

**EVERY STUDENT  
SUCCEEDS ACT  
(ESSA)  
NEW MEXICO  
STAKEHOLDER  
INPUT  
TOOLKIT**

CREATED IN COLLABORATION WITH



# Why Use the Locally-Designed ESSA Toolkit

## Overview

The Every Student Succeeds Act, ESSA, requires districts provide ongoing stakeholder engagement. Specifically for schools served under Title I, parents and families can develop plans, implement effective parent and family involvement activities and conduct an annual evaluation of the parent and family engagement policy in improving academic quality. Additionally, parents and family members will inform support and improvement plans for low-performing schools. The ESSA creates bold expectations for continuing collaboration among districts and stakeholders.

***For busy school district leaders who desire to broadly engage stakeholders, this locally-designed ESSA toolkit provides templates that can be customized to accelerate your community collaboration.***

## How Does the Toolkit Help?

- ✓ Gives synopsis of ESSA and its opportunities
- ✓ Offers resources to launch engagement process
- ✓ Catalyzes a new phase of district-community partnerships
- ✓ Pilots a parent and family involvement activity structure that can be replicated
- ✓ Expedites ability to comply with ESSA requirements
- ✓ Creates flexibility for your district to respond to your local community
- ✓ Generates consistency among districts to inform a statewide plan
- ✓ Develops a community-led vision for success

## Toolkit Resources

- |  |   |
|--|---|
| ➤ <b>Frequently Asked Questions, FAQ</b> (3)   | ➤ <b>Participant Agreement Form</b> (38)                      |
| ➤ <b>Step by Step Guide to Use Toolkit</b> (4-5)   | ➤ <b>Sign-In Sheet</b> (39)                                   |
| ➤ <b>Guiding Principles and Protocols</b> (6-8)  | ➤ <b>Stakeholder Input Return Form</b> (40)                   |
| ➤ <b>ESSA Overview Video Link</b> (9)  | ➤ <b>Strategies for Leaders to Host Focus Groups</b> (41-42)  |
| ➤ <b>Focus Group Questions: <i>Students, Family and Community Members, Educators, Combined</i></b> (10-17) | ➤ <b>Tribal Consultation Best Practices</b> (43-46)           |
| ➤ <b>Focus Group Combined Questions Translated into Spanish, Vietnamese, Farsi and Arabic</b> (18-23)      | ➤ <b>Districts That Serve Indian Tribes</b> (47)              |
| ➤ <b>Facilitator Guide</b> (24)  | ➤ <b>Tribe, Nation and Pueblo Contact Information</b> (48-50) |
| ➤ <b>Note Taker Guides: <i>Students, Family and Community Members, Educators, Combined</i></b> (25-26)     | ➤ <b>Tribal Consultation Request Letter</b> ( 51)             |
| ➤ <b>Facilitator and Note Taker Training Webinar Link</b> (37)   | ➤ <b>Crosswalk with EPSS and Stakeholder Input</b> (52)       |
|  | ➤ <b>Press Release</b> (53)                                   |
|  | ➤ <b>Other Resources</b> (54)                                 |

Created in partnership with:



# Locally-Designed ESSA Toolkit

## Frequently Asked Questions, FAQ, Sheet

### Who developed the toolkit?

Learning Alliance New Mexico worked with the New Mexico School Superintendents' Association and the New Mexico Coalition for Charter Schools to launch the toolkit.

### Why did the partners develop the toolkit?

Partners developed the toolkit to support broad stakeholder engagement, as encouraged by ESSA, to inform state, district and school plans. Focus group input can supplement information shared during NMPED and district-hosted forums. Common questions and ground rules create consistency among diverse communities to guide a community-led vision for public education in New Mexico.

### Where will the information shared during focus groups go?

Tribes, community organizations, district leaders and others using the toolkit will relay their findings to Learning Alliance. Learning Alliance will work with the University of New Mexico Center for Education Policy Research, UNM CEPR, to create a statewide synthesis of stakeholder input.

### How will community input be used?

The community input will inform the statewide synthesis mentioned above. The statewide synthesis will be shared with NMPED as a reference for the creation of the plan NMPED will submit to the US Department of Education during 2017. Learning Alliance will share the synthesis on its website. The synthesis can serve as a statewide vision to guide the future of public education in New Mexico.

### How will I be informed about the progress of this effort?

If you participate in a focus group, please sign the sign in sheet. Learning Alliance will send updates to those who opt to receive newsletters. If you don't participate in a focus group, you are welcome to sign up for the newsletters on the Learning Alliance website – [www.learningalliancencm.org](http://www.learningalliancencm.org) – or like us on Facebook. Another option, you can visit the Learning Alliance website to download the statewide synthesis, which will be posted March 2017.

### I still have questions. Who can I ask?

Please email Ian Esquibel with Learning Alliance at [ianesquibel@learningalliancencm.org](mailto:ianesquibel@learningalliancencm.org) or call 505-414-1952.

Created in partnership with:



# New Mexico Every Student Succeeds Act, ESSA

## Step-By-Step Guide

1. Read the following pages of the Toolkit first, and watch the ESSA Overview Video. The pages have the **red** headings.
  - ***Why Use the Locally-Designed Toolkit***
  - ***Frequently Asked Questions, FAQ***
  - ***Guiding Principles and Protocols***
  - ***Step-By-Step Guide***
  - ***ESSA Overview Video Link***
2. Make a decision to use the New Mexico Every Student Succeeds Act Stakeholder Engagement Toolkit. Appoint a person at the local school district or charter school who will be responsible for creating the LEA stakeholder document. Take the time to read the entire toolkit if you will be responsible for leading the engagement process at your school district, charter school, Tribe or community group.
3. Talk to local school principals about the toolkit, share the toolkit with them, discuss why it's important that your district solicit input from stakeholders, and outline expectations for focus groups held at schools.
  - Hold a focus group with principals so they may experience the focus group conversation before leading it at their school using the ***Focus Group Questions***.
  - Determine which strategy you will use to hold focus groups. Recommendations can be found in the ***Strategies for Leaders to Host Focus Groups*** document.
4. Host focus groups.
  - Schedule a time for a focus group with the focus group members, the facilitator and the note taker.
  - The facilitator and note taker watch the ***Facilitator and Note Taker Training Video*** and read the ***Facilitator Guide*** or ***Note Taker Guide*** depending on their role.
  - Facilitators arrive a few minutes before the focus group and ensure s/he is using the ***Focus Group Questions*** and ***Facilitator Guide*** that matches the group of individuals in the focus group (*Students, Family and Community Members, Educators or Combined*). The headers of the questions specifically state which group the questions are meant for.
  - Note takers arrive a few minutes before the focus group with a computer that has the ***Note Taker Guide*** word document loaded so the note taker can take notes in the guide. This will help facilitate the note taker's ability to capture the comments being made by the group. There are four note taker guides that have been created to match the group of individuals who are members in the focus group (*Students, Family and Community Members, Educators or Combined*)
  - Facilitators welcome members of the focus group and have the group watch the ***ESSA Overview Video*** to provide context to the focus group questions. The facilitator should then use the ***Facilitator Guide*** to engage in conversation with the group. The note taker take notes that are as close to the exact statements being made by group members as possible.
  - At the end of the focus group, the note taker saves the notes and emails the document to the school principal or other designated school lead so they can use the information to create a school document.

## New Mexico Every Student Succeeds Act, ESSA Step-By-Step Guide

5. Use the ***Stakeholder Input Return Form*** to write your school document.
  - The school principal, or his/her designee, uses the information gathered in the focus groups to write a paragraph that answers each of the ***Focus Group Questions***.
  - The school principal, or his/her designee, emails the ***Stakeholder Input Return Form*** to the district person responsible for creating the LEA stakeholder document who was appointed in step #2. The school principal also forwards the raw notes taken by the note taker to the district.
6. Write your LEA ESSA Stakeholder Input document.
  - Using the feedback from the school ESSA Stakeholder Input documents, the school district leader completes a ***Stakeholder Input Return Form*** that answers each of the ***Focus Group Questions***.
  - The school district emails the LEA ***Stakeholder Input Return Form*** to Learning Alliance for data collection and synthesis by UNM CEPR. The school district should also forward the raw notes taken by the note takers to Learning Alliance.

**Ian Esquibel, MBA**  
**Learning Alliance New Mexico**  
**Executive Director**  
[ianesquibel@learningalliancenm.org](mailto:ianesquibel@learningalliancenm.org)

# New Mexico Every Student Succeeds Act, ESSA Stakeholder Engagement Focus Group Protocol

## Guiding Principles

This strategy encourages stakeholder engagement with Local Education Agencies, LEAs, to help inform recommendations for the State Education Agency, SEA, plan. ESSA requires that the SEA submit a state plan for education policy that is developed with timely and meaningful consultation with governors, members of the state legislature, local districts, Indian tribes, teachers, principals and families. Similarly, ESSA requires that LEAs develop plans created with timely and meaningful consultation with stakeholders including teachers, principals, school leaders, specialized support personnel, charter school leaders, administrators and families. The protocol developed in this toolkit aims to collect feedback from all of the above mentioned stakeholders and to be true to the intent of the new federal law.

LEAs can use a common template to host focus groups with students, families and educators to learn about local ideas regarding standards, assessments and accountability. Part of the engagement methodology involves common questions (provided by a template) and common ground rules. These ground rules below will help guide conversations so stakeholders may provide meaningful input grounded in the decisions our state must make under ESSA.

- **The importance of common questions.**
  - We understand that there are pressing issues in all of our communities and that stakeholders may wish to explore other areas. We have created the question template to be a baseline, to collect feedback on common questions across New Mexico. To receive these collective responses, we must at a minimum ask the questions on the template. We do, however, encourage all districts, charter schools and organizations to use this time with their stakeholders to explore additional topics as necessary which could be added to the template at the discretion of the organization. Please be mindful when adding questions.
- **Collaboration means compromise.**
  - Stakeholders may be frustrated with education policy and outcomes in our state. It is important to listen to and validate that frustration. But, as we move forward in New Mexico, we must seek to understand one another and find common ground so we can build a better future for our children.
  - We must be holistic in our vision, keeping the big picture in mind and moving past one or two issues. By not digging in our heels and moving forward now, we can leverage our agreements through this process and make our vision a reality.
- **Certain realities must be recognized.**
  - We have a unique opportunity to direct decisions under ESSA that will have a true impact on our schools. We must honor the good work our state has done and continue to build upon past work. To achieve this goal, we understand:
    - ESSA requires that schools receive a rating on how well they perform; and that in our state that will most likely continue to be something like a school grade. ESSA does, however, ask our stakeholders about what should be included in our school rating systems, what we value in our schools and how we should guarantee those values are reflected in school accountability models. We should focus on those opportunities.

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Protocol

- Teachers will continue to be evaluated and while ESSA allows states to no longer include student test scores, the reality is that student achievement should matter in how we know if our teachers are performing well. What that specifically looks like, and how we prioritize those components of a teachers evaluation should be something that stakeholders influence.
- Our state has invested in the common core and its implementation. We should build on that past work but should also understand that the common core does not address all our academic needs. ESSA focuses on a well-rounded student. What do we need to do to ensure our students are prepared for the next step of their lives, regardless of what that step may be?
- **Be engaged with all your stakeholders.**
  - We know that each community has different needs from their schools. We encourage local districts and charter schools to leverage the assets their community brings when collecting input and when creating their LEA documents for ESSA. ESSA is revolutionary in its vision to have policy created from the ground up. Indian tribes are specifically listed as education stakeholders critical for a local district to consult with when setting up focus groups. Though not specifically listed, employee organizations are an additional stakeholder that a local district should engage within the parameters of any formal agreements it holds with those groups.

### Timeline

- September 1, 2016: Distribution of ESSA Stakeholder Input Toolkit
  - September – October, 2016: Focus groups held throughout New Mexico and schools forward information to their LEA
  - November 2016: LEAs compile ESSA stakeholder information into a district document to forward to Learning Alliance
  - December 2016 – January, 2017: Statewide input compiled by UNM CEPR into the New Mexico Stakeholder Input Report
  - February 2017: ESSA Stakeholder input presented to our SEA, the NM Public Education Department

### Input Protocol Overview

Below is a brief protocol overview that will be used to accomplish stakeholder input as outlined in ESSA. For a more comprehensive step-by-step guide, please refer to the Step-By-Step Guide in the Toolkit.

