

How Practice-Based Coaching is Changing the Early Childhood Landscape in New Mexico

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How Practice-Based Coaching is Changing the Early Childhood Landscape in New Mexico**Abstract***What is Practice-Based Coaching?*

Practice-Based Coaching (PBC) is a collaborative professional-development approach that assists educators in enhancing their teaching methods. PBC is characterized by its interactive and personalized nature, which involves observation, feedback, and reflective processes, tailored to individual educators' needs and goals. New Mexico preschool and PreK teachers report that PBC has positively impacted their practice by providing space, time, and support to closely evaluate the Menu of Practices, Early Learning Guidelines, and a variety of data sources informing classroom decisions (P. Laurence, personal communication, November 8, 2023). Upon close examination of PBC in NM and the incorporation of the Menu of Practices, teachers experience support in literacy practices, social emotional practices, as well as a deep consideration of individual student supports and culturally and linguistically-sensitive practices.

Enhancing Preschool Education Through Practice-Based Coaching

Practice-Based Coaching (PBC) can have a significant impact in the realm of preschool education for children aged 3 to 5 years. This document delves into this innovative approach, which serves as a powerful tool to enhance teaching methods for educators in early childhood education. The purpose of this document is to provide a brief history of the funding and development of the Early Childhood Education and Care Department in New Mexico, support a comprehensive understanding of Practice-Based Coaching (PBC), highlight the importance of PBC in preschool education, and showcase how PBC is increasing early childhood teacher practices and elevating student outcomes in New Mexico. Herein, explore how PBC, characterized by its interactive and personalized nature involving observation, feedback, and

reflective processes tailored to individual educators' needs and goals, can positively impact teaching and learning in the preschool setting. PBC is evidenced-based, research-backed, (Shannon et al., 2020; Snyder et. al., 2022) and the cornerstone of our groundbreaking initiative that is changing the early childhood landscape in New Mexico. You are invited to begin your journey into the world of New Mexico early childhood education and Practice-Based Coaching to discover how PBC can revolutionize preschool education.

Elevating Early Childhood Education in New Mexico Through Practice-Based Coaching: The History and Future

To understand the impact of Practice-Based Coaching in New Mexico, one must understand the history that has allowed us to arrive at this point. New Mexico has long worked toward developing and improving early childhood education and care in New Mexico. Ongoing issues in NM have centered on funding for early care and education. Recently, concerns around funding have changed with the passage of a constitutional amendment that provides permanent funds for the development of the Early Childhood Education and Care Department. Below is a brief history of the creation of sustainable funding and the new department.

Early Childhood Trust Fund

The Early Childhood Trust Fund, co-sponsored by Sen. John Arthur Smith and Rep. Doreen Gallegos, provided a transformative long-term investment strategy in the health, education and well-being of New Mexico's youngest children. This fund, launched with a general fund appropriation of \$320 million that provides for the New Mexico Senate-amended House Bill 2, and will be sustained by the surplus of two revenue sources (the Land Grant Permanent Fund and the Early Childhood Education and Care Fund), this provides distributions to support early childhood programming beginning in fiscal year 2022.

Land Grant Permanent Fund

The Land Grant Permanent Fund (LGPF) is New Mexico's largest permanent fund and educational endowment, as well as one of the largest funds of its kind in the country. Every year, the LGPF provides more than \$1 billion to New Mexico public schools, universities, specialty schools and other beneficiaries. The LGPF will distribute \$1.34 billion to beneficiaries in fiscal year 2024, comprising the majority of the \$1.7 billion in earnings/benefits New Mexico's

permanent funds will convey to its citizens starting July 1, 2023 (New Mexico State Investment Council, 2023).

The journey to secure funding from the LGPF began over 15 years ago with a dream to fund New Mexico's early childhood needs much in the same way state sources fund public education. With numerous attempts each year at the New Mexico Legislative Session, ultimately, New Mexicans were given the option to vote in support of using that funding for investment in Early Childhood. Funding New Mexico's Early Childhood initiative via LGPF was overwhelmingly supported by 70% of voters and, in an historic move, became House Bill 83.

House Bill 83 was signed into law by Governor Michelle Lujan Grisham in February 2020, creating an Early Childhood Education and Care Fund. The endowment is managed by the State Investment Council (SIC) in a manner similar to the existing permanent funds. This specific fund was established with \$300 million on July 1, 2020. In FY22, this fund distributed \$20 million to the Early Childhood Education and Care Department (ECECD). Thereafter, this fund will distribute the greater of \$30 million or 5 percent of the three-year average of this fund to the Early Childhood Education and Care Department.

The Creation of a New Department

Prior to the creation of the ECECD, a needs assessment was conducted throughout the state of New Mexico. This assessment was, in part, used in the creation of the department's Strategic Plan. The Strategic Plan includes six goals, shown below (see Figure 1; Appendix D).

Figure 1

STRATEGIC PLAN GOALS & OBJECTIVES

VISION: Each and every New Mexico child, prenatal to age 5, and their families will have equitable access to quality early learning opportunities to support their development, health, and well-being, ensuring they are ready to succeed in kindergarten and beyond.

GOAL 1: FAMILIES

Recognize all families in New Mexico as key decision makers and ensure they have access to the resources they need to thrive.

OBJECTIVE 1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.

OBJECTIVE 1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.

OBJECTIVE 1C. Increase parent and caregiver awareness of early childhood services by 15 percent annually.

GOAL 2: GOVERNANCE

Create a cohesive governance system that supports an aligned, efficient, and responsive system of high-quality early childhood programs and services.

OBJECTIVE 2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico's diversity.

OBJECTIVE 2B. Align state funded early childhood program requirements across the mixed delivery systems.

OBJECTIVE 2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.

GOAL 3: WORKFORCE

Ensure that New Mexico's early childhood workforce is supported to meet the needs of all families and young children through an aligned professional development system and through compensation that reflects the level of experience and training.

OBJECTIVE 3A. Support and adequately compensate the workforce in order to ensure their physical and social well-being.

OBJECTIVE 3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.

OBJECTIVE 3C. Align professional development training and technical assistance.

GOAL 4: FUNDING

Provide sustainable and secure funding to support New Mexico's youngest children and their families.

OBJECTIVE 4A. Maximize and leverage all possible funding.

OBJECTIVE 4B. Create flexible funding opportunities to incentivize outcomes rather than process measures.

OBJECTIVE 4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.

GOAL 5: DATA

Develop a statewide, integrated data system to better inform planning and decision-making for all stakeholders.

OBJECTIVE 5A. Ensure alignment and sharing of data across state-level departments and systems, plus medical practice and insurance data, while maintaining the ethical use of data and total privacy and confidentiality of individuals.

OBJECTIVE 5B. Promote accountability, enhance practice, and guide continuous quality improvement.

OBJECTIVE 5C. Define, design and integrate data into a unified public interface to allow transparency of aggregate information throughout the system.

GOAL 6: TRIBAL

Strengthen ongoing government to government relationships with tribal communities in order to foster mutual trust, understanding, and partnerships that respect tribal sovereignty.

OBJECTIVE 6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language and culture as identified and defined by tribal communities by 2023.

OBJECTIVE 6B. Support knowledge and respect of the culture, sovereignty and self-determination and governance of tribes and programs.

OBJECTIVE 6C. Adhere to existing laws relating to tribal nations.

Strategic Plan for the Early Childhood Education and Care Department

Note: ECECD Strategic Plan FY 22-27

<https://www.nmeccd.org/wp-content/uplhttps://www.nmeccd.org/about-ececd/>

Within the focus of this section (supporting the inclusion of Practice-Based Coaching in New Mexico), Goal 3: Workforce and the objectives therein align best (see Figure 2 below).

