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TEACHER AIDES IN LARGE SCHOOL SYSTEMS.

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THIS REPORT DISCUSSES TEACHER AIDES, THEIR USE, PAY, SELECTION, TRAINING, AND SUPERVISION. REPLIES TO 217 QUESTIONNAIRES SENT OUT IN 1966 BY THE NEA RESEARCH DIVISION PROVIDE THE DATA SOURCES. INCLUDED AMONG THE FINDINGS ARE (1) A LARGE MAJORITY (76.5 PERCENT) OF THE TEACHER AIDE PROGRAMS HAVE BEEN DEVELOPED SINCE 1960, (2) 74.2 PERCENT OF THE SCHOOL SYSTEMS USE ONLY PAID AIDES, 0.9 PERCENT USE ONLY VOLUNTEER AIDES, AND 24.9 PERCENT USE BOTH PAID AND VOLUNTEER AIDES, (3) ELEMENTARY SCHOOLS USE TWO-THIRDS OF THE AIDES, (4) THE MOST FREQUENTLY LISTED DUTY OF PAID AIDES IS DUPLICATING TESTS AND OTHER MATERIALS, (5) MOST PAID AIDES WORK OVER 20 HOURS PER WEEK, (6) A TYPICAL WAGE FOR AIDES IS AROUND \$2.00 PER HOUR, AND (7) RECRUITMENT OF TEACHER AIDES IS GENERALLY NOT DIFFICULT. THIS ARTICLE APPEARS IN "EDUCATIONAL RESEARCH SERVICE CIRCULAR," NUMBER 2, 1967, AND IS AVAILABLE FROM THE EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$1.50.  
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# Circular

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## TEACHER AIDES IN LARGE SCHOOL SYSTEMS

Some call them TEACHER AIDES. Others call them AUXILIARY PERSONNEL. Still others call them PARAPROFESSIONALS. More and more of them are appearing on the records in school personnel offices. So rapidly are their numbers growing that there is no accurate nationwide count.

How are teacher aides being used? Are most of them volunteers or are they usually paid? What about their selection, training, and supervision? In a very limited way, this report attempts to answer these and other questions being asked by school people all over the country.

Replies to a questionnaire sent out in early 1966 by the NEA Research Division identified more than 250 large school systems using paid or volunteer aides. In September 1966, the Educational Research Service surveyed these systems with respect to their use of these auxiliary personnel during 1965-66. This Circular is based on the results of that survey, which used the questionnaire reproduced on pages 55-58. As may be seen from the questionnaire, teacher aides were defined as "all nonprofessionals who relieve regular teachers of some nonteaching duties, whether they are paid or volunteer their time."

A total of 229 systems participated in the ERS survey. Seven of these indicated that aide programs would begin in the 1966-67 school year and five replied that they had used teacher aides in the past but were no longer employing them. The remaining 217 systems, which used aides in 1965-66, may be classified by enrollment stratum as follows:

Enrollment stratum	Number of systems with teacher aides
Stratum 1 (100,000 or more) .....	18
Stratum 2 (50,000 to 99,999) .....	30
Stratum 3 (25,000 to 49,999) .....	48
Stratum 4 (12,000 to 24,999) .....	121
	217

These school systems are listed individually in the table beginning on page 16, together with information about their teacher aide programs.

Growth in number of aide programs. In a few systems covered by this survey, teacher aides have been used for a number of years. One Midwest school system reports the use of aides as kindergarten assistants since the 1930's, and three other systems indicated that their aide programs were begun prior to 1950. Figure 1 shows, however, that a large majority of the

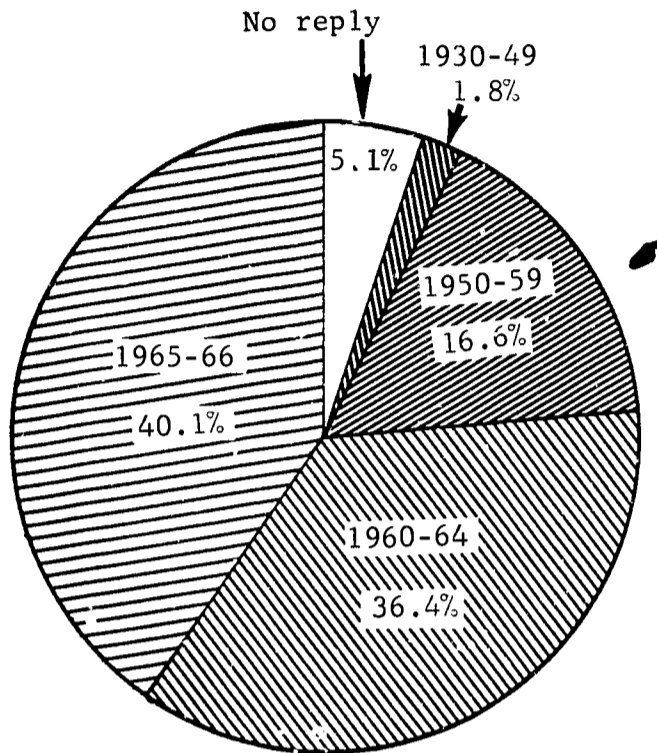
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Figure 1.

## YEAR IN WHICH TEACHER AIDES WERE FIRST USED IN 217 SCHOOL SYSTEMS



teacher aide programs described in this Circular have been developed since 1960.

A large part of the increase in the use of aides is probably the result of funds made available by the Elementary and Secondary Education Act of 1965; 68 of the 87 systems beginning aide programs in the fall of 1965 financed over 50 percent of their programs with ESEA funds.

Number of paid and volunteer

aides. The utilization of both paid and volunteer aides was reported by 54 of the 217 participating systems; 161 of the systems had only paid aides. As is shown in Table A, only two of the reporting systems used volunteer aides exclusively. A total of 44,351 paid and volunteer aides was reported for 1965-66 by

the 217 school systems. Of these, 29,995, or two-thirds of the total, were paid aides, and the remaining 14,356 were volunteers.

Levels at which aides worked. In the 217 systems covered by this survey, teacher aides worked at all grade levels from preschool to senior high school during 1965-66. The largest number of aides (30,079, or approximately two-thirds of the total) were utilized at the elementary level. Table B shows the number and percent of aides working at each grade level, arranged by stratum.

As Table B indicates, the distribution of aides between the grade levels shown has been estimated. The footnote on the table explains that a number of the individual aides reported worked at more than one level, and that these have been divided equally among the levels involved.

Duties of teacher aides. The purpose of the teacher aide is to relieve the teacher of nonteaching duties. The ERS questionnaire listed

Table A  
EMPLOYMENT STATUS OF TEACHER AIDES IN 1965-66  
IN 217 SCHOOL SYSTEMS

Stratum	Number and percent of systems having			Total systems
	Paid aides	Volunteer aides	Paid and volunteer aides	
1	2	3	4	5
Stratum 1	12 (66.7%)	1 (5.5%)	5 (27.8%)	18 (100.0%)
Stratum 2	25 (83.3%)	...	5 (16.7%)	30 (100.0%)
Stratum 3	34 (70.8%)	...	14 (29.2%)	48 (100.0%)
Stratum 4	90 (74.4%)	1 (0.8%)	30 (24.8%)	121 (100.0%)
Total	161 (74.2%)	2 (0.9%)	54 (24.9%)	217 (100.0%)

25 such duties and asked each respondent to check those which were performed by aides in their systems. Separate columns were provided for checking duties assigned to paid aides and those assigned to volunteer aides. These 25 duties are listed in the box on the following page, ranked according to the frequency with which they were checked by the respondents. Items which were checked by an identical number of systems have been assigned the same rank. "Duplicating tests and other materials" was the most frequently checked duty of paid aides, but this chore ranked sixth for volunteer aides.

The duties of paid teacher aides are more similar throughout the 217 systems covered by this survey than are the duties of volunteers. The first 16 items on the list were checked by over half of the systems as being duties of paid teacher aides. Among the duties checked for volunteer aides, only five were reported by more than half the systems using volunteer aides: assisting in the school library, reading aloud and story telling, helping with children's clothing, helping with classroom housekeeping, and tutoring individual students.

Space was provided for the respondents to

Table B  
ESTIMATED DISTRIBUTION BY GRADE LEVEL OF  
TEACHER AIDES IN 217 SCHOOL SYSTEMS<sup>a/</sup>

Stratum	Preprimary and kindergarten	Primary grades	Upper elementary grades	Junior high school	Senior high school	Total aides reported
1	2	3	4	5	6	7
Stratum 1						
Paid aides	3769 (22.2%)	1372 (8.0%)	5707 (33.6%)	3211 (18.9%)	2934 (17.3%)	16,993 (100.0%)
Volunteers	2910 (24.6%)	1903 (16.1%)	3021 (25.6%)	2076 (17.6%)	1896 (16.1%)	11,806 (100.0%)
Stratum 2						
Paid aides	819 (19.7%)	907 (23.3%)	1290 (31.3%)	488 (11.8%)	577 (13.9%)	4,141 (100.0%)
Volunteers	358 (41.0%)	130 (14.9%)	95 (10.9%)	190 (21.8%)	100 (11.4%)	873 (100.0%)
Stratum 3						
Paid aides	925 (23.3%)	1071 (27.0%)	757 (19.0%)	586 (14.7%)	635 (16.0%)	3,974 (100.0%)
Volunteers	244 (40.1%)	185 (30.3%)	101 (16.6%)	42 (6.9%)	37 (6.1%)	609 (100.0%)
Stratum 4						
Paid aides	876 (17.9%)	1629 (33.3%)	1035 (21.2%)	664 (13.6%)	683 (14.0%)	4,887 (100.0%)
Volunteers	263 (24.6%)	208 (19.5%)	444 (41.6%)	104 (9.7%)	49 (4.6%)	1,068 (100.0%)
Totals						
Paid aides	6389 (21.3%)	5039 (16.8%)	8789 (29.3%)	4949 (16.5%)	4829 (16.1%)	29,995 (100.0%)
Volunteers	3775 (26.3%)	2426 (16.9%)	3661 (25.5%)	2412 (16.8%)	2082 (14.5%)	14,356 (100.0%)

<sup>a/</sup> The number of aides at each level is estimated in part because some of the respondents reported that aides worked at more than one level. In these cases, the number of aides has been divided equally among the levels indicated. For example, 907 paid aides were reported at a combination of primary and upper elementary levels; half of this group has been assigned to each level.

