



# CES NEWSLETTER

## April 2023

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## Feature Article

### Introducing Students to Civic Engagement: Six Practical Tips

**S**ustainability and the environment are top issues for young people. For this reason, they are a promising way to encourage civic engagement, helping to fulfill public education's mission of preparing youth for their roles as citizens in a democratic society.

A recent peer-reviewed article presents a case study of Cultivating Pathways to Sustainability, a statewide effort in Vermont that does just that. The project helps middle and high school students work with adults to develop and implement community action projects to address the United Nations' 17 Sustainable Development Goals. These goals focus not only on core environmental objectives such as clean energy and water but on equity issues related to access (e.g., "decent work and economic growth").

The article is authored by Eric McGinnis and NEPC Fellow Dana Mitra, both of Pennsylvania State University. It's grounded in interviews and observations with middle and high school students and teachers who participated in the

project during the 2019-20 school year. The authors offer the following six pieces of advice for educators interested in creating opportunities for their own students to learn about civic action:

Reinforce the value of young people and adults working together by modeling collaboration: For instance, in the kickoff meeting for the project, students and adults worked together to provide an introduction to the group. The students then worked alongside their teachers to rank the 17 United Nations goals in terms of their priority to their communities and schools.

Partnering with the broader community can increase the odds that students will be able to spark meaningful change: The project that was the focus of the case study was founded by three nonprofits and supported by multiple other organizations. "The number of nonprofit organizations . . . built capacity for students to consider more complex interventions because of the many intersections of adults in the room across multiple projects and initiatives," McGinnis and Mitra write.



Consider starting with school-centric projects with attainable goals: Environmental challenges can seem insurmountable. The schools McGinnis and Mitra researched started small, introducing students to civic engagement via doable projects such as “designing outdoor classrooms, improving recycling and compost and increasing time for exercise and recess.”

Consider embarking on multiple smaller projects at the same time: This approach allowed more students to get involved since there was plenty of work to go around. In addition, if a particular small project stalled, the students working on it could switch to a different project.

Involve students in every aspect of the project: This means students should be involved not just in carrying out the work but in every aspect of the project—from determining how to decide which action to pursue to inviting new students to participate in the program.

Teach students to connect projects with work that's already underway: Students can learn from and expand upon ongoing initiatives both in their schools and in their communities.

McGinnis and Mitra conclude that the study “shows how a youth-adult partnership model can deepen the meaning and implementation of student-led civic action.”

<http://nepc.colorado.edu/>, 2/28/2023, reprinted with permission

## Order Corner

### Did You Know?

- CES contracts have a clause in which vendors guarantee that their CES price is at least 2% (they can set a higher percentage) LOWER than the price they would charge you for the same items and quantities bought any other way. The “CES way” should always save you this percentage, giving you a purchasing advantage against any other cooperative pricing, State purchasing agreement pricing, and bid pricing – for any particular CES vendor.
  - IF a CES vendor fails to honor their CES pricing clause, CES needs to hear from you – that’s how policing of a cooperative contract works – the member must report these breaches.
- If a CES vendor offers a super-special sale price to one member, they must make that same price available to all CES members under the same terms and quantities.