Figure 2

GOAL 3: WORKFORCE

Ensure that New Mexico's early childhood workforce is supported to meet the needs of all families and young children through an aligned professional development system and through compensation that reflects the level of experience and training.

OBJECTIVE 3A. Support and adequately compensate the workforce in order to ensure their physical and social well-being.

OBJECTIVE 3B. Increase, by 10% annually, the number of degreed and credentialed professionals within the early childhood workforce.

OBJECTIVE 3C. Align professional development training and technical assistance.



The purpose of Practice-Based Coaching is to support and encourage professional educators' potential to maximize teacher performance therefore improving student outcomes and community prosperity.

Goal 3: Workforce from the Strategic Plan for the Early Childhood Education and Care Department with Goals Related to Practice-Based Coaching

As outlined above (Figure 2), the focus of Goal 3: Workforce focuses on recruitment and retention of skilled professionals in the field of early childhood education. Retaining and maintaining high quality in New Mexico's early childhood workforce requires support of teachers' ongoing growth and professional development, the primary purpose of Practice-Based Coaching.

The New Mexico Early Childhood Strategic Plan, driven by the goals outlined in Figure 1, promotes the work of early childhood education and answers concerns indicated in the 2019 Early Childhood Needs Assessment (Appendix A). Taken together, New Mexico's Needs Assessment and Strategic Plan provide a detailed view of the early childhood landscape and a comprehensive strategy for moving forward, united in pursuit of our state's comprehensive vision for this work (see Figure 3).

Vision and Mission For New Mexico

Figure 3

Vision: Each and every New Mexico child, prenatal to age 5, and their families will have equitable access to quality early learning opportunities to support their development, health, and well-being, ensuring they are ready to succeed in Kindergarten and beyond.

Mission: Optimize the health, development, education, and well-being of babies, toddlers, and preschoolers through a family-driven, equitable, community-based system of high-quality prenatal and early childhood programs and services.

The Vision and Mission Statement of the New Mexico Early Childhood Education and Care Department

New Mexico Department of Early Childhood Education and Care

<https://www.nmeccd.org/>

The cornerstone of the ECECD is the 2021-24 strategic plan based on the needs assessment conducted in 2019 (Appendix A). At the heart of this plan is the vision in which all children and families in New Mexico are given the opportunity to engage in quality early childhood educational and care opportunities.

Embedded within this vision are the professionals which provide the services required to make this visionary goal become reality. Early childhood educators in the school-based and community based programs are provided with a coach that is highly trained and skilled in the methods within Practice-Based Coaching. Coaches provide individualized support for educators by engaging in the cyclical PBC process that includes bi-weekly meetings, goal setting, professional feedback, analysis of teacher and classroom data to inform next steps, and professional learning opportunities. The role of the administrator involves supporting teachers through provision of an uninterrupted scheduled time for teachers to meet with their coaches on a regular basis to further enhance their teaching practice.

When PBC is applied with fidelity, as is evidenced in the NM model within the Central Region Educational Cooperative (CREC) (discussed further, later this document), engagement in the PBC process exemplifies alignment with the New Mexico Early Childhood Education and

Care Department's third goal centering on ensuring the professionals recruited in New Mexico are retained and supported to meet the needs of their communities through an aligned professional development system (which is Practice-Based Coaching, supported with ongoing Professional Development opportunities). With the establishment of funding revenue and creation of the New Mexico Early Childhood Education and Care Department, the state of New Mexico has chosen to invest in professional educators, our youngest constituents, and the communities these teachers' live and serve. One way New Mexico is answering this call lies in the application of Practice-Based Coaching across the state.

The Value of Practice-Based Coaching in New Mexico's Preschool Education

The basic preface of PBC is its collaborative nature where coaches work together with teachers to develop a deeper understanding of their classroom as it relates to their students' needs. This back-and-forth discussion leads to deeper reflection over the teaching practice to improve student outcomes. This further distinguishes the delivery format of a 2-week cycle that includes duration, frequency, and support for teachers that includes their professional learning for advancing their knowledge base (Shannon, et. al., 2021). The coach provides open ended feedback that is non-judgmental yet encourages growth minded discussions that lead to enhancing the teaching practice. Using reflective questioning, supported by the coach, teachers benefit from self-reflection throughout implementation of their practice(s) (Shannon et. al., 2021).

Practice-Based Coaching offers numerous advantages for both educators and young learners. PBC enhances teaching quality and effectiveness, cultivating a culture of continuous improvement, while also boosting child engagement and learning outcomes. Additionally, PBC

fosters a supportive and collaborative teaching community, promoting professional growth and shared success in early childhood education (Snyder et al., 2022).

Areas of Focus in New Mexico's Practice-Based Coaching

In the realm of early childhood education, literacy skills play a pivotal role (Paulson & Moats, 2018). In New Mexico, PBC incorporates research from Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators (LETRS-EC) and the Science of Reading (SOR) wherein Practice-Based Coaching underscores the importance of literacy skills and equips educators with tools to foster language and literacy development. Coaching strategies within this domain encompass activities such as storytelling, vocabulary enrichment, and interactive reading, empowering educators to effectively nurture these fundamental skills in young learners.

Emphasizing the significance of social-emotional development in preschoolers, Practice-Based Coaching provides educators with the tools to cultivate a nurturing and emotionally supportive classroom environment. This includes coaching techniques aimed at fostering emotional regulation, empathy, and positive social interactions, ensuring that young learners develop vital social and emotional skills. Research conducted by Hemmeter et. al. (2022) found that administrators reported issues and concerns centered on the social emotional needs of students. This prompted the research to investigate methods used within the preschool classroom to support student outcomes in the area of social emotional needs. The program implemented, titled The Pyramid Model, was the primary resource applied to support challenging behaviors in the preschool classroom (Hemmeter et. al., 2022). Results of the study yielded that the higher the implementation of The Pyramid Model, the higher the positive results would be for children being successful regulating their social emotional needs (Hemmeter, et. al.,

2022). NM PBC, influenced by a variety of research and resources discussed within this document, incorporates educator support in implementation of Pyramid Strategies (Hemmeter et al., 2021) to foster development of children's social-emotional skills, supports improvement in teacher application of the Menu of Practices, and provides educators with research based resources, activities, and strategies (based on requirements of the New Mexico Early Childhood Education and Care Department).

The Evidenced Effectiveness of Practice-Based Coaching in Preschool Education

According to the Annual Report (2019-2020), Action Pact Head Start indicates that PBC's individualized processes result in improved teacher-child interactions and teacher growth (Singleton et al., 2020). An analysis of 32 empirical studies (since 2011) concluded that PBC aligns with the NAEYC's professional standards and is an effective strategy in building teacher skills and knowledge, assists in supporting child development, promotes the enhancement of classroom environments, bolsters the amount and quality of literacy activities, as well as equips teachers to meet the social and emotional needs of students (Betthausen, 2019). As PBC supports teachers' reflection, through the coach's usage of both constructive and supportive feedback on a teacher's given practice/s, an increase in child engagement and learning outcomes occur (Shannon et al., 2020). Further research, based on a meta-analysis of 60 studies examining the impact of coaching on teacher practices and student achievement, suggests that systemic coaching (i.e., Practice-Based Coaching) yields a positive effect on student outcomes (Hemmeter, 2021).