## HOW TEACHER AIDES HELP

Response to checklist in questionnaire

<u>Duty</u>	Rank according to number of times checked	
	<u>Paid aides</u>	<u>Volunteer aides</u>
Duplicating tests and other materials	1	6
Helping with classroom housekeeping	2	3
Typing class materials, tests, etc.	3	7
Setting up A-V equipment, and other instructional materials	4	5
Helping with children's clothing	5	3
Supervising playground	6	10
Correcting tests, homework, workbooks, etc.	7	8
Reading aloud and story telling	8	2
Assisting in school library	8	1
Collecting money from pupils	9	9
Supervising cafeteria	10	9
Recording data in student files	11	14
Keeping attendance register and preparing attendance reports	12	11
Tutoring small group of students while teacher works with another group	13	5
Ordering A-V materials and other supplies	14	15
Tutoring individual students	15	4
Supervising loading and unloading of buses	16	11
Helping with discipline	17	12
Assisting in school laboratory	18	16
Corridor monitoring	18	16
Reading and correcting students' themes	19	12
Administering tests	20	13
Supervising study halls	21	17
Corresponding with parents; arranging conferences between parents and teachers	22	15
Preparing report cards	23	18

\* \* \* \* \*

Additional duties listed by respondents

Assisting on field trips  
 Working with handicapped children  
 Helping in the language lab and in gym classes  
 Assisting music teacher with band and orchestra, playing piano  
 Interpreting and translating for non-English speaking students  
 Helping students with writing, art, dramatics, and music  
 Working with clubs and planning parties  
 Helping orient new pupils  
 Issuing and collecting textbooks  
 Making book inventories and repairing books  
 Welcoming parents to school and making home visits  
 Minor pupil counseling  
 Assisting nurse, social worker, or psychiatric examiner  
 Conducting daily health clinics and assisting at preschool round-up  
 Delivering mail  
 Assisting with milk program  
 Developing bibliographies and doing library research  
 Driving a small school bus

list any duties assigned teacher aides which were not included on the checklist. These "write-in" duties are reported at the bottom of the box on the opposite page. Most frequently mentioned were assisting on field trips, working with handicapped children, and helping the nurse or social worker. °

Number of hours worked by aides. Table C indicates the number of hours worked per week by both paid and volunteer teacher aides. Most volunteer aides worked less than six hours per week--usually one hour per day or part of one day per week. Most paid aides, however, worked over 20 hours per week. A number of systems indicated that paid aides worked about six hours

per day, while other systems employed them on a full-time basis and the aides kept the same hours as the teachers with whom they worked.

Salaries for paid aides. Salaries for teacher aides were reported in a variety of ways in this survey. As may be seen in Column 4 of the system-by-system table beginning on page 16, some of the systems have more than one pay scale for aides, as their aides fall into several different categories. An hourly rate was reported by 129 systems, a daily rate by 20, a weekly rate by five, a monthly rate by 50, and a yearly rate by 24. In addition, several systems employed theme readers, paid on a per-page or per-theme basis.

Table C

NUMBER OF HOURS WORKED PER WEEK IN 1965-66  
BY TEACHER AIDES IN REPORTING SCHOOL SYSTEMS<sup>a/</sup>

Stratum	Less than 6 hours per week	6 to 10 hours per week	11 to 15 hours per week	16 to 20 hours per week	Over 20 hours per week
1	2	3	4	5	6
<u>Stratum 1</u>					
Paid aides	231 (1.4%)	2,454 (14.4%)	2,544 (15.0%)	9 (0.1%)	8,512 (50.1%)
Volunteers	11,426 (96.8%)	...	...	...	380 (3.2%)
<u>Stratum 2</u>					
Paid aides	78 (1.9%)	534 (12.9%)	278 (6.7%)	623 (15.0%)	2,447 (58.8%)
Volunteers	684 (78.4%)	15 (1.7%)	...	...	...
<u>Stratum 3</u>					
Paid aides	569 (14.4%)	686 (17.3%)	995 (25.0%)	260 (6.5%)	1,464 (36.8%)
Volunteers	207 (34.0%)	119 (19.5%)	218 (35.8%)	8 (1.3%)	...
<u>Stratum 4</u>					
Paid aides	535 (11.6%)	586 (12.7%)	262 (5.4%)	618 (12.6%)	2,613 (49.7%)
Volunteers	706 (66.1%)	69 (6.5%)	15 (1.4%)	20 (1.9%)	150 (14.0%)
<u>Total</u>					
Paid aides	1,413 (4.7%)	4,260 (14.2%)	4,079 (13.6%)	1,510 (5.0%)	15,036 (50.1%)
Volunteers	13,023 (90.7%)	203 (1.4%)	233 (1.6%)	28 (0.2%)	530 (3.7%)

<sup>a/</sup> Some systems were not able to report the number of hours worked per week by their aides. Percents are based on the total number of paid and volunteer aides in each stratum.

The average hourly rate in the 129 systems paying at least some aides by the hour was \$1.83 in 1965-66; rates ranged from \$1.35 to \$3.15 per hour. The average daily rate was \$14.37; the average weekly rate, \$69.75; the average monthly rate, \$261.85; and the average yearly rate, \$3,312. Since the methods for calculating aide salaries varied so greatly, no attempt has been made to estimate an over-all average salary. However, from an examination of the system-by-system table, it appears that \$2.00 per hour was a typical wage.

Recruitment of teacher aides. In most school systems, recruiting paid teacher aides has not been a major problem. A Midwest respondent attested to the popularity of the teacher aide job by reporting, "We don't have to recruit." Another system reported 10 applicants for every vacancy. Publicity on television and in newspapers brought many applicants, as did "word of mouth" advertising. Often a teacher aide encouraged a friend to apply for a similar position. Paid teacher aides were also located through such sources as employment agencies, federal projects, and local colleges.

Volunteer programs were staffed by a variety of individuals, from high school students to lawyers and other professionals. Since many such programs were sponsored by community organizations, recruitment usually posed few problems. For example, one respondent stated that "the volunteer group is self-perpetuating, one volunteer enlisting another."

Paid teacher aides may be retired teachers, former substitutes, student teachers, or young married women with a few years' teaching experience and a desire for part-time work in the schools. Others may be people with little teaching experience. In programs funded by the Office of Economic Opportunity, emphasis has been placed on hiring persons from the school community, such as mothers on the Aid to Dependent Children rolls or young people from the Neighborhood Youth Corps, and others who need employment and are capable of performing some of the nonteaching tasks a teacher would otherwise do. Individuals interested in aide jobs may be found also among the applicants for secretarial and clerical positions in the system.

Described below are the methods used to recruit aides in some of the systems covered by this survey:

LOS ANGELES, CALIFORNIA. Volunteers are recruited through community organizations, by the School Volunteer Advisory Board, by other volunteers working in the schools, by school principals, by teachers, or by using mass media. Word of mouth proves to be the best method. Sponsoring organizations are encouraged to conduct intensive recruitment campaigns outside their membership rolls.

SAN FRANCISCO, CALIFORNIA. Half are recruited through target area Economic Opportunity Council Offices, on the basis of information furnished by central office staff. Half are recruited through cooperation with the Educational Assistant Training Program at City College or through work with college placement offices.

JEFFERSON COUNTY, COLORADO. A press release to local papers is used to notify the general public of our needs in this area. Interested persons then apply at the personnel office. General proficiency tests are administered by the personnel office before candidates are sent to the schools for interviews with principals.

MARION COUNTY, FLORIDA. No recruiting is needed yet. Word just has spread and we have been swamped with applicants. The hours and the days of the week make it a highly prized part-time position for a family woman.

ATLANTA, GEORGIA. Vacancies for teacher aide positions were announced via routine personnel procedures. Written announcements were sent to individual schools within the system and school personnel were encouraged to share this information with persons in the school community. The public news media (TV, radio, newspapers) were used, especially for Head Start. The EOA Neighborhood Centers were actually involved in recruiting, screening, and interviewing prospective teacher aides. In January 1966 we had 4,000 applicants. All persons were interviewed. Waiting lists of approved persons were made to establish priority for placement in future positions.

ANDERSON, INDIANA. We requested that elementary principals recommend mothers from their school districts.

ROWAN COUNTY, NORTH CAROLINA. The recruitment and selection of teacher aides is made by the principal and the local advisory committee from interested, available, and suitable personnel in the community. There has been no difficulty in finding qualified personnel. The aide position is popular with mothers who desire working hours which coincide with their children's school hours.

Educational requirements, selection, and supervision of teacher aides. As may be seen from the questionnaire, separate response columns for paid and volunteer aides were provided for indicating the educational requirements for teacher aides, and the individuals responsible for their selection and supervision. Figure 2, on the following page, summarizes the answers to these questions in terms of percentages.

In a number of systems the educational requirements for teacher aides vary, depending upon the tasks assigned. In 79 systems, the reported requirements for at least some paid aides were low; some had no requirements, others required less than a high school education. A high

school education was required for paid aides in 139, or about two-thirds, of the systems. In about half of the systems, at least some college education was required for certain paid aide positions.

Requirements for volunteer aides were not stringent. Thirty-four of the 56 systems using volunteer aides either had no requirements or asked for less than a high school education. However, eight of the systems required college graduation for some volunteers.

Central office personnel, sometimes including the superintendent, had a voice in the selection of paid teacher aides in almost all of the systems. Principals were involved in the selection of paid aides in 181 systems and in the selection of volunteers in 44 systems. Teachers helped with the screening of aides in a significant number of the systems covered by this survey. Individuals employed in federally supported projects assisted in selecting aides, as did officials in community groups supporting volunteer aide programs.

Selection procedures in a few of the systems are described below.

KOKOMO-CENTER TOWNSHIP, INDIANA. The assistant superintendent announces openings, establishes qualifications etc., and interviews as regular staff. The elementary director and building principals are involved in the interview procedure. Teachers assist, through evaluation of work, regarding continued employment.

