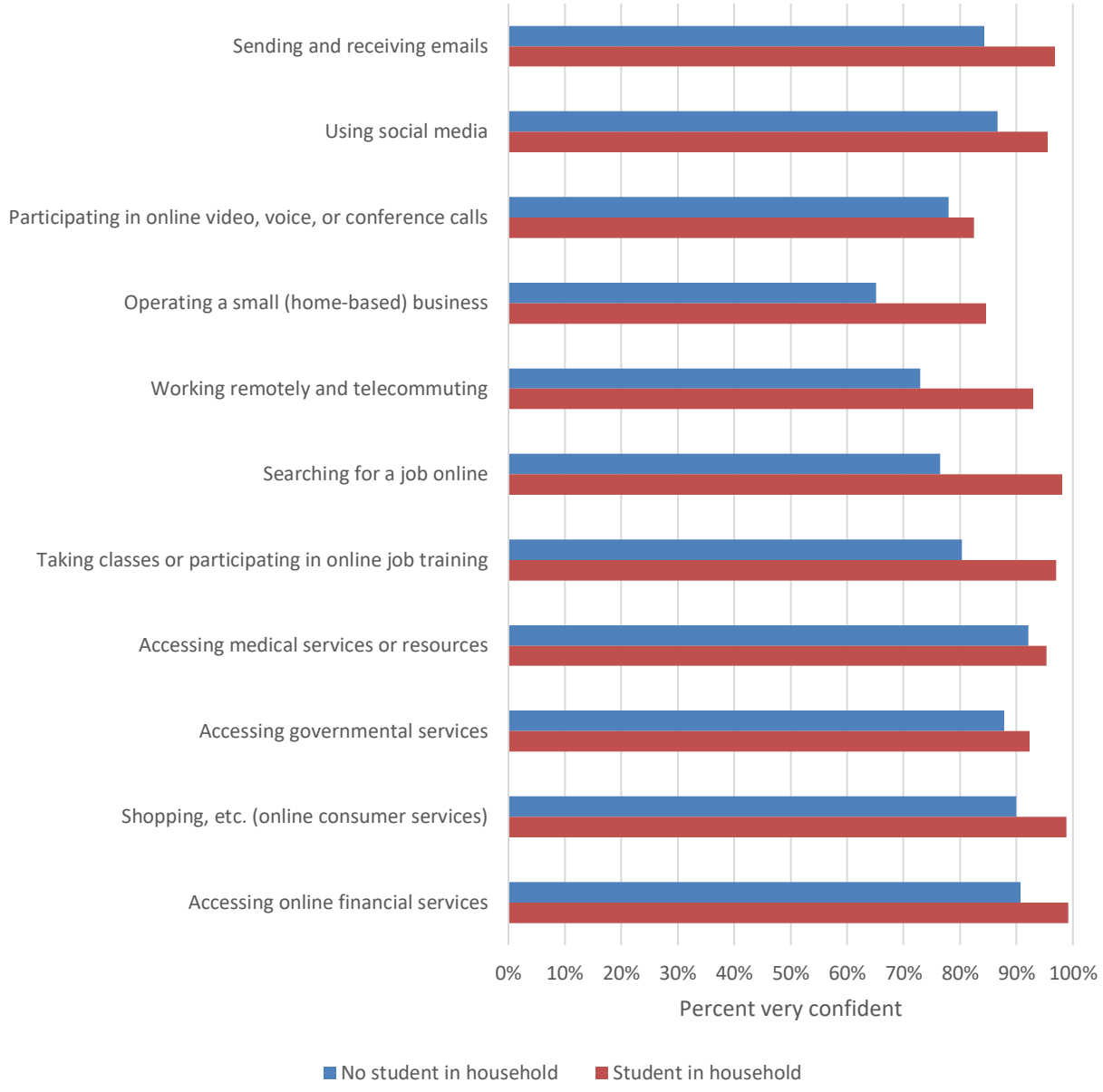


Table 48: Confidence in using the internet for various activities by ages of householders

		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

Figure 82: Very confident in using the internet for various activities by children in household (at least one household member under age 18)

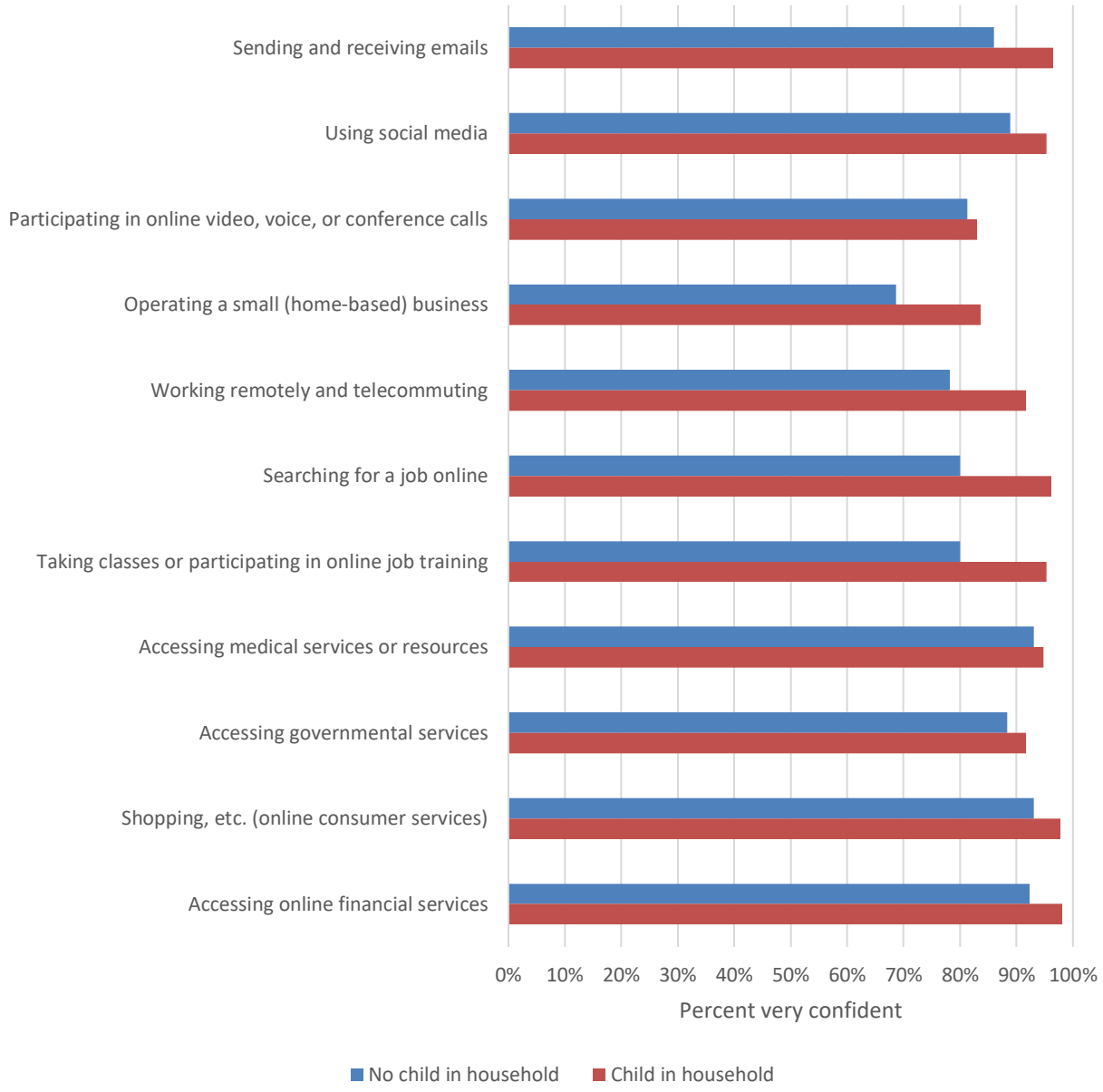


Figure 83: Very confident in using the internet for various activities by seniors in household (at least one household member age 65 or older)

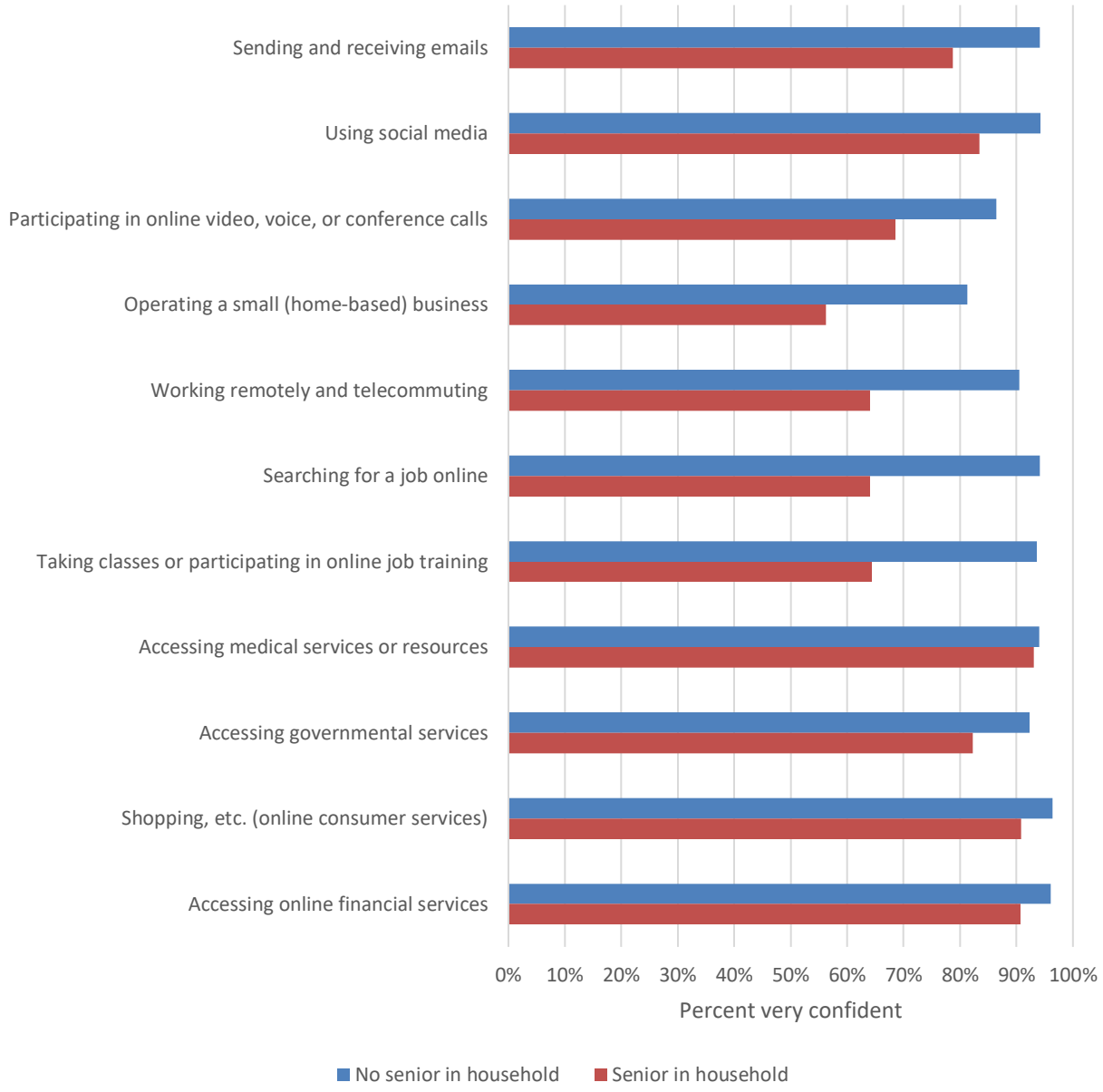
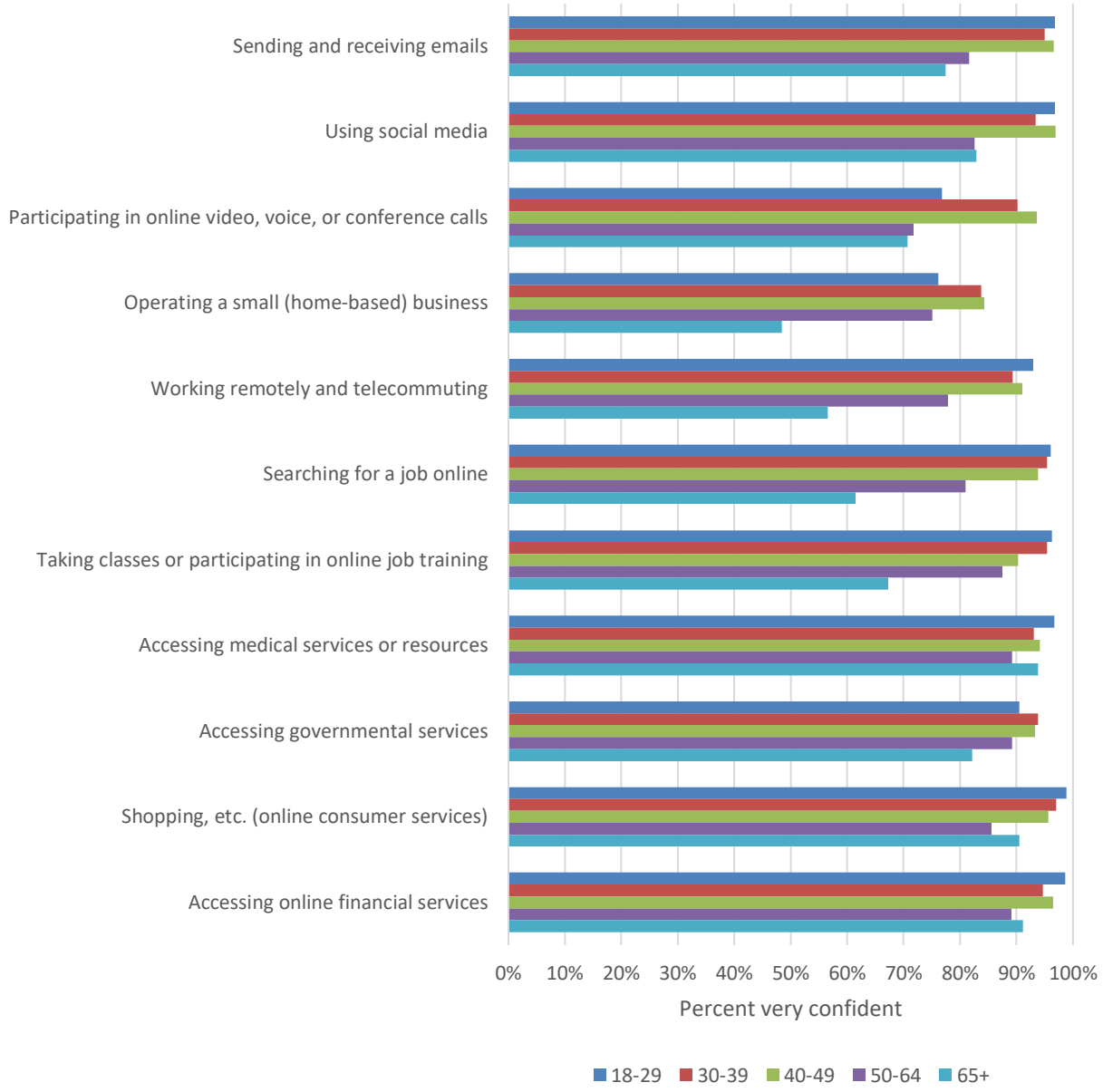


