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RECOMMENDATIONS RELATIVE TO THE ORGANIZATION OF ADVISORY
COMMITTEES WHEN WORKING WITH ADULTS WITH SPANISH SURNAMES.

BY- CABRERA, PATRICIA, COMP. AND OTHERS

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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THE FIRST PART OF THIS DOCUMENT, RELATIVE TO GUIDELINES
FOR ORGANIZING LOCAL ADVISORY GROUPS FOR ADULT EDUCATION
PROGRAMS INVOLVING MEXICAN AMERICANS IN THE SOUTHWEST, SETS
FORTH THE OBJECTIVES, COMPOSITIONS, AND OPERATIONS OF LOCAL
ADVISORY COMMITTEES, INDICATES STEPS IN CONDUCTING INITIAL
MEETINGS EITHER WITHOUT A CURRENT PROJECT OR AFTER A PROJECT
HAS ALREADY BEGUN, AND OFFERS SUGGESTIONS ON TRAINING IDEAL
ADVISORY COMMITTEES IN GROUP PROCESSES AND PROBLEM SOLVING.
THE SECOND PART LISTS SCHOOL BOARDS, TITLE 3 CENTERS, PARENT
TEACHER ASSOCIATIONS, MIGRANT PROGRAM CONTRACTORS,
INDIVIDUALS, AND OTHER RESOURCES FOR COMMITTEE REPRESENTATION
IN 35 CALIFORNIA COUNTIES. ALSO INCLUDED ARE 26 REFERENCES.
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**Recommendations Relative to the
Organization of Advisory Committees
when Working with
Adults with Spanish Surnames**

CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY—SUPERINTENDENT OF PUBLIC INSTRUCTION
SACRAMENTO

1967

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FOREWORD

The Bureau of Adult Education of the California State Department of Education was awarded a grant in May, 1966, under Title V of the Elementary and Secondary Education Act for a project entitled "Statewide Plan for the Development and Implementation of Curriculum Involving Adult Students with Spanish Surnames." One of the objectives of the project was to develop guidelines for use by adult education administrators in the organization of local advisory committees. In addition, it was hoped that various people representing a cross-section of the state's population would be identified as having interest in participating in this kind of program.

This publication represents the coordinated efforts of Mrs. Patricia Cabrera, Adult Education Project Specialist of the Bureau of Adult Education; George T. McCormick, Educational Coordinator, Tulare County Community Action Agencies; and members of the staff of the Tulare County Office of Compensatory Education.

The first part of the document, relative to guidelines for organizing local advisory committees, was adapted from a publication of the Tulare County Community Action Agency and the Office of the Tulare County Superintendent of Schools entitled "Guidelines for ESEA--Local Advisory Committees." The second section of the document lists the names of various organizations from which representation might be drawn; e.g., school boards, Title III Centers, PTA's, Migrant Program Contractors, and various individuals.

STANLEY E. SWORDER
Chief, Bureau of Adult Education

CONTENTS

	<u>Page</u>
FOREWORD	i
I ORGANIZATION AND FUNCTIONS OF THE ADVISORY COMMITTEE.	1
A. The Objectives of an Advisory Committee. . .	1
B. The Composition of the Advisory Committee . .	2
C. The Operations of a Local Advisory Committee .	3
D. Conducting an Initial Meeting with No Current Project	3
E. Conducting an Initial Meeting if the Project Has Already Begun	4
F. Suggestions for Training the Local Advisory Committee in Group Processes	4
Selected References	7
II RESOURCES FOR COMMITTEE REPRESENTATION	9

I - ORGANIZATION AND FUNCTIONS OF THE ADVISORY COMMITTEE

The third largest minority in the United States is concentrated in Arizona, California, Colorado, New Mexico, and Texas; that minority is the Mexican-American ethnic group. Of the 3,500,000 people who, according to the 1960 census, constitute the total population of the Spanish surnamed in the United States, 2,850,000 live in two states: California and Texas. The great majority of this group came from Mexico after 1900 as part of a wave of immigrants who entered the American labor market as common laborers in the agricultural or industrial areas.

Although Mexican-Americans are found in all walks of life, some three-fourths of Mexican-Americans, as compared with 54 percent of all employed "Anglo" men in the United States, are manual workers. Concentration in the unskilled occupations means that Mexican-Americans characteristically earn much less than most groups in the United States. And, consistent with their occupational and income position, the educational attainments of Mexican-Americans also rank substantially below those of the majority of the population.

