



Simplify procurement.
Maximize results.



CES MEMBER NEWSLETTER

September 2026

Coming This Fall: A Fresh New CES Bluebook Experience

A simpler sign-in, smarter vendor search, and a clearer path from contract to order are arriving in Fall 2026.

A Simpler Way In

Creating a Bluebook account will be quicker and easier. New users will enter only their first and last name, email address, and an optional mobile number before accepting the terms and selecting **Register**. Although a mobile number is not required, adding one provides another way to access the account if email becomes unavailable.

Returning users can also say goodbye to passwords. Simply enter the email address connected to the account and select **Sign In** to receive a one-time verification code. Users who have registered a mobile number may choose to receive the code by text instead—an especially convenient option for staff working in the field.

For added privacy, Bluebook displays email addresses and phone numbers in a partially masked format. After selecting a delivery method, enter the code and click **Verify** to continue directly into the

- Feature Articles
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- Order Corner
- Construction Corner
- Educational Articles
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- Bulletin Board
- CES Contacts

system. If the code does not arrive promptly, a resend option will appear after a short wait.

Security Reminder: CES will never call and ask you to read a verification code aloud. If someone requests your code, do not share it and treat the call as suspicious.

Finding the Right Vendor

The refreshed vendor directory brings every approved vendor into one searchable grid. Each vendor card includes the company logo and name, along with expandable sections for **Vendor Bio** and **Vendor Categories**. Users can also see the number of active contracts and select **View Contracts** for more information. Page controls make it easy to adjust how many results appear at one time.

For procurement teams, the Vendor Categories section is especially valuable

because it shows exactly what each vendor is approved to provide. Categories may include Small Business, Women-Owned Small Business, Architects, Construction Services, General Construction, Asphalt and Paving, and more. Matching the purchasing need to an approved category early helps keep the process moving smoothly.

From Contract to Order

Each vendor's contract page begins with a helpful snapshot of the vendor's location, active contract count, and years of service. Individual contract cards organize information under **Categories**, **Details**, and **Contacts**. Depending on the type of contract, users can select **Begin Direct Purchase** or **Begin Traditional Managed or Traditional Unmanaged** to start an order.

Opening a contract reveals the complete record, including the contract number, approved categories, scope language, vendor representative and email, and supporting files. Certificates of insurance, W-9s, pricing documents, price agreements, and executed contracts are all available in one convenient location, making it easier to assemble a complete procurement file.

Selecting the Right Order Type

PSFA Funded Project — A purchase paid through Public School Facility Authority funding and subject to additional state reporting requirements. This funding is for public and charter schools only.

Blanket PO — An open purchase order used for repeat purchases over time rather than a single transaction.

Change Order — A modification to an existing purchase order involving quantity, scope, or price.

Fiscal Rollover PO — An open purchase order carried from one fiscal year into the next.

After choosing the applicable order type, users can add special instructions in **Order Notes**, select member contacts to receive communications, and upload the purchase order, quotes, and other supporting documents. A summary panel confirms the member, vendor, and contract information and includes a reminder to add applicable taxes before submission.

What It Means for Your Team

The updated CES Bluebook is designed to save time at every step. With password-free access, clearer vendor information, centralized contract documents, and a streamlined order process, teams can spend less time navigating the system and more time completing purchases with confidence. Watch for additional information as the Fall 2026 launch approaches.

The updated CES Bluebook is the first of many new enhancements arriving this Fall. Stay tuned for additional information on new dashboards coming soon!

Submitted by the CES Business Office

CALENDAR OF EVENTS

9/1 TAP: Transition Planning 101:
Developing Quality Transition Plans

9/2 TAP: Creating Safe, Supportive
Learning Environments, Practical
Strategies for Staff and Student Success

9/3 TAP: AUTISM TOOLBOX SERIES:
Classroom “Fixer-Upper” Setting your
classroom up for success!

