



National Assistive Technology Act Data System
Annual Progress Report - Full Report
New Mexico 2025

General Information

Statewide AT Program (Information to be listed in national State AT Program Directory)

State AT Program Title: New Mexico Technology Assistance Program
State AT Program Title:
State AT Program URL: www.tap.gcd.nm.gov
Mailing Address: 625 Silver Ave SW, Suite 100 B
City: Albuquerque
State: NM
Zip Code: 87102
Program Email: tracy.agiovlasis@gcd.nm.gov
Phone: 505-841-4464
TTY:

Lead Agency

Agency Name: New Mexico Governor's Commission on Disability
Mailing Address: 491 Old Santa Fe Trail, Lamy Building
City: Santa Fe
State: NM
Zip Code: 87501
Program URL: www.gcd.nm.gov

Implementing Entity

Does your Lead Agency contract with an Implementing Entity to carry out the Statewide AT Program on its behalf? (Check if Yes)
Name of Implementing Agency:
Mailing Address:
City:
State:
Zip Code:
Program URL:

Program Director and Other Contacts

Program Director for State AT Program (last, first): Agiovlasis, Tracy
Title: Program Manager
Phone: 505-469-1489
E-mail: tracy.agiovlasis@gcd.nm.gov
Program Director at Lead Agency (last, first): Ross, Stan
Title: Agency Director
Phone: 505-321-5650
E-mail: stan.ross@gcd.nm.gov
Primary Contact at Implementing Agency (last, first) - If applicable:
Title:
Phone:
E-mail:

Person Responsible for completing this form if other than Program Director

Name (last, first): Tracy Agiovlasis
Title: Program Manager
Phone: 505-469-1489

3. Loan Type

Loan Type		
Type of Loan	Number of Loans	Percentage of loans
Revolving Loans	00	0%
Partnership Loans		
Without interest buy-down or loan guarantee	00	0%
With interest buy-down only	00	0%
With loan guarantee only	00	0%
With both interest buy-down and loan guarantee	00	0%
Total	00	100%

Loan Type Summary		
Type of Loan	Number of Loans	Dollar Value of Loans
Revolving Loans	00	\$0
Partnership Loans	00	\$0
Total	00	\$0

4. Interest Rates

Interest Rates	
Lowest	0%
Highest	0%

Interest Rate Summary		
Sum of Interest Rates	Number of Loans Made	Average Interest Rate
00	00	0%

Number of Loans Made by Interest Rate	
Interest Rate	Number of loans
0.0% to 2.0%	00

2.1% to 4.0%	00
4.1% to 6.0%	00
6.1% to 8.0%	00
8.1% - 10.0%	00
10.1%-12.0%	00
12.1%-14.0%	00
14.1% +	00
Total	00

5. Types and Dollar Amounts of AT Financed

Types and Dollar Amounts of AT Financed		
Type of AT	Number of Devices Financed	Dollar Value of Loans
Vision	00	\$0
Hearing	00	\$0
Speech communication	00	\$0
Learning, cognition, and developmental	00	\$0
Mobility, seating and positioning	00	\$0
Daily living	00	\$0
Environmental adaptations	00	\$0
Vehicle modification and transportation	00	\$0
Computers and related	00	\$0
Recreation, sports, and leisure	00	\$0
Total	00	\$0

6. Defaults

Defaults	
Number Loans in default	01
Net loss for loans in default	\$50,665

B. State Financing Activities that provide consumers with resources and services that result in the acquisition of AT devices and services

1. Overview of Activities Performed

How many other state financing activities that provide consumers with access to funds for the purchase of AT devices and services were included in your approved state plan?	0
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C. State Financing Activities that Allow Consumers to Obtain AT at Reduced Cost

1. Overview of Activities Performed

How many state financing activities that allow consumers to obtain AT at a reduced cost were included in your approved state plan?	0
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D. Anecdote

An older woman suffered a severe brain injury due to hypoglycemia (low blood sugar). As a result, she has been exploring alternative communication devices with NMTAP and now uses a large custom wheelchair for mobility. Her partner has a small SUV which could no longer fit both her, caregiver and wheelchair in the vehicle. At times paramedics needed to get her out of the vehicle and into the house. A change to public transportation through insurance and city para-transit services has been unsafe. There is a high rate of no pickup to and from doctor appointments, problems allowing the caregiver to ride along, and long wait times with blood sugar fluctuations and now painful pressure sores on her body. Her and her partner worked with our Financial Loan program to obtain a van with a wheelchair lift to attend medical appointments and to participate in community activities without risk of injury. This loan is near full approval, and we anticipate this to occur in the upcoming year.

