Extension Digital Literacy Initiative

Summary

As New Mexico seeks to **increase the informed technology use of its citizens**, as well as to **expand broadband access** in areas with unserved (those without broadband access and underserved (those with broadband with low adoption rates) populations, a comprehensive digital literacy plan should offer **flexibility to meet each community's unique needs**; **collaborative approaches** to build on strengths and resources of existing community programs, government agencies and other programs; **multi-pronged approach** to educate multiple audiences on various technological topics; and a plan for **assessment and sustainability.** New Mexico Extension is well suited to initiate **community-led digital literacy efforts statewide**. **This draft proposal suggests** an Extension-led statewide Digital Literacy initiative which builds on existing Extension resources, uses proven strategies, and implements five key approaches:

1. **Offer opportunities for public learning** throughout the state through in-person workshops, classes and talks, as well as in free online learning courses. Sessions would be offered by Extension faculty, certified trainers, and youth leaders. Online learning sessions would be created by instructional designers and based in best practices for informal, online learning. An **educational, social media campaign** would facilitate sharing of resources, promote classes and other programming, and offer strategies for all audiences. Content would cover general literacy for the home user, specific skills for small business owners and employees, and smart technology for agriculture.
2. **Offer technology train-the-trainer program:** Extension would develop and offer a manageable, multi-course training and certification program for existing community leaders, government workers, and extension agents in offering training in multiple content areas related to digital literacy. Certified trainers would be given training resources (such as presentations, handouts and online tools), and encouraged to offer workshops with their community, and integrate digital literacy into existing community education programs.
3. **Enable youth leaders** by recruiting and training youth leadership teams in technology use and digital literacy to build their skills and facilitate learning among their peers and community members. This successful model has been used for multiple content areas by the state 4-H program to build leaders in youth, share content knowledge, and expand knowledge to new audiences.
4. **Share resources and extend support for sustainability.** To address the community's unique needs (including county and state governments), our program would create specialized training courses to help existing programs educate the community, staff, or leaders. The team will create an online repository for all learning materials, workshop presentations, educational animations and videos, digital classes for access by the general public, and trainer certifications.

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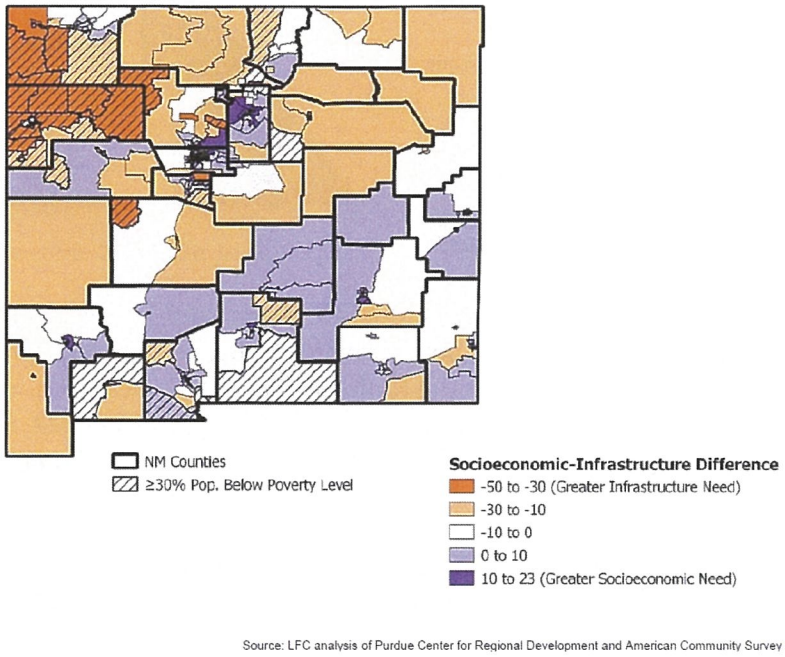
Background and Significance

In October 2019, a financial report presented to the Department of Finance by New Mexico's Office of Broadband illustrated New Mexico's Digital Divide Index. The Digital Divide Index measures the inequity of access to digital technologies by calculating two variables: **Infrastructure** (broadband adoption rates, households with devices, and households with broadband internet) and **Socioeconomic** (senior and adult population, poverty rate, internet income ratio) (Huesing, 2002). The report showcased regions (specifically, census tracts) where broadband infrastructure (orange) and socioeconomic (purple) were needed.