9/7 Labor Day – CES Holiday, Office
Closed

9/10 TAP: Your Guide to Dyslexia:
Everything You Need to Know

9/11 TAP: It's Not About the Form:
Practical MLSS That Changes Outcomes

9/14 NMSBA Fall Region II Meeting – Los
Alamos

9/15 NMSBA Fall Region V Meeting –
Portales

9/15 TAP: Stay Off the CAP List!!!
Proactive Strategies to Prevent New
Mexico Special Education Corrective
Action Plans

9/16 TAP: Unlocking Potential: Diversity,
Equity, and Universal Screening in New
Mexico Gifted Ed

9/16-18 NMSBO Fall Conference –
Albuquerque

9/17 TAP: How to Use Evaluation Testing:
Write goals & align services in IEPs The
new changes of NMTEAM

9/21 NMSBA Fall Region VI Meeting –
Eunice

9/22 NMSBA Fall Region VIII Meeting –
Silver

9/22 Autumn Equinox

9/22 TAP: Section 504

9/23 TAP: Early Childhood Part C to Part
B Transitions

9/24 TAP: Artificial Intelligence: Trends
and Topics for Educators

9/28 NMSBA Fall Region I Meeting –
Dulce

9/29 NMSBA Fall Region IV Meeting –
Socorro

9/29 TAP: Looking Beyond the Label:
Recognizing and Supporting Twice -
Exceptional Learners

9/30 TAP: Special Education Discipline
Rules & Behavioral Interventions to
Prevent the Need for Discipline

September						
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			

PURCHASING NEWS

1) New Contract Awards:

RFP	Awardee	Contract Number
<u>2026-20</u> Doors, Locks, Operable Walls, Keys, Locksets, Access Control Systems <u>Lot 1</u> - Doors, Frames, and Operable Walls	DH Pace Company, Inc. Builders Tech NM, LLC Security Hardware Solutions, LLC Evergreen Contractors, LLC	2026-20-C101-ALL 2026-20-C102-ALL 2026-20-C103-ALL 2026-20-C104-ALL
<u>2026-20</u> Doors, Locks, Operable Walls, Keys, Locksets, Access Control Systems <u>Lot 2</u> - Locks, Keys, Locksets, Access Control Systems	Builders Tech NM, LLC B&D Industries, Inc. Network Cabling, Inc DH Pace Company, Inc. Plan B Networks, Inc CamNet, Inc. ITConnect, Inc Great Western Specialty Systems, Inc Security Hardware Solutions, LLC United Power Industries Innovative Integration Solutions Evergreen Contractors, LLC Intermountain Lock and Security Supply	2026-20-C201-ALL 2026-20-C202-ALL 2026-20-C203-ALL 2026-20-C204-ALL 2026-20-C205-ALL 2026-20-C206-ALL 2026-20-C207-ALL 2026-20-C208-ALL 2026-20-C209-ALL 2026-20-C210-ALL 2026-20-C211-ALL 2026-20-C212-ALL 2026-20-C213-ALL
<u>2026-19</u> CES Construction Program Partner(s) <u>Lot 1</u> - Managed (JOC) Program + Platform	Facilities Optimization Solutions, LLC The Gordian Group	2026-19-C101-ALL 2026-19-C102-ALL
<u>2026-19</u> CES Construction Program Partner(s) <u>Lot 2</u> - Unmanaged (JOC) Program + Platform	eConverge The Gordian Group Inc.	2026-19-C201-ALL 2026-19-C202-ALL
<u>2026-21</u> Energy Consulting, Audits Facility Upgrades and Related <u>Lot 1</u> - Energy Consulting, Assessments, Audits and Energy Studies	Mountain Vector Energy LLC. Yearout Energy Services Company LLC	2026-21-C101-ALL 2026-21-C102-+ALL
<u>2026-21</u> Energy Consulting, Audits Facility Upgrades and Related Lot 2 - Facility, Building, System Replacements, Upgrades and Retrofits	Evergreen Contractors LLC Yearout Energy Services Company LLC Energys LLC	2026-21-C201-ALL 2026-21-C202-ALL 2026-21-C203-ALL
<u>2024-02</u> Windows, Treatments, Glazing, Tint and Related	Total Glass Solutions Total Glass Solutions Total Glass Solutions	2024-02-C112-ALL 2024-02-C2221-ALL 2024-02-C233-ALL

2) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2027-01	<i>Design Professional</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

Order Corner: Member Service Credits

Watch for your member service credit by email in the coming weeks. Credits will be sent to your Business Department contact(s) and may be used for Direct Purchase and Traditional orders only—not Shop Vendor Portal orders.