- A template of approximately ten questions will be used with focus groups across the state. Questions are focused on standards, assessment and accountability - the three main topics covered by ESSA.
- The recommended process for education institutions to hold focus groups and create an LEA document follows:
  - Each superintendent/charter school director receives the toolkit and works with principals to facilitate 3 focus groups at each school in their district or network:
    - One focus group with students – high schools only.
    - One focus group with teachers
    - One focus group with families

## New Mexico Every Student Succeeds Act, ESSA Stakeholder Engagement Focus Group Protocol

- A steering committee, recommended to be the advisory/instructional school council, synthesizes the information from the focus groups to present to district office/superintendent/charter school director. This synthesis should capture the common themes and responses given after each question. It could be as short as a few sentences or longer if necessary. Schools should send raw notes from focus groups in addition to the school document.
- In addition to those groups listed in this document as required to have input solicited from (i.e. Indian Tribes, parents and teachers), Superintendents/charter school directors should determine other stakeholders from whom they feel input is important. Examples may include:
  - Organized parent organizations in addition to families at schools
  - Local business leaders
  - Local unions
  - Local elected officials
- Each district/charter school synthesizes its schools information into one LEA document to forward to Learning Alliance for data collection and summary into a statewide document. The LEA should send its raw notes from focus groups in addition to its LEA document. The LEA document can be used to complete the LEA plan requirements under ESSA.
- Additional, non-education based groups who are encouraged to use this toolkit for input that may be submitted to either its local district or Learning Alliance to be compiled include, but are not limited to:
  - Tribal Leaders
  - Legislative Committees
  - Chambers of Commerce
  - Neighborhood Associations
  - Non-Profit Organizations
- Learning Alliance and UNM CEPR will collect stakeholder engagement information from across New Mexico and create a New Mexico document that displays priorities from stakeholders in the three main topics of ESSA.
- Statewide partners will forward the New Mexico document to the NM Public Education Department for use in development of the New Mexico ESSA plan.

*The above outline to the protocol is meant to be a guide to those using the toolkit, **not a requirement**. The goal of the toolkit is to ensure stakeholders have a meaningful voice as we make decisions that will impact our educational system, our communities and our children for years to come. We believe common questions accomplish this goal in a manageable way for all stakeholders.*



A title card with a dark purple background. The text "What the Every Student Succeeds Act" is in white, bold, sans-serif font. Below it, the words "means for" are written in a white, cursive script inside a light purple brushstroke. At the bottom, "New Mexico" is in white, bold, sans-serif font.

# What the Every Student Succeeds Act *means for* New Mexico

English - <https://youtu.be/eP2xOCq4KSg>

Spanish – <https://youtu.be/ktx89lOCMA4>

30 Second Teaser - <https://youtu.be/qEgjYZ3Vyew>

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Questions - Parent, Family Member and Community Member Focus Group

### Challenging Academic Content Standards

**Lead in:** *One of the things that we hear from families and is reflected in what ESSA asks of states is to help students be academically prepared for college, career and life success. Let's talk about how you envision academic standards to ensure our students' success.*

1. Think for a moment about the knowledge, skills, and attitudes important in life and the workforce. When our kindergartners today graduate from high school in 2028/29, which of these will be most important to their career and life success?
  - a. Which of these are schools currently developing in students?
  - b. Please explain any disconnects you see between what our future graduates need and what they are currently learning in today's school system.

### High-Quality Student Academic Assessment

**Lead in:** *Annual assessments – PARCC in NM and 5 other states or something else – have become a standard way of testing whether or not students have learned what they need to know. Let's talk about what is valuable for you in terms assessing student learning.*

1. Part of a school's job is to make sure students successfully acquire the knowledge, skills, and attitudes that they will need later in life. In your experience, how can teachers tell whether students you know have learned what they need to? (Ask participants to describe them if they don't know what they are called.)
2. Of all these different ways that teachers have assessed students' learning, which do you think have been most helpful?
3. What ideas do you have for alternative ways students can demonstrate mastery of the knowledge, skills, and attitudes that are important for success?

### Statewide Accountability System

**Lead in:** *During this section, we'll discuss teacher accountability and school accountability. I'll ask similar, but slightly different, questions for each.*

#### Teacher Accountability

1. As is true with most professionals, teachers are evaluated. Teacher evaluations include how well they are working with students in their classrooms and identifying areas where teachers are strong and where they might need some additional support. What kind of information is important in figuring out teachers' strengths and areas for improvement?
2. Reflecting on what you heard, what are your top 2 priorities?
3. What is the best way the district or others can support struggling teachers?

### *School Accountability*

**Lead in:** *Remembering what you answered about knowledge, skills and attitudes kindergartners will need in the year 2028/2029, please discuss the following.*

1. Yes/No Poll – Do you feel like your school addresses what you feel is most important for your student’s success?
  - Those who answered yes: How does your school address the needed areas?
  - Those who answered no: How could your school improve in order to address the areas?
2. What do you wish was measured/could be counted at your school that currently is not measured/counted?
3. Reflecting on what you heard, what are your top 2 priorities for measurements?
4. What is the best way that the state and a district can support struggling schools?

### *Challenging Academic Content Standards (optional)*

Thinking about all your answers, what were the most important things you learned while you were in school that have supported your career and life success?

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Questions - Student Focus Group

### Challenging Academic Content Standards

**Lead in:** *One of the things we hear from families and is reflected in what ESSA asks of states is to support you and other students be academically prepared for college, career and life success. Let's talk about how you envision academic standards to ensure student's success.*

1. Think for a moment about the knowledge, skills, and attitudes important in life and the workforce. When today's kindergartners graduate from high school in 2028/29, which of these will be most important to their career and life success?
  - a. Which of these are schools currently developing in students?
  - b. Please explain any disconnects you see between what our future graduates need and what they are currently learning in today's school system.

### High-Quality Student Academic Assessment

**Lead in:** *Annual assessments - PARCC in New Mexico and 5 other states or something else – have become a standard way of testing whether or not students have learned what they need to know. Let's talk about what is valuable for you in terms assessing your learning.*

1. Part of a school's job is to make sure students successfully acquire the knowledge, skills, and attitudes that they will need later in life. In your experience, how can teachers tell whether you have learned what you need to? (Ask participants to describe them if they don't know what they are called.)
2. Of all these different ways that teachers have assessed your learning, which do you think has been most helpful?
3. What ideas do you have for alternative ways you and other students can demonstrate mastery of the knowledge, skills, and attitudes that are important for success?

### Statewide Accountability System

**Lead in:** *During this section, we'll discuss teacher accountability and school accountability. I'll ask similar, but slightly different, questions for each.*

### Teacher Accountability

1. As is true with most professionals, teachers are evaluated. Teacher evaluations include how well they are working with students in their classrooms and identifying areas where teachers are strong and where they might need some additional support. If you had to give your teachers a grade, what criteria would you grade them on?
2. Reflecting on what you heard, what are your top 2 priorities?
3. What is the best way the district or others can support struggling teachers?

## New Mexico Every Student Succeeds Act, ESSA Stakeholder Engagement Questions - Student Focus Group

### *School Accountability*

**Lead in:** *Remembering what you answered about skills kindergartners will need in the year 2028/2029 please discuss the following.*

1. Yes/No Poll – Do you feel your school addresses what is most important for your success?
  - Those who answered yes: How does your school address these needed areas?
  - Those who answered no: How could your school improve in order to address these needed areas?
2. What do you wish was measured/could be counted at your school that currently is not measured/counted?
3. Reflecting on what you heard, what are your top 2 priorities for measurements?
4. What is the best way that the state and a district can support struggling schools?

### *Challenging Academic Content Standards (optional)*

Thinking about all your answers, what were the most important things you learned while you were in school that have supported your career and life success?

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Questions - Educator Focus Group

### Challenging Academic Content Standards

**Lead in:** *One of the things that we hear from families and is reflected in what ESSA asks of states is to help students be academically prepared for college, career and life success. Let's talk about how you envision academic standards to ensure our students' success.*

1. Think for a moment about the knowledge, skills, and attitudes important in life and the workforce. When today's kindergartners graduate from high school in 2028/29, which of these will be most important to their career and life success?
  - a. Which of these are schools currently cultivating in students?
  - b. Please explain any disconnects you see between what our future graduates need and what they are currently learning in today's school system.

### High-Quality Student Academic Assessment

**Lead in:** *Annual assessments - PARCC in New Mexico and 5 other states or something else – have become a standard way of testing whether or not students have learned what they need to know. Let's talk about what is valuable for you in terms assessing student learning.*

1. What types of assessments have been most valuable to you as a teacher? What types have been least valuable?
2. How often is it important to assess students' academic progress?
3. What are some alternative ways students can demonstrate mastery of the knowledge, skills, and attitudes that are important for success?
  - a. Do you know of any teachers or schools using any of these alternatives?

### Statewide Accountability System

**Lead in:** *During this section, we'll discuss teacher accountability and school accountability. I'll ask similar, but slightly different, questions for each.*

#### Teacher Accountability

1. As is true with most professionals, teachers are evaluated. Teacher evaluations include how well they are working with students in their classrooms and identifying areas where teachers are strong and where they might need some additional support. What kind of information is important in figuring out teachers' strengths and areas for improvement?
2. Reflecting on what you heard, what are your top 2 priorities?
3. What is the best way the district or others can support struggling teachers?

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Questions - Educator Focus Group

### *School Accountability*

**Lead in:** *Remembering what you answered about skills kindergartners will need in the year 2028/2029 please discuss the following.*

1. Yes/No Poll – Do you feel like your school addresses what you feel is most important for your students’ success?
  - Those who answered yes: How does your school address these needed areas?
  - Those who answered no: How could your school improve in order to address the needed areas?
2. What do you wish was measured/could be counted at your school that currently is not measured/counted?
3. Reflecting on what you heard, what are your top 2 priorities for measurement?
4. What is the best way that the state and a district can support struggling schools?

### *Challenging Academic Content Standards (optional)*

Thinking about all your answers, what were the most important things you learned while you were in school that have supported your career and life success?

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Combined Member Focus Group Questions

### Challenging Academic Content Standards

**Lead in:** *One of the things that we hear from families and is reflected in what ESSA asks of states is to help students be academically prepared for college, career and life success. Let's talk about how you envision academic standards to ensure our students' success.*

1. Think for a moment about the knowledge, skills, and attitudes you have described as important. When today's kindergartners graduate from high school in 2028/29, which of these will be most important to their success?
  - a. Which of these are schools currently cultivating in students?
  - b. Please explain any disconnects you see between what our future graduates need and what they are currently learning in today's school system.

### High-Quality Student Academic Assessment

**Lead in:** *Annual assessments – PARCC in NM and 5 other states or something else – have become a standard way of testing whether or not students have learned what they need to know. Let's talk about what is valuable for you in terms assessing student learning.*

1. Part of a school's job is to make sure students successfully acquire the knowledge, skills, and attitudes that they will need later in life. In your experience, how can teachers tell whether students you know have learned what they need to? **(Ask participants to describe them if they don't know what they are called.)**
2. Of all these different ways that teachers have assessed students' learning, which do you think have been most helpful?
3. What ideas do you have for alternative ways students can demonstrate mastery of the knowledge, skills, and attitudes that are important for success?

### Statewide Accountability System

**Lead in:** *During this section, we'll discuss teacher accountability and school accountability. I'll ask similar, but slightly different, questions for each.*

#### Teacher Accountability

1. As is true with most professionals, teachers are evaluated. Teacher evaluations include how well they are working with students in their classrooms and identifying areas where teachers are strong and where they might need some additional support. What kind of information is important in figuring out teachers' strengths and areas for improvement?
2. Reflecting on what you heard, what are your top 2 priorities?
3. What is the best way the district or others can support struggling teachers?



# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Combined Member Focus Group Questions

### *School Accountability*

**Lead in:** *Remembering what you answered about knowledge, skills and attitudes kindergartners will need in the year 2028/2029, please discuss the following.*

1. Yes/No Poll – Do you feel like your school addresses what you feel is most important for your student's success?
  - Those who answered yes: How does your school address the needed areas?
  - Those who answered no: How could your school improve in order to address the areas?
2. What do you wish was measured/could be counted at your school that currently is not measured/counted?
3. Reflecting on what you heard, what are your top 2 priorities for measurements?
4. What is the best way that the state and a district can support struggling schools?

### *Challenging Academic Content Standards (optional)*

Thinking about all your answers, what were the most important things you learned while you were in school that have supported your career and life success?

# Ley de Nuevo México «Cada estudiante triunfa» (ESSA)

## Preguntas para las sesiones de grupo con las partes interesadas

### Normas exigentes de contenido temático

**Entrada:** Imaginen a todos nuestros alumnos preparados académicamente para la universidad, para carreras profesionales y para la vida. Hablemos de cómo imaginan ustedes que deben ser las normas académicas para asegurar el éxito estudiantil.