Impact Area
 Education Employment Community Living

Impact Area
 Education Employment Community Living

E. Performance Measures

Performance Measures				
Response	Primary Purpose for Which AT is Needed			Total
	Education	Employment	Community Living	
1. Could only afford the AT through the AT program.	00	00	00	00
2. AT was only available through the AT program.	00	00	00	00
3. AT was available through other programs, but the system was too complex or the wait time too long.	00	00	00	00
4. Subtotal	00	00	00	00
5. None of the above	00	00	00	00

6. Subtotal	00	00	00	00
7. Nonrespondent	00	00	00	00
8. Total	00	00	00	00
9. Performance on this measure	NaN%	NaN%	NaN%	

F. Customer Satisfaction

Satisfaction		
Customer Rating of Services	Number of Customers	Percent
Highly satisfied	00	NaN%
Satisfied	00	NaN%
Satisfied somewhat	00	NaN%
Not at all satisfied	00	NaN%
Nonrespondent	00	NaN%
Total Surveyed	00	
Response rate %	NaN%	

G. Notes:

During this year work has been done to adjust several previous financial loans do avoid default on the loan. There was one for an accessible van that defaulted despite refinancing due the unfortunate death of the person. A lot of effort was spent to repossess and refurbish that vehicle in the hope that it could be used by another individual with similar challenges. We anticipate to not only provide the new loan mentioned above, but others for a variety of Assistive Technologies for individuals next year.

Reutilization

Did your approved State Plan for this reporting period included conducting any device reuse activities?

A. Number of Recipients of Reused Devices

Activity	Number of Individuals Receiving a Device from Activity
A. Device Exchange	00
B. Device Refurbish/Repair - Reassign and/or Open Ended Loan	1,803
C. Total	1,803

Performance Measure	
D. Excluded from Performance Measure because AT is provided to or on behalf of an entity that has an obligation to provide the AT such as schools under IDEA or VR agencies/clients.	00
E. Number of Individuals Included in Performance Measures	1,803

If a number is reported in D you must provide a description of the reason the individuals are excluded from the performance

B. Device Exchange Activities

Device Exchange				
Type of AT Device	Number of Devices Exchanged	Total Estimated Current Purchase Price	Total Price for Which Device(s) Were Exchanged	Savings to Consumers
Vision	00	\$0	\$0	\$0
Hearing	00	\$0	\$0	\$0
Speech Communication	00	\$0	\$0	\$0
Learning, Cognition and Developmental	00	\$0	\$0	\$0
Mobility, Seating and Positioning	00	\$0	\$0	\$0
Daily Living	00	\$0	\$0	\$0
Environmental Adaptations	00	\$0	\$0	\$0
Vehicle Modification & Transportation	00	\$0	\$0	\$0
Computers and Related	00	\$0	\$0	\$0
Recreation, Sports and Leisure	00	\$0	\$0	\$0
Total	00	\$0	\$0	\$0

C. Device Refurbish/Repair - Reassignment and/or Open Ended Loan Activities

Device Reassign/Repair/Refurbish and/or OEL				
Type of AT Device	Number of Devices Reassigned/Refurbished and Repaired	Total Estimated Current Purchase Price	Total Price for Which Device(s) Were Sold	Savings to Consumers
Vision	02	\$145	\$0	\$145
Hearing	00	\$0	\$0	\$0
Speech Communication	01	\$220	\$0	\$220
Learning, Cognition and Developmental	05	\$6,933	\$0	\$6,933
Mobility, Seating and Positioning	877	\$358,053	\$0	\$358,053
Daily Living	1,385	\$214,961	\$0	\$214,961
Environmental Adaptations	08	\$1,032	\$0	\$1,032
Vehicle Modification & Transportation	03	\$2,100	\$0	\$2,100
Computers and Related	372	\$111,133	\$0	\$111,133
Recreation, Sports and	00	\$0	\$0	\$0

Leisure				
Total	2,653	\$694,577	\$0	\$694,577

D. Anecdote

After an accident, an individual wanted to gain the skills and knowledge she needed to reenter the workforce. She was returning to school and needed a laptop computer for schoolwork. Due to previous experience in the past with an Apple MacBook computer, she would be most successful with familiar hardware and software. A timely donation of used MacBooks from a local school was given to our Re Utilization program. We were able to provide her with a refurbished MacBook Pro that enabled her to access online coursework, complete assignments, take notes in lectures, and support her on her ongoing academic journey. She was overjoyed that we were able to fulfill her request before the start of the school semester and noted that our program and her vocational rehabilitation counselor, “Went above and beyond to make sure the equipment provided met my needs.”