Using Your Credit

Direct Purchase: Upload the credit certificate with your order. CES will issue you a check for the credit certificate amount.

Traditional: Deduct the credit from your payment to CES and include the certificate.

Do not deduct the credit from the purchase order amount.

Use credits by June 18, 2027. Unused credits will expire on this date.

As always, thank you for choosing CES for your procurement needs!

CONSTRUCTION CORNER

To help ensure your construction projects run smoothly and efficiently you will need to provide the following information to your contractor:

1. Detailed Scope of Work

- At a minimum it should be written and cover all aspects of the work you wish for them to perform.

- For most projects you will need to provide your contractor with a set of plans and specifications which are developed by a professional design firm.

2. Funding Source

- State, Local, Federal.
- If a Public School District, whether or not NM Public Schools Facility Authority is assisting.

3. Contract you wish for them to use

- Provide them with the exact CES Contract number you wish for them to use.
 - Contract numbers are found in the Bluebook.
 - Example Contract Number - 2026-02-R2210-ALL

4. Project Schedule

- Communicate the delivery date of their cost proposal to you.

- Communicate the beginning date and completion date for the project.
- Communicate the days and hours the contractor can work.

Please contact one of our Regional Service Representatives or Construction Analysts listed below for assistance with your next project. Together we will ensure you have quality facilities! We appreciate you!!

Regional Service Managers

Paul Benoit (N)	Jim Barentine (S)
(575) 760-9002	(575) 646-5965
paul@ces.org	jim@ces.org

Construction Analysts

John King	Thad Phipps
(505) 344-5470 Ext. 150	(575) 308-3193
jking@ces.org	thad@ces.org

EDUCATIONAL ARTICLES



Welcome back! It's the first "Dear Ms. M" of the year, and this issue's mailbag arrived stuffed with versions of the same worried question, so let's tackle it together.

Dear Ms. M,

My principal just told our staff that budgets are being cut this year, and I'm panicking. I run the only gifted pull-out program in my building, and I'm already stretching a shoestring budget to buy novel sets, extension materials, and anything resembling enrichment. Is gifted funding going away? And if things are tight, how am I supposed to find money for materials, let alone professional development? - Bracing for the Worst

Dear Bracing,

Take a breath - I asked around before answering this one, because I didn't want to hand you my opinion when you needed facts. I checked directly with Christopher Vian, NMPED Gifted Specialist, and he confirmed that there has been no change to the state appropriation for gifted and talented funding this year. The budget conversations happening in your building are almost certainly about general fund pressures at the district or building level, not a cut to the state dollars that support your program. That distinction matters: it means your categorical GT funding, where it exists, should still be there. It's worth asking your district's GT coordinator or business office directly, in writing, whether any gifted-specific funding line is affected before you assume the worst.

That said, "the money didn't disappear" doesn't mean it feels abundant, so let's get practical. Here's where I send teachers when every dollar counts:

For free or nearly-free materials:

Start with Hoagies' Gifted Education Page - it's a goldmine of curated, mostly free resources organized by subject and grade band. Your state's Department of Education gifted education office (the same office Mr. Vian's confirmation came from) often maintains a lending library or approved resource list you may not know exists - ask. Public libraries will frequently pull and hold thematic sets for classroom use if you ask a children's or teen librarian directly. And don't overlook what you already have: differentiating grade-level curriculum with tiered questioning, choice boards, or independent study contracts costs nothing but planning time.