Many adult education programs have been developed to serve the needs of this segment of the population. Some of these programs have admitted to frustration, offering the rationale that the Spanish-surname adult is "happy" where he is. Studies by Horacio Ulibarri of the University of New Mexico relative to the social and educational characteristics of the Spanish-speaking adults in the Southwest drew conclusions to the effect that it is not a matter of "not caring," rather that it is a matter of timidity and passivity--a matter of self-confidence relative to entry into the American educational society.

In the opinions of many who have worked with them, Spanish-surname adults are likely to become possessive about some activity in which they play a major role. Therefore, it is proposed that organization, by adult educators, of local advisory committees made up of the adults to be served would tend to overcome this timidity and passivity and to make education a part of their everyday lives.

A. The Objectives of an Advisory Committee

The concept that an advisory committee brings about cooperation and coordination of all community resources is not new.

It is, in fact, one traditional to adult education. However, adults with Spanish surnames, for reasons of language or culture, may be somewhat timid about school. It is believed, therefore, that a local advisory committee would be even better insurance of the success of an adult education program designed to serve that particular segment of the population.

This committee might assist and advise the adult education administrator in the following:

1. Developing programs in cooperation with other agencies; e.g., community action programs, health and welfare programs
2. Mobilizing and coordinating all related community resources in an effort to serve the parents of children who have been classified as educationally deprived; the parents can then become resources for their children
3. Overall planning of the development, implementation, and evaluation of the program and disseminating information relative to the objectives of adult education
4. Acting as a board for review of the curriculum, materials, methods, and techniques to determine that the program is designed to meet the needs of the Spanish-speaking adult

B. The Composition of the Advisory Committee

Of the total membership of the advisory committee, no less than 50 percent should be residents of the area in which the adult education program will be concentrated; preference might be given to the target population itself. The remaining membership on the advisory committee should include representation from the school district staff, from the local community action agencies, from the nonpublic school agencies such as private and parochial schools, from migrant labor camps, and from the local community; e.g., civic, business, labor, ethnic, or religious groups. Other agencies of health and welfare that provide service to the schools' clientele might also be represented.

The adult educator and his superintendent will appoint people to the committee, selecting people not only because they represent a cross-section of all groups, but also because they have demonstrated stability, the ability to listen to people who have differing opinions, and the ability to compromise on major issues where there are seriously divergent opinions.

An adult educator and his advisers should be careful not to select a quiet and obedient committee; they should look for a

vocal and serious group that might have children in the schools and that will truly represent the opinions of that part of the school population which tends to be timid and passive.

C. The Operations of a Local Advisory Committee

1. If there is not a large percentage of the Spanish-surname population to be served in the area, the local advisory committee could meet four or five times a year. However, in the event the area has a "migrant condition" or other seasonal swell in area population of adults with Spanish surnames, it might be feasible for the advisory committee to meet once a month.
2. There should be a committee chairman and secretary, elected by the group, who would serve for the year. Minutes of the meetings should be kept.
3. The term of office of committee members should be decided by the committee.
4. The committee should hold open meetings and invite teachers, teacher aides, and other persons interested in education to the meetings so that other viewpoints and recommendations may be heard.

D. Conducting an Initial Meeting with No Current Project

The following excerpts from the publication "Guidelines for ESEA--Local Advisory Committees," published by Tulare County Community Action Agency and the Office of the Tulare County Superintendent of Schools, relate to conducting a meeting:

1. "The adult educator lists the problems as he sees them.
2. "The local advisory committee is asked to discuss and decide on the problems that they feel can be resolved.
3. "If the committee has more than eight members, other than school representatives, it might be feasible to divide the committee into two discussion groups.
4. "Solutions to problems are discussed and listed.
5. "The adult educator develops programs from this information.

6. "If a project is developed, the outline and cost estimates should be returned to the advisory committee for review and discussion.
7. "If the project is approved and begun, the advisory committee should be taken on a tour of the school to be shown what the project is doing.
8. "The committee should decide how often it should meet.
9. "In the spring, the project should be reviewed relative to its merits as well as to the needed improvements."

E. Conducting an Initial Meeting If the Project Has Already Begun

1. "The adult educator lists the problem that he feels needs to be corrected.
2. "The existing project is reviewed, with the committee members being given abstract copies of the project.
3. "The adult educator arranges for the committee members to visit and observe the project in action. Visits should be arranged in small groups if the committee has more than eight members.
4. "Each component of the project is explained in the meeting and panels of speakers drawn from personnel who work in the project should present a short program relative to what they do; e.g., teachers, teacher aides, counselors, community aides, etc.
5. "In the spring, the good, fair, and poor components are identified by the adult administrator and by the committee members. Those ranked as fair and poor are discussed (in small groups) relative to improvement."