Figure 7. Levels of Broadband Infrastructure and Socioeconomic Need in New Mexico Census Tracts



Source: LFC analysis of Purdue Center for Regional Development and American Community Survey data

Figure 1: Digital Divide Index present in 2018 Finance Report.

Purple regions have the broadband infrastructure; however, the broadband adaption rates are low. These are **underserved** populations and would benefit more from digital literacy programs. Orange regions have little to no broadband internet access. These regions are unserved populations, so computer and broadband access would be necessary before providing digital literacy (Abbey, 2019).

According to the American Library Association, digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. NMSU proposes a new statewide initiative that uses the existing statewide extension network to increase digital literacy skills to the **underserved** audiences (those with internet access but poor literacy) and work to reach and educate **unserved** audiences (those without broadband) about broadband and device access.

Extension has grass-root connections in the community and research-based connections at the university. Thus, Extension is an ideal partner for investigating and articulating local needs within a county; identifying community members who can benefit from digital literacy content; and building collaborations with community leaders who can receive training and then take an active role in training others.

Several projects and programs are underway to help support digital literacy in New Mexico. The benefits of learning digital literacy would be limited (if not meaningless) without projects that build broadband infrastructure or programs that offer aid to acquire computing devices for New Mexico. Digital Literacy stands at the top, supported by these efforts, but can also help magnify their effects.

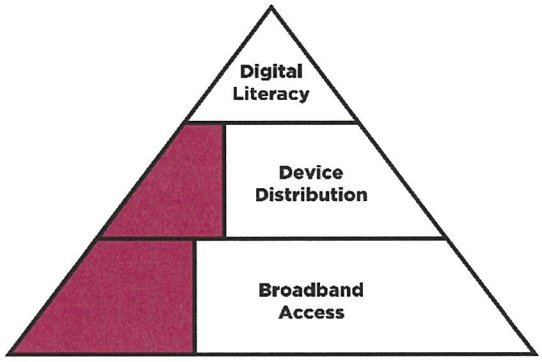


Figure 2: Digital Literacy Support Structure

Efforts like the Infrastructure Investment and Jobs Act or New Mexico's Digital Equity Program help this state's households access broadband internet. In November 2021, President Biden signed into law the Infrastructure Investment and Jobs Act, a $1 trillion package with $42.5 billion allocated to broadband deployment subsidy. In the coming months, states have developed committees to work with the National Telecommunication and Information Administration (NTIA) to distribute funding to local projects. In January 2022, the Connect New Mexico Council met to discuss plans on how to proceed with grant opportunities for the New Mexico State.

At the end of 2022's Legislative Session, the Digital Equity New Mexico Program was established to ensure all New Mexico homes and businesses have access to 100 MBps internet speeds; or that each household member (who uses the internet) can access 25 MBps speeds.

Below illustrates the percentage of New Mexico households with and without Broadband Internet based on annual household income in 2020 (Bureau, 2022).

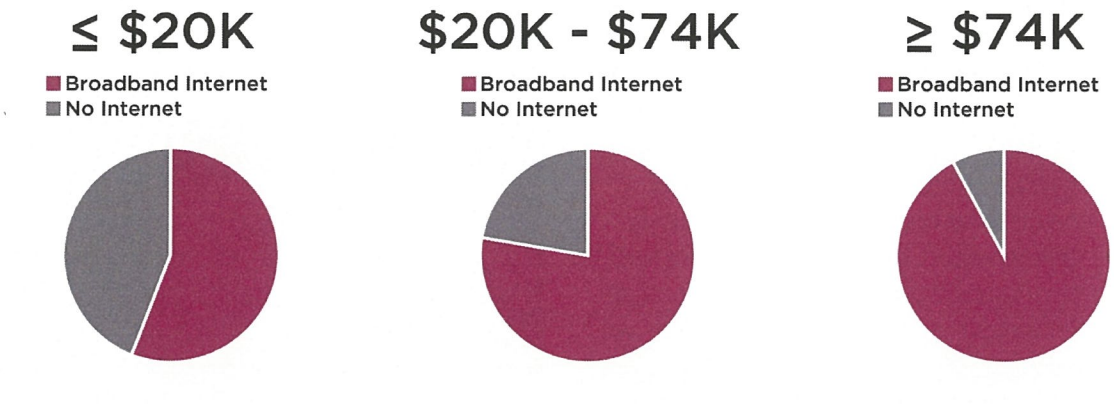


Figure 3: Household Percentage with Broadband Internet based on Income. (Bureau, 2022)

Few resources to help acquire computer devices have existed. However, as of 2020, the American Community Survey estimated that 78% of American households have a desktop or laptop computer. New Mexico households come close to that statistic at 71% (Bureau, 2022). In December 2020, the Emergency Broadband Benefits Program (now called Affordable Connectivity Program) was established and offered discount rates on internet services and computer devices. As of 2022, over 10 million households are signed up with ACP.

