



**2025-2027 Strengthening Early Education through Data (SEED) Grant
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, June 02, 2025**

NOGA ID

Authorizing legislation

GAA, HB 3, Article IX, Section 18.114(b)

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, JUNE 02, 2025**.

Application stamp-in date and time

Grant period from **July 15, 2025-April 30, 2027**

Pre-award costs permitted from **Not Permitted**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Detailed Resume(s) or Job Description(s) for Proposed Key Personnel (See Program Guidelines for more information)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Campus ESC

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- | | |
|--|--|
| <input checked="" type="checkbox"/> LOI application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2027 Strengthening Early Education through Data Grant Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2027 Strengthening Early Education through Data Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- ☒ 6. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.
- ☒ 7. The applicant assures to engage in a data sharing agreement with each school system it intends to serve to access and review assessment data PK-2 to support data coaching. This includes, but is not limited to, data collected via a commissioner-approved student progress monitoring instrument for students in prekindergarten and a commissioner-approved reading instrument for students in kindergarten through second grade.
- ☒ 8. The applicant assures to obtain written school system permission to share school system data and will share that data, in aggregate form, with TEA as requested.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Region 10 Education Service Center (ESC) proposes a comprehensive early childhood data coaching initiative under the 2025–2027 Strengthening Early Education through Data (SEED) Grant. This initiative supports Region 10's mission to improve teaching and learning by enhancing district capacity through sustained, data-informed practices. Designed to impact both school-based prekindergarten programs and outreach to PK–2 children not yet enrolled, the program aims to create lasting systems-level change in how early childhood data is used to support instruction, early intervention, and readiness.

Through this initiative, Region 10 will deploy dedicated Assessment Data Coaches to assist districts in implementing commissioner-approved PK–2 assessments with fidelity. Coaches will collaborate with district and campus leaders to improve the accuracy and completeness of data submissions to the Early Childhood Data System and to support the strategic use of assessment data for instructional planning, resource allocation, and intervention design. A parallel focus will center on identifying and engaging families of unenrolled children, using data to guide outreach, promote early learning at home, and support pre-enrollment readiness.

To ensure long-term impact, Region 10 will provide job-embedded coaching, targeted professional development, and responsive technical assistance in assessment literacy, data analysis, and instructional application. These services will be aligned with TEA guidance and integrated into broader district systems such as MTSS, school improvement plans, and family engagement strategies. The initiative will also prioritize vertical alignment across PK–2 to support seamless transitions and coherent instructional practices.

Additionally, Region 10 will leverage its existing infrastructure—including the Early Childhood Cooperative, Head Start program, and Early Childhood Special Education team—to ensure support is coordinated, efficient, and scalable. The SEED initiative will build upon and extend these services, creating a unified approach to early learning across the region. By the conclusion of the grant, participating districts will demonstrate improved outcomes, stronger instructional practices, and sustainable systems to support every child's academic start.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position**Required Qualifications and Experience**

Michael Milburn Assistant Director, Teaching & Learning Services	AD will be a key leader in the development of the SEED grant and has a proven track record of designing and implementing impactful programs in school improvement, curriculum, and other educational initiatives.
Christine Collins Consultant, Early Childhood	EC Consultant at ESC 10. Served as an instructional coach in a large school district. Experience using data to drive instructional decisions makes her a vital contributor to early childhood program development, including Pre-K outcome
Faith Rodriguez Consultant, Early Childhood	EC Consultant at ESC 10. experience as preschool director, bringing hands-on leadership experience in early learning environments. Her background informs her work on key early childhood initiatives such as Pre-K outcomes framework
Dr. Zaida Saldivar Program Coordinator, Teaching & Learning Services	PC in T & L Services at ESC10. Supports both the Multilingual and EC teams. Previously, she led Region 10's campus leadership development efforts, equipping principals and assistant principals with the tools to lead effectively

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Region 10 ESC's initiative is guided by three key goals aligned with the SEED grant's purpose and the region's early learning needs.

Goal 1 is to increase the effective use of PK-2 assessment data to drive instruction and planning. This will be achieved through leadership development, recurring data review protocols, and tools aligned with TEA guidance. Coaching and professional development will help districts use data for interventions, staffing, and goal setting.

