



Simplify procurement.
Maximize results.



How CES' Human Resources Serves Members

Many CES members use our ancillary services through contractual agreements that place ancillary employees in their schools. From Speech Language Pathologists to Diagnosticians, over 200 instructional support licensed specialists are properly screened and hired to become employees of CES that serve the students of New Mexico.

Since 2021 and the start of the HB 128 2021, as all school districts have had to comply with the new law, CES is no exception. Compliance has been the focus along with development of a process that meets the law with CES' unique structure. I think we all can agree: the use of technology and electronic forms was widely experienced during the pandemic. That practice thankfully continued as we embarked on a statewide – or even nationwide – system to track previous employment information, as HB 128 2021 requires.

In 2025, CES completed a desktop audit with POMS, to determine our compliance with HB 128 2021, and of course to receive a discount on our liability insurance, which option other entities may have

CES MEMBER NEWSLETTER August 2026

- Feature Articles
- Calendar of Events
- Purchasing News
- Order Corner
- Construction Corner
- Additional Articles
- CES Job Opportunities
- Bulletin Board
- CES Contacts

received, as well. The result was educational and served as a baseline upon which to improve. Now in true transparency, CES learned a lot! The findings will be shared in this article.

In October 2025, a follow-up with POMS occurred to review the audit and I recall vividly one of the questions that was asked. “If an employee that is placed at a school site suspects another school employee is abusing or being inappropriate with a student, who should that employee report that to?” First response was, instinctively, “CYFD.” That seemed like a no-brainer for a former High School Counselor in the early 1990s. That is the wrong answer. The guru with POMS stated, “no, and here’s why.” CYFD has no authority over an adult that works in a school setting. The correct answer is the Superintendent of the school district or the department (HB 128, 2021, pg. 2), and department is referring to the NM Public Education Department. In the event one is working at a Charter School, the Director

of the Charter School will be the authority to whom the report will be made.

Now my first instinct to call CYFD would still stand if the scenario was that the school employee suspected abuse, any type of abuse, when the suspected perpetrator is NOT a school employee. This is *New Mexico's "Duty to Report Child Abuse and Child Neglect" law (32A-4-3), which states that every person who knows or has reasonable suspicion that a child is being abused or neglected in New Mexico must report the matter immediately to CYFD's Statewide Central Intake child abuse hotline (1-855-333-SAFE [7233] or #SAFE from cell phone), or to law enforcement and/or the appropriate tribal entity.*

I tested this with former educators, since retired, and I asked the same question asked by me, "if an employee of the schools suspected another school employee was abusing or being inappropriate with a student, who should that school employee report that to?" and invariably the answer was CYFD. Perhaps this response reflects their time-honored understanding of mandatory reporting requirements, which took effect in 1993. When I shared with them that it would be the Superintendent, they then seemed to

understand, especially when I further explained that CYFD doesn't have authority over employees of a school district and the Superintendent does, HB 212 provides that authority. In addition, the actions a Superintendent must take when such a report is received are to "...immediately transmit to the department by telephone the facts of the report and the name, address and telephone number of the reporter. The superintendent shall transmit the same information in writing within forty-eight hours (HB128, 2021. Pg.2). I would recommend all member Superintendents and Charter School directors review HB 128 2021 as the new school year begins and be prepared for the new school year.

Our audit with POMS provided our discount but most importantly moved us to align our Ancillary Handbook with the HB 128 2021 differences in reporting and be more explicit with our employees in sharing the differences in which they need to report any suspicion of abuse or ethical misconduct by a school employee. Most importantly it provided New Mexico students a safer place to learn.

*Submitted by Yvonne Tabet
CES Director of Human Resources*

Back-to-School Message from CES

As a new school year begins across New Mexico and beyond, all of us at **Cooperative Educational Services (CES)** would like to extend our sincere appreciation to our **JPA members, participating entities, procurement partners and vendors, educators,**

administrators, and CES staff for your continued trust, collaboration, and support.

The start of a school year is always a time of renewed energy, opportunity, and commitment to serving students and communities. At CES, we are proud to stand alongside our members as a trusted partner, helping schools, municipalities,

counties, higher education institutions, and public agencies access the services, programs, and resources they need to succeed.