The digital divide still exists in New Mexico. Reviewing the DDIX in Figure 1, we know where digital literacy and infrastructure are needed. Over the years, projects and programs have improved but require digital literacy for support and help expand their benefits.

Goals and Approach

The proposed Extension Digital Literacy program utilizes four key approaches: providing opportunities for public learning; creating robust train-the-trainer certification programs; creating youth leadership programs; sharing resources and extending support for sustainability.

1. Opportunities for public learning

The Community Digital Literacy initiative would serve the community through various learning opportunities across technical content areas. New Mexicans would have the opportunity to learn several opportunities — free-of-charge and held in public. These would be based on community needs within each county and could include:

- **In-person and hands-on workshops** at county offices, community computer labs, or other public locations. Instructional designers and content experts would work with partners to create curricular materials, resources and tools such as slide decks, educational animations and videos, instructional websites and printable handouts.
- **Presentations in schools, community organizations and public events**. Extension faculty and other trainers could create in-person events for face-to-face and one-on-one

support, such as technology support booths at Farmer's markets, guest presentations on data security and online safety in schools.

- **Online courses and self-paced learning programs**. Extension has adapted to new technologies that allow our agents and specialists to offer hybrid classes (in-person and online) and on-demand courses where participants can study online and at their own pace. The NMSU On-Demand platform allows Extension faculty to create courses that integrate various learning media, including self-paced videos, recorded lectures, live lectures, discussion forums, and quizzes for reflection and understanding. NMSU's Academic Technology department collaborates with Extension and provides additional oversight on instructional design to ensure the highest quality in production, education, and accessibility compliance. In addition, Extension can offer certification and micro-credentials through this platform. These courses would be offered free of charge to communities.

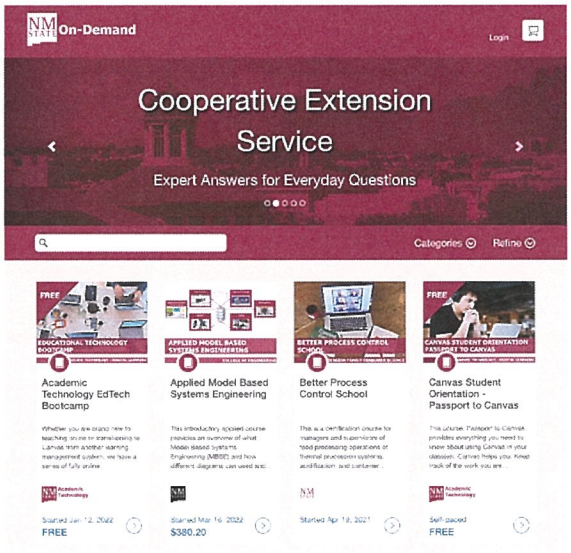


Figure 4: CES On-Demand Course Currently Offered.

- **Educational media campaign** utilizing social media throughout the state to share resources and promote workshops. NMSU's Innovative Media department would build on its history in developing educational media campaigns to create educational animations, short videos and other resources to help learners understand complex subjects, identify needs, and share what is learned with others. This would include a social media campaign where developers would create a repository of images, videos, and posts sharable by Extension offices across the state and other partners in this initiative. For example, posts could include an image that conveys the value of talking with your children about passwords and login security, a video could briefly explain the difference between local and cloud-based computing, or a simple animation that offers simple strategies for reducing the risk of being a victim of digital fraud.

2. Provide technology train-the-trainer certification program

Learning is often most applicable when it reflects local needs, culture and communities. Extension already has experts in each community — county agents who know how to apply research-based knowledge to outreach programs specifically designed for each community. In addition, every community has valuable public servants who know their community and are already engaged in educational efforts, such as librarians, government health educators, existing technology trainers, teachers and community volunteers.