1. Piensen un momento sobre los conocimientos y las actitudes cuya importancia han descrito ustedes. Cuando los alumnos de kindergarten de hoy día se gradúen de la escuela secundaria superior en 2028/29, ¿cuál de estas dos opciones será la más importante para que triunfen?
  - a. ¿Cuáles de ellas los fomentan las escuelas actualmente en los alumnos?
  - b. Explique las discrepancias que ven entre lo que los futuros graduados necesitarán saber y lo que aprenden en el sistema escolar de hoy día.

### Evaluación académica de gran calidad

**Entrada:** Las evaluaciones anuales (PARCC o alguna otra) parecen ser un hecho. Hablemos de lo que tiene valor para ustedes en relación con un programa de evaluación.

1. ¿Con qué frecuencia desearía que se evaluara el progreso académico?
2. ¿Cuáles son formas alternativas de que los alumnos puedan demostrar su competencia, que se puedan emplear con fines de la graduación?
3. ¿Creen que la prioridad de las evaluaciones de las escuelas secundarias superiores debe ser la preparación de los alumnos para las pruebas de admisión universitaria o para aprobar las certificaciones correspondientes a la industria? ¿Creen que las escuelas secundarias superiores deben emplear estas evaluaciones para determinar el rendimiento académico del alumno(a)?

### Sistema de responsabilidad en todo el Estado

**Entrada:** Durante esta parte debatiremos sobre la responsabilidad de los maestros y de la escuela. Les plantearé preguntas parecidas, aunque levemente distintas, en cada categoría.

#### Responsabilidad de los maestros

1. ¿Qué elementos de las evaluaciones de los maestros debe medirse con carácter de importancia?
2. Reflexionando sobre lo que acaban de oír, ¿cuáles son las dos prioridades principales que tienen ustedes?
3. ¿Cuál es la mejor forma de que el Distrito escolar (u otras entidades o personas) apoye a los maestros que tienen dificultades?

#### Responsabilidad de la escuela

**Entrada:** Sin olvidar lo que contestaron acerca de los conocimientos que los alumnos de kindergarten necesitarán en el curso 2028/29, comenten lo siguiente.

1. ¿Qué valoran de la escuela a la que asisten sus hijos o qué piensan que es lo más importante que la escuela debe hacer? ¿De qué formas tiene en cuenta la escuela estos valores?
  - (Alternar) Encuesta para contestar Sí o No. ¿Les parece que la escuela tiene en cuenta lo que ustedes consideran que es lo más importante para que su hijo(a) tenga éxito?

## Ley de Nuevo México «Cada estudiante triunfa» (ESSA)

### Preguntas para las sesiones de grupo con las partes interesadas

- *A los que contestaron que sí: ¿De qué maneras tiene en cuenta la escuela los conocimientos necesarios?*
  - *A los que contestaron que no: ¿De qué maneras no tiene en cuenta la escuela los conocimientos necesarios?*
2. ¿Qué desean que se evalúe en su escuela que en la actualidad no se evalúa?
  3. Reflexionando sobre lo que acaban de oír, ¿cuáles son las dos prioridades principales que tienen ustedes?
  4. ¿Cuál es la mejor forma de que el Estado y el Distrito apoyen las escuelas que tienen problemas?

#### **Normas exigentes de contenido temático**

*Encuesta para contestar Sí o No. ¿Creen que la escuela tiene en cuenta lo que ustedes consideran que es lo más importante para que su hijo(a) tenga éxito?*

### Thách thức Những Tiêu chuẩn về Nội dung Học thuật

Challenging Academic Content Standards

**Giới thiệu:** *Tưởng tượng rằng tất cả học sinh đã được chuẩn bị đầy đủ về mặt học thuật đối với trường đại học, sự nghiệp và sự thành công trong cuộc sống. Chúng ta sẽ bàn thảo về những tiêu chuẩn quý vị mong ước để bảo đảm sự thành công của học sinh.*

1. Ngẫm nghĩ một chút về kiến thức, kỹ năng và thái độ quý vị cho là quan trọng. Lúc các em học sinh mẫu giáo tốt nghiệp cấp 3 vào năm 2028/2029 thì những điều nào trong đó sẽ quan trọng nhất để các em thành công?
  - a. Các trường hiện giúp học sinh trau dồi những yếu tố nào ở trên?
  - b. Hãy giải thích bất cứ chênh lệch nào mà quý vị tìm thấy giữa nhu cầu của học sinh sẽ tốt nghiệp trong tương lai và những gì họ đang học trong hệ thống giáo dục hiện tại.

### Việc Đánh giá Khả năng Học thuật Chất lượng Cao

High-Quality Student Academic Assessment

**Giới thiệu:** *Dường như những cuộc thi đánh giá—hoặc là PARCC hoặc là bài thi nào khác—là chuyện đương nhiên. Chúng ta hãy bàn về những điều có giá trị trong một chương trình đánh giá khả năng.*

1. Bao lâu nên kiểm tra tiến triển học thuật một lần?
2. Có những cách khác học sinh có thể thể hiện sự thành thạo để đạt được những tiêu chuẩn tốt nghiệp không?
3. Quý vị cho là khi học sinh làm bài thi đánh giá, các trường trung học phổ thông nên ưu tiên cho việc giúp học sinh luyện thi vào trường đại học hoặc luyện thi chứng thực kỹ năng chuyên nghiệp? Quý vị có nghĩ là trường trung học phổ thông nên được phép sử dụng những bài thi đánh giá này để đánh giá kết quả học tập của học sinh không?

### Hệ thống Xác Định Trách nhiệm của Tiểu bang

Statewide Accountability System

**Giới thiệu:** *Trong phần này chúng ta sẽ nói về trách nhiệm của cả giáo viên lẫn nhà trường. Tôi sẽ đặt một số câu hỏi tương tự mà khác một chút về từng bên.*

#### Trách nhiệm của Giáo viên

Teacher Accountability

1. Điều nào quan trọng nhất để đo lường trong việc đánh giá giáo viên?
2. Sau khi suy nghĩ về những gì quý vị vừa nghe, 2 điều nào nên được ưu tiên nhất?
3. Cách tốt nhất APS (hoặc những tổ chức, người khác) có thể hỗ trợ cho những giáo viên gặp phải trở ngại là gì?

### **Trách nhiệm của Nhà trường**

#### *School Accountability*

**Giới thiệu:** Nhớ tới những kỹ năng quý vị nói về những kỹ năng học sinh mẫu giáo sẽ cần đến năm 2028/2029 thì quý vị hãy thảo luận về những điều sau:

1. Quý vị đánh giá điều nào cao nhất tại trường của mình hoặc nghĩ điều nào quan trọng nhất trường phải làm là gì? Trường của quý vị tiếp cận những giá trị này bằng những cách nào?
  - (Hoạt động thay thế) Thăm dò ý kiến CÓ/KHÔNG – Quý vị có thấy là trường của quý vị chú ý tới điều nào mà quý vị cho là quan trọng nhất đối với sự thành công của học sinh không?
    - Đối với người trả lời CÓ: Nếu quý vị trả lời CÓ, trường của quý vị chú trọng những kỹ năng cần thiết này như thế nào?
    - Đối với người trả lời KHÔNG: Nếu quý vị trả lời KHÔNG, trường của quý vị không chú trọng những kỹ năng cần thiết này ra sao?
2. Quý vị muốn trường mình đánh giá những điều nào mà hiện không được đánh giá?
3. Nghĩ tới những gì quý vị vừa lắng nghe, 2 điều chính quý vị muốn ưu tiên là gì?
4. Cách nào tốt nhất cho tiểu bang và APS để giúp đỡ những trường đang gặp khó khăn là gì?

### **Thách thức Những Tiêu chuẩn về Nội dung Học thuật (không bắt buộc)**

#### *Challenging Academic Content*

#### *Standards (optional)*

Thăm dò ý kiến CÓ/KHÔNG – Quý vị có thấy là trường của mình đang chú ý tới điều nào mà quý vị cho là quan trọng nhất đối với sự thành công của học sinh không?

## ESSA استند هف ق شاگ ردان هم مکسی کون ی و در : ...هل در استیک ..گ روپ چل ب از سولات

استند نرت حصرلی را مین و تحق کردن.

مقذوم: و ار ز داف ک شاگردی تحصرلات خدرت تفقی تتووم کرد ِ کار مُردگانی خدر را اغاز و لی ذبیط ذی تار  
تصیر کئن بقصد ملی ذکرسی را ایترا ی تفقی در زگی طی شگرها اضت.

1.. اضیگذاذ ا، ش ی داف شگر دی را در طر گفیت م طی ضال ج ابست ذی. ای اقی ک شاگرد نضال ای

2022/2022 از هت ففازی ش د، چ چسی در ایضال شگر دی را در ز ذی هق ی گردا؟

الف.. کذای طی ' را طلیکذاذت کال ت و اش ای تدرش ی گردد؟

ب.... اگر کذام افلی در تذی ص امر ز ضالی ک یاش ای اها یکار ی گرد د ج د دارد متوا شرح دی.

**PARCC امتیوان اتس ی و**

مقذوم: ای لف ای ر ضالت شگر دی دای ش د یطی ذی پی تار کو یکر کرد ِ الی رابی شکی.

1.. شوا چ د هیت دریک طالی خلی ک شگر دی لف ای ضی تگی د گش اف یاش ای دی ش د؟

2.. طر شو کذاذنی ظن لف ای فگری ج د دارک شگر دی یتر گش اف در دا ش ا هت خدر اتوا

شوا ش ای د ذ؟

3.. بت فکشر شوا اه ا ات ضی نیا ذ شگر دی را مت ج صارد ک لای کال ج کار ایت ختی کی غیر ا هاد ی تئقا ؟

ن ط ا) (لای ک لای ا ت را مشا د کرد ِ ل ذی شگر دی و لکی ی ت خوی هیک ذ؟

**حسابی تمام یاش خاص در طلیت م :**

مقذوم: دهی قوت در تار حطاب د ی هت ثا مکلی ی را مریکت هکس افن.

ادامو تبصیر ه: دوی قوت تل ذضال ش د، حطاب د ی و ل خاص مُردضال قرار گیری.

**حسابی نوی مظم :**

1.. قی کپلن را در حطاب داری گس لوی، چ الی یطیفش کئن؟

2.. د هضع را از توامی مضای من لخاب کئذتا در یضش ای ختگ ج ای.

3.. بق جفا ذک چ قطن ه هضع ه ن را ارا و ل ذت ا نفل تقات طر ر ض.

**حسابی نوی مکت :**

نت طر بقاد داشتت اذ ک شاگرد در ضال ای 2022/2022 هاری هی ش د پص در تار یاش ای دی اضال بتصیر کئذ.

1.. چ چس فکری کئذتای هت ه یلی هن اضت کف کلا ا ج امت ذ؟ ت کلم شکی ای ا ج ام د ی صرتگی رد؟

## بتلی یای ج ابست ذی.--- لای ک ه فلامو ضع ای من راه قذم شوار د؟-----

%.. اگر چل شو نل ی طلیت پمرت گنذ ای چ ه ضگی من طلیت ک هت ه قذم ی ذ؟

%.. اگر چل شو ا طلیت، ای کذا م هض هضت هت قلی ذ قذمت ذ؟

2... خا ش ارزی شو چ طلیت، چ مضوی کف کلا نکار ا ذا خ آذ شو خا ا شای ذ؟

3... د هضغ نک قذامت لشتا ش د، چ اضت؟

4... هس ا دتر ش نیت رای کنتی ک مشکلات دار د، چ طلیت؟

**استند نرت حصرلی را حسابی گوی رکن ی ذ:**

نلی یای ج ابست ذی،) (خطی اضت. (طلیکری ی ذ ه ضگی ک هت قیش هی تر دتر لای اگر د شو ل تر ای هیش فیت

زگی هن اضت ؟-----

## New Mexico Every Student Succeeds Act, ESSA

### Stakeholder Engagement Focus Group Questions

ل توك يز وعمةمجم و ل معني ي ن اش تراك أسئلتي ن ج ح طل بك ل مكسي كون يوق ل و ن

تحيدي مع آر لم يخوي ال كذا دم

تؤدي لى: تخل ان كل طلابنا كيون م قون كا دم اللك له، ل وهله ولان جاح فال ح اقن تحدث عن كف مك نك اتصصور

لمع آر ال كذا دم مضمان جاح طلابنا.