This past year has been one of continued growth and innovation. CES has expanded its cooperative purchasing services, strengthened member support systems, enhanced technology infrastructure, and continued to develop new tools designed to make procurement and administrative processes more efficient for our members. Current strategic initiatives include the continued development of the **TORQ procurement platform**, technology modernization efforts, expanded training opportunities, enhanced vendor engagement, and ongoing efforts to improve customer service and member support.

Our educational programs continue to make a positive impact across New Mexico. Through leadership development, educator support, ancillary services, and professional learning opportunities, CES remains committed to strengthening school systems and improving outcomes for students. We are also excited to continue expanding partnerships and exploring innovative solutions that help our members meet emerging challenges while maximizing resources.

To our **JPA members** and **participating entities**, thank you for the confidence you place in CES. Your participation makes our cooperative stronger and allows us to leverage purchasing power, create cost savings, and deliver value across the state.

To our **vendors and procurement partners**, thank you for your commitment to serving our members. Your expertise, responsiveness, and dedication help make CES contracts successful and provide our members with quality products and services. Strong vendor partnerships remain essential to fulfilling our mission and supporting the communities we serve.

To our remarkable **CES staff**, thank you for your tireless efforts, professionalism, and passion. Whether supporting procurement, educational programs, member services, technology initiatives, ancillary services, finance, communications, or operations, your work directly contributes to the success of our members and the students they serve every day.

As we enter this new school year, CES remains focused on innovation, service excellence, and strengthening relationships throughout New Mexico and our growing network of partners. Together, we will continue building opportunities, solving challenges, and supporting the success of the communities we serve.

On behalf of the CES leadership team and Board of Directors, thank you for your continued partnership and support of **your New Mexico Cooperative**. We look forward to another successful year of collaboration, growth, and impact. **Best wishes for a productive and successful school year!**

David Chavez
Executive Director
CES

CALENDAR OF EVENTS

8/4 US Coast Guard Birthday
 8/25 CES Fall Regional Meeting - I Aztec
 8/25-28 NMML Annual Conference
 8/27 CES Fall Regional Meeting – II Penasco

August						
S	M	T	W	T	F	S
						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					

PURCHASING NEWS

- 1) **Contract Extensions:**
 Follett Software /19-05N-C201-ALL Applications Software for Microcomputer Systems
- 2) **Name Changes/Change of Ownership:**
 None
- 3) **New Contract Awards:**

RFP	Awardee	Contract Number
2026-18 <i>Above Ground Fuel Storage Tanks, Fuel Dispensing Pumps, Sales, Installation</i>	D&R Tank Company	2026-18-C111-ALL

4) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2027-01	<i>Design Professionals</i>	7/1/26	7/27/26	8/17/26
2027-02	<i>Professional Development and Specialized Training for School Districts</i>	7/1/26	7/27/26	8/17/26
2027-03	<i>Indoor/Outdoor Scoreboards, Marquees, Message Boards, Street and Building Signage</i>	7/1/26	7/27/26	8/17/26
2027-04	<i>Solar Power Consulting, Design, Engineering, Installation and Related</i>	7/1/26	7/27/26	8/17/26

ORDER CORNER

POs Should Include NMGR

When you accept a quote from a CES vendor, make sure they have included NM Gross Receipts Tax if applicable, which should also appear on your PO. This will help eliminate any ordering problems early and payment problems to the vendor later. Also, for a construction project, be sure to check that they have included the

cost of bonds for all projects \$25,000 and over. Again, not having these costs included on their quote and your PO will more than likely cause delays.

If you are a public school or local public body, you should not owe Gross Receipts Tax on purchase of personal property. However, when services are purchased (AND "construction materials"), NMGR will be owed.

Construction & Trades Quotes/POs

With the recent award of about 700 contracts for construction and trades, we anticipate facing a period of learning by our newly awarded Procurement Partner vendors. While we have seen continuous improvement, there may be a blip of challenges during which your assistance

in ensuring that vendors provide correctly formatted quotes with all necessary content will be crucial.