Scientifically Proven Coaching Structure

Research evidence is working to catch up to coaching structures (Schneider et al., 2022), therefore, we must compare the elements of scientifically proven evaluations against

Practice-Based Coaching, for the purposes here. Research delineates positive effects of generalized coaching with a variety of effect sizes among studies (Schneider et al., 2022). PBC is a scientifically robust coaching structure (Snyder, et al., 2015). PBC is rooted in the six principles from the science of human behavior (Snyder et al., 2022). The six principles from the science of human behavior includes biweekly monitoring and consistent measurement of improvement, which promotes a data driven approach to behavior change (Snyder et. al., 2022).

As coaches and teachers engage in shared goal setting and action planning, focused observations, and reflective conversations, implementation of the collaborative framework emerges as coaches tailor PBC to address individual teacher needs, (Snyder et al., 2022). This cycle continues in an ongoing feedback loop to support continuous improvement through iterative, bi-weekly cycles, centered on the premise of coaching as a science rather than as an art (Snyder et. al., 2022).

Inherently, the reflective practice of PBC encourages self-assessment, promotes the growth mindset, and development and maintenance of best practices in teaching young children (Snyder et al., 2022). Research indicates that PBC is a coaching implementation framework rooted in evidence (Shannon et al.,). Schneider, et al. (2022) cites Grant (2013) who notes the “key ambition of evaluation in practice is to evaluate the effects of coaching to make better investment decisions” (p. 68). In New Mexico, preliminary qualitative data collection suggests the effects of PBC on early childhood educator behavior change constitutes positive outcomes for both teachers and students in most early childhood settings.

Advantages of Practice-Based Coaching Over Other Coaching Styles

The cycle of Practice-Based Coaching centers on usage of a Strength and Needs Assessment, goal setting, action planning, focused observations, and a reflection and feedback

meeting (Snyder, et al., 2022). New Mexico emphasizes the necessity of a biweekly coaching cycle in order to promote continuous improvement of teacher practices. While many coaching styles offer strategies that suggest implications for professional growth, Practice-Based Coaching is unique in that the collaborative partnership is goal centered, there is opportunity for teachers to complete Strengths and Needs Assessments related to practices (i.e., data), and PBC is cyclical thus promoting continuous improvement (see Figure 4 below for a graphic representation of the model).

Figure 4



The New Mexico Practice-Based Coaching Cyclic Model

Other models of coaching are informed by research from the late 1990's to the early 2000's; however, Practice-Based Coaching is rooted in current research circa 2008 and 2013 (Snyder et. al., 2015). In New Mexico, coaches provide individualized support to teachers through PBC that is tailored to educators' specific needs and strengths. During the focused observation, authentic implementation of practices is promoted as coaching is integrated directly into daily teaching routines. The goal of PBC in New Mexico is sustainable growth as PBC's





focus centers on long-term educator retainment, development, and lasting improvements to practice. In order to achieve this goal, effective PBC also leverages adult learning principles to promote behavior change.

Incorporating Effective Practice-Based Coaching, Leveraging Adult Learning Principles

Why Incorporate Practice-Based Coaching in Education?

There is a well-documented need for highly effective teaching at the early-childhood level (Administration for Children and Families, 2023). Even though the quality of the teaching workforce is the most important factor in influencing the success of preschool programs, many teachers enter the workforce under-prepared. Thus, educators may be unable to provide the quality teaching and learning experiences required for success (Hamre, 2019). Fortunately, tools exist to address and assist in alleviating this problem. In general, professional development can be an effective tool in increasing quality instruction (Hamre, 2019). More specifically, professional development that utilizes targeted intervention and support through coaching can help unprepared teachers make meaningful changes to the quality of their practice (see Figure 5) (Hamre, 2019).

Figure 5

Training Components		OUTCOMES		
		Knowledge	Skill Demonstration	Use in the Classroom
	Theory and Discussion	10%	5%	0%
	Demonstration in Training	30%	20%	0%
	Practice & Feedback in Training	60%	60%	5%
	Coaching in Classroom	95%	95%	95%

Graphic Representation of Training Components and Outcomes Related to Professional Practices When Layering “Components.”

Note. This graphic is borrowed from the Practice-Based Coaching eModule authored by The Pyramid Model Consortium: Supporting Early Childhood PBIS (accessed 2023).

Indicated in Figure 5 above, coaching (and in NM early childhood contexts Practice-Based Coaching [PBC]) is an ideal method for providing targeted teacher intervention in support of practice improvement and educator capacity wherein outcomes related to teacher knowledge, skill demonstration, and use in the classroom elevate to 95% application in all areas when training components are inclusive of cyclical support and accountability provided through coaching. Research shows that support, guidance, and professional learning opportunities provided to teachers is most effective when they target specific, focused teaching practices, combined with the sufficient intensity to change that practice (Hamre, 2019). This is, essentially, the process of Practice-Based Coaching (Figure 4). Teachers identify a focused teaching practice, work on said practice for as long as necessary, ultimately moving to another practice with the same intensity. The success of PBC hinges on whether the cyclical process is implemented with fidelity. Fidelity to the PBC model means not only adherence to coaching practices, but also implementation with quality (Snyder et al., 2022).

The success of Practice-Based Coaching hinges on whether the cyclical process is implemented with fidelity. Fidelity to the PBC model means not only adherence to coaching practices, but also implementation with quality (Snyder et al., 2022). According to Cusumano et al. (2018), coaching involves the continuous process of reflecting over data and utilizing PBC to influence outcomes by maintaining fidelity to early childhood educational practices (2018). Through fidelity to the PBC process, teachers preserve and increase new knowledge and incorporate evidence-based practices that support student outcomes. In New Mexico, fidelity is accomplished through adherence to the model set forth by the required, cyclical elements of PBC

and the use of the online platform TORSH Talent. With this platform, New Mexico coaches and administrators are able to verify quality adherence to the PBC cycles. TORSH Talent provides a platform for coach/teacher teams to create their shared goal and action plans, allows teachers to upload video examples of their work, and the team to conduct a focused observation with time-stamped comments.

The Central Region Educational Cooperative (CREC) launched an internally-conducted survey of 401 New Mexico teachers who participated in Practice-Based Coaching during the 2022-2023 school year. Findings indicate that over 88% of teachers in Practice-Based Coaching said the process improved their teaching practice. Moreover, of the 51 teachers in the remaining 12%, 50 of those teachers said that the reason was that it was “one more thing to do,” rather than identifying a problem with the program or the platform itself. In fact, over 70% of teachers directly requested to return for another school year. Fidelity to the model, structures, systems, and platforms of PBC is imperative if teacher practices are to experience continuous improvement.

The Significance of Fidelity to Practice-Based Coaching

Adhering to the principles, processes, components, and fidelity of the PBC model fosters effective behavior changes in teaching practices and implementation of professional development (Shannon, et.al, 2021; Synder, et al., 2022). Greater behavioral changes occur within teaching practices when all components of the model are implemented to fidelity (Synder et al., 2022). When engaging in PBC with fidelity, teachers are better able to reflect on their own practices that invite continued growth as part of the process of receiving coaching feedback and skill building. Theoretical and empirical evidence maintains that professional development and

Practice-Based Coaching together supports a teacher's own modification, improvement, and expansion to their own practice through fidelity to the PBC model.

Participating in shared goal setting and action planning is a critical component of PBC. Both the teacher and the coach are involved in this process in a collaborative manner, essentially providing a road map for each coaching cycle (Gerety, n.d.). During this process the teacher and coach are involved in reviewing data related to strengths and needs to guide the development of the goal (Synder et al., 2022).