# Procurement News

## 1) New Contract Awards:

| RFP  | Awardee   | Contract Number  |
|--|---|--|
| 2023-02<br>Indoor and Outdoor Athletic, Recreational & Auditorium Lighting Systems Rigging, Fixtures, Equipment, Installation, Maintenance, and Repair<br><b>Category 1 - Lot 1:</b> Indoor Athletic Recreational Lighting Systems – Equipment, Installation, Maintenance and Repairs  | Norcon of New Mexico, LLC<br>A K Sales & Consulting Inc<br>Lynco Electric Co. Inc.<br>Wizer Electric LLC.<br>B&D Industries, Inc.   | 2023-05-C111-ALL<br>2023-05-C112-ALL<br>2023-05-C113-678<br>2023-05-C114-ALL<br>2023-05-C115-ALL   |
| 2023-02<br>Indoor and Outdoor Athletic, Recreational & Auditorium Lighting Systems Rigging, Fixtures, Equipment, Installation, Maintenance, and Repair<br><b>Category 1 - Lot 2:</b><br>Indoor Athletic Recreational Lighting Systems – Product and Equipment Only                     | Norcon of New Mexico, LLC<br>A K Sales & Consulting Inc<br>Lynco Electric Co. Inc.  | 2023-02-C121-ALL<br>2023-02-C122-ALL<br>2023-02-C123-678   |
| 2023-02<br>Indoor and Outdoor Athletic, Recreational & Auditorium Lighting Systems Rigging, Fixtures, Equipment, Installation, Maintenance, and Repair<br><b>Category 2 - Lot 1:</b> Outdoor Athletic Recreational Lighting Systems – Equipment, Installation, Maintenance and Repairs | A K Sales & Consulting Inc<br>APIC Solutions Inc<br>Lynco Electric Co. Inc.<br>B&D Industries, Inc.<br>Wizer Electric LLC.<br>Prime Electric, Inc<br>Musco Sports Lighting, LLC | 2023-02-C211-ALL<br>2023-02-C212-ALL<br>2023-02-C213-678<br>2023-02-C214-ALL<br>2023-02-C215-ALL<br>2023-02-C216-ALL<br>2023-02-C217-ALL |
| 2023-02<br>Indoor and Outdoor Athletic, Recreational & Auditorium Lighting Systems Rigging, Fixtures, Equipment, Installation, Maintenance, and Repair<br><b>Category 2 - Lot 2:</b> Outdoor Athletic Recreational Lighting Systems – Product and Equipment Only                       | A K Sales & Consulting Inc<br>Lynco Electric Co. Inc.<br>The Playwell Group, Inc.   | 2023-02-C221-ALL<br>2023-02-C222-678<br>2023-02-C223-ALL   |
| 2023-09<br>AEPA Bid <b>23.5A</b><br>Maintenance, Repair  | Ameresco<br>Best Plumbing<br>Lawson Products<br>Liftnow Automotive Equipment  | 2023-09-AA101-ALL<br>2023-09-AA102-ALL<br>2023-09-AA103-ALL<br>2023-09-AA104-ALL   |
| 2023-09<br>AEPA Bid <b>23.5B</b><br>Custodial Supplies & Equipment   | Busch Systems<br>Hillyard, Inc.   | 2023-09-AB101-ALL<br>2023-09-AB102-ALL   |
| 2023-09<br>AEPA Bid <b>23.5C</b><br>Office Supplies & Equipment  | Quill   | 2023-09-AC101-ALL  |



|  |   |  |
|--|---|--|
| 2023-09<br>AEPA Bid <b>23.5D</b><br>School & Institutional Supplies  | Blick<br>Flaghouse<br>Just Right Reader<br>Lakeshore Learning<br>Quill<br>School Specialty                                | 2023-09-AD101-ALL<br>2023-09-AD102-ALL<br>2023-09-AD103-ALL<br>2023-09-AD104-ALL<br>2023-09-AD105-ALL<br>2023-09-AD106-ALL |
| 2023-09<br>AEPA Bid <b>23.5E</b><br>Technology BuyBack   | Total Technology  | 2023-09-AE101-ALL  |
| 2023-09<br>AEPA Bid <b>23.5G</b><br>Athletic Equipment   | Flaghouse<br>Partac Peat<br>School Specialty  | 2023-09-AG101-ALL<br>2023-09-AG102-ALL<br>2023-09-AG103-ALL  |
| 2023-11<br>Indoor / Outdoor Scoreboards,<br>Marquees, Message Boards, Street and<br>Building Signage<br><b>Cat 1 Lot 1-Turnkey</b>       | AK Sales & Consulting Inc.<br>Norcon of NM, Inc.<br>B&D Industries, Inc.<br>Prime Electric, Inc.                          | 2023-11-C111-ALL<br>2023-11-C112-ALL<br>2023-11-C113-ALL<br>2023-11-C114-ALL   |
| 2023-11<br>Indoor / Outdoor Scoreboards,<br>Marquees, Message Boards,<br>Street and Building Signage <b>Cat 1 Lot<br/>2-Product Only</b> | AK Sales & Consulting Inc.<br>Norcon of NM, Inc.  | 2023-11-C121-ALL<br>2023-11-C122-ALL   |
| 2023-12<br>Solar Power Consulting, Design,<br>Engineering, Installation and Related<br><b>Cat 1 Lot 1</b>                                | Siemen's Industry, Inc.<br>Miller Engineers<br>Positive Energy Solar<br>Osceola, Inc.<br>Los Ebanistas, Inc. dba Sol Luna | 2023-12-C111-ALL<br>2023-12-C112-ALL<br>2023-12-C113-ALL<br>2023-12-C114-ALL<br>2023-12-C115-ALL                           |