Impact Area <input checked="" type="radio"/> Education <input type="radio"/> Employment <input type="radio"/> Community Living
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E. Performance Measures

Performance Measures				
Response	Primary Purpose for Which AT is Needed			Total
	Education	Employment	Community Living	
1. Could only afford the AT through the AT program.	123	32	1,505	1,660
2. AT was only available through the AT program.	32	09	23	64
3. AT was available through other programs, but the system was too complex or the wait time too long.	19	03	38	60
4. Subtotal	174	44	1,566	1,784
5. None of the above	00	00	00	00
6. Subtotal	174	44	1,566	1,784
7. Nonrespondent	04	07	08	19
8. Total	178	51	1,574	1,803
9. Performance on this measure	97.75%	86.27%	99.49%	

F. Customer Satisfaction

Satisfaction		
Customer Rating of Services	Number of Customers	Percent
Highly satisfied	1,766	97.95%

Satisfied	18	1%
Satisfied somewhat	00	0%
Not at all satisfied	00	0%
Nonrespondent	19	1.05%
Total Surveyed	1,803	
Response rate %	98.95%	

G. Notes:

Device Loan

Did your approved State Plan for this reporting period include conducting Short-Term Device Loans?

A. Short-Term Device Loans by Type of Purpose

Loans By Purpose	
Primary Purpose of Short-Term Device Loan	Number
Assist in decision-making (device trial or evaluation)	269
Serve as loaner during service repair or while waiting for funding	06
Provide an accommodation on a short-term basis for a time-limited event/situation	16
Conduct training, self-education or other professional development activity	05
Total	296

B. Short-Term Device Loan by Type of Borrower

LOANS BY TYPE OF BORROWER			
Type of Individual or Entity	Number of Device Borrowers		
	Decision-making	All other Purposes	Total
Individuals with Disabilities	144	15	159
Family Members, Guardians, and Authorized Representatives	21	05	26
Representative of Education	13	02	15
Representative of Employment	06	01	07
Representatives of Health, Allied Health, and Rehabilitation	80	04	84
Representatives of Community Living	02	00	02

Representatives of Technology	03	00	03
Total	269	27	296

C. Length of Short-Term Device Loans

Length of Short-Term Device Loan in Days	42
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D. Types of Devices Loaned

Types of Devices Loaned			
Type of AT Device	Number of Devices		
	Desicion-making	All other Purposes	Total
Vision	60	10	70
Hearing	18	00	18
Speech Communication	189	07	196
Learning, Cognition and Developmental	75	02	77
Mobility, Seating and Positioning	32	02	34
Daily Living	88	06	94
Environmental Adaptations	10	08	18
Vehicle Modification and Transportation	00	00	00
Computers and Related	146	15	161
Recreation, Sports and Leisure	40	00	40
Total	658	50	708

E. Anecdote

An individual who is blind needed a temporary replacement for his braille notetaker. His own device broke, and he was sending it out for repairs. He had work coming up that he needed to take notes in a meeting. He contacted our local Commission for the Blind for a temporary replacement but because he was not enrolled in any of their programs, they were unable to provide him a temporary device. He was referred to our program by one of the NMTAP Advisory Council members. Thanks to the referral and having a device available in our Device Loan Library, we were able to provide this individual with a device, while his device was in repair, so he was able to continue working. We recently purchased the braille notetaker as an effort to enhance our Device Loan Library for individuals who are blind but not utilizing services through the separate Commission for the Blind.

<p>Impact Area</p> <p> <input type="radio"/> Education <input checked="" type="radio"/> Employment <input type="radio"/> Community Living </p>

F. Access Performance Measures

Access Performance Measures				
Response	Primary Purpose for Which AT is Needed			Total
	Education	Employment	Community Living	
Decided that AT device/service will meet needs	38	25	123	186
Decided that an AT device/ service will not meet needs	11	07	27	45
Subtotal	49	32	150	231
Have not made a decision	10	05	08	23
Subtotal	59	37	158	254
Nonrespondent	04	04	07	15
Total	63	41	165	269
Performance on this measure	83.05%	86.49%	94.94%	

G. Acquisition Performance Measures

Acquisition Performance Measures				
Response	Primary Purpose for Which AT is Needed			Total
	Education	Employment	Community Living	
1. Could only afford the AT through the AT program.	01	00	01	02
2. AT was only available through the AT program.	03	05	13	21
3. AT was available through other programs, but the system was too complex or the wait time too long.	01	00	01	02
4. Subtotal	05	05	15	25
5. None of the above	00	00	00	00
6. Subtotal	05	05	15	25
7. Nonrespondent	01	00	01	02
8. Total	06	05	16	27
9. Performance on this measure	100%	100%	100%	

H. Customer Satisfaction

Satisfaction		
Customer Rating of Services	Number of Customers	Percent
Highly satisfied	257	86.82%
Satisfied	14	4.73%
Satisfied somewhat	01	0.34%
Not at all satisfied	00	0%
Nonrespondent	24	8.11%
Total Surveyed	296	
Response rate %	91.89%	

I. Notes:

Majority of our loans are for individuals with varied functionality to trial Assistive Technology (AT) devices prior to purchasing them, but the other reasons for borrowing device are also key to success in life. Also in our rural state, we determined to extend the days for a borrowed device to be six weeks, or 42 days, to allow for adequate usage time with life ups and downs for individuals with health changes, as well as allowing a few extra days needed for mailing the AT. This allows maximum trial in the individuals environment to make sure it works well for them.