F. Suggestions for Training the Local Advisory Committee in Group Processes

In many areas, the local advisory committee may not serve the purposes for which it is intended. It may very well be that, except for the educators, the committee members have no experience in the group process. Therefore, it might be advantageous to consider the organization of training programs for those who would serve on a local advisory committee, which would then allow for group interaction and a positive resolution of the areas of concern to the adult education administrator. There is a list of selected references following which might be of interest.

1. The operation of such a training program might include:
 - a. Informing the members of the local advisory committee of the tasks the committee should perform
 - b. Demonstrating how a committee functions
 - c. Providing examples of and suggestions for good adult education programs
 - d. Orientating committee members relative to the identification of a worthwhile adult education project

2. Training plan

- a. Organization

Training Centers should be established. It is suggested that the Community Action Council be asked to sponsor the training project and to mail invitations. If possible, home calls should be made on low-income members in order to urge attendance and to arrange for their transportation to the training sessions if necessary.

- b. Content of sessions

- (1) The first session might be spent in answering questions. If the training group is broken into smaller groups, the first activity could be orientation. The members of the training group could then reassemble for panel-type large-group discussions. This begins a familiarization with large-group processes and the development of interaction within the group.

It is important that the next meeting date be announced and that members of the training group be invited to ask for help with transportation needs if necessary.

- (2) In the second session, the larger group can be broken into smaller groups again. Those conducting the training session should pass out lists of sample adult education programs and their estimated costs. These programs should be discussed relative to the objectives and proposed funding, the discussion culminating in listing two to five questions that the smaller group wants to have answered

in general session. The larger group should then reconvene, and have the questions answered by panel members.

It is important to announce the next meeting date and to inquire about transportation needs.

- (3) The third session could treat the topic of conducting meetings. Explanations should be given of the organization of a committee. The committee trainers should "role play" a meeting. There should also be a question-and-answer period.

It is important to remember to announce the date of the next meeting and to arrange for any needed transportation.

- (4) The fourth session should consider the programs and issues with which the committee will be faced.

At this time it would be interesting to take the training group through a problem-solving process, with discussions of the various acts involved in the process so that the group would have some familiarity with the actions necessary when attempting to arrive at a group decision.

It is important to establish a meeting date for this group at a later time to discuss what the local advisory committees have accomplished and what progress they feel has been made.

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Leadership and Organization: A Behavioral Science Approach.
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- No. 6 Tenderness and Technique: Nursing Values in Transition, by Genevieve Rogge Meyer (1960)
- No. 9 Education for the Use of Behavioral Science, by James V. Clark (1962)

POPULAR PAMPHLETS

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- No. 138 Employment Problems of the Mexican-American, by Paul Bullock (1964)
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- No. 154 Changing Staff-Line Relationships, by Melville Dalton (1966)
- No. 161 Poverty in the Ghetto and Poverty in Los Angeles, by Paul Bullock (1966)
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II - RESOURCES FOR COMMITTEE REPRESENTATION

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Executive Director
Fremont-Newark-Union City
Economic Opportunity Office
37272 Maple Street
Fremont 94536

Director, Title IV Center
Far West Regional Laboratory
Claremont Hotel
Berkeley 94705

Coordinator
Farm Worker Health Services
Department of Public Health
2151 Berkeley Way
Berkeley 94704

Director, Title III Center
California Regional Planning
and Evaluation Agency
225 West Winton Avenue,
Room 206
Hayward 94544

President
Mexican-American Political
Association
362 - 22nd Street
Oakland 94612

BUTTE COUNTY

Executive Director
Housing Authority
P. O. Box 326
Gridley 95948

CONTRA COSTA COUNTY

Executive Director
Contra Costa County Office of
Economic Opportunity
Administration Building
1121 Pine Street
Martinez 94553

Director, Title III
California Regional Planning
and Evaluation Agency
755 Santa Barbara Road
Pleasant Hill 94523

FRESNO COUNTY

Executive Director
Economic Opportunity Commis-
sion of Fresno County
402 Crocker-Citizens Bank
Building
Fresno 93721

Director, Title III
California Regional Planning
and Evaluation Agency
2314 Mariposa Street,
Room 366
Fresno 93721

Director, Manpower Opportunity
Project
1542 Fresno
Fresno 93706

HUMBOLDT COUNTY

Director, Title III
California Regional Planning and Evaluation Agency
Eureka 95501