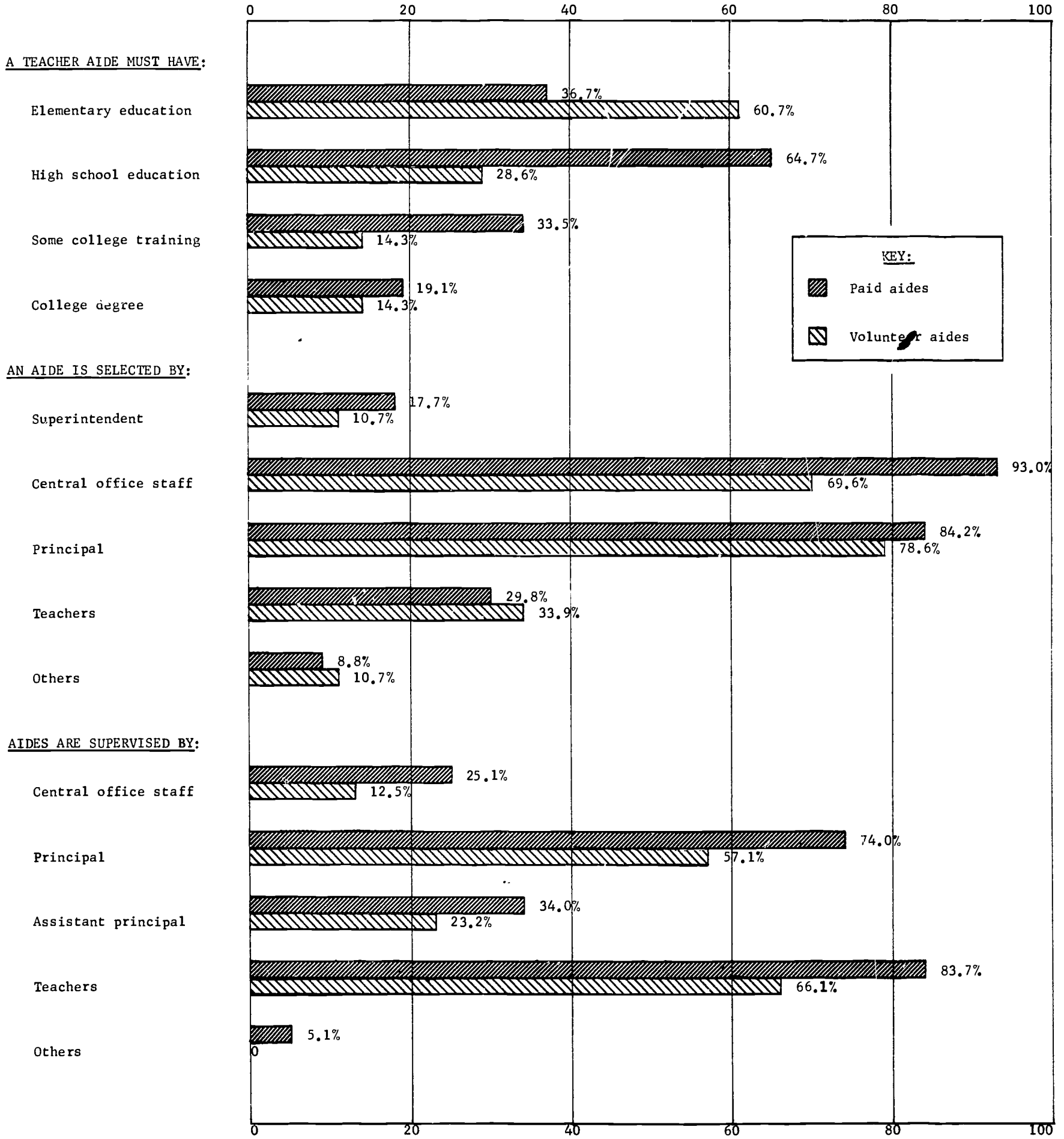
CHARLOTTE-MECKLENBURG, NORTH CAROLINA. Teacher aides make application and are screened through our personnel department. Individual principals and directors then help with the placement of aides.



Figure 2

TEACHER AIDES· EDUCATIONAL REQUIREMENTS  
SELECTION AND SUPERVISION IN 217 SCHOOL SYSTEMS

Percents of 215 systems with PAID aides and of 56 systems with VOLUNTEER aides



DAVIDSON COUNTY, NORTH CAROLINA. Applications are taken from interested persons. These are screened by the principal and the superintendent's office. The best qualified are employed.

KNOXVILLE, TENNESSEE. Applicants are interviewed by the director of personnel.

Teachers were directly responsible for the supervision of teacher aides in most systems. However, most teacher aides were also supervised by the school principal. In 54 systems, paid aides were supervised to some extent by central office personnel. Paid aides were supervised by personnel from federally supported projects if working in programs associated with such projects. In cases where teacher aides were college students on work-experience programs, staff members from their colleges had some responsibility for their work.

Training teacher aides. In 177 systems (approximately 82 percent of the total), the training of aides after employment was the responsibility of the teacher or group of teachers with whom the aide was to work. Other training programs included preschool institutes and in-service workshops, used in 79 and 123 of the systems, respectively. Over 100 of the 217 systems had developed written materials as guides for teacher aides. Several systems mentioned junior college courses for teacher aides, some in institutions connected with the school system. Only 16 of the systems covered by this survey reported no formal training for teacher aides, and many systems used more than one of the methods reported above.

Table D  
SOURCES OF FUNDS FOR  
TEACHER AIDE PROGRAMS IN 1965-66

Stratum	Public school funds	Elementary and Secondary Education Act	Office of Economic Opportunity	Foundation grants	Special state funds	No reply
1	2	3	4	5	6	7
Stratum 1-- 18 systems	12 (66.7%)	12 (66.7%)	7 (38.9%)	...	...	...
Stratum 2-- 30 systems	20 (66.7%)	25 (83.3%)	16 (53.3%)	3 (10.0%)	1 (3.3%)	...
Stratum 3-- 48 systems	28 (58.3%)	28 (58.3%)	12 (25.0%)	4 (8.3%)	3 (6.3%)	2 (4.2%)
Stratum 4-- 121 systems	77 (63.6%)	74 (61.2%)	24 (19.8%)	9 (7.4%)	3 (2.5%)	...
Total--217 systems	137 (63.1%)	138 (63.6%)	59 (27.2%)	16 (7.4%)	7 (3.2%)	2 (0.9%)
Complete funding from this source	55 (25.3%)	54 (24.9%)	3 (1.4%)	...	1 (0.5%)	...

Funds for teacher aide programs. Although federal funding has undoubtedly been responsible for much of the growth in teacher aide programs, a surprising number of school systems supported their programs exclusively from public school funds. In the 217 systems in this survey, the money for teacher aides came from a variety of sources--public school funds from state and local revenues, federal monies from the Elementary and Secondary Education Act and the Office of Economic Opportunity, foundation grants, and selected state funds. In about half of the systems, teacher aide programs were supported by more than one of these sources.

Table D, on page 9, shows the number of systems which used some funds from each of the sources listed. The bottom line indicates the number of systems which derived 100 percent of their teacher aide funds from each of the sources.

Comments by respondents. Some of the most interesting and revealing material produced by this survey came as a result of the two final questions--one asking about anticipated changes in teacher aide programs, and the other requesting any comments or evaluations the respondent might wish to make. A selection of the answers to these two items begins on page 11.

The system-by-system table. A system-by-system listing of statistics about each of the teacher aide programs covered in this Circular begins on page 16. In column 1, along with the name of the school system, is the 1965-66 enrollment figure. Column 2 gives a listing of the number of paid and volunteer aides working at each grade level, and column 3 lists the number of hours worked each week by these aides. Salary rates appear in column 4. In column 5 may be found the percentages of the system's aide program which are financed by local, federal, or other sources. In many cases, accurate information on the numbers of volunteer aides and the hours which they worked were not available to the respondent.

Appendix. The Appendix beginning on page 41 of this Circular presents job descriptions, some reports of activities of volunteer aide groups, and reproductions of other materials sent in by the respondents. It presents a small, and by no means comprehensive, sample of the materials which were received.

Also appearing in the Appendix are a list of selected references on teacher aides and a reproduction of the questionnaire upon which this Circular was based.

This study was designed and written by Mary D. Shipp,  
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## COMMENTS AND EVALUATIONS

ALHAMBRA, CALIFORNIA. "Every teacher, principal, and teacher aide has expressed favorable opinions about the program. The teachers are slow to learn how to use these aides and should have some training in the use of assistants."

DOWNEY, CALIFORNIA. "This program (involving cafeteria and playground duty only) has worked well in most respects. It has certainly benefited teachers by relieving them of noon responsibilities. Recruitment has been difficult at times and substitute replacements have posed problems from time to time. On the whole, those employees who have remained with the program are most enthusiastic about it and relate their feelings of attachment to the students and the school."

LOS ANGELES, CALIFORNIA. "We expect growth and expansion of the School Volunteer and Tutorial Programs because we are working on a speakers' bureau, a brochure, and city-wide publicity releases. We anticipate that more areas of service will open to well-qualified volunteers in enrichment and special education, adult education, and in the secondary schools. We are particularly interested in filling the demand for volunteers in the many culturally different areas of the school district. The Los Angeles Board of Education has endorsed this program as a worthwhile effort on the part of community groups and individuals. We are participating in the National School Volunteer Program, utilizing printed materials and staff time made possible through a Ford Foundation Grant to the Public Education Association."

SACRAMENTO, CALIFORNIA. "The evaluation of the use of teacher aides in compensatory programs was highly positive. Over 90 percent of the teachers indicated that the clerical and managerial assistance of the teacher aides enabled the teachers to work more effectively in their professional capacities in planning and providing instruction for pupils. Principals state that as money becomes available, more teacher aides should be placed in these schools. They rank the assistance of teacher aides immediately below that of certificated personnel to reduce class size and provide special services. Teacher aides hired are indigenous to the community they serve. They must also meet a poverty criteria. We are attempting to tap resources from the community that we have long ignored."

COLORADO SPRINGS, COLORADO. "We plan to refine our orientation program for teacher aides. We have also submitted an OEO project for the training of teacher aides. We will identify 30 people from the poverty areas who would like to train as teacher aides, begin them on a half-time basis as a teacher aide, and enroll them in a college program the other half time. They would be paid for their work as a teacher aide and also have their tuition, books, fees, and transportation paid for them. We hope this project will receive approval as we believe we will need triple the number of teacher aides in the future."

JEFFERSON COUNTY, COLORADO. "Elementary schools have the option of having a single person on the \$3200 per year schedule or the equivalent amount of money for part-time persons hired at \$1.50 per hour. Many schools have selected this option for at least one of their aides. Lay assistants are assigned on a ratio of 1 for 260 students at the elementary level, 1 for 240 students at the junior high level, and 1 for 225 students at the senior high level."

HARTFORD, CONNECTICUT. "The majority of the aides are college graduates, some with law degrees, and other highly educated people. They are doing an excellent job and are performing a valuable service to the schools and to the community."

WASHINGTON, D. C. "Our teacher aide program anticipates an inservice training program for all aides at each level. This inservice training will enable the aides to become fully aware of all new methods and procedures relating to their participation in the schools. Each aide will receive a training certificate."

DUVAL COUNTY, FLORIDA. "The teacher aide program in Duval County was established with ESEA funds. This program has proved its value and it is hoped that it can be further expanded in other than ESEA project schools as soon as local budgetary limitations will permit. We are currently conducting a study and evaluation of the program. We anticipate establishing a complete inservice training program for teacher aides in the near future."

MARION COUNTY, FLORIDA. "It will very soon be necessary for higher education institutions to somehow recognize the value of the experiences these aides are receiving. Under a good teacher, this provides a better laboratory experience than most college courses provide now."

ATLANTA, GEORGIA. "During the 1966-67 school term we have employed 25 additional aides and assigned these to library processing teams. Our E.I.P. Ford Project has funded aides in the kindergarten and preschool classrooms. School personnel have requested additional aides at the secondary level but these have not been funded at the present time."