Goal 2 is to strengthen PK-2 teacher practice through coaching and developmentally appropriate instruction. Teachers will receive embedded coaching, modeling of data-informed strategies, and PD in literacy, numeracy, and progress monitoring. Tools and templates will support small-group planning and instructional adjustments.

Goal 3 is to expand district capacity to engage families using early childhood data. Region 10 will help districts identify and connect with families of unenrolled children, train staff to lead data-informed conferences, and provide resources that promote readiness and early learning at home.

These goals will be supported through a regional coaching model, customized PD, and alignment with TEA and local systems to ensure sustainable impact.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Region 10 ESC will implement a structured and multi-layered performance management system to ensure the SEED program delivers measurable improvements in early learning outcomes, instructional quality, and family engagement. This system is designed to align directly with the program's three core goals and the SEED grant's purpose: to improve early childhood instruction through effective use of PK-2 assessment data. The first goal focuses on improving student outcomes using commissioner-approved assessments, including CIRCLE, TX-KEA, mCLASS, and Renaissance. These tools will be used to monitor academic progress from prekindergarten through second grade. Student outcome targets include 75% of PK students demonstrating growth between beginning- and end-of-year assessments, and at least 70% of K-2 students meeting end-of-year reading benchmarks. Region 10 will track these outcomes using cohort dashboards, disaggregated performance data, and collaborative data reviews with district leaders to identify trends and adjust support strategies in real time. The second goal centers on increasing the instructional use of PK-2 assessment data at the district and campus levels. While Region 10 already supports 100% of districts in submitting required assessment data, this initiative will emphasize translating data into actionable instructional practices. The target is for at least 90% of districts to adopt formal data-use protocols tied to teaching, intervention, and systems planning. Region 10 will verify this through fidelity checklists, coaching logs, and routine audits of district-level implementation. These processes will help ensure that data is not only submitted but actively used to inform classroom and leadership decisions. The third goal is to build educator capacity and expand family engagement. More than 500 educators will participate in professional development focused on data-informed instruction, with a target of 80% showing increased confidence through pre-/post-training surveys. In addition, Region 10 will monitor campus-level instructional changes, aiming for at least 85% of campuses to demonstrate evidence of data-driven adjustments, as documented in coaching observations and implementation logs. Family engagement will also be a core focus, with over 30 events conducted and at least 80% of families reporting an improved understanding of readiness benchmarks and strategies to support learning at home.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Region 10 ESC requests \$400,000 in total funding for the 2025–2027 SEED Grant period, allocating \$200,000 annually to implement a regional early childhood assessment data coaching initiative. The proposed budget directly supports the program's core goals: improving the use of PK–2 assessment data, strengthening instructional practices, and expanding outreach to families of enrolled and unenrolled children. Each budget category is aligned with the program's design and reflects Region 10's commitment to long-term impact and sustainability.

The largest portion of the budget, \$160,000 (40%), will support staffing. Grant funds will partially fund the salary and benefits of a full-time Assessment Data Coach, who will serve as the lead implementer for SEED activities. While the position will operate full-time, only a portion of the salary will be grant-funded (within the 40% allowable cap), with the remainder covered by local ESC funds. This coach will provide direct support to districts in administering commissioner-approved PK–2 assessments, guide the instructional use of data, lead coaching cycles, deliver aligned professional development, and coordinate systems-building efforts across the region.

An allocation of \$50,000 is designated for materials that support program delivery and engagement. These materials will include coaching tools, data tracking templates, family engagement resources such as readiness guides and reports, and PD handouts or reference materials. All content will align with TEA guidance and accessibility standards to ensure quality and equity across participating districts.

Travel expenses are budgeted at \$24,000 across the two-year grant term. This funding will allow the Assessment Data Coach to deliver on-site coaching, technical assistance, and training across Region 10's diverse geographic service area. Costs will include mileage and occasional overnight accommodations where necessary to ensure equitable access for all districts served.