For classroom funding:

DonorsChoose remains the fastest path from "I need this" to "it's on my desk" - gifted-specific project categories exist, and alumni and community donors respond well to enrichment framing (please check to make sure this is allowed by your school and school board). Local education foundations (most districts have one) fund small classroom grants that GT teachers underuse simply because they assume "gifted" won't qualify - it usually does.

Check whether your state's gifted association offers mini-grants; many run an annual cycle specifically for member classrooms, often for a few hundred dollars with a light application.

For professional development scholarships:

This is the one people miss most often. NAGC (the National Association for Gifted Children) offers conference scholarships and reduced-rate memberships for first-time attendees - apply early, as cycles fill. SENG (Supporting Emotional Needs of the Gifted) and the Belin-Blank Center both run scholarship or reduced-tuition seats for their summer institutes and conferences. Closer to home, your state gifted association's annual conference almost always has a scholarship line for classroom teachers - it's frequently underused because nobody applies. If your district has any Title II professional development funds, ask explicitly whether gifted-specific training qualifies; it usually does, but you often have to be the one to ask.

Teaching in the Trenches.

**By Alexis Esslinger, Director,
Leading Educators Through
Alternative Pathways
CES+LEAP**

Teacher Preparation is a Systems Puzzle

Imagine a principal in a small New Mexico community on the Friday before school begins. A special

One more thing:

Keep a simple running list of what you requested, from whom, and the outcome. When budget conversations come up next year - and they will - that list becomes your evidence that gifted programming is resourceful, not expensive, and that you've already been doing the work of stretching every dollar.

You're not bracing for the worst. You're planning for the ordinary, unglamorous work of advocacy that keeps good programs alive. That's exactly the right instinct.

Warmly,
Ms. M

Have a question for Ms. M? Gifted policy puzzle, classroom dilemma, or parent-teacher friction you'd like an outside perspective on? Send it in - this column runs on your questions.

education teacher has resigned. There is no qualified applicant, no neighboring district with staff to spare and no responsible way to divide the caseload without burdening already-stretched educators. By Monday, the vacancy will no longer be a line on a staffing report. A student will wait longer for services, a family will question whether a promise will be kept and a school will compensate for a failure it did not create. This scene is representative, not exceptional. New Mexico counts shortages in

vacancies; students experience them in classrooms.

After nine years across New Mexico's educator-preparation landscape-as a parent, teacher, school administrator, higher education leader and Director of LEAP at Cooperative Educational Services (CES)-I have seen our challenge repeatedly oversimplified. Recruitment alone will not solve it. New Mexico must build a coherent system, with agencies and partners working together rather than a vacancy by vacancy stop-gap.

The national numbers are sobering. The Hechinger Report cites an estimated 425,000 teaching positions that are vacant or filled by underqualified staff-roughly one in eight nationwide. Forty-eight states report significant shortages in special education, where vacancies are twice as common as in other fields. Layoffs due to declining enrollment, expired pandemic aid or budget cuts do not erase these shortages. A district can eliminate positions it cannot afford while still being unable to find the special education, bilingual, elementary or secondary teachers it needs.

New Mexico experiences this mismatch sharply. Our public education system includes 89 traditional districts, nearly 100 public charter schools and additional schools serving rural, tribal and remote communities. The labor market in Albuquerque is not the labor market in Ruidoso, Gallup or a remote community where one resignation can destabilize a program. Statewide vacancy counts cannot capture the distance, housing constraints, licensure

hurdles, language needs and community ties that determine whether a teacher enters a school-and stays.

Recruitment campaigns cannot solve these conditions. We cannot invite people into teaching and then hand them a sophisticated maze: confusing licensure hurdles, preparation detached from classroom application, unfunded mentoring, no coaching, fragmented professional development and successive emergency mandates confuse and complexify and only extend the difficulty further. Nor should early-career teachers face credentials scheduled around policy calendars rather than professional growth. Training in literacy, multilingual education and specialized practice matters. Sequence matters, too.