1- فكركل قوه عن م هارات الم عفه، والموقف ال بتوصفت هبلالم م م. عي دمس ا سخر ج طلاب راض الاطفال الن من لمدرسه

لكانوه فسنه 2028-2029 فاي واحده من مدينتك كون الانكرا م ملن جاح م؟

أ. اي واحده من مدينتك قله ا ح ال عي دال طلابف مدرسين؟

ب. رجاء وضح اي ق طع اون وق صرت را ها موجد ومب ن اج اجات خر ج ن ف الم قبل و م ان ع ل م ن ح ال اف

نظام ال مدارس.

تقم لطلابك انم لعل ل جوده

ؤدي لى: يلق الم س نوي- ملت ح ان البارك (PARCC) او شء اخر- تم اعطى مل مزلت حدث عن الشء الم مبال سب لك م ب م اخص  
بن ام ج ل ق م.

1- كم مرم ترغب تشخ ص القدم الكاد م؟

2- ما ال طرق ال هائل سيطوع من خلا ل ا لطلاب اظهار و بياتك فلفك م وال ت م كن سب ت خدام ها لاج ل ل خرج؟

3- هل يتفق د له ج ب انتك كون الم و ظلق م ف الم درس طل ان و ل ا ع ا دال طلاب ال ت ح ان ال دخو ل لك ل ا و ال جل ش هادات

الصن اع ه؟ هل يتفق د ان ال مدارس لك ان و ه ج ب انتك كون ق ا دره على استع م ال مذل ق م ال جل ق اس اداء لطلاب؟

نظام للم س اع له عي مدينتي لولايه

ؤدي لى: خلال مطلق فتره، سرن ق ش م س ا لة ال ع ل م و م س ا لة ل م درسه س و فاس ال اس ل م ت ش ب له و لك ن ت م خ ف ق ل ل ل ل و ا ح د.

م س ا لة ل م ع ل م

1- ما م ل ش ء الانكرا م ل ق اس ه ض م ت ق م ا ت الم ع ل م؟

2- بتق ب ا ع لى م س م ع ت، ما ه ا م 2 م ن الم و نك؟

3- ما فاضل ل ل س ب ل ل ن ت س ب ط ع ه ا ل ح ا و الم ق ا ط ع ه (او اي وحده اخرى او الن اس) م س ا ع دة الم ع ل م ن ال ذ ن ل د م

ص ع ي ا ت؟

م س ا لة ل م ر س ه

تؤدي لى: هل تذكر ا ج ي ت ك حول ل م ه ا ر ا ت ال ت س ج ت ا ج ا لطلاب راض الاطفال ال عام 2028-2029 رجاء ن ق ش ل ل ا ل .

1- م ال ذ ي ت ت ف ي ه ف م ر س ي ت ك ا و ك ر م ا م ا م ش ب ا ن س ب ل ك وال ذ ي ت س ب ط ع ل ت ف ع ل ه م ر س ي ت ك؟ م ا ل ا ط ر ق ال ن ت س ب ط ع

ف ه ا م ر س ي ت ك ان ت خ ا ط ب م ذ ل ق م؟

(الهد ل) استطلاع ع م / لا - ط ش ع ر ان م و س ت ك ت خ ا ط ب م ط ش ع ر م ا م ش ل ن ج ا ح ب ل ن ك / ب ل ن ك الط ا ل ه؟

ل ل ذ ن ا ج ا ب و ا ن ع م: م ا ل ا ط ر ق ال ت خ ا ط ب ت ف ه ا م و س ي ت ك م ذ ه ا ل م ه ا ر ا ت؟

ل ل ذ ن ا ج ا ب و ا ل: م ا ل ا ط ر ق ال ل م ت خ ا ط ب ت ف ه ا م و س ي ت ك م ذ ه ا ل م ه ا ر ا ت؟

2- م ال ذ ي ت ت ف ي ن ق م م و ق ل ل ف م ر س ي ت ك وال ذ ي ل ا ت ف ع ل ه ل ل ا؟

3- بتق ب ا ع لى م س م ع ت، م ا ه ا م 2 م ن الم و نك؟

4- ما فاضل ط ر ق ي ق س ب ط ع ه ا و ا ل ه و ل ح م س ا ع دة ل م د ر س ال ت ت و ا ج لى ص ع ي ا ت؟

تحيدي م ع ي ر لم يخوي ال كطي م ل خ ت ي ا ر ي

استطلاع ع م / لا - ط ش ع ر ان م و س ت ك ت خ ا ط ب م ط ش ع ر ل ه ا م ش ل ن ج ا ح ب ل ن ك / ب ل ن ك الط ا ل ه؟

# New Mexico Every Student Succeeds Act, ESSA Stakeholder Engagement Focus Group Facilitation Guide

**Estimated Duration:** 60 minutes

## OBJECTIVES

- *Learn focus group members' priorities around standards, assessment and accountability*
- *Create an asset-based conversation about the future of our education systems*

## FLOW

### Welcome and overview (7 minutes)

- Welcome participants and show the ESSA Overview Video (document with link in Toolkit)
- Introduce yourself to group (name, title, connection to community)
- Provide a brief overview of why we're meeting, including objectives, common ground rules and the big picture intention - to inform a community vision and statewide plan through common local priorities
- "Please complete a participant agreement form to ensure we can use your input. We will not use your specific name, but we will relay common themes and ideas heard"*

### Introductions (5 minutes)

- Ask participants to *briefly* introduce themselves (name, title, connection to community and why education matters)
- Facilitator models *brief* introduction
- Round-robin introductions

### Dialogue (45 minutes total)

*"From this point forward, feel free to answer whenever you choose – 'popcorn style.' I'll lead the conversation and I welcome your input at any time."*

**Depending on the Participants, Please Use the Focus Group Template for Students, Educators, Parent, Family and Community Members or Combined**

### Closing (3 minutes)

- Thank you for your time and input today
- Thank the note taker for her/his work
- Please sign in if you'd like to stay informed of this process moving forward

## MATERIALS

- Participant agreement forms
- Note taker guide (hard copy for reference; electronic copy for notes)
- Sign in sheet

Contact information for questions  
[ianesquibel@learningalliancencm.org](mailto:ianesquibel@learningalliancencm.org) or 505-414-1952



# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide - Students

School:

District:

Number of Participants:

TIME: 60 minutes

### OBJECTIVES

- *Document focus group members' priorities around standards, assessment and accountability*
- *Archive an asset-based conversation about the future of our education systems*

### FLOW

#### Welcome and overview (2 minutes)

- Facilitator welcome participants
- Facilitator asks participants to complete participant agreement forms; **note taker collects**

#### Introductions (5 minutes)

- Round-robin introductions

#### Dialogue (50 minutes total)

#### Challenging Academic Content Standards

**Lead in:** *One of the things we hear from families and is reflected in what ESSA asks of states is to support you and other students be academically prepared for college, career and life success. Let's talk about how you envision academic standards to ensure student's success.*

1. Think for a moment about the knowledge, skills, and attitudes important in life and the workforce. When today's kindergartners graduate from high school in 2028/29, which of these will be most important to their career and life success?
  - a. Which of these are schools currently developing in students?
  - b. Please explain any disconnects you see between what our future graduates need and what they are currently learning in today's school system.

**NOTES** (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide - Students

### High-Quality Student Academic Assessment

**Lead in:** *Annual assessments - PARCC in New Mexico and 5 other states or something else – have become a standard way of testing whether or not students have learned what they need to know. Let's talk about what is valuable for you in terms assessing your learning.*

1. Part of a school's job is to make sure students successfully acquire the knowledge, skills, and attitudes that they will need later in life. In your experience, how can teachers tell whether you have learned what you need to? (Ask participants to describe them if they don't know what they are called.)
2. Of all these different ways that teachers have assessed your learning, which do you think has been most helpful?
3. What ideas do you have for alternative ways you and other students can demonstrate mastery of the knowledge, skills, and attitudes that are important for success?

**NOTES** (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### Statewide Accountability System

**Lead in:** *During this section, we'll discuss teacher accountability and school accountability. I'll ask similar, but slightly different, questions for each.*

#### Teacher Accountability

1. As is true with most professionals, teachers are evaluated. Teacher evaluations include how well they are working with students in their classrooms and identifying areas where teachers are strong and where they might need some additional support. If you had to give your teachers a grade, what criteria would you grade them on?
2. Reflecting on what you heard, what are your top 2 priorities?
3. What is the best way the district or others can support struggling teachers?

**NOTES** (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide - Students

### *School Accountability*

**Lead in:** *Remembering what you answered about skills kindergartners will need in the year 2028/2029 please discuss the following.*

1. Yes/No Poll – Do you feel your school addresses what is most important for your success?
  - Those who answered yes: How does your school address these needed areas?
  - Those who answered no: How could your school improve in order to address these needed areas?
2. What do you wish was measured/could be counted at your school that currently is not measured/counted?
3. Reflecting on what you heard, what are your top 2 priorities for measurements?
4. What is the best way that the state and a district can support struggling schools?

POLL RESULTS: # of Yes = ; # of No =

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### *Challenging Academic Content Standards (optional)*

Thinking about all your answers, what were the most important things you learned while you were in school that have supported your career and life success?

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### *Closing (3 minutes)*

-Facilitator encourages participants to sign in if they'd like to stay informed; **note taker collects sign in**

## MATERIALS

- Computer to take notes
- Participant agreement forms (**to be collected by note taker**)
- Facilitator guide
- Note taker guide – hard copy for reference; electronic copy for notes
- Sign in sheet (**to be collected by note taker**)
- Contact information for questions: [ianesquibel@learningalliancencm.org](mailto:ianesquibel@learningalliancencm.org) or 505-414-1952

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide – Family and Community Members

School:

District:

Number of Participants:

TIME: 60 minutes

### OBJECTIVES

- *Document focus group members' priorities around standards, assessment and accountability*
- *Archive an asset-based conversation about the future of our education systems*

### FLOW

#### Welcome and overview (2 minutes)

- Facilitator welcome participants
- Facilitator asks participants to complete participant agreement forms; **note taker collects**

#### Introductions (5 minutes)

- Round-robin introductions

#### Dialogue (50 minutes total)

##### Challenging Academic Content Standards

**Lead in:** *One of the things that we hear from families and is reflected in what ESSA asks of states is to help students be academically prepared for college, career and life success. Let's talk about how you envision academic standards to ensure our students' success.*

1. Think for a moment about the knowledge, skills, and attitudes important in life and the workforce. When our kindergartners today graduate from high school in 2028/29, which of these will be most important to their career and life success?
  - a. Which of these are schools currently developing in students?
  - b. Please explain any disconnects you see between what our future graduates need and what they are currently learning in today's school system.

**NOTES** (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide – Family and Community Members

### High-Quality Student Academic Assessment

**Lead in:** *Annual assessments – PARCC in NM and 5 other states or something else – have become a standard way of testing whether or not students have learned what they need to know. Let’s talk about what is valuable for you in terms assessing student learning.*

1. Part of a school’s job is to make sure students successfully acquire the knowledge, skills, and attitudes that they will need later in life. In your experience, how can teachers tell whether students you know have learned what they need to? (Ask participants to describe them if they don’t know what they are called.)
2. Of all these different ways that teachers have assessed students’ learning, which do you think have been most helpful?
3. What ideas do you have for alternative ways students can demonstrate mastery of the knowledge, skills, and attitudes that are important for success?

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### Statewide Accountability System

**Lead in:** *During this section, we’ll discuss teacher accountability and school accountability. I’ll ask similar, but slightly different, questions for each.*

#### Teacher Accountability

1. As is true with most professionals, teachers are evaluated. Teacher evaluations include how well they are working with students in their classrooms and identifying areas where teachers are strong and where they might need some additional support. What kind of information is important in figuring out teachers’ strengths and areas for improvement?
2. Reflecting on what you heard, what are your top 2 priorities?
3. What is the best way the district or others can support struggling teachers?

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide – Family and Community Members

### *School Accountability*

**Lead in:** *Remembering what you answered about knowledge, skills and attitudes kindergartners will need in the year 2028/2029, please discuss the following.*

1. Yes/No Poll – Do you feel like your school addresses what you feel is most important for your student's success?
  - Those who answered yes: How does your school address the needed areas?
  - Those who answered no: How could your school improve in order to address the areas?
2. What do you wish was measured/could be counted at your school that currently is not measured/counted?
3. Reflecting on what you heard, what are your top 2 priorities for measurements?
4. What is the best way that the state and a district can support struggling schools?

POLL RESULTS: # of Yes = ; # of No =

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### *Challenging Academic Content Standards (optional)*

Thinking about all your answers, what were the most important things you learned while you were in school that have supported your career and life success?