Device Demonstration

A. Number of Device Demonstrations by Device Type

Type of AT Device / Service	Number of Demonstrations of AT Devices / Services
Vision	27
Hearing	05
Speech Communication	18
Learning, Cognition and Developmental	18
Mobility, Seating and Positioning	03
Daily Living	07
Environmental Adaptations	05
Vehicle Modification and Transportation	00
Computers and Related	26
Recreation, Sports and Leisure	02
Total # of Device Demonstrations	111

B. Types of Participants

Type of Participant	Decision-Makers	Other Participants	Total
Individuals with Disabilities	98	10	108
Family Members, Guardians, and Authorized Representatives	04	39	43
Representatives of Education	03	06	09
Representatives of Employment	01	03	04
Health, Allied Health, Rehabilitation	05	18	23
Representative of Community Living	00	04	04
Representative of Technology	00	00	00
Total	111	80	191

C. Number of Referrals

Referrals	
Type of Entity	Number of Referrals
Funding Source (non-AT program)	12
Service Provider	29
Vendor	21
Repair Service	00
Others	02
Total	64

D. Anecdote

A student at a rural university with a vision disability that doesn't allow her pupils to dilate was having difficulties getting her schoolwork done. Almost all her homework was only available online and NMTAP provided a demonstration of technology that could work for her. We discussed specific challenges she faces regarding her homework. Challenges included not being able to use her computer for long periods of time because of the brightness. The inability to read her schoolwork online because of the color and PDF being unreadable as it was not made accessible to a screen reader. High contrast color settings on her computer, dark-mode settings, and other color options were demonstrated to make her computer easier to use. Several Chrome web browser extensions were also explored for text-to-speech and color contrast. Because of these changes, this individual was able to access and complete her schoolwork, ending her school semester with an A in the class.

Impact Area

Education
 Employment
 Community Living

E. Performance Measures

Performance Measures				
Response	Primary Purpose for Which AT is Needed			Total
	Education	Employment	Community Living	
Decided that AT device/service will meet needs	24	20	59	103
Decided that an AT device/ service will not meet needs	02	02	00	04
Subtotal	26	22	59	107
Have not made a decision	00	00	04	04
Subtotal	26	22	63	111
Nonrespondent	00	00	00	00
Total	26	22	63	111
Performance on this measure	100%	100%	93.65%	

F. Customer Satisfaction

Satisfaction		
Customer Rating of Services	Number of Customers	Percent
Highly satisfied	170	89.01%
Satisfied	21	10.99%
Satisfied somewhat	00	0%
Not at all satisfied	00	0%
Nonrespondent	00	0%
Total	191	
Response rate %	100%	

G. Notes:

Overall Performance Measures

Overall Acquisition Performance Measure

Acquisition Performance Measures				
Response	Primary Purpose for Which AT is Needed			Total
	Education	Employment	Community	

			Living	
1. Could only afford the AT through the AT program.	124	32	1,506	1,662
2. AT was only available through the AT program.	35	14	36	85
3. AT was available through other programs, but the system was too complex or the wait time too long.	20	03	39	62
4. Subtotal	179	49	1,581	1,809
5. None of the above	00	00	00	00
6. Subtotal	179	49	1,581	1,809
7. Nonrespondent	05	07	09	21
8. Total	184	56	1,590	1,830
9. Performance on this measure	86.89%	82.14%	97.04%	95.57%
ACL Performance Measure				85%
Met/Not Met				Met

Overall Access Performance Measure

Access Performance Measures				
Response	Primary Purpose for Which AT is Needed			Total
	Education	Employment	Community Living	
Decided that AT device/service will meet needs	62	45	182	289
Decided that an AT device/ service will not meet needs	13	09	27	49
Subtotal	75	54	209	338
Have not made a decision	10	05	12	27
Subtotal	85	59	221	365
Nonrespondent	04	04	07	15
Total	89	63	228	380
Performance on this measure	88.24%	91.53%	94.57%	92.6%
ACL Performance Measure				90%
Met/Not Met				Met

Overall Satisfaction Rating

Customer Rating of Services	Percent	ACL Target	Met/Not Met
Highly satisfied and satisfied	99.96%	95%	Met
Response Rate	98.12%	90%	Met

