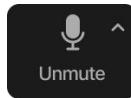
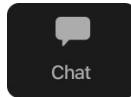


Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



Zoom Meeting Protocol

Participant Naming Conventions

Please change your Zoom name to reflect your actual name and the Community Network you represent.

Questions

During the presentation, please add any questions to the chat. Questions will be answered at the end of the webinar. If you enter a question in the chat, please include your e-mail address, in case our team needs to follow up with you further.

Notice of AI Recording on Zoom

Please be advised that the LDOE does not permit artificial intelligence (AI) meeting recorders to join online meetings and does not consent to having this meeting recorded or transcribed.



Community Network Lead Agency Office Hours



February 10, 2026

Webinar Purpose and Objectives



Webinar Purpose and Objectives

Purpose: The Community Network Lead Agency (CNLA) Office Hours webinar provides CNLA administrators with information, updates, and reminders related to current LDOE Early Childhood Care and Education initiatives and events.

Objectives:

Community Network Lead Agencies will

- Receive new information and updates
- Receive information on today's featured topics:
 - *Jefferson Parish Quality Processes*
- Review reminders about upcoming deadlines

Agenda

- I. Early Childhood Community Network Updates
- II. Featured Topic:
Jefferson Parish Quality Processes
- III. Early Childhood Reminders
- IV. Upcoming Events and Deadlines



Early Childhood Community Network Updates and Reminders



February 1 Child Count

Per *Bulletin 140*, Community Network Lead Agencies are required to count all publicly funded children served at each publicly funded site as of February 1 and submit that count to the LDOE by February 28 via the the process below.

- The Department will capture February 1 Child Count utilizing data templates.
 - Data templates became available to CNLAs via the [FTP site](#) by January 30, 2026.
 - Completed templates should be submitted by CNLAs via the [FTP site](#) by February 28, 2026.
- Data templates will have the following naming conventions:
 - CNLA_February 2026_LDOE Child Count
 - Program Partners_February 2026_LDOE Child Count

Early Childhood Curriculum Initiative

The LDOE Instructional Materials Review (IMR) team is currently conducting new curriculum reviews:

- These reviews are designed to evaluate the alignment of instructional materials with the revised 2024 Early Learning and Development Standards (ELDS) and ensure that the materials used in classrooms support high-quality teaching and learning.
- Beginning in February, a new Tier I Curriculum List for ECE will be published as IMR reviews are completed.
 - This updated list will be released by mid-February and populated as reviews are complete. The list will only include instructional materials that are aligned with the 2024 ELDS and meet the criteria of the 2025-2026 IMR rubric.
 - Currently-posted Tier I materials were reviewed using previous standards and do not fully align with the newly updated ELDS. As a result, these materials will be archived and will no longer appear on the active Tier I list. **(Note: The use of an archived curriculum will not count against site Performance Profiles.)**

Instructional Materials Review Curriculum Updates

The LDOE is committed to supporting providers and school systems through this transition.

- As new Tier I curricula are rated and approved, that information will be made available via the EC newsletter, emails, and informational webinars.
- The LDOE is allocating 4.7 million dollars for infant, toddler, and pre-k curriculum.
- Funds were available through eGMS beginning February 1, 2026.

Early Childhood Literacy Initiative Allocation

The LDOE Early Childhood Literacy Initiative allocation was approved during the January 2026 BESE meeting. This funding opportunity is from February 1, 2026 - June 30, 2026.

- **Curriculum Allocation (Available to CNLAs and CCR&Rs):** The curriculum allocation will be used to purchase newly-rated high-quality instructional materials (rated as Tier I) that align to the updated *Early Learning and Development Standards* and LDOE IMR review processes. The list of newly-rated curriculum will be available from the Department by mid-February and continue to be populated as reviews are completed.
 - CNLAs should work with schools to purchase newly-rated Tier I curriculum and curriculum-aligned professional development requested by school-based publicly funded pre-K classrooms.
 - CCR&Rs should work with child care sites to purchase newly-rated Tier I curriculum and curriculum-aligned professional development requested for infant, toddler, and preschool classrooms by Type III child care and FCC sites who have opted into Academic Approval.

Upcoming Events and Deadlines

Please contact caitlyn.robinson@la.gov with questions.



Early Childhood Literacy Initiative Allocation

The LDOE Early Childhood Literacy Initiative allocation was approved during the January 2026 BESE meeting. This funding opportunity is from February 1, 2026 - June 30, 2026.

- **SoR Training Stipend Allocation (available to CNLAs):** The SoR Training stipend allocation will be used to provide LDOE-created SoR training to support early identification and interventions, including for teachers of young children with disabilities who teach pre-K.
 - This portion of the allocation offered through CNLAs to school-based pre-K educators will fund \$250 stipends for the completion of 3 LDOE Science of Reading pre-K modules through the LDOE Canopy platform. These modules will be ready in the LDOE Canopy platform by late February.
 - Please note: There will be additional information regarding funding opportunities for training stipends for publicly funded child care center teachers, Early Head Start/Head Start teachers, Family Child Care educators with Academic Approval, and NSECD teachers in publicly-funded sites shared at a later date.

Upcoming Events and Deadlines

Please contact caitlyn.robinson@la.gov with questions.



Early Childhood Literacy Initiative: Heggerty

To provide targeted support to improve literacy and language outcomes in Pre-K child early learning classrooms in Type III Child Care Centers and Family Child Care Providers, the LDOE is purchasing Heggerty Pre-Kindergarten and Early Pre-Kindergarten Curriculum manuals along with professional development.

- The LDOE is not requiring the use of Heggerty curriculum manuals. However, programs that are using Heggerty materials are seeing improved child outcomes in phonological awareness and phonemic awareness skills and improved Kindergarten readiness.
- The Early Pre-K curriculum book focuses on phonological awareness skills while the Pre-K curriculum book focuses on phonemic awareness skills.
 - Both books include 35 weeks of explicit and systematic instructional lessons that provide teacher modeling and support.
 - It would be best to purchase one manual per classroom since they are spiral books that can easily be utilized during transition or other times throughout the day.

Early Childhood Literacy Initiative: Heggerty

Heggerty will also provide a series of 10 virtual administrator professional development opportunities to those who will be utilizing the manuals.

- These sessions will focus on supporting child care educators to implement Heggerty Curriculum lessons to improve child outcomes in language and literacy objectives.
- Educators needing professional development will sign up for 1 of 10 virtual sessions to be offered in April and May 2026.
 - More information concerning training dates and registration will be provided in the March Provider Webinar.

Heggerty FAQ

- The LDOE is not requiring the use of Heggerty curriculum manuals. Programs that are using Heggerty materials are seeing improved child outcomes in phonological awareness and phonemic awareness skills.
- The manuals are the same edition as the ones sent in the order from 2025.
- The Early Pre-K curriculum book focuses on phonological awareness skills while the Pre-K curriculum book focuses on phonemic awareness skills. Both books include 35 weeks of explicit and systematic instructional lessons that provide teacher modeling and support. It would be best to purchase one manual per classroom since they are spiral books that can easily be utilized during transition or other times throughout the day.
- There is not an expected date to begin using the materials. However, it would be best if educators use the materials after they have been trained to use them correctly.
- This initiative will filter through the CCR&R. The CNLA will provide quantities of how many of each manual they would like to receive. All shipments will be shipped directly to the CCR&R and then materials can be distributed in a way that works for all involved.

Upcoming Events and Deadlines

Please contact caitlyn.robinson@la.gov with questions.



Featured Topic:

Jefferson Parish Quality Processes



Quality Process 3 in Action

Using Observation Data to Build Teacher Capacity and Strengthen
the Early Childhood Workforce



Grounding Our Work in Quality Process 3

- *Quality Process 3* calls on CNLAs to provide intentional support that:
 - builds capacity
 - engages teachers
 - builds skills and confidence
 - helps retain and stabilize the early childhood workforce
 - uses CLASS® observation data to improve program quality and child outcomes.
- Jefferson Parish Schools has operationalized *Quality Process 3* by building a system that uses observation data not just for accountability, but as a continuous improvement tool for educators.



Our Starting Point

- If we use data to guide student learning, we must similarly use teacher data to guide coaching and support.
- The issue:
 - *Often, teacher feedback is limited to formal observations. But growth requires consistency.*
- The question:
 - *How can we provide meaningful support between formal CLASS observations?*
- Our conclusion:
 - *A new approach was needed to support teachers using data.*



Why We Collect Observation Data

- We collect data to:
 - Identify strengths early
 - Detect gaps before they widen
 - Provide timely coaching
 - Reduce uncertainty for teachers
 - Increase preparedness for formal observations
- Formal observations provide valuable information, but they are snapshots in time.
- By collecting ongoing data, we shift from responding to challenges to preventing them, allowing us to support teachers when it matters most.



How We Collect It



- We use consistent mock observations aligned to CLASS indicators.
- Our approach includes:
 - Regular classroom visits
 - CLASS-aligned look-fors
 - Objective evidence scripting
 - Single observation cycles
 - Quick feedback loops
- Mock observations are growth-centered rather than evaluative.
- When teachers understand the purpose is support, not judgment, it builds trust and trust lays the foundation for improvement.

How We Display the Data

- Data should be easy to interpret and quick to act on.
- We organize observation data into:
 - Domain and dimension trends
 - Strength and growth snapshots
 - Areas of need
 - Classroom progress monitoring
 - Network-wide patterns
- Clear visuals allow coaches and leaders to immediately identify where support is needed and respond without delay.
- It also allows teachers to see their growth, which strengthens motivation and confidence.
- Collecting data is only powerful if it leads to action.



How We Use the Data

- **Observation data drives every coaching decision.**
- We use it to:
 - Individualize coaching cycles
 - Deliver real-time, actionable feedback grounded in examples
 - Target specific teacher behaviors
 - Align modeling to needs
 - Group teachers for focused professional learning
 - Monitor progress between formal observations
- Without data, coaching can become broad.
- With data, coaching becomes precise.
- Instead of offering general strategies, we focus on the exact interactions that will improve classroom quality. This is what makes support truly intentional.



How This Strengthens CLASS Outcomes

- *Quality Process 3* emphasizes using CLASS data to improve program quality and child outcomes.
- This approach ensures CLASS is embedded into everyday practice, not treated as a once-or-twice-a-year event.
- Frequent data collection helps us:
 - Normalize CLASS language
 - Strengthen teacher-child interactions
 - Address risk areas early
 - Increase teacher preparedness
 - Support stronger Performance Profile scores
- CLASS should never feel like a surprise or a performance.
- When teachers receive ongoing feedback aligned to CLASS, confidence grows, and stronger interactions naturally follow.



The Impact on Teachers



- When teachers receive frequent, specific support:
 - Skills improve
 - Confidence increases
 - Stress decreases
 - Instruction strengthens
 - Teachers are more likely to remain in the field
- Workforce stability begins with educator confidence.
- Teachers who feel capable are far more likely to stay, even during difficult moments.

What This Means for Systems

- Targeted support is not just about improving scores, it is about strengthening the profession.
- Through this approach, we are building:
 - More confident educators
 - More consistent classroom quality
 - Stronger child outcomes
 - Greater workforce stability
- When we invest in educators through intentional support, the benefits extend far beyond a single observation cycle.
- It creates sustainable improvement across the network.



Closing Thought

Quality Process 3 challenges us to be intentional in how we support educators. For us, that means using data not as a compliance measure, but as a tool for growth, ensuring every teacher has the guidance and confidence they need to succeed.



Upcoming Events and Deadlines



Early Childhood Teacher and Leader of the Year Award Program

The Louisiana Department of Education, in partnership with [Dream Teachers](#), is excited to recognize and celebrate some of the state's most exceptional educators through the Early Childhood Teacher and Leader of the Year programs.

The application period **closed** as of **January 14, 2026**. If your network's teachers or leaders applied, please note the important timeline of next steps below:

February/March
2026

Application review
and Finalist
selection.

April/May
2026

Finalist
interviews are
conducted.

June
2026

Honorees are
celebrated at
the Teacher
Leader Summit.

July
2026

Honorees are
celebrated at the
Gala, and the
overall honoree is
announced.



Upcoming Events and Deadlines
Please contact shallan.jones@la.gov with questions.



SmartTeach™ Winter Checkpoint

The Winter SmartTeach™ checkpoint is February 28, 2025.

- The Department has set program expectations of completion for each checkpoint: Networks should monitor completion rates at the site and classroom levels.
- This assessment is mandated through program assurances and included within *Bulletin 140*:

Sites ensure all required information for classrooms containing children from birth to five years is entered in the GOLD® online system. Additionally, all child assessment results for publicly-funded infants, toddlers, and pre-K children must be entered and checkpoints finalized by October 31, February 28, and May 31.

Fall 2024 (October 31)	Winter 2025 (February 28)	Spring 2025 (May 31)
80%	85%	90%

Upcoming Events and Deadlines

Please contact ECAssessment@la.gov with questions.



Teaching Strategies® Webinars

Teaching Strategies® provides webinars to help users succeed in using the platform. Users can register to attend sessions live or watch the on-demand sessions at any time.

The links below will bring you to the landing page for each webinar:

- [What's New and What's Coming From Teaching Strategies](#)
- [What's New in Gold Administrator Reports](#)
- [Featured Webinars](#)

Upcoming Events and Deadlines

Please contact ECAssessment@la.gov with questions.



Spring Collaboratives

In April 2026, the LDOE will host three opportunities for CNLAs and CCR&Rs to collaborate and improve outcomes for children in 2026-2027 school year. Each agency should bring no more than four staff members. To determine attendees, please review the recommendations in the table below.

Event Information	CNLA	CCR&R
Claiborne Building 1201 North Third St. Baton Rouge, La Thomas Jefferson Room 9:30 a.m.-2:00 p.m.	<ul style="list-style-type: none">Community Network LeadAgency AdministratorEducation ManagerSpecific grant or program manager (i.e. CCAP B-3 Seats)	<ul style="list-style-type: none">DirectorMaster Coach(es) <p><i>*Please assign different staff to represent the CNLA and CCR&R if the entity represents both the CNLA and CCR&R</i></p>

Upcoming Events and Deadlines
Please contact earlychildhood@la.gov with questions.



Spring Collaboratives

Date	CCR&R Attendees	CNLA Attendees
April 16, 2026 Claiborne Building 1201 North Third St. Baton Rouge, La Thomas Jefferson Room 9:30 a.m. - 2:00 p.m.	<ul style="list-style-type: none">• Agenda• VOA 234	<ul style="list-style-type: none">• Assumption, Lafourche, Orleans, Terrebonne Plaquemines, St. Bernard, St. Charles, St. James, St. John, St. Tammany, Washington• Livingston, St. Helena, EBR, E. Feliciana, Iberville, WBR, W. Feliciana, Zachary, Central, Tangipahoa

Spring Collaboratives

Date	CCR&R Attendees	CNLA Attendees
April 21, 2026 Claiborne Building 1201 North Third St. Baton Rouge, La Thomas Jefferson Room 9:30 a.m. - 2:00 p.m.	<ul style="list-style-type: none">On Track by FiveJeffersonPointe CoupeeVOA 567	<ul style="list-style-type: none">LafayetteJeffersonPointe CoupeeAllen, Avoyelles, Beauregard, Cameron, Evangeline, Jefferson Davis, Vernon, Acadia, Calcasieu, Iberia, St. Landry, St. Martin, St. Mary, VermilionAscension

Upcoming Events and Deadlines
Please contact earlychildhood@la.gov with questions.



Spring Collaboratives

Date	CCR&R Attendees	CNLA Attendees
April 22, 2026 Claiborne Building 1201 North Third St. Baton Rouge, La Thomas Jefferson Room 9:30 a.m. - 2:00 p.m.	<ul style="list-style-type: none">• Children's Coalition• NSU	<ul style="list-style-type: none">• Caldwell, Catahoula, E. Carroll, Franklin, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, W. Carroll• Bienville, Bossier, Caddo, Catahoula, Claiborne, Concordia, DeSoto, Grant, Jackson, LaSalle, Natchitoches, Rapides, Red River, Sabine, Webster, Winn

Upcoming Events and Deadlines
Please contact earlychildhood@la.gov with questions.



Early Childhood eGMS Allocations

All 2026 allocations have been uploaded in the E-Grants Management System (eGMS). Funds must be drawn down by **June 30, 2026**. Any funds not drawn down by this date will not roll over.

eGMS Application Names

- EC State General Fund
- EC Consolidated
- EC Curriculum Reimbursement

Important

- To view the application in eGMS, Contacts and Assurances for Early Childhood must be completed.
- Please email the LDOE Grants Helpdesk at ldoegrantshelpdesk@la.gov.

2026 Teacher Leader Summit



- **Save the Date:** The 2026 Teacher Leader Summit will be held May 26-28 at the New Orleans Ernest N. Morial Convention Center.
 - Early bird registration opens **February 16, 2026**.
- Teacher Leader Summit now has a [website](#). Please check it out and share it!
- Teacher Leader Summit is an annual professional learning conference that brings together Louisiana birth to grade 12 educators and content experts. Educators participating in the event will share their knowledge, learn new skills, and prepare for the 2026-2027 academic year.

Upcoming Events and Deadlines

Please contact ldoeevents@la.gov with questions.



Monthly CNLA Office Hours Webinar

CNLAs are encouraged to attend the monthly CNLA Office Hour webinars. These webinars include important updates and reminders for Community Network Lead Agencies.

Attendees can access the next CNLA Office Hours webinar using the information below:

- **Webinar Date/Time:** Tuesday, March 10, 2026 at 3 p.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/97220084131>
- **Phone Number:** 1 312 626 6799
- **Meeting ID:** 972 2008 4131
- **Passcode:** 051391

Upcoming Events and Deadlines

Please contact earlychildhood@la.gov with questions.



Monthly Provider Update Webinar

CNLAs are encouraged to attend the monthly webinars for early childhood providers. These webinars include important updates and reminders for all provider types.

Providers can access the next provider webinar using the information below:

- **Webinar Date/Time:** Thursday, March 5, 2025 at 1 p.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/91532982014>
- **Phone Number:** 1 470 250 9358
- **Meeting ID:** 915 3298 2014
- **Passcode:** 519100

Upcoming Events and Deadlines

Please contact earlychildhood@la.gov with questions.



Monthly Young Children with Disabilities Community of Practice

The early childhood strategy team conducts a monthly Community of Practice on various topics related to young children with disabilities. These webinars include professional development and updates regarding young children with disabilities in early childhood settings.

Attendees can access the webinar using the information below:

- **Webinar Date/Time:** Tuesday, February 24, 2026 at 3 p.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/91561982271>
- **Phone Number:** 1-312-626-6799
- **Meeting ID:** 915 6198 2271
- **Passcode:** 787411

Upcoming Events and Deadlines

Please contact Caitlyn.Robinson@la.gov with questions.



Monthly Office Hours for New Directors

CNLAs are asked to share this information with new directors. The LDOE team holds New Director webinars that focus on topics related to early childhood quality or operations while also helping to expand new directors' network of peers.

This month's topic is "Creating a Positive and Professional Center Culture." Participants will gain information on how to build a positive, professional center culture.

Attendees can access the webinar using the information below:

- **Date:** February 27 at 12 p.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/98824530491>
- **Phone Number:** 1 470 250 9358
- **Meeting ID:** 988 2453 0491
- **Passcode:** 760909

Upcoming Events

Please contact earlychildhood@la.gov with questions.



Monthly Office Hours for Active Coaching Sites

The LDOE team conducts webinars on various topics related to early childhood quality and improving child care sites' administrative and operational functions. Through engaging sessions and monthly guest speakers, the office hours are designed to support directors seeking training, to facilitate effective ECE leadership development.

The February focus area is “How to Avoid Burnout.” During this session, participants will gain a deeper understanding of the staff supporting.

Attendees can access the webinar using the information below:

- **Webinar Date/Time:** Wednesday, February 18, 2026, at 12:15 p.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/98038985498>
- **Phone Number:** 1-470-250-9358
- **Meeting ID:** 980 3898 5498
- **Passcode:** 989833

Upcoming Events and Deadlines

Please contact earlychildhood@la.gov with questions.



Events and Deadlines



February 10: February CNLA Office Hours

February 10: LA 4/NSECD Attendance due

February 13: CNLA and RSN RFA due to earlychildhood@la.gov by 5 p.m.

February 18: [Active Coaching Site Office Hours](#)

February 24: [Young Children with Disabilities Community of Practice](#)

February 27: [New Director Office Hours](#)

February 28: Teaching Strategies GOLD® Winter Checkpoint

February 28: [New Director Office Hours](#)

March 5: [Monthly Provider Webinar](#)

March 10: LA4/NSECD/CCAP B-3 Attendance Due

March 10: [CNLA Office Hours](#)

April 16; 21-22: Spring Collaboratives

Please contact earlychildhood@la.gov with questions.



Questions



Thank you!

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