Extension will develop and offer a Technology Train-the-Trainer certification program to increase community leaders' digital training skills throughout the state, including county extension faculty. Candidates will be recruited through partnerships with community, county, and state organizations. Multi-step training will increase participants' content knowledge, ranging from smart home technologies to e-commerce to smart farming (precision agriculture) technologies. Trains will also focus on developing technology teaching skills, so participants can train in-person, online, or offer on-demand training.

As a result, the program will develop a Digital Literacy co-hort throughout the state of trainers who can support each other and share knowledge. The program will offer a series of courses for all participants on common use digital literacy (i.e., instructions on commonly used applications) and best practices (i.e., online safety and password management). But, our program would offer courses that explore in-depth topics like Cyberbullying, Parental Media Mediation, Point of Sale (POS) systems, and Online Store Fronts. A Digital Literacy co-hort would give rise to team-teaching common use and specialty topic in digital literacy. For example, in a given community, one participant may want to train in business and e-commerce systems and applications, while another participant may want to gain in-depth skills in training digital security and fraud prevention. These participants can build relationships through the training, and then team up to teach both areas of expertise in the community. Programming will offer both in-person workshops, self-paced learning materials, and online instruction to give trainers experience in multiple types of learning programs. Finally, this imitative training would create a rich collection of content resources, slide decks, curricular materials, and digital resources trainers could use in their outreach work. In addition to receiving their certification after completing the program, successful graduates would receive a computer for their work in training others, and access to computer labs offered by this initiative to facilitate the teaching of groups in communities that may lack access.

3. Enable youth leaders

One of Extension's greatest resources is its proven track record in building leadership skills and content knowledge among youth. Given the life-long exposure to technologies, youth have reduced fear of using technology, but may still have significant gaps in digital literacy use. For example, a young teen could easily show her grandmother how to use an online website for shopping but may not understand best practices for keeping passwords and usernames secure. This program will use an established 4-H youth ambassador model to recruit teens throughout the state to serve on county or statewide technology leadership teams. These team members will then participate in modified versions of the train-the-trainer programs and workshops offered to others, and encouraged to provide workshops and classes in technology. As with all the learning opportunities provided by this initiative, youth will only work in public venues, in instruction and support — in short, they will not be consulting one-on-one in homes, or with strangers. 4-H has seen tremendous success with this model in New Mexico and nationwide in training youth to train others in specific content areas (such as health, community service and technology). The program will offer a one, multi-day statewide training for technology

ambassadors and then facilitate additional learning opportunities for those team members to engage throughout the state.

In addition, the NM state 4-H program will add a technology specialist through this program to integrate technology and digital literacy throughout 4-H programming. Several other states have robust digital 4-H learning programs offering video editing, robotics, smart technology, coding and other digital programs. Building on resources used in other states, the 4-H technology specialist will develop additional project-based learning materials so that all 4-H members, including those in school clubs, will have the opportunity to build technology literacy through project-based, hands-on learning.

Both the Technology Youth Ambassador program and the integrated 4-H technology program have the potential to bridge the disparate levels of tech found in rural and urban populations.

4. Share resources and expand for sustainability

A significant focus of this project is the development of **learning materials**. These will include materials for trainers to use (such as slide decks, handouts, animations and videos to use in workshops, etc.), as well as materials learners can access for their own learning (such as infographics, self-paced tutorials, quick-step how-to guides and online courses. The initiative will develop and house the *New Mexico Technology Literacy Resource Center,* an online repository for all learning materials, workshop presentations, educational animations and videos, and digital classes for access by the general public, trainers, and others working towards digital literacy.

A second focus will be the constant evolution of the program. Extension is effective because it constantly evolves to reflect needs. Project director and team members will work within communities to identify other partners striving for technology adoption and digital literacy to review and redirect Extension initiative for maximum impact continually. For example, this could include the New Mexico Technology Assistance Program.

Content and Audience

The curriculum will reflect a wide variety of needs and audiences. Technology topics can seem overwhelming and intimidating to different users. The public programs for this project include several types of learning opportunities to facilitate knowledge gain, increased comfort with technology, and application in meaningful ways. Peer-based learning can help ease learners because their presenters come from the same background and can relate their initial fears and challenges. Project-based learning will help audiences learn through implementation and hands-on/virtual experience. Self-paced instruction allows learners to go at their own pace, tracking progress and identifying needed content. In-person training curriculum will better suit participants from the unserved communities that do not have internet access and may not have a computer or smart device.

In the first year of this program, the initiative will target three audience and content areas: general literacy for the home user, business and ecommerce training for small business owners and employees, and smart agricultural uses for producers and industry.