BOISE, IDAHO. "We actually have two kinds of aides. There is a clerical aide in each school who assists teachers in preparation of lessons by typing stencils, making maps or overhead transparencies, etc. Then we have one theme-reader in each high school who is paid \$2.50 per hour for reading and correcting themes."

DECATUR, ILLINOIS. "The teacher aide program has been highly successful in fulfilling its major goal--releasing classroom teachers from various nonteaching duties in order that they may spend the released time tutoring or working directly with students. Just from the standpoint of economics it makes sense to use less expensive workers to perform the numerous nonteaching duties that consume a teacher's time.

"Clerical aides will be continued but it is likely that more and more certificated study hall supervisors will be used in order to fully free certificated teachers for more teaching. The certificated study hall supervisors have substitute, provisional, or regular certificates, but are still paid on an hourly rate."

KOKOMO-CENTER TOWNSHIP, INDIANA. "We have emphasized the selection of personnel highly motivated to perform the required functions and have staffed positions with individuals with good education and training for the positions they fill. We are pleased with the results that the aides have achieved and constantly strive to see that they are used in areas of competency. The teaching profession can learn to use auxiliary personnel as well as the medical profession, but we have much to do in redefining appropriate roles. The teacher has enough work that additional hands, feet, and minds can make a valuable contribution if we only set the stage."

FREDERICK COUNTY, MARYLAND. "The program works well and we have demand for additional aides. Teachers need to learn how better to use aides. In many instances, they still do nonprofessional tasks which an aide could do."

PRINCE GEORGE'S COUNTY, MARYLAND. "In OPERATION: MOVING AHEAD, we have been very pleased with our success in using children's aides in a paraprofessional role. They seem to be doing a very good job, working with small groups of children on language-related activities. We have employed helping teachers to work with the aides, assist in planning their work, and training them to do the various activities. This type of close supervision seems to strengthen the program very much."

DETROIT, MICHIGAN. "We hope to expand the teacher aide program dramatically if funds become available. One principal thrust in an expanded program will be more preservice training not only of aides, but also of the teachers who will be working with them. We also hope to expand the supervisory assistance to the aides."

GRAND RAPIDS, MICHIGAN. "We anticipate implementing a teacher aide training program with the assistance of our own junior college in Grand Rapids. Teacher aides would be given a chance to par-

GRAND RAPIDS, MICHIGAN (Continued).

icipate in a post high school program designed to prepare them to become paraprofessionals. After two years they would be granted the Associate of Arts degree."

MINNEAPOLIS, MINNESOTA. "Our present school year program (1966-67) has expanded to include teacher aides under a number of federal programs funded under Title I of ESEA and under EOA. The most significant expansion has been through local funding of teacher aides in non-Title I schools in Minneapolis. This is the first program to be 'adopted' locally. Future changes might well include a gradation of aides based on training, at the University of Minnesota and elsewhere, and a cooperative program with teacher training institutions to give undergraduate students some realistic experience prior to practice teaching. However, we expect to continue our emphasis on neighborhood parent employment. We are also experimenting with a volunteer aide program on a limited basis. We are cooperating with private and parochial schools in this program."

ST. PAUL, MINNESOTA. "It can be noted that we are using volunteer aides in numbers for the first time during the 1966-67 school year. From the experience of a small pilot experiment in the school year 1964-65, we have committed ourselves to a broadened program this year which we hope will involve at least 100 volunteers. The greatest limitation to this program is the fact that an aide contributes only about three hours of work every two weeks. This service results from the cooperative efforts of the St. Paul schools and the Junior League of St. Paul.

"The paid aide program has been accepted by the teaching staff as the greatest single effort that has been made to facilitate improved teaching. They are exuberant in their rating of the services rendered. A combined yearly budget of approximately \$175,000 of local and federal funds provides 116,000 hours of aides services in the year."

FERGUSON-FLORISSANT, MISSOURI. "As the number of teacher aides increases, we feel it will be necessary to recruit rigorously. Also, it is becoming increasingly apparent that we need to have well planned and executed orientation sessions with teacher aides. Finally, the concept of the teacher aide must be clarified more sharply so that the position is not blurred in terms of assigned duties and responsibilities. We have found that it is too easily confused with secretarial work and other such positions in the school system."

TRENTON, NEW JERSEY. "We hope to expand the program as funds become available. Teachers have accepted and welcomed this assistance. At first they were a little reluctant, but with careful preparation we have had very few problems."

ELMIRA, NEW YORK. "It is of great value when the personality of aide and teacher are compatible; when an aide can follow the directions of a classroom teacher and be willing to do what she is told to do; when she understands that she is not to assume responsibility on her own; and when she is willing to work at a much smaller salary than the certificated teacher."

BUNCOMBE COUNTY, NORTH CAROLINA. "The program is very worthwhile. Every teacher, but especially first-grade teachers, would profit by having an aide. There is a need to let the public understand clearly the duties of aides, so that people will not get the impression that 'anyone can teach.'"

CHARLOTTE-MECKLENBURG, NORTH CAROLINA. "We have begun to make plans to use more paid aides under the ESEA approved projects. Volunteer aides will be used more in the school districts where heavy integration is occurring."

GASTON COUNTY, NORTH CAROLINA. "We are employing part-time aides instead of full-time aides. This provides the schools with 'two for one' which will eventually enable us to place an aide in every primary classroom. We feel that most of the day's work is accomplished by lunch time and that the schools will continue to profit as much from their part-time aides as they did with their full-time help."

GUILFORD COUNTY, NORTH CAROLINA. "We have not used volunteer aides in this system because most of the adults have home responsibilities that keep them at home. Those who leave the home to work must of necessity work for pay. We have been able to be selective in employing aides due to the abundant supply and a desire on the part of many to work in the schools. The positions seem to attract people from jobs with comparable salaries."

JOHNSTON COUNTY, NORTH CAROLINA. "Initially, teachers and principals were reluctant to make full use of aides. After several months, all school personnel wanted more teacher aides."

ROWAN COUNTY, NORTH CAROLINA. "Any change made in the teacher aide program would come as a result of the availability of additional funds or the lack of funds. Hopefully, the aide program can be continued and expanded so that more teachers and more children can benefit from these services. Both teachers and principals have been enthusiastic in their acceptance of and desire to continue the teacher aide program."

WINSTON-SALEM/FORSYTH COUNTY, NORTH CAROLINA. "It is hoped that use of aides will be increased, especially in the primary grades and in senior high. We are expanding our team teaching projects to more schools at both of these levels. We also feel that we will utilize aides more frequently when class size is too large for one teacher and too small for two."

BEREA, OHIO. "Evaluation is ongoing, but difficult. Work must continually be done to develop an awareness of, and an appreciation for, paraprofessionals by the certificated and classified staff. Principals will need to constantly evaluate the improvements in certificated staff activities to insure proper utilization of paraprofessionals."

CLEVELAND, OHIO. "We plan to use aides trained in a five-month university program sponsored by a federal grant for ADC mothers in conjunction with Western Reserve University."

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS, OHIO. "Any indication of change seems to be in the direction of an expansion of this type of service. Our program for this school year (1966-67) has been enlarged from the program of 1965-66. It was decreased in 1965-66, because of lack of funding. The program was initially started with funds provided by the Dean Langmuir Foundation. With changes in the curriculum, the expansion of federal aid to the local school district, and any pressures from professional organizations concerning job responsibilities, it would certainly indicate further exploration and evaluation of this program."

TULSA, OKLAHOMA. "The teacher aide program is popular with teachers and principals. The effectiveness of the program is dependent on how well it is organized and supervised. It relieves teachers of many of the time-consuming activities that normally take place outside the classroom. The relief from these jobs provides the teacher with more time for planning and for relaxation and rest during the lunch period, and it enhances the over-all instructional program."

SALEM, OREGON. "We anticipate a gradual expansion of this program to all schools at all levels. We have employed teacher aides for teachers of the mentally retarded this year for the first time. We may use volunteer aides in the future. Since 1961-62 our use of clerical and teacher aides has expanded rather rapidly. Teachers have accepted and welcomed this assistance which relieves them of many routine clerical and other nonprofessional tasks. This is one way of making the teacher's job more professional."

PHILADELPHIA, PENNSYLVANIA. "The aide position is very popular. We usually have at least 10 times the number of applicants than we have job openings."

BROWNSVILLE, TEXAS. "We are adding primary teacher aides--one for every two classrooms; intermediate teacher aides--one for each building; junior high school teacher aides--one for each building and one for each non-English speaking classroom."

EL PASO, TEXAS. "The teacher aide program, made possible by ESEA Title I funds, has probably been the most worthwhile addition made to the El Paso Public Schools in recent years. The reason for such a strong affirmative evaluation is that the children served are first- and second-graders who speak little or no English and who, in the past, have been left to do independent work without enough help or opportunity to ask for help. Now, with teacher aides or paraprofessional teachers, these children are engaged in purposeful activities which have given increased opportunities to use the English language and have led to greater achievement in all their school work."

LUBBOCK, TEXAS. "Our teacher aide program is exclusively in the Title I, ESEA, Reading Improvement Program. The aide assists the reading teacher with small groups of students who experience reading difficulties. She works under the direct supervision of the reading teacher performing activities considered appropriate for a nonprofessional employee."

PORT ARTHUR, TEXAS. "Teachers consider aides as most helpful. Hopefully the number employed could be increased. This is excellent training for potential teachers."

FAIRFAX COUNTY, VIRGINIA. "Our preschool aides come primarily from the same economic background as the children in our program. Therefore, they have a great understanding and empathy for our program. The ones who come from the same community as our children often have a knowledge of the families and their backgrounds."

ROANOKE COUNTY, VIRGINIA. "Basic requirements for teacher aides have been a high school education and previous experiences of working with children. Presently, new teacher aide positions are being filled with some college experience required."

CLOVER PARK, WASHINGTON. "Clover Park School District has found teacher aides to be of invaluable assistance. Depending on their education level, they can be called upon to perform tasks from the purely clerical to academic tutoring and leadership."

RENTON, WASHINGTON. "Teacher aides are greatly desired by teachers and principals. It is necessary to guard against aides becoming an adjunct of the school office instead of the classroom teacher."

SHORELINE, WASHINGTON. "Reports from teachers, principals and other school administrators indicate that the teacher aide program allows trained teachers time to teach and do a better job of curriculum planning to better meet the needs of individual pupils. It is also a means of retaining teachers in the profession by giving them help in performing some of the so called 'chore' responsibilities somewhat unrelated to the actual teaching process."

SPOKANE, WASHINGTON. "The teacher aide program is working well in team teaching areas at secondary levels. It is particularly helpful in the production of teaching material, reading of papers, help in conducting field trips, relieving teachers of lunchroom duty and playground supervision."

