

CES NEWSLETTER

November 2022



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Feature Article

Preparing Tech-Savvy Teachers

Online learning exists in the uncomfortable space between overhyped panacea, harmful technology, and modern-day necessity. Given the uncertainty of in-person schooling during the pandemic (which may again become intense and debilitating) and future disruptions, it's this element of necessity that should prompt some deliberation in teacher preparation circles.

Lessons from the pandemic era have shown us that online platforms can offer vital learning opportunities and connections. And they have shown us that skill development is crucial for this mode of teaching and learning to be most successful.

In the spring of 2020, circumstances required that teachers swiftly and completely shift into new and unfamiliar modes of instruction during a stressful period of crisis. This shift was made more difficult because educators were insufficiently prepared to use technology to

teach in blended or remote settings, according to an article published recently in the peer-reviewed *Journal of Technology and Teacher Education*, authored by Charles Hodges of Georgia Southern University, NEPC Fellow Michael Barbour of Touro University, and Richard Ferdig of Kent State University.

Even setting aside the role of pandemics, it is likely that schools will continue to use remote learning, facilitated by technology, in other situations such as bad weather, student illnesses, or extended learning time. "It should be clear that the ability to maintain continuity of instruction using online delivery is no longer a stopgap measure, but a reality of teaching," the paper's authors contend.

Even functions that predate today's technologies involve an element of online learning. For instance, students may learn online as they complete homework their teachers assign. They may be asked to use the internet to conduct research in and out of class-time. They need to develop media literacy skills to help them navigate the internet. More broadly, as 1:1 computing is now widespread in US schools (perhaps not beneficial, but nonetheless common), teachers



need to know how to effectively use contemporary technology in the classroom.

Here are six ways Hodges, Barbour, and Ferdig suggest that teacher education programs can better prepare their graduates to incorporate technology effectively into K-12 instruction:

1. Pre-service teachers (PST) should experience online learning as students. "Such experiences would benefit PSTs through the development of empathy for learners and self-efficacy for teaching," the paper's authors write.
2. PSTs should also have field experiences that involve online learning so they can observe how skills they have learned in their own classrooms play out in real-world settings.
3. Educators and researchers may need to develop new and better ways to evaluate PSTs' progress toward learning how to incorporate technology into their instruction, in order to facilitate improvement.
4. Teachers need to know what effective online instruction looks like. Along these lines, Hodges, Barbour, and Ferdig suggest developing standards based on research rather than allowing standards based on, for instance, corporate goals for ed-tech products, to guide educators in their practice.
5. They also suggest incorporating technology into most or all teacher preparation courses, in addition to offering standalone technology courses.

6. Bodies that accredit teacher education programs need to adopt approaches that encourage programs to effectively prepare their graduates to teach online and to teach using technology.

"As the authors are professors and researchers in the field of educational technology, there may be some belief that our vision is biased toward the use of technology in education," Hodges, Barbour, and Ferdig conclude.

However, events since the beginning of COVID-19, have made it clear that OBL [online and blended learning] is no longer a niche area to be considered by academicians and a relatively few practitioners and learners. All teachers need to be proficient with OBL for a variety of circumstances.



Order Corner

At CES, ALL submitted purchase orders are now uploaded via the Bluebook at www.ces.org. Always, a quote from the vendor should be included.

If you're unfamiliar with the process, take 6-7 minutes and view the demonstration video at <https://youtu.be/gGmtH0dlrZc>.

For any assistance with logging in to the Bluebook, contact your regional manager, Paul Benoit (North) or Jim Barentine (South). Their contact information is included on the last page of this Newsletter.