The central question is not only *who will enter teaching?* Instead, it is: *What will happen after they do?* Will new educators receive coherent preparation, personalized coaching and time to develop? Will expectations build in a manageable progression and be mapped? Will districts receive timely data on supply, vacancies, licensure and turnover before gaps become crises? What follows entry determines whether a new teacher develops into a lasting professional-or becomes next fall's predictable vacancy.

LEAP offers one model. Through CES, our 11-month alternative licensure program has partnered with more than 60 districts and prepared an average of 185 teachers annually for Level 1 licensure over the past eight years. Candidates bring content

knowledge, professional experience and commitment to their communities and we widen access without lowering standards, pair preparation with personalized coaching and build support around the classrooms candidates already serve through the generous support of CES.

No program or pathway can solve this alone. Traditional and alternative preparation programs, districts, tribal education leaders, charter and rural schools, families, the New Mexico Public Education Department and the New Mexico Higher Education Department must cooperate as one educator-development system. That requires shared outcomes, timely data, funded mentoring and professional learning that builds rather than accumulates. Initial licensure, classroom coaching, advanced credentials and school leadership should form a clear and mapped progression. Educators and schools gain stability when professional learning follows a clear mapped sequence-not when first-year teachers are required to complete LETRS, alternative licensure requirements and are curricularly on a waiver desperately attempting their micro-credentials during year one.

This is both a workforce and economic challenge-and an ethical one. Many New Mexico students resiliently navigate poverty, housing and food insecurity, mobility, multilingual learning demands and uneven access to strong curriculum. They should not also absorb the consequences of systems that fail to coordinate and communicate effectively. They need educators who

are not merely credentialed, but deeply prepared professionals with the skill, steadiness and cultural humility to serve their communities well.

Policy and program design matter. Neither succeeds without respect for the people doing the work. Commitment cannot be mandated or renewed with every leadership transition. It grows from clear expectations, practice-based preparation, sustained support and capable strengths-based leadership that braids accountability and dignity together.

New Mexico must stop treating teacher shortages as isolated vacancies and build educator development as essential public infrastructure.

That infrastructure requires fewer barriers, shared accountability, timely data and sustained investment throughout an educator's first five years-not a series of isolated, check-box requirements.

Success is absolutely *not* an adult in every classroom.

Success is every New Mexico student learning from a well-prepared teacher who is not merely placed in a classroom, but sustained there and supported to deepen their craft, remain in the profession and, in time, lead it forward.

Reference

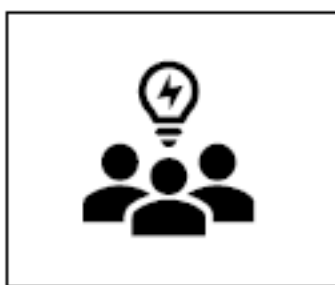
Mather, A. (2026, August 3). *America's teacher shortage is worse than you think. But there's a way to fix it.* The Hechinger Report. <https://hechingerreport.org/opinion-americas-teacher->

[shortage-is-worse-than-you-think-but-theres-a-way-to-fix-it/](#)

About the Author

Alexis Esslinger is the Program Director of LEAP at Cooperative Educational Services. She has led LEAP Cohorts 4-7, supports twelve instructional coaches

and holds degrees in Elementary Education, Special Education and School Leadership. LEAP is an 11-month cohort-based alternative licensure program serving candidates statewide through personalized coaching and pathways in general and special education. For more information, visit www.cesleap.org or contact alexis@ces.org.



Teaching Tips... for the Classroom

**By Barbara Piper,
M.A.**

Instructional Strategies for Developing Relation- ships with Students in Inclusive Settings

Welcome back to the school year! As a classroom teacher, the early part of the school year was always a time of

new energy, and also a time of anticipation of what challenges may be ahead. In hopes that those challenges would be about learning and not about unexpected behaviors, this was a time when I focused on building **relationships** with my students.