IMPERIAL COUNTY

Chairman, Board of Supervisors
939 Main Street
El Centro 92243

County Administrator
Economic Opportunity Com-
mission
Courthouse
El Centro 92243

Executive Director
Economic Opportunity Com-
mission
Courthouse
El Centro 92243

KERN COUNTY

Migrant Program Contractor
Richland Elementary School
District
331 Shafter Avenue
Shafter 93263

Chairman, Board of Super-
visors
Wasco Union Elementary
School District
639 Broadway
Wasco 93280

Director
Community Action Program
Committee
223 Chester Avenue
Bakersfield 93301

Supervisor, Pupil Personnel
Service, ESEA
Bakersfield City Elementary
School District
1300 Baker Street
Bakersfield 93305

Director, Title III
California Regional Planning
and Evaluation Agency
Truxton at Chester Avenue
Bakersfield 93301

KINGS COUNTY

Executive Director
Kings County Community Action Organization
415 North Reddington
Hanford 93230

LAKE COUNTY

Chairman
Economic Opportunity Council
P. O. Box 338
Middletown 95461

Executive Director
Economic Opportunity Council
P. O. Box 896
Lakeport 95453

LOS ANGELES COUNTY

Director
Socio-Economic Studies Founda-
tion
1826 Federal Avenue
West Los Angeles 90025

Executive Director
Economic and Youth Opportuni-
ties Agency of Greater Los
Angeles
314 West Sixth Street
Los Angeles 90017

Director
Mexican-American Study
Project
University of California
Los Angeles 90024

Director, Title IV
Southwest Regional Laboratory
11300 La Cienega Boulevard
Inglewood 90304

Director, Title III
California Regional Planning
and Evaluation Agency
Los Angeles City Schools
1611 West Beverly Boulevard
Los Angeles 90026

Executive Director
Mexican-American Opportunity
Foundation
4629 East Brooklyn Avenue
Los Angeles 90022

Teacher Education Chairman
California Congress of Parents
and Teachers, Inc.
Suite 100, 930 Georgia Street
Los Angeles 90015

California Youth Authority
State Building
Los Angeles 90012

President
Mexican-American Education
Assn.
16129 Valerio Street
Van Nuys 91406

Director, Title III
California Regional Planning
and Evaluation Agency
1851 South Westmoreland
Avenue
Los Angeles 90006

Director
Mexican-American Foundation
1241 West Second Street
Los Angeles 90026

President
Council of Educators of
Mexican Descent
Youth Opportunities Board of
Greater Los Angeles
207 North Breed Street
Los Angeles 90033

Local 887 UAW
5250 West Imperial Highway
Los Angeles 90045

MADERA COUNTY

Director
Madera County Action Committee
131 Yosemite Avenue
Madera 93637

MERCED COUNTY

Director, Title III
California Regional Planning
and Evaluation Agency
1735 L Street
Merced 95340

Director
Community Action Commission
217 R Street
Merced 95340

Executive Director
Housing Authority
405 U Street
Merced 95340

MONTEREY COUNTY

Director
Monterey County Anti-Poverty
Council
153 West Gabilan
Salinas 93901

Director, Title III
California Regional Planning
and Evaluation Agency
EDINN
P. O. Box EDINN
Monterey 93940

Chairman
Board of Supervisors
P. O. Box 2137
Salinas 93904

NAPA COUNTY

Director
Napa County Council for
Economic Opportunity
1381 Park Avenue
Napa 94558

Director, Title III
California Regional Planning
and Evaluation Agency
1834 First Street
Napa 94558

ORANGE COUNTY

Director, Title III
California Regional Planning
and Evaluation Agency
1104 West 8th Street
Santa Ana 92703

RIVERSIDE COUNTY

Executive Director
Economic Opportunity Board of
Riverside County
3570 Ninth Street
Riverside 92501

National President
American GI Forum
Riverside 92501

Director, Title III
California Regional Planning
and Evaluation Agency
4015 Lemon Street
Riverside 92501

Executive Director
Authority for Housing,
Riverside County
Riverside 92501

SACRAMENTO COUNTY

Executive Director
Sacramento Area Economic
Opportunity Council
2007 - 19th Street
Sacramento 95818

Executive Secretary-Treasurer
California School Boards
Association
Room 345, Senator Hotel
1131 L Street
Sacramento 95814

Director, Title III
California Regional Planning
and Evaluation Agency
1854 Fulton Avenue
Sacramento 95825