## 2) Current & Upcoming Solicitations:

| RFP #   | RFP Description                                    | Release | Due     | Award   |
|---------|--|---------|---------|---------|
| 2023-13 | (AEPA) 023.5-B Playground & Recreational Equipment | 3/13/23 | 4/07/23 | 4/26/23 |
| 2023-15 | Indoor/Outdoor Seating, Lockers, Sports Padding    | 3/13/23 | 4/07/23 | 4/26/23 |
| 2023-16 | Playground, Recreational, Pool, Waterparks         | 3/13/23 | 4/07/23 | 4/26/23 |
| 2023-17 | Athletic Surfaces, Turf, Tracks, Courts            | 3/13/23 | 2/28/23 | 4/26/23 |
| 2023-18 | School Business Office Management                  | 3/13/23 | 2/28/23 | 4/26/23 |

## 3) Procurement Issues and News:

### March is Purchasing Month

- a. The month of March is known as National Procurement Month and is dedicated to honoring purchasing professionals in public and private sectors.
- b. Henry Ford once said:" Coming together is a beginning; keeping together is progress; working together is success."
- c. Celebrating what we do today and every day because no matter the circumstance public procurement professionals ... PROCURE ON

### New Strategic Partnership - AT&T

- d. CES + AT&T Global Business leadership onboarding meeting took place on March 1, 2023. Offerings can be summarized in Physical & Cybersecurity → 3 categories:
  - a) School Safety Bundle
  - b) Managed Wireless WAN (sm. Black box w 2 SIM cards, larger units on tripods, tower mount, etc.)
  - c) RansomWare Protection



## Calendar of Events

- |  |  |
|--|--|
| <p>4/1 April Fool's Day</p> <p>4/4 TAP – Exit Planning for Students in Maximum Support Settings</p> <p>4/5 TAP – Guiding Principles for Understanding Student Behavior</p> <p>4/6 TAP – Educators Resources for Individuals with Autism Spectrum Disorders &amp; Other Disabilities: EXECUTIVE FUNCTIONING SKILLS Part 1</p> <p>4/7 Governor's Deadline for Legislative Bill Signing</p> <p>4/7 Good Friday</p> <p>4/9 Easter</p> <p>4/11 NMSBA Spring Region I Meeting - Gallup</p> <p>4/11-13 NMSBO/PED Spring Budget Workshop - Albuquerque</p> <p>4/12 NMSBA Spring Region IV Meeting – Los Lunas</p> <p>4/12 TAP – Understanding Attention Issues</p> | <p>4/13 TAP – Transition Planning and Program Development</p> <p>4/17 NMSBA Spring Region III Meeting – Santa Rosa</p> <p>4/18 NMSBA Spring Region VII Meeting – Las Cruces</p> <p>4/18 TAP – Cultivating Resilience with Social Emotional Learning by Using Structured Self-Questioning Framework</p> <p>4/20 TAP – Educators Resources for Individuals with Autism Spectrum Disorders &amp; Other Disabilities: EXECUTIVE FUNCTIONING SKILLS Part 2</p> <p>4/25 TAP: Transitioning to Summer: Behavior Strategies to Help Your Students and Their Parents</p> <p>4/26 TAP – Essentials for Skilled Reading &amp; Spelling: Orthography and Orthographic Mapping</p> <p>4/26 Administrative Professionals Day</p> |
|--|--|

| APRIL 2023 |     |     |     |     |     |     |
|------------|-----|-----|-----|-----|-----|-----|
| 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         |     |     |     |     |     |     |



# C to B Because the Child Turned Three

April 2023

By Cindy Soo Hoo, TAP Consultant

Did you know children with disabilities who enroll in the public schools as preschoolers have likely received services as infants and/or toddlers? The Individuals with Disabilities Education Act (IDEA) Part C provides services for eligible children prior to age three while Part B of IDEA provides services for eligible students ages three through twenty-one.