VANCOUVER, WASHINGTON. "It is anticipated that the instructional aide program will be extended and increased. It is hoped that more aides will avail themselves of the opportunity to take course work on the community college level which is designed to improve the services of instructional aides. In general, we feel that our instructional aide program has been most helpful and relatively successful. On the elementary level, we have used aides in a supervisory assistant's role, as well as in taking care of routine and clerical matters. On the secondary level, instructional aides are used primarily as lay readers in the area of English, correcting themes and advising students with regard to improvement. This has proved most helpful. Additionally, some aides are serving as library assistants."

RACINE, WISCONSIN. "We are expanding and developing our program of teacher aides this year. We plan to cooperate with the University of Wisconsin Extension during the second semester of this school year in a course for teacher aides while they are employed in the classrooms."



STATISTICS OF TEACHER AIDE PROGRAMS IN 217 SCHOOL SYSTEMS WITH 12,000 OR MORE  
ENROLLMENT, 1965-66

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
ALABAMA Birmingham, city schools (69,942)	<u>Paid aides:</u> 10 elementary 22 secondary 32	<u>Paid aides:</u> Over 20 hours (all aides)	\$11.25 per working day	100% ESEA
Gadsden (15,893)	<u>Paid aides:</u> 18 upper elementary 4 junior high 3 senior high 25  <u>Volunteer aides:</u> 4 primary	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Over 20 hours (all aides)	\$190 per month  ...	100% ESEA  ...
Mobile County, Mobile (77,887)	<u>Paid aides:</u> 10 primary 10 upper elementary 4 junior high 24	<u>Paid aides:</u> 16-20 hours (all aides)	\$1.68 to \$1.90 per hour, depending on experience	100% ESEA
ALASKA Anchorage (20,413)	<u>Paid aides:</u> 14 preprimary or kindergarten 2 junior high 2 senior high 18  <u>Volunteer aides:</u> 6 preprimary or kindergarten	<u>Paid aides:</u> 6-10 hours (2 aides) Over 20 hours (16 aides)  <u>Volunteer aides:</u> 6-10 hours (all aides)	\$1.76 and \$2.35 per hour  ...	<u>Preprimary program:</u> 5% public school funds 95% OEO  <u>Secondary program:</u> 100% public school funds  ...
ARIZONA Mesa (16,372)	<u>Paid aides:</u> 20 primary 20 upper elementary 15 junior high 10 senior high 65	Not reported	\$1.25 and \$1.50 per hour	10% public school funds 90% ESEA
Phoenix Union High School District, Phoenix (27,259)	<u>Paid aides:</u> 33 senior high	<u>Paid aides:</u> Over 20 hours (all aides)	\$16.00 and \$17.50 per day	100% public school funds
Tucson (48,841)	<u>Paid aides:</u> 27 primary 15 junior high 42	<u>Paid aides:</u> Less than 6 hours (32 aides) 6-10 hours (10 aides)	\$2.00 per hour	100% ESEA
CALIFORNIA Alhambra (16,691)	<u>Paid aides:</u> 20 elementary	<u>Paid aides:</u> 16-20 hours (all aides)	\$2.30 per hour	100% ESEA
Anaheim Union High School District, Anaheim (27,942)	<u>Paid aides:</u> 60 secondary	<u>Paid aides:</u> Less than 6 hours (20 aides) 6-10 hours (18 aides) 11-15 hours (22 aides)	\$1.80 per hour	100% public school funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
CALIFORNIA (Continued) Azusa (12,481)	<u>Paid aides:</u> 8 preprimary or kindergarten 20 primary 16 upper elementary 6 elementary <u>10</u> senior high 60  <u>Volunteer aides:</u> Reported, but no details given	<u>Paid aides:</u> 6-10 hours (6 aides) 11-15 hours (25 aides) 16-20 hours (15 aides) Over 20 hours (14 aides)  ...	\$361 to \$435 per month  ...	18% public school funds 60% ESEA 22% OEO  ...
Bellflower (12,794)	<u>Paid aides:</u> 29 elementary 8 junior high <u>16</u> senior high 53	<u>Paid aides:</u> 6-10 hours (43 aides) 11-15 hours (6 aides) Over 20 hours (4 aides)	\$2.00 per hour	80% public school funds 20% ESEA
Berkeley (15,711)	<u>Paid aides:</u> 3 primary 3 upper elementary 1 junior high <u>2</u> senior high 9	<u>Paid aides:</u> Over 20 hours (all aides)	\$2.25 per hour	80% public school funds 20% ESEA
Compton Elementary School District, Compton (17,102)	<u>Paid aides:</u> 55 preprimary or kindergarten 30 primary <u>21</u> upper elementary 106  <u>Volunteer aides:</u> 80 preprimary or kindergarten	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$2.00 per hour  ...	50% ESEA 50% OEO  ...
Downey (20,062)	<u>Paid aides:</u> 51 elementary	<u>Paid aides:</u> Less than 6 hours (all aides)	\$2.00 per hour	100% public school funds
East Whittier Elementary School District, Whittier (12,653)	<u>Paid aides:</u> 25 primary <u>25</u> upper elementary 50	<u>Paid aides:</u> 6-10 hours (all aides)	\$2.01 to \$2.11 per hour	100% public school funds
Fremont (27,989)	<u>Paid aides:</u> 98 elementary <u>14</u> senior high 112	<u>Paid aides:</u> Some 6-10 hours, others full-time (breakdown not reported)	\$314 per month full time; \$1.75 per hour	100% public school funds
Fresno (55,463)	<u>Paid aides:</u> 37 primary	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.75 and \$2.00 per hour	100% ESEA
Fullerton Elementary School District, Fullerton (13,228)	<u>Paid aides:</u> 7 primary <u>2</u> upper elementary 9	<u>Paid aides:</u> 20 or more hours (all aides)	\$319 to \$416 per month for an 8-hour day. (Most aides work 4 to 6 hours per day)	50% public school funds 50% ESEA
Garden Grove (48,155)	<u>Paid aides:</u> 20 preprimary or kindergarten 60 primary 31 upper elementary 39 junior high 25 senior high <u>150</u> more than 1 level 325	<u>Paid aides:</u> 6-10 hours (250 aides) Over 20 hours (75 aides)	\$1.81 per hour	30% public school funds 55% ESEA 15% OEO

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
CALIFORNIA (Continued)				
Grossmont Union High School District, Grossmont (16,858)	<u>Paid aides:</u> 95 senior high	<u>Paid aides:</u> Less than 6 hours (4 aides) 6-10 hours (10 aides) 11-15 hours (30 aides) 16-20 hours (40 aides) Over 20 hours (11 aides)	\$2.00 per hour	96% public school funds 4% special state funds
Hayward (29,818)	<u>Paid aides:</u> 3 preprimary or kindergarten 11 elementary 1 junior high <u>5</u> senior high 20  <u>Volunteer aides:</u> Reported, but no details given	<u>Paid aides:</u> Over 20 hours (all aides)  ...	\$2.03 to \$2.47 per hour  ...	90% public school funds 10% OEO  ...
Hudson Elementary School District, La Puente (19,461)	<u>Paid aides:</u> 3 preprimary or kindergarten <u>3</u> primary 6	<u>Paid aides:</u> Less than 6 hours (all aides)	\$1.91 and \$2.07 per hour	100% public school funds
Kern County Union High School District, Bakersfield (17,568)	<u>Paid aides:</u> 32 senior high	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.25, \$2.30 and \$3.00 per hour be- ginning salary, de- pending upon educa- tion	100% ESEA
La Mesa-Spring Valley Ele- mentary School District, La Mesa (13,654)	<u>Paid aides:</u> 4 primary aides <u>11</u> special projects 15	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.97 and \$2.07 per hour	40% public school funds 60% ESEA
Lompoc (13,646)	<u>Paid aides:</u> 1 preprimary or kindergarten 7 primary 4 upper elementary 2 junior high 5 senior high <u>4</u> more than 1 level 23	<u>Paid aides:</u> 6-10 hours (11 aides) 11-15 hours (4 aides) 16-20 hours (2 aides) Over 20 hours (6 aides)	\$327 to \$39. per month	100% public school funds
Long Beach (73,154)	<u>Paid aides:</u> 25 preprimary or kindergarten 12 junior high <u>29</u> senior high 66	<u>Paid aides:</u> 6-10 hours (5 aides) 16-20 hours (61 aides)	\$2.02 per hour	25% public school funds 35% ESEA 40% OEO
Los Angeles (633,751)	<u>Volunteer aides:</u> 9500 (levels not reported)	<u>Volunteer aides:</u> Less than 6 hours (all aides)	...	...
Modesto (19,060)	<u>Paid aides:</u> 9 preprimary or kindergarten 44 primary 23 upper elementary 22 junior high <u>4</u> senior high 102	<u>Paid aides:</u> 11-15 hours (10 aides) Over 20 hours (92 aides)	\$2.00 per hour	100% ESEA

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
CALIFORNIA (Continued) Montebello (24,670)	<u>Paid aides:</u> 16 preprimary or kindergarten 30 primary 8 junior high 54  <u>Volunteer aides:</u> 8 preprimary or kin- dergarten	<u>Paid aides:</u> 16-20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$2.10 to \$2.70 per hour  ...	5% public school funds 55% ESEA 40% OEO  ...
Oakland (64,364)	<u>Paid aides:</u> 37 preprimary or kindergarten 48 primary 93 upper elementary 26 junior high 10 senior high 12 more than 1 level 226  <u>Volunteer aides:</u> Number not reported	<u>Paid aides:</u> 11-15 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$2.25 per hour  ...	97% ESEA 3% OEO  ...
Palo Alto (15,157)	<u>Paid aides:</u> 16 junior high 17 senior high 33	<u>Paid aides:</u> 16-20 hours (3 aides) Over 20 hours (30 aides)	\$413 to \$503 per month	100% public school funds
Pasadena (31,820)	<u>Paid aides:</u> 119 more than 1 level  <u>Volunteer aides:</u> 76 more than 1 level	<u>Paid aides:</u> 11-15 hours (all aides)  <u>Volunteer aides:</u> 11-15 hours (all aides)	\$2.00 to \$2.15 per hour (noon aides); \$2.35 to \$2.50 per hour (preschool aides)  ...	100% public school funds  ...
Pomona (19,570)	<u>Paid aides:</u> 20 preprimary or kindergarten 29 primary 49	<u>Paid aides:</u> Over 20 hours (all levels)	\$2.03 per hour	58% ESEA 21% OEO 21% state preschool programs
Richmond (43,307)	<u>Paid aides:</u> 196 preprimary or kindergarten  <u>Volunteer aides:</u> 70 preprimary or kindergarten 56 primary 126	<u>Paid aides:</u> 11-15 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$2.00 per hour  ...	100% OEO  ...
Riverside (25,642)	<u>Paid aides:</u> 4 preprimary or kindergarten 9 primary 10 upper elementary 6 junior high 3 senior high 32  <u>Volunteer aides:</u> 20 primary 20 upper elementary 40	<u>Paid aides:</u> 16-20 hours (all aides)  <u>Volunteer aides:</u> 6-10 hours (all aides)	Not reported  ...	Not reported  ...