Table 49: Confidence in using the internet for various activities by respondent age

		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

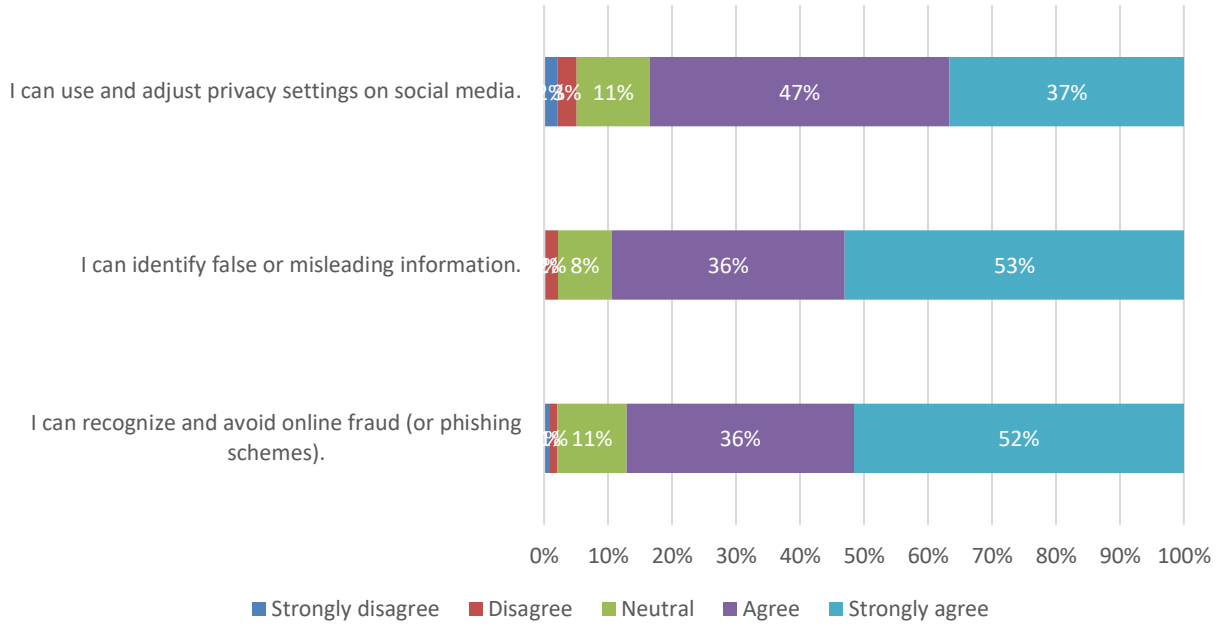


Figure 86: I can use and adjust privacy settings on social media by region

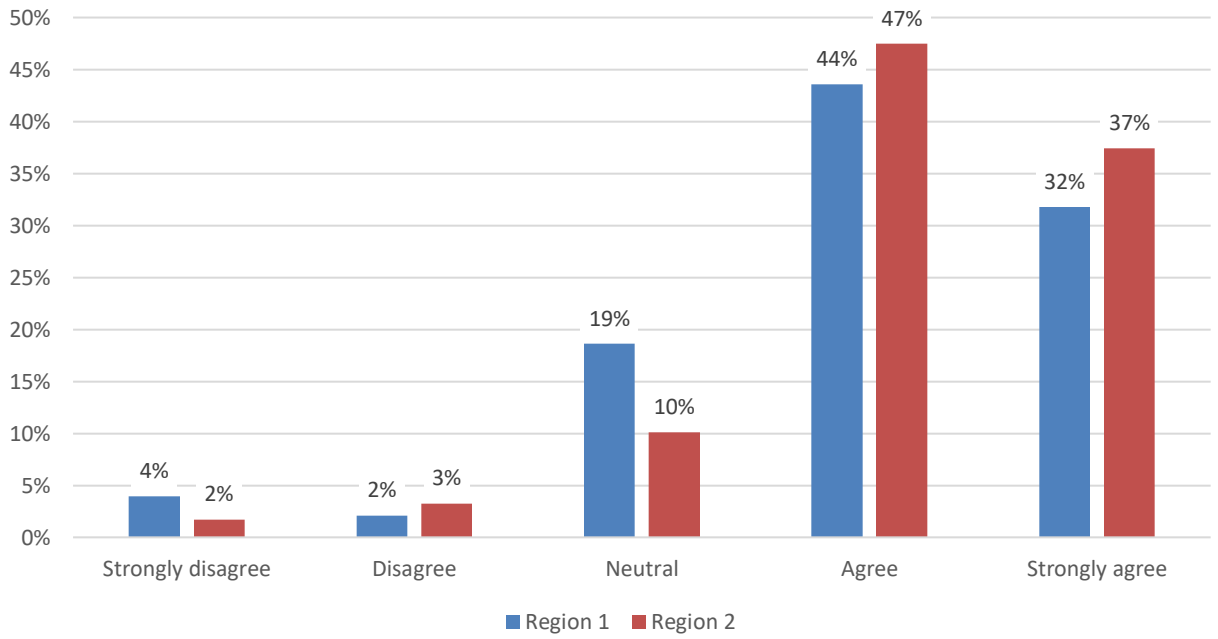


Figure 87: I can identify false or misleading information by region

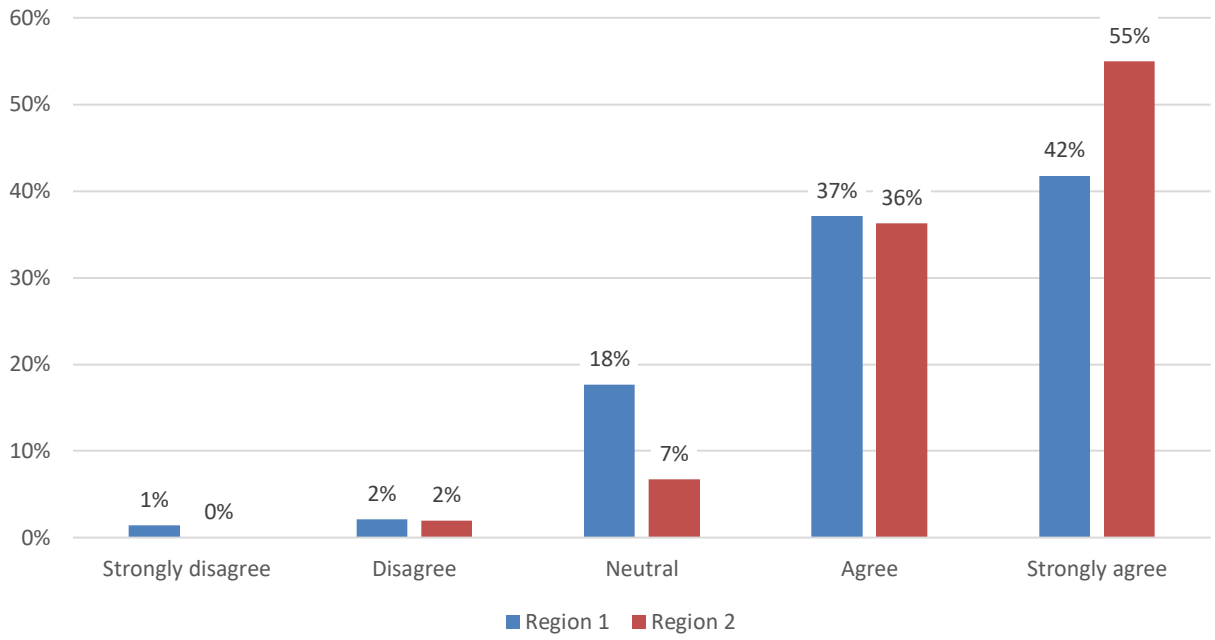


Figure 88: I can recognize and avoid online fraud by region

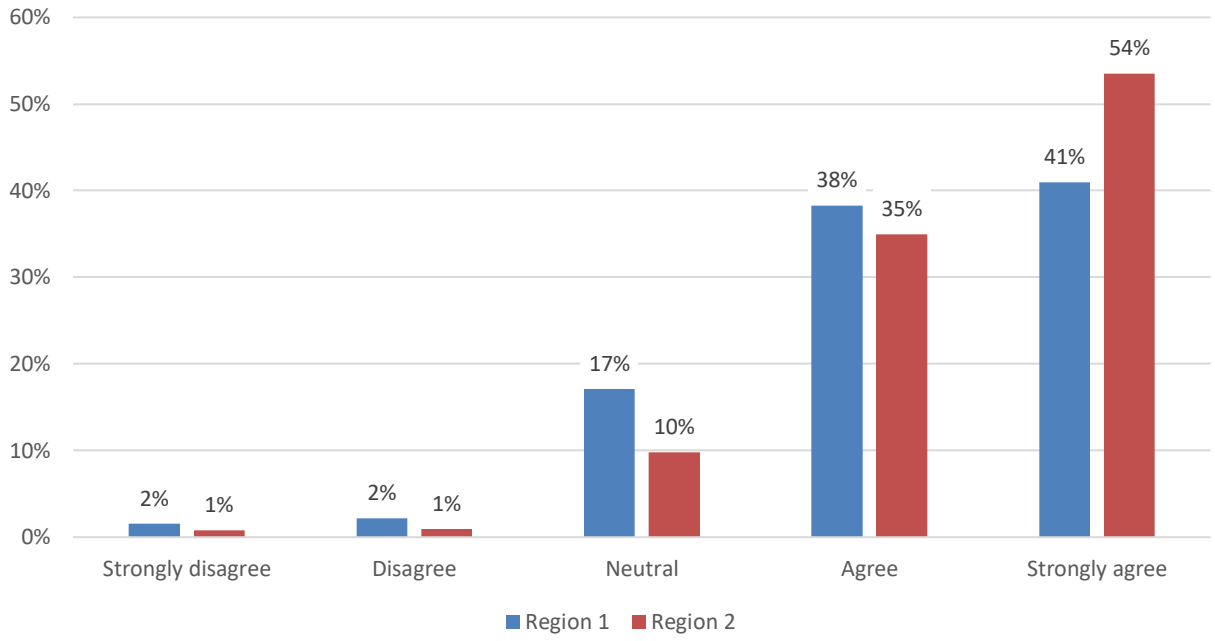


Figure 89: I can use and adjust privacy settings on social media by household income