Enacted in 1986, IDEA Part C defines eligible children as those who have been diagnosed with a disability or those who may be at risk if services were not made available.

*(34 CFR §303.5) At-risk infant or toddler*

*means an individual under three years of age who would be at risk of experiencing a substantial developmental delay if early intervention services were not provided to the individual. At the State's discretion, at-risk infant or toddler may include an infant or toddler who is at risk of experiencing developmental delays because of biological or environmental factors that can be identified (including low birth weight, respiratory distress as a newborn, lack of oxygen, brain hemorrhage, infection, nutritional deprivation, a history of abuse or neglect, and being directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure).*

*(34 CFR §303.21) Infant or toddler with a disability*

*means an individual under three years of age who needs early intervention services because the individual –*

*(1) Is experiencing a developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:*

*(i) Cognitive development*

*(ii) Physical development, including vision and hearing*

*(iii) Communication development*

*(iv) Social or emotional development*

*(v) Adaptive development; or*

*(2) Has a diagnosed physical or mental condition that –*

*(i) Has a high probability of resulting in developmental delay; and*

*(ii) Includes conditions such as chromosomal abnormalities; genetic or congenital disorders; sensory impairments; inborn errors of metabolism; disorders reflecting disturbance of the development of the nervous system; congenital infections; severe attachment disorders; and disorders secondary to exposure to toxic substances, including fetal alcohol syndrome.*

Children under the age of three who have been determined eligible are able to receive a multitude of services at no cost to the parent to address deficits or delays in one or more of the five areas listed above. These areas are addressed through special education and related services similar to those students who are covered by Part B of the Act. They may



include occupational therapy, speech-language pathology services, social work services, family training, counseling and home visits as well as nutrition services, to name a few. The goal is to provide these services in the child's natural environment, as appropriate, and with the involvement of the family.

While Part B of IDEA focuses on the academic, developmental and functional needs of the student in an educational setting, Part C services emphasize the needs of the child and their family. Linking families to resources, providing parents with training to assist them in working with their child and providing them with information about their child's needs are just some of the goals of early intervention services.

Students covered under Part B of IDEA are provided an Individualized Education Program (IEP), which specifies the special education services, related services and other supports the student requires. Children covered under Part C of the Act are provided an Individualized Family Service Plan (IFSP) based on various assessments and evaluations and specifies the services and supports the child is to receive in order to address the deficits and/or delays the child exhibits.

Families of children eligible under Part C are afforded the coordination of services determined necessary for their child. A service coordinator provides case management responsibilities that may include assisting parents in obtaining access to needed early intervention services and other services identified in the IFSP; coordinating evaluations and assessments; coordinating, facilitating, and monitoring the delivery of services to ensure that the services are provided in a timely manner; and facilitating the development of a transition plan to preschool, school, or, if appropriate, to other services.

Just as members of an IEP Team discuss the transition needs of students no later than when the IEP will be in effect when the student turns 14 (in the state of New Mexico), children transitioning from early intervention services to public schools require a Transition Conference. This conference is scheduled, with the approval of the family, not less than 90 days before the child is expected to transition to a public school setting or (at the discretion of all parties) not more than nine months from when the child will turn three. Public school representatives and early intervention service personnel discuss any services the child may require under Part B. The purpose of this transition conference is to ensure a seamless and smooth transition to the public school setting.

Early intervention services are centered on improving outcomes for children and their families. Its focus on the development of infants and toddlers with disabilities address the deficits and delays the child exhibits and may possibly eliminate or reduce the continued need for such services as the child grows. The relationship between Part C and Part B representatives as well as with the parent/guardian of the child is an important one. Having consistent policies and practices in place is essential in ensuring a seamless transition from one agency to the other. This seamless transition will assist parents/guardians in feeling more comfortable leaving the familiarity of Part C services when transitioning to the public school setting.