Region 10 will also host a regional early childhood data conference each year, with a total of \$80,000 allocated to support these events. The conferences will bring together PK–2 educators, administrators, and family engagement staff to engage in best-practice sharing, professional learning, and collaborative planning. Sessions will be led by ESC staff and invited partners, with content focused on sustaining instructional alignment and effective data use.

To support leadership development, \$65,000 will fund targeted professional development for district and campus leaders. These sessions will address assessment literacy, instructional planning, family engagement strategies, and sustainability practices. Training delivery, materials, and follow-up coaching will be included to ensure that district leaders are equipped to continue this work post-grant.

Region 10 will review expenditures quarterly to ensure resources are used effectively. Adjustments will be made based on program progress and district needs. For example, if travel costs are lower due to virtual delivery, remaining funds may be redirected toward expanded outreach or additional training support. All changes will follow TEA grant guidelines and be documented through amendment requests as needed.

While Region 10 currently operates several aligned early childhood programs—including Head Start, ECSE services, and the Early Childhood Cooperative—these initiatives are not designed to support sustained, systems-focused data coaching. The SEED grant addresses this gap by providing targeted funding to formalize PK–2 data systems and build internal district capacity for long-term improvement.

In summary, the proposed budget is intentionally structured to support the goals and strategies of the SEED initiative. Investments in staffing, training, materials, events, and travel will enable Region 10 to deliver high-impact support and position participating districts for sustained success in early learning.

Program Requirements

1. Describe your plan for identifying school systems to participate in the program. Ensure that the number of school systems included aligns with the size of your region. ESCs with fewer than 20 school systems must include at least 5 school systems. ESCs with 20 to 50 school systems must include at least 10 school systems or 25% of their total school systems, whichever is less. ESCs with 51 to 100 school systems must include at least 15 school systems or 20% of their total school systems, whichever is less. Aim to support the maximum extent possible. Include both quantitative data (e.g., kindergarten readiness scores, prekindergarten proficiency scores) and qualitative information (e.g., knowledge of school systems that are struggling or have previously requested assistance in early childhood systems). Provide a preliminary list of identified school systems with explanations on why they were selected and would make candidates for this program.

Region 10 ESC will use a data-driven, collaborative process to identify at least 15 high-impact school systems for participation in the SEED program. This selection process will leverage Region 10's long-standing partnerships through our Early Childhood Cooperative, Head Start program, and Early Childhood Special Education (ECSE) team. These service lines provide comprehensive insight into instructional quality, student readiness, and family engagement trends across North Texas. Through this cross-functional lens, we will target school systems where early childhood instructional and assessment practices can be strengthened and where readiness data suggests the greatest potential for measurable improvement. District identification will be grounded in a combination of quantitative analysis and qualitative insight. Quantitatively, Region 10 will review multiple data points, including kindergarten readiness scores, third grade STAAR outcomes in reading and math, early literacy performance data, and prekindergarten proficiency rates where available. This will help us identify districts with performance gaps and unmet needs in early learning. We will also assess student demographic trends—such as mobility rates, economically disadvantaged populations, and enrollment rates for 3- and 4-year-olds—to determine where early intervention and outreach efforts may have the most impact.

Qualitatively, Region 10 leadership maintains active dialogue with superintendents, assistant superintendents, and early childhood directors across the region. Several district leaders have already expressed the need for structured, systems-level support in data use and family engagement, which will help ensure not only need but also strong commitment to implementation. We will prioritize school systems that demonstrate both readiness for coaching and alignment with the goals of the SEED initiative.

Our identification process will also include internal review of service and support histories across departments. Region 10 staff from the Early Childhood Cooperative, Head Start, and ECSE teams will meet regularly to compare insights on district capacity, historical requests for assistance, and current levels of engagement. This cross-team collaboration will ensure that selection is comprehensive, equitable, and reflective of each district's unique context.

Initial candidates include Greenville ISD, which has demonstrated a need for targeted literacy support and serves a highly mobile student population, and Quinlan ISD, an engaged member of the Early Childhood Cooperative with readiness gaps and strong instructional leadership. Region 10 also identifies the following additional districts as strong candidates for inclusion in the SEED program: Dallas ISD, Garland ISD, Mesquite ISD, Richardson ISD, Irving ISD, Carrollton-Farmers Branch ISD, Duncanville ISD, DeSoto ISD, Lancaster ISD, Grand Prairie ISD, Cedar Hill ISD, Plano ISD, McKinney ISD, Frisco ISD, Allen ISD, Wylie ISD, Rockwall ISD, and Royse City ISD.

Region 10 plans to finalize the full list of participating districts following the release of the most recent state assessment and enrollment data. This final validation step ensures our selections are grounded in current performance trends and regional priorities. We will also continue outreach to districts that meet the selection criteria but may require additional guidance to onboard fully.

In summary, Region 10's approach ensures that districts selected for the SEED program reflect both high need and high readiness. This strategy will allow us to focus resources where they can have the greatest impact—improving early childhood instruction, supporting family engagement, and building sustainable district capacity through data-informed decision-making.

Program Requirements (Cont.)

2. Explain your plan for formalizing systems of data coaching within participating school systems. Detail how you will develop and implement quality, effective, and efficient data-driven practices and protocols, including selecting and using commissioner-approved grade level assessments, aligned professional development opportunities, analyzing early childhood assessment data, systems-level decision making aligned to effective data practices, coaching from assessment data, using early childhood assessment data to drive effective classroom instruction, and progress monitoring.

Region 10 ESC will implement a structured model to help districts establish sustainable early childhood data coaching systems aligned with TEA requirements and focused on PK–2 instruction. Each participating district will identify a local leader to partner with Region 10's Assessment Data Coach to build internal capacity, guide data review practices, and ensure consistent documentation across classrooms.

Districts will receive training on commissioner-approved assessments such as CIRCLE, TX-KEA, mCLASS, and Renaissance. Emphasis will be placed on fidelity of administration, accurate reporting, and instructional alignment. Region 10 will provide supporting tools including walkthrough forms, fidelity checklists, and implementation templates.

Professional development will focus on data literacy, small-group planning, and progress monitoring, and will integrate Texas Instructional Leadership (TIL) practices such as goal setting, coaching cycles, and action step development.

On-site coaching will follow a streamlined cycle of planning, observation or modeling, and post-visit reflection. Region 10 will use standardized tools to document progress and ensure consistent support across all participating districts.

Finally, Region 10 will help districts embed PK–2 data use into broader systems, including MTSS, school improvement planning, and instructional resource allocation—ensuring that early childhood data informs both classroom practice and district-level decision-making.

3. Develop a comprehensive plan for the management system that will be used to oversee the program. Include details on how you will manage staff selection, professional development, technical assistance, coaching support, and data sharing agreements. Describe how you will ensure the complete, accurate, and timely submission of early childhood assessment data into the Early Childhood Data System.

Region 10 ESC will implement a structured, responsive management system to ensure strong oversight and high-fidelity implementation of the SEED program. A centralized project management board will track coaching, professional development, data submissions, and grant milestones in real time, supporting team coordination and accountability. This system has already contributed to Region 10's 100% compliance with Early Childhood Data System reporting.

A qualified Assessment Data Coach will be hired to lead implementation. Region 10 will use its internal onboarding systems to ensure continuity and alignment with program goals. Each participating district will receive a customized support plan based on readiness and priorities, including tailored coaching schedules, differentiated PD, and regular planning check-ins.

Professional development will address assessment literacy, data interpretation, instructional planning, and technical support for platforms such as CIRCLE, TX-KEA, mCLASS, and Renaissance. Sessions will be evaluated using feedback and coaching observations to guide follow-up. Coaching cycles will follow the Texas Instructional Leadership (TIL) model, including planning, observation or modeling, and reflection, with steps documented for consistency.

Region 10 will establish FERPA- and TEA-compliant data-sharing agreements with all participating LEAs. District staff will be trained on data entry, submission timelines, and verification procedures. Internal checkpoints will ensure submission quality, with follow-up as needed to resolve issues quickly.

This coordinated system will ensure the SEED program is implemented with fidelity, remains responsive to district needs, and is fully aligned with grant goals and compliance expectations.

Program Requirements (Cont.)

4. Provide a sustainability plan that outlines how the improvements and practices established during the grant period will be maintained beyond the grant's duration. This plan should include strategies for continued professional development, ongoing family engagement, and the use of assessment data to drive decision-making and classroom instruction. Explain how you will ensure long-term program fidelity and student success.

Sustainability Plan – Region 10 ESC

Region 10 ESC is committed to sustaining the practices and improvements established through the SEED grant well beyond the funding period. Our approach centers on building district capacity, embedding data use into existing instructional systems, and leveraging long-standing ESC programs such as the Early Childhood Cooperative and Head Start. SEED-developed content will be integrated into ongoing professional development offerings, including training tracks focused on data literacy, instructional leadership, and MTSS. Coaching protocols and progress monitoring tools created during the grant will become part of Region 10's standard supports to ensure continuity.

To maintain strong family engagement, Region 10 will provide reusable, TEA-aligned resources and continue supporting districts in organizing events tied to assessment windows and readiness milestones. Campus leaders will also be trained to embed data into regular family communication. Sustained use of assessment data will be supported by aligning PK–2 practices with school improvement plans, leadership routines, and progress monitoring structures, while technical assistance will continue through Region 10's existing service lines.

A SEED Coaching Toolkit will be developed to guide post-grant implementation, and district leaders will receive training to maintain internal coaching systems. Region 10 will also share lessons learned and regional trends to support replication and continuous improvement. Through these efforts, the practices introduced by SEED will be embedded within systems and scaled to support long-term student success.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

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Amended Section	Reason for Amendment
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Zaida Saldivar, Ed.D.

Transformational Leader | Systems Thinker | Champion for Equity

EDUCATIONAL LEADERSHIP EXPERIENCE

Region 10 ESC – Program Coordinator, Supervision & Leadership Development

2022–Present

- Lead professional learning for school leaders; facilitate principal conferences and academies.
- Oversee National Board Teacher Certification support and TEA Equity Plan submissions.
- Provide high-level training in leadership tools: Crucial Conversations, Influencer, etc.

Cityscape Schools – Chief Schools Officer

2021–2022

- Supervised principals; led coaching, mentorship, and school improvement strategy.
- Launched Additional Days School Year (ADSY) and summer programming.
- Directed strategic planning, community engagement, and leadership pipelines.

Garland ISD – Director, Department of English Language Learners

2016–2021

- Led ELL programs across 72 campuses serving 19,000+ students.
- Implemented One-Way Dual Language and Secondary ESL programs.
- Decreased PBMAS/RDA staging to 0.0; managed federal/state compliance.

Garland ISD – Principal, Golden Meadows Elementary

2013–2016

- Directed campus operations, implemented Capturing Kids’ Hearts, led strategic planning.

Wylie ISD – Assistant Principal, Smith Elementary

2008–2013

- Led data-driven PD and RTI; coordinated testing, discipline, summer school.

Various Districts – Teacher (ES, MS, HS)

1997–2008

- Designed Spanish curriculum; led LPAC; mentored students and teachers; chaired committees.

EDUCATION & CREDENTIALS

- **Ed.D., Liberty University** – Educational Leadership (2021)
- **M.A.Ed., University of Phoenix** – Curriculum & Instruction (2007)
- **B.A., Texas A&M University-Commerce** – Spanish (1997)

Certifications: Superintendent EC–12 | Principal EC–12 | Bilingual/ESL | Spanish 6–12 | T-TESS | T-PESS | Harvard “Art of Leadership”

Michael N. Milburn

Innovative Educational Leader | Systems Thinker | Curriculum & Program Architect

Results-driven leader with 20+ years of experience designing and scaling curriculum systems, leading multi-team initiatives, and building turnaround strategies across districts and ESCs.

LEADERSHIP EXPERIENCE

Assistant Director, Teaching & Learning – Region 10 ESC

2011–Present

- Lead implementation for Multilingual, Early Childhood, MTSS, CTE, GT, GEAR UP, Outdoor Ed, & more.
- Designed statewide-used Curriculum Implementation Guide.
- Created mentor program approved for TEA's Mentor Allotment.
- Collaborated with TEA on multilingual awareness projects.