Focused observations allow the coach to review the implementation of the chosen teaching practice. This also provides the teacher an opportunity to self-reflect on his/her teaching practice, connection to the goal, and receive immediate feedback from the coach. The coach collects data using the previously determined criteria that was discussed during goal setting. In New Mexico, the platform TORSH Talent, which is a HIPPA and FERPA compliant platform, digitally stores and secures all data, evidence, and resources connected to PBC cycles for each teacher, as well as serves as the location for focused observation video uploads and teacher and coach comments or conversations between meetings. This platform provides opportunities for the teacher and the coach to review, provide self-reflection, and receive feedback related to the implementation of the teaching practice prior to the reflection and feedback meeting ensuring fidelity to the biweekly, cyclical model of effective Practice-Based Coaching. This fidelity ensures that the science of human behavior change, embedded in the model of PBC, is leveraged accordingly to promote desired impacts on improved teacher practices and lasting behavior change.

The design of PBC was intentionally influenced by the science of human behavior (Snyder et al., 2022). By applying the principles of organizational behavior management,

Snyder's team designed PBC to have four major functions of providing support, analyzing application, offering feedback, and adapting results (Snyder, et al., 2022). This research-based approach, aligning the principles of adult learning to fidelity to PBC, has unlocked the transformative power of Practice-Based Coaching.

Leveraging the Principles of Adult Learning and Behavior Change

Four key principles of adult learning utilized in PBC are relevance, self-directedness, experience-based learning, and immediate application. First, relevance is important to adult learners, who are more likely to engage if the learning meets their current needs (Western Governors University, 2020). Next, self-directedness is a basic principle of andragogy (i.e., adult learning), a principle which states that adult learners should be involved in the planning of their learning (Pappas, 2013). Additionally, experience-based learning is an important adult-learning principle. The distinguishing feature of experience-based learning centers on the experience of the learner and occupies a central place in all considerations of teaching and learning (Pappas, 2013). Finally, immediate application of learning is an important component of adult learning theory utilized in PBC. The learning orientation of adults tends to slant towards being task-oriented, life-focused, and problem-centric (Bouchrika, 2023). In summary, the adult learning principles of relevance, self-directedness, experience-based learning, and immediate application are utilized in PBC.

Connecting Behavior Change to Practice-Based Coaching

The PBC model and framework embeds principles derived from the science of human behavior and organizational behavior management (Snyder et al., 2022). Organizational behavior management (OBM) includes analysis of environment, prompts, goal setting, and feedback

(Wilder, et al., 2009) which are also major components woven into the PBC model (Synder, et al., 2022).

Practice-Based Coaching embeds several components related to adult-learning principles, which include relevance, self-directedness, experience-based learning, and immediate application (Joyce & Showers, 2002). Within this coaching model, teachers focus on specific teaching practices as they relate to their classroom and the children they teach and support, using various data sources and assessments (Synder, et al., 2022).

In New Mexico, such data sources include, but are not limited to, professional development plans, CLASS observational assessment, ECOT/NOVA student data, application of professional learning, administrator/district professional goals, strength and needs assessments, and student-specific needs for additional support (CREC, 2023). In the PBC model, data sources are reviewed and included in the decision-making process as teachers select teaching practices, engage in goal writing, and continue the PBC biweekly process.

The aspect of self-directedness is also interwoven into the PBC model, which aligns with shared goal and action planning (Synder, et al., 2022). This involves the collaborative partnership of teacher and coach creating a shared goal and accompanying action steps. Synder, et al. (2022) stated “Goals are critical in PBC because they identify the practice(s) that will be the focus of coaching” (p. 95). The development of goal setting involves both the teacher and the coach reviewing various sources of data and aligning the chosen teaching practice in the creation of a goal to develop, increase, or refine skills.

Practice-Based Coaching also emphasizes building on the teacher’s strength and areas of development (Synder, et al., 2022). This is accomplished through formal and informal assessments and self-assessments to guide the selection and implementation of teaching

practices. Synder et al. (2022) elaborated on this by stating, “Strength and needs assessments are used within Practice-Based Coaching to help clarify and verify practice-focused strengths and needs from the coachee and coaches’ perspectives” (p. 73). Identifying strengths and needs allows the teacher to self-reflect on areas to receive additional support and feedback within their own teaching practices.

The immediate application of teaching practices encourages teachers to implement their chosen teaching practices during the reflection and feedback meeting along with a discussion between themselves and their coach. In addition, the application of the practice is guided by discussion amongst both parties in relation to how to apply the teaching practice. Typical coaching cycles are within a two-week cycle to endorse fidelity to the model for effectiveness (Synder et al., 2022). During this timeframe, the teacher and the coach are able to discuss the implementation of the teaching practice related to the immediate application of the desired teaching practice.

The PBC model and framework incorporate principles rooted in the science of human behavior and organizational behavior management, as outlined by Snyder et al. (2022). Organizational Behavior Management (OBM), encompassing the analysis of practices, needs, and the classroom environment, prompts the loop of goal setting and feedback according to Wilder et al. (2009) which constitutes integral components interwoven into the PBC model (Snyder et al., 2022). Practice-Based Coaching integrates various elements aligned with adult-learning principles, such as relevance, self-directedness, experience-based learning, and immediate application, as articulated by Joyce and Showers (2002). Within this coaching model, educators concentrate on specific teaching practices relevant to their classrooms and the children they instruct and support, utilizing diverse data sources and assessments (Snyder et al., 2022).

PBC, influenced by adult learning principles and the science of human behavior, will further impact the continued growth of NM educators as scientific and research based approaches to adult learning are integrated into professional development opportunities offered through the CREC.

Connecting Behavior Change to Professional Development

PBC services in NM from the CREC also encompass high quality professional development in support of ongoing behavior improvement and change. According to the NM PreK Professional Learning Requirements and Recommendations, professional learning offered by CREC certified trainers provides an overall understanding of the Science of Reading initiated through, “Introduction to Structured Literacy” training. This professional learning provides in-depth knowledge over how early childhood reading and writing skills are developed to support preschool teachers with the strategies needed to successfully teach early literacy skills (2023).

Several professional learning training courses have been provided by CREC coaches that encompass the Language Essentials for Teachers of Reading and Spelling (LETRS) fundamentals. These training courses are designed to provide teachers, educational assistants and administrators with research and evidence based in the Science of Reading and Structured Literacy practices for the classroom. These professional learning opportunities include Language Essentials for Teachers of Reading and Spellings-Early Childhood (LETRS-EC), Early Literacy Strategies in Action: The Oral Language Connection to Early Literacy, Early Literacy Strategies in Action: The Phonological Awareness Connection to Early Literacy, Early Literacy Strategies in Action: Alphabet Knowledge, Early Literacy Strategies in Action: Becoming a Writer, and the Early Literacy Strategies in Action: Read Aloud. Other trainings offered include Early Childhood

Observation Tool (ECOT), Early Learning Series: Early Learning Guidelines (ELG), Dual Language Learners, Early Childhood Environment Rating Scale (ECERS-3) is optional and New Mexico ePyramid (“Professional Learning Requirements and Recommendations”, 2023).

Although the professional learning opportunities provided by the NM CREC are robust, the need for high quality professional development has far outweighed the offerings after the inclusion of community based programs and a push of PBC into grades K-3. Within the CREC, development of further professional development is ongoing, refinement of current PD is occurring, and more opportunities are being provided. Current curriculum implemented during PD opportunities is research based to ensure quality of learning. The Menu of Practice also aligns with professional development and helps ensure fidelity to Practice-Based Coaching and the NM ECECD vision, mission, and standards of quality. Principles related to behavior change and continuous improvement is not limited to teacher practices, but ongoing coach development and growth as well.