Procurement News

1) Contract Expirations:

19-01 Design Professional 10-25-2022

CATEGORY 1 - ARCHITECT AND LANDSCAPE ARCHITECT:

Archis Design, LLC	Architectural Group	Aria Studio Consultants
ASA Architects	Barbara Felix Arch. + Design	Buffalo Design Group, LLC
Dyron Murphy Architects	Fanning Bard Tatum	Greer Stafford/SJCF Architecture, Inc.
Living Design Group Architects	MCCLAIN + YU Arch. & Design	Mitchell-Cruse & Architecture, LLC
Morrow Reardon Wilkinson Miller	NCA Architects	Nine Degrees Architecture
NPSR Architects, Inc.	RMKM Architecture, Inc.	Rodahl & Hummell Architecture P.C.
Sites Southwest	SMPC Architects	Stephen Leos Architect, LLC
Studio Southwest Architects	The Hartman Majewski Design Grp	Van H Gilbert Architect
Vigil & Associates		

CATEGORY 2 - ENGINEER AND SURVEYOR:

Bohannon Huston	Bridgers & Paxton Engineers	Cobb Fendley & Associates
EEA Consulting Engineers	Forsgren Associates	GEOMAT, Inc
HDR Engineering, Inc	Horrocks Engineers	KSA Engineers, Inc
Lee Engineering, LLC	Pettigrew & Associates	QA Engineering, LLC
RBM Engineering, Inc.,	Smith Engineering Company	Souder, Miller & Associates
Terracon Consultants, Inc	Testudo Engineering	Transmission & Distribution Services
Vibrantcy Engineering		

CATEGORIES 1 AND 2 COMBINED - MULTI-DISCIPLINE FIRMS ARCHITECT/ENGINEER/SURVEY:

Dekker Perich Sabatini	Huitt Zollars	Molzen Corbin
Parkhill, Smith & Cooper, Inc.	Stantec Consulting Engineers, Inc.	WHPacific
Wilson & Company		

2) Contract Renewals: None

3) Name Changes/Change of Ownership: (ongoing, as we receive notifications of changes) None

4) New Contract Awards:

RFP	Awardee	Contract #
2023-01 Design Professional CATEGORY 1 -	Alpha Design, P.C. Anissa Construction, Inc. Aria Architecture, Inc. Archis Architects, LLC	TBA In Execution Process



<p>LOT 1 Architectural Design and Consulting Services</p>	<p>ASA Architects, P.C. Barbara J. Felix Architecture + Design, LLC buffalo design architects Cannady LLC CIRE3 Architects LLC Dekker Perich Sabatini FBT Architects Dyron Murphy Architects, P.C. DESIGN PLUS, LLS Formative Architecture G. Donald Dudley Architect, Ltd. Greer Stafford / SJCF Architecture, Inc The Hartman & Majewski Design Group Huitt-Zollars, Inc. Living Design Group Architects, LLC McCLAIN + YU Architecture & Design LTD. Mitchell-Cruse and Associates, LLC NCA Architects, LLC Molzen Corbin Nine Degrees Architecture + Design Inc.+ Nine Degrees Construction, LLC NPSR Architects, Inc. Parkhill, Smith & Cooper, Inc. RMKM Architecture P.C. Rodahl & Hummell Architecture P.C. SMPC, PA Stantec Consulting Services Stephen Leos Architect LLC Studio Southwest Architects, Inc. Suina Design + Architecture, LLC Vigil & Associates Architectural Group P.C. WHPacific, Inc. an NV5 Company Wilson & Company Inc, Engineers & Architects</p>	
<p>2023-01 Design Professional Services CATEGORY 1 - LOT 2 Landscape Architectural Design and Consulting Services</p>	<p>Consensus Planning, Inc. Dekker Perich Sabatini Landscape Architects Molzen Corbin Morrow Reardon Wilkinson Miller, Ltd. Site Southwest LLC</p>	<p>TBA In Execution Process</p>
<p>2023-01 CATEGORY 2 - LOT 1 Engineering and Consulting Services</p>	<p>Bohannan Huston, Inc. Bridgers & Paxton Consulting Engineers, Inc. Cobb, Fendley & Associates, Inc. Construction Survey Technologies Dekker Perich Sabatini Energy Engineering Associates, Inc. Engineering Analytics Inc Lee Engineering Engineers & Architects GEOMAT High Mesa Consulting Group Horrocks Engineers, Inc. KSA Engineers, Inc. Maxon Engineering NM LLC Miller Engineers, Inc. d/b/a/ Souder, Miller & Assoc. Molzen Corbin Pettigrew & Associates, PA RBM Engineering, Inc Smith Engineering, Inc. Testudo Engineering Tipton Engineering Transmission & Distribution Services, LLC WHPacific, Inc. an NV5 Company Wilson & Company Inc.,</p>	<p>TBA In Execution Process</p>



