

CES NEWSLETTER

October 2022

IMPORTANT NOTICE

See the "Order Corner" section for important information about using CES contracts for federally-funded projects!

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Feature Article

Mental Health in the Workplace: Addressing Employee Wellness and Raising Awareness in A Modern Era

With more employees returning to the office and physical workplaces as pandemic restrictions are eased and with an increasingly competitive labor market, it is especially important that employers be vigilant in responding to the mental health needs of their employees.

One in five U.S. adults aged 18 or older, or 52.9 million people, live with some form of mental illness, according to 2020 data from the National Institute of Mental Health. More than 14 million, or 5.6 percent of all U.S. adults, live with serious mental illness, according to the data. Less than half of adults with any mental illness actually sought treatment in 2020.

There is also a good deal of evidence that the last two years of isolation that resulted from the COVID-19 pandemic has exacerbated the problem. Many are anxious to return to the

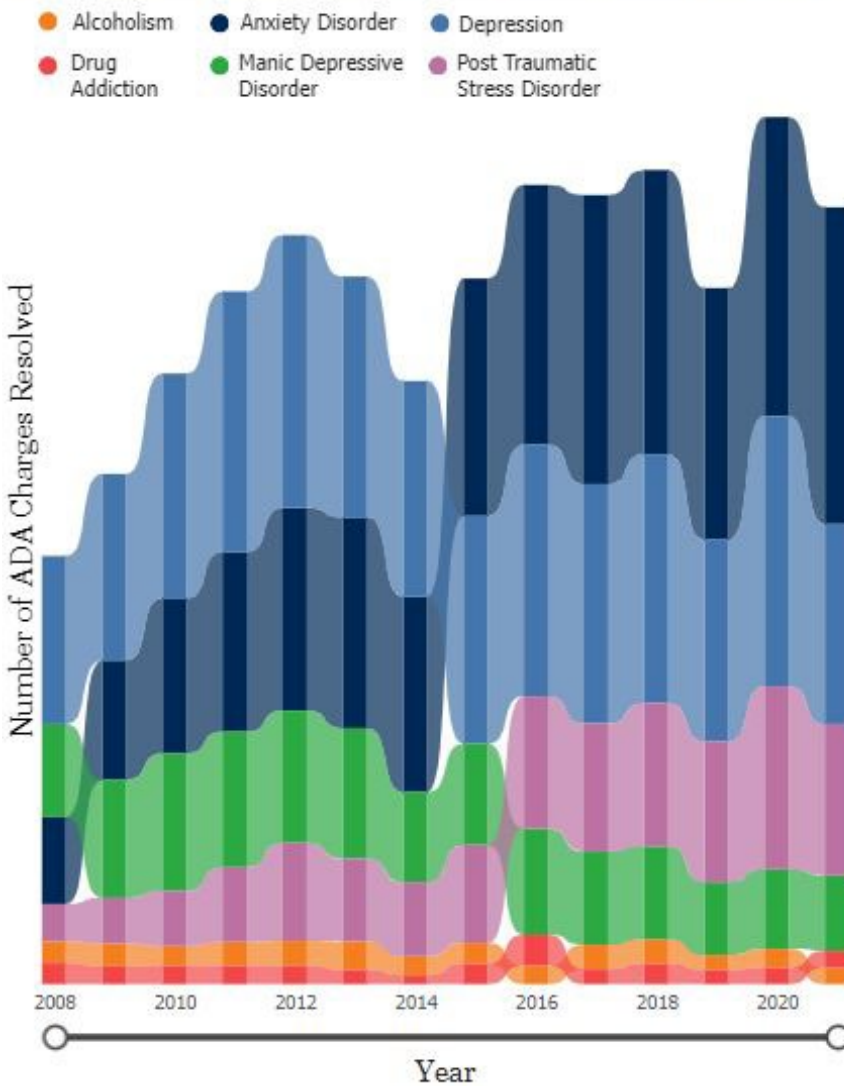
office or physical workplaces or be in social settings once again, while others are eager to be back around other people. Others carry anxiety over having to protect high-risk family members or over having to take care for someone with long-term complications from COVID-19.