Connecting Behavior Change to Continual Development for Coaches

Research findings of Cusumano, et al. (2018) suggest that continuous reflection as related to teaching practices must occur regularly, supported by the guidance of a PBC coach who demonstrates an understanding of the professional strategies needed to facilitate literacy and social emotional skills. According to the CREC, new coaches are engaged in PBC reflection in peer groups with an outside coaching development agency, Gerety Education (Gerety, n.d.). This partnership with September Gerety and Gerety Education supports New Mexico Early Childhood Education Coaches continued growth and improvement as related to PBC, as well as upholding ongoing learning related to best practices and current research in the field of coaching. In this reflective discussion group, coaches contribute monthly video submissions of elements related to

the PBC cycle as well as self-reflections on their own Strength and Needs Assessments, seeking feedback in the parallel process of coaches being coached for continued improvement.

Experienced coaches engage in a similar process wherein coaches meet with a peer to view each other's focused observations of coaching practices, receive feedback that supports their own reflection and growth in the practice of fidelity to PBC. Coach engagement in ongoing professional development continues as an important mechanism providing knowledge, ensuring competence, and promoting growth required of coaches in implementation of effective practices with fidelity that influences learning outcomes (Snyder, et. al., 2022)

Currently, this emphasis on supporting principles of adult learning and the science of human behavior through coaches' own professional learning provides coaches with the necessary tools to further support teachers. CREC has established training in the area of adult learning principles by strengthening their coaches current understanding with a reflective approach to support change in themselves and their teachers. This professional learning training is the Integrated Learning Approach in Professional Development. Global Learning Partners, Inc. (GLP), is a research-based approach of effective adult learning principles that builds on the learners own experience to develop a deeper understanding of the concepts being covered as an interactive discussion to include the facilitators in the learning (Vela, 2002). All coaches in New Mexico are currently certified or enrolled to receive this professional learning for the year 2023-2024. This continued focus on adult behavior change for both NM coaches and inclusive of improved teacher practices, connects to important implications related to student outcomes.

Research Supporting Teacher Practice Impact on Student Outcomes

There is little doubt that teacher practice has an effect on student outcomes. In fact, the worldwide educational model is based on teacher-student interactions. Research data confirms

what we intuitively know: better teaching yields better results. In a large study in London, eight institutions and 66 teachers engaged in an experiment designed to test whether improvements in practice led to improved academic student outcomes (William et al., 2004). Teachers participated in professional development in writing formative assessments, which they used in their classrooms. According to the authors, "... we believe that the results presented here provide firm evidence that improving formative assessment does produce tangible benefits in terms of externally mandated assessments" (William et al., 2004, p. 7). In one particular classroom, student scores rose by over a half-grade level. If this gain had spread schoolwide, they would have raised the performance of a school at the 25th percentile of achievement nationally into the upper half (William et al., 2004). In this study, PBC increased teacher practice and teacher practice had an impact on student outcomes. Furthermore, a nationwide study in Australia also confirmed a direct link between quality practice and student outcomes (Ingvarson et al., 2005). This study included over 3,000 teachers and over 80 professional development sessions. Again, an analysis of the data found that there is a direct link between quality practice and student achievement (Ingvarson et al., 2005). In these studies, PBC increased teacher capacity, thus impacting student outcomes, which are a primary contributor to student success.

Additionally, quality teacher practices have a documented effect on the social-emotional growth of students. In a U.S. 2012 study with over 100 subjects, Ashdown and Bernard (2011) examined the effects of a program that consisted of explicit, direct instruction lessons, taught three times a week, supported by a variety of additional social and emotional teaching practices. The results indicated a statistically significant positive effect on levels of social emotional competence and well-being for students, as well as a reduction in problem behaviors (Ashdown & Bernard, 2012). In short, there is a large body of evidence, spanning the globe, in support of

the hypothesis that quality teacher practice increases student outcomes and there is clear evidence that implementing Practice-Based Coaching with fidelity positively impacts teacher practices. This power of Practice-Based Coaching is currently being leveraged in the state of New Mexico to transform early childhood education.

Transforming Early Childhood Education: The Power of Practice-Based Coaching in New Mexico

Districts across New Mexico are utilizing Practice-Based Coaching (PBC) for their Early Childhood programs. These programs range from New Mexico Pre-K, Early Pre-K, Mixed Age, 619 Special Education, Head Start, to Community Based New Mexico Pre-K. The importance of PBC is now being recognized as a part of the teachers professional learning and developing of their own teaching practice through self-reflection. The theoretical foundations of PBC recognized the science behind human and organizational behavior that can provide a structured framework that includes a cyclical process of utilizing support systems that analyze the practice with the premise of offering growth minded feedback that leads to self-reflective outcomes (Snyder, et. al., 2022). Herein, find an outline related to how PBC is changing the Early Childhood landscape in New Mexico.

Current Research/Data in New Mexico

According to Hustedt et al. (2020), research findings, spanning five cohorts, suggest that PreK programs in New Mexico (NM) generated academic benefits in the areas of language, literacy, and math. The results yielded statistically significant increases in those content areas prior to entering kindergarten. Throughout this research there are positive indicators that would suggest that children that participated in the PreK program show the capacity to succeed further academically than those that did not participate. NM PreK programs are supported by skilled,

trained coaches implementing Practice-Based Coaching with fidelity and ongoing PD opportunities (Central Region Educational Cooperative, 2023).

Based on CREC Language Essentials for Teachers of Reading and Spelling Early Childhood (LETRS-EC) Completion and Practice-Based Coaching on Early Literacy Strategies (Based on LETRS-EC) data collected from CREC training of trainers, coaching practices provide Professional Learning opportunities to support teachers in the knowledge of the Science of Reading (2023). The data yielded that 331 educators in NM report completing all or some of the LETRS-EC modules, out of these participants there are 183 school-based and 94 community-based. The number of teaching practices that teachers are engaging in from the years 2019-2023 found that 10,489 total number of Early Literacy and 11,852 Social Emotional practices were chosen by teachers based on their collaborative coaching meetings. According to the CREC data report, 796 current educators that are receiving PBC fall in the program categories listed as NM Pre-K, Early Pre-K, mixed age, 619 Special Education, Head Start, and Community Based Pre-K (2023). The above data is also communicated below in Table 2.

Table 2

Teachers Completing Required Literacy Training	Teaching Practices Engaged with Between 2019-2023	Early Childhood Educators in NM Currently Receiving PBC
LETRS-EC	Menu of Practices	Practice-Based Coaching
All or some completed 331 School Based: 183 Community Based: 94	Literacy Practices 10,489 Social Emotional 11,852	796 teachers