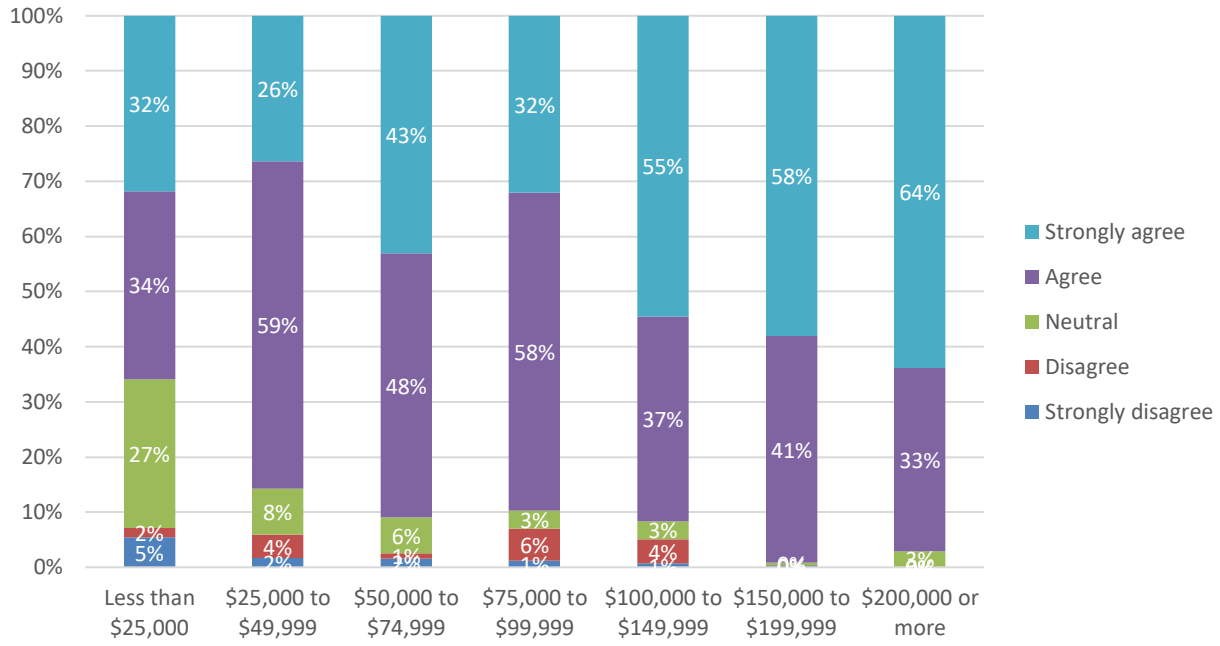


Figure 90: I can identify false or misleading information by household income

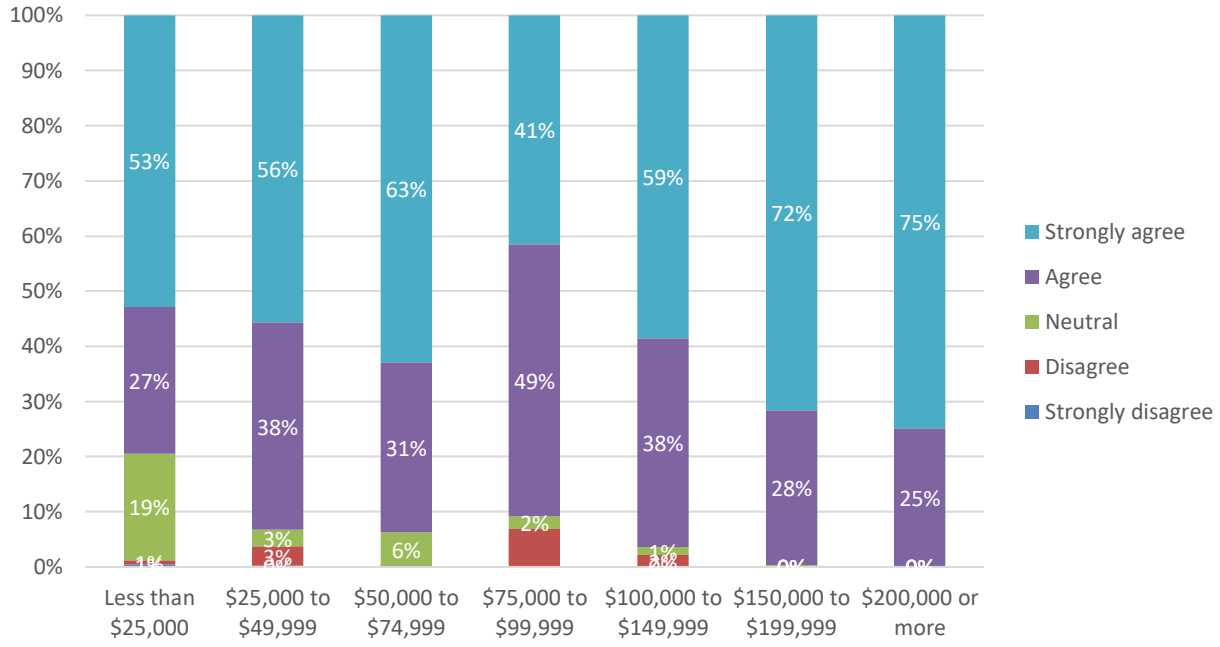


Figure 91: I can recognize and avoid online fraud by household income

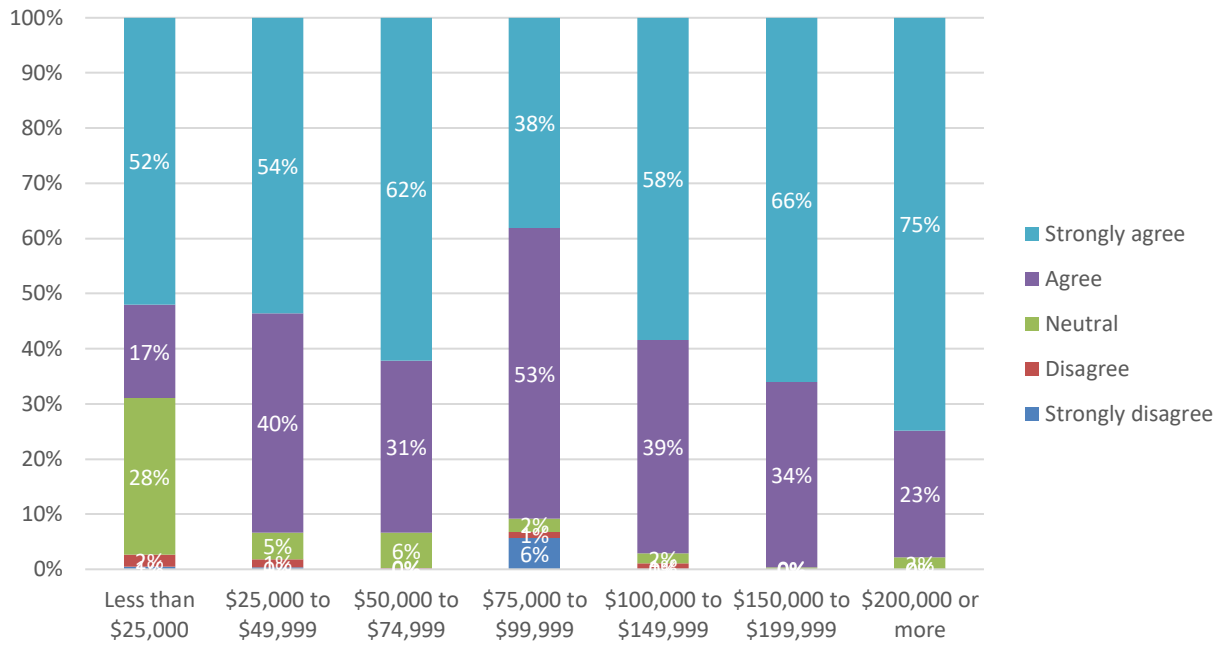


Figure 92: I can use and adjust privacy settings on social media by race/ethnicity

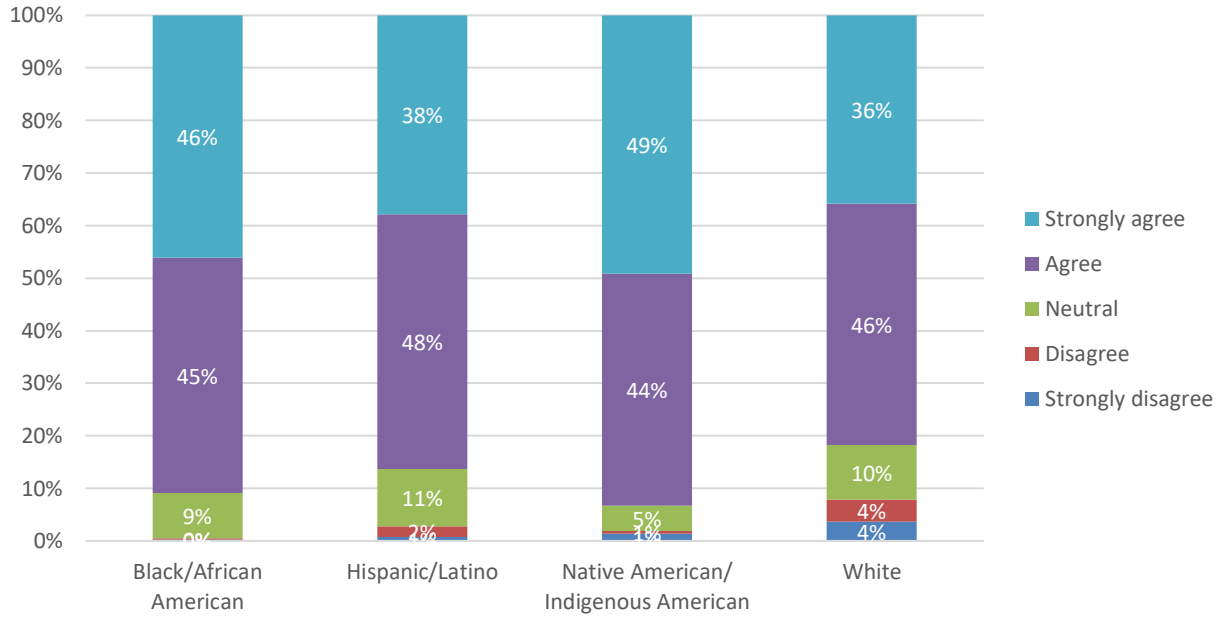


Figure 93: I can identify false or misleading information by race/ethnicity

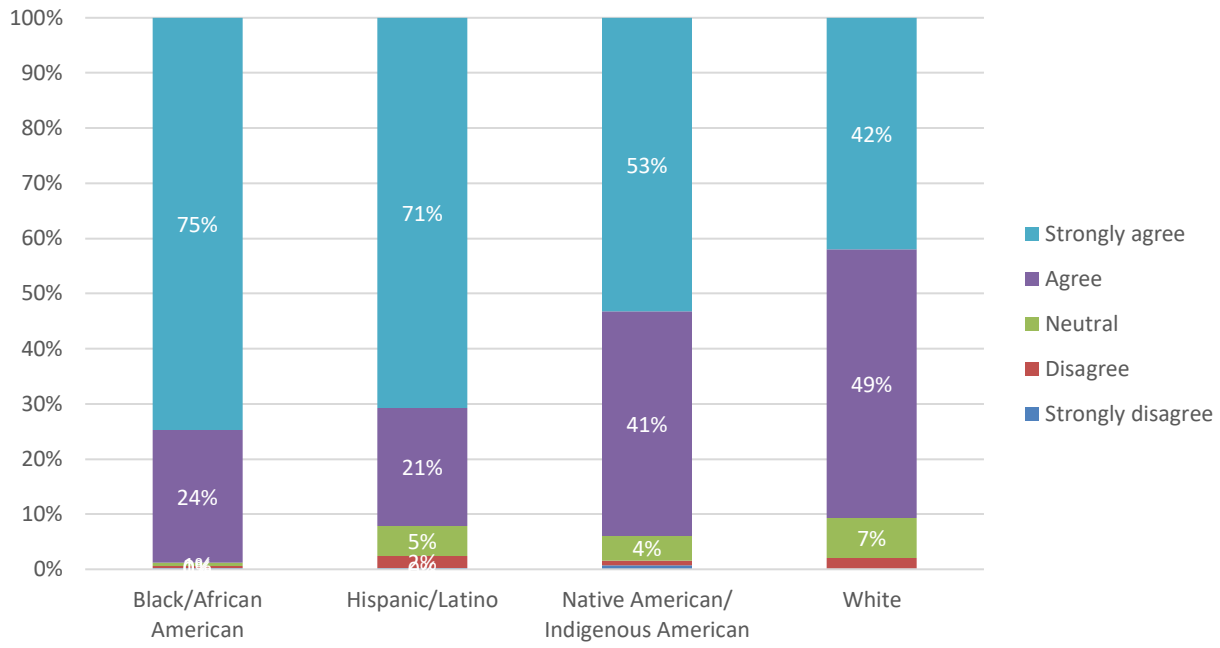


Figure 94: I can recognize and avoid online fraud by race/ethnicity

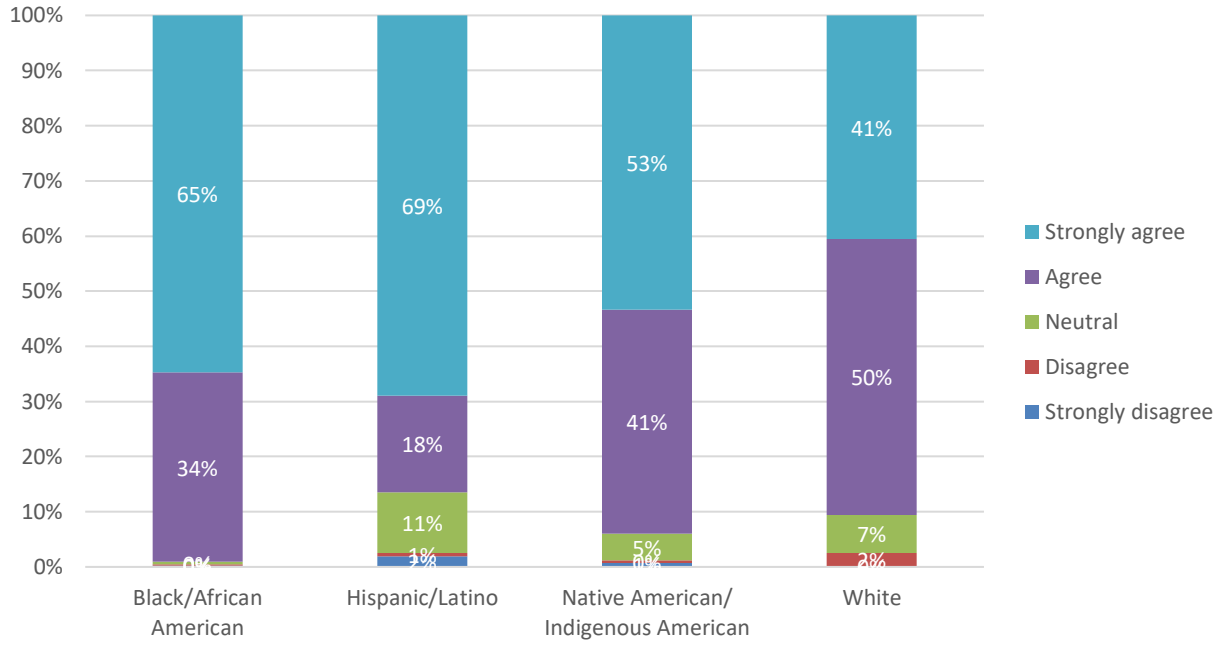


Figure 95: I can use and adjust privacy settings on social media by student in household

