



Your New Mexico Purchasing Cooperative

**CES**

# NEWSLETTER

**February 2020**

## School Closure as a Strategy to Remedy Low Performance

This brief investigates whether closing schools and transferring students for the purpose of remedying low performance is an option educational decision makers should pursue.

The logic of closing schools in response to low student performance goes like this: By closing low-performing schools and sending students to better-performing ones, student achievement will improve. The new, higher-performing schools will give transfer students access to higher-quality peer and teacher networks, which in turn will have a beneficial effect on academic outcomes. The threat of closure may motivate low-performing schools (and their districts) to improve in order to preempt school closure.

To investigate this logic, we draw on an evidence base that consists of peer-reviewed research studies and well-researched policy reports, but relatively few of these exist for school closures. We ask:

1. How often do school closings occur and for what reasons?
2. What is the impact on students of closing schools for reasons of performance?
3. What is the impact of closing schools on the public school system in which closure has taken place?
4. What is the impact of school closures on students of various ethnic and socioeconomic backgrounds, and on local communities and neighborhoods?

### Recommendations

The relatively limited evidence base suggests that school closures are not a promising strategy for remedying low student performance.

- Even though school closures have dramatically increased, jurisdictions largely shun the option of “closure and transfer” in the context of the federal School Improvement Grant (SIG) program. Policy and district actors should treat the infrequency of this turnaround option as a caution.
- School closures have at best weak and decidedly mixed benefits; at worst they have detrimental repercussions for students if districts do not ensure that seats at higher-performing schools are available for

transfer students. In districts where such assignments are in short or uncertain supply, “closure and transfer” is a decidedly undesirable option.

- School closures seem to be a challenge for transferred students in non-academic terms for at least one or two years. While school closures are not advisable for a school of any grade span, they are especially inadvisable for middle school students because of the shorter grade span of such schools.
- The available evidence on the effects of school closings for their local system tells a cautionary note. There are costs associated with closing buildings and transferring teachers and students, which reduce the available resources for the remaining schools. Moreover, in cases where teachers are not rehired under closure-and-restart models, there may be broader implications for the diversity of the teaching workforce. Closing schools to consolidate district finances or because of declining enrollments may be inevitable at times, but closing solely for performance has unanticipated consequences that local and state decision makers should be aware of.
- School closures are often accompanied by political conflict. Closures tend to differentially affect low-income communities and communities of color that are politically disempowered, and closures may work against the demand of local actors for more investment in their local institutions.

In conclusion, school closures as a strategy for remedying student achievement in low-performing schools is a high-risk/low-gain strategy that fails to hold promise with respect to either student achievement or non-cognitive well-being. It causes political conflict and incurs hidden costs for both districts and local communities, especially low-income communities of color that are differentially

affected by school closings. It stands to reason that in many instances, students, parents, local communities, district and state policymakers may be better off investing in persistently low-performing schools rather than closing them.

Executive Summary excerpted from:

*Sunderman, G.L., Coghlan, E., & Mintrop, R. (2017). School Closure as a Strategy to Remedy Low Performance. Boulder, CO: National Education Policy Center. Retrieved January 20, 2020, from <http://nepc.colorado.edu/publication/closures>*



**NEPC**

NATIONAL EDUCATION  
POLICY CENTER

## Tip of the Month

Cybersecurity Tip: Keep your software up to date. Hackers are constantly scanning for security vulnerabilities, Cobb said, and if you let these weaknesses go for too long, you're greatly increasing your chances of being targeted.

## Procurement News

### Jan. 2020 - Contract Renewals

17-01 (*Fire Turnouts and Related Equipment*)  
 17-06 (*Digital Document Management System*)  
 17-13 (*Music Seating, Stands Conductor, Equipment, and Storage*)  
 18-03 (*JOC General Construction*)  
 18-04 (*JOC Painting*)  
 18-05 (*JOC Landscaping*)  
 18-06 (*JOC Fencing*)  
 18-07 (*JOC Mechanical & Plumbing*)

18-08 (*JOC Electrical*)  
 18-09 (*JOC Roofing*)  
 18-110 (*JOC Paving & Site Work*)

### Jan. 2020 - Contract Expirations

16-15 (*School & Activity Buses*)

### Jan. 2020 – New Contracts

2020-21 (*Road & Landscape Materials*), 2020-26 (*Commercial Food Service Equipment*)