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

## Ancillary Positions Open

- Adaptive Physical Educator – Region 4
- Ancillary Teacher – Region 4
- Audiologist – Regions 1, 3, 4
- Certified Occupational Therapy Assistant – Regions 2, 4
- Certified Orientation Mobility Specialist – Regions 4, 8
- Diagnostician – Regions 6, 8
- Occupational Therapist – Regions 1, 2, 3, 4, 7
- Physical Therapist – Regions 1, 2, 4, 6
- Registered Nurse – Regions 1, 2, 3, 4
- School Psychologist – Regions 2, 3, 4, 8
- Social Worker – Regions 2, 4, 8
- Social Worker (Regular Education) – Region 2
- Speech/Language Pathologist – Regions 1, 2, 4, 6, 7, 8

## Other CES Openings

- Purchasing Specialist
- LEAP Coach (2)
- Receptionist

Watch for CES job postings on [www.indeed.com](http://www.indeed.com).





## The Reading Room: Tips and Tricks - ORTHOGRAPHY



This month we will be discussing orthography: what orthography is, how does it affect decoding and encoding, and strategies to teach it.

Or-thog-ra-phy - We can see that the word has four syllables. How many morphemes does this word have? If we check on Etmyonline (one of our favorite apps) we see that orthography has two morphemes: ortho - graphy both of which come from the Greek: Orthos - meaning "correct" and graphein meaning "to write".

"Orthography is the art of writing words with proper letters according to standard usage", as defined by the Merriam Webster Dictionary. When we study orthography, we study the conventional spelling of words - for example - when do I use ck, c, or k to spell the /k/ sound? How do I add suffixes to unchanging and changing base words?

That's why we study the spelling rules and letter/sound rules that govern the encoding of English. Orthography also includes English norms of not only spelling but of capitalization, hyphenation, word breaks, emphasis, and punctuation.

Spelling in English can be complex because English also uses Latin, Greek, Spanish, and even French and German orthography, in some cases. However, do not despair because English is actually about 88% predictable! There are many conventions on which we can rely.

Remember to teach orthography/spelling as part of your Structured Literacy lesson using multisensory techniques, explicit and clear instruction and teach concepts incrementally until they are mastered. Research clearly shows that teaching encoding in conjunction with decoding greatly supports and improves both. One can think of decoding as seeing the symbols (letters) and attaching the sounds and encoding as the opposite - hearing the sounds and attaching the letters.

Some General Spelling Rules:

- Teach your students the six syllable types of English - knowing these patterns will help your students with spelling the words - tap, tape (closed syllable to vowel consonant e syllable type)
- Q is always followed by U - squeak, quick
- S never follows X - boxes, taxes
- Every syllable includes at least one vowel
- I before E except after C (most of the time)
- Use -ck directly after a short vowel for the ending /k/ sound
- End 1-syllable words with double F's and L's & S's & sometimes Z (Bonus Letter Rule, Floss Rule)
- No word in English ends in V - shelve, give
- No word in English ends in J (use DGE or G followed E) - fudge, plunge

Adding Suffixes to words:

Keep in mind that there are vowel suffixes and consonant suffixes.

Here are some common vowel suffixes - es, ing, ed, ive, able, en, er, est, ish, or, y

Here are some common consonant suffixes - s, ful, less, ly, ment, ness, ty

Often consonant suffixes can just be added to unchanging base words - shop - shops, hope - hopes. It becomes a bit tricky when adding vowel suffixes to these same words.

If we add the suffix ing to hope, we have hoping. We had to drop the e to add the vowel suffix. If we add that same suffix to shop we have to double the last consonant and we have shopping.

Rule: When adding a vowel suffix to a Vowel Consonant E syllable, drop the E and add the vowel suffix. (safe - safer)

Rule: When adding a vowel suffix to a 1:1:1 word, closed or r-controlled ( one syllable, one vowel, one consonant), double the last consonant. (thin - thinner)

Rule: The letter a often says /aw/ when followed by the letter l (all) and also if the letter w precedes it (water).

Adding suffixes to words ending in y:

Words ending in y have their own set of rules. When you add a suffix that starts with e (such

as *-ed*, *-er*, or *-est*) to a word that ends in y, the y usually changes to an *i*.

Cry - cried, crier

Dry - dried, drier

Baby - babies

Family - families

The y doesn't change for the suffix ing.

Cry - crying

Dry - drying

If the word has two consonants before the y change the y to i.