Educational research (as presented in resources such as EDUTOPIA and Association for Supervision and Curriculum/ ASCD) over the years has confumed for educators that building relationships with students is foundational to positive classroom environments and academic success. Here are some instructional strategies you might use in your classroom to develop relationship. You will find these strategies can be

very effective in general education, special education, **and** inclusive settings.

1. **Greet each student at the classroom door with a positive greeting.** This can be done verbally by simply saying "hello" or "I'm glad you are here today." That works well for older students. One example I observed in an early childhood inclusive classroom was a teacher who posted a chart at the entrance door to her classroom that had a pictorial list of ways to be greeted; e.g. picture of a hand for a handshake, high five hand for a high five greeting, with words "Welcome," elbow for elbow bump.

Students would choose how they wanted to be greeted that day.

* How do students feel when provided this? *"My teacher notices me."* And students are respected as to their choice of interaction.

2. **Know EVERY student's name.** Sounds like a "no brainer" but it happens that teachers don't take the time to do this. Students can feel invisible if you don't use their name.

:How do students feel when provided this? *"My teacher knows who I am."* And that can be very significant for some students.

3. **Give students an opportunity to share something about themselves.** You can guide this activity by having them respond to specific questions. For example ...This can be done as part of an academic writing lesson; or part of a social-emotional lesson (SEL) focused activity "ME Poster," or a history/social studies assignment creating their own biography after studying some era historians.

: How do students feel when provided this? *"Wow! I got to tell some of MY story."*

4. **Do an inner/ outer circle activity.** Again, this can be done as a SEL activity or as part of an academic activity (such as after teaching some content, ask an open-ended question about the content for students to respond to.) The teacher can be part

of the inner or outer circle and respond to the question also. Rotate the inner circle every 2 or 3 minutes. The teacher and students get to experience everyone in their classroom.

: How do students feel when provided this? "Now, I know who is *in my class*."

5. Have students do an **EXIT Ticket** responding to a question about them as a learner; e.g. the exit question might be "How well do you understand (the topic or skill)? Or "Which helped you understand better, the short video or the activity?" For younger students or students with special needs, they can circle an icon for different responses.

: How do students feel when provided this? "Wow! My teacher cares about how I learn."

6. **LISTEN to what students say.** Listening is one of the MOST important skills a teacher can have.

: How do students feel when you do this? "I am recognized and valued."

Reflection: For students with special needs in inclusive settings, these types of activities are ones they can be successful doing. For you, the teacher, no grading is needed for these activities, just planning, observing, and reflection. For all students, an opportunity to feel connected to their classmates (whether students with special needs or general education peers), acknowledged in the new classroom environment, and a purposeful invitation to have a meaningful relationship with their teachers. You may already have some good relationship building activities and ways to incorporate them into academic instruction. If so, please share them with colleagues, especially new teachers who may be looking for ideas.

Have a great 2026 - 2027 school year!

About the author: Barbara Piper is currently a consultant for CES/TAP. Her background includes a B. S. in Education, Master's Degree in Special Education, extensive career as general education and

*special education
classroom teacher,
behavior consultant,*

*teacher trainer and
adjunct faculty for 4 New
Mexico colleges.*

(Icon from Microsoft 365 icons)

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

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.

**NMBASBO**
NEW MEXICO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

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.

**CES** Simplify procurement.
Maximize results.

FACILITY MANAGERS WORKSHOP

OCTOBER 12-14, 2026
Albuquerque, New Mexico

REGISTER NOW!
Registration is open

2026 CES Facility Managers Workshop

Connect with facility professionals from across New Mexico.

WORKSHOP REGISTRATION

Register online:
lp.constantcontactpages.com/ev/reg/34asn2q/lp/a1015fdf-624d-4746-b75c-1c3d7fc7abbd

SPECIAL HOTEL RATE - EMBASSY SUITES

Call 1-800-EMBASSY and provide Group Code: 91E

HOTEL DEADLINE: SEPTEMBER 15, 2026

Book by midnight to receive the discounted group rate.



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

LEAP

Leading Educators through Alternative Pathways

LATEHIRE SPOTS AVAILABLE!



