

# ADVOCATE HANDBOOK MIGRANT EDUCATION JOSE VALENCIA

Champions for Leadership June 12, 2012



### Goals

- Professional development goals
  - 1. Learn the servant leadership model
  - 2. Create a more cohesive team
- Project goals
  - 1. Maximize direct service versus indirect time
  - 2. Streamline administrative tasks
  - 3. Consolidate resources

## **MEP Background**

- ESEA (1965) Title 1: disadvantaged children
- Title 1, Part C (1966): address special needs of migratory children
- Frequent school interruptions, due to the migratory lifestyle of agriculture workers and fishers, cause their children to fall behind.
- Supplemental education program with a <u>mandate to</u> actively identify and recruit all migratory children.

#### The Problem

- 85/15 rule: use of funds (direct & indirect services)
- OME/CDE defined I&R activities as indirect.
- Recruiters were logging too much indirect versus direct service time.
- How do we accomplish I&R given that funds are not explicitly allocated to identify and recruit all eligible migratory children?

#### **The Solution**

1. Redefine the role of the MEP Recruiter



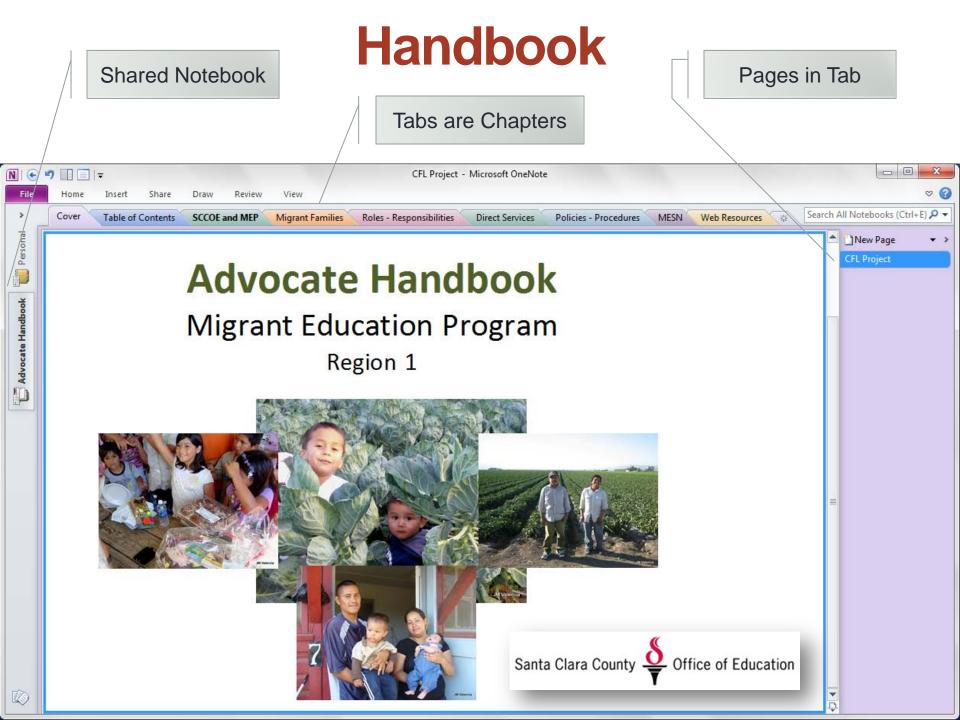
2. ALMOST DONE

d train staff

3. MY PROJECT

gh quality, maximum





## Accomplishments/Successes

- 1. Disseminated shared vision for the Advocate role
  - Increased transparency and buy-in
  - Enhanced team atmosphere
  - Aligned new activities with State and National objectives
- 2. Published Advocate Handbook (live document)
  - Shared /synchronized (like Outlook Calendar)
  - Supports MS Office files, video, audio, and images
  - Conceptualized "Region 1 MEP Resource Wiki"
- 3. Project Management Seminar



## **Key Learnings**

- 1. Leadership is both an art and a science
- 2. Collaborative projects need a champion
- 3. Projects often spark others
- 4. Methodical project planning is key
- 5. Emergencies/priority changes can significantly delay completion → flexible & persistent