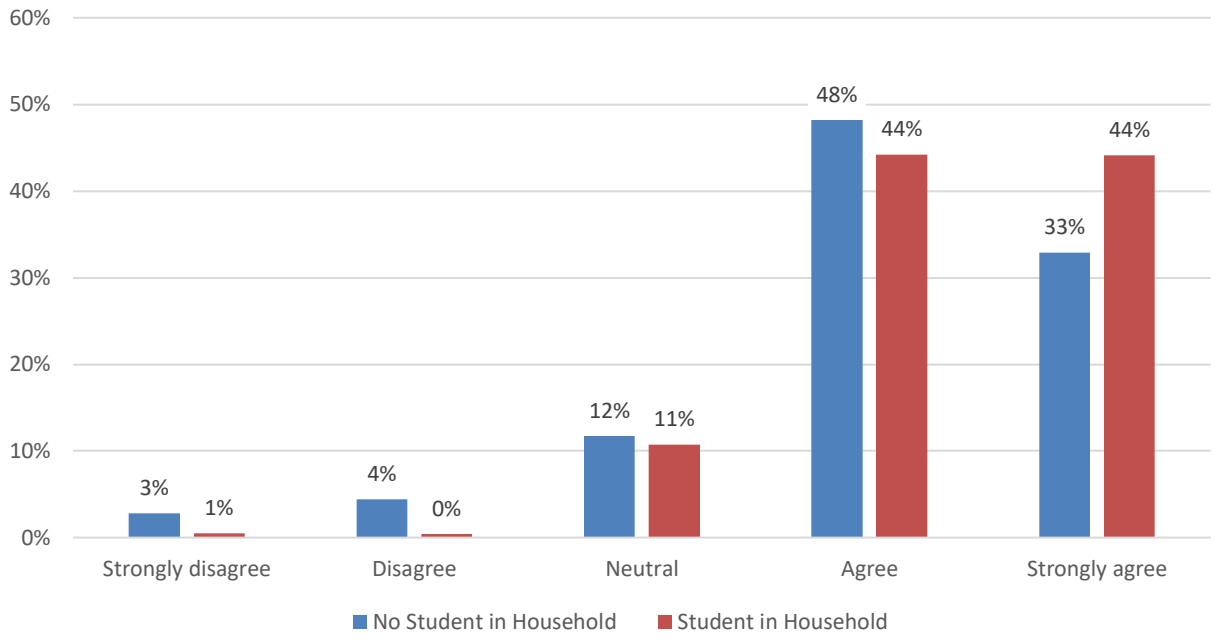


Figure 96: I can identify false or misleading information by student in household

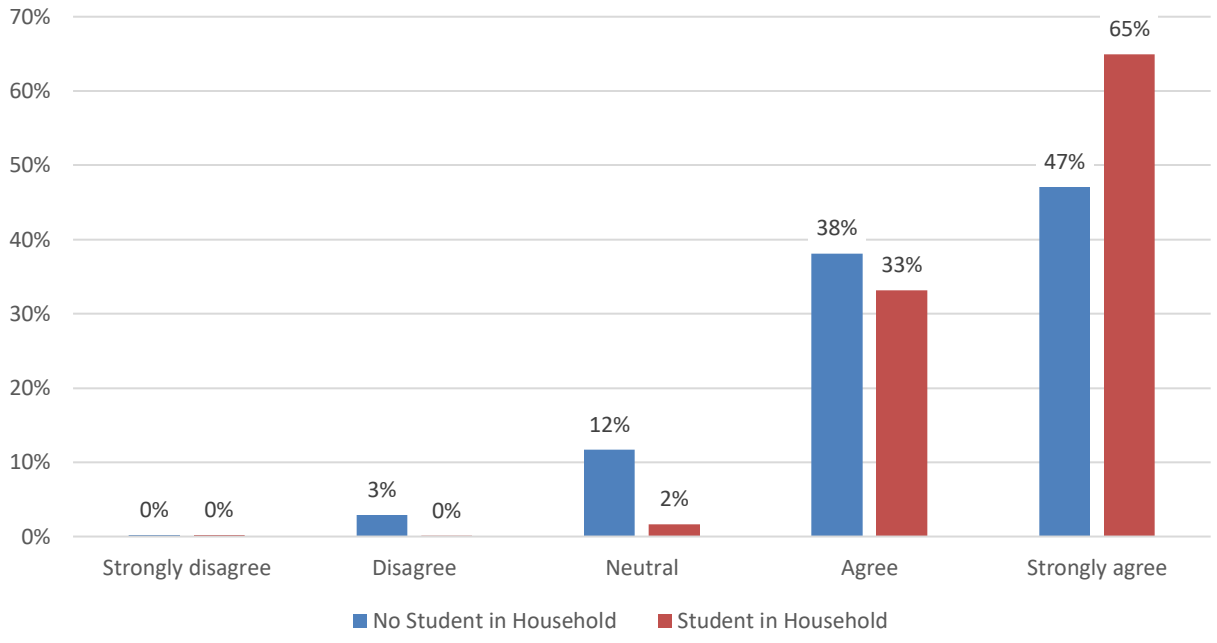


Figure 97: I can recognize and avoid online fraud by student in household

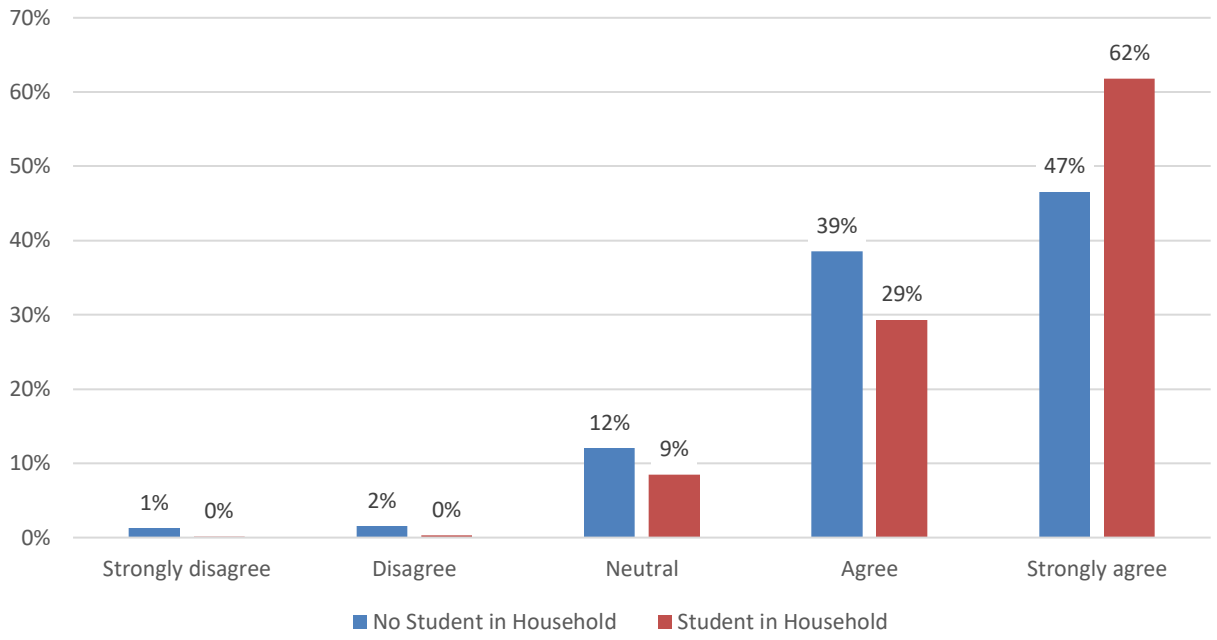


Figure 98: I can use and adjust privacy settings on social media by household size

Figure 99: I can identify false or misleading information by household size

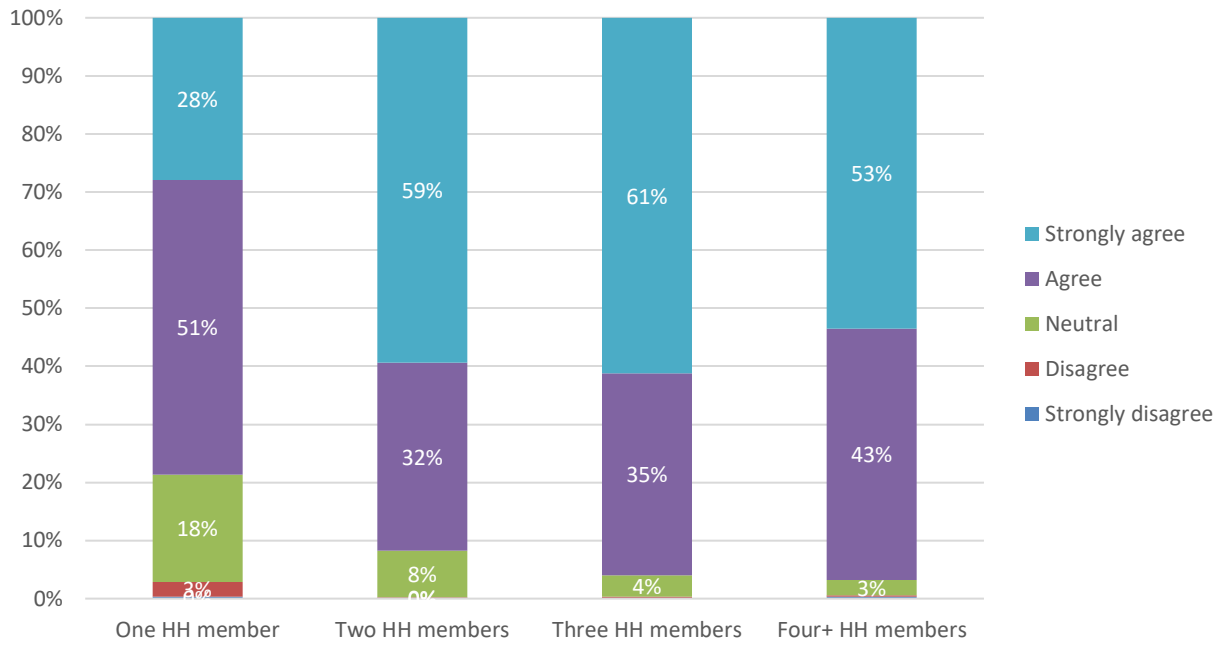


Figure 100: I can recognize and avoid online fraud by household size

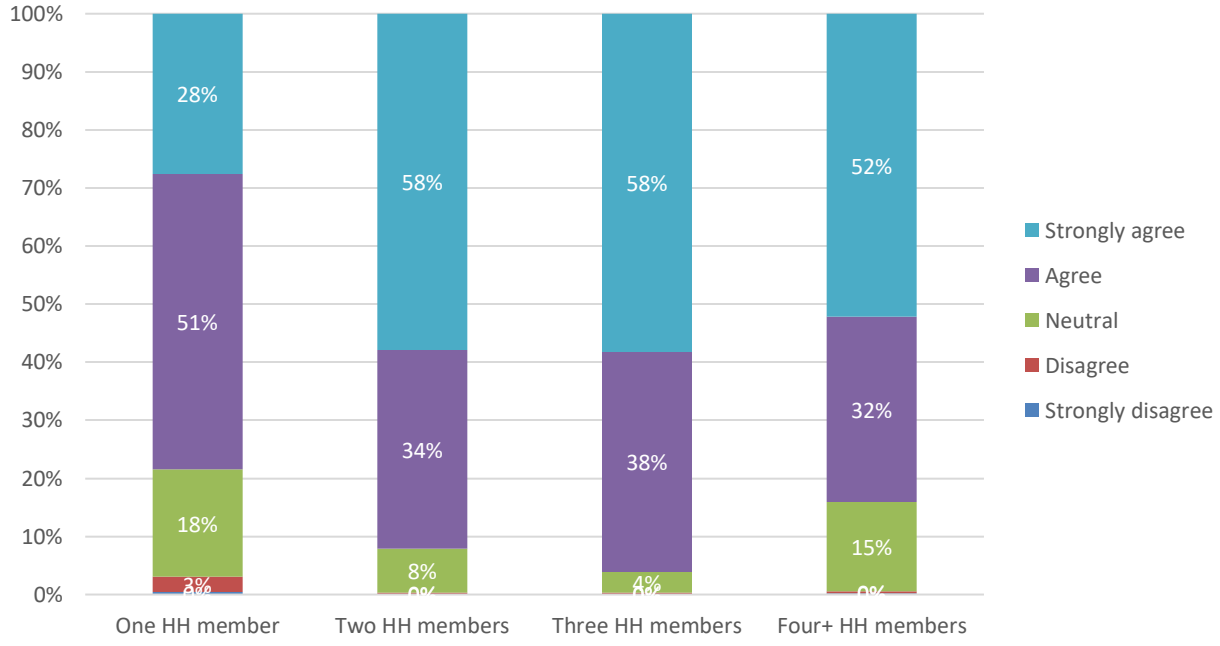


Figure 101: I can use and adjust privacy settings on social media by children in household (at least one household member under age 18)

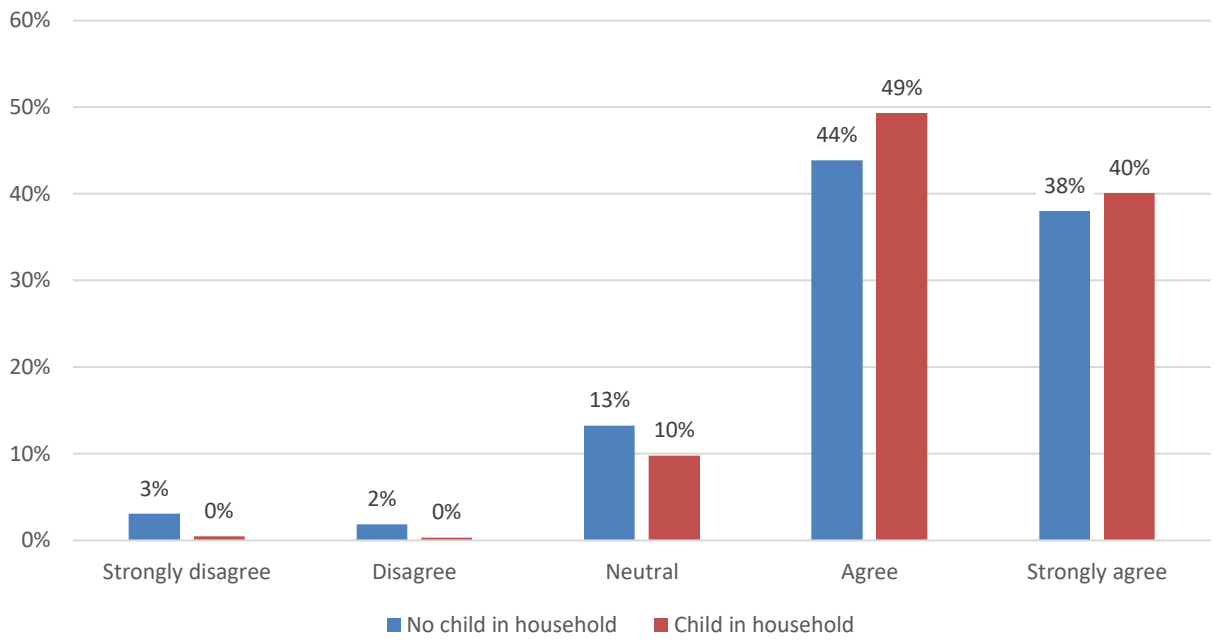


Figure 102: I can identify false or misleading information by children in household (at least one household member under age 18)