<p>2023-01 CATEGORY 2 - LOT 2 Surveying and Consulting Services</p>	<p>Bohannon Huston, Inc. Cobb, Fendley & Associates, Inc. Construction Survey Technologies High Mesa Consulting Group KSA Engineers, Inc. Miller Engineers, Inc. d/b/a/ Souder, Miller & Assoc. Molzen Corbin Smith Engineering, Inc. Transmission & Distribution Services, LLC</p>	<p>TBA In Execution Process</p>
<p>2023-01 CATEGORY 3 - LOT 1 Other Engineering and Consulting Services</p>	<p>Lee Engineering M2L Design LLC QA Engineering Terracon Consultants, Inc. William J. Miller Engineers, Inc. Wood Environmental & Infrastructure Solutions</p>	<p>TBA In Execution Process</p>
<p>2023-10 Professional Development and Specialized Training for School Districts</p>	<p>806 Technologies Air Interfacility Transport LLC Baiza and Associates Consulting LLC ByYourSide Teaching Services, LLC Carnegie Learning, Inc. CLARO Consulting, LLC Crisis Prevention Institute, Inc. The Flippen Group LLC Rethink Autism Inc. Success for All Foundation, Inc. Teachstone Inc. UnboundEd Learning, Inc. VTac LLC.</p>	<p>TBA In Execution Process</p>

5) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2022-23A	<p><i>AEPA Bids:</i> <i>023-A Maintenance, Repair, and Operations</i> <i>023-B Custodial Supplies and Equipment;</i> <i>023-C Office Catalog;</i> <i>023-D School & Instructional Supplies;</i> <i>023-G Athletic Equipment & Supplies</i></p>	8/2/22	9/13/22	11/29/22
2022-23B	<p><i>AEPA RFPs:</i> <i>023-E Technology Buyback</i> <i>023-F Audio Visual Integration</i></p>	8/2/22	9/13/22	11/29/22
2023-03	<p><i>Job Order Contracting (JOC)</i> Landscaping, Fencing</p>	8/29	9/30	12/12/22
2023-04	<p><i>Job Order Contracting (JOC)</i> Mech./Elec./Plumbing (MEP)</p>	8/29	9/30	12/12/22
2023-05	<p><i>Job Order Contracting (JOC)</i> General Constructing</p>	8/29	9/30	12/12/22
2023-06	<p><i>Job Order Contracting (JOC)</i> Painting & Stucco</p>	8/29	9/30	12/12/22
2023-07	<p><i>Job Order Contracting (JOC)</i> Roofing</p>	8/29	9/30	12/12/22
2023-08	<p><i>Job Order Contracting (JOC)</i> Paving + Site Work</p>	8/29	9/30	12/12/22



Calendar of Events

- | | |
|--|---|
| <p>11/2 TAP - Engaging Families in Social Emotional Learning (SEL)</p> <p>11/3 TAP – Reward Systems and Response Plans for Any Classroom</p> <p>11/4 TAP – Educating Students with Autism Spectrum Disorders & Other Disabilities – Visual Strategies</p> <p>11/6 Daylight Saving Time Ends</p> <p>11/7 TAP – Effective Self-Regulation Strategies to Support Prosocial and Social Skills Part 2</p> <p>11/8 Election Day</p> <p>11/9 TAP - Structured Literacy: Bridges to Practice Activities for the Elementary Classroom</p> | <p>11/10 Marine Corps Birthday</p> <p>11/11 Veterans Day</p> <p>11/14 TAP – Section 504</p> <p>11/14-18 LGD Budget Conference</p> <p>11/16 TAP – Social Emotional Learning (SEL) Strategies to Enhance Staff & Student Mental Health</p> <p>11/18 TAP – Review Existing Evaluation Data (REED) Process for Teachers; Including Update Information from NMPED</p> <p>11/24 Thanksgiving Holiday – CES Closed</p> <p>11/25 CES Closed</p> <p>11/25 Presidents' Day (NM)</p> <p>11/30 TAP – Task Analysis: "A little skill that can mean A LOT!"</p> |
|--|---|