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### *Closing (3 minutes)*

-Facilitator encourages participants to sign in if they'd like to stay informed; **note taker collects sign in**

## MATERIALS

- Computer to take notes
- Participant agreement forms (**to be collected by note taker**)
- Facilitator guide
- Note taker guide – hard copy for reference; electronic copy for notes
- Sign in sheet (**to be collected by note taker**)
- Contact information for questions: [ianesquibel@learningalliancenm.org](mailto:ianesquibel@learningalliancenm.org) or 505-414-1952

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide - Educators

School:

District:

Number of Participants:

TIME: 60 minutes

### OBJECTIVES

- *Document focus group members' priorities around standards, assessment and accountability*
- *Archive an asset-based conversation about the future of our education systems*

### FLOW

#### Welcome and overview (2 minutes)

- Facilitator welcome participants
- Facilitator asks participants to complete participant agreement forms; **note taker collects**

#### Introductions (5 minutes)

- Round-robin introductions

#### Dialogue (50 minutes total)

#### Challenging Academic Content Standards

**Lead in:** *One of the things that we hear from families and is reflected in what ESSA asks of states is to help students be academically prepared for college, career and life success. Let's talk about how you envision academic standards to ensure our students' success.*

1. Think for a moment about the knowledge, skills, and attitudes important in life and the workforce. When today's kindergartners graduate from high school in 2028/29, which of these will be most important to their career and life success?
  - a. Which of these are schools currently cultivating in students?
  - b. Please explain any disconnects you see between what our future graduates need and what they are currently learning in today's school system.

**NOTES** (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide - Educators

### High-Quality Student Academic Assessment

**Lead in:** *Annual assessments - PARCC in New Mexico and 5 other states or something else – have become a standard way of testing whether or not students have learned what they need to know. Let's talk about what is valuable for you in terms assessing student learning.*

1. What types of assessments have been most valuable to you as a teacher? What types have been least valuable?
2. How often is it important to assess students' academic progress?
3. What are some alternative ways students can demonstrate mastery of the knowledge, skills, and attitudes that are important for success?
  - a. Do you know of any teachers or schools using any of these alternatives?

**NOTES** (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### Statewide Accountability System

**Lead in:** *During this section, we'll discuss teacher accountability and school accountability. I'll ask similar, but slightly different, questions for each.*

#### Teacher Accountability

1. As is true with most professionals, teachers are evaluated. Teacher evaluations include how well they are working with students in their classrooms and identifying areas where teachers are strong and where they might need some additional support. What kind of information is important in figuring out teachers' strengths and areas for improvement?
2. Reflecting on what you heard, what are your top 2 priorities?
3. What is the best way the district or others can support struggling teachers?

**NOTES** (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)



# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide - Educators

### *School Accountability*

**Lead in:** *Remembering what you answered about skills kindergartners will need in the year 2028/2029 please discuss the following.*

1. Yes/No Poll – Do you feel like your school addresses what you feel is most important for your students' success?
  - Those who answered yes: How does your school address these needed areas?
  - Those who answered no: How could your school improve in order to address the needed areas?
2. What do you wish was measured/could be counted at your school that currently is not measured/counted?
3. Reflecting on what you heard, what are your top 2 priorities for measurement?
4. What is the best way that the state and a district can support struggling schools?

POLL RESULTS: # of Yes = ; # of No =

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### *Challenging Academic Content Standards (optional)*

Thinking about all your answers, what were the most important things you learned while you were in school that have supported your career and life success?

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### *Closing (3 minutes)*

-Facilitator encourages participants to sign in if they'd like to stay informed; **note taker collects sign in**

## MATERIALS

- Computer to take notes
- Participant agreement forms **(to be collected by note taker)**
- Facilitator guide
- Note taker guide – hard copy for reference; electronic copy for notes
- Sign in sheet **(to be collected by note taker)**
- Contact information for questions: [ianesquibel@learningalliancencm.org](mailto:ianesquibel@learningalliancencm.org) or 505-414-1952

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide – Combined

School:

District:

Number of Participants:

TIME: 60 minutes

### OBJECTIVES

- *Document focus group members' priorities around standards, assessment and accountability*
- *Archive an asset-based conversation about the future of our education systems*

### FLOW

#### Welcome and overview (2 minutes)

- Facilitator welcome participants
- Facilitator asks participants to complete participant agreement forms; **note taker collects**

#### Introductions (5 minutes)

- Round-robin introductions

#### Dialogue (50 minutes total)

##### Challenging Academic Content Standards

**Lead in:** *One of the things that we hear from families and is reflected in what ESSA asks of states is to help students be academically prepared for college, career and life success. Let's talk about how you envision academic standards to ensure our students' success.*

1. Think for a moment about the knowledge, skills, and attitudes important in life and the workforce. When our kindergartners today graduate from high school in 2028/29, which of these will be most important to their career and life success?
  - a. Which of these are schools currently developing in students?
  - b. Please explain any disconnects you see between what our future graduates need and what they are currently learning in today's school system.

**NOTES** (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide – Combined

### High-Quality Student Academic Assessment

**Lead in:** *Annual assessments – PARCC in NM and 5 other states or something else – have become a standard way of testing whether or not students have learned what they need to know. Let’s talk about what is valuable for you in terms assessing student learning.*

1. Part of a school’s job is to make sure students successfully acquire the knowledge, skills, and attitudes that they will need later in life. In your experience, how can teachers tell whether students you know have learned what they need to? (Ask participants to describe them if they don’t know what they are called.)
2. Of all these different ways that teachers have assessed students’ learning, which do you think have been most helpful?
3. What ideas do you have for alternative ways students can demonstrate mastery of the knowledge, skills, and attitudes that are important for success?

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### Statewide Accountability System

**Lead in:** *During this section, we’ll discuss teacher accountability and school accountability. I’ll ask similar, but slightly different, questions for each.*

#### Teacher Accountability

1. As is true with most professionals, teachers are evaluated. Teacher evaluations include how well they are working with students in their classrooms and identifying areas where teachers are strong and where they might need some additional support. What kind of information is important in figuring out teachers’ strengths and areas for improvement?
2. Reflecting on what you heard, what are your top 2 priorities?
3. What is the best way the district or others can support struggling teachers?

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Note Taker Guide – Combined

### *School Accountability*

**Lead in:** *Remembering what you answered about knowledge, skills and attitudes kindergartners will need in the year 2028/2029, please discuss the following.*

1. Yes/No Poll – Do you feel like your school addresses what you feel is most important for your student's success?
  - Those who answered yes: How does your school address the needed areas?
  - Those who answered no: How could your school improve in order to address the areas?
2. What do you wish was measured/could be counted at your school that currently is not measured/counted?
3. Reflecting on what you heard, what are your top 2 priorities for measurements?
4. What is the best way that the state and a district can support struggling schools?

POLL RESULTS: # of Yes = ; # of No =

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### *Challenging Academic Content Standards (optional)*

Thinking about all your answers, what were the most important things you learned while you were in school that have supported your career and life success?

NOTES (Please record statements and ideas. Do not record the names or any identifiable characteristics of speakers.)

### *Closing (3 minutes)*

-Facilitator encourages participants to sign in if they'd like to stay informed; **note taker collects sign in**

## MATERIALS

- Computer to take notes
- Participant agreement forms **(to be collected by note taker)**
- Facilitator guide
- Note taker guide – hard copy for reference; electronic copy for notes
- Sign in sheet **(to be collected by note taker)**
- Contact information for questions: [ianesquibel@learningalliancencm.org](mailto:ianesquibel@learningalliancencm.org) or 505-414-1952

# Clarifying Roles & Expectations

<https://youtu.be/201wbHg7LdE>

# New Mexico Every Student Succeeds Act, ESSA

## Stakeholder Engagement Focus Group Participation Agreement Form

I, \_\_\_\_\_, grant LEARNING ALLIANCE permission to use my input to inform a statewide vision of public education. I understand my individual input will be combined with the input from many others and my name will not be published. I acknowledge that I will not have the power to approve the statewide vision published by LEARNING ALLIANCE.

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

### STUDENT/PARENT

\_\_\_\_\_  
PRINT STUDENT NAME, AGE

\_\_\_\_\_  
SIGNATURE

I am the parent or guardian of the above named student ("my student"). I am over the age of 18 and I have read the above paragraph. I agree my student's input can be used in the manner set forth above. I acknowledge that I will not have the power to approve the statewide vision published by LEARNING ALLIANCE.

\_\_\_\_\_  
PRINT PARENT/GUARDIAN NAME

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

## New Mexico Every Student Succeeds Act, ESSA Stakeholder Engagement Focus Group Sign-In Sheet

I would like to stay informed about the progress of this work.

NAME	EMAIL

# New Mexico Every Student Succeeds Act, ESSA Stakeholder Engagement Focus Group Input Return Form

## Overview

Thank you for hosting focus groups and collecting stakeholder input. Please use this form to provide information about your district, charter or organization and to synthesize the stakeholder input you received.

## Information

We ask for the following information to categorize your input. Like focus group participants, your individual district, charter or organization will not be identified by name in the statewide synthesis. Rather, we will relay input from broad categories such as “districts,” “charters,” and “community organizations.”

Name of district, charter or organization:

Number of total participants who provided input:

## Synthesis

The synthesis should capture the common themes and responses given after each question. It could be as short as a few sentences or longer if necessary. Please send raw notes from focus groups in addition to the school document.

### Challenging Academic Content Standards

[Your synthesis here]

### High-Quality Student Academic Assessment

[Your synthesis here]

### Statewide Accountability System

#### *Teacher Accountability*

[Your synthesis here]

#### *School Accountability*

[Your synthesis here]

Contact information for questions  
[ianesquibel@learningalliancencm.org](mailto:ianesquibel@learningalliancencm.org) or 505-414-1952



# New Mexico Every Student Succeeds Act, ESSA

## Strategies for Leaders to Host Focus Groups

### School Based Focus Groups

Principals have a lot to do and this should not become a burden on them, their staffs or their schools to complete. This focus group can be done in conjunction with many other activities already occurring at the school or could be delegated to a trusted staff member. Some ideas to hold focus groups at a school may include the following.

#### Leveraging Existing Meetings

- Teachers
  - Monthly staff meetings
  - Professional Learning Community/Teacher Collaboration Time
- Students
  - Student Senate Meetings
  - Extra-curricular or co-curricular activity group
    - Sports Teams
    - 4-H Clubs
    - Speech and Debate Teams
    - Drama Clubs
    - Honor Society
    - Student Councils
- Families
  - Parent Teacher Organization/School Based Parent Organization Meeting
  - Coaches meetings with parents
  - Open House

#### Delegation to Trusted Staff Members

- Assistant Principals
- Deans of Students
- Activities/Athletic Directors (especially those in charge of student leadership courses)
- Government Teachers
- Counselors
- Family Liaisons
- Head Teachers/Department Chairs
- President of the parent organization or other family volunteer

# New Mexico Every Student Succeeds Act, ESSA

## Strategies for Leaders to Host Focus Groups

### Central Location Based Focus Groups

Districts could choose to host forums on behalf of their individual schools rather than hold focus groups at all their different school sites. Some ideas to facilitate centrally-located focus groups could follow these guidelines.

- District office clusters focus group forums by regions in their districts and publish the dates for which forums will be held.
- Principals are responsible for recruiting necessary members of focus groups to attend the forum at the time published by the district. Principals forward the names and number of people expected to attend the forum.
- At the regional forum, the superintendent welcomes participants, uses this time to make any announcements she deems appropriate, and shows the ESSA Overview video to the large group.
- The superintendent then dismisses the participants to individual rooms, labeled by school, so individuals recruited by the principal go to the same location to participate in the focus group.
- The district has facilitators that facilitate the meetings and note takers to scribe the answers to the focus group questions.
- The district forwards the school's responses to the school principal so the school principal may create their school's common themes document for submission back to the district. *(This step may be optional if a district chooses to take the raw information and formulate a document on the school's behalf. However, the intent of ESSA is to draw connections back to stakeholders so the exercise of a school knowing the answers to the questions is one that is valuable.)*

The Every Student Succeeds Act, like its predecessor, calls on government entities to ensure the voice and interest of Native students and communities are represented in the development and implementation of educational policies. It is vital to the success of native students and communities that tribes and pueblos take part in the required, “*intentional and meaningful*” consultations with states and LEAs. Specifically, **Title I and Title VIII** describe how states and LEAs *must* consult tribes and pueblos; in **Title IV**, LEAs must consult with Tribes in the development of applications for formula grants. In **Title VI**, any programs that are funded must also be operated and evaluated in consultation with Native parents, family members, and community representatives. Finally, in **Title IX**, ESSA language encourages tribal organizations to partner with early childhood education services.