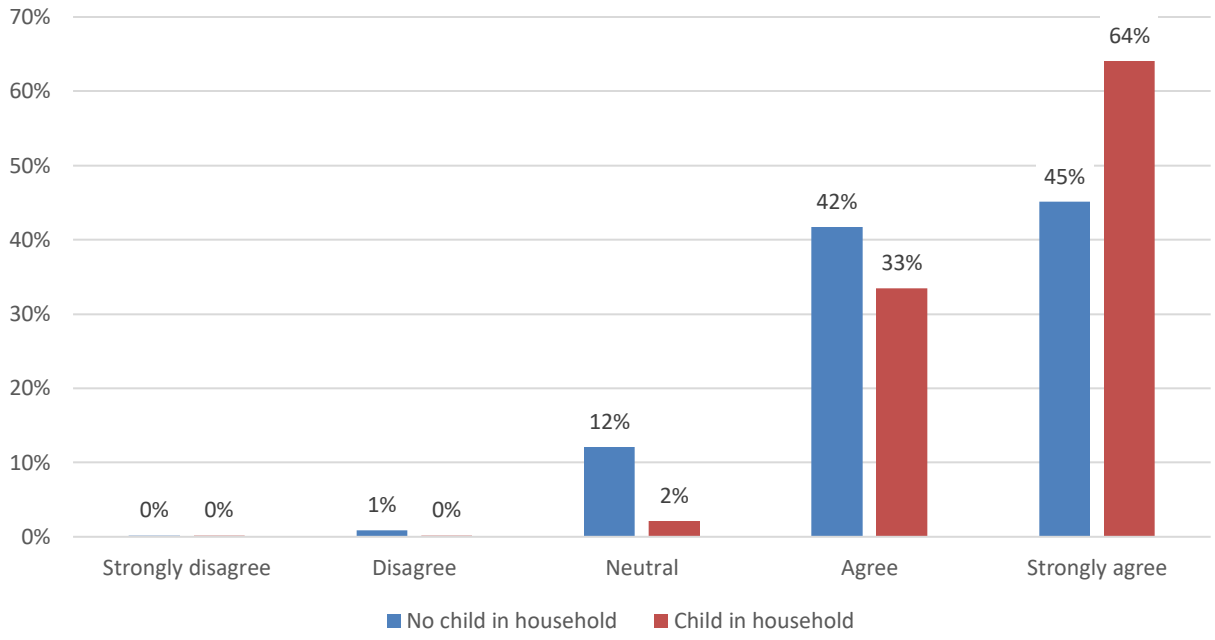


Figure 103: I can recognize and avoid online fraud by children in household (at least one household member under age 18)

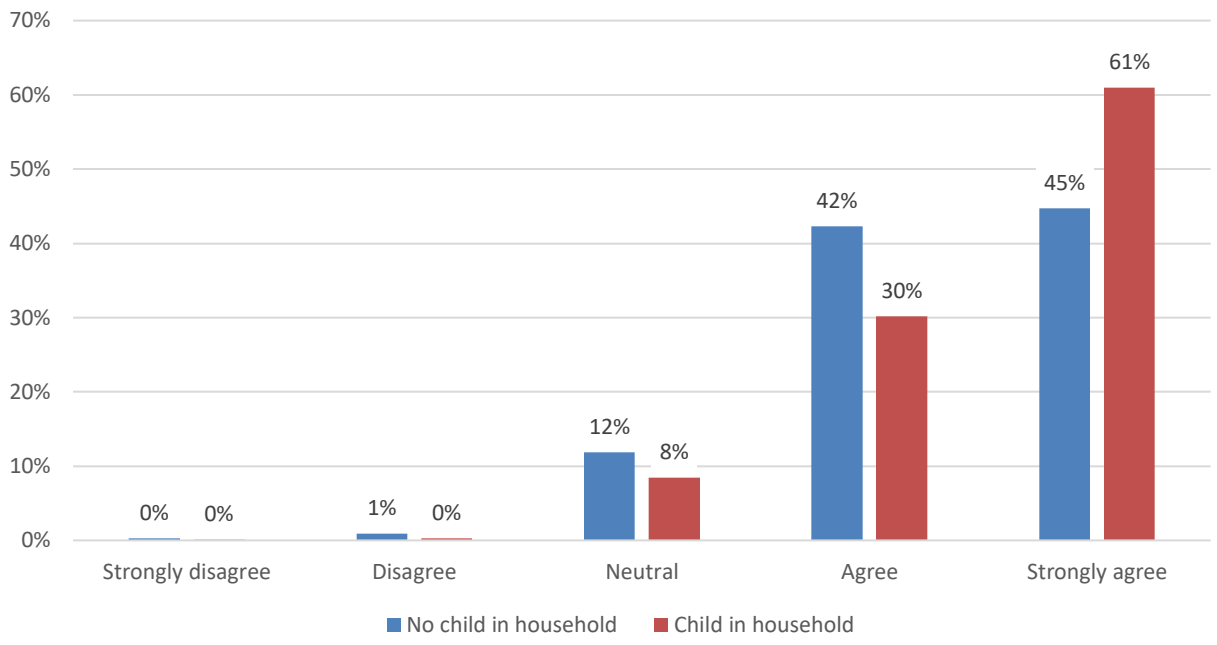


Figure 104: I can use and adjust privacy settings on social media by seniors in household (at least one household member age 65 or older)

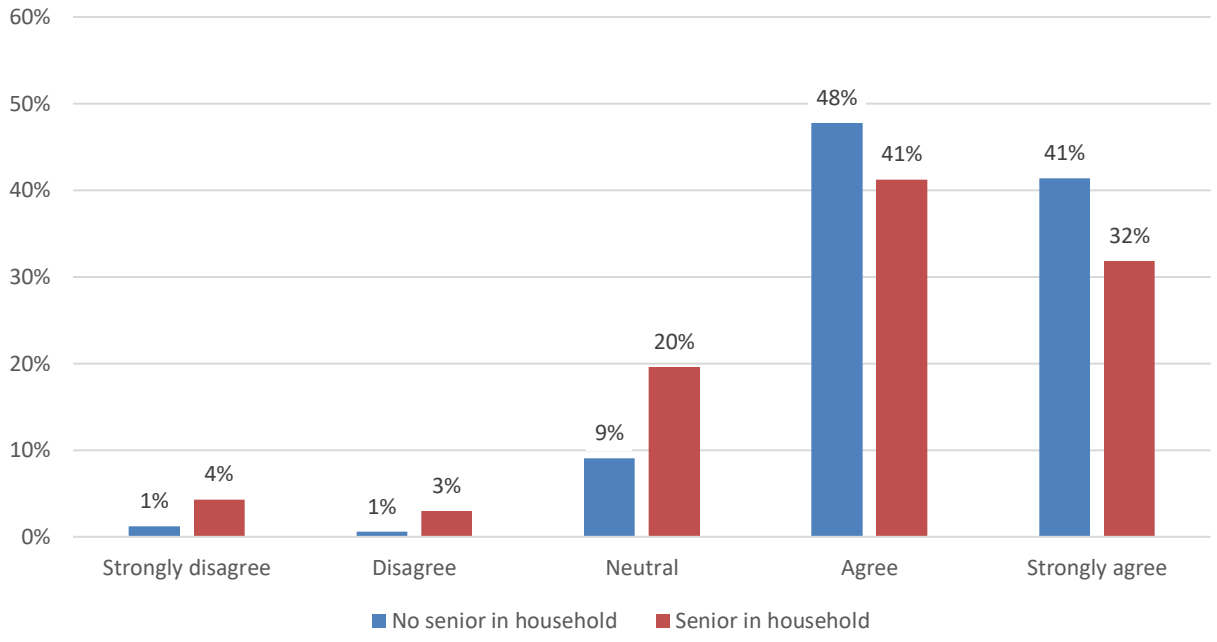


Figure 105: I can identify false or misleading information by seniors in household (at least one household member age 65 or older)

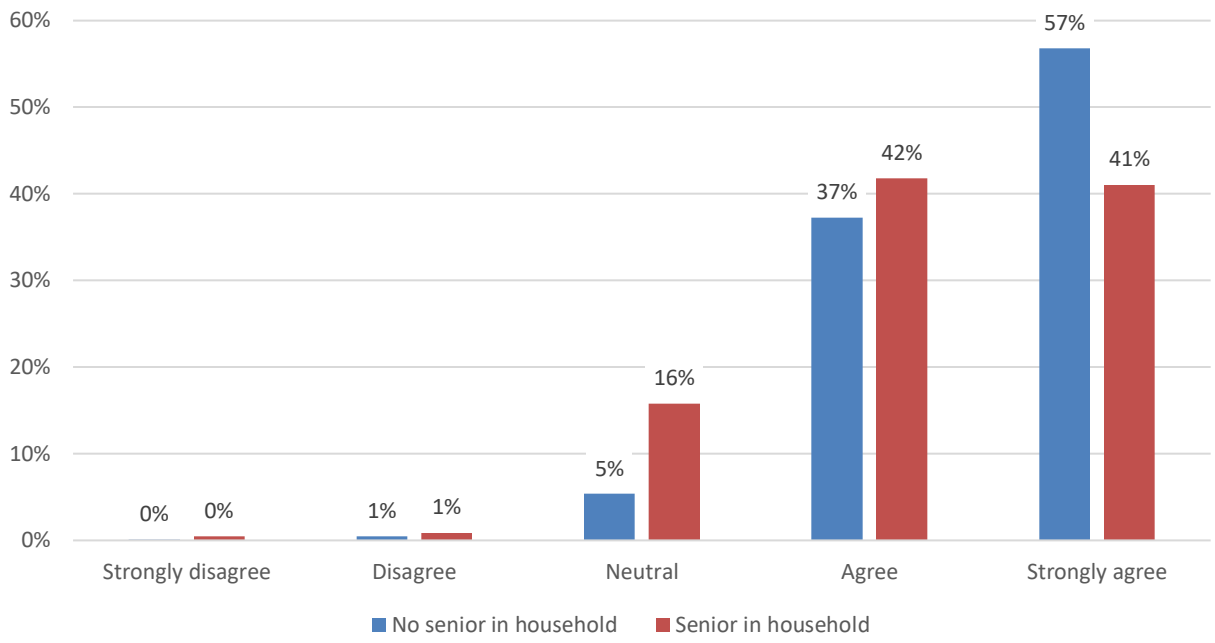


Figure 106: I can recognize and avoid online fraud by seniors in household (at least one household member age 65 or older)

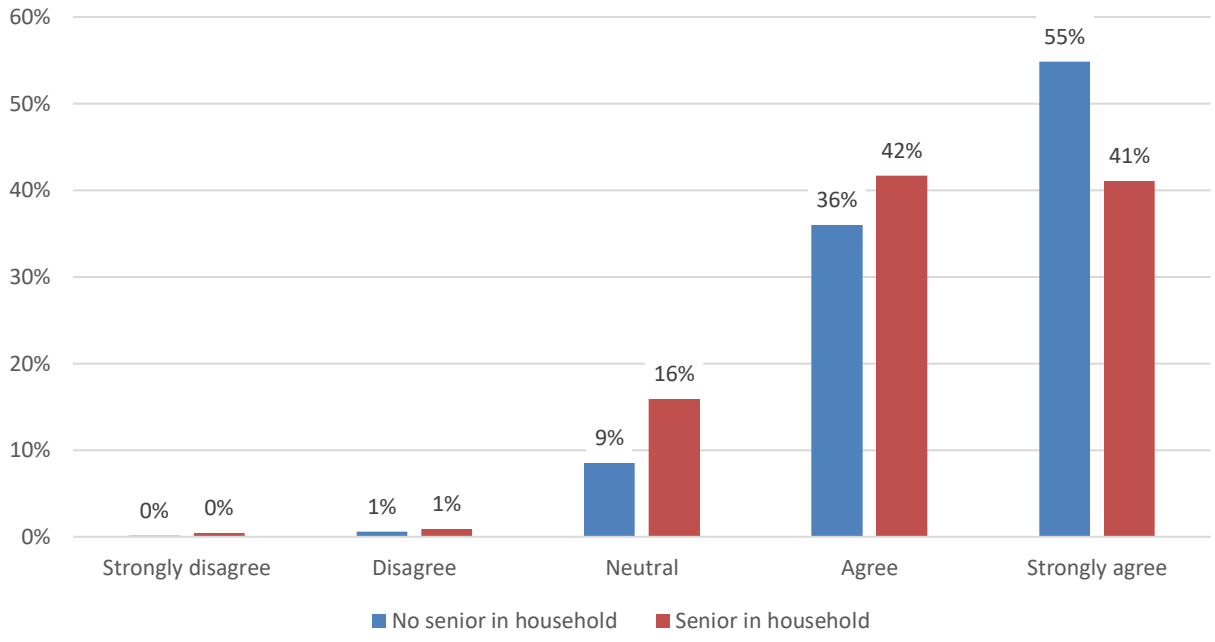


Figure 107: I can use and adjust privacy settings on social media by respondent age