When ordering construction services under a "Gordian" or "RS Means" contract, it's important to expect quotes in the proper format. If a vendor submits a "letterhead quote," processing will be delayed. Our vendors are aware of these

SAMPLE GORDIAN QUOTE




Job Order Contract
Price Proposal Summary - CSI
 Date: June 27, 2022
 Contract Number: 2020-11N-G-102-56
 Job Order Number: 220522-2-00
 Job Order Title:
 Contractor:
 Proposal Value: \$431,761.12
 Proposal Name:
 Detailed Scope: Will be cleaning surface "existing hot mix", applying seal coat on top of existing surface some striping as well.

Category - 01 - General Requirements: \$27,837.72
Category - 32 - Exterior Improvements: \$404,223.40
Proposal Total \$431,761.12

This proposal total represents the correct total for the proposal. Any discrepancy between line totals, sub-totals and the proposal total is due to rounding of the line totals and sub-totals.

The Percent of NPP on this Proposal: 0.00%

Job Order Contract
Price Proposal Detail - CSI
 Date: June 27, 2022
 Contract Number: 2020-11N-G-102-56
 Job Order Number: 220522-2-00
 Job Order Title:
 Contractor:
 Proposal Value: \$431,761.12
 Proposal Name:
 Adjustment Factor(s) Used: 1.0000 No Adjustment, 1.2755 NMGR Reg State Wage Rates (Outside Tribal Land) > \$60,000

Item	CSI Number	Unit	QTY	Description	Unit Price	Factor	Total
1	01-32-10-00000	EA	1	New Mexico Gross Receipts Tax - "None by County"			\$27,837.72
							Subtotal for CSI - 01 - General Requirements: \$27,837.72
2	01-32-10-00000	EA	1	Installation	27,837.72	1.0000	\$27,837.72
							Subtotal for CSI - 32 - Exterior Improvements: \$27,837.72
3	32-17-13-00000	LF	18,900.00	Single 4" Wide Solid Line, Painted Pavement Striping For Parking Areas	\$2.42	1.2755	\$16,627.28
							Subtotal for CSI - 32 - Exterior Improvements: \$16,627.28
							Proposal Total \$431,761.12

SAMPLE JOC-CORE (RS MEANS) QUOTE

GORDIAN Link Order Contracting Core

Price Proposal - Cooperative Educational Services - JOC General Contract 2021
This proposal was prepared exclusively for Cooperative Educational Services

Job Number: 0102
 Job Name:
 Contractor:
 Date Created: 07/13/2022
 Last Update: 07/13/2022
 Proposal Value: \$14,000.00
 Construction Payment Grouping: Year 0000 Quarter 1 - LARS CRUCES, NM

Summary By Division

Division	Line Total
01 General Requirements	\$019.01
10 Specifications	\$0,010.00
21 Earthwork	\$2,017.99
32 Exterior Improvements	\$0,750.00

Non-Proprietary Items

Item Name	Division	QTY	Unit Price	Factor	Line Total
01 General Requirements	01	1.000000	\$019.01	1.0000	\$019.01
10 Specifications	10	10.000000	\$07.50	1.2075	\$0,750.00
21 Earthwork	21	20.000000	\$10.09	1.2075	\$2,017.99

Detailed Price Proposal

S.P.	Division	Line Item #	Unit	QTY	Description	Unit Price	Factor	Total
1	General Requirements	Non-Proprietary	EA	1.000000		\$019.01	1.0000	\$019.01
2	Specifications	Non-Proprietary	EA	10.000000	Installation of Concrete Curbs	\$07.50	1.2075	\$0,750.00

CONSTRUCTION CORNER

Construction Pricing with CES

CES vendors (especially construction vendors) all too often lack an understanding of a part of the CES RFP that addresses pricing as a part of their contractual Terms and Conditions. The results are that they may overprice their cost proposals to the members, and the members may not realize that they can request cost correction before issuing a purchase order.

Vendors, when submitting a proposal to CES' RFP, guarantee that the price being quoted to the member will be lower than any other way the member might make the same purchase from them.