Many states, including New Mexico, have developed documents and protocols that outline what tribal consultations should consider and look like. Oftentimes, failure to include tribes/pueblos and urban native organizations as collaborative partners often resulted in ineffective consultation and poor outcomes for native youth and communities. After surveying relevant literature and consulting with several individuals who have taken part in tribal consultations, below is guidance for states and LEAs on best practices—and potential obstacles—to achieving intentional and meaningful tribal consultation. For simplicity, the recommendations are grouped into 4 categories—General/Identification, Notification, Tribal Input/Meetings, and Follow-up. This list is a true amalgamation of resources—the citations provided are for recommendations throughout.

### *General/Identification*

- First and foremost, it is vital to have true government-to-government contact between the Agency and Tribe, and **recognition of sovereignty where the highest level Agency representative meets with Tribal leaders**. Several departmental contacts indicated that tribal leadership often did not attend unless the Governor was also present. A mistake commonly made is having someone of insufficient status directly contact higher status tribal leaders.
- The needs of tribes are different and consultation could range from technical assistance in how best to accomplish goals, to giving more input in order to improve state agency services; consultation should be results oriented and centered on problem solving or decision making between the Tribe and the State
- Not all tribes/pueblos will reach a consensus with one another since they represent varying groups of individuals.
- Consultation should occur **prior** to any new programs, policies, regulations, laws or other actions being implemented; tribe should be given an opportunity to provide inputs in regard to issues, rules, regulations, policies or legislation.
  - Adequacy of information provided to tribes prior to consultation is critical to success. The need to provide comprehensive information in a tangible format is vital; tribal leaders have sometimes had historically negative experiences-- tribal leaders were provided only summaries or portions of text rather than full documents, leading to confusion and misinformation.
  - There is still considerable discretion for states and LEAS to *not* consult with tribes. Historically, if a matter needed to be expedited, sometimes tribes were not consulted, which, in practice, runs counter to the intent of the consultation process and of the government-to-government relationship between tribes/pueblos and government agencies. Overburden has been an historical barrier to successful consultation.
- Instead of a one-off meeting, other states have scheduled a number of regular meetings, bimonthly
  - Hosting a consultation in conjunction with another, important native-centered event, that brings groups of tribal and pueblo leaders together.
- State/LEA staff should be trained in cultural competency/cultural awareness—See **Appendix A & Appendix B**
  - Ensure regular training and education for new state and tribal personnel about consultation processes and relationships.
- Creating surveys to ask tribal and pueblo leaders their preferences, ideas, and availability
- Many policies, particularly in NM, are contingent upon having a tribal liaison. If position is not filled, then the relationship with the local tribe or pueblo is weakened. Relatedly, if there is high turnover in tribal liaisons, it is more difficult for tribes or pueblos to build authentic, trusting relationships with states and LEAs.
- Acknowledge/engage in tribal customs during consultation events as appropriate—See **Appendix A & Appendix B**
- Portion of the agency website specifically set aside for tribal consultation (impacting all stages of process)

### *Notification*

- Establish a process to notify tribes, Indian programs, and urban Indian organizations about new or amended policies. Send notification letter, in a form of a —Dear Tribal Leader” letter at least 60 days prior to submitting the relevant change or policy. In expedited cases, 10-day notice is required. Tribal chairpersons receive a hard copy of the letter, while others receive copies via email.
- All hard copy and emailed letter recipients have 30 days (7 days in expedited cases) to respond with comments or to request in-person meetings or formal consultations. The state documents, reviews, and incorporates (if appropriate) any responses in a revised document. Any requested meetings are also scheduled.
- Multiple contacts that begin early in the planning process and continue throughout the project
- Communicate regularly (via email, phone, etc.) with tribal stakeholders.
- Allow adequate time for information sharing and discussion in preparation for the consultation event.
- Follow-up by telephone to confirm receipt of documents.
- Provide participants with maps, hotel information, a list of all attendees, an agenda, and most importantly, complete project documentation.

### *Tribal Input/Meeting*

- Meeting dates should be selected to accommodate the availability of the tribe’s leadership
- Introduce all participants with their proper titles. Check with your tribal contact beforehand so you know if certain officials or elders should be introduced and acknowledged first
- The place of consultation is a factor in success; conducting consultation at both Agency and Tribal sites or mutually convenient locations shows respect and consideration, and looms large in the attitudes of attendees
- Successful consultation is dependent upon funding for travel and face-to-face meetings. Recognizing that there is a cost to consultation, in both time committed by the participants and the preparation and travel required
- Do not set your own meeting agenda without consulting with tribal representatives to learn what they expect the process and substance to be. Tribes may have their own ways of conducting meetings; allow flexibility and openness (no hidden agendas).
- If possible, the meeting should take place on Tribal territory or at a preferred Tribal location.
  - Some tribes and pueblos are far removed from Santa Fe
- The group may want to have a facilitator conduct the meeting along with a recorder to take minutes and document decisions, disagreements, and/or follow-up items. Facilitators may be an third party, agency rep, or tribal person.
- The ideal type of meeting is face-to-face, issue-oriented and aimed at problem solving; not just agency presentations at meetings which are informative, but not, oftentimes meaningful or collaborative
- \*Potentially use video- and tele-conferencing technology or webinars technology (as an option), particularly in remote areas
- Consider the usefulness of visual aids – a map of the area, facility plans, diagrams, organizational and flow charts, and so forth. Visual information is sometimes easier to absorb than the verbal kind.
- Some tribal participants, including the decision makers, may be unfamiliar with technical information and formats
- Commonly, when Indian tribes host meetings, they provide food, and drinks for participants. If the agency is considered the host, try to emulate this by offering similar appropriate food or refreshments as benefit the occasion.
- Take accurate notes during the meeting, or, if the tribe agrees in advance, arrange for meetings to be recorded
- Remember that consent by one tribal member does not necessarily mean consent by the tribe.

### *Follow-Up*

- Promise only what can be delivered
- Document the decisions and expected actions. If needed, schedule future meetings.
- After the meeting, if leaders have time, arrange a 1-on-1 meeting to see if there are any —onpublic” thoughts that need to be expressed
- It may be a good idea to establish a Memoranda of Understanding with the Tribes, if there is not one already
- Keep everyone informed on a regular basis about the progression of the project or subject of the consultation; whenever possible, this should be done in person with the people designated by the Tribe to work with the Agency.

## Appendix A

### Preparing for the Consultation Process

There is not one correct way for the Consultation process to operate.

- 1) Understand the History of the Tribe and its current and historical relationship to the U.S. Government.
- 2) Understand the Tribe's culture. Culture is the sum total of how a group's world-view influence their behavior. This includes a tribes government structure, food preferences, religion, burial traditions, natural resource values, wealth, family structure [matriarchy/patriarchy], education, etc.
- 3) Understand the cultural Do's and Don'ts. Observation, reading, and discussions with Tribal members can provide one with pertinent information about the culture in order to minimize cultural mistakes or offensive behavior.
- 4) Understand the tribal perceptions of time and allow enough time to form an ongoing relationship. Time and perceptions of time vary across Tribal cultures.
- 5) Understand the Tribal structure(s) and how it got that way.
- 6) Identify the Tribal Leadership and power brokers. As indicated above, there may be a parallel leadership structure operating in which the formal structure has elected officials and cabinet positions (e.g., Secretary of Agriculture), but a Tribal social structure may produce leaders based on tradition, family lineage, age, spiritual authority, political status, skill-set, or other Tribal considerations.
- 7) Understand the Tribes decision-making process. All Tribes do not use an identical process to make decisions. Consequently, it is important to understand how their decision making process operates. Some Tribes have full democracy in which everyone in the Tribe must vote ~~yes~~ for a measure or action to be approved. One dissenter can kill a proposed action. Other Tribes may require a simple majority for approval, while other Tribes have representatives who vote on measures. Finally, still others require only the leader/Chief to give approval to a proposed action. Knowledge of the decision making process can cause an agency representative to proceed quite differently with the consultation process

### Meeting Format

- Go into the consultation with the assumption that agency personnel will, initially, do more listening than speaking
- Tribal Chairperson will normally open the meeting and call on the person designated to say the opening prayer (they will always know the appropriate person in the room—it could be them, a vice chair, or an elder spiritual leader). This is often done in their language. A translation may or may not be provided. Normally, all stand during the prayer out of respect for the Tribe and the concept of a higher being.
- Introductions will likely follow the prayer. Often, introductions are far more than just providing the group with your name, position, and office location. People may include information about themselves and their family. Agency participants should follow the lead of the Tribal people. Introductions can be a long process, so relax and listen.
- A Tribal leader may call on someone to speak about the history or the culture of the Tribe.
- Once called upon to speak the agency should thank the Chairperson for their time and words, thank the person who shared the prayer, and thank the person who shared the history. It is then a good idea to give the Tribe a short history of the agency and the program, with emphasis on values, especially in regard to working with the Tribes.
- Next, it may be time to explain the project the agency is present to discuss. In doing so, try to use as many ~~values~~ "statements" as possible; minimizing the amount of administrative language.
- Be prepared for some of the input to be stories that can take some time. Storytelling is an important part of many cultures, and is used to express the person's way of relating concerns or insights.
- Then engage the Tribal leaders in discussions about concerns and what the agency can do to work with the Tribe to solve issues or minimize impacts. As a general rule, try to say ~~yes~~ to anything you can.
- When ~~yes~~ is not an option, try to explain why. Once decisions are made and agreed upon, make sure they are recorded and read back to the group so that all have the same understanding.

## Appendix B

### *Protocol Guidelines: Consulting with Indian Tribal Governments, an abbreviated list*

- **English as a Second Language.** For some Indians, especially the elders or more traditional tribal members, English was learned in forced academic settings or fairly late in life. Thus the English language may have unpleasant connotations or it may be spoken awkwardly or uncomfortably. Others, however, may exert a command of the English language that attests to their facility in moving through the dominant Euro-American culture of the United States. Given this range, Reclamation employees need to be mindful of the fact that differences in English speaking abilities can create communication problems, misunderstandings, or inaccurate expectations. Although most tribes have their own language, they generally will conduct meetings in English or arrange to have translators available. Sometimes this means that the translator will interpret alternately in English for Reclamation's participants and in the tribe's language for the Indian participants.
- **Humor.** Reclamation employees should be cautious about attempts to be humorous, particularly early in the relationship-building process. Humor sometimes does not translate well between people from different cultures and can occasionally lead to misunderstandings. Indian humor is frequently subtle or understated. Occasionally, tribal participants may exchange jokes in their own language (or they at least appear to be laughing about something). In those situations, Reclamation employees are encouraged to display patience and the tribal participants may decide to let the non-Indian participants in on the humor.
- **Being Greeted With Silence.** Indians sometimes speak very little at meetings. This is often because many Indian cultures frequently value and encourage quiet and reserved personalities. Always assume that they are listening, even if they may not be actively engaging in conversation. Sometimes in meetings Indian participants may be waiting to discuss matters more fully with other tribal members, elders, or an attorney before making any verbal statements or commitments.
- **Attorney's Role.** Often, a tribal delegation will ask its attorney to attend meetings with federal officials. Some attorneys will speak for the tribal delegation; others may explain some legal and technical points to the tribal delegation. The attorney is representing the interests of the client tribe, and tribal delegation decides the attorney's role.
- **Tribal Caucus.** Sometimes during meetings a tribal delegation may request a break to have a tribal caucus, a private internal meeting and discussion among the members of the tribal delegation. If a separate breakout room is not available, the non-Indian attendees may be requested to leave the meeting room so the tribal delegation can conduct a caucus. Reclamation employees should be respectful of the tribe's request and willing to accommodate the tribal delegation's need to confer with its leaders, members, attorney, or technical experts. The amount of time that a tribe will need for its caucus is frequently open ended and will vary in duration depending on subject matter and complexity of the topic that the tribes needs to discuss or evaluate. Be prepared to be patient and flexible.
- **Duration of Meetings.** Generally, Indian people start meetings when everyone arrives and they finish when everyone has had a -say." Meeting can start fifteen minutes to one hour after the scheduled start time and last several hours. This is sometimes referred to as -Indian time." Understanding and accepting that other cultures place different priorities on the concept of time will go a long way toward establishing a strong, positive relationship with a tribe. While waiting for meetings to start, Reclamation employees may want to interact with tribal members, make additional meeting preparations, or relax.
- **Proper Titles for Tribal Delegates.** Because meetings with tribal leaders are official meetings with another government, it is important that all tribal delegates are treated with respect and addressed by their proper titles. This can be achieved by finding out in advance the proper terms for addressing their leaders: Chief, President, Governor, Chairperson, and so forth.
- **Conflict or Anger.** The history of federal-tribal relations has left an indelible mark on Indian tribes. Indians, like other people, sometimes view federal employees with distrust or apprehension. If the federal government is perceived as having a record of breaking its promises, or using manipulation and deceptive tactics in its relationships, the people who feel that they have been let down may view federal representatives with anger or suspicion.