Coordinator, Teaching & Learning – Region 10 ESC

- Led teams across core content, CTE, Bilingual, Accountability & PD.
- Conducted curriculum audits and built PD/coaching systems for 80+ districts.
- Spearheaded turnaround strategies—moved 68% of IR schools to FIR in one year.

Project Lead, TEA CTEP Grant (Region 7, 8, 10, 12)

- Managed HUB leadership trainings and created statewide-used school climate resources.
- Developed interview protocols and online training models.
- Worked on reconstitution strategies for underperforming schools.

Consultant II, Curriculum & Assessment – Region 10 ESC

- Created 130+ assessments for TEKS Resource System; trained ESCs statewide.
- Delivered PD on curriculum alignment and assessment literacy.

Secondary Science Coordinator – McKinney ISD

2006–2011

- Led 130 teachers in curriculum/assessment design aligned to 5E & TEKS.
- Co-authored university grant-funded PD pathways for teachers.

Science Department Chair & Teacher – Plano ISD

1998–2006

- Led high-performing middle school science team (98%+ pass rate).
- Redesigned Pre-AP & ESL science curriculum; mentored teachers.

AWARDS & RESEARCH

- Outstanding Earth Science Teacher – GSA & NAGT (Texas Section)
- Published multiple curriculum research papers (UTD)

FAITH RODRIGUEZ

Early Childhood Consultant

Mission Statement

Building child resilience through relationships by empowering early childhood professionals with high-quality professional development.



Areas of Expertise

- Personnel Management
- Training/Professional Development
- Computer Technology
- Strategic Planning
- Office Operations
- Customer Service
- Team Collaboration
- Conflict Resolution
- Team Leadership
- Time Management
- Communications
- Metrics Development/Monitoring

Education & Training

- 2025 **WALDEN UNIVERSITY**
Master of Science
Early Childhood Studies
- 2023 **WALDEN UNIVERSITY**
Bachelor of Science
Early Childhood Studies
- 2018 **DIRECTOR CERTIFICATION**
Child care Licensing, TX
- 1997 **NAVY ACHIEVEMENT MEDAL**
United States Navy

Experience

- Current **REGION 10, ESC**
Consultant
Support Specialist
Administrative Assistant
- 2021 **TOP OF THE WORLD PRESCHOOL**
Director
- 2010 **TOP OF THE WORLD PRESCHOOL**
Assistant Director
Early Learning Teacher
- 1999 **UNITED STATES NAVY**
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Professional Summary

Early Childhood Education Specialist and Licensed Preschool Director with experience in the field spanning more than fifteen years. Expertise in Microsoft Office, Google, Canva, and Monday.com with extensive experience organizing professional learning presentations, preparing facility reports, and maintaining the utmost confidentiality. Utilizes dynamic communication and organizational skills to achieve initiatives and ensure compliance with timelines. Proven ability to problem-solve, maintain composure under stress, and promote a positive, collaborative culture in the work environment.

Professional Experience

PROFESSIONAL DEVELOPMENT

- Leverages expertise in child development and Early Learning Programs to design professional learning that support current needs and best practices
- Creates high quality training tailored to meet the specific needs and specialized areas of Early Learning Programs
- Demonstrates expertise in delivering timely and impactful training sessions for Early Childhood educators
- Facilitates professional development across diverse settings including face-to-face and virtual opportunities
- Delivers professional development sessions effectively in one-on-one, small group, and large group settings
- Offers comprehensive teacher support through coaching and mentoring, fostering professional growth and enhancing instructional effectiveness

OFFICE PROCEDURES

- Creates and maintains databases for tracking information, i.e. workflows and projects
- Creates products for marketing and sales purposes
- Proficient in professional communication through various channels, including email, phone, virtual, and in-person interactions
- Proven ability to answer customer concerns in a timely manner with positive and amicable outcomes

INTERPERSONAL & COLLABORATIVE APPROACH

- Proficient team player with a strong collaborative approach
- Proven success working effectively alongside diverse personalities to achieve shared goals
- Skilled at fostering open communication, contributing ideas, and adapting to group dynamics for seamless collaboration