### Status of Current Solicitations

RFP No.	RFP Title	Close Date
2020-02	Under \$25K & Under \$60K – Grounds Maintenance	Under eval.
2020-03	Under \$25K & Under \$60K – Mechanical / Electrical / Plumbing Maintenance	Under eval.
2020-04	Under \$25K & Under \$60K – Facility General Maintenance	Under eval.
2020-28	Hazardous Waste Materials	1/24/2020
2020-27	School & Activity Buses	1/29/2020

## Calendar & Events

### EVENTS: [MORE INFO: Here](#)

2/1 National Freedom Day  
 2/2 Ground Hog Day  
 2/2 Superbowl 53  
 2/4 TAP Workshop: Dyslexia (Hobbs)  
 2/11 TAP Workshop: Co-Teaching (ABQ)  
 2/11 National Inventors Day  
 2/12 TAP Workshop: FBA/BIP (ABQ)  
 2/12 Abraham Lincoln's Birthday  
 2/14 Legislature - Bill Introduction Deadline  
 2/14 National Organ Donor Day  
 2/14 Valentine's Day  
 2/17 President's Day  
 2/19-21 NMASBO Winter Conference  
 2/19 TAP Workshop: REED Process (ABQ)  
 2/20 Noon – Legislative Session Ends  
 2/20 TAP Workshop: Trauma & Mindfulness (ABQ)  
 2/22 George Washington's Birthday  
 2/29 Leap Day -2020 is a Leap Year!!!

### February 2020

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- **NMASBO WINTER CONFERENCE**
- **TAP WORKSHOPS**
- **LEGISLATIVE SESSION ENDS**
- **CES HOLIDAY**

If you know of relevant events or would like yours in our next Newsletter please email: [jim@ces.org](mailto:jim@ces.org)

## Meet Lisa Chacón-Kedge, Our New Ancillary Services Director



Greetings! My name is Lisa Chacón-Kedge and I am looking forward to serving member districts and charters as CES's Ancillary Services Director. I would like to take this opportunity to share a bit of my background. I have a master's degree in special education and over 24 years of experience in special education. I currently hold licenses in special education, educational diagnosis, and educational leadership. This experience includes time as a special education teacher, educational administrator/coordinator, and diagnostician.

I have experience in both rural and urban districts in New Mexico. I have experience at the state level as well. As an educational administrator for the Public Education Department (PED), I worked to provide technical assistance and support in the area of assessment and evaluation. I worked with colleagues to publish several guidance documents, including the first guidance document intended to provide consistency across the state regarding the evaluation process. This guidance would eventually evolve into the current New Mexico Technical Evaluation and Assessment Manual (NM-TEAM). This guidance has undergone multiple revisions and remains a vital technical assistance document that evaluators rely on to navigate the evaluation process.

I am grateful for the opportunity to continue my career at CES and look forward to building upon the contributions of directors that came before me. My goal is to work with CES Human Resources and other staff to fill the number of vacancies across all disciplines. I would also like to draw upon my experience to provide a high level of guidance and mentorship to ancillary service providers that will enable them to serve member districts effectively.

## A Year In Review for Procurement at CES



CES has had an amazing 2019. All the hard work performed by our Procurement Department Team in doing the solicitations and awarding contracts for our Membership's use, all the help Brad continually provides to us, our "boots on the ground" Jim & Paul, followed by the exceptional and diligent work performed by our Business office, and our supportive executive leadership (David, Robin and our Executive Committee), has resulted in the best year that CES has had in its 40-year history. The output of work of our Procurement Department compares to that of procurement departments

twice our size, if not larger, and pound-per-pound, we have the best procurement department in NM and I am very fortunate and proud to be a part of this amazing organization.

### Highlights of the Procurement Department in 2019

- a) .25% increase in CES Admin. Fee mass communication campaign.
- b) Diagnostic of the entire e-Procurement system and development of a detailed punch list of action items to correct
- c) Change initial term of contracts from 1 year to 4 years in order to realize efficiencies and not have to do yearly renewals.
- d) Review and update of all Terms & Conditions (General Terms, Construction, and Federal) for our RFPs.
- e) Developed a new Contract template that now our Procurement Partners can leverage with our Members.
- f) Introduction of DocuSign to electronically route and sign new contracts. Signatories receive automatic copies of the fully executed contracts.
- g) We have changed the RFP weight to 60% for Cost and 40% for Technical to give our Members the best possible value.
- h) Strengthened relationships with peer agencies such as APS, RRPS, UNM, and the new administration at the State Purchasing Department..
- i) Planning and developing Phase 2 of the e-Procurement system which includes the Cost, Contract, and BlueBook modules which we hope to have completed by April 30, 2020.
- j) We are also an integral part of the Direct Purchase planning, development, and transition process.
- k) The Procurement Dept. issued 42 RFPs resulting in over 400 new contracts. New commodity categories include Power Purchase Agreement (Solar), School Business Office Management and Manufactured Housing plus the development of a new category for Vehicles for our partner organization, AEPA.

To everyone that helped make all this possible, a heartfelt thank you. We could not have done all this without you.

Gustavo Rossell, CES Procurement Manager  
gustavo@ces.org (505) 344-5470 x117



# CES New HQ Construction is Underway!

Cooperative Educational Services (CES) has started construction on our new 18,000-square-foot building on two acres of land west of the Sandia Synergy Center in the SS&TP. This facility will be the new headquarters for CES that will house approximately 35 of our 350 employees.



 @CES\_NM  
 @NMCES  
 @CESNM1  
 COOPERATIVE EDUCATIONAL SERVICES

“  
CES IS...  
LOCAL  
COMPLIANT  
EASY  
” 



# Superintendent and Leadership Professional Development Opportunities



## Communications—Media, Messaging and Madness: *Managing Communications in volatile times*

### Overview

The presentation delves into the structure of media messaging and message development. Participants will be provided opportunities to develop their own message while staying true to their district's values and guiding principles. Best practices for interviews and crisis communications will be explored looking at real-life examples from the field. Participants will also learn how to pivot under fire.

CES in collaboration with REC 6, SENMRC and Las Cruces Public Schools is co-sponsoring three follow-up trainings to the Superintendent and Leadership Academy held on October 20-23<sup>rd</sup>, 2019. The attendees, through a survey, identified the following three sessions for additional training:

- \*Communications
- \*When to Manage and When to Lead
- \*Building a Culture to Drive the System

The initial follow-up session, on Communications, will be delivered on dates and locations indicated below. The sessions will begin at 9:00 a.m. and conclude at 2:00 p.m. (lunch will be provided). The presenter for this session is Dr. Veronica Garcia, Superintendent of Santa Fe Public Schools.

<u>Training Locations</u>	<u>Date</u>	<u>Time</u>
Portales, NM, ENMU Campus Union Bldg, Sandia Room	January 31, 2020	9:00 am-2:00 pm
Albuquerque, NM, Cooperative Educational Services (CES) 4216 Balloon Park Rd NE Albuquerque, NM	February 12, 2020	9:00 am-2:00 pm
Artesia, NM Artesia Central Office	February 20, 2020	9:00 am-2:00 pm
Las Cruces, NM, Teacher & Learning Center	February 27, 2020	9:00 am-2:00 pm

FOR MORE INFORMATION CONTACT:

Pam Reed [pam@ces.org](mailto:pam@ces.org)

David Chavez [dchavez@ces.org](mailto:dchavez@ces.org)

505-344-5470







## New Offerings . . .



### Products to Inspire Every Child

Lakeshore offers a variety of products that help support children with **Autism Spectrum Disorder, ADHD, Developmental Delays, Dyslexia** and **Speech & Language Delays**. Discover how our suggested materials encourage the development of key skills.

**Lakeshore**<sup>®</sup>



#### **Autism Spectrum Disorder (ASD)**

Our materials for children on the autism spectrum focus on communication and social skills, life skills, reading and writing skills, and cognitive and math skills.



#### **ADHD**

Our materials for children with ADHD develop focus and attention, self-esteem and social skills, language and math skills, and organization skills.



#### **Developmental Delays**

Our materials for children with developmental delays help build gross and fine motor skills and boost language, cognitive and social skills.



#### **Dyslexia**

Our materials for children with dyslexia focus on phonemic awareness, decoding and word recognition, reading comprehension, and organizing ideas.



#### **Speech & Language Delays**

Our materials for children with speech and language delays build communication skills, oral language skills, and reading and writing skills.