Child Care Consultant
Office of Economic Opportunity
1014-1/2 J Street
Sacramento 95814

Consultant
Assembly Agricultural Com-
mittee
State Capitol
Sacramento 95814

Consultant
California School Boards
Association
Room 345, Senator Hotel
1131 L Street
Sacramento 95814

Administrative Assistant
Service Center Program
Room 311, 1227 O Street
Sacramento 95814

SAN BENITO COUNTY

Chairman, Board of Supervisors
Court House
Fifth Street
Hollister 95023

SAN BERNARDINO COUNTY

Executive Director
Dependency Prevention Commis-
sion
363 West Sixth Street
San Bernardino 92401

Director, Title III
California Regional Planning
and Evaluation Agency
463 Sierra Way
San Bernardino 92410

SAN DIEGO COUNTY

Executive Director
Economic Opportunity Commis-
sion of San Diego
1196 Broadway
San Diego 92101

Director, Title III
California Regional Planning
and Evaluation Agency
6401 Linda Vista Road
San Diego 92111

Citizens Interracial Council
of San Diego County
520 E Street, Room 609
San Diego 92101

County Welfare Department
4588 Market Street
San Diego 92102

Director
Project English Second
Language
4100 Normal Street
San Diego 92103

Economic Opportunity Com-
mission
2504 Imperial Avenue
San Diego 92102

Laborers International Union
1025 F Street
San Diego 92101

SAN FRANCISCO COUNTY

Director, Title III
California Regional Planning
and Evaluation Agency
135 Van Ness Avenue, Room B
San Francisco 94102

Office of Economic Opportunity
100 McAllister Street
San Francisco 94102

Fair Employment Practices
Commission
P. O. Box 603
San Francisco 94101

SAN JOAQUIN COUNTY

Executive Director
Community Action Council of
San Joaquin County
109 East Weber Avenue, Room 19
Stockton 95202

Director, Title III
California Regional Planning
and Evaluation Agency
33 East Magnolia
Stockton 95202

Executive Director
Board of Supervisors
Housing Authority
P. O. Box 6186
Stockton 95206

SAN LUIS OBISPO COUNTY

Coordinator
Economic Opportunity Office
Courthouse Annex, Room 306
San Luis Obispo 93401

SAN MATEO COUNTY

Director, Title III
California Regional Planning
and Evaluation Agency
590 Hamilton Avenue
Redwood City 94063

SANTA BARBARA COUNTY

Coordinator
Welfare Planning Council
Community Action Committee
P. O. Box 1348
Santa Barbara 93102

Principal
Lincoln Elementary School
119 East Cota Street
Santa Barbara 93101

Director, Title III
California Regional Planning
and Evaluation Agency
4400 Cathedral Oaks Road
Santa Barbara 93105

SANTA CLARA COUNTY

Executive Director
Economic Opportunity Comis-
sion of Santa Clara County
40 North Fourth Street
San Jose 95112

Director, Title III
California Regional Planning
and Evaluation Agency
1110 North 10th Street
San Jose 95112

Director
Project PREP
40 North Fourth Street
San Jose 95112

Director
Manpower Opportunities
Project
1246-1/2 East Santa Clara
Street
San Jose 95116

SANTA CRUZ COUNTY

Director
Economic Opportunity Commis-
sion
Watsonville City Hall
Watsonville 95076

SOLANO COUNTY

Chairman, Housing Authority
155 North Second Street
Dixon 95620

SONOMA COUNTY

Director
Community Action Commission
333 Chanate Road
Santa Rosa 95404

STANISLAUS COUNTY

Executive Director
Community Action Committee
1317 I Street
Modesto 95354

Executive Director
Housing Authority
P. O. Box 3958
Modesto 95352

SUTTER COUNTY

Executive Director
Housing Authority
P. O. Box 631
Yuba City 95991

TULARE COUNTY

Executive Director
Community Action Agency
County Civic Center
Visalia 93277

Education Director
Visalia Community Action
Program, Tulare County
Visalia 93277

VENTURA COUNTY

Executive Director
Community Action Commission
554 Poli Street
Ventura 93001

Director
Farm Workers Opportunity
Project
128 Colonia Road
Oxnard 93032

YOLO COUNTY

Director
Economic Opportunity Commis-
sion
Sixth and Cross Streets
Woodland 95695

Board of Supervisors
P. O. Box 1157
Woodland 95696

YUBA COUNTY

Director
Yuba County Reading-Learning
Center
Olivehurst 95961

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