If a vendor issues a non-CES quote to a member, and then the member indicates that they want to use the CES contract, the vendor must be at or below the already-

quoted price with their CES-based quote. If their approved construction factor brings the price in at a higher amount, then the vendor should expect to provide additional discounting in the Non-Pre-Priced section of their cost proposal so that their quote (for the identical job/project) remains at or below their originally quoted price.

If this is not happening in any specific instance, the member should contact their CES regional manager with documentation to illustrate the problem. The regional manager will work with the member and vendor to resolve the situation before the purchase order is processed by CES.

Your CES Regional Managers are:

Paul Benoit, Regions 1-5

paul@ces.org

Jim Barentine, Regions 6-8 + Socorro, Magdalena, & Quemado

jim@ces.org

ADDITIONAL ARTICLES

New Mexico's Teacher Shortage Is a Systems Puzzle

For the past nine years, I have viewed New Mexico's educator preparation landscape from multiple vantage points: as a teacher, school administrator, higher education leader, and now Director of LEAP at CES. Across those roles, I have

encountered the same truth: districts are working urgently to staff classrooms, strong candidates are slowed by avoidable barriers, and schools are carrying needs greater than current systems were built to support.

New Mexico must think beyond recruitment alone. We do not simply need *more* teachers entering the profession; we need a stronger educator development system—one that prepares people well, supports them meaningfully, and builds leadership and accountability at every level. Strong schools are built by educators who are prepared, supported, and led with urgency and purpose.

At CES, I have spent the past four years working with more than 60 districts statewide to prepare an average of 185 new teachers each year for Level 1 licensure through LEAP. Previously, I directed teacher education at San Juan College in northwestern New Mexico. My career began in classrooms and continued into school leadership, with experience in Virginia, Washington, D.C., and Beijing. Each chapter has deepened my conviction that lasting school improvement begins with serious investment in the people who serve students every day.

The scale of the challenge makes this investment urgent. New Mexico's public education system includes 89 traditional districts, nearly 100 public charter schools, and additional entities serving rural, tribal, and urban communities, including Bureau of Indian Education and tribally controlled schools. Across settings, schools face persistent recruitment and retention challenges, with hundreds of reported teacher vacancies and acute needs in special education and elementary education. These numbers represent classrooms working to maintain stability, support students consistently, and meet community needs across the state.

Too often, teacher preparation is treated as a recruitment problem, when New Mexico is facing a system problem. Shortages cannot be solved if licensure is difficult to navigate, preparation is disconnected from today's classrooms, mentoring is uneven, retention is overlooked, leadership pathways are limited, policies are inconsistent, and data does not help districts make timely decisions. The solvable problem is not simply how to bring more people into teaching; it is how to build a responsive system that prepares, supports, retains, and grows educators after they enter the profession. What happens *after entry* determines whether schools grow stronger.

LEAP helps meet that need. As an 11-month alternative licensure program, LEAP prepares candidates who bring content expertise, professional experience, and a clear commitment to students. Its purpose is not to replace traditional educator preparation, but to strengthen the larger system by widening access while maintaining rigor. Through CES, this work remains responsive to district needs across urban, rural, and remote communities because educator preparation is strongest when it reflects local realities.

No single program, institution, or pathway can meet New Mexico's needs alone. The future of educator preparation depends on stronger alignment among districts, preparation programs, the NM Public Education Department, the NM Higher Education Department, and partners committed to the public good. It also depends on reliable licensure, certification, teacher supply, and turnover data so districts

can plan before shortages become crises.

CES is positioned to support the full arc of educator development, from initial licensure into school leadership and beyond. That statewide reach matters. The profession is strengthened when teachers, principals, and district leaders grow within a connected system.

In New Mexico, this work carries moral urgency. Many students face challenges beyond academics, including poverty, housing and food insecurity, mobility, multilingual learning demands, and uneven access to strong curriculum in the language they need. These realities require educators who are not only qualified, but deeply prepared educators with the skill, steadiness, and commitment to lead classrooms rooted in care, excellence, and community.

After a career in schools, higher education, and educator preparation, I have learned that policy and program design matter, but people matter *most*. Commitment to students cannot be built by mandate or renewed with every leadership transition. It is sustained by educators who choose, day after day, to invest in children, families, communities, and one another in ways that honor the public trust.