THE LEAP APPLICATION SYSTEM IS

OPEN!



APPLY TODAY AT
www.cesleap.org



WE CURRENTLY HAVE

ABOUT 25 SPOTS LEFT!



APPLICATIONS WILL REMAIN OPEN

until we reach capacity or
until **SEPTEMBER 15, 2026**,
whichever comes first.

TO BE CONSIDERED FOR A LATEHIRE POSITION:

1



HAVE A CONTRACT

with a New Mexico
site or district

2



APPLY AND INTERVIEW WITH LEAP

3



ATTEND LEAP PRESERVICE

 September 26, 2026
 8:00 AM – 5:00 PM
 CES – Albuquerque



IMPORTANT:

All Latehires are **REQUIRED**
to attend PreService on
September 26, 2026.



Don't wait—apply today!

www.cesleap.org



QUESTIONS?



Misty Wade



Mwade@ces.org



Fall 2026 Leadership Series

All sessions are virtual 3:30-5:30PM- All leaders, teachers, and ancillary staff are welcome.
Please note that topics and presenters may change.

August 27, 2026

Presenter: Scott Elder

Topic: Artificial Intelligence

[Register Here](#)

September 10, 2026

Presenter: Jed Duggan
Topic: Using MLSS to support Your District Education Plan

[Register Here](#)

September 24, 2026

Presenter: Superintendent Cindy Sims

Topic: HR Practices

[Register Here](#)

October 8, 2026

Presenter: Michele McWilliams

Topic: Coach Leadership Mindset

[Register Here](#)

October 22, 2026-

Presenter: Christine Prescott-Rio Rancho

Topic: From Vibe to Vision: Linking School Culture and PLCs

[Register Here](#)

November 5, 2026

Presenter: Lorie Gerkey, Attorney at Law

Topic: Principal's Role in Bridging General and Special Education

[Register Here](#)

November 19, 2026

Presenter: Tony Ortiz, Attorney at Law

Topic: Ethics

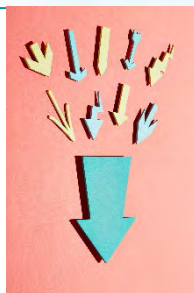
[Register Here](#)

December 3, 2026-

Presenter: Superintendent Elisa Begueria

Topic: Multilingual Learners

[Register Here](#)





LEDR SESSION 2

WITH JED DUGGAN

**Using the MLSS to support
your District Education Plan**

DATE AND TIME

September 10, 2026

3:30PM – 5:30PM

REGISTER HERE!



CES+
LEDR



LEDR SESSION 3

**WITH SUPERINTENDENT
CINDY SIMS**



HR Practices

Date: September 24, 2026

Time: 3:30pm – 5:30pm

[REGISTER HERE!](#)



Instructional Coaching Conference Level 1

Facilitator Coach:

Michele McWilliams, M.Ed., PCC, ACTC

OUTCOMES FOR PARTICIPANTS:

- Define their coach mindset.
- Building Trust and Safety with clients
- Examine the International Coaching Federation coaching competencies
- Enhance and practice powerful coaching skills.
- Discuss the unique challenges of being a coach including:
 - coaching novice teachers
 - upholding various campus academic goals
 - dealing with difficult teachers
 - ensuring student academic growth

Sept. 28 & 29, 2026

To be held at CES





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. 5 & 6, 2026

To be held at CES





Special Education Essentials For Leaders

All sessions are virtual 3:30-5:30PM- All leaders, teachers and ancillary staff are welcome.
Please note that topics and presenters may change.

Join Cindy Soo Hoo for in-depth virtual collaborative sessions on Essential Special Education topics.
Register now for these comprehensive professional development opportunities designed specifically for education leaders.

September 15, 2026

- Overview of regulations, rules and other sources that govern special education
- Facilitating and writing a compliant IEP
- How to respond to parental requests
- Where to find resources to answer questions about special education

Get printing a session or fill networking with other administrators!