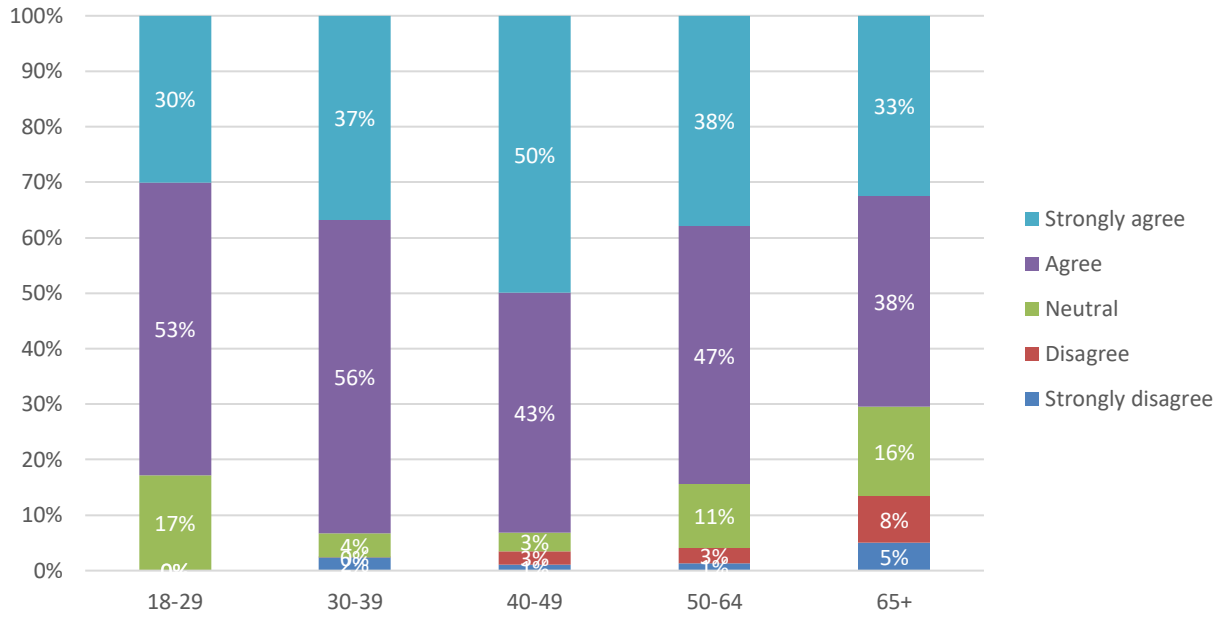


Figure 108: I can identify false or misleading information by respondent age

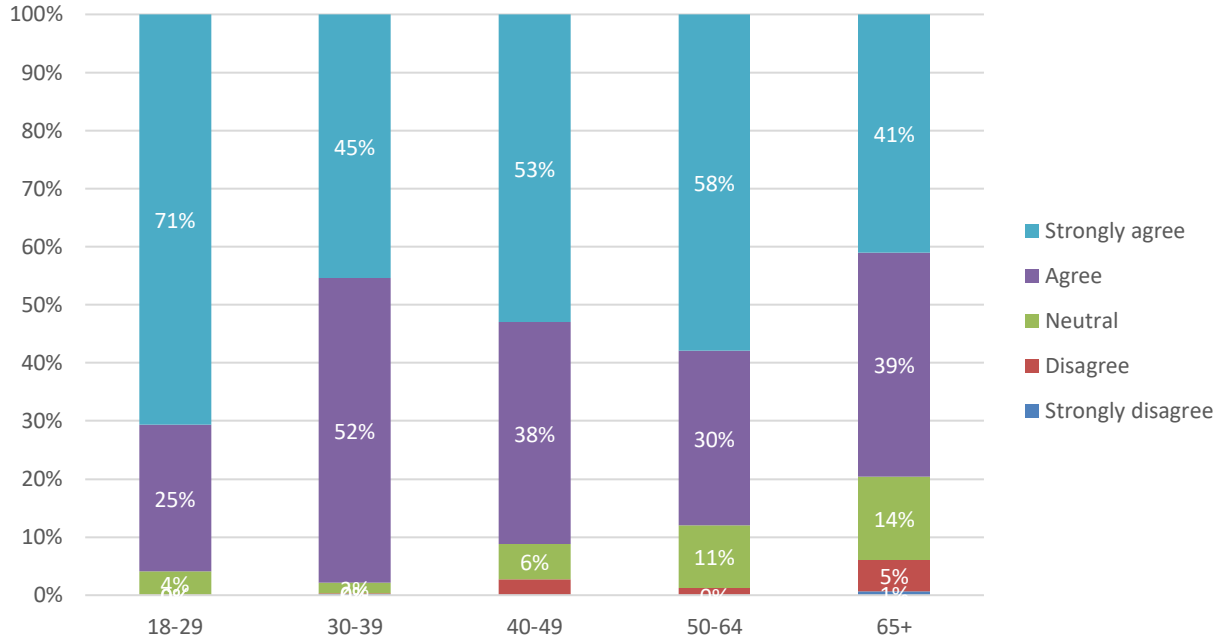
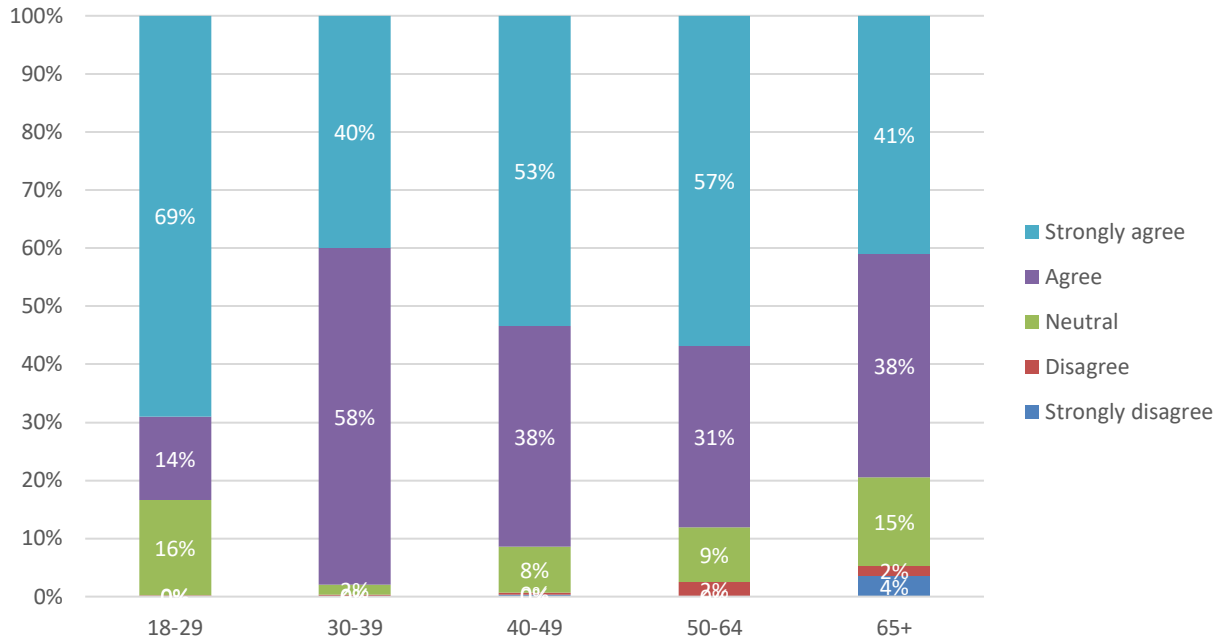
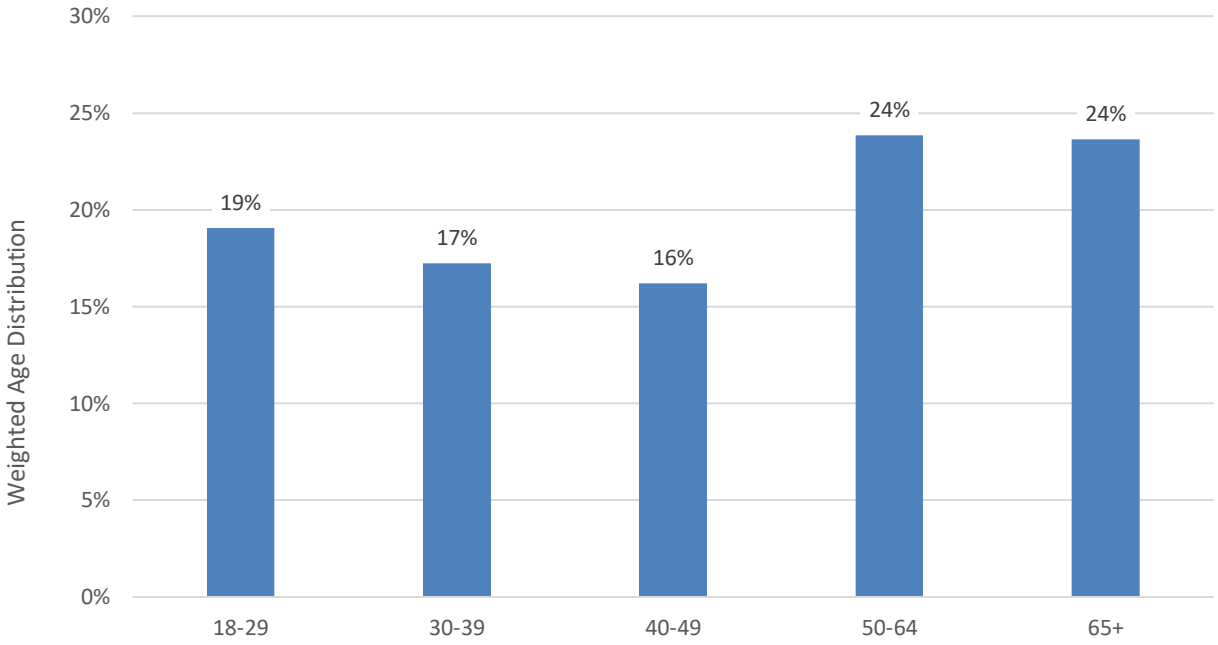


Figure 109: I can recognize and avoid online fraud by respondent age



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

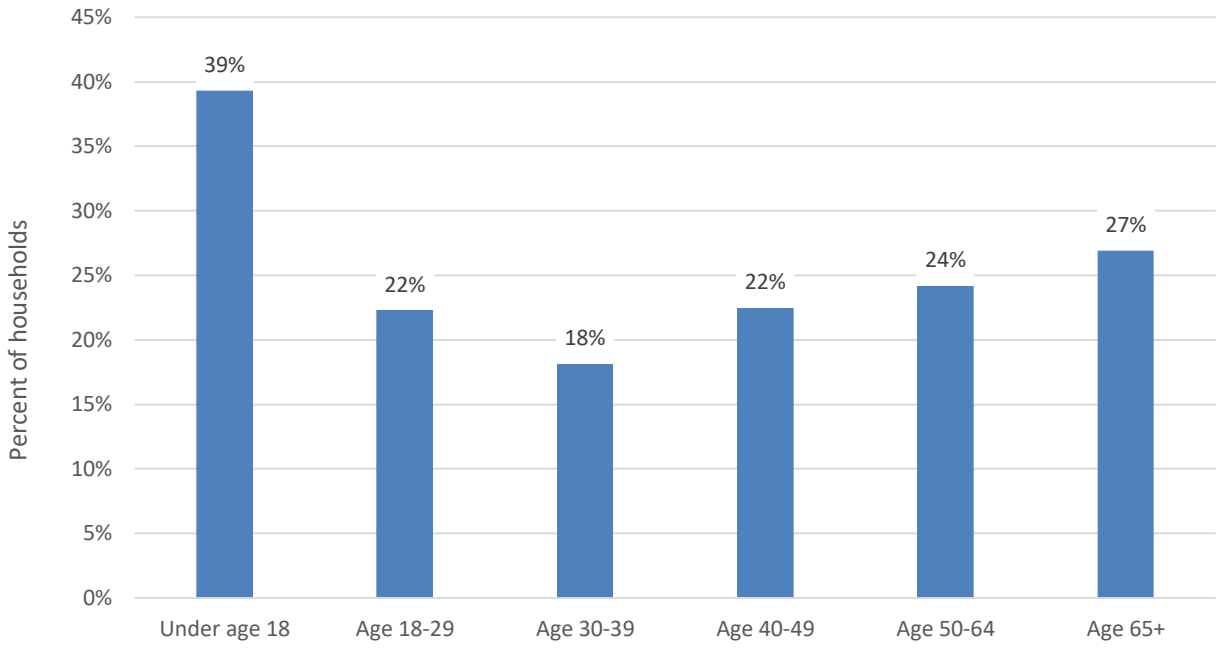


Figure 112: Average number of household members per age category (among households with at least one household member in that age group)