This means monitoring workers' mental health may be a major concern for employers moving forward as they try to optimize productivity and retain well-trained talent. Gone are the days of telling a worker to just "get over it" or "snap out of it and come back tomorrow ready to work" as was common among older generations.

Attitudes around mental health wellness are changing, with younger generations more open and attuned to such issues. Employers may want to respond to employees' mental health issues and provide an environment where their employees can not only succeed but thrive. Further, employers that do take an active role in promoting employee mental health are going to have an advantage in acquiring and retaining talent.



EEOC Mental Health ADA Charges Resolved per Year



Key Takeaways

Employers may want to be more observant of employee behavior and immediately reach out to those employees who act uncharacteristically or erratically as those may be signs of underlying mental health issues. Additionally, employers may want to provide safe and confidential procedures and assistance programs to seek treatment for potential mental health problems.

by William E. Grob and Zachary V. Zagger

The issue could have real legal consequences for employers as well. Mental health conditions accounted for 30 percent of Americans with Disabilities Act-related charges filed in the fiscal year 2021, according to data recently released by the U.S. Equal Employment Opportunity Commission (EEOC). In 2011, mental health conditions only accounted for 20 percent of all charges, according to the EEOC. Moreover, while charges per year for discrimination based on depression has remained relatively stable over the past decade, the number of claims based on anxiety disorder in 2021 was nearly double the number in 2011 and accounted for 11.6 percent of all disability discrimination charges filed last year, according to the EEOC.



Order Corner

NOTICE *** NOTICE *** NOTICE

At a recent conference, the presenter inaccurately stated that cooperative purchasing agreements cannot be used for purchases involving federal funds. Wrong!

To the best of our knowledge, the ONLY federal funding source our members ordinarily encounter that forbids the use of cooperative purchasing agreements is the Community Development Block Grant (CDBG) program, which includes a statement to this effect in its published guidelines.

At CES, we recommend that if you're going to use a cooperative purchasing agreement (e.g., CES contract) for a federally funded purchase, that you communicate that to the grantor prior to making the purchase(s). In the world of grant funding, surprises can cause failed reimbursements, etc., which helps no one.

If the grant overseer would like explanation and/or documents from CES that support the legality of the purchase method, please refer them to us for assistance. We have participated in many teleconferences, etc., to enable your ability to make purchases in the most effective/efficient way possible.

Procurement News

1) [Contract Expirations: None](#)

2) [Contract Renewals: None](#)

3) [Name Changes/Change of Ownership:](#)

All Follett email addresses changed from @follett.com to @folletlearning.com as of September 1, 2022.

Professional Document Systems transitioning to new ownership name of Terralogic Document Systems.

4) [New Contract Awards:](#)

| RFP | Awardee | Contract # |
|---|---|--|
| 2022-10 Heavy Equipment | Sierra Machinery, Inc. 4 Rivers Equipment LLC DVL Group, Inc. Wagner Equipment Co. | 2022-10-C101-678 2022-10-C102-ALL 2022-10-C103-ALL 2022-10-C104-ALL |
| 2022-15 Lot 1 – Above Ground Fuel Storage Tanks, Sales, Installation, Maintenance, Repair And Related | Eaton Sales & Service LLC | 2022-15-C111-ALL |