Register Here



October 20, 2026

- Response to Intervention (RtI): What is it and is it required?
- Multi-Layered System of Support (MLSS): How does it fit in with RtI?
- Child Find: What is it and what are the districts' obligations?
- Evaluations: Are there processes and timelines to follow?
- Prior Written Notice (PWN): What must be in it and when do you provide it?
- Eligibility Determination: How and by when do you determine if a child is eligible?

Priority is given to district and state employees

Register Here



November 17, 2026

- Eligibility Determination Team (EDT) requirements and process
- Definition of Special Education and Related Services
- Differences between Accommodations and Modifications

Invitation to attend is required

Register Here



Questions? Reach out to
Leadershipdevelopment@ces.org



Special Education Essentials For Leaders

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January 12, 2027

- Eligibility Determination Team (EDT) requirements and process
- Definition of Special Education and Related Services
- Differences between Accommodations and Modifications

Presented by: Cindy Soo Hoo, Director of Special Education

February 9, 2027

- 10-Day Rule
- In-School Suspension (ISS)
- Change of Placement
- Pattern of Removals
- Manifestation Determination Review (MDR)
- Special Circumstances

Presented by: Cindy Soo Hoo, Director of Special Education

March 9, 2027

- Parents' rights to an Independent Educational Evaluation (IEE)
- Obligations for addressing bullying
- Extended School Year (ESY) services
- Private School reimbursement requests
- Transition needs and goals
- Restraint and Seclusion guidelines
- Obligations for addressing chronic absenteeism

Presented by: Cindy Soo Hoo, Director of Special Education

[Register Here](#)



[Register Here](#)



[Register Here](#)



Questions? Reach out to
Leadershipdevelopment@ces.org



NEW Enrollment Timeline for **Spring** 2027 - CES ALD Program
CES ALD (Administrative Leadership Development) Program
has announced its enrollment timeline for **Spring** 2027:



Learn more by visiting our website at:
www.ces.org/leadership-development

Technical Assistance Program (TAP) 2026-2027



Providing Quality Training & Technical Assistance on Special Education Topics *Empowering Educators through Quality Professional Development & Consultation Services*

The Technical Assistance Program (TAP), established in Spring 2015 and funded by NMPSIA in partnership with CES provides complimentary services designed to reduce Special Education-related litigation and support to educators statewide. TAP consultants stay current on legal developments, Special Education trends, guidance from NMPED and "Individuals with Disabilities Education Act" (IDEA). TAP Consultants provide expertise across a broad range of highly specialized and in-demand topics and services.

TAP consultants specialize in providing a variety of presentations on highly requested topics:

TAP Services:

- [Hot Topic webinar library](#)
- Monthly virtual, interactive presentations via ZOOM
- Regional workshops
- Phone, email, and ZOOM consultations
- Monthly guidance articles on Hot Topics
- Monthly Special Education Compliance PD presentations for the CES Leadership Program
- Specialized presentations upon request for staff/district PD
- File & program review
- Direct consultation for programming or student-related concerns
- Assistance with NMPED Correction Action Plans, Due Process, and OCR Complaints

- Accommodations
- Assistive Technology
- Attention Deficit Disorder
- Autism
- Behavior
- SPED Compliance Regulations
- Co-teaching/Inclusion
- Data Collection
- Discipline
- Dyslexia/Structured Literacy
- Early Childhood Indicators & Part B to C
- English Language Learners
- Executive Functioning
- FBA's and BIP's
- Instructional Strategies
- Gifted Education
- IEP Development & Writing
- Implementing Goals
- Inclusion & Co-Teaching
- Mental Health
- MLSS Strategies
- REED
- SAT
- Section 504
- Self-Regulation
- Social Emotional Learning (SEL)
- Transition Planning & Services
- Task Analysis
- Universal Design Strategies and more!

For additional information regarding TAP services, contact:

Loretta Garcia, TAP Director

lgarcia@ces.org

TAP Hot Line: 505.985.8454

TAP Website: ces.org/tap

10601 Research Rd. SE
Albuquerque, NM 87123



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