NOVEMBER 2022						
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	30			



Compliance Corner

ES(WHY)?

November 2022

By Cindy Soo Hoo, TAP Consultant

csoohoo@ces.org

I believe it's safe to say that many students, including students with disabilities, lose skills following breaks from instruction. For some students with disabilities, this may result in a loss of skills for which it requires an extensive amount of time to recover. To that end, the Individuals with Disabilities Education Act (IDEA) provides extended school year (ESY) services for these students to address the loss of skills when there is a break in educational programming. Specifically, IDEA states:

(34 CFR §300.106(a) *General*)

(1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, ...

(2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child.

(3) In implementing the requirements of this section, a public agency may not -

(i) Limit extended school year services to particular categories of disability; or

(ii) Unilaterally limit the type, amount, or duration of those services.

(b) Definition. As used in this section, the term extended school year services means special education and related services that are -

(1) Provided to a child with a disability -

(i) Beyond the normal school year of the public agency;

(ii) In accordance with the child's IEP; and

(iii) At no cost to the parents of the child;...

You might be wondering why we're discussing extended school year services so early in the school year. Actually, this is not early at all. IEP Teams are responsible for determining whether a student requires extended school year services at each student's annual Individualized Education Program (IEP) meeting. There are many considerations an IEP Team would take into account, including: whether the student would be at risk of losing previously learned skills when breaks in educational programming occur resulting in an extended period of time to recover those skills as well as whether the student's progress toward his/her goals would be jeopardized if ESY services were not provided. These would be considerations for all students regardless of the nature or severity of their disability.

Extended school year services are provided for the student to maintain previously learned skills. The services are never meant to provide instruction in order for a student to learn new skills. The purpose of ESY is to prevent the student from losing ground when breaks from educational programming occur and be able to return to the same skill level when instruction resumes.

While some IEP Teams are able to determine the need for ESY, other teams may find it necessary to schedule another IEP later in the school year in order to collect data necessary for making such decisions. Data, both formal and informal, should come from a variety of sources. This data might include progress towards goals taken throughout the year following breaks from instruction, information from the student's daily work, anecdotal



information, behavioral checklists, unit tests, daily work samples, etc.

Information to consider should come from parents, various school personnel and other professionals. Data to be analyzed would be available at the end of instruction (perhaps at the end of the current school year), at the beginning of subsequent instruction (perhaps the beginning of the next school year) and at the time of recoupment (the date of regaining skills). While we often consider instructional breaks as those that occur during the winter, spring and summer recesses, IEP Teams must not limit their considerations to just those periods of time. Some students lose skills following holidays or even weekends.

The New Mexico Public Education Department provides a technical assistance manual on its website entitled *Primer on the Provision of Extended School Year Services for Parents and Educators*. This manual, published in 2006 by the Mountain Plains Regional Resource Center, defines regression and recoupment below:

Regression—A decline to a lower level of functioning demonstrated by a decrease of previously learned skills that occurs because of an interruption in educational programming

Recoupment—The ability to recover or regain skills at the level demonstrated prior to the interruption of educational programming

While regression and recoupment concerns are the most common considerations for ESY, other factors need to be taken into account as well. IEP Teams may need to consider whether the student's home environment is conducive to providing the necessary supports and instruction during breaks from educational programming for a student whose needs are extensive. The absence of such supports could lead to the student being unable to maintain the skills previously learned.