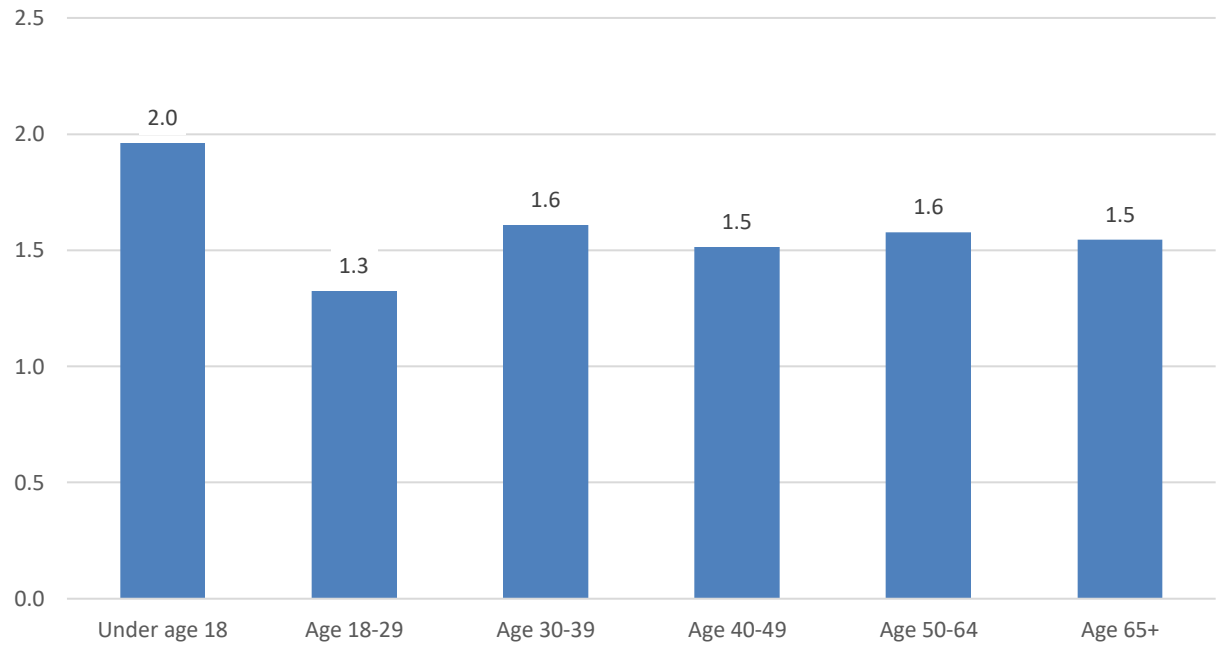
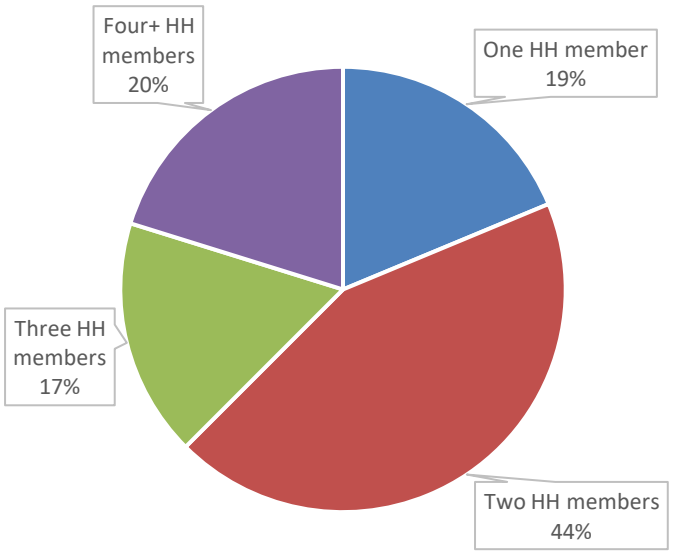
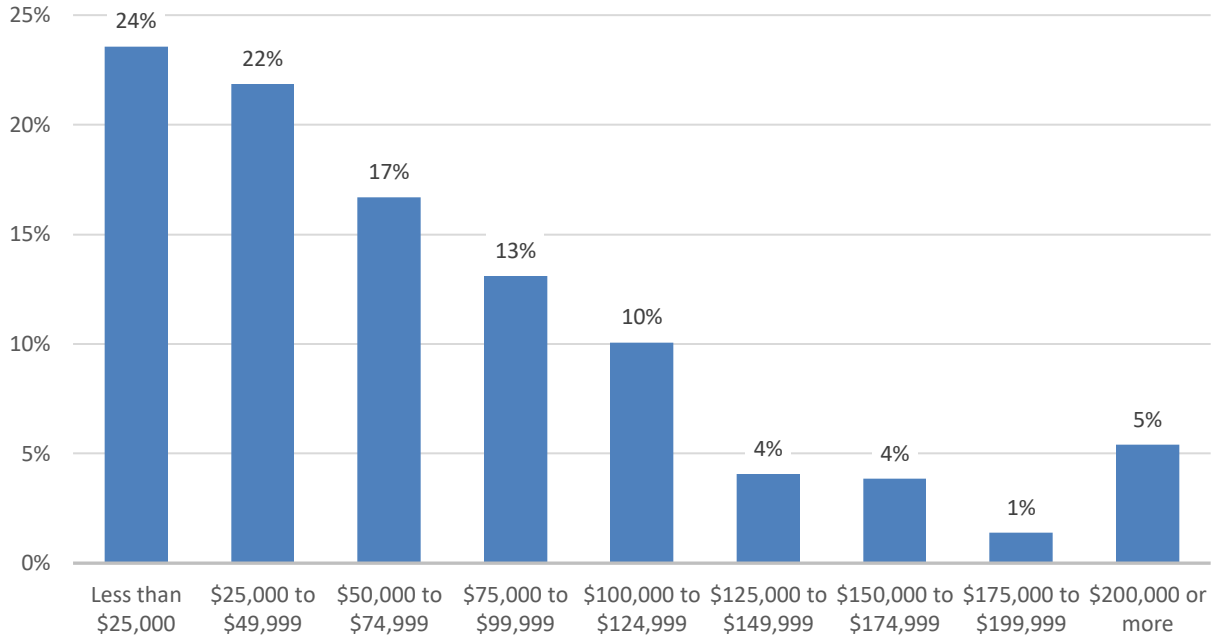


Figure 113: Number of household members (household size)



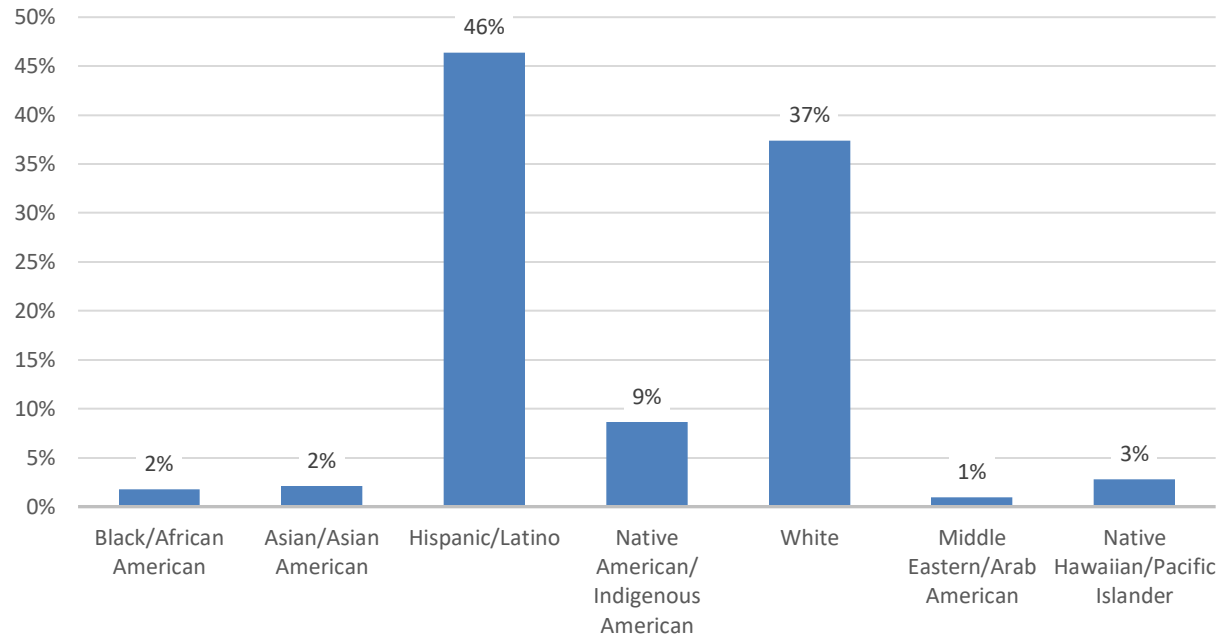
What is your approximate annual household income?

Figure 114: Approximate annual household income



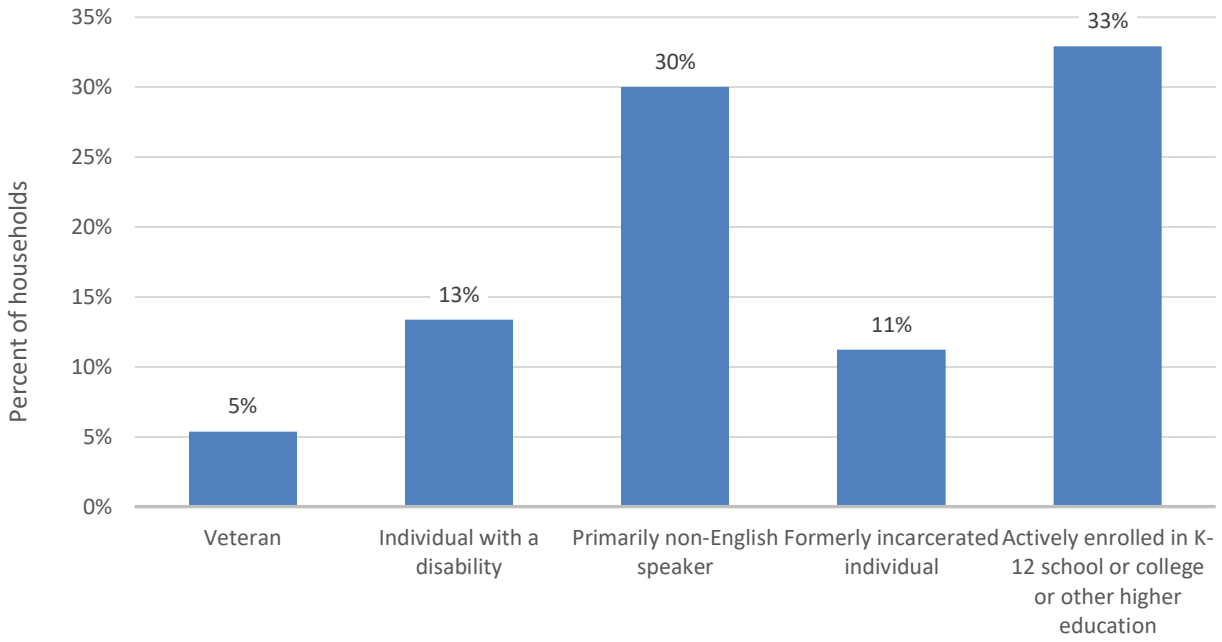
What race/ethnicities are represented in your household?

Figure 115: Race/ethnicity



Are you or anyone else living in your household a(n):

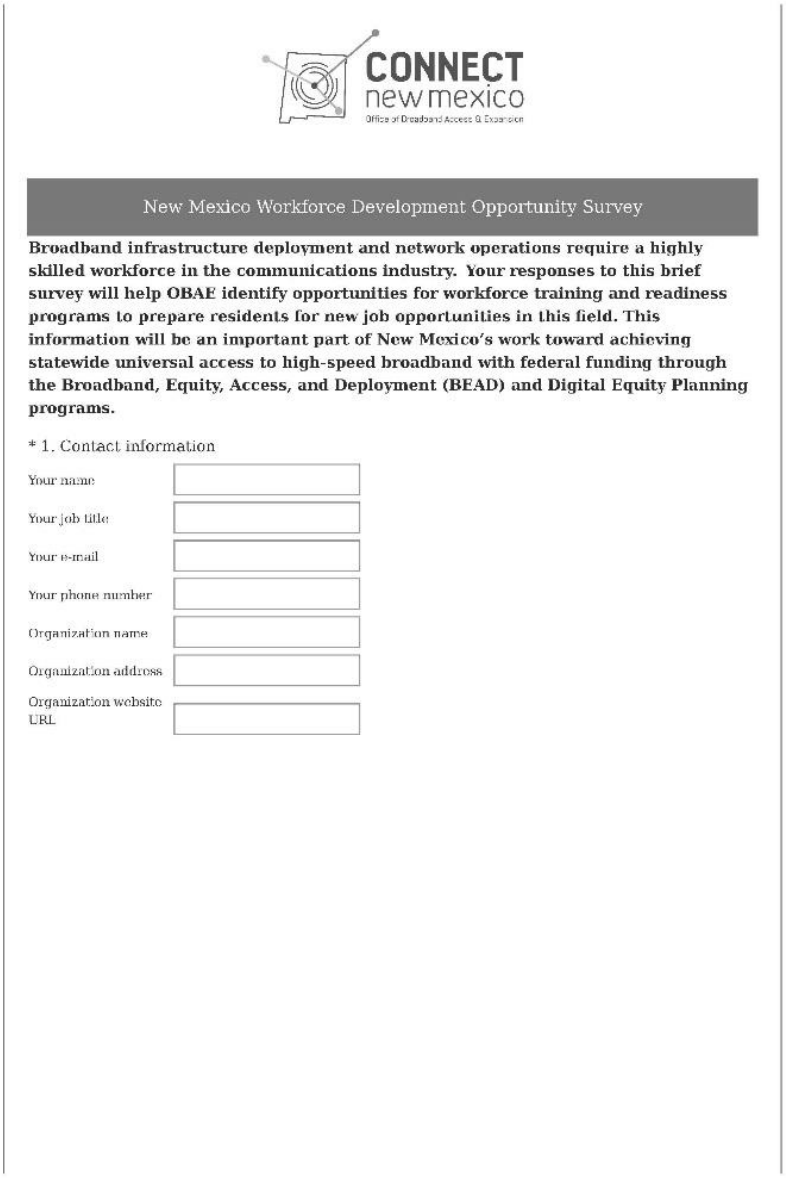
Figure 116: Percent of households with at least one household member in each at-risk group



Appendix D: 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,[269] and delivered through email to all stakeholders in the relevant group.

Survey instrument 1: Workforce development opportunity survey



CONNECT new mexico
Office of Broadband Access & Expansion

New Mexico Workforce Development Opportunity Survey

Broadband infrastructure deployment and network operations require a highly skilled workforce in the communications industry. Your responses to this brief survey will help OBAE identify opportunities for workforce training and readiness programs to prepare residents for new job opportunities in this field. 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

[269] "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)

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
- [ ] Locaters

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.

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

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)

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:

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:

New Mexico Vulnerable Populations Broadband Barriers Survey

Digital Literacy and Digital Skills

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:

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:

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?