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
CALIFORNIA (Continued) Sacramento (50,973)	<u>Paid aides:</u> 31 preprimary or kindergarten 35 primary 38 upper elementary 1 junior high 7 senior high <u>112</u>	<u>Paid aides:</u> 11-15 hours (20 aides) Over 20 hours (92 aides)	\$359 to \$437 per month	1% public school funds 88% ESEA 11% OEO
San Bernardino (36,689)	<u>Paid aides:</u> 40 preprimary or kindergarten 60 primary 36 upper elementary 59 junior high 2 senior high <u>197</u>  <u>Volunteer aides:</u> 20 preprimary or kindergarten 15 primary <u>35</u>	<u>Paid aides:</u> 6-10 hours (2 aides) 11-15 hours (31 aides) 16-20 hours (66 aides) Over 20 hours (98 aides)  <u>Volunteer aides:</u> Less than 6 hours (15 aides) 6-10 hours (20 aides)	\$2.10 per hour  ...	90% ESEA 10% OEO  ...
San Diego (118,541)	<u>Paid aides:</u> 59 preprimary or kindergarten 50 primary <u>50</u> upper elementary <u>159</u>	<u>Paid aides:</u> 11-15 hours (100 aides) Over 20 hours (59 aides)	\$1.80 to \$2.00 per hour	100% ESEA
San Francisco (93,636)	<u>Paid aides:</u> 22 preprimary or kindergarten 56 elementary 48 junior high 30 senior high <u>156</u>  <u>Volunteer aides:</u> 25 preprimary or kindergarten 180 elementary 10 junior high <u>215</u>	<u>Paid aides:</u> Less than 6 hours (22 aides) 6-10 hours (14 aides) 11-15 hours (120 aides)  <u>Volunteer aides:</u> Less than 6 hours (210 aides) 6-10 hours (5 aides)	\$1.35 to \$1.81 per hour, depending on qualifications  ...	Public school funds and ESEA (percentages not reported)  ...
San Jose (31,384)	<u>Paid aides:</u> 2 preprimary or kindergarten 150 elementary <u>117</u> secondary <u>269</u>  <u>Volunteer aides:</u> Reported, but no details given	<u>Paid aides:</u> Less than 6 hours (150 aides) 6-10 hours (2 aides) 11-15 hours (92 aides) Over 20 hours (25 aides)  ...	\$2.00 per hour; \$7.50 per session; \$354 to \$432 per month  ...	95.6% public school funds 2.2% ESEA 2.2% OEO  ...
San Juan School District, Carmichael (50,862)	<u>Paid aides:</u> 3 primary 22 junior high <u>56</u> senior high <u>81</u>	<u>Paid aides:</u> 6-10 hours (56 aides) 16-20 hours (23 aides) Over 20 hours (2 aides)	Not reported	70% ESEA 25% OEO 5% special state funds
San Lorenzo (16,181)	<u>Paid aides:</u> 3 primary 1 upper elementary 18 junior high 5 senior high 1 more than 1 level <u>28</u>	<u>Paid aides:</u> 6-10 hours (17 aides) 11-15 hours (3 aides) 16-20 hours (2 aides) Over 20 hours (6 aides)	\$325 to \$365 per month beginning salary	100% public school funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
CALIFORNIA (Continued) Santa Ana (25,076)	<u>Paid aides:</u> 36 preprimary or kindergarten 3 primary 10 upper elementary 2 junior high 2 more than 1 level <u>53</u>	<u>Paid aides:</u> 11-15 hours (6 aides) 16-20 hours (7 aides) Over 20 hours (40 aides)	\$304 to \$369 per month and \$335 to \$407 per month (prorated as as- signment bears to an 8-hour day)	100% public school funds
Santa Monica (12,263)	<u>Paid aides:</u> 84 elementary	<u>Paid aides:</u> Fluctuating schedules	\$2.41 per hour	100% ESEA
Stockton (31,543)	<u>Paid aides:</u> 50 preprimary or kindergarten 40 primary 40 upper elementary 10 junior high 10 senior high <u>150</u>  <u>Volunteer aides:</u> 30 preprimary or kindergarten 10 primary <u>40</u>	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$346 per month, full time; pro- rated for part- time  ...	40% ESEA 60% OEO  ...
Torrance (33,334)	<u>Paid aides:</u> 38 senior high 176 more than 1 level <u>214</u>	<u>Paid aides:</u> Less than 6 hours (all aides)	\$1.83, \$2.00, and \$2.50 per hour	100% public school funds
Vallejo (15,955)	<u>Paid aides:</u> 25 preprimary or kindergarten 107 primary 53 upper elementary <u>185</u>  <u>Volunteer aides:</u> Reported, but no de- tails given	<u>Paid aides:</u> Less than 6 hours (70 aides) 11-15 hours (24 aides) 16-20 hours (91 aides)  ...	\$1.50, \$1.92, and \$2.10 per hour  ...	60% ESEA 30% foundation grants 10% other sources  ...
West Covina (14,011)	<u>Paid aides:</u> 45 elementary	<u>Paid aides:</u> 6-10 hours (all aides)	\$2.00 per hour	100% public school funds
Westminster Elementary School District, West- minster (12,482)	<u>Paid aides:</u> 19 primary 6 junior high <u>25</u>	<u>Paid aides:</u> 11-15 hours (all aides)	\$2.75 and \$3.75 per hour	10% public school funds 90% OEO
Whittier Union High School District, Whittier (14,176)	<u>Paid aides:</u> 42 senior high	<u>Paid aides:</u> Less than 6 hours (2 aides) 6-10 hours (4 aides) 11-15 hours (34 aides) 16-20 hours (2 aides)	\$1.75 and \$2.00 per hour	100% public school funds
COLORADO Colorado Springs	<u>Paid aides:</u> 6 primary 9 upper elementary 1 junior high 10 senior high 1 more than 1 level <u>27</u>	<u>Paid aides:</u> 11-15 hours (10 aides) 16-20 hours (5 aides) Over 20 hours (12 aides)	\$2987 to \$3878 per year; \$4080 per year (AV assistants); \$2.00 per hour if not employed full time	65% public school funds 30% ESEA 5% state funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
COLORADO (Continued) Denver (96,260)	<u>Paid aides:</u> 240 elementary 93 junior high 91 senior high <u>424</u>	<u>Paid aides:</u> Less than 6 hours (49 aides) 6-10 hours (171 aides) 16-20 hours (20 aides) Varies (184 theme readers)	\$1.75 and \$2.00 per hour. Theme read- ers: 25¢ for short- er papers, \$1.50 per hour for con- ferences and longer papers	90% public school funds 3% ESEA 7% OEO
Jefferson County School District R-1, Lakewood (51,396)	<u>Paid aides:</u> 5 upper elementary 6 junior high 11 senior high <u>22</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$3200 to \$3700 per year	100% public school funds
CONNECTICUT Bridgeport (24,127)	<u>Paid aides:</u> 8 preprimary or kindergarten 10 elementary 3 senior high 5 special education <u>26</u>  <u>Volunteer aides:</u> 20 primary 126 upper elementary <u>146</u>	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$4500 per school year  ...	33% public school funds 67% state Disadvan- taged Act  ...
Hartford (26,111)	<u>Paid aides:</u> 4 preprimary or kindergarten 5 elementary 1 senior high <u>10</u>  <u>Volunteer aides:</u> Reported, but no de- tails given	<u>Paid aides:</u> Over 20 hours (all aides)  ...	\$1.95 per hour; \$4014 per year  ...	100% ESEA  ...
Norwalk (15,826)	<u>Paid aides:</u> 1 preprimary or kindergarten 26 primary 3 upper elementary 5 junior high 6 senior high <u>41</u>	<u>Paid aides:</u> 16-20 hours (7 aides) Over 20 hours (34 aides)	\$3090 to \$4190 per year	100% public school funds
DELAWARE Wilmington (15,832)	<u>Paid aides:</u> 72 preprimary or kindergarten 83 more than 1 level <u>155</u>  <u>Volunteer aides:</u> 56 preprimary or kindergarten	<u>Paid aides:</u> Full-time (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$300 to \$400 per month, depending upon education  ...	50% ESEA 50% OEO  ...
DISTRICT OF COLUMBIA Washington (143,505)	<u>Paid aides:</u> 237 elementary 54 junior high 29 senior high <u>320</u>  <u>Volunteer aides:</u> Reported, but no de- tails given	<u>Paid aides:</u> 16-20 hours (9 aides) Over 20 hours (311 aides)  ...	\$3925 and \$4776 per year  ...	100% ESEA  ...

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
FLORIDA Bay County, Panama City (16,243)	<u>Paid aides:</u> 9 primary 6 upper elementary <u>15</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$150 per month for a 30-hour work week	100% ESEA
Dade County, Miami (202,124)	<u>Paid aides:</u> 270 upper elementary 270 junior high 30 senior high <u>570</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$270 to \$373 per month	100% public school funds
Duval County, Jacksonville (117,810)	<u>Paid aides:</u> 58 preprimary or kindergarten 95 primary <u>153</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.50 per hour	100% ESEA
Hillsborough County, Tampa (91,705)	<u>Paid aides:</u> 65 preprimary or kindergarten 160 primary 138 upper elementary 15 junior high 46 senior high <u>424</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$204 to \$270 per month	2.5% public school funds 85.0% ESEA 12.5% OEO
Lake County, Tavares (13,462)	<u>Paid aides:</u> 26 preprimary or kindergarten 150 primary 13 upper elementary 10 more than 1 level <u>199</u>  <u>Volunteer aides:</u> 75 primary 75 upper elementary 50 junior high 20 senior high <u>220</u>	<u>Paid aides:</u> Less than 6 hours (62 aides) 6-10 hours (137 aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$1.25 to \$1.30 per hour  ...	100% ESEA  ...
Lee County, Fort Myers (15,024)	<u>Paid aides:</u> 45 (levels not re- ported)	<u>Paid aides:</u> Over 20 hours (all aides)	\$12.00 per day	100% ESEA
Manatee County, Bradenton (15,599)	<u>Paid aides:</u> 14 preprimary or kindergarten 8 primary 8 upper elementary 57 more than 1 level <u>87</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.25 and \$2.25 per hour; \$18.00 per day	ESEA and OEO (percents not reported)
Marion County, Ocala (14,866)	Paid and volunteer aides used (number not reported)	Not reported	\$1.25 per hour	100% ESEA
Palm Beach County, West Palm Beach (53,200)	<u>Paid aides:</u> 1 primary 1 upper elementary <u>2</u>	<u>Paid aides:</u> Over 20 hours (both aides)	\$190 to \$200 per month	100% public school funds



## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
FLORIDA (Continued) Pinellas County, Clearwater (69,239)	<u>Paid aides:</u> 18 preprimary or kindergarten 71 primary 40 secondary <u>129</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.40 to \$1.60 per hour	20% public school funds 80% ESEA
Polk County, Bartow (48,996)	<u>Paid aides:</u> 14 preprimary or kindergarten 19 upper elementary 4 junior high 4 senior high 5 more than 1 level 6 exceptional chil- dren programs <u>52</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$215 per month; \$8 per month increment for each year of experience	100% ESEA
Sarasota County, Sarasota (15,643)	<u>Paid aides:</u> 6 junior high	<u>Paid aides:</u> Over 20 hours (all aides)	\$220 per month	100% public school funds
Seminole County, Sanford (15,829)	<u>Paid aides:</u> 33 elementary 19 secondary <u>52</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$200 per month	20% public school funds 80% ESEA
Volusia County, De Land (30,788)	<u>Paid aides:</u> 33 elementary 14 junior high 1 senior high 5 more than 1 level <u>53</u>	<u>Paid aides:</u> Part-time (2 aides) Full-time (51 aides)	\$2383 per year	100% ESEA
GEORGIA Atlanta (110,705)	<u>Paid aides:</u> 195 preprimary or kindergarten 96 primary 45 upper elementary 574 secondary 19 more than 1 level <u>929</u>	<u>Paid aides:</u> 6-10 hours (574 aides) Over 20 hours (355 aides)	\$1.25 to \$1.84 per hour	5.9% public school funds 47.5% ESEA 5.4% OEO 41.2% Neighborhood Youth Corps
	<u>Volunteer aides:</u> 380 preprimary or kindergarten	<u>Volunteer aides:</u> Over 20 hours (all aides)	...	...
HAWAII--entire state (162,189)	<u>Paid aides:</u> 333 elementary 46 intermediate 52 senior high <u>431</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$324 per month	50% ESEA 50% OEO
	<u>Volunteer aides:</u> Reported, but no de- tails given	...	...	...
IDAHO Boise (21,996)	<u>Paid aides:</u> 6 junior high 6 senior high <u>12</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$200 per month	100% ESEA

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
ILLINOIS Decatur (21,063)	<u>Paid aides:</u> 7 preprimary or kindergarten 17 primary 11 upper elementary <u>17</u> junior high 52	<u>Paid aides:</u> 16-20 hours (11 aides) Over 20 hours (41 aides)	\$1.50 and \$2.50 per hour	100% ESEA
Rockford (34,623)	<u>Paid aides:</u> 17 preprimary or kindergarten 4 primary <u>3</u> upper elementary 24	Not reported	\$1.91 to \$2.13 per hour	20% public school funds 80% ESEA
Springfield (21,033)	<u>Paid aides:</u> 3 preprimary or kindergarten 1 upper elementary 10 junior high <u>21</u> senior high 35	<u>Paid aides:</u> 6-10 hours (31 aides) Over 20 hours (4 aides)	\$1.75 per hour; \$10.00 per day	100% public school funds
INDIANA Anderson (16,957)	<u>Paid aides:</u> 7 elementary	<u>Paid aides:</u> Over 20 hours (all aides)	\$48 to \$79 per week	30% public school funds 70% ESEA
	<u>Volunteer aides:</u> 6 elementary	<u>Volunteer aides:</u> 6-10 hours (all aides)	...	...
Evansville-Vanderburgh School Corporation, Evans- ville (32,740)	<u>Paid aides:</u> 38 preprimary or kindergarten 15 senior high <u>16</u> more than 1 level 69	<u>Paid aides:</u> 6-10 hours (4 aides) 11-15 hours (12 aides) Over 20 hours (53 aides)	\$1.25 to \$1.90 per hour	40% public school funds 40% ESEA 20% cafeteria fund
Fort Wayne (37,359)	<u>Paid aides:</u> 19 primary 2 junior high <u>2</u> senior high 23	<u>Paid aides:</u> Over 20 hours (all aides)	\$60 to \$80 per week	97% public school funds 3% foundation grants
Hammond (22,817)	<u>Paid aides:</u> 2 primary <u>2</u> upper elementary 4	<u>Paid aides:</u> Over 20 hours (all aides)	\$20.00 per day	55% public school funds 25% ESEA 20% OEO
Indianapolis (104,941)	<u>Paid aides:</u> 34 elementary <u>3</u> senior high 37	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.50 per hour	100% ESEA
Kokomo-Center Township Consolidated School Corpor- ation, Kokomo (12,145)	<u>Paid aides:</u> 16 preprimary or kindergarten 7 primary <u>6</u> upper elementary 29	<u>Paid aides:</u> 16-20 hours (24 aides) Over 20 hours (5 aides)	\$2.00 per hour	100% ESEA