The loss of skills is not exclusive to academics. Students may exhibit losses in functional skills such as communication, behavior, mobility, daily living skills and so on. Therefore, not all areas for which the student is receiving instruction may result in a need for extended school year services. IEP Teams need to assess the areas in which the student exhibits these losses.

Since ESY services are provided outside the regular school day/year, parents may elect not to have their child(ren) participate. Should an IEP Team determine ESY services to be necessary for the student in order to receive a Free Appropriate Public Education (FAPE) but the parent indicates his/her child will not be attending, the IEP Team should indicate this on the Prior Written Notice (PWN).

While ESY services are not necessary for FAPE for every eligible student with a disability, they are required to be considered at each student's IEP. One cannot assume because the student required ESY services before, that they would require ESY services each year. Conversely, just because a student has not received ESY services in the past does not determine whether the student will receive subsequent ESY services. Decisions must be made on an individual basis at each and every IEP.

Should you need additional resources or perhaps a checklist of what to consider when determining if ESY services are necessary for a student, please consult the *Addendum for Determining Eligibility for Extended School Year Services* located in the *Developing Quality IEPs Technical Assistance Manual (October 2011)*, located on the New Mexico Public Education Department website.

The information included herein is not intended to provide legal advice. Should you need legal advice or guidance on any issue involving special education, please contact the appropriate person for your district.



Job Opportunities

NOVEMBER 2022

Job Opportunities at CES

Ancillary Positions Open – 101 positions currently open. Regional breakdowns not available at time of publication.

- Adaptive Physical Educator
- Audiologist
- Certified Orientation Mobility Specialist
- Diagnostician
- Occupational Therapist
- Physical Therapist
- Registered Nurse
- Rehabilitation Counselor
- School Psychologist
- Social Worker
- Speech/Language Pathologist

Other CES Openings

- Business Office Administrative Assistant
- Executive Administrative Assistant

New Staff



Hello, my name is Patricia Martinez. I am a CES Purchasing Specialist with 10 years' experience with government. I am passionate about working with computers and currently pursuing a degree in Cybersecurity. I have a passion for Cybercrime, but on the side, I also enjoy cooking.



Reading Room



In this month's Reading Room, we will be discussing Syllable Instruction: Part 1 (Closed, Vowel-Consonant E, and Open syllables) and why syllable instruction is

important to teach to our students. There are six syllable types in the English language. Syllables are units of sound made by one impulse of the voice, and they are spoken or written units that have at least one vowel and may include consonants that precede or follow that vowel. When encountering unfamiliar words, skilled readers look for syllables, prefixes, and suffixes, which are the underlying structures of the words. When students don't have a strategy for chunking longer words into parts that are manageable, students often look at a long word and resort to guessing or skipping it. Understanding syllable patterns helps students read longer words with accuracy and fluency not to mention promotes correct spelling. Knowing the syllable type also ensures that students will know how to pronounce the vowel sound (short or long sound). For example, when explaining two syllable words like table or rabbit, the student will divide the word as /ta/ /ble/. /Ta/ in table is open because the syllable ends with a long vowel sound. The syllable /rab/ in rabbit is closed because it has a short vowel and must end with a consonant. These spelling conventions are among many that were invented to help readers decide how to pronounce and spell words. As with all the components of Structured Literacy, syllable type instruction must be explicit, direct, and multisensory. Struggling readers will need lots of practice with each syllable type before moving on to the next one. Typically closed syllables are taught first.

Closed Syllables:

This is the most common spelling in English, and it accounts for around 50 percent of the syllables. When the vowel of a syllable is short, the syllable will be blocked by one or more consonants. Examples are hat, dish, sack. When a closed syllable is connected to another syllable that begins with a consonant, the two consonant letters will come between the syllables as in /let/-/ter/ or /bas/-/ket/.

Vowel-Consonant-E Syllables:

VC-E syllables contain long vowels spelled with a single letter, followed by a single consonant, and a silent E. Examples are bake, tale, crude, bare. These syllables are often referred to as the "Magic E" syllable.