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

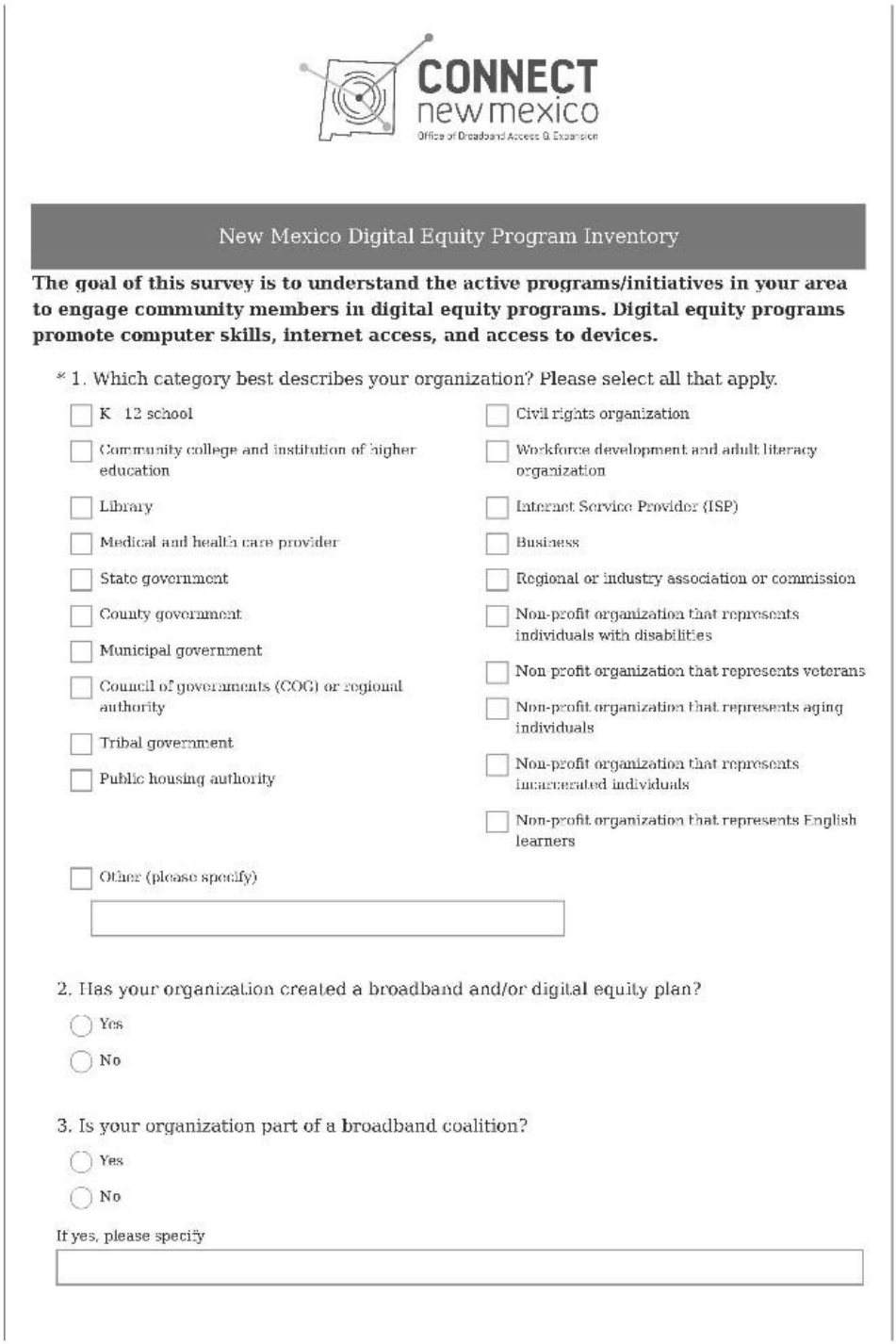
19. Educational outcomes - input and outcome metrics

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
- ◯ $25,000 to $49,999
- ◯ $50,000 to $99,999
- ◯ $100,000 to $249,999
- ◯ $250,000 to $499,999
- ◯ 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
- ◯ $25,000 to $49,999
- ◯ $50,000 to $99,999
- ◯ $100,000 to $249,999
- ◯ $250,000 to $499,999
- ◯ Over $500,000
- ◯ N/A

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
- ◯ $25,000 to $49,999
- ◯ $50,000 to $99,999
- ◯ $100,000 to $249,999
- ◯ $250,000 to $499,999
- ◯ Over $500,000
- ◯ N/A

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

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

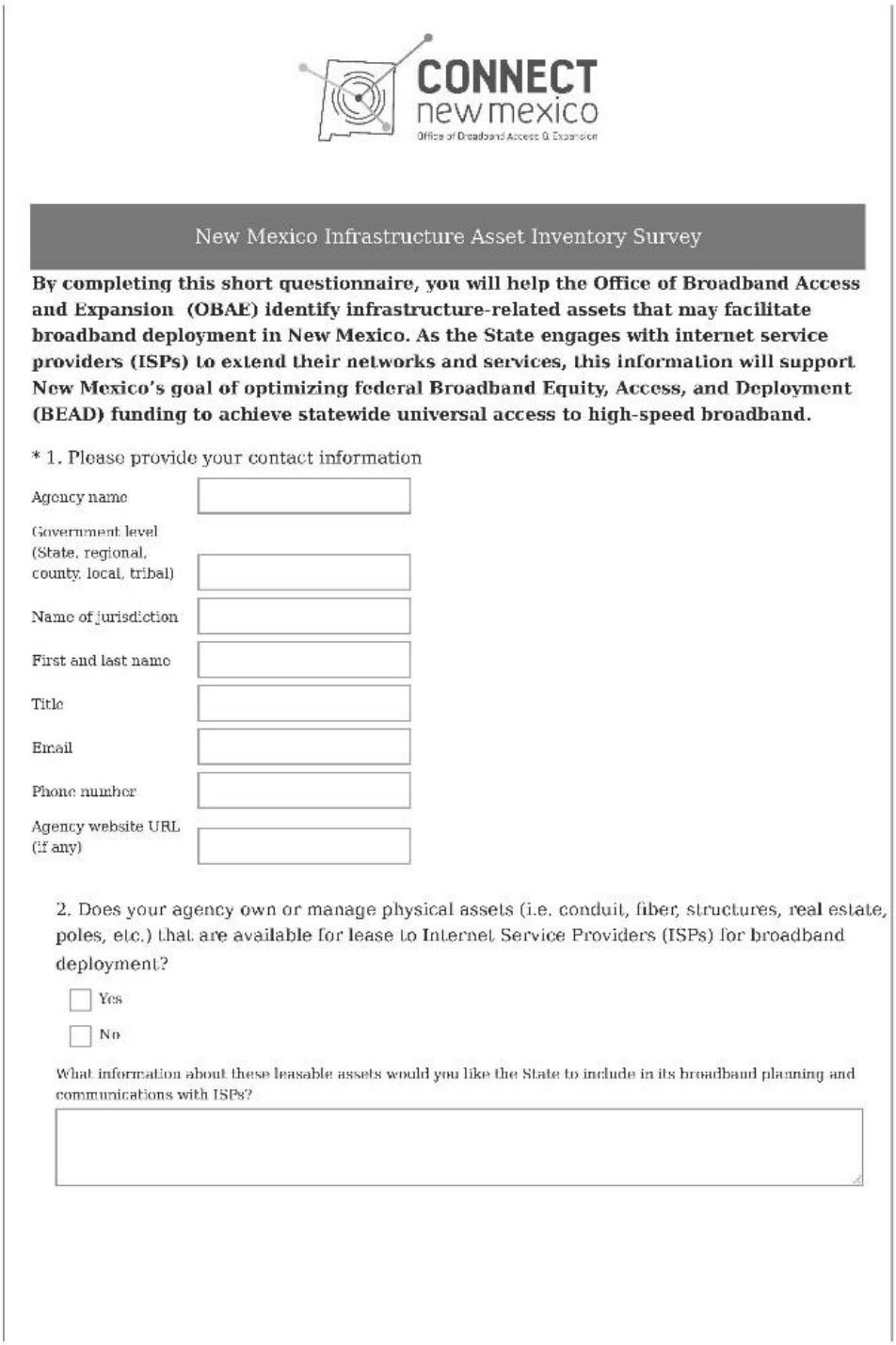
45. Educational outcomes - input and outcome metrics

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

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

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.

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)

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)

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?

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.

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.

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)

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,[270] 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 50: Stakeholder engagement

Event date/ time 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
1/26/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	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

[270] "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/ time period	Program name	Engagement description	Stakeholders involved
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 Committee	NM Broadband Collective	Statewide
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, Associations, Organizations
5/17/2022	Deming Town Hall	Local	Regional Agencies, Associations, Organizations
5/18/2022	NM Broadband Collective Regional Projects Working Group Meeting	NM Broadband Collective	Statewide
5/18/2022	Connect New Mexico Council	CNMC	Statewide

Event date/ time period	Program name	Engagement description	Stakeholders involved
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, Organizations
5/25/2022	Listening Session in Village of Cuba	Local	Regional Agencies, Associations, Organizations
5/25/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
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, Organizations
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

Event date/ time period	Program name	Engagement description	Stakeholders involved
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
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 Meeting	NM Broadband Collective	Statewide
8/11/2022	NTIA Tribal Broadband Connectivity Award Announcement at Isleta Casino	Statewide	Regional Agencies, Associations, Organizations

Event date/ time period	Program name	Engagement description	Stakeholders involved
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, Organizations
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, Associations, Organizations
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, Associations, Organizations
9/14/2022	CNMC Regional Projects & Engagement Working Group	CNMC Working Group	Statewide
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, Organizations
9/20/2022	National Tribal Broadband Summit Part 2	National	Tribes

Event date/ time period	Program name	Engagement description	Stakeholders involved
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, Organizations
9/30/2022	Summit Watch Party (Broadband Collective Event)	Local	Regional Agencies, Associations, Organizations
10/3/2022	Planning free fixed wireless deployment	Local	Regional Agencies, Associations, Organizations
10/4/2022	Small group from Grant, Luna, Doña Ana	Regional	Regional Agencies, Associations, Organizations
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

Event date/ time period	Program name	Engagement description	Stakeholders involved
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, Organizations
10/8/2022	Digital Inclusion Week Internet Resource Fair at International District Library in Albuquerque	Local	Regional Agencies, Associations, Organizations
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, Organizations
10/20/2022	UNM Gallup Community Workshops – GEER II and HED	Local	Regional Agencies, Associations, Organizations
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 Collective	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

Event date/ time period	Program name	Engagement description	Stakeholders involved
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, Organizations
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
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 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

Event date/ time period	Program name	Engagement description	Stakeholders involved
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
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 in Albuquerque	Statewide	Libraries
11/30-12/1/2022	NDIA and Federal Reserve Bank – Training in Denver	National	OBAE, NDIA, Federal Reserve Bank
Every other Thursday	CNMC Digital Equity & Inclusion	CNMC Working Group	Statewide
Every other Tuesday effective 11/29/2022	CNMC Mapping, Data & Evaluation	CNMC Working Group	Statewide
Every other Tuesday effective 8/23/2022 until 12/31/2022	CNMC PROP Working Group (Poles, Right of Way, Permits)	CNMC Working Group	Statewide
Every other Wednesdays effective 3/30/2022 until 12/28/2022	CNMC Regional Planning & Community Engagement	CNMC Working Group	Statewide
Mondays 4pm	CNMC Grants Management & Rulemaking Working Group	CNMC Working Group	Statewide
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
1/5/2023	Smaller Feast Day Gathering in Pojoaque	Regional	Tribes
1/6/2023	Smaller Feast Day Gathering in Pojoaque	Local	Tribes

Event date/ time period	Program name	Engagement description	Stakeholders involved
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 Albuquerque	Local	Counties
1/26/2023	Presentation for Transportation Committee – Rep. Hochman Vigil	Statewide	Counties
1/27/2023	Presentation to NCNMEDD Annual Board Meeting	Statewide	Counties

Event date/ time period	Program name	Engagement description	Stakeholders involved
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
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

Event date/ time period	Program name	Engagement description	Stakeholders involved
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
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

Event date/ time period	Program name	Engagement description	Stakeholders involved
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
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

Event date/ time period	Program name	Engagement description	Stakeholders involved
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 in Los Lunas (in Valencia County)	Regional	Valencia, 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

Event date/ time period	Program name	Engagement description	Stakeholders involved
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
4/24/2023 – 4/26/2023	NGA Broadband Leaders Workshop in Las Vegas	In-person workshop	State
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
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	

Event date/ time period	Program name	Engagement description	Stakeholders involved
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, Organizations
5/20/2023	Community Anchor Institutions Virtual Facilitated Session	Statewide	Regional Agencies, Associations, Organizations
5/22/2023	Digital Equity and Covered Populations Virtual Facilitated Session	Statewide	Regional Agencies, Associations, Organizations
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 Indian School	Statewide	Tribes
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, Organizations
5/30/2023	IAD Tribal Leaders Meeting	Statewide	Tribes, ISPs
5/30/2023	Workforce Development Virtual Facilitated Session	Statewide	Regional Agencies, Associations, Organizations
5/31/2023	Workforce Development Virtual Facilitated Session	Statewide	Regional Agencies, Associations, Organizations

Event date/ time period	Program name	Engagement description	Stakeholders involved
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, Organizations
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, Organizations
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	
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

Event date/ time period	Program name	Engagement description	Stakeholders involved
7/6/2023	Santo Domingo Tribal Event	Local	Pueblo of Santo Domingo
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	
7/24/2032	NRECA, NTCA Panel	Statewide	Counties
7/25/2023	ISP 1:1 Lumen	Local	ISP
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	Santo Domingo
8/7/2023	San Felipe Pueblo Tribal Consultation	Local	San Felipe Pueblo

Event date/ time period	Program name	Engagement description	Stakeholders involved
8/9/2023	Laguna Pueblo Tribal Consultation	Local	Lagun Pueblo
8/21/2023	Cochiti Pueblo Tribal Consultation	Local	Cochiti Pueblo

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 51: 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	2.7.2.3

	Requirement	Details	Section
		barrier	
		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
		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

	Requirement	Details	Section
		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, including organizations that represent children with disabilities	3.1.1 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

	Requirement	Details	Section
		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

	Requirement	Details	Section
		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
	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	5.1.4

	Requirement	Details	Section
		evaluated and updated	
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