Educational/Training Activities

A. Educational/Training Activity Participants: Number and Types of Participants; Geographical Distribution

Educational/Training Activities by Participant Type	
Type of Participant	Number
Individuals with Disabilities	124
Family Members, Guardians and Authorized Representatives	20
Representatives of Education	217
Representatives of Employment	261
Rep Health, Allied Health, and Rehabilitation	507
Representatives of Community Living	46
Representatives of Technology	09
Unable to Categorize	00
TOTAL	1,184

Geographic Distribution of Participants			
Metro	Non Metro	Unknown	TOTAL
825	359	00	1,184

B. Educational/Training Activity Topics

Educational/Training Activities by Topic	
Primary Topic of Educational/Training Activities	Participants
AT Products/Services	894
AT Funding/Policy/ Practice	209
Combination of any/all of the above	13

Information Technology/Telecommunication Access	60
Transition	08
Total	1,184

C. Description of Educational/Training Activities

Describe innovative one high-impact assistance educational/training activity conducted during the reporting period:

NMTAP provided a high-impact training to the University of New Mexico’s Medical Residents Training Curriculum Program on the topic of Assistive Technology (AT). Along with an Occupational Therapist from the University of New Mexico, NMTAP provided an in-depth break down on what AT is, the Human Activity Assistive Technology Model (HAAT), and AT resources that can be found within the state of New Mexico. The training concluded with a hands-on opportunity for the residents to experience the AT for themselves along with a competency quiz to test their learned knowledge. This is part of an first of it's kind innovative series in New Mexico to better train our future doctors to work better with individuals with a wide variety of functional challenges. The goal of this accreditation is to be duplicated in other universities.

Briefly describe one educational/training activity related to transition conducted during the reporting period:

NMTAP provided training to Parents Reaching Out, an organization for parents advocating with their children in schools. They hold monthly virtual workshops designed for parents and children with functional challenges. This training session highlighted tools that will aid students in transition and those that struggle with various reading and learning obstacles. NMTAP staff trained on a variety of Assistive Technology (AT) devices such as pens that scan over words to read them aloud, visual magnification devices, mobile applications for literacy, and built-in accessibility tools to assist those with reading. Parents were able to leave this training with a better understanding of the AT tools available for their children and how they can be helpful with their transition between grade levels and after schooling ends.

Briefly describe one educational/training activity related to Information and Communication Technology accessibility:

NMTAP provided Information Communication Technology (ICT) training to the New Mexico Early Childhood Education and Care Department (ECECD) as part of their Community Equity Learning Series. Provided on multiple occasions, this training was regarding document accessibility and was designed to help increase the knowledge and competencies of staff charged with managing website content and document creation. Training went into detail on the laws pertinent to making accessible documents and how it benefits people with and without challenges in reading, seeing, or understanding. The final portion of the training went into great depth on step-by-step fixes for Microsoft Word, PowerPoint, and Adobe PDF. The staff were able to take this knowledge and apply it to those they serve, creating better access to their services for anyone with any functional challenges.

D. IT/Telecommunications Educational/Training Activity Performance Measure

IT/Telecommunications Educational/Training Activity Performance Measure	
Outcome/Result From IT/Telecommunications Educational/Training Activities Received	Number
IT and Telecommunications Procurement or Dev Policies	53
Training or Technical Assistance will be developed or implemented	03
No known outcome at this time	04
Nonrespondent	00
Total	60
Performance Measure Percentage	93.3%
ACL Target Percentage	70%
Met/Not Met	Met

E. Notes:

Technical Assistance

A. Frequency and Nature of Technical Assistance

Technical Assistance by Recipient Type	
Education	00%
Employment	00%
Health, Allied Health, Rehabilitation	00%
Community Living	00%
Technology (IT, Telecom, AT)	100%
Total	100%

B. Description of Technical Assistance

Describe Innovative one high-impact assistance activity that is not related to transition:

NMTAP staff provided training and guidance to a local Marketing and Advertising group regarding challenges to access websites by individuals with vision, reading, and cognitive challenges. With a desire to ensure their services were available to anyone who may not understand information, they asked for help to improve the distribution of their available services. Training was provided on how these challenges are a barrier to understanding services and detailed options to remedy their website and documents. Detailed instructions to review outgoing information and how to make it understandable to all were provided to their staff. They were very pleased to ensure their potential consumers could utilize their services with all the programmatic changes we assisted them with making. Within months there was an increase in requests for services and helping the community to thrive.

Briefly describe one technical assistance activity related to transition conducted during the reporting period:

C. Notes:

A common misconception with agencies and groups is that the website builders will automatically adhere to accessibility laws but the advances of technology and finer details are not always practiced. Also, there is a notable difference between knowing requirements and actually understanding why they are important to all types of users which is priceless and much needed in our state. Together we make services accessible!

Public Awareness

Public Awareness Activities

Public Awareness Narratives

Describe in detail at least one and no more than two innovative or high-impact public awareness activities conducted during this reporting period. Highlight the content/focus of the awareness information shared, the mechanism used to disseminate or communicate the awareness information, the numbers and/or types of individuals reached, and positive outcomes resulting from the activity. If quantitative numbers are available regarding the reach of the activity, please provide those: however, quantitative data is not required.

1. The New Mexico Public Education Department hosted a Parent University event. These events are designed to equip New Mexico families with the knowledge, resources, and tools to navigate special education services and supports. NMTAP had an information table at one of the largest Parent University events held in the state. We were able to briefly show devices to parents and educate 55 people about our services. More of the over 200 attendees picked up information as well. Parent University is important for families to support students' success in education.

2.

Information And Assistance

Information And Assistance Activities by Recipient

Information And Assistance Activities by Recipient

Types of Recipients	AT Device/ Service	AT Funding	Total
Individuals with Disabilities	81	07	88
Family Members, Guardians and Authorized Representatives	17	01	18
Representative of Education	14	01	15
Representative of Employment	15	00	15
Representative of Health, Allied Health, and Rehabilitation	37	05	42
Representative of Community Living	09	00	09
Representative of Technology	04	00	04
Unable to Categorize	17	00	17
Total	194	14	208

Referral Types:

A rehabilitation unit within one of our managed care organizations has consistently maintained a connection with our program. This year we provided another training course for the Occupational Therapists and Speech Language Pathologists on that rehabilitation unit. They refer their clients to our services as well as borrow devices themselves when working with their clients. The result of direct device demonstrations and device loans to professionals and other individuals benefit those recovering from life challenges.

Referral Sources:

There is an Ophthalmologist in New Mexico who we have built an interesting collaborative relationship with. One of her patients independently contacted us for information which led to engaging in device demonstrations and device loans. After being satisfied with our services and some of borrowed devices, she told the doctor about us. This doctor began to refer her patients with a variety of visual impairments to us, so we reached out to solidify the connection. About 15% of our calls for information are referrals from this doctor to pair AT with the doctor's plans. Several other patients of hers have also received demonstrations and device loans of special lenses, magnifiers, and mobile device applications through our program. We are fortunate that New Mexico continues to be a word-of-mouth state despite the size and majority of rural areas. We will continue to nurture this relationship and hope to expand to other ophthalmologists.

Notes:

Inquires for general information reduced this year while direct device demonstrations and device loans increased. We did have staff shortages, but the correlation is not clear. We will work with our technical assistance to review reporting and analyze what may be happening.

Coordination/Collaboration and State Improvement Outcomes

Overview of Coordination/Collaboration Activities

Outreach was conducted with the State Education Agency *

Yes

Was collaboration implemented? *

Yes

1. As concisely as possible, describe the partnership initiative. What activities/services were provided? Who are the major collaborating organizations and what is their role? Who is served/benefited? What funding was used to implement the initiative?

We were invited to provide information tables of our services at three events hosted by the Office of Special Education (OSE) within the Public Education Department around the state. This year's events also focused on educating Special Education professionals and local educators to enhance their skills and knowledge in supporting students with disabilities in addition to information for parents, students, and the community. With an intended audience for professional development as a new initiative, staff delved into quick trials of Assistive Technology (AT) devices available and details of our services. No additional funds were required.

2. As concisely as possible, describe the measurable results of the initiative and any lessons learned. How did access to AT change as a result of the coordination/collaboration/partnership? How did awareness of AT change as a result of the partnership? How did the reach of the state AT program change as a result of the partnership? What made the partnership successful? What would you change or wish you had done differently? Provided funding/resources are available, will the initiative continue or is this a one-time event? What advice would you give for replication of the initiative?

While these one-day events continued to have time specific for the families, connecting directly to the professionals resulted in them utilizing our services across the state. Professionals having information on current AT is a necessary approach to expand services to students and we will continue to collaborate with the OSE. Follow up discussions indicate this professional focus will continue between OSE and our program. With added grant funds, more of these hands-on events in rural areas could increase.

2.a Please include URL for initiative if available

3. What focus areas(s) were addressed by the initiative?

Education, Employment, Transition (school to work or congregate care to community),

4. What AT Act authorized activity(s) were addressed?

Device Loan, Demo, State Financing, Information & Assistance, Public Awareness,

Outreach was conducted with the Vocational Rehabilitation Agency *

Yes

Was collaboration implemented? *

Yes

1. As concisely as possible, describe the partnership initiative. What activities/services were provided? Who are the major collaborating organizations and what is their role? Who is served/benefited? What funding was used to implement the initiative?