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
IOWA Des Moines (45,204)	<u>Paid aides:</u> 5 preprimary or kindergarten 8 primary 10 upper elementary 24 junior high 20 senior high 42 more than 1 level <u>109</u>	<u>Paid aides:</u> 16-20 hours (1 aide) Over 20 hours (108 aides)	\$1.25 per hour; \$15.00 and \$16.00 per day; \$330 per month	65.9% public school funds 5.5% ESEA 28.6% OEO
Waterloo (18,183)	<u>Paid aides:</u> 65 primary 13 junior high 15 senior high <u>93</u>	<u>Paid aides:</u> Over 20 hours (all aides)	Not reported	84% public school funds 16% ESEA
KANSAS Kansas City (25,218)	<u>Paid aides:</u> 48 primary 2 upper elementary 12 junior high <u>62</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.25, \$1.50, and \$1.75 per hour, depending upon training	100% ESEA
Topeka (25,005)	<u>Paid aides:</u> 40 preprimary or kindergarten  <u>Volunteer aides:</u> 65 preprimary or kindergarten	<u>Paid aides:</u> Less than 6 hours (all aides)  <u>Volunteer aides:</u> Schedules not definitely set	\$1.50 per hour  ...	Federal sources and public school sources (percents not reported)  ...
KENTUCKY Jefferson County, Louisville (69,345)	<u>Paid aides:</u> 34 preprimary or kindergarten 138 upper elementary 59 secondary <u>231</u>  <u>Volunteer aides:</u> 149 preprimary or kindergarten	<u>Paid aides:</u> 6-10 hours (all aides)  <u>Volunteer aides:</u> Hours not reported	\$1.80 per hour; \$1.27 to \$2.13 per hour (TV aides)  ...	90% public school funds 7% ESEA 3% OEO  ...
Pike County, Pikesville (18,400)	<u>Paid aides:</u> 55 preprimary or kindergarten 38 primary 36 upper elementary 28 junior high 30 senior high <u>187</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$180 to \$250 per month	ESEA and OEO (percents not reported)
MARYLAND Anne Arundel County, Annapolis (56,607)	<u>Paid aides:</u> 13 preprimary or kindergarten 67 elementary 4 junior high <u>84</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$3000 per year	32% public school funds 68% ESEA
Baltimore, city schools (191,086)	<u>Paid aides:</u> 150 upper elementary	<u>Paid aides:</u> 11-15 hours (140 aides) Over 20 hours (10 aides)	\$1.90 per hour; \$2200 per year	100% public school funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
MARYLAND (Continued) Baltimore County, Towson (109,024)	<u>Paid aides:</u> 5 preprimary or kindergarten 53 primary 53 upper elementary 10 junior high 19 senior high <u>140</u>	<u>Paid aides:</u> Less than 6 hours (94 aides) Over 20 hours (46 aides)	\$3000 to \$3400 starting salary, depending upon education; \$1.50 per hour, part time	65% public school funds 5% ESEA 30% OEO
Carroll County, Westminster (12,805)	<u>Paid aides:</u> 14 preprimary or kindergarten  <u>Volunteer aides:</u> 28 preprimary or kindergarten	<u>Paid aides:</u> 16-20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$1.25 to \$1.50 per hour  ...	100% OEO  ...
Frederick County, Frederick (16,764)	<u>Paid aides:</u> 66 primary 37 upper elementary 1 senior high <u>104</u>  <u>Volunteer aides:</u> 5 primary 5 upper elementary <u>10</u>	<u>Paid aides:</u> 16-20 hours (17 aides) Over 20 hours (87 aides)  <u>Volunteer aides:</u> Less than 6 hours (5 aides) 6-10 hours (5 aides)	Not reported  ...	20% public school funds 80% ESEA  ...
Montgomery County, Rockville (106,281)	<u>Paid aides:</u> 6 junior high 8 senior high <u>14</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$2.11 and \$2.18 per hour	100% public school funds
Prince George's County, Upper Marlboro (108,044)	<u>Paid aides:</u> 16 preprimary or kindergarten 85 primary 8 upper elementary 3 junior high <u>112</u>  <u>Volunteer aides:</u> 74 preprimary 2 junior high <u>76</u>	<u>Paid aides:</u> Less than 6 hours (26 aides) Over 20 hours (86 aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$1.50 per hour; \$18.00 per day  ...	88% ESEA 12% OEO  ...
Washington County, Hagerstown (20,802)	<u>Paid aides:</u> 2 preprimary or kindergarten 2 primary 89 more than 1 level <u>93</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$12.00 to \$15.00 per day	5% public school funds 95% ESEA
MASSACHUSETTS Quincy (15,738)	<u>Paid aides:</u> 15 primary 15 upper elementary 3 junior high 3 senior high <u>36</u>	<u>Paid aides:</u> Less than 6 hours (all aides)	\$2.25 per hour	100% public school funds
MICHIGAN Bay City (15,268)	<u>Paid aides:</u> 2 preprimary or kindergarten 12 primary 5 upper elementary 21 building aides <u>40</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$2613 to \$3250 per year	100% public school funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
MICHIGAN (Continued) Birmingham (16,110)	<u>Paid aides:</u> 2 primary 1 upper elementary <u>16</u> more than 1 level 19  <u>Volunteer aides:</u> 2 preprimary 6 primary <u>7</u> upper elementary 15	<u>Paid aides:</u> 6-10 hours (16 aides) 16-20 hours (3 aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$2.20 per hour for nonprofessional aides; half of reg- ular salary for professional aides; \$15.00 per half day  ...	100% public school funds  ...
Detroit (295,177)	<u>Paid aides:</u> 3200 (levels not re- ported)  <u>Volunteer aides:</u> Reported, but no de- tails given	<u>Paid aides:</u> Information not available  ...	\$1.25 to \$3.50 per hour  ...	10% public school funds 90% ESEA  ...
Garden City (13,416)	<u>Paid aides:</u> 1 primary <u>1</u> upper elementary 2	<u>Paid aides:</u> Full time (both aides)	\$3500 per year	100% public school funds
Grand Rapids (32,810)	<u>Paid aides:</u> 24 preprimary or kindergarten 52 primary 3 upper elementary <u>17</u> library 96	<u>Paid aides:</u> Over 20 hours (all aides)	\$2.00 per hour	100% ESEA
Kalamazoo (18,234)	<u>Paid aides:</u> 9 preprimary or kindergarten 7 elementary 7 junior high 15 senior high 7 more than 1 level <u>8</u> special education 53  <u>Volunteer aides:</u> 50 special education	<u>Paid aides:</u> 6-10 hours (22 aides) Over 20 hours (31 aides)  <u>Volunteer aides:</u> Schedules not definitely set	\$60 per month for lay readers; other salaries not re- ported  ...	12.50% public school funds 43.75% ESEA 18.75% OEO 25.00% foundation grants  ...
Lansing (30,847)	<u>Paid aides:</u> 14 junior high <u>10</u> senior high 24  <u>Volunteer aides:</u> 20 preprimary or kindergarten 15 primary 15 upper elementary 10 junior high <u>5</u> senior high 65	<u>Paid aides:</u> Less than 6 hours (10 aides) 6-10 hours (10 aides) 16-20 hours (4 aides)  <u>Volunteer aides:</u> Less than 6 hours (10 aides) 6-10 hours (40 aides) 11-15 hours (15 aides)	\$1.25 to \$2.50 per hour  ...	75% public school funds 25% ESEA  ...
Royal Oak (19,812)	<u>Paid aides:</u> 6 preprimary or kindergarten	<u>Paid aides:</u> Over 20 hours (all aides)	\$57 per week	100% public school funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
MICHIGAN (Continued) Saginaw (21,941)	<u>Paid aides:</u> 35 elementary	<u>Paid aides:</u> Over 20 hours (all aides)	\$60 per week	100% ESEA
Waterford Township School District, Pontiac (16,243)	<u>Paid aides:</u> 2 preprimary or kindergarten 2 primary 1 upper elementary 50 elementary 1 junior high 15 secondary 71	<u>Paid aides:</u> 6-10 hours (65 aides) 16-20 hours (4 aides) Over 20 hours (2 aides)	\$1.50 per hour	100% public school funds
MINNESOTA Bloomington (18,600)	<u>Paid aides:</u> 6 preprimary or kindergarten	<u>Paid aides:</u> Less than 6 hours (all aides)	\$1.75 per hour	100% ESEA
Duluth (20,084)	<u>Paid aides:</u> 60 preprimary or kindergarten 14 primary 30 upper elementary 5 junior high 5 senior high 8 more than 1 level 122  <u>Volunteer aides:</u> 9 upper elementary	<u>Paid aides:</u> 11-15 hours (60 aides) Over 20 hours (62 aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$1.50 per hour	8% public school funds 66% ESEA 11% OEO 15% foundation grants
Minneapolis (68,569)	<u>Paid aides:</u> 40 preprimary or kindergarten 60 primary 32 upper elementary 57 junior high 55 senior high 244	<u>Paid aides:</u> 16-20 hours (all aides)	\$2.00 per hour	93% ESEA 7% OEO
St. Paul (46,772)	<u>Paid aides:</u> 63 preprimary or kindergarten 40 primary 40 upper elementary 18 junior high 67 senior high 228  <u>Volunteers (1966-67):</u> 30 primary 25 upper elementary 55	<u>Paid aides:</u> Less than 6 hours (5 aides) 6-10 hours (30 aides) 11-15 hours (128 aides) 16-20 hours (25 aides) Over 20 hours (40 aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$1.50 per hour	15% public school funds 70% ESEA 15% OEO
MISSISSIPPI Jackson (37,046)	<u>Paid aides:</u> 18 senior high lay readers	<u>Paid aides:</u> 6-10 hours (all aides)	10¢ to 50¢ per paper	100% public school funds
MISSOURI Ferguson-Florissant School District, Ferguson (15,106)	<u>Paid aides:</u> 2 upper elementary 2 junior high 5 senior high 9	<u>Paid aides:</u> Less than 6 hours (1 aide) 6-10 hours (8 aides)	\$1.50 to \$1.75 per hour	100% public school funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
MISSOURI (Continued) Independence (14,002)	<u>Paid aides:</u> 2 preprimary or kindergarten <u>2</u> primary 4	<u>Paid aides:</u> Over 20 hours (all aides)	\$4200 per year	100% public school funds
Kansas City (74,977)	<u>Paid aides:</u> 69 elementary  <u>Volunteer aides:</u> 25 primary <u>10</u> upper elementary 35	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Hours not reported	\$2.00 per hour  ...	100% ESEA  ...
Ritenour Consolidated School District, Overland (13,820)	<u>Paid aides:</u> 2 senior high	<u>Paid aides:</u> 16-20 hours (both aides)	\$175 per month for half time	100% public school funds
Springfield (21,971)	<u>Volunteer aides:</u> 15 primary <u>15</u> upper elementary 30	<u>Volunteer aides:</u> Less than 6 hours (all aides)	...	...
NEVADA Clark County, Las Vegas (57,844)	<u>Paid aides:</u> 38 primary 16 junior high <u>45</u> senior high 99	<u>Paid aides:</u> 16-20 hours (16 aides) Over 20 hours (83 aides)	\$1.85 to \$2.25 per hour	80% public school funds 15% OEO 5% foundation grants
NEW JERSEY Trenton (17,900)	<u>Paid aides:</u> 10 preprimary or kindergarten 10 primary 10 upper elementary <u>10</u> junior high 40  <u>Volunteer aides:</u> 15 preprimary or kindergarten 15 primary <u>15</u> upper elementary 45	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (10 aides) 6-10 hours (10 aides) 11-15 hours (15 aides) 16-20 hours (10 aides)	\$2.00 per hour  ...	80% ESEA 20% OEO  ...
NEW YORK Elmira (13,923)	<u>Paid aides:</u> 7 preprimary or kindergarten 4 primary 2 senior high <u>2</u> more than 1 level 15	<u>Paid aides:</u> Less than 6 hours (4 aides) Over 20 hours (11 aides)	Not reported	82% public school funds 18% ESEA
Hicksville (13,500)	<u>Paid aides:</u> 7 junior high <u>7</u> senior high 14	<u>Paid aides:</u> 16-20 hours (all aides)	\$1.75 per hour	100% public school funds
Kenmore (21,955)	<u>Paid aides:</u> 4 preprimary or kindergarten 3 junior high <u>4</u> senior high 11	<u>Paid aides:</u> Over 20 hours (all aides)	\$3085 to \$3750 per year; \$15.43 per day	100% public school funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
NEW YORK (Continued) Levittown (17,782)	<u>Paid aides:</u> 11 primary	<u>Paid aides:</u> Less than 6 hours (all aides)	\$1.50 per hour	100% public school funds
Massapequa (16,308)	<u>Paid aides:</u> 14 upper elementary	<u>Paid aides:</u> 11-15 hours (all aides)	\$1.50 per hour	100% public school funds
New Rochelle (12,189)	<u>Paid aides:</u> 4 preprimary or kindergarten	<u>Paid aides:</u> Less than 6 hours (all aides)	\$2.19 per hour	100% ESEA
	<u>Volunteer aides:</u> 8 preprimary or kindergarten	<u>Volunteer aides:</u> Hours not reported	...	...
New York (1,065,909)	<u>Paid aides:</u> 1600 preprimary or kindergarten 4200 upper elementary 1700 junior high 1650 senior high 9150	<u>Paid aides:</u> 6-10 hours (1880 aides) 11-15 hours (2290 aides) Over 20 hours (4980 aides)	\$1.65 to \$2.00 per hour	83% public school funds 4% ESEA 13% OEO
	<u>Volunteer aides:</u> 550 preprimary or kindergarten 1125 upper elementary 175 junior high 1850	<u>Volunteer aides:</u> Less than 6 hours (all aides)	...	...
Niagara Falls (19,115)	<u>Paid aides:</u> 6 special education	<u>Paid aides:</u> Less than 6 hours (all aides)	\$2.25 to \$2.50 per hour	50% public school funds 50% ESEA
Rome (12,000)	<u>Paid aides:</u> 3 primary grades 8 junior high 6 senior high 17	<u>Paid aides:</u> 6-10 hours (2 aides) 16-20 hours (14 aides) Over 20 hours (1 aide)	\$2.00 per hour	100% public school funds
Schenectady (12,762)	<u>Paid aides:</u> 3 preprimary or kindergarten	<u>Paid aides:</u> 11-15 hours (1 aide) 16-20 hours (1 aide) Over 20 hours (1 aide)	\$1.60 to \$1.85 per hour	25% public school funds 75% state research grant
	<u>Volunteer aides:</u> 25 junior high	<u>Volunteer aides:</u> Less than 6 hours (all aides)	...	...
Sewanhaka Central High School District, Franklin Square (12,025)	<u>Paid aides:</u> 43 secondary	<u>Paid aides:</u> 16-20 hours (all aides)	\$1.75 to \$2.50 per hour	100% public school funds
Syracuse (29,734)	<u>Paid aides:</u> 7 preprimary or kindergarten 7 junior high 1 senior high 45 more than 1 level 60	<u>Paid aides:</u> 16-20 hours (2 aides) Over 20 hours (58 aides)	\$3000 per year	100% ESEA



## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
NEW YORK (Continued) Utica (15,459)	<u>Paid aides:</u> 9 preprimary or kindergarten 6 primary 6 junior high 2 senior high <u>23</u>	<u>Paid aides:</u> 6-10 hours (6 aides) Over 20 hours (17 aides)	\$1.50 per hour	25% public school funds 75% ESEA
Yonkers (28,794)	<u>Paid aides:</u> 8 preprimary or kindergarten 2 primary 24 upper elementary 8 junior high 14 senior high 8 more than 1 level <u>84</u>	<u>Paid aides:</u> 6-10 hours (6 aides) 11-15 hours (14 aides) 16-20 hours (23 aides) Over 20 hours (41 aides)	\$1.65 per hour	92.9% public school funds 2.4% ESEA 4.7% state funds
NORTH CAROLINA Alamance County, Graham (12,638)	<u>Paid aides:</u> 38 primary	<u>Paid aides:</u> 16-20 hours (all aides)	\$260 per month	Not reported
Buncombe County, Ashville (20,295)	<u>Paid aides:</u> 5 primary 2 upper elementary 2 senior high 2 more than 1 level <u>11</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$175 to \$250 per month, depending upon education; some special aides at \$290 per month	2% public school funds 95% ESEA 3% foundation grants
Charlotte-Mecklenburg School System, Charlotