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ABSTRACT

The overall goal of the Central California Action Associates Inc. (CCAA) program is to provide basic education and pre-vocational training so that migrant and seasonal adult farm workers will be able to upgrade their economic and social lives. Without increased educational attainment, the San Joaquin Valley farm workers face a grim future because of (1) increased mechanization in agriculture, (2) the increasing complexity of all occupations, and (3) California's continually skyrocketing cost of living. By coordinating its activities with numerous community organizations, CCAA has been able to provide adult basic education directly to the farm worker. Spanish language radio and television stations have been used extensively to advertise CCAA's educational program. Bilingual counselors and teacher aides have gone into migrant camps, barrios, and colonias to knock on doors and hold community meetings, explaining the program and signing up potential participants. The Board of Directors of CCAA is composed of 24 members: one-third are farm workers; one-third are representatives of Community Action Agencies; and one-third are educators, growers, or representatives of the Mexican-American Political Association, Community Service Organization, National Association for the Advancement of Colored People, and labor unions. (FJ)

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BOARD OF DIRECTORS

Art Jenkins
 Deran "Amos" Koligian
 George Mochizuki
 John Tallman
 Jerald Webster
 Albert Molina
 James Ruesswig
 Paul Couture
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 Manuel Lopez

J. M. Avila
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 Vicente De Luna
 Candelario Sotelo, Alternate
 Pablo Jaime
 Tranquiliano Sandoval, Alternate
 Moses Montalbo
 Jose Ortegon
 Jorge Morquecho, Alternate
 Mike Rocha
 Sergio Vega

ADMINISTRATIVE STAFF

CENTRAL OFFICE - 638 West Olive, Fresno, California

Executive Director - Pete M. Mirelez
 Director of Administration
 Director of Education - Ronald Schmidt
 Director for Counseling - Raymond S. Reyes
 Controller - Ignacio Bencomo
 Assistant Controller - Lena White

Fresno County Area Office - 1209 Trinity Street, Fresno, California - 4851486
 Area Coordinator - Ruben Reyes
 Instruction Coordinator - Janet Chatman
 Sr. Farm Counselor - John Castro
 Farm Counselors - Carlota Herrera and Roy Ramos

Merced County Area Office - 660 W. 17th Street, Merced, California - 723-2571
 Area Coordinator - Leo Hernandez
 Sr. Farm Counselors - John Contreras and Hector Cienfuegos

Kern County Area Office - 721 18th Street, Bakersfield, California - 324-6808
 Area Coordinator - Jess Boyar
 Farm Counselors - Carlos Bañales and Helen Rojas

Kings County Area Office - 11594 4th Place, Hanford, California - 584-8291
 Farm Counselor - Jess Aguilar

Stanislaus-San Joaquin Area Office - 805 E. Weber - Stockton, California
 - 465-5524
 Sr. Farm Counselor - Albert Castillo
 Farm Counselors - Genevieve Patron and Tino Robles
 Area Coordinator - Charles Solis

INTRODUCTION

Faced with increased mechanization of agriculture, the increasing complexity of all occupations, and California's continually sky-rocketing cost of living, the economic future of the San Joaquin Valley's farm workers is grim without increased educational attainment. The language barrier creates an immediate obstacle to economic growth. But, even beyond the language barrier, a relatively high level of educational attainment is necessary to operate agricultural machinery as well as to move into non-agricultural occupations as mechanization decreases the number of agricultural jobs.

By coordinating its activities with numerous community organizations and by utilizing its staff of counselors and teacher aides, CCAA has been able to take adult basic education directly to the farm worker. Spanish language radio and television stations have been used extensively to advertise and explain CCAA's educational program. Community and grassroots organizations have advertised the program and recruited many students. And the staff of bi-lingual farm worker counselors and teachers aides have gone into the migrant camps, barrios and colonias to knock on doors and hold community meetings, explaining the program and signing up potential participants.

CCAA will continue to cooperate in a coordinated effort with other agencies and groups in the recruitment of students. The seven CAP agencies, together with their delegate agencies, neighborhood centers networks of grass-roots organizations will continue to refer farm workers to CCAA classes. Public schools in all seven counties have been contacted and mutual referrals made. Welfare agencies have and will continue to refer farm workers to the program. Growers, in a number of instances, have referred employees to CCAA classes. And a number of churches have and will continue to assist in the recruitment of eligible participants.

Having an outreach staff of counselors and teachers aides has enabled CCAA to reach those who have never before been reached by education. The staff is able to explain the necessity of education in American society as well as to describe the nature of the opportunity offered by the CCAA program -- all in a familiar environment. By having bi-lingual and bi-cultural counselors and teachers aides, CCAA has been able to overcome the fear of many farm workers of facing an educational environment which is totally alien -- including the only language spoken: English. Thus, those who have never been in an educational situation and those who have never experienced success in an educational situation are given the reassurance to try again in a familiar environment.



Goals and Objectives

The overall goal of the Central California Action Associates, Inc. program is to provide the means-- through basic education and pre-vocational training-- whereby migrant and seasonal adult farm workers in seven San Joaquin Valley counties will be able to upgrade their economic and social lives. CCAA will continue to pursue this goal with the following specific objectives in mind:

1. To provide migrant and seasonal farm workers with the means whereby they may learn to speak, read and write English.
2. To provide migrant and seasonal farm workers with the means whereby they may acquire a basic education and skills in subjects which will contribute to their social and economic betterment and well-being.
3. To provide migrant and seasonal farm workers with the means whereby they may better understand their rights and responsibilities as members of a democratic society, thereby providing them with the opportunity to participate fully in the decision-making processes of that society.
4. To provide migrant and seasonal farm workers with the means to accomplish their specific pre-vocational training and job interest goals.
5. To increase the self-confidence and raise the self-concept of migrant and seasonal farm workers, so as to encourage them to use their knowledge and skills by full participation in the American social and economic system.

Board of Directors

The Board of Directors is composed of 24 members, one-third of whom are farm workers representing program participants. One-third of the members are representatives of the Community Action Agencies in the Valley, and the final third represents various segments of the community, including the Mexican-American Political Association (MAPA), Community Service Organization (CSO), National Association for the Advancement of Colored People (NAACP), educators, growers, and labor unions.



The farm worker representatives were elected by the project participants in each individual county. Much interest and enthusiasm was shown by the participants, staff, and community in the farm worker elections. For example, in Fresno County over 500 farm workers turned out to vote in the election. The constituents of the farm worker representatives are very demanding and expect their representatives to visit and report to them regularly.



Another important aspect of farm worker participation in decision-making has been in the selection of stipend students. In accordance with the 1967-68 Conditions of the Grant to CCAA, committees composed of farm workers were set up by CCAA counselors, teachers and teachers aides. The selection committees were informed as to the qualifications necessary for entrance into the stipended program, as well as the list of priorities to be given consideration. The committees then reviewed the applications, in some cases interviewed candidates, and democratically chose the participants. While the Condition of Grant set up a grievance procedure from field staff to central administration.

The CAP representatives are elected or appointed by the organizations which they represent, as are representatives of the community organizations or interests.

In response to the lack of involvement of the farm worker in the decision-making processes of American society, CCAA has made a concerted effort to involve participants in the making of meaningful and significant decisions. As indicated above, CCAA students have a large say in the development of the curriculum of their classes. The content of CCAA classes is based upon the expressed educational needs and desires of participants.

One third of the members of CCAA's Board of Directors are representatives of the farm workers in their respective counties. The elections in which these Board members were chosen were well-attended, highly enthusiastic events. Placards were prepared and carried, signs were painted and posted and speeches were made before the program participants cast their ballots at the polls. Significantly, the farm workers elected to the Board of Directors have all taken their responsibility of voicing the concerns of their constituents quite seriously, and are perhaps the most vocal segment of the Board. The Board of Directors meets monthly to review, recommend, and establish policies concerning the program's development.

Many CCAA classes have elected officers and make significant decisions concerning their learning environment. Understandably, most CCAA participants have shown an increased awareness of and interest in the decision-making processes of the larger society.



John M. Murley

Education Program

CCAA's Director of Instruction, with the assistance of ESC consultants and the training specialists of the University of California's Western Center for Community Education and Development, has attempted to mold the curriculum to the felt and expressed educational needs of the program's participants. At the insistence of the participants, CCAA has concentrated on the teaching of conversational English in the first program year.

Staff and Training

In the belief that farm workers will respond to and learn best from teachers, teachers aides and counselors who speak their language as well as understand their situation and culture, CCAA has made a concerted effort to recruit qualified persons for these positions who were members of the recipient population or who come from farm worker families. Field staff members are recruited and selected on the basis of their knowledge of the subject matter to be taught, their knowledge of the farm worker community, and their attitudes of warmth, empathy and vitality, rather than formal educational attainment and certification. Evidence to date has shown that recruitment of staff by this criteria is highly successful when coupled with adequate pre and in-service training.

All CCAA teachers and teachers aides attend mandatory weekly in-service training sessions. These sessions are designed to equip them to handle all phases of the curriculum effectively. Teaching methods and materials, as well as attitudinal patterns are taught in depth. Counselors attend frequent training sessions which are designed to equip them to handle all phases of their responsibilities and to meet special problems and situations as they arise.

Besides providing an optimal learning situation for students, recruitment of field staff from the target population areas makes a significant contribution to the community in several ways. It provides increased training and educational and economic upgrading for the better educated members of the farm worker communities. And it brings together the more educated and less educated members of the community in a common program, thus creating a wholesome and progressive community spirit. The turn-over of CCAA field staff has been extremely low for a War on Poverty program.



Non-Stipend Classes

CCAA non-stipend classes, in response to the desires of participants, will be scheduled to average three hours per day, two days per week, or six hours of instruction per week. As during the previous year, the courses will emphasize English as a second language. The program will, however, provide guidelines for expansion to meet the educational needs and desires of eligible participants. Thus, provision will be made for offering three distinct types of courses.

NON-STIPEND CURRICULUM

- I. English as a Second Language.
 - A. Conversational English
 - B. English Foundations, Level I (Grade levels, 0-3)
 - C. English Foundations, Level II (Grade levels, 4-5)
- II. Basic Education
 - A. Basic Education, Level I (Grade levels, 6-8)
 - B. Basic Education, Level II (Grade levels, 9-11)
 - C. G.E.D. Preparation
- III. General Education
 - A. Citizenship
 - B. Consumer Education
 - C. Health Education
 - D. Homemaking
 - E. Home Repair
 - F. Preventive Automechanics
 - G. Driver Education

Students that are unable to speak, read, or write English will be offered advancing courses in English as a Second Language. These classes will be designed to allow students to move from illiteracy to functional literacy. They will continue to emphasize the audio-lingual approach to learning English, and will be oriented around subjects which are of immediate relevance to farm workers.

In areas where the public schools do not offer programs in adult basic education, and where functionally literate farm workers express

a desire for further educational attainment, courses in Adult Basic Education will be established by CCAA. These courses will include a wider variety of subjects, in more depth, and will be oriented toward the attainment of the G.E.D. Three advancing courses will be offered.

General education classes of a specific, single-purpose nature will also be offered by CCAA as farm workers express a desire for them. Possible courses which may be implemented include classes in citizenship, consumer education, health education, homemaking, home repairs, preventive auto mechanics, driver education, etc.

By maintaining class enrollment at an average of 15 students per class, participants will receive instruction which is as individualized as possible, and designed to fit student's needs. In the sequential English as a Second Language and Basic Education classes, students will advance from one course to another when test results indicate and when both student and teacher agree that it will be in the best interest of the student to do so.

Stipend Classes

CCAA stipend classes will be conducted 30 hours per week for an average duration of 20 weeks. Classes will be scheduled, as in the first program year, so as to avoid the peak season of farm labor demand. The curriculum of the stipend classes will be of two basic types: Basic education and Pre-Vocational training. Approximately half of the classes will be of each type.

I. Basic Education -- 33 Classes

The Basic Education classes will be designed for those eligible farm workers who are in need of a substantial amount of educational background before they are ready for more specific pre-vocational training. These classes will cover the following areas of instruction, with approximate emphasis as indicated:

A. English as a Second Language (50%)

Students learn to speak, read and write basic English, with the Audio-Lingual method emphasized. The attainment of a functional level of English literacy is set as the goal for this area.

B. Mathematics and Consumer Education (20%)

Basic principles of mathematics are taught and/or reinforced. The emphasis of the subject matter is on consumer-oriented mathematical problems. Basic instruction in money-management is also stressed.

C. Civic Education (20%)

Instruction in the basic principles and tenets of American democracy, the structure and functions of national, state, and local governments, etc. Emphasis is toward meaningful involvement and participation in social and political decision of a democratic society.

D. Pre-Vocational Education (10%)

Basic information is imparted concerning requirements for various kinds of occupations, how to prepare and complete an application form, how to prepare for an interview, etc.

II. Pre-Vocational Education Development - 32 Classes

One of the strongest recommendations of the Vocational Education workshop of the Southwest Regional Conference of Fifty on the Problems of Educating Mobile Non-English Speaking Adults (jointly sponsored by the California State Department of Education and the Southwestern Cooperative Educational Laboratory), held on January 29, 30, and 31, 1968 was that students in vocational education courses be offered training in general skills, before being trained for specific jobs. The rapidly changing U. S. economy, with the concomitant obsolescence of occupations, makes such an approach imperative. It was further recommended that vocational education program be strongly buttressed by comprehensive basic education.

In line with these recommendations, CCAA pre-vocational classes will be designed to offer instruction in the basics of a "family of skills". Students will receive instruction in generalized skills which will prepare them for more specialized job training programs or jobs. At the same time, the classes will emphasize the necessity to continually increase students general educational achievement. The curriculum will be divided approximately in the following manner:

A. Basic Education (50%)

This area of instruction will be in English literacy skills, mathematics, social studies, science, etc. A broad academic approach will be utilized, with subject matter which is relevant to adult farm workers. Most students in this program will be functionally literate at course entry. The course content will build toward G.E.D. attainment.

B. Self-Help Skills Development (50%)

This area of instruction will emphasize the development of general mechanical and manipulative skills. The over-all approach will be one of "self-help". That is, students will learn new skills while at the same time materially improving their possessions and living conditions. For example, students would learn mechanical skills while maintaining and repairing their own automobiles. These skills could then be transferred into areas such as farm equipment maintenance and operation. Some students would learn reupholstering skills while repairing their furniture. Other students would learn woodworking skills while making home repairs and building cabinets, desks, shelves, etc. which can be used to improve their living conditions.

Upon completion of Pre-vocational Education Development classes, students will be equipped with relevant skills of a generalized and adaptable nature, thus allowing them to move into more specialized training programs or into jobs requiring general skills.

On September 21, 1968, the first non-stipend adult education class was started. The first stipended class began in December of 1967. There are currently 36 stipended and 92 non-stipended classes in operation. These have reached a combined enrollment of 2,971 students. The current enrollment per class is 13.3 for the stipended and 20.2 for the non-stipended. The current attendance rate for the stipended class is 97% and 68% for the non-stipend.

A sample testing of participants shows that 54% of the students are functioning below the second grade level and that 100% are functioning below the fourth grade level. These tests confirmed what CCAA recognized early in the program; that this educational program must be for those people who have never been reached before. Therefore, the project has utilized all of its resources to develop classes which place primary emphasis on teaching conversational English. It is anticipated that in the second year of operation the program will be expanded to develop more advanced classes, including pre-vocational and self-help skill classes for the students who were in the program during the first year.

The farm worker community has been able to identify with CCAA and recognize it as a program for them. This can largely be attributed to the fact that the majority of the staff members come from the target group or have a farm work background.



STATISTICAL DATA - APRIL 1, 1968

Outreach

- (1) Total number of community meetings held: 102
- (2) Number of persons attending community meetings: 1,958

Number and Duration of Classes

- (1) Total number of classes: 128
- (2) Number of stipend classes: 36
- (3) Number of non-stipend classes: 92
- (4) Number of hours of stipended instruction: 12,930
- (5) Number of hours of non-stipend instruction: 3,788
- (6) Average number of hours of stipended instruction per class: 359
- (7) Average number of hours of non-stipend instruction per class: 41

Educational Background and Level at Entry - Background

- | | |
|--|------|
| (1) Percent with no formal education: | 21% |
| (2) Percent attended in México: | 47% |
| (3) Average number years attended in México: | 4.38 |
| (4) Percent attended in United States: | 32% |
| (5) Average number years attended in United States: | 5.07 |
| (6) Over-all number years attended in United States: | 1.6 |

IMPACT IN THE COMMUNITY

Other agencies and organizations that have worked with CCAA toward improving conditions for the target population:

Public Schools
California State Dept of Education
Mexican-American Health Project (American Cancer Society)
CCAA as sponsoring agency for Main Stream
Mexican-American Educational Committee
Vista Volunteers
Neighborhood Youth Corps
SouthWest Interstate Migrant Association
Community Action Programs
Tri-County Educational Committee
OEO Financed Migrant Camps
Churches
Community Service Organization
Turlock Improvement Organization
El Porvenir Self-Help Project (American Friends Service Committee)

C.C.A.A. CHRONOLOGY 1967-68 PROGRAM

APRIL - 1967

First official CCAA meeting held in
Fresno

Articles of Incorporation filed

Temporary officers elected

MAY - 1967

CCAA funded

JUNE - 1967

Board agreed to sponsor work exper-
ience project at the request of
the CAP Directors

Secretary pro-tem appointed

Temporary chairman resigned

New chairman elected by acclamation

JULY - 1967

Executive Director hired

Nominating committee formed to select
eight-county representatives of the
farm worker community as temporary
board members of CCAA

Board approved granting the subcontract
for training the U. C. Extension
(Western Center for Community
Education and Development)

Farm Representative from Madera named

Ad-Hoc committee formed to study
strategic location of the four area
offices

Ratification of interim farm worker
representatives to the board from
Kings, San Joaquin, Merced, Tulare
and Kern counties



AUGUST - 1967

Ratification of interim farm worker
representatives to the board from
Fresno County

Director for Counseling hired

SEPTEMBER - 1967

Director for Administration hired
Controller hired

Ratification of interim farm worker rep.

Stanislaus County and contract concerning
Nelson Amendment signed

Board recognized newly formed CCAA
Employees Association

Prize winning CCAA float introduced
the program to the public during
Mexican Independence Day parade

First community organization meeting
in Fresno County

First non-stipend class established
in Fresno County

OCTOBER - 1967

Director of Instruction hired

Personnel Manual ratified by board

Personnel committee recommended that
the Executive Director be termin-
ated as of October 26, 1967

Board appointed Armando Rodriguez as
acting Director

NOVEMBER - 1967

Ratification of interim Farm worker
representative to replace member
who resigned from Madera

Second Vice chairman to the board
elected

First organizational meeting in Kern,



NOVEMBER - 1967

First organizational meeting in Kern,
Madera, Kings Merced, San Joaquin
and Stanislaus Counties