An intergovernmental agreement with our state Vocational Rehabilitation (VR) Agency was finalized in the Winter of 2024 and activities kicked off with AT trainings for all VR offices in February 2025. We were set to provide four, one in each quadrant of the state, and ended up providing five with great attendance by VR Counselors and VR Technicians from all areas. Funds from the state VR Agency were provided, which increased coordination of services between our program and VR.

2. As concisely as possible, describe the measurable results of the initiative and any lessons learned. How did access to AT change as a result of the coordination/collaboration/partnership? How did awareness of AT change as a result of the partnership? How did the reach of the state AT program change as a result of the partnership? What made the partnership successful? What would you change or wish you had done differently? Provided funding/resources are available, will the initiative continue or is this a one-time event? What advice would you give for replication of the initiative?

After training on how to access our services for free device demonstrations, device loans, and AT Evaluations, every attendee also had training on specific AT for work and school with hands-on experiences. This resulted in an increase in referrals by VR Counselors to utilize our services despite a large turnover in VR employees. This agreement has been renewed with funding for the next two years, and we anticipate collaboration to continue to increase. Consistent training and presentations directly to offices are needed to improve VR staff awareness.

2.a Please include URL for initiative if available

3. What focus areas(s) were addressed by the initiative?

Education, Employment, Transition (school to work or congregate care to community),

4. What AT Act authorized activity(s) were addressed?

Device Loan, Demo, Reuse, State Financing, Training, Information & Assistance, Public Awareness,

Outreach was conducted with the Aging Agency *

Yes

Was collaboration implemented? *

Yes

1. As concisely as possible, describe the partnership initiative. What activities/services were provided? Who are the major collaborating organizations and what is their role? Who is served/benefited? What funding was used to implement the initiative?

We presented information on accessing our services with hands-on experiences of Assistive Technology (AT) for seniors at another County Senior Services Wellness Fair. More than 200 seniors attended and talked about options for vision, hearing and kitchen AT with staff. As an extension of the state Aging Agency services, this was held at a senior center and engagement with seniors was robust. With added grant funds this could be duplicated in rural areas of the state.

2. As concisely as possible, describe the measurable results of the initiative and any lessons learned. How did access to AT change as a result of the coordination/collaboration/partnership? How did awareness of AT change as a result of the partnership? How did the reach of the state AT program change as a result of the partnership? What made the partnership successful? What would you change or wish you had done differently? Provided funding/resources are available, will the initiative continue or is this a one-time event? What advice would you give for replication of the initiative?

Discussions about training opportunities and other public awareness events continue. We did receive inquiries from individual seniors that attended, as well as a request from an individual connected with an Assisted Living facility for a direct presentation. Some individuals reached out for more information but extended into other areas involved in life for seniors within that Assisted Living facility. Outreach to all levels of long-term services provides more opportunities for our aging population.

2.a Please include URL for initiative if available

3. What focus areas(s) were addressed by the initiative?

Community Participation and Integration, Recreation/Leisure, Health, Aging, Aging and Disability Network/No Wrong Door,

4. What AT Act authorized activity(s) were addressed?

Device Loan, Demo, Reuse, State Financing, Information & Assistance, Public Awareness,

Outreach was conducted with the Medicaid Agency *

Yes

Was collaboration implemented? *

Yes

1. As concisely as possible, describe the partnership initiative. What activities/services were provided? Who are the major collaborating organizations and what is their role? Who is served/benefited? What funding was used to implement the initiative?

Staff provided Assistive Technology (AT) training to a group of Board-Certified Behavioral Analysts (BCBAs) with a Medicaid funded

Behavioral Health agency. Information on how to access our services was included in the presentation and resulted in an ongoing relationship with those professionals. Children with Autism challenges benefited. No additional funding was used for this initiative but would be needed to expand into rural areas of the state.

2. As concisely as possible, describe the measurable results of the initiative and any lessons learned. How did access to AT change as a result of the coordination/collaboration/partnership? How did awareness of AT change as a result of the partnership? How did the reach of the state AT program change as a result of the partnership? What made the partnership successful? What would you change or wish you had done differently? Provided funding/resources are available, will the initiative continue or is this a one-time event? What advice would you give for replication of the initiative?

Many of the BCBA's continue to borrow devices directly for their clients as well as refer parents to our program for information, device demonstrations, and device loans. Research shows that early intensive behavioral intervention leads to improvements in communication, social skills, and adaptive behavior when initiated during the early years of development in children with Autism. This is a successful collaboration that continues to improve lives. With added grant funds this could be duplicated in rural areas of the state.

2.a Please include URL for initiative if available

3. What focus areas(s) were addressed by the initiative?

Education, Community Participation and Integration, Health, Transition (school to work or congregate care to community),

4. What AT Act authorized activity(s) were addressed?

Device Loan, Demo, State Financing, Training, Information & Assistance, Public Awareness,

Additional Coordination/Collaboration activities	1
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A. Coordination/Collaboration

1. As concisely as possible, describe the partnership initiative. What activities/services were provided? Who are the major collaborating organizations and what is their role? Who is served/benefited? What funding was used to implement the initiative?