5. General literacy for the home user

- Home user training focuses on technology within or accessible from the home that could help improve the lives of underserved and unserved New Mexicans in rural and urban communities. This includes adults and youth, and would be device-agnostic. For the unserved population, likely to not have a device or internet, efforts would be made to direct them to resources like broadband, computers, **get and use broadband**, and how to connect devices and what can be done with it; how to **use technology** (software, hardware, cloud computing, paying bills, etc.); **using it in our community** (using WIC and other benefits at different locations; applying for jobs, singing up for Medicare, other programs); signing **best practices** (avoiding **scams**, **data security** and **recovery**).

About 88% of New Mexico households (about 698,000 households) have a computing device (desktop, laptop, smartphone, or tablet). (Bureau, 2022) For a home user, digital literacy would have to cover topics on multiple platforms (Windows, Mac OS, iOS, Android, and Chromium).

In addition, research shows that with the adoption of technology comes both risk and opportunities. Families from medium-high to high socioeconomic status and higher education tend to be more attentive to these risks and opportunities by promoting active mediation, child's autonomy using media, and simulating a positive use of digital media. However, families from lower socioeconomic status report less mediation. This situation affects a child's digital literacy, and consequently, their digital and social inclusion. (Pereira, 2016) The program would focus on training topics surrounding Online Safety (e.g., Three types of Parental Media Mediation, Cyberbullying, Online Parental Controls, Security Best Practices, etc.).

6. Specific skills for small business owners and employees

- Specific skills for **small businesses**: business software training (billing, taxes, etc.), developing and using social media, looking into cloud computing, and point of service software.

Small Business Employees. Small businesses (1 – 499 employees) make up a large part of New Mexico's economy. Over half, 54.4 percent, of all New Mexico employees worked for a small business in 2021 which exceed the national share (U.S. Small Business Administration, 2021). There are over 158,000 small businesses in New Mexico, with over 5,000 new small businesses

opening in 2021 alone. Small businesses range from industries in construction, agriculture, transportation, retail, food services, mining, gas extraction, and so much more. Digital literacy could assist these small businesses in many aspects, including introducing point of sale systems, bookkeeping software, IT security and best practices, social media management, online tax resources, web presence, security camera setups, etc. Resources like these could help transform the small business industry in New Mexico so they can continue to develop, grow, and provide more jobs for New Mexicans. Many small business owners do not have the resources or knowledge base to implement or maintain point of sale systems or best practices when it comes to technology merging with their business. In addition to these resources, project-based and peer learning could improve comfortability and familiarity with products and resources with hands-on approaches with peers and experts in the field. Learning from other respected small business owners in the same area or region could encourage more participation and growth in the curriculum.

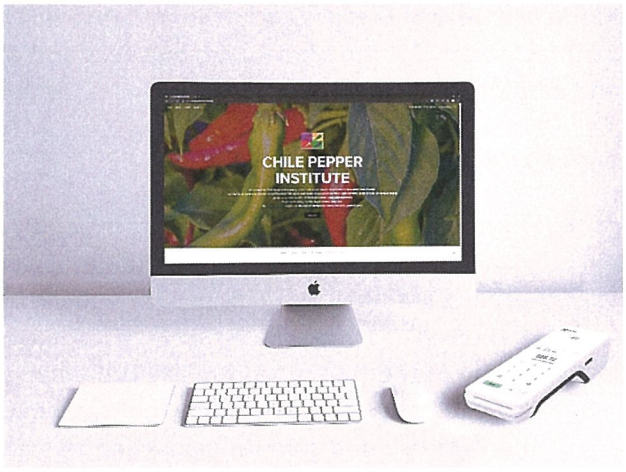


Figure 5: Chile Pepper Institute migrated to a Clover POS system that support in-store and online purchases from a central location.

7. Smart technologies for agricultural production

- **Smart technology for agriculture:** including field and office-based solutions unique to the production needs of New Mexico. This may also include resources such as how to accept WIC payments at farmer's markets to safeguard high-valued crops across acres.

Smart Technologies for Agriculture. Agriculture is an integral part of New Mexico's economy and has been a growing field in past years with recent changes in the world. With more available information, existing agricultural experts as well as new and hobbyist agricultural experts can be provided resources they may never have known existed. The world has seen a boom of Internet of Things, IoT, devices in the past decade, and many can help to improve efficiency in this industry. Better wireless broadband internet access to more rural areas would benefit the development of the technologies and increase the likelihood of their use. Agricultural leaders could benefit from sensors in the field, smart equipment, water productivity and much more. Solar farms have become quite popular and have quite the demand in the current world. This can provide the agricultural leaders power where they have

Figure 6: Broadband Wireless Installation Design for Farmington Ag Experiment Station used to support precision agriculture (smart farming).

not had it before to give the sensors and other devices they need to stay up and running without large infrastructure upgrades in the field. In addition, crop security has always been a need and want for agricultural leaders and security cameras on the land can give them peace of mind, and well as a real-time monitoring source to check on their land at any given moment. The agriculture industry is not always the foremost leader in cutting-edge technologies, however there have been drastic improvements to many facets of the industry to help improve practices. Digital literacy could introduce these technologies to the agricultural leaders in their respective areas to inform and instruct them on how to implement the technologies in their given disciplines. Smart tractors and soil sensors can improve efficiency in fields, while watering sensors and climate control sensors could improve the quality of greenhouses, and GPS trackers could help ranchers locate their livestock and possibly help to analyze and predict patterns to improve quality of life for their livestock and range improvement. Working with digital literacy instructors and the proper curriculum, these resources could open the door for these agricultural leaders to feel more confident and comfortable utilizing readily available technologies.

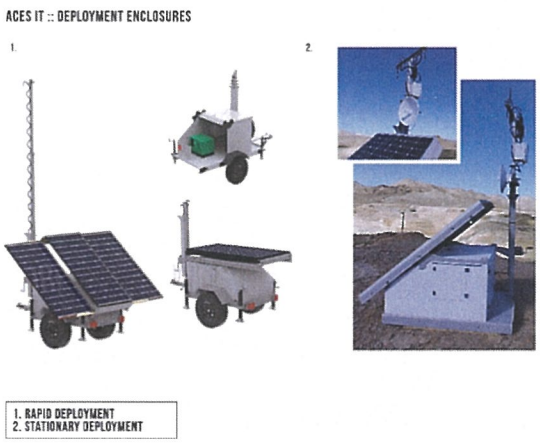


Figure 7: Bullet-proof, mobile Point of Presence (PoP) stations that support Wi-Fi and security cameras on farms and ranches.

- **Resources for youth**: to be offered to be youth and used by Youth Ambassadors on similar content offered for adults but made age-appropriate.

Timeline

The program's initial year will focus on hiring and training staff, creating a course repository and digital literacy content, establishing trainer and youth programs, marketing and networking content and trainers, and reaching out to partners for collaboration and extended support. We expect the initial year to focus on common, foundational digital literacy topics (trainer courses on various delivery methods, commonly used applications, best practices, programing, robotics, etc.) to build a bedrock for trainers, youths, and participants. The program's secondary focus probe participates and trainers for interest in specialty content (trainer courses for security systems, IoT, online store fronts, etc.) and begin building the content.

Reoccurring years would still present on common, foundational digital literacy, but in addition, include more specialty courses based on trainer, youth, participant, or community demand. Reoccurring years won't include some initial cost required to support the program.

Phase 1: Initial Year

In the initial year, we plan to start the hiring process immediately, starting with a project manager. While the search for a project manager begins, software, contracts, and departmental accounts/resources will be established. Once found, the project manager will continue the hiring process, content creation, trainer and youth programs, and partner collaboration.

Phase 2: Reoccurring Year

In proceeding years, the program would have a strong set of foundational digital literacy courses on-demand. The program's focus would shift to specialty courses and extended digital literacy support to other county, state, and community organizations. Each year gives the program more opportunities to update and create content, as well as deliver more in-person/online training for more personalized experience.

Evaluation and Assessment of Program

Success of the program will be measured through:

- Reach: includes numbers of trainers certified, participants in workshops and programs, youth engaged as leaders, learners enrolled in online classes and reach of social media
- Impact: assessed through self-reported satisfaction of participants in the program after each individual class or workshop

- Collaborations: quality and number of collaborations with other government agencies, schools, community programs and non-profits

Project Partners

As part of the research for this proposal, three organizations are interested in receiving or cooperating with extended support for digital literacy. New Mexico Technology Assistance Program (NMTAP), DiverseIT, and NMSU's Academic Technologies and Digital Learning have responded with interest to participant in Digital Literacy for New Mexico. NMTAP provides Assistive Technologies (AT) to New Mexicans with disabilities. Working with programs like NMTAP ensure compliance and compatibility with emerging AT devices. DiverseIT worked with the City of Albuquerque Department of Senior Affairs to provide digital literacy training videos to senior citizens and loans devices to other non-profit organizations. Partnering with local small businesses can help extend the support for digital literacy and device loan programs. NMSU's Academic Technologies and Digital Learning organizations support digital literacy for faculty and staff and support the NMSU On-Demand Initiative to provide the highest quality education and production of online, on-demand courses. These departments are staffed with Instructional Designers with years of experience in student, adult, and bilingual education.