## **New Mexico Every Student Succeeds Act, ESSA Districts that Serve Indian Tribes**

Albuquerque Public Schools  
Aztec Municipal Schools  
Bernalillo Public Schools  
Bloomfield Public Schools  
Central Consolidated Schools  
Cuba Independent Schools  
Dulce Independent Schools  
Espanola Public Schools  
Farmington Municipal Schools  
Gallup-McKinley County Schools  
Grants-Cibola County Schools  
Jemez Mountain Public Schools  
Jemez Valley Public Schools  
Los Lunas Public Schools  
Magdalena Municipal Schools  
Peñasco Independent Schools  
Pojoaque Valley Public Schools  
Rio Rancho Public Schools  
Ruidoso Municipal Schools  
Santa Fe Public Schools  
Taos Municipal Schools  
Tularosa Municipal Schools  
Zuni Public Schools

## Tribe, Nation, and Pueblo Contact Information

The following table is intended to provide contact information for tribe, nation, and pueblo leaders of communities located near school districts. While we have highlighted several districts with large populations and listed contact information for nearby communities, it is important, particularly in urban areas, to reach out to other native education organizations to seek their input as well.

School District	AI enroll	% of AI enroll	Tribe/Pueblo	Tribal/Pueblo Leadership Contact Information	Tribal/Pueblo Education Contact Information
<b>Bernalillo Public Schools</b>	1243	41.45	Pueblo of Cochiti	Governor Nicholas Garcia, Lt. Gov. Peter Herrera, P.O. Box 70, Cochiti Pueblo, NM 87072, Phone: (505) 465-2244, Fax: (505) 465-1135	Education Department Director, Kevin Lewis, kevin_lewis@pueblodecochiti.org, P.O. Box 70 Cochiti Pueblo, NM 87072 Tel: (505) 465-3115 Fax: (505) 465-2203
			Pueblo of Sandia	Governor Isaac Lujan, Lt. Gov. Stuart Paisano, 481 Sandia Loop, Bernalillo, NM 87004, Phone: (505) 867-3317, Fax: (505) 867-9235	Education Department Director, Manager, and Scholarship Coordinator, Christiana Sisneros, cmsisneros@sandiapueblo.nsn.us, Mildred Walters, mwalters@sandiapueblo.nsn.us, P.O. Box 6008 Bernalillo, NM 87004 Tel: (505) 867-3317 Fax: (505) 867-0995
			Pueblo of Santa Ana	Governor Myron Armijo, Lt. Gov. Ulysses Leon, email: governors@santaana-nsn.gov, 2 Dove Road, Santa Ana Pueblo, NM 87004, Phone: (505) 867-3301, Fax: (505) 867-3395	Department of Education, Millie Demmert, millie.demmert@santaana-nsn.gov, Joey Sanchez, joey.sanchez@santaana-nsn.gov, 02 Dove Road Bernalillo, NM 87004 Tel: (505) 867-1623 Fax: (505) 771-3849
			Pueblo of Santo Domingo	Governor Daniel Coriz, Lt. Gov. Kenneth Aguilar, email: bquintana@kewa-nsn.us, P.O. Box 99, Santo Domingo Pueblo, NM 87052, Phone: (505) 465-2214, Fax: (505) 465-2688 / 2215	Education Department Coordinator, Shana Coriz, shcoriz@kewa-nsn.us, Wenona Turner, wturner@kewa-nsn.us, P.O. Box 99 Santo Domingo Pueblo, NM 87052 Tel: (505) 465-2214/2215 Fax: (505) 465-2688
			Pueblo of San Felipe	Governor Michael T. Sandoval, Lt. Gov. James Candelaria, email: governor@sfpueblo.com, P.O. Box 4339, San Felipe Pueblo, NM 87001, Phone: (505) 867-3381, Fax: (505) 867-3383	Education Department Director, Alissa Chavez Lowe, achavezl@sfpueblo.com, P.O. Box 4339 San Felipe Pueblo, NM 87001 Tel: (505) 867-5234 Fax: (505) 867-8867
			Pueblo of Zia	Governor Jerome Lucero, Lt. Gov. Carl B. Schildt, email: tammylpino@yahoo.com, 135 Capitol Square Dr., Zia Pueblo, NM 87053, Phone: (505) 867-3304, Fax: (505) 867-3308	Department of Education, Tammy Pino, tpino@ziapueblo.org, 135 Capitol Square Drive Zia Pueblo, NM 87053-6013 Tel: (505) 867-3304/3305 Fax: (505) 867-3308
<b>Dulce Independent Schools</b>	637	95.93%	Jicarilla Apache	Ty Vicente, President, Phone: (575) 759-3242 , Fax: (575) 759-4471, epetago@jicarilla-nation.com	Education Department Director, Claudia J. Vigil-Muniz, ex_dir_jade@yahoo.com, P.O. Box 507 Dulce, NM 87528 Tel: (575) 759-3613 Fax: (575) 759-3493
<b>Espanola Public Schools</b>	247	6.12%	Ohkay Owingeh	Governor Earl Salazar, 1st Lt. Gov. Benny Lujan, 2nd Lt. Gov. Mike Montoya, P.O. Box 1099, San Juan Pueblo, NM 87566, Phone: (505) 852-4400, Fax: (505) 852-4820	Education Department Director, Aileen Cruz, aileen_cruz@education.oocs.org, P.O. Box 1269 San Juan Pueblo, NM 87566 Tel: (505) 852-3477 Fax: (505) 852-4305
			Pueblo of Santa Clara	Governor J. Michael Chavarria, Lt. Gov. James Naranjo, email: governor@santaclarapueblo.org, P.O. Box 580, Espanola, NM 87532, Phone: (505) 753-7330, Fax: (505) 753-8988	Education Department Director, Jeremy Oyenque, joyenque@santaclarapueblo.org, Jon Tafoya, jtafoya@santaclarapueblo.org, P.O. Box 580 Espanola, NM 87532 Tel: (505) 753-7326 Fax: (505) 753-8988
			Pueblo of Acoma	Governor Kurt Riley, 1st Lt. Gov. Raymond J. Concho, Jr. , 2nd Lt. Gov. Robert T. Garcia, P.O. Box 309, Acoma, NM 87034, Phone: (505) 552-6604, Fax: (505) 552-7204	Board of Education, Marvis Aragon, marvis.aragon@gmail.com, Gwen Torivio, g.torivio79@gmail.com, Joseph Martin, joeymtaurus@gmail.com, P. O. Box 447, Acoma, NM 87034, aboe@puebloofacoma.org



## Tribe, Nation, and Pueblo Contact Information

			Pueblo of Laguna	Governor Virgil A. Siow, info@lagunatribe.org, 1st Lt. Gov. David A. Martinez, 2nd Lt. Gov. Paul D. Pino, P.O. Box 194, Laguna Pueblo, NM 87026, Phone: (505) 552-6654, Fax: (505) 552-6941	Pueblo of Laguna Department of Education, Superintendent, David Atencio, P.O. Box 207 Laguna Pueblo, NM 87028 Tel: (505) 552-6008 Fax: (505) 552-6398
<b>Jemez Valley Public Schools</b>	304	69.41%	Pueblo of Jemez	Governor David Yepa, 1st Lt. Gov. Hilario Armijo, 2nd Lt. Gov. Ward Yeppa, P.O. Box 100, Jemez Pueblo, NM 87024, Phone: (575) 834-7359, Fax: (575) 834-7331	Department of Education, Kevin Shendo, shendo@jemezpuablo.org, P.O. Box 60 Jemez Pueblo, NM 87024 Tel: (575) 834-9102 Fax: (575) 834-7900
			Pueblo of Zia	Governor Jerome Lucero, Lt. Gov. Carl B. Schildt, email: tammylpino@yahoo.com, 135 Capitol Square Dr., Zia Pueblo, NM 87053, Phone: (505) 867-3304, Fax: (505) 867-3308	Department of Education, Tammy Pino, tpino@ziapueblo.org, 135 Capitol Square Drive Zia Pueblo, NM 87053-6013 Tel: (505) 867-3304/3305 Fax: (505) 867-3308
<b>Los Lunas Public Schools</b>	561	6.62%	Pueblo of Isleta	Governor E. Paul Torres, 2nd Lt. Gov. Isadore Abeita, Poigov@isletapueblo.com, P.O. Box 1270, Isleta Pueblo, NM 87022, Phone: (505) 869-3111, Fax: (505) 869-7596	Isleta Department of Education, Annita Lucchesi, Adult education coordinator, poi02001@isletapueblo.com, Paul Lujan, Language Coordinator, poi08200@isletapueblo.com P.O. Box 1270, Isleta, NM 87022, (505) 869-9790 Office, (505) 869-7573 Fax
<b>Penasco Independent Schools</b>	23	6.27%	Pueblo of Picuris	Governor Gary Pyne, Lt. Gov. Craig Quanchello, email: governor@picurispueblo.org, P.O. Box 127, Penasco, NM 87553, Phone: (575) 587-2519, Fax: (575) 587-1071	Additional Contact: Jeff Atencio, administrator@picurispueblo.org
<b>Pojoaque Valley Public Schools</b>	279	14.40%	Ohkay Owingeh	Governor Earl Salazar, 1st Lt. Gov. Benny Lujan, 2nd Lt. Gov. Mike Montoya, P.O. Box 1099, San Juan Pueblo, NM 87566, Phone: (505) 852-4400, Fax: (505) 852-4820	Education Department Director, Aileen Cruz, aileen_cruz@education.oocs.org, P.O. Box 1269 San Juan Pueblo, NM 87566 Tel: (505) 852-3477 Fax: (505) 852-4305
			Pueblo of Nambe	Governor Phillip A. Perez, Lt. Gov. Arnold J. Garcia, email: governor@nambepueblo.org, Route 1, Box 117-BB, Santa Fe, NM 87506, Phone: (505) 455-2036, Fax: (505) 455-2038	Additional Contact: Paige Loretto, ploretto@nambepueblo.org
			Pueblo of Pojoaque	Governor Joseph M. Talachy, Lt. Gov. Jenelle Roybal, 78 Cities of Gold Road, Santa Fe, NM 87506, Phone: (505) 455-4500, Fax: (505) 455-0174	Dept of Education, Cristal Suazo, puebloofpojoaque@gmail.com, Route 11 Box 71 Santa Fe, Nm 87506 Tel: (505) 455-3369 Fax: (505) 455-2950
			Pueblo of San Ildefonso	Governor James R. Mountain, Lt. Gov. M. Wayne Martinez, 02 Tunyo Po, Santa Fe, NM 87506, Phone: (505) 455-2273, Fax: (505) 455-7351	Department of education, Bernice Martinez, bmartinez@sanipueblo.org, Route 5 Box 315-A Santa Fe, NM 87501 Tel: (505) 455-2273 Fax: (505) 455-7351, education.sanip@gmail.com
			Pueblo of Santa Clara	Governor J. Michael Chavarria, Lt. Gov. James Naranjo, email: governor@santaclarapueblo.org, P.O. Box 580, Espanola, NM 87532, Phone: (505) 753-7330, Fax: (505) 753-8988	Education Department Director, Jeremy Oyenque, joyenque@santaclarapueblo.org, Jon Tafoya, jtafoya@santaclarapueblo.org, P.O. Box 580 Espanola, NM 87532 Tel: (505) 753-7326 Fax: (505) 753-8988
			Pueblo of Tesuque	Governor Fredrick Vigil, Lt. Gov. James Duran, Route 42, Box 360-T, Santa Fe, NM 87506, Phone: (505) 955-7732, Fax: (505) 982-2331	Student Services Coordinator, Kim MiLee, kmilee@pueblooftesuque.org, Veronica Martinez, vjmartinez@pueblooftesuque.org, Route 5 Box 360-T Santa Fe, NM 87501 Tel: (505) 983-2667 Fax: (505) 983-2331

## Tribe, Nation, and Pueblo Contact Information

<b>Taos Municipal Schools</b>	217	7.31%	Pueblo of Taos	Governor Benito M. Sandoval, Lt. Gov. Harold V. , Cordova, email: governor@taospueblo.org, P.O. Box 1846, Taos, NM 87571, Phone: (575) 758-9593, Fax: (575) 758-4604	Dept of Education, Shawn Duran, Sduran@taospueblo.com, P.O. Box 1846 Taos, NM 87571 Tel: (575) 758-8626 Fax: (575) 758-8831
<b>Zuni Public Schools</b>	1277	99.22%	Pueblo of Zuni	Governor Val Panteah, Sr., Lt. Gov. Birdena Sanchez, P.O. Box 339, Zuni, NM 87327, Phone: (505) 782-7000, Fax: (505) 782-7202	Zuni Education and Career Development Center, Send a Direct Email to ZECDC@ashiwi.org, Bernadette Panteah, Director, bernadette.panteah@ashiwi.org

School District	AI enroll	% of AI enroll	Tribe
<b>Albuquerque Public Schools</b>	4654	5.04%	Navajo Nation
<b>Bloomfield Schools</b>	1033	34.58%	Navajo Nation
<b>Central Consolidated Schools</b>	5820	89.57	Navajo Nation
<b>Cuba Independent Schools</b>	324	59.23%	Navajo Nation
<b>Farmington Municipal Schools</b>	3522	30.34%	Navajo Nation
<b>Gallup-McKinley Schools</b>	9361	78.87%	Navajo Nation
<b>Grants/Cibola County Schools</b>	1587	43.97%	Navajo Nation
<b>Jemez Mountain Public Schools</b>	86	32.70%	Navajo Nation
<b>Magdalena Municipal Schools</b>	175	49.30%	Navajo Nation

The school districts listed here are located on or near the Navajo Nation or have high #s of Diné student enrollment.