New Mexico Literacy Professional Development and Practice-Based Coaching Data

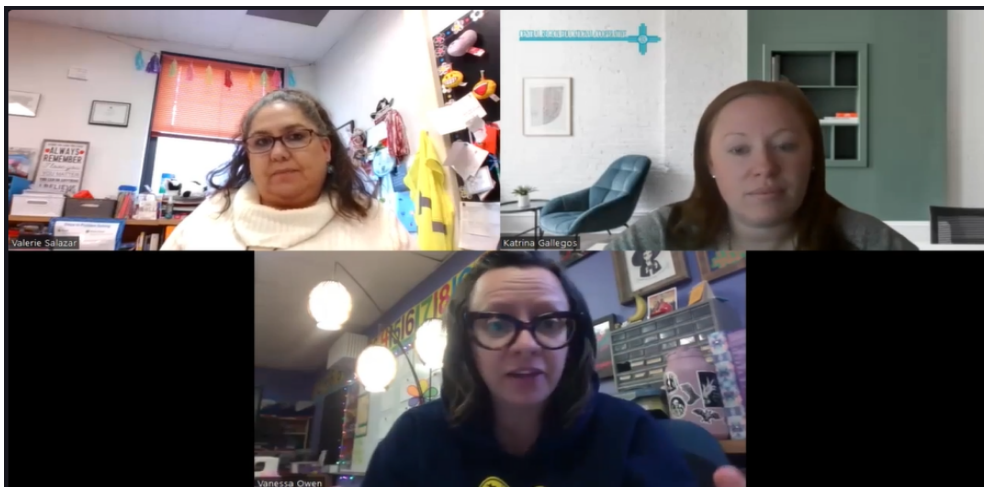
Data indicates high engagement with PBC by New Mexico educators as well as significant levels of engagement with professional learning opportunities. This quantitative data suggests that teachers in NM are engaging in PBC and professional development with fidelity in order to increase capacity and implementation of best practices for the students and communities they serve. Qualitative data also suggests that teacher efficacy and satisfaction in the field of education is supported by implementation of PBC with fidelity.

A Teacher's Transformative Journey

The transformative journey that many New Mexico teachers experience during engagement in PBC cycles with fidelity highlights initial challenges encountered by early childhood educators centering on connecting their practices with classroom needs. Teachers further recognize how PBC led to tangible changes in their own teaching practices, heavily impacting student outcomes and classroom learning. Several teachers shared their thoughts centering on personal experiences as they engaged in PBC. Personal communication submissions from NM early childhood educators Vanessa Owens and Valerie Salazar highlight connections among support through PBC, engagement with social emotional practices, and teacher practice improvement in support of students' ability to form connections and express emotions (CREC, 2023). These educators discuss the importance of their abilities to provide instruction while enjoying dialogue with and support from their PBC coach. Teachers expressed that engagement in PBC provided the opportunity for professional reflection and provided space for close examination of their practice from a variety of philosophies, cultures, and linguistic lenses and perspectives. Ms. Owens and Ms. Salazar agreed on this truth: PBC supported their increased ability to notice escalations in student behavior, target individual needs, and implement strategies to support students' development of social and emotional competencies, coping skills, and

executive functioning. These teachers further discuss their continued focus on teacher best practices and how their engagement in reflection and ongoing PBC impacts student outcomes in their classroom. Another NM educator, Brandy Keller, echoes the sentiments shared by other teachers across the state and further elaborates on the social emotional practice, from The Pyramid Model, “Tucker Turtle.” This Pyramid strategy was introduced through PBC and supported through NM CREC PD opportunities centered on the Menu of Practices and Pyramid Model strategies wherein Ms. Keller elevated her practice, implemented strategies discussed in PBC, and observed positive student outcomes wherein the child applied the strategy himself to self regulate both in the classroom and in a home situation with his brother.

Figure 3



New Mexico Early Childhood educators Vanessa Owens and Valerie Salazar with their coach Katrina Gallegos.

Note: Used with permission of Ms. Owens, Ms. Salazar, and Ms. Gallegos. This recording can be viewed at the link below: [PBC Teacher Experiences](https://clipchamp.com/watch/ZEHpzOGCLAH?utm_source=share&utm_medium=social&utm_campaign=watch) (https://clipchamp.com/watch/ZEHpzOGCLAH?utm_source=share&utm_medium=social&utm_campaign=watch)

The transformative journey of New Mexico teachers engaged in Practice-Based Coaching (PBC) underscores initial challenges faced by early childhood educators in aligning their practices with classroom needs. PBC not only prompts self-recognition of tangible changes in teaching methods but also significantly influences student outcomes and classroom learning. Personal experiences shared by early childhood educators Vanessa Owens and Valerie Salazar emphasize the link between PBC support, engagement with social-emotional practices, and improvement in teacher practices benefiting students' emotional expression and connections (CREC, 2023). Owens and Salazar highlight the importance of instructional support and dialogue with their PBC coach, noting that PBC offers a platform for professional reflection and examination of practices from diverse perspectives. Both educators stress that PBC enhances their ability to address student behavior escalations, individual needs, and implement strategies for developing social and emotional competencies. Additionally, Brandy Keller, another New Mexico educator, echoes these sentiments and elaborates on the successful implementation of the social-emotional practice, "Tucker Turtle," introduced through PBC and supported by CREC professional development opportunities. Keller's experience demonstrates how PBC, coupled with strategic practices, positively impacts student outcomes both in the classroom and at home.

Real-life Examples of NM Educator Reflection and Behavior Change

Practice-Based Coaching coaches employed by the New Mexico Central Region Educational Cooperative continually seek feedback from NM educators regarding their PBC experiences in order to gauge effectiveness of Practice based Coaching. Outlined below are some experiences shared with CREC coaches highlighting behavior changes and the impact of PBC on NM educators' practices.

When teachers were asked questions related to PBC and the possible influence(s) on teaching practices we received the following testimonies. Teachers shared that PBC has changed their teaching practices, increased opportunities for self-reflection, and found that reflection and feedback meetings were valuable.

Teachers were asked to describe experiences with Practice-Based Coaching as it relates to adult learning, one teacher stated:

My experiences as it relates to adult learning is that I definitely leave each biweekly meeting with a new takeaway, with a growth opportunity for myself, and also a lot of positives, similar to a lot of positive reinforcement that we give our students. I feel better and more encouraged to be my best because I feel like I have the support behind me to do that. And so, Practice-Based Coaching has helped me zone in on the things that I can work on in my classroom and always getting better with those areas of need as they change every single year - every single week (R. Baca, personal communication, October 23, 2023).

This illustrates the growth mind-set of teachers across New Mexico that believe in continuous adult learning principles and the personal impacts this model brings to our educators. New Mexico has chosen this model for multiple reasons, including the dosage of reflection and feedback meetings that occur every two weeks. This provides an opportunity for the teacher and the coach to reflect on the implementation of practices.

When asked to describe how you (the teacher) feel(s) PBC has impacted teaching practices, one teacher responded:

I feel that it has impacted my teaching practice by providing tools or ideas I have never

even thought of to begin with. I get resources from ... my coach after every meeting ...things that are new to me.... (I) talk with my co-teacher about it, and she along with the ideas that you (the coach) bring(s) have such a positive impact. And ultimately, it makes the classroom environment a better place in our community we serve (R. Baca, personal communication, October 23, 2023).

Practice-Based Coaching best serves communities at large in New Mexico. Not only do NM teachers and administrators benefit from PBC as support is provided through implementation of this model, but ultimately entire NM communities, inclusive of traditionally underserved populations, are also served and reaping benefits (Kellogg Foundation, 2018).

Additionally, when asked to discuss what the teacher has noticed in student outcomes as related to Practice-Based Coaching, especially when choosing teaching practices, receiving reflections, and student outcomes a teacher reflected by stating:

I see growth of areas of need and these are backed on my anecdotal notes, my ECOT data, my yearly goal that I make through the state. I definitely see this contributing greatly towards Practiced-Based Coaching. I have notes written down after our meetings of little takeaways or quotes of things that may have been provided to me...I may reflect on that as a reminder, let's say this or let's focus on how many times a day I am measuring our goal. I really like how we are measuring our goal (R. Baca, personal communication, October 23, 2023).