DECEMBER - 1967

First non-stipend classes established
in Kern, Stanislaus, San Joaquin,
Merced

First stipended classes met in
Fresno, Kern, Madera, Merced,
San Joaquin and Stanislaus Counties

Open House at CCAA Central office

JANUARY - 1968

Farm worker Board member elections
in Merced, Madera, Kern Counties

First organizational meetings in
Kings County

Farm Worker Board member election
in Stanislaus and Fresno and
Stanislaus Counties

Board ratified permanent farm worker
representatives to the CCAA Board
in the following Counties: Fresno,
Kern, Madera and Merced

FEBRUARY - 1968

New Executive Director hired

MARCH - 1968

Farm worker board member election in
San Joaquin County

First stipend class in Kings County

Nomination and election of permanent
officers to the CCAA Board held
Following positions filled:

Chairman
1st Vice Chairman
2nd Vice Chairman
Treasurer
Delegate at large



MARCH - 1968

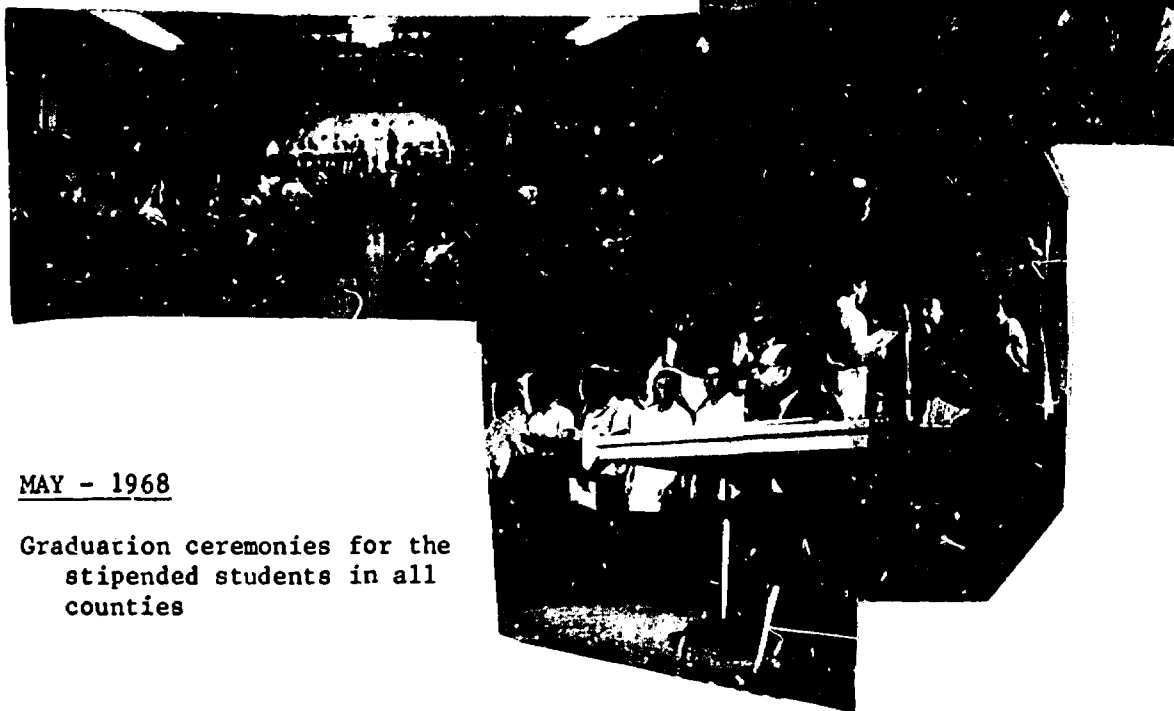
Board approved the Employees
Association By-Laws

APRIL - 1968

Non-stipend enrollment 1,319

Stipend enrollment 511

Board meeting to discuss proposal



MAY - 1968

Graduation ceremonies for the
stipended students in all
counties