Open Syllables:

When a syllable is open, it will end with a long vowel sound. There is no consonant to block or close the sound. When syllables are combined, there is not a double consonant between an open syllable and the syllable that follows. Examples are me, equal, program, music.

Example Activities

Introduction to Syllable Types:

[Syllable-Types](#)

Open & Closed Syllable Activity

[Open-Closed-Syllables](#)

Games

[Roll and Read - Short Vowels](#)

Syllables, Words and Pictures

https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_syllable_patterns/23_p029_syllables_words_and_pictures.pdf

Example Resources

<https://www.howmanysyllables.com/>

<https://www.etymonline.com/>

<https://ufl.edu/education/wp-content/uploads/2022/01/Teaching-Big-Words.pdf>

https://ufl.edu/education/resources/teaching-resources/instructional-activities/decoding-and-encoding/Short-Vowel_CVC_Word-Lists-rev

For questions, please contact:

Chris Fox - cfox@ces.org,

Jessica Powell - jpowell@ces.org,

TAP consultants



Bulletin Board

LEAP Teacher of the Month

October: Engagement



Jill Generotzky is a LEAP teacher in Hobbs. She teaches in a K - 2 Autism class of 12 boys. Jill exemplifies the LEAP pillar of Engagement through her investment in individualizing every single child's daily schedule and promoting shared practices among all children and the instructional assistants that support the class. Jill worked for an early intervention program for many years and decided to join the public schools so she could work one-on-one with Autistic students. She strives to be these students' voice as she grows within her own passion for teaching. Every day is fun, interactive and engaging in Jill's classroom as everyone learns and grows together. Our state is blessed to have Jill working alongside her community to help students with autism thrive in the classroom.



LEAP Teacher of the Month



OCTOBER- ENGAGEMENT



BREAUNA SANCHEZ IS A FIFTH-GRADE LEAP TEACHER IN LAS CRUCES. BEFORE BEGINNING HER K-12 TEACHING CAREER, SHE WAS A HISTORY PROFESSOR AT WAYLAN BAPTIST UNIVERSITY AND AN EDUCATIONAL ASSISTANT AT THE NEW MEXICO FARM AND RANCH MUSEUM. BREAUNA HAS A HISTORY OF EXEMPLIFYING THE ENGAGEMENT PILLAR. SHE HAS CREATED AN EDUCATIONAL CURRICULUM FOR AN OUTREACH PROGRAM AT THE MUSEUM AND, FOLLOWING THE COVID SHUTDOWN, BECAME A MUCH-NEEDED SUBSTITUTE TEACHER, TAKING OVER A CLASSROOM THAT OTHERS LABELED "UNTEACHABLE." WITH BREAUNA AS THEIR TEACHER, THIS CLASSROOM HAD HIGH ENGAGEMENT AND ACHIEVEMENT. BREAUNA'S MISSION WAS FOR TEACHERS AND STUDENTS TO CHANGE THEIR MINDSETS ABOUT LEARNING. THIS YEAR SHE CONTINUES TO ENGAGE HER STUDENTS TO BECOME THE BEST VERSION OF THEMSELVES. SHE CONSISTENTLY PLANS LESSONS WHERE BUILDING COMMUNITY AND RESPECT IS AT THE FOREFRONT. BREAUNA ALSO ENGAGES WITH FELLOW TEACHERS STATING, "I AM NOTHING WITHOUT MY TEAM, AND THEY ARE A BIG PART OF MY SUCCESS."



✓ **APTITUDE-DRIVEN**

✓ **AFFORDABLE**

✓ **APPLICABLE**

✓ **ACHIEVABLE**

*Applicant
Portal-*
CESLEAP.org

Contact:
Ali Nava
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NEW MEXICO'S SUPERIOR PROGRAM FOR ALTERNATIVELY LICENSED TEACHERS



2022 Annual Convention

December 1-3, 2022, Embassy Suites Hotel, Albuquerque, NM

The New Mexico School Boards Association will conduct its 2022 Annual Convention December 1-3, 2022. The Convention begins Thursday afternoon, December 1 with New and Veteran Board Member Training and our Board of Directors Meeting. On Friday, December 2 attendees will listen to several informative keynote speakers; attend the Annual Recognition Awards Luncheon and participate in the Annual Delegate Assembly to adopt legislative priorities and elect state officers. The Convention will continue on Saturday, December 3 with several breakout sessions on important school governance and public education topics.