Talks with these programs are forming possible collaboration and extended support opportunities that will benefit all programs.

Budget

	DRAFT 2.0 Digital Literacy for NM Communities - Annual Budget				
	Proposal for Extension-led Education				
		Initial Year		**Reoccurring Year**	
A	**Senior Personnel**	**# of positions**		**# of positions**	
	Program Administration				
	Program Director: Will oversee entire project, set direction, develop (with agents) individualized plans for each community, compile project reports and oversee budget spending @ $70,000.	1.0	$70,000	1.0	$70,000
	Youth Technology Specialist(s): will oversee Youth Technology Programming: providing training to youth on technology and digital literacy, and administering the youth mentorship program where youth are trained to offer assistance to community members. @ $70,000.	1	$70,000	1	$70,000

	Training Specialist(s): will offer training sessions and develop some training materials @ $35,000. Will collaborate with program director, agents, and instructional designers to develop curriculum. At the low range, 1 will be housed at NMSU and another more centrally located. At the high range, four will be out in counties and one at NMSU.	3	$105,000	3	$105,000
	IT Tech Support(s): these system analysts will offer technology assistance for county offices, community centers and partners who offer training @ $50,000. These positions are not designed to offer tech support to the public, but to support the offices that provide the training. At the low range, 1 will be housed at NMSU and another more centrally located. At the high range, four will be out in counties and one at NMSU.	1	$50,000	1	$50,000
	Instructional Designers: will design online course and support materials, handouts, slide decks, and other learning resources. $45,000	1	$45,000	1	$45,000
	Total Salary for Senior/Key Personnel	7.0	$340,000	7.0	$340,000
	Fringe of @ 37.1%		$126,140		$126,140
	Senior Personnel Total Salary + Fringe		$466,140		$466,140
B	**Other Personnel**	-		-	
	12-month Graduate Student(s) to support coordination, evaluation and reporting on the project.	1	$25,718	1	$25,718
	Total Salary for Other Personnel		$25,718		$25,718
	Fringe on supplemental comp of @ 20.5%		$5,272		$5,272
	Other Personnel Salary + Fringe		$30,990		$30,990
	Student Employees	-		-	
	12-month Student aid to support compliance (translation and transcription duties), administration, and marketing	2	$45,240	2	$45,240
	Total Student Salary		$45,240		$45,240
	Fringe of @ 0.90%		$407		$407
	Student Employee Salary + Fringe		$45,647		$45,647
	Total Salaries & Wages (A+B)		**$410,958**		**$410,958**
	Fringe Benefits (Total Fringe for all Personnel)		**$131,819**		**$131,819**
	(A) Total Salaries, Wages and Fringe Benefits (A+B)		**$542,777**		**$542,777**

C	**Equipment: Items and dollar amount for each item >$5000**	-		-	
	Total Equipment		**$0**		**$0**
D	**Travel**	-		-	
	State Program Travel	-		-	
	Project Director and other program trainers will engage in national professional development opportunities; such as site visits at other state projects or national conferences. Includes $200 registration; $600 airfare; hotel at $200 per day for 2 nights; $50 per day for meals for 3 days; and $100 for parking and ground transportation.	5	$7,250	5	$7,250
	Per diem and mileage costs for program trainers to offer face to face trainings throughout the state, approximately $3,000 per technology trainer	7	$21,000	7	$21,000
	Per diem and mileage costs for train the trainer participants (non-employee travel) to offer face to face trainings throughout the state, approximately $3,000 per technology trainer	30	$90,000	30	$90,000
	Youth Program Travel				
	Youth Program: National 4-H Technology Summit. Travel for 1 adult and 4 youth to meet and learn from national collaborators. Five travelers each anticipating $200 conference registration and $600 airfare. Meals @ $50 for 3 days for 5 travelers. Hotel 1 Adult @ $200/2 nights; 4 youth @ $100 per night (double occupancy) X 2 nights). Parking and parking and ground transportation @ $50/day X 3 days		$6,100		$6,100
	In Years 1 & 2: New Mexico Youth Digital Literacy Summit at Glorieta Conference Center with 20 youth leaders and 5 adult leaders. Travel funds for a 4-H ambassador teams to receive training on the Digital Literacy activities funded by this grant. (20 Youth: 10 rooms double occupancy@ $80 per day X 2 nights and Meals $40 per day X 3 days X 20 youth travelers.) (5 Adults: 5 rooms @ $80 per day X 2 nights plus Meals $40 per day X 3 days X 5 adults.) (Ground transportation 5 cars round trip to Glorieta @ 600 miles each @ 0.58 per mile. All travel for other project personnel to attend this conference is funded through NMSU operating accounts.		$7,140		$7,140