Staff provided training on Assistive Technology (AT) in conjunction with a speech generating device vendor that was offered to everyone in our statewide database, including professionals and individuals living with challenges. Several professional attendees from that event reached out for information in their areas of services. One attendee requested a public awareness tour for herself and other professionals of the health insurance hearing institute she worked in. Audiologists and Speech Language Therapist enjoyed looking at other AT we had to offer. There was no added funding used to provide this specific device training that benefited individuals from all over the state.

2. As concisely as possible, describe the measurable results of the initiative and any lessons learned. How did access to AT change as a result of the coordination/collaboration/partnership? How did awareness of AT change as a result of the partnership? How did the reach of the state AT program change as a result of the partnership? What made the partnership successful? What would you change or wish you had done differently? Provided funding/resources are available, will the initiative continue or is this a one-time event? What advice would you give for replication of the initiative? Please include URL for initiative if available.

This expanded coordination with the professionals from the hearing specialty within a managed care organization resulted in more inquiries beyond speech generating devices for their clients. While our approach to access AT is not specific to any one vendor of equipment, it was great to see that vendor specific training opened interest in AT from other vendors. Other individuals who attended were from the local public school, a rural public school and a sign language charter school. As this training was done in our office location, with additional grant funds we would love to do similar events in the rural areas of our state.

3. What focus areas(s) were addressed by the initiative?

Education; Employment; Community Participation and Integration; Recreation / Leisure; Health; Aging;

4. What AT Act authorized activity(s) were addressed?

Device Loan; Demonstration; Reuse; State Financing; Information & Assistance; Public Awareness;

Overview of State Improvement Activities

State improvement outcomes are not required. You may report up to two MAJOR state improvement outcomes for this reporting period. How many will you be reporting?	00
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Additional And Leveraged Funds

A. Leveraged Funding for State Plan Activities

Fund Source	Amount	Use of Funds	Data Reported
Federal	\$195,383	Device Loan	True

Federal	\$17,160	Demonstration	True
	Amount: \$212,543		

For any leveraged funding reported above for which data could not be reported, please describe the extenuating circumstances that precluded data from being reported and efforts to remediate the situation in future reporting periods.

B. Public Health Workforce Grant Award

All Section 4 AT Act grantees were awarded \$80,000.00 in supplemental Public Health Workforce grant funding to increase the number of positions within the disability and aging network for public health professionals. Please document below the cumulative status of these funds, FY22 through FY25, as a final closeout report.

The status of these funds at the end of the FY25 (September 30, 2025) is as follows: (Check one)

- We did not utilize this funding. (Do not complete this section.)
- We expended all or some of this funding (Complete the section below)

Please report the amount expended (drawn down and liquidated) in this reporting period, FY25:

\$79,937.00

Please check all position types that were supported with these funds over the period of FY22-25. This can be a direct employee or contractual position.

- Assistive Technology Specialist
- Information and Assistance Specialist
- Outreach and Awareness Specialist
- Training Specialist
- Health Care Professional (includes PT, OT, SLP)
- Accessibility Expert
- Policy Expert
- Technology Expert (Digital Divide, Mobile Tech)
- Program Manager
- Other positions needed to advance public health and prevent, prepare for, and respond to COVID-19

Please describe the activities of the above FTE and how such activities advance public health.

Through interviews, input from Digital Divide collaborative groups, and analysis of New Mexico data, we identified gaps in broadband availability, affordability, and digital infrastructure in rural communities. These gaps significantly affect social connection, particularly for individuals with disabilities who rely on online services, assistive technology, and virtual care. We also examined how limited transportation options in rural and underserved areas compound social isolation for people with disabilities. Additionally, we explored the impact of digital access, mental health, and screen time on youth, with particular focus on those experiencing housing instability, mental health challenges, or disabilities requiring accessible technology and adaptive learning platforms. Our analysis identified rural counties with both limited digital infrastructure and high concentrations of individuals with disabilities, especially where broadband and transportation barriers overlap. These challenges disproportionately affect older adults and individuals with physical or cognitive disabilities. Youth Risk and Resiliency Survey data revealed that students with disabilities experience higher rates of persistent sadness, mental health challenges, housing instability, and reduced access to assistive technology due to limited or unaffordable broadband. These findings helped pinpoint priority areas for state infrastructure improvements. Through participation in statewide Digital Divide collaborations, we identified counties where fiber-optic investments should be prioritized and are using this data to expand outreach for program services. While progress is gradual, meaningful steps are underway.

C. Describe any unique issues with your data in this section (e.g., the reason why you were unable to report the number of individuals served with additional or leveraged funds).