First Year Superintendents Academy (FYSA)

CES has designed this year-long academy to focus on strategic, relevant content alongside powerful interactions and networking opportunities with educational and legislative leaders across the state. High-intensity executive coaching and quarterly learning opportunities will further support new superintendents throughout their first year as they support students in their district.

First Year Principals Academy (FYPA)

FYPA provides a year of ongoing learning, support, and coaching. Targeted professional learning designed specifically for new campus administrators begins with an intensive summer workshop designed to fine-tune leadership skills, strategic planning, and preparation for the school year. Monthly learning sessions, check-in meetings, and one-on-one coaching will ensure high levels of support throughout the first year of principalship.

Requirements: First-Third Year in Principal position; Superintendent's recommendation

Aspiring Superintendents Academy (ASA)

The ASA program provides a full year of rich experiences for learners who aspire to ready themselves for Superintendent responsibilities. Designed to be intensive, thorough, and focused on building skills to prepare future leaders, monthly seminars and assignments equip participants well for their professional growth and aspirations in a highly supportive environment

Requirements: 3 or more years of Administrative experience; Superintendent's recommendation

Administrators Leadership Development (ALD) Program

The ALD program is a year-long PED-approved opportunity for current outstanding NM educators to acquire their 3B Administrative License. Focused learning designed for building leadership, instructional knowledge, communication skills, and other significant skills will prepare participants to become strong and valued district educational leaders.

Requirements: MA Degree; 2B Instructor License; Superintendent's recommendation

Leadership Series

Monthly learning opportunities for leaders across the state will focus on critical topics designed to enhance educational practice. All leaders, or aspiring leaders, are welcome to participate in the learning.

Board Leadership Development (BLD)

This opportunity provides leadership training to new and experienced Board members across New Mexico. Sessions are designed strategically to strengthen educational outcomes across all school districts.

CES Leadership Development Programs

For assistance, please contact:
LeAnne Gandy
505-344-5470 x146
leanne@ces.org



Technical Assistance Program (TAP) 2022-23

Providing Quality Training & Technical Assistance on Special Education Topics

Empowering Educators through Quality Professional Development & Consultation Services

TAP was developed in 2015, funded by NMPSIA in collaboration with CES in an effort to decrease Special Education litigation across the state. TAP Consultants specialize in a variety of highly requested topics: autism, behavior management / interventions, reading strategies, transition planning, self-regulation, re-evaluations, discipline, IEP writing, compliance / IDEA, specific learning disabilities, applied behavior analysis, etc. The demand for a wider range of topics to meet the needs of general educators serving students with disabilities has increase substantially. Expanded topics to include: Co-teaching & Inclusion, 504 Plans, Social Emotional Learning, Accommodations, Classroom Management, Student Engaged Learning, Structured Literacy, etc. Consultants are available to provide specialized consultation services and trainings.

TAP Complimentary Services

- Virtual & live interactive presentations
- “TAP Hot Topic on Demand Webinar Library”, direct link, cestap.org
- Regional workshops
- Phone & email consultations
- Monthly article / newsletter, “Compliance Corner” & “Reading Room” Tips and Q & A

TAP Services Provided Under Professional Service Agreement via CES

- Specialized presentations needed for staff professional development
- File & program reviews
- Classroom observations / formal feedback
- Direct consultation regarding programing, staff or student related concerns
- Assistance with Corrective Action Plans, NMPED and OCR Complaints

For additional informational information regarding TAP services contact:

Loretta Garcia, TAP Coordinator

lgarcia@ces.org,

TAP Hotline, 505-985-8454



Cooperative Educational Services

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