	Mileage to transport staff and youth trainers as they conduct youth-to-youth training at sites in different counties. 10 trips X 400 miles round trip @ $0.58		$2,320		$2,320
	Total Travel		**$133,810**		**$133,810**
E	**Participant Cost Travel for 1 minority student:**	-		-	
	Total Participant Support Costs		**$0**		**$0**
F	**Other Direct Costs**	-		-	
	Operating Expenses:	-		-	
	County operation and maintenance: adjustment to county operating budgets. Estimating additional $5000 per county participating in training programs.	15	$75,000	15	$75,000
	Subtotal Operating Costs		$75,000		$75,000
	Materials and Supplies				
	Computers for "train the trainer" participants for in-person training. @ $4000 per trainer	30	$120,000	30	$120,000
	Computers, software and hardware for **initiative personnel** and demonstration purposes @ $4000 per personnel	7	$28,000	8	$32,000
	Mobile educational devices: Classroom set of tablets or laptops for use in face-to-face trainings. 4 sets of ten devices in low range, 8 sets of 10 in mid-range @$1200	40	$48,000	0	$0
	Community Digital Learning Labs: Update classroom learning space in extension offices to enable effective hybrid learning spaces (for simultaneous in person and online learning 3 @$22,000	3	$66,000	0	$0
	Software purchases and subscriptions mobile education devices @ $500 per computer		$38,500		$19,000
	On Demand Services through NMSU ICT for Extension for 60 hours/month for online instruction		$25,200		$25,200
	Advertising and promotion of workshops and training materials		$25,000		$25,000
	Printing costs for handouts at training programs, and for survey materials.		$2,000		$2,000
	Subtotal Materials and Supplies		$352,700		$223,200
	Design and Production of Educational Campaign				

	Provide digital resources to share throughout extension for all audiences of campaign offering promotion of workshops, as well as educational messages on using technology. Estimating 1000-1500 hours annually at **standard rate of $60/hour** to internal service center and includes all salaries, equipment and expenses related to production team.		$60,000		$60,000
	estimated hours				
	Subtotal Education Campaign		$60,000		$60,000
	Project Evaluation Costs				
	Development of assessment measures for use by youth and technology trainers.		$8,000		$8,000
	Conducting interviews with project team members annually and summarizing for annual reports. 45 hours in low range and 60 hours in high range @ $60.		$2,700		$2,700
	Pilot instruments for the summative assessment in year 2: 30 hours in low range and 60 hours in high range @ $60.		$1,800		$1,800
	Conducting summative assessment of collected data and compiling final reports. 160 hours in low range and 240 hours in high range @ $60.		$9,600		$9,600
	Subtotal Project Evaluation Services		$22,100		$22,100
	Total OTHER direct costs		**$509,800**		**$380,300**
	Total Direct Costs (A through F)		**$1,186,387**		**$1,056,887**
	Indirect Cost Calculations				
	NMSU Base Expenses for calculating Indirect Cost-(G *minus* subcontracts, equipment & consultation)		$1,186,387		$1,056,887
	Indirect costs 31.6% on Base cost (excluding subcontracts)		$374,898		$333,976
	Total Indirect Costs		**$374,898**		**$333,976**
	Total Direct Cost + Indirect Costs (G+H)		**$1,561,286**		**$1,390,864**
	This budget will be considered a large pool budget, giving NMSU budget deviation authority between line items if the final deliverables and scope of work remains unchanged. NMSU operates the Innovative Media Research and Extension unit as an internal service center. Accordingly, charges reflected on invoices to grantor will be for services provided by the unit. The above budget detail represents the costs that make up these services. Indirect costs will follow direct.				

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