

# 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.

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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.

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