This statement speaks to how teachers are seeing the value of PBC beyond the scope of their work and visualizing this model by making connections between current data collection systems, yearly PDP goals, PBC goals, and student outcomes. When asked what the most valuable aspect of PBC one teacher stated:

The most valuable aspect of Practice-Based Coaching is the partnership you have with the coach because you have that trust, you have the resources, but you have that connection with somebody who may be within the building or school you might not have otherwise. We have a small program and we don't have a lot of Pre-K teachers and so with that I think the most valuable is just that connection, and someone that can relate with you and help support you along the way (R. Baca, personal communication, October 23, 2023).

Understanding the personal and professional impact(s) that PBC can have on educators in New Mexico is important to understand. New Mexico is a rural state and sometimes educators feel isolated and/or not relatable to other educators in upper grade levels. PBC allows space for connectedness and promotes continued growth in areas specific to teacher and student needs, as well as, a focus on Developmentally Appropriate Practices (DAP) and the Menu of Practices for Early Childhood Educators (CREC, 2023).

In addition, when asking educators that have experienced both models (i.e., consultative model and the Practice-Based Coaching model) their perspectives related to the change(s) towards PBC the teacher responded that PBC has “Given me different ideas, topics, and having feedback from our coach every 2 weeks has been super helpful” (A. Mondragon, personal communication, May 5, 2021). The teacher also elaborated on PBC and discussed what she enjoyed most from coaching was “It gets us thinking more outside of the box, trying new things that we may have not have done in the past or topics we may have not covered” (A. Mondragon, personal communication, May 5, 2021). In addition the teacher reflected “It has been a growing and learning experience and has helped us become better teachers” (A. Mondragon, personal communication, May 5, 2021). The teacher continued by stating PBC has, “Given us more time

to reflect on things we are doing in the classroom” (A. Mondragon, personal communication, 2021). The teacher continued to discuss her experiences with self-reflection and stated, “Self-reflection is not something we have done a lot of in the past... But since we started Practice-Based Coaching we have done a lot more of that, so that has been a positive thing “(A Mondragon, personal communication, May 5, 2021). The teacher also shared that her coach has provided her with resources and different ideas, which she found especially supportive during the pandemic.

It is important to hear from teachers in regard to their perspectives related to Practice-Based Coaching. Research supports and has demonstrated the effectiveness of PBC delivered through a variety of modalities (virtually, in person, peer to peer, etc.), but teacher testimonies and shared, powerful personal experiences of the effects related to teaching practices and student outcomes indicates that PBC has the power to impact the lives and well being of teachers, students, and communities. Practice-Based Coaching continues to provide a platform where teachers are better supported with the implementation of effective teaching practices, teachers receive immediate feedback, are allowed time to self-reflect, and receive continuous feedback and support from their coach during their reflection and feedback meeting. This provides additional professional learning opportunities for both the coach and teacher.

The transformative process that numerous New Mexico teachers undergo when actively participating in Practice-Based Coaching (PBC) cycles supports alignment between early childhood educators' practices with classroom needs. Educators acknowledge the substantial impact of PBC on bringing about concrete changes in their teaching methods, ultimately influencing student outcomes and classroom learning. Several teachers have shared their reflections, emphasizing personal experiences during their engagement with PBC. To continually

assess the effectiveness of Practice-Based Coaching, coaches affiliated with the New Mexico Central Region Educational Cooperative consistently solicit feedback from educators in the state regarding their experiences with PBC to continue to strive for fidelity in implementation of Practice-Based Coaching in order to positively impact teacher practices, student outcomes, and overall community contribution to society.

Conclusion

Practice-Based Coaching is founded on empirical research and supported by extensive evidence (Shannon et al., 2020; Snyder et al., 2022). It serves as the fundamental pillar of New Mexico's innovative initiative, catalyzing transformative change within the realm of early childhood education in New Mexico. This document has outlined the evidenced effectiveness of PBC in preschool education, across settings, and in New Mexico. According to research findings, PBC stands as a coaching implementation framework firmly grounded in empirical support (Shannon, et al., 2020). While numerous coaching approaches provide strategies that imply potential for professional development, Practice-Based Coaching distinguishes itself through its goal-oriented collaborative partnership, provision for teachers to conduct Strengths and Needs Assessments related to their practices (utilizing data), and its cyclical nature, fostering an ongoing journey of improvement (Snyder et al., 2015). Backed by PBC, there is compelling evidence of improved teacher practices leading to heightened student achievements, as exemplified in narratives nationwide and specifically in New Mexico. Practice-Based Coaching is revolutionizing the potential during the crucial early childhood development years by leveraging adult learning principles leading to behavior change.

Practice-Based Coaching was designed with the benefit of centuries of study on the science of human behavior. The synergy between adult learning principles and PBC is not an

accident (Snyder et al., 2022). This deliberately-designed system has produced positive changes in teaching practices. In New Mexico, teachers shared that PBC has impacted their teaching practices and increased opportunities for self-reflection. The role of fidelity to the Practice-Based Coaching model is essential in sustaining positive changes. Practice-Based Coaching is based on the research-backed impact of improved teacher practices on student outcomes. As a result, PBC owes part of its success to the science of human behavior and the principles of adult learning.

Practice-Based Coaches in New Mexico engage in the PBC model with fidelity using the biweekly, cyclic model. The data from 2019-2023 shows that teachers select practices best aligned with their classroom needs. Data indicates teacher engagement with 10,489 Literacy and 11,852 Social Emotional practices during PBC sessions. Based on testimonials shared here, as well as countless others provided by NM teachers' demonstrative of the transformative voice, NM Practice-Based Coaches and the Central Region Educational Cooperative recognize the importance of selected practices and implications centered on this targeted focus, supported through PBC, as related to positive student outcomes. The vast array of practices selected by NM teachers is indicative of the differentiation that takes place in the classroom to support student outcomes. Positive impacts highlight the need for continuing initiatives related to ongoing professional development for coaches, teachers, educational assistants, and administrators; as well as continued fidelity to the Practice-Based Coaching model to better support the needs of early childhood classrooms in New Mexico.

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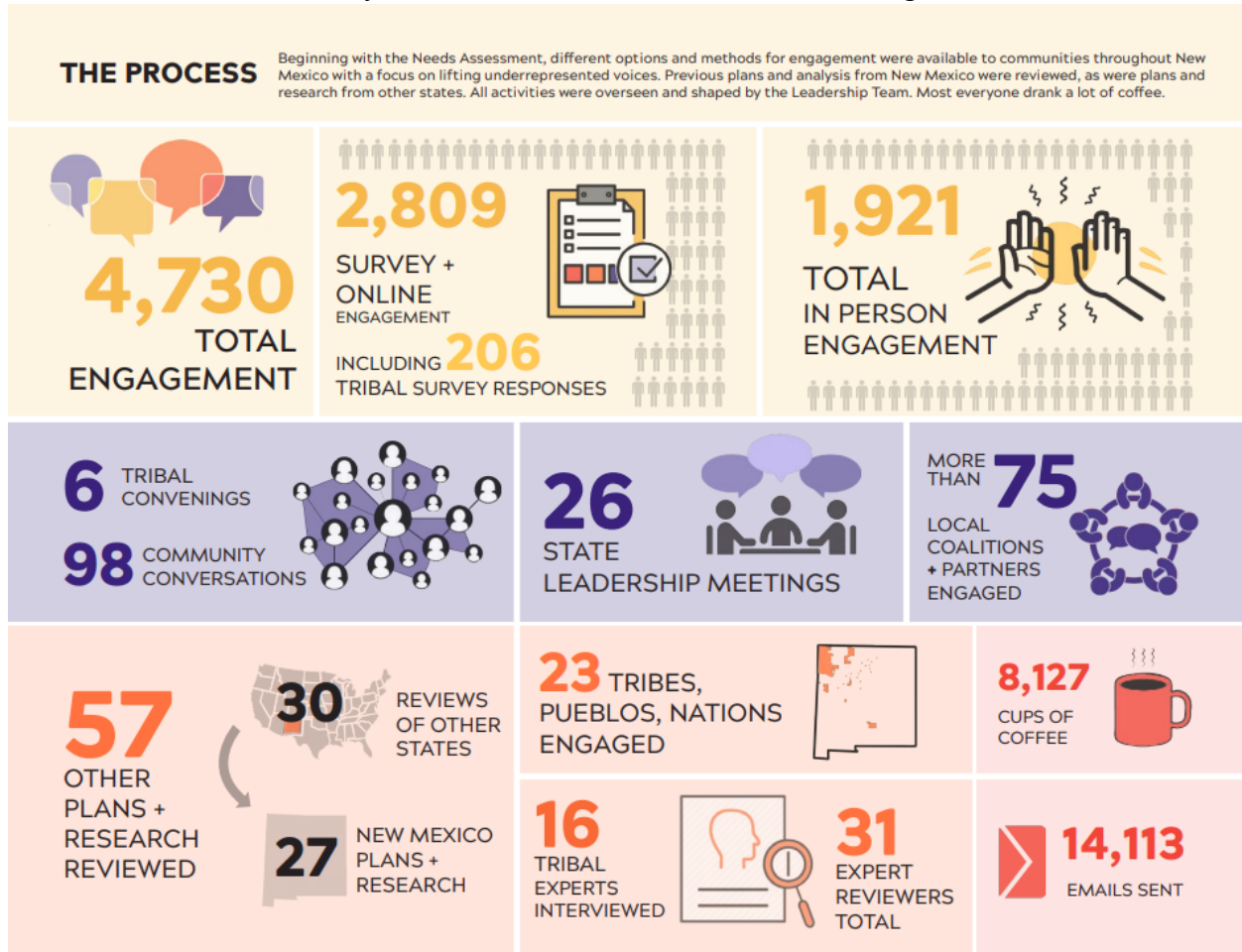
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Appendix A

2019 Early Childhood Needs Assessment and Strategic Plan



Appendix A: ECECD 2019 Needs Assessment

<https://www.nmeccd.org/wp-content/uplhttps://www.nmeccd.org/about-eccd/>

Appendix B

Land Grant Permanent Fund (LGPF)

Land Grant Permanent Fund (LGPF)
Established in 1912 through New Mexico's entry into statehood.
Tied to the federal Ferguson Act of 1898 and the federal Enabling Act of 1910, which stipulated that land grants to be held in trust for the benefit of the public schools, universities, and other specific beneficiary institutions.
Funded by income from non-renewable resources. Oil and gas revenues (rents, royalties, and bonuses) make up over 90 percent of contributions to the fund – 2020 contributions totaled about \$918 million.
One of the largest sovereign wealth funds in the country – currently about \$23.415 billion.
General fund distributions are earmarked for public schools.

Appendix B: New Mexico State Investment Council Land Grant Permanent Fund
<https://www.sic.state.nm.us/investments/permanent-funds/land-grant-permanent-fund/>

Appendix C

Current Expansion for Early Childhood Programs in New Mexico

Using nearly \$100 million from the Land Grant Permanent Fund requested by the governor and appropriated by the state Legislature during the 2023 session, the Early Childhood Education and Care Department (ECECD) awarded a total of 279 PreK grants to 84 school district programs and 195 community-based programs, family child care providers, Tribal governments, and Head Start grantees. The funding will also be used to significantly expand instructional hours and increase pay for PreK teachers in the awarded programs.

More information can be found at:

<https://www.governor.state.nm.us/2023/07/19/gov-lujan-grisham-announces-historic-expansion-of-prek-programs-in-new-mexico-funding-includes-more-than-550-new-prek-slots-for-tribes-nations-and-pueblos/>

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<https://www.governor.state.nm.us/2023/07/19/gov-lujan-grisham-announces-historic-expansion-of-prek-programs-in-new-mexico-funding-includes-more-than-550-new-prek-slots-for-tribes-nations-and-pueblos/>

Appendix D

New Mexico Early Childhood Education and Care Department Strategic Plan

Goals and Objectives

STRATEGIC PLAN GOALS & OBJECTIVES

VISION: Each and every New Mexico child, prenatal to age 5, and their families will have equitable access to quality early learning opportunities to support their development, health, and well-being, ensuring they are ready to succeed in kindergarten and beyond.

GOAL 1: FAMILIES

Recognize all families in New Mexico as key decision makers and ensure they have access to the resources they need to thrive.

OBJECTIVE 1A. Ensure that 70 percent of early childhood programs and services are designed to support multilingual, multi-generational, culturally diverse, households with children who have developmental delays or disabilities by December 2024.

OBJECTIVE 1B. Provide full program access to recipients by addressing languages, availability, delays and disabilities, and other barriers to accessing needed programs and services.

OBJECTIVE 1C. Increase parent and caregiver awareness of early childhood services by 15 percent annually.

GOAL 2: GOVERNANCE

Create a cohesive governance system that supports an aligned, efficient, and responsive system of high-quality early childhood programs and services.

OBJECTIVE 2A. Develop an aligned consumer support process that recognizes and celebrates New Mexico's diversity.

OBJECTIVE 2B. Align state funded early childhood program requirements across the mixed delivery systems.

OBJECTIVE 2C. Strengthen partnerships at the state and local levels to effectively use all available resources across the mixed-delivery system by December 2024.

GOAL 3: WORKFORCE

Ensure that New Mexico's early childhood workforce is supported to meet the needs of all families and young children through an aligned professional development system and through compensation that reflects the level of experience and training.

OBJECTIVE 3A. Support and adequately compensate the workforce in order to ensure their physical and social well-being.

OBJECTIVE 3B. Increase, by 10% annually, the number of degree and credentialed professionals within the early childhood workforce.

OBJECTIVE 3C. Align professional development training and technical assistance.

GOAL 4: FUNDING

Provide sustainable and secure funding to support New Mexico's youngest children and their families.

OBJECTIVE 4A. Maximize and leverage all possible funding.

OBJECTIVE 4B. Create flexible funding opportunities to incentivize outcomes rather than process measures.

OBJECTIVE 4C. Identify the true cost of care and increase collaboration and funding available to increase access to quality programs.

GOAL 5: DATA

Develop a statewide, integrated data system to better inform planning and decision-making for all stakeholders.

OBJECTIVE 5A. Ensure alignment and sharing of data across state-level departments and systems, plus medical practice and insurance data, while maintaining the ethical use of data and total privacy and confidentiality of individuals.

OBJECTIVE 5B. Promote accountability, enhance practice, and guide continuous quality improvement.

OBJECTIVE 5C. Define, design and integrate data into a unified public interface to allow transparency of aggregate information throughout the system.

GOAL 6: TRIBAL

Strengthen ongoing government to government relationships with tribal communities in order to foster mutual trust, understanding, and partnerships that respect tribal sovereignty.

OBJECTIVE 6A. Ensure 100 percent of children in tribal communities have access to facilities that promote the integration of education, language and culture as identified and defined by tribal communities by 2023.

OBJECTIVE 6B. Support knowledge and respect of the culture, sovereignty and self-determination and governance of tribes and programs.

OBJECTIVE 6C. Adhere to existing laws relating to tribal nations.