Our responsibility is to build systems worthy of that commitment.

When New Mexico removes unnecessary barriers, strengthens collaboration and accountability among agencies, and supports multiple high-quality pathways into the profession without lowering standards, we create the conditions for educators—and students—to thrive. That is the work before us: building a system that meets the urgent demand for teachers and school personnel while remaining deeply human and fully in service of families and communities deserving of our very best.

About the Author

Alexis Esslinger, LEAP's Program Director, has led Cohorts 4-7 and will launch Cohort 8 in late July while supporting twelve instructional coaches. She holds degrees in Elementary Education, Special Education, and School Leadership. LEAP, offered through Cooperative Educational Services, is an 11-month cohort and alternative licensure program beginning each July. It supports participants from CES members, partners, and affiliates statewide through personalized coaching and dual-licensure options in general and special education. For more information, visit www.cesleap.org or contact alexis@ces.org.

New USDA Dietary Guidelines for Americans Emphasize “Eat Real Food” with Updated Pyramid

In January 2026, the U.S. Departments of Agriculture (USDA) and Health and Human Services (HHS) released the Dietary Guidelines for Americans,

2025–2030. This edition marks a notable shift in federal nutrition policy, delivering a straightforward message to consumers: Eat Real Food. For the first time in 25 years, the guidelines speak directly to the public while continuing to inform federal nutrition programs, school meals, and policy.

The guidelines address a national health challenge. Chronic diet-related conditions affect a large share of the population, with data showing high rates of overweight, obesity, prediabetes, and other issues linked to dietary patterns heavy in highly processed foods. The new recommendations prioritize whole, nutrient-dense foods and aim to reduce reliance on items high in added sugars, refined carbohydrates, and additives.

Core Principles of the 2025–2030 Guidelines

The overarching guidance encourages Americans to build meals around real, minimally processed foods that are recognizable in their natural forms. Key focuses include:

- **Prioritize Protein at Every Meal:** High-quality proteins from both animal and plant sources form a foundation. Recommendations include eggs, poultry, seafood, red meat, beans, lentils, nuts, seeds, and soy. The target is 1.2–1.6 grams of protein per kilogram of body weight daily, adjusted for individual needs. Cooking methods like baking, broiling, roasting, or grilling are preferred over deep-frying.
- **Include Full-Fat Dairy:** When choosing dairy, opt for full-fat options without added sugars.

These provide protein, healthy fats, vitamins, and minerals. The suggested intake is about 3 servings per day in a 2,000-calorie plan.

- **Eat Vegetables and Fruits Throughout the Day:** Aim for a variety of colorful, whole produce. Guidelines suggest 3 servings of vegetables and 2 servings of fruits daily (for a 2,000-calorie diet). Fresh, frozen, dried, or canned options with minimal added sugars work well. Flavor with herbs, spices, or salt rather than sugary sauces.
- **Incorporate Healthy Fats:** Sources include those naturally present in meats, seafood, eggs, full-fat dairy, nuts, seeds, olives, and avocados. Olive oil, butter, or beef tallow are options for cooking.
- **Focus on Whole Grains:** Choose fiber-rich whole grains like oats or rice, limiting refined options such as white bread or packaged snacks. Target 2–4 servings daily, depending on calorie needs.

Additional advice includes staying hydrated with water or unsweetened beverages, limiting alcohol, keeping sodium under 2,300 mg per day for most adults (with adjustments for children and active individuals), and minimizing highly processed foods, added sugars, and non-nutritive sweeteners.

One meal should contain no more than 10 grams of added sugars, where possible.

The New “Eat Real Food” Pyramid

A refreshed visual guide (an inverted food pyramid) accompanies the guidelines. Unlike earlier versions that placed grains at the base, this one places protein, dairy, healthy fats, vegetables and fruits at the wide top, with whole grains at the narrower base. This design visually reinforces the prioritization of nutrient-dense real foods while treating grains as a supporting element.

The pyramid serves as an accessible tool for families, educators, and communities. It highlights everyday foods like steak, salmon, eggs, full-fat milk, broccoli, carrots, apples, and oats, encouraging balanced plates built from these foundations. Resources, including a daily servings guide by calorie level, are available at realfood.gov.