President Russell Begaye, P.O. Box 7440, Window Rock, AZ 86515, Phone: (928) 871-7000, Fax: (928) 871-4025, VP Jonathan Nez

Navajo Nation Division of Dine Education, Dr. Tommy Lewis, Jr., Superintendent, tommylewis@nndode.org, Timothy Benally, Ast. Sup Indt, timbenally@nndode.org, P.O. Box 670 Window Rock, AZ 86515 Tel: (928) 871-7475 Fax: (928) 871-7474

### Additional Contact information of Native Organizations

All Pueblo Council of Governors 2401 12th Street, NW, Albuquerque, NM 87103 Phone: (505) 881-1992, Fax: (505) 883-7682	Five Sandoval Indian Pueblos 4321 - B Fulcrum Way NE, Rio Rancho, NM 87144 Phone: (505) 867-3351, Fax: (505) 867-3514	Eight Northern Indian Pueblos Council P.O. Box 969, San Juan Pueblo, NM 87566 Phone: (505) 747-1593, Fax: (505) 747-1599	Ten Southern Pueblo Governor's Council P.O. Box 1270, Isleta Pueblo, NM 87022 Phone: (505) 869-3111/6333, Fax: (505) 867-3514	Mescalero Apache Nation P.O. Box 227 Mescalero, NM 88340 Tel: (575) 464-4500 Fax: (575) 464-4508
--	---	---	--	---

[DATE], 2016

[NAME  
AND ADDRESS  
OF TRIBAL LEADER/  
EDUCATION LEADER]

Dear [NAME OF TRIBAL LEADERS]

I am writing on behalf of the [DISTRICT] to request a meeting with you and any representatives of [NAME OF TRIBE/PUEBLO] for the purpose of informing state policies around the Every Student Succeeds Act (ESSA) that our district will submit on behalf of our stakeholders to the NMPED.

ESSA's focus on greater state and local determination of standards and requirements requires stakeholder engagement and input in planning and implementation—including specific mandates to involve Indian tribes and tribal organizations. Our district is committed to helping Native students succeed and your input is vital to this process.

Below are key changes in ESSA organized by the ESEA main title area. Additionally, various sections of legislation provide opportunity for more flexibility, like use of Title I funds for things like Community Schools Models.

Title I	Title IV	Title VI	Title VII	Title IX
<i>Focus: Funding for at-risk student success</i>	<i>Focus: 21<sup>st</sup> Century Schools</i>	<i>Focus: Indian, Native Hawaiian, and Alaska Native Education</i>	<i>Focus: Impact Aid</i>	<i>Focus: Pre- school, homeless youth</i>
ESSA requires that Title I plans include "timely and meaningful consultation" with stakeholders, including Tribes and Tribal organizations. Apportions 1% of Title I grants to support family engagement.	ESSA requires districts to consult with Tribes when developing Title IV formula grant applications. Authorizes funding for statewide family engagement centers.	ESSA requires that Title VI funded programs be operated and evaluated in consultation with Native American parents, family members, and community representatives. It encourages educational activities that incorporate Tribal elders. District must consult with tribes before making decisions affecting Native students in ESSA-funded programs, services, or activities. Title VI grant funds may be used for Native language immersion programs in public schools. Tribes may enter into cooperative agreements with states and districts to run and operate Title VI programs on tribal lands.	ESSA hold districts responsible for seeking "timely and meaningful consultation on issues affecting American Indian and Alaska Native students."	ESSA encourages coordination of early childhood education services as something that should be done in partnership with relevant Tribal organizations.

States and Districts have increased latitude in working with low- performing schools, with an emphasis on support, not sanctions. Native voices should be involved in determining how the State and Districts approach assisting schools and generating improvement plans – especially for schools with high Native student populations. ESSA moves away from high-stakes testing as the cornerstone for teacher evaluation. States will be able to drive guidance on defining accountability, setting standards, apportioning teacher and classroom resources, and determining teacher interventions. This offers a chance for consideration of equity, cultural competency, family and community engagement, and success with student sub-populations.

*[If there are specific needs or desires of the district, insert here]*

In order to uphold and respect the sovereignty of the tribal nations and pueblos within the state of New Mexico and to adhere to meaningful consultation requirements prescribed by ESSA, we formally request a meeting with you to provide input on policies *prior* to their federal submission that will invariably impact our Native students and students across in the state of New Mexico.

Thank you for your time and we look forward to engaging with you soon.

[SUPERINTENDENT NAME AND ANY OTHERS WHO WILL FACILITATE CONSULTATION]  
[Title/Role]

Signature]

## New Mexico Every Student Succeeds Act, ESSA Crosswalk with EPSS and Stakeholder Input

The most recently published version of the NMPED New Mexico A-F School Grading Accountability System 2015-16 – System of Support for Districts and Schools states, “The tiered and differentiated approach of support to New Mexico districts and schools... is designed to assist leaders in developing structures to support planning and implementation strategies, enhance their capacity to implement and sustain effective practices, and support alignment of funding and resource allocation aligned with the seven turnaround principles2.” The seven turnaround principals are described in footnote, in the same document, as, “2Provide Strong Leadership, ensure that teachers are effective and able to improve instruction, redesign the school day, week or year, strengthen the school’s instructional program, use data to inform instruction for continuous improvement, establish a school environment that improves school safety, **and engage families and communities.**”

The NMPED Priority Schools Bureau uses two tools to provide feedback regarding the Web EPSS to LEAs and schools titled, “District Web Educational Plan for Student Success (Web EPSS) **Program Review Checklist**” and the accompanying document for schools titled, “Web Educational Plan for Student Success (Web EPSS) **Review for Schools.**”

**Below you will find the language cited directly from each of the two PED feedback documents cited above. This tool provides you the opportunity to draft your Web EPSS Action Steps related to the indicator language from the NMPED district level Program Review Checklist, the NMPED Review for Schools feedback form, or both.**

District Web EPSS			School Web EPSS		
NMPED language: Goal 4 “Real Accountability, Real Results A-F” Strategy 4, “Student and Parent Engagement”		Describe your district process for allowing parents to contribute feedback regarding ESSA in an Action Step that can be entered into your district level Web EPSS:	NMPED Language: Transformation Goal Strategy: Parent, Family, and Community Involvement		Describe your school level process for allowing parents to contribute feedback regarding ESSA in an Action Step that can be entered into your school level Web EPSS:
PED Indicator	PED highest rating		PED Indicator	PED highest rating	
The district provides ongoing mechanisms for family and community engagement.	Action Steps identify opportunities for parents and students to give meaningful input on student learning needs.		Designed to support the development of school, family, and community partnerships with the ultimate goal of helping all children and youth succeed in school and in life.	There is evidence of Action Steps to ensure strong stakeholder and community involvement opportunities including, improving communication, promoting positive parenting, enhancing student learning, increasing volunteerism, and supporting decision-making through student advocacy.	

## Local Vision for Public Education

For Release September 1, 2016

**For more information please contact:**

**District contact**

**District contact email**

**District contact phone number**

CITY, NM – September 1, 2016 – During the next two months, [City] community members have an important opportunity to inform the future of local public education. The federal Every Student Succeeds Act, ESSA, which replaced No Child Left Behind, encourages broad stakeholder engagement to inform state education agency and local education agency plans. Students, families, educators and community members can advise the New Mexico Public Education Department, NMPED, and [Name of District] plans that will guide the direction of education.

### Quote from local District leader re: value of work from local context

At a local level, [Name of school district] can grow parents and family engagement, particularly at schools served under Title I. The district will work closely with parents and families to develop plans, implement effective family involvement activities and conduct an annual evaluation of the parent and family engagement policy in improving academic quality. Additionally, parents and family members will inform support and improvement plans for low-performing schools. The ESSA creates bold expectations for continuing collaboration between the district and stakeholders.

At a state level, [Name of school district] is partnering with Learning Alliance New Mexico, the New Mexico School Superintendents' Association and the New Mexico Coalition for Charter Schools to launch stakeholder engagement focus groups during the next two months - potentially piloting an effective involvement activity. Schools, Tribes and community organizations will use a New Mexican-designed toolkit to convene focus groups with students, families and educators. School leaders, district leaders and state partners will synthesize the feedback and share common findings with NMPED.

"More local input can create transformative changes for our students," said Ian Esquibel, with Learning Alliance. "When we value the insights from our communities, we gain a better understanding how to support student success. It makes sense our students, families and educators - those most impacted by public education - inform decisions about the future of public education."

ESSA identifies 2016-2017 as a planning year with implementation scheduled for the 2017-2018 school year. The information gathered by districts can better inform future local plans. The information gathered by state partners will be delivered to NMPED during early February 2017 to inform the state plan the Federal Department of Education requests by March 2017.

###

ESSA Overview Video - <https://youtu.be/eP2xOCq4KSg>

<http://learningalliancenm.org/countdown-to-better-schools-campaign/essa-stakeholder-engagement>

# New Mexico Every Student Succeeds Act, ESSA

## Other Resources

### Partner Websites

New Mexico Learning Alliance	<a href="http://www.learningalliancenm.org">www.learningalliancenm.org</a>
New Mexico School Superintendent's Association	<a href="http://dev.nmcel.org">dev.nmcel.org</a>
New Mexico Coalition of Charter Schools	<a href="http://www.nmccs.org">www.nmccs.org</a>
UNM Center for Educational Policy Research	<a href="http://www.cepr.unm.edu">www.cepr.unm.edu</a>

### Learn More about the Every Student Succeeds Act

New Mexico Public Education Department	<a href="http://ped.state.nm.us/ped/Outreach_index.html">http://ped.state.nm.us/ped/Outreach_index.html</a>
New Mexico Learning Alliance ESSA Policy Review	<a href="http://learningalliancenm.org/">http://learningalliancenm.org/</a>
ED Week – ESSA Explained: Inside the New Federal K-12 Law	<a href="https://youtu.be/zWQGmU-J80Q">https://youtu.be/zWQGmU-J80Q</a>
US Department of Education – Transitioning to ESSA FAQ	<a href="http://www2.ed.gov/policy/elsec/leg/essa/essafagstransition62916.pdf">http://www2.ed.gov/policy/elsec/leg/essa/essafagstransition62916.pdf</a>
Council of Chief State School Officers – ESSA Stakeholder Engagement Guide	<a href="http://www.ccsso.org/Documents/2016/ESSA/CCSSO%20Stakeholder%20Engagement%20Guide%20FINAL.pdf">http://www.ccsso.org/Documents/2016/ESSA/CCSSO%20Stakeholder%20Engagement%20Guide%20FINAL.pdf</a>
The School Superintendent's Association – ESSA Resource Library	<a href="http://www.aasa.org/AASAESSA.aspx">http://www.aasa.org/AASAESSA.aspx</a>
National Education Association – ESSA Begins	<a href="http://www.nea.org/essabegins">http://www.nea.org/essabegins</a>
National Alliance for Public Charter Schools	<a href="http://www.publiccharters.org/where-we-stand/washington/esea/">http://www.publiccharters.org/where-we-stand/washington/esea/</a>
American Federation of Teachers - ESSA	<a href="http://www.aft.org/position/every-student-succeeds-act">http://www.aft.org/position/every-student-succeeds-act</a>

Contact information for questions  
[ianesquibel@learningalliancenm.org](mailto:ianesquibel@learningalliancenm.org) or 505-414-1952