Sloppy - sloppily

Happy - happily, happier

Resources:

Spelling:

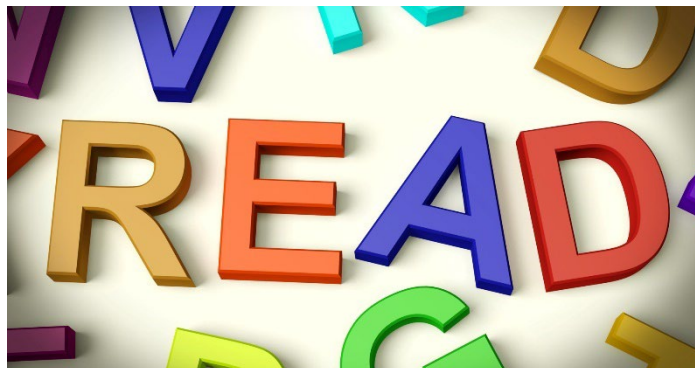
<https://www.readingrockets.org/teaching/reading-basics/spelling>

Punctuation:

[https://www.grammarly.com/punctuation?qclid=CjoKcQjwn9CgBhDjARIsAD15h0CxRzcyL4tmCVCr4\\_4Ub1gnkF7KhQysbbKzpykaEWrVD16-uAIMC4YaArxJEALw\\_wcB&gclsrc=aw.ds](https://www.grammarly.com/punctuation?qclid=CjoKcQjwn9CgBhDjARIsAD15h0CxRzcyL4tmCVCr4_4Ub1gnkF7KhQysbbKzpykaEWrVD16-uAIMC4YaArxJEALw_wcB&gclsrc=aw.ds)

For questions, please contact:

Chris Fox - [cfox@ces.org](mailto:cfox@ces.org), Jessica Powell - [jpowell@ces.org](mailto:jpowell@ces.org)



# Bulletin Board



## 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](mailto:lgarcia@ces.org),

TAP Hotline, 505-985-8454



Cooperative Educational Services

10601 Research Rd SE, Albuquerque NM 87123 (505-344-5470)



# NMASBO

NEW MEXICO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

**April 11-13, 2023**

**Spring Budget Workshop**

**Sandia Resort & Casino Albuquerque, NM**

## 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

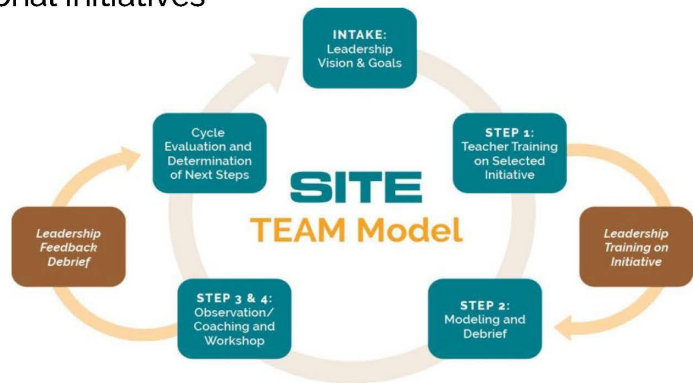
For assistance, please contact:  
**LeAnne Gandy**  
505-344-5470 x146  
[leanne@ces.org](mailto:leanne@ces.org)

## The SITE Approach

- Customized PD with each District/Charter
- High Quality PD and Coaching with Exemplary Consultants with Extensive Experience in the Trenches
- Limited Bureaucratic Red Tape
- Proactive Response to Educational Initiatives
- Long-Term Commitment
- Flexibility

## SITE Goals

- Embrace the **Joy of Teaching**
- Support Quality Instruction
- Improve Student Achievement



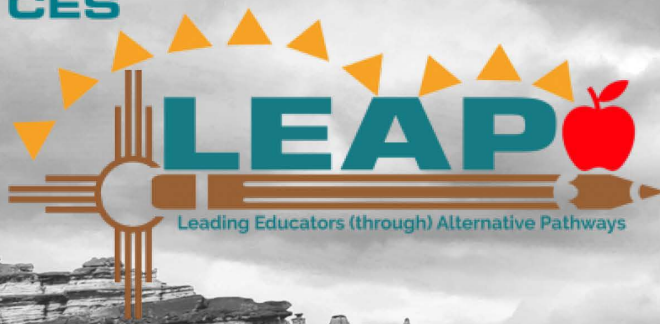
## How is SITE different?