| | | |
|---|--|--|
| 2022-15 Lot 2 Fuel Dispensing Pumps, Sales, Installation, Maintenance, Repair and Related | Petroleum Traders Corporation | 2022-15-C211-ALL |
| 2022-16 Technology Services | AT&T Holmans USA *Dry Fly Enterprises dba NUBE Advanced Network Management, Inc Spectrum Imaging Technologies, Inc 22 nd Century Technologies, Inc | 2022-16-C111-ALL 2022-16-C112-ALL 2022-16-C113-ALL 2022-16-C114-ALL 2022-16-C115-ALL 2022-16-C116-ALL |
| 2022-18 Lot 1 Commercial Entry Doors and Frames – Wood, Steel, Acrylic Modified Polyester, Integrated Door Systems, Accordion Doors/Operable Walls | Security Hardware Solutions, LLC DH Pace Company, Inc. Dba Overhead Door Company of Albuquerque, Santa Fe, and Four Corners | 2022-18-C111-ALL 2022-18-C112-ALL |
| 2022-18 Lot 2 Door Locks, Keys, Locksets, Access Control Systems | DH Pace Company, Inc. dba Overhead Door Company of Albuquerque, Santa Fe, and Four Corners Conti Energy Control LLC Security Hardware Solutions, LLC | 2022-18-C121-ALL 2022-18-C122-ALL 2022-18-C123-ALL |
| 2022-19 Lot 1 Energy Consulting, Assessments, Audits and Energy Studies | Mountain Vector Energy LLC Conti Energy Control | 2022-19-C111-ALL 2022-19-C112-ALL |
| 2022-19 Lot 2 Facility, Building, System Replacements, Upgrades & Retrofits | Conti Energy Control | 2022-19-C211-ALL |

5) Current & Upcoming Solicitations:

| RFP # | RFP Description | Release | Due | Award |
|-------------------------|---|---------|---------|----------|
| 2023-01 | <i>Design Professional (A/E)</i> | 7/18 ✓ | 8/19 | 10/24/22 |
| 2022-23A | <i>AEPA Bids: 023-A Maintenance, Repair, And Operations; 023-B Custodial Supplies and Equipment; 023-C Office Catalog; 023-D School & Instructional Supplies; and 023-G Athletic Equipment & Supplies</i> | 8/2/22 | 9/13/22 | 11/29/22 |
| 2022-23B | <i>AEPA RFPs: 023-E Technology Buyback and 023-F Audio Visual Integration</i> | 8/2/22 | 9/13/22 | 11/29/22 |
| 2023-10 New Category | <i>Professional Development and Specialized Training for School Districts</i> | 8/15 | 9/9 | 9/23 |
| 2023-03 | <i>Job Order Contracting (JOC) Landscaping, Fencing</i> | 8/29 | 9/30 | 12/12/22 |
| 2023-04 | <i>Job Order Contracting (JOC) Mech./Elec./Plumbing (MEP)</i> | 8/29 | 9/30 | 12/12/22 |
| 2023-05 | <i>Job Order Contracting (JOC) General Constructing</i> | 8/29 | 9/30 | 12/12/22 |
| 2023-06 | <i>Job Order Contracting (JOC) Painting & Stucco</i> | 8/29 | 9/30 | 12/12/22 |



| | | | | |
|---------|--|------|------|----------|
| 2023-07 | <i>Job Order Contracting (JOC)</i> Roofing | 8/29 | 9/30 | 12/12/22 |
| 2023-08 | <i>Job Order Contracting (JOC)</i> Paving + Site Work | 8/29 | 9/30 | 12/12/22 |

6) Procurement Issues and News:

Gordian News

- CES negotiated new "service fee" for members use of Gordian (ezIQ) platform + services. JOC 2023 Gordian (ezIQ) contracts will now have a 6% "service fee" (down from 6.25%)
- For Construction POs using Gordian (ezIQ),
 - From \$0 - \$1M has the new "service fee" 6% (contractors pay Gordian),
 - From \$1M - \$4M the fee drops to 3.25%

Issues/News from Procurement Specialists + Business Office

- New, July 1, 2022, new tax rates apply



A Mechanical Engineer, a software engineer and a purchasing agent are on their way to an industry event when their rental car gets a flat tire.

The purchasing agent says

"We need to buy a new tire"

the mechanical engineer says

"no, I think I can fix this one"

and the software engineer says,

"let's drive on it for a while, maybe it'll fix itself."



Calendar of Events

- 10/2 National Custodial Worker Day
- 10/3 TAP – Building Connection and Community
– Creating a Safe Learning Environment
through Social Emotional Learning
- 10/3 NMSBA Fall Region I Meeting - Dulce
- 10/5 World Teacher's Day
- 10/5 TAP – Accommodations: Removing Barriers
to Learning in the Inclusive Setting
- 10/7 TAP – Transition Planning 101
- 10/10 Columbus Day / Indigenous People's Day
- 10/11 Early Voting Begins
- 10/12 TAP – Guiding Principles for Understanding
Student Behavior
- 10/12 NMSBA Fall Region IV Meeting - Moriarty
- 10/12-14 NNASBO Boot Camp
- 10/13 US Navy Birthday
- 10/14 TAP – ASD Toolbox Series: Educating
Students with Autism Spectrum Disorders
& Other Disabilities – Visual Strategies
- 10/14 TAP – Understand Behavior Needs:
Introduction to Self-Regulation Strategies
to Support All Students – Part 1
- 10/17 NMSBA Fall Region III Meeting – West Las
Vegas
- 10/17 Boss's Day
- 10/18 NMSBA Fall Region VII Meeting - Ruidoso
- 10/19 PCSNM – Supporting Student Success
Within MLSS Systems - @CES
- 10/20 TAP – Programming for Students with an
Emotional Disturbance
- 10/21 TAP – Before Behavior: All About
Prevention Strategies
- 10/21 PCSNM – Trauma-Informed Training Series
– Part I (virtual)
- 10/24 TAP – Dyslexia and A Structured Literacy
Approach to Teaching Reading
- 10/26 TAP – Special Education Discipline Rules &
Behavioral Interventions to Prevent the
Need for Discipline
- 10/26-28 Infrastructure Finance Conference
- 10/31 Halloween

| OCTOBER 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 | 31 | | | | | |



IEP Goals!

October 2022

By Cindy Soo Hoo, TAP Consultant

csoohoo@ces.org

Last month, we discussed the requirement under the Individuals with Disabilities Education Act (IDEA) to include in a student's Individualized Education Program (IEP) the Present Levels of Academic Achievement and Functional Performance (PLAAFP). (34 CFR §§300.320 and 300.324). A comprehensive PLAAFP enables the IEP Team to form a starting point to determine appropriate goals that would allow the child to make progress and participate in the general education curriculum. The process of writing appropriate goals begins with a clear picture of what the child's strengths are as well as areas of need.

In addition to including Present Levels of Academic Achievement and Functional Performance, *IDEA 34 CFR §300.320* requires an IEP to include the following:

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to –

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability;

(ii) For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives;

(3) A description of –

(i) How the child's progress toward meeting the annual goals... will be measured; and

(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

IDEA specifically mentions the word "measurable". Barbara Bateman and Cynthia Herr, authors of Writing Measurable IEP Goals and Objectives, state the following: "Measurable is the essential characteristic of an IEP goal or objective. When a goal isn't measurable, it cannot be measured. If it cannot be measured, it violates IDEA and may result in a denial of FAPE to the child." (2006) That only stands to reason. If the goal is not measurable, then you can't determine how the child responded to the goal that served as the basis for the instruction.

A goal is a statement of what the student is expected to accomplish, typically within a 12-month period. The goal should be challenging while at the same time attainable within that time frame. This would be based on a comprehensive and concise PLAAFP. It should also be an important skill for the student to



learn in order to participate in the general education curriculum. In other words, it needs to be relevant to what the student is expected to learn based on content standards for that student's grade level. Needless to say, it must also be individualized. No two students are exactly the same even if two or more students have similar deficits in the same area(s).

When developing a goal, the creator should keep in mind the following:

- What behavior is being measured?
- How will progress be measured?
- When will progress be measured?
- How well will the child need to perform the skill?
- Are specific conditions required to teach or assess the goal?

To this end, it is important to keep in mind the components of a goal that help make the goal measurable. They include: the time frame by which the goal is to be achieved, the conditions that may be necessary in order to achieve the goal, the target behavior that will serve as the focus of the goal, the criteria for mastery and the method of evaluation by which progress will be assessed.

Let's take a look at each of the components one by one:

Time Frame: typically within one year; can be less than a year but never more than a year

Conditions: different levels of support, strategies, materials, etc.

Behavior: observable and requires some level of change such as increase, decrease, etc.

Criteria: amount of change, timeline, to what extent, how well, etc.

Method of Evaluation: curriculum-based measures, rubrics, % accuracy, length of time, etc.

So, what could that look like? Let's first examine a goal that stops short of being measurable:

Within a year, Henry will increase his math skills and perform on grade level.

First and foremost, the above goal does not specify the skills that are to be targeted nor does it give us criteria or the evaluation method by which Henry will be assessed. Citing grade level skills might provide some information about where the child is performing compared to classmates at the same grade level. It does not, however, specify the actual skills the student will focus on.

Let's contrast the above goal with a more comprehensive one:

Within one year and given geometric formulas, Henry will calculate the perimeter of two-dimensional figures with 80 percent accuracy in three out of five trials as measured by daily work and unit tests.

The above goal is more definitive. It provides the reader with the supports Henry will be given (geometric formulas), the targeted skill (calculate the perimeter of two dimensional figures), the criteria by which Henry will have to perform the behavior (80 percent accuracy in three out of five trials) as well as the sources the evaluator will use to determine acquisition of the skill (daily work and unit tests).

Finally, it is important to monitor the student's progress toward goals to ensure the student is on target and making appropriate progress. This will give the teacher or other service provider information as to how the student is responding to the instruction and whether changes to the instruction is warranted or an IEP may need to be scheduled. Carol Kosnitsky, a special education consultant, provides a practical definition of a goal. She



states: "Measurable goals are not about what you will teach. Measurable goals are about what you will measure to let you know the teaching has been effective."

In conclusion, the clearer and more precise the PLAAFP is, the clearer and more precise the goal can be. Keep in mind, goals should be relevant to what the student is expected to learn, measurable so progress toward the goals is able to be determined and actions need to be taken to remedy the situation should the student be struggling to reach the goal.

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.

Announcement: If needing a surrogate parent for IEP meetings or any other circumstances, please contact Lianne Pierce, Director of Ancillary Services, at lianne@ces.org or 505.344.5470, Ext 103.

Job Opportunities

OCTOBER 2022

Job Opportunities at CES

Ancillary Positions Open

- Adaptive Physical Educator – Region 4
- Audiologist – Regions 1, 3, 4
- Certified Occupational Therapy Assistant – Region 2
- Certified Orientation Mobility Specialist – Regions 4, 8
- Certified Orientation Mobility Specialist/TVI – Region 3
- Diagnostician – Regions 2, 4, 6, 8
- Occupational Therapist – Regions 1, 2, 3, 4, 7
- Physical Therapist – Regions 1, 2, 3, 4
- Registered Nurse – Region 2, 3, 4, 8
- Rehabilitation Counselor – Region 4
- School Psychologist – Regions 1, 2, 4, 8
- Social Worker – Regions 2, 3, 4, 8
- Speech/Language Pathologist – Regions 1, 2, 4, 6, 8

Other CES Openings

- Purchasing Specialist



Reading Room



This month we will be exploring the Structured Literacy component of letter/sound (phoneme-grapheme) correspondence.

According to the International Dyslexia Association's Fact Sheet on Structured Literacy:

"Sound-Symbol (phoneme-grapheme) correspondences. An alphabetic writing system like English represents phonemes with graphemes. Graphemes are letters (a, s, t, etc.) and letter combinations (th, ng, oa, ew, igh, etc.) that represent phonemes in print. The basic code for written words is the system of correspondences between phonemes and graphemes. This system is often referred to as the phonics code, the alphabetic code, or the written symbol system.

The correspondences between letters and speech sounds in English are more complex and variable than some languages such as Spanish or Italian. Nevertheless, the correspondences can be explained and taught through systematic, explicit, cumulative instruction that may take several years to complete."

Students must be directly taught these letter/sound correspondences and depending on the severity of their dyslexia, these must be practiced consistently on a daily basis until mastered to automaticity. We know that our struggling readers need much more practice to master these tasks to be automatic with them.

Here are some tips and tricks to get you started.

Using Sound Deck Cards

Always have students say the letter name - keyword - sound (b - bat - /b/)

Have a sound card deck available to show the students when doing these drills.

Letter Sound Instructional Video

[Letter Name: Letter/Keyword/Sound - YouTube](#)

Letter Sound Keyword Cards

<https://drive.google.com/file/d/1XOliZQHhKFT3l-Z8ZlwxG9SeCpRoszfQ/view>

Letter naming Fluency Chart

<https://drive.google.com/file/d/101Lt...>

Florida Center for Reading Research - Activities for Kindergarten and First Grade

(Scroll down to Phonics: Letter-Sound Correspondences)

<https://fcrr.org/student-center-activities/kindergarten-and-first-grade>

Florida Center for Reading Research - Activities for Second and Third Grade

(Scroll down to Phonics: Letter-Sound Correspondences)

<https://fcrr.org/student-center-activities/second-and-third-grade>



Florida Center for Reading Research -
Activities for Fourth and Fifth Grade

(Scroll down to Advanced Phonics)

<https://fcrr.org/student-center-activities/fourth-and-fifth-grade>

Teaching Sound-Symbol Correspondences -
The Literacy Brain

<https://theliteracybrain.com/category/letter-sound-correspondences/>

University of Florida Literacy Institute -
Instructional Activities / Phoneme Grapheme
Correspondences

<https://ufl.edu/education/ufl.edu/resources/teaching-resources/instructional-activities/phoneme-grapheme-correspondences/>

Fun Activities for Sound-Symbol
Correspondences for Younger Students -
Florida Center for Reading Research

Brown Bag It

https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_letter_sound_correspondence/k1_p012_brown_bag_it.pdf

Medial Phoneme Spin

https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_letter_sound_correspondence/k1_p023_medial_phoneme_spin.pdf

Letter Sound Bingo

https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_letter_sound_correspondence/k1_p022_letter_sound_bingo.pdf

Remember, many of these activities can be modified for your students depending on age and severity.

For questions, please contact:

Chris Fox - cfox@ces.org,

Jessica Powell - jpowell@ces.org

Resources

Florida Center for Reading Research

University of Florida Literacy Institute

International Dyslexia Association, Just the Facts

Gaab Lab Next Steps in Reading Instruction
The Literacy Brain



Bulletin Board



Leadership

TEACHER OF THE MONTH

Nicholas Felipe



Nicholas Felipe, an enrolled member of the Pueblo of Acoma, was a member of the first graduating class of the Native American Community Academy (NACA) in Albuquerque. Now he is back at his alma mater, teaching 7th and 8th grade Indigenous History and part of the LEAP Program Cohort 4. Nick embodies leadership within his school community by guiding his students to recognize the leadership within themselves that they are born with. Within his classes, students look at history and the impact leaders have in making a difference. With an Indigenous focus, he supports students through structured dialog and exploration. "How do we bring it back? How do we help our own? How does it make us better?" Nick hopes to change the narrative for the native community by helping native students realize their potential and helping them acquire the tools to be a leader in their own communities.



Contact

Amanda Hall

505-344-5470 ext. 127

amanda@ces.org

When

Registration Opens Monday, August 15th at 7:00 pm

The Conference Begins:

Monday October 17, 2022 at 8:00 AM MDT

-to-

Wednesday October 19, 2022 at 12:00 PM MDT

Where

Embassy Suites
1000 Woodward Place Northeast
Albuquerque, NM 87102 , 800-362-2779

Embassy Suites is offering rooms .



Turn KNOWLEDGE to KNOW-HOW

2022 FACILITY MANAGERS WORKSHOP  

Cooperative Educational Services Invites You to Turn Knowledge to Know- How at the 37th Annual Facility Managers Workshop

Register online through October 7th: \$200 per person. Groups of 4 or more \$175 per person. After October 7th Walk up registrations ONLY. Walk up registration: \$225 per person. Please bring a P.O.

Topics for this Conference are:

OSHA 10 Certification Classes

Module 2 - Energy - No registration needed; sign up in the classroom! Module 2 will run from 8:00 am-11:30 am on Monday

Module 3 -Env. Health & Safety - No registration needed; sign up in classroom! Module 3 will run from 1:30pm- 5pm Monday and continue 8:00-9:30am on Tuesday

Playground Inspection, Roof Inspection, and HVAC, which includes an offsite field trip

Fire Suppression, Turf Maintenance, Gym Floor Maintenance, Sprinkler Controls and Heads, Dude Solutions, and Lighting Controls

How to Protect the Building Envelope and Asbestos Regulations Compliance

To Register:

<http://events.constantcontact.com/register/event?llr=h8pf7rkab&oeidk=a07ej6k1z2rd43908f8>



October 17-18, Embassy Suites, ABQ

Superintendent Leadership Conference

Cooperative Educational Services

505-344-5470 | info@ces.org

Breakout Sessions

Monday, Oct. 17, 1:30pm-3:00pm

- Strategic Planning with Travis Dempsey
- Establishing a Culture of Academic Success with Dr. Sue Cleveland
- Special Education Compliance with Cindy SooHoo

Monday Oct. 17, 3:30pm- 5:00pm

- Strategic Planning with Travis Dempsey
- Special Education Continuum of Supports with Sondra Adams and Christina Velasquez
- Management and Leadership, When to Manage and When to Lead with Will Hawkins

Tuesday Oct. 18, 10:30am-12:00pm

- Dealing with the Media with Dr. Arsenio Romero
- Board and Superintendent Relationships with Dr. Kim Mizell
- Stabilizing a System for Growth to Occur with Dr. Gerry Washburn

DR. DOUGLAS REEVES

General Session
speaker, Monday
October 17, 2022

Dr. Douglas Reeves is the author of more than 40 books and more than 100 articles on leadership and education. He has twice been named to the Harvard University Distinguished Authors Series and was named the Brock International Laureate for his contributions to education. His career of work in professional learning led to the Contribution to the Field Award from the US National Staff Development Council, now Learning Forward. He was also named the William Walker Scholar by the Australian Council of Educational Leaders. His recent books include Deep Change Leadership, Achieving Equity and Excellence, From Leading to Succeeding, and Fearless Schools. Doug is the founder of Creative Leadership Solutions, with the mission to improve educational opportunities for students throughout the world using creative solutions for leadership, policy, teaching, and learning. Through this he has worked across more than 40 countries.

DR. TODD WHITAKER

General session
speaker, Tuesday
October 18, 2022

Recognized as a leading presenter in the field of education, his message about the importance of teaching has resonated with hundreds of thousands of educators around the world. Todd is a professor of educational leadership at the University of Missouri and professor emeritus at Indiana State University. He has spent his life pursuing his love of education by researching and studying effective teachers and principals.

One of the nation's leading authorities on staff motivation, teacher leadership, and principal effectiveness, Todd has written over 60 books including the national best seller, What Great Teachers Do Differently. Other titles include Dealing With Difficult Teachers, Ten-Minute Inservice, Your First Year, What Great Principals Do Differently, Motivating & Inspiring Teachers, and Dealing With Difficult Parents.

DR KURT STEINHAUS

Secretary of Education, New
Mexico Public Education
Department

Closing session speaker,
Tuesday, October 18, 2022

Kurt Steinhaus was born in Los Alamos, New Mexico, and has dedicated his career to education and advocating for the diverse population of New Mexico students. Dr. Steinhaus currently serves as Secretary of Education (Designate) for New Mexico. His bachelor's degree is in music education. He has two masters' degrees, a Master of Arts in Music, and a more recent Master of Science in Educational Technology from the University of Oregon. His Doctorate, from the University of New Mexico, is in Educational Leadership and Organizational Learning.

His prior appointment was Superintendent of the Los Alamos Public Schools. He has also served as director of student programs, education, workforce development, scholarships, and community giving at Los Alamos National Laboratory. Dr. Steinhaus has also served as New Mexico Deputy Secretary of Education, PreK Czar and Education Policy Advisory for Governor Bill Richardson.



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Anthony Montaña
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Phone: Ext 128

Monica Myers
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