# CES Contact Info

**Bridget Alderrete**

Finance Specialist  
Email: [bridget@ces.org](mailto:bridget@ces.org)  
Phone: Ext 122

**Jim Barentine**

Director for Southern Services  
Email: [jim@ces.org](mailto:jim@ces.org)  
Phone: 575.646.5965  
Fax: 866.877.0629

**Kelly Bassham**

Financial Specialist/Accounts Payable  
Email: [kelly@ces.org](mailto:kelly@ces.org)  
Phone: Ext 135

**Paul Benoit**

Manager Northern Services, REAP  
Email: [paul@ces.org](mailto:paul@ces.org)  
Phone: 575.562.2922  
Fax: 575.562.2523

**Lisa Chacón-Kedge**

Director of Ancillary Services  
Email: [lisa@ces.org](mailto:lisa@ces.org)  
Phone: Ext 103

**Adela Chavez**

Ancillary Admin Assistant  
Email: [adela@ces.org](mailto:adela@ces.org)  
Phone: Ext 111

**David Chavez**

Executive Director  
Email: [david@ces.org](mailto:david@ces.org)  
Phone: Ext 109

**Rhianna Chavez**

Member Service Representative  
Email: [rhianna@ces.org](mailto:rhianna@ces.org)  
Phone: Ext. 107

**Elizabeth Diaz**

Member Service Representative  
Email: [ediaz@ces.org](mailto:ediaz@ces.org)  
Phone: Ext 115  
Fax: 505.715.5822

**Holly Goodall**

Member Service Representative  
Email: [hgoodall@ces.org](mailto:hgoodall@ces.org)  
Phone: Ext 104  
Fax: 505.715.5826

**Diane Hajek**

Member Service Representative  
Email: [dhajek@ces.org](mailto:dhajek@ces.org)  
Phone: Ext 137  
Fax: 505.715.5826

**Kim Lanoy-Sandoval**

SITE Senior Trainer, LEAP Coord.  
Email: [kim@ces.org](mailto:kim@ces.org)  
Phone: 505.385.0363

**Margaret Mikelson**

Member Service Representative  
Email: [margaret@ces.org](mailto:margaret@ces.org)  
Phone: Ext 126  
Fax: 505.715.5824

**Leslie Neely**

Receptionist  
Email: [leslie@ces.org](mailto:leslie@ces.org)  
Phone: Ext 101

**Lori O'Rourke**

Business Services Coordinator  
Email: [lori@ces.org](mailto:lori@ces.org)  
Phone: Ext 128

**Natasha Orona**

Financial Specialist/Payroll  
Email: [natasha@ces.org](mailto:natasha@ces.org)  
Phone: Ext 106

**Bowen Perry**

Media Specialist  
Email: [Bo@ces.org](mailto:Bo@ces.org)  
Phone: 575.646.5965

**Pam Reed**

Executive Admin Assistant  
Email: [pam@ces.org](mailto:pam@ces.org)  
Phone: Ext 127

**Lisa Romo**

Procurement Admin Assistant  
Email: [lromo@ces.org](mailto:lromo@ces.org)  
Phone: Ext 116

**Gustavo Rossell**

Procurement Manager  
Email: [gustavo@ces.org](mailto:gustavo@ces.org)  
Phone: Ext 117

**Elena Salazar**

SITE /Professional Development Coord.  
Email: [elena@ces.org](mailto:elena@ces.org)  
Phone: Ext 136  
Fax: 505.344.9343

**Brad Schroeder**

IT Manager  
Email: [brad@ces.org](mailto:brad@ces.org)  
Phone: Ext 114

**Jacklyn Serrano**

Member Service Representative  
Email: [jacklyn@ces.org](mailto:jacklyn@ces.org)  
Phone: Ext 134  
Fax: 505.715.5826

**Robin Strauser**

Deputy Executive Director  
Email: [robin@ces.org](mailto:robin@ces.org)  
Phone: Ext 108

**Teri Thelemaque**

Human Resources  
Email: [teri@ces.org](mailto:teri@ces.org)  
Phone: Ext 112

**John Tortelli**

Procurement & Contract Specialist  
Email: [john@ces.org](mailto:john@ces.org)  
Phone: Ext 129

**Joe Valencia**

Procurement & Contract Specialist  
Email: [joe@ces.org](mailto:joe@ces.org)  
Phone: Ext 124

**Rhonda Yrene**

Ancillary Admin Assistant  
Email: [rhonda@ces.org](mailto:rhonda@ces.org)  
Phone: Ext 119

**Address:** 4216 Balloon Park Road NE, Albuquerque NM, 87109 | **Office:** 505.344.5470 **Fax:** 505.344.9343