|            |            | OUTCOMES<br><small>(% of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in classroom)</small> |           |                     |                      |
|------------|------------|---|-----------|---------------------|----------------------|
| Typical PD | S.I.T.E PD | TRAINING COMPONENTS   | Knowledge | Skill Demonstration | Use in the Classroom |
| ↓          | ↓          | Theory and Discussion   | 10%       | 5%                  | 0%                   |
| ⊘          | ☀️         | ...+ Demonstration in Training  | 30%       | 20%                 | 0%                   |
|            |            | ...+ Practice & Feedback in Training  | 60%       | 60%                 | 5%                   |
|            |            | ...+ Coaching in Classroom  | 95%       | 95%                 | 95%                  |

Fixsen & Blasé, 2010

Contact Elena Salazar at (505) 344-5470 ext. 136 or [elena@ces.org](mailto:elena@ces.org) for additional information or to schedule an intake meeting.

CES



SCAN ME

*New Mexico's Statewide Teacher Preparation Program for Professionals Seeking an Alternative Licensure Pathway*

**[CESLEAP.org](http://CESLEAP.org)**

**State PPSC Board and NMPED Approved**

- ✓ *K-8 Elementary*
- ✓ *6-12 Secondary*
- ✓ *PreK-12 Special Education*
- ✓ *Dual Licensure*



**LEADERSHIP**

**ENGAGEMENT**

**ACHIEVEMENT**

**PERSEVERANCE**



# Partnered Statewide to Develop Leaders in Education

## LEAP In - 1st Year Level 1A License

- Foundational Teaching
- Acquisition of Reading with Structured Literacy
- Special Education - *Partnered with NMPED SPED & CES TAP*
- Cultural Responsiveness - *Partnered with local New Mexico expertise*
- Content Teaching - *Partnered with CES SITE*
- Mentorship - *Partnered with school district and charters*

## LEAP Forward - Master's Degree Options

- Teaching & Learning
- Special Education
- Partnered with University of the Southwest and Western New Mexico University who award 9-15 credit hours for candidate's LEAP experience and can be applied toward a 30-35 credit hour master's degree.
- Elementary
- Secondary

## Next LEAP - Specialist Certifications

- Dyslexia Practitioner Pilot - *Partnered with NMPED SPED and May Center*
- TESOL Endorsement Pilot - *Partnered with NMPED CLR, ENMU, and NMSU*
- Coming soon as we look for strategic partners - *Modern Classical and Native Languages Endorsement and Elementary Math Specialist*

**LEAP Teachers are Supported in their Preparation in Meeting the Needs of Diverse Classrooms.**

One Year: 270 Curriculum Hours

### Foundational Teaching

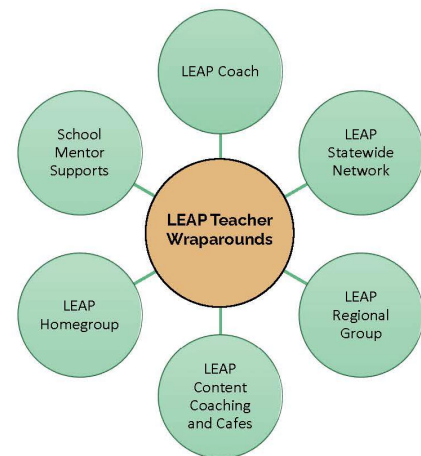
|                      |                |
|----------------------|----------------|
| 80 hrs. Face-to-Face | 40 hrs. Online |
|----------------------|----------------|

### Special Education

|                      |                |
|----------------------|----------------|
| 52 hrs. Face-to-Face | 31 hrs. Online |
|----------------------|----------------|

### Structured Literacy and Reading

|                      |                |
|----------------------|----------------|
| 40 hrs. Face-to-Face | 27 hrs. Online |
|----------------------|----------------|



**"I see a LEAP teacher as someone having the exciting energy of a first-year teacher AND the ability of a tenured educator."**

- Albuquerque Public Schools Principal



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