Implications for New Mexico Communities

New Mexico’s diverse population, including rural areas, Indigenous communities, and school districts

served by cooperatives like AEPA CES, stands to benefit from these updates. Local agriculture—known for chiles, beans, corn, beef, and dairy—aligns well with the emphasis on real foods from farmers and ranchers. Educators and program administrators can use the guidelines to strengthen school meal programs, wellness initiatives and community nutrition efforts.

The focus on reducing highly processed items may encourage more home cooking, school gardens, and procurement of local produce. This supports not only health but also New Mexico’s agricultural economy. Families can adapt the pyramid to cultural preferences by incorporating traditional foods like beans, squash, and lean meats in balanced ways.

Practical tips for implementation include:

- Building plates with protein and vegetables as the main components.
- Choosing whole fruits over juices.
- Reading labels to limit added sugars and ultra-processed snacks.
- Planning meals that fit individual calorie needs based on age, activity, and health status.

Looking Ahead

The 2025–2030 Dietary Guidelines represent an evolution grounded in current nutrition science, with a clear call to return to foundational eating patterns. By focusing on real food, they aim to reduce the risk of chronic disease and promote lifelong health. Professionals in nutrition, education,

extension services, and community programs play a key role in translating these recommendations into actionable steps for New Mexico residents.

For full details, visit realfood.gov or download the guidelines PDF. As communities review summer programs and plan for the school year, these resources offer a timely framework for promoting healthier eating habits across all ages.



Contributed by Dr. Michelle Lombardo, President of The OrganWise Guys Inc.

To learn more about how to bring this message to New Mexico's children and families, visit www.organwiseguys.com or [click here](#) to schedule a short Zoom with Dr. Lombardo.

JOB OPPORTUNITIES AT CES

Current CES Ancillary Openings can be seen by accessing this QR code:



CES regularly employs both full-time and part-time for placement around New Mexico:

- Adaptive Physical Educators
- Ancillary Teachers
- Audiologists
- Behavior Management Specialists
- Certified Occupational Therapy Assistants
- Certified Orientation Mobility Specialists
- Diagnosticians
- Diagnosticians - Bilingual
- Occupational Therapists
- Physical Therapists
- Psychiatrists
- Psychologists
- Recreational Therapists
- Registered Nurses
- Rehabilitation Counselors
- School Psychologists
- Social Workers
- Speech/Language Pathologists
- Teachers for the Deaf & Hard of Hearing
- Teachers for the Visually Impaired

Other CES Openings:

- Professional Services Staff

Also watch for CES job postings on www.indeed.com.

BULLETIN BOARD

Educational Articles, provided monthly by the CES TAP program, will resume in September.

House Bill 456, effective 6/20/2025, increased the limits for Job Order Contracting (JOC) and Architectural and Engineering (A&E) services. The single PO limit for JOC services is now \$7 million, and the single PO amount for A&E services is \$2 million. These updated limits provide more flexibility to use CES contracts for these services, so please keep CES in mind for projects within these limits. If you have any questions or would like more information, feel free to reach out to any of us at CES.



Fall Conference

2026 Fall Conference

When: **September 16-18, 2026**

Where: **Embassy Suites Albuquerque**

Address: **1000 Woodward Pl NE, Albuquerque, NM 87102**

Attendee Registration opens August 11, 2026

Licensure credit/CE hours will be given for all of the sessions attended during this training.





SPECIAL EDUCATION CAPACITY PATHWAY

DISTRICT NEED

Amid persistent Special Education (SPED) staffing shortages districts are working to strengthen building-level expertise, elevate instructional quality, and develop sustainable leadership capacity.

CES LEAP SOLUTION

LEAP offers a sustainable solution by leveraging experienced educators already serving within district schools onto teams needing support and leadership and by driving change around Special Education licensure in our schools. Providing a differentiated pathway that allows districts to support current Level 2 and Level 3 licensed teachers in adding Special Education PK-12 NM licensure.

HOW DISTRICTS IMPLEMENT THE PATHWAY

Districts hand-select effective general educators with a Level 2 or 3 license to participate in our LEAP C8 cohort. Participants transition into Special Education site-based roles at the year start remaining anchored in district schools to further grow and support a pathway of district GYO.

DISTRICT IMPACT

CES LEAP develops building-level SPED expertise and instructional leadership within districts, strengthening and stabilizing SPED teams. The pathway refreshes the skills and instructional toolboxes of experienced educators while building internal capacity and improving continuity of services for students with disabilities.

A strategic approach for districts to enable experienced Level 2 and 3 licensed educators to obtain Special Education NM licensure.

What sets CES LEAP SpEC apart?

- Differentiated to recognize and capitalize on educator experience
- Action Research Plan replaces traditional licensure portfolio and aligns to site-based needs
**Candidates must pass Praxis*
- Coaching and coursework are calibrated to build and connect special education experience and knowledge with an educators prior expertise.

FOR DISTRICT PARTNERSHIP DISCUSSIONS, CONTACT: ALEXIS ESSLINGER | ALEXIS@CES.ORG



Plan NOW to join this elite group!

Momentum

for educational leaders

Facilitator Coaches:

Evan Edwards

Michele McWilliams

WHAT YOU WILL GET:

- Network with educational leaders across the state of New Mexico
- 40+ hours of professional development
- Grapple with real issues in real time
- Grow your leadership skills
- Reflect as a transformational leader
- Meet with your personal executive coach once monthly for deeper insights

2026-2027

10 Virtual Sessions
plus personal executive coaching





LEADERSHIP IS A JOURNEY!

Momentum helps you move forward, build confidence, and lead with vision

Dates:

Virtual from

8:30am - 11:00am

August 25, 2026

September 9, 2026

October 20, 2026

November 17, 2026

January 26, 2027

February 16, 2027

March 16, 2027

April 20, 2027

May 11, 2027

Register today!
Scan the QR Code Below.



Have questions? Email us at
leadershipdevelopment@ces.org

Procurement | Ancillary | Professional Services | NMREAP

www.ces.org

Aspiring Superintendents Academy

Develop the real-world skills to lead school districts where every child is supported and prepared to thrive in school and succeed in the future.

The role of the superintendent has never been more complex — or more important. New Mexico school districts require leaders who can respect diverse cultures, navigate challenges with vision, and inspire teams to create transformative learning experiences for every child. CES's Aspiring Superintendents Academy is your opportunity to prepare for this leadership role. Our highly interactive programs are designed to equip you with the practical skills, innovative strategies, and forward-thinking mindset needed to lead student-centered, future-driven school districts!

Applications are now being accepted
for ASA's 2026–27 academies!
Apply at www.ces.org/leadershipdevelopment





Instructional Coaching Conference Level 2

Facilitator Coach:

Michele McWilliams, M.Ed., PCC, ACTC

OUTCOMES FOR PARTICIPANTS:

- Build Trust and Safety with clients including difficult clients
- Analyze the International Coaching Federation coaching competencies
- Continue to enhance and practice powerful coaching skills
- Prepare for coaching sessions that result in teachers changing their practices for better student outcomes.
- Continue to move teachers to stronger practices for student outcomes

Nov. 2 & 3, 2026

To be held at CES

CES CONTACTS

Mohamed Al-Hussaini
Procurement & Contract
Specialist
Email: mohamed@ces.org
Phone: Ext 128

Kim Alvarado
Purchasing Specialist
Email: kalvarado@ces.org
Phone: Ext 137

Brian Baca
HR/Special Ed Specialist
Email: bbaca@ces.org
Phone: 505.910.9997

Jim Barentine
NM Southern Services Mgr,
Social Media Services
Email: jim@ces.org
Phone: 575.646.5965

Kelly Bassham
Financial Specialist (AP)
Email: kelly@ces.org
Phone: Ext 135

Mathew Bayhan
IT Specialist
Email: mathew@ces.org
Phone: Ext 152

Paul Benoit
NM Northern Services Mgr,
REAP Services
Email: paul@ces.org
Phone: 575.562.2922

Steve Brown
ID East Svcs Manager
Email: sbrown@ces.org
Phone: 208.604.2138

Kimberly Buckner
Purchasing Specialist
Email: kbuckner@ces.org
Phone: Ext 131

Mandy Cardiel
Purchasing Specialist
Email: mcardiel@ces.org
Phone: Ext 147

Marisol Carrasco
Leadership Admin Assistant,
Social Media Assistant
Email: mcarrasco@ces.org
Phone: 575.390.6231

David Chavez
Executive Director
Email: dchavez@ces.org
Phone: Ext 109

Katherine Densmore
Purchasing Specialist
Email: katherine@ces.org
Phone: Ext. 148

Katie Effert
Executive Admin Assistant
Email: katie@ces.org
Phone: Ext 127

Alexis Esslinger
LEAP Director
Email: alexis@ces.org
Phone: Ext 139

Drew Evans
ID West Svcs Manager
Email: devans@ces.org
Phone: 208.899.5537

LeAnne Gandy
Leadership Development
Program Director
Email: leanne@ces.org
Phone: 575.704.9904

Loretta Garcia
TAP Director
Email: lgarcia@ces.org
Phone: 505.985.8454

Mason Goold
UT North Svcs Manager
Email: mgoold@ces.org
Phone: 801.664.0742

Peggy Green
UT South Svcs Manager
Email: pgreen@ces.org
Phone: 435.327.1693

Norma Henderson
Finance Manager
Email: norma@ces.org
Phone: Ext 104

John King
Construction Analyst (N)
Email: jking@ces.org
Phone: Ext 150

Jenny Malvern
Purchasing Specialist
Email: jmalvern@ces.org
Phone: Ext 134

Yolanda Mares
Purchasing Specialist
Email: ymares@ces.org
Phone: Ext 120

Doug Marshall
IT Director
Email: dmarshall@ces.org
Phone: Ext 114

Margaret Mikelson
Finance Specialist
Email: margaret@ces.org
Phone: Ext 126

Kim Mizell
SITE Director
Email: kmizell@ces.org
Phone: Ext 136

Monica Myers
Business Office Admin
Assistant
Email: monica@ces.org
Phone: Ext 145

Bertha Ochoa
Purchasing Specialist
Email: bertha@ces.org
Phone: Ext 123

Thad Phipps
Construction Analyst (S)
Email: thad@ces.org
Phone: 575.308.3193

Lianne Pierce
Director of Ancillary
Email: lianne@ces.org
Phone: Ext 103

Julie Ponce
Purchasing Specialist
Email: julie@ces.org
Phone: Ext 106

Jeanne Rayburn
Office Assistant/Reception
Email: jeanne@ces.org
Phone: Ext 101

Lisa Romo
Procurement & Contract
Specialist
Email: lromo@ces.org
Phone: Ext 129

Gustavo Rossell
Procurement Director
Email: gustavo@ces.org
Phone: Ext 117

Teresa Salazar
Chief Operations Officer
Email: teresa@ces.org
Phone: Ext 149

Angelina Sandoval
Ancillary Admin Assistant
Email: angelina@ces.org
Phone: Ext 119

Ilene Sandoval
Finance Specialist (AR)
Email: ilene@ces.org
Phone: Ext 122

Kara Scheib
Lead Purchasing Specialist
Email: kara@ces.org
Phone: Ext 125

Kelley Scheib
Financial Specialist (Payroll)
Email: kelley@ces.org
Phone: Ext 107

Robin Strauser
Chief Financial Officer
Email: robin@ces.org
Phone: Ext 108

Yvonne Tabet
Human Resources Director
Email: yvonne@ces.org
Phone: Ext 113

Angela Valadez
Procurement Admin Asst
Email: avaladez@ces.org
Phone: Ext 116

Anita Valencia
Purchasing Specialist
Email: anita@ces.org
Phone: Ext 110

Joe Valencia
Procurement & Contract
Specialist
Email: joe@ces.org
Phone: Ext 124

Misty Wade
LEAP Admin Assistant
Email: mwade@ces.org
Phone: Ext 144

Valerie Yoakum
Ancillary Admin Assistant
Email: valerie@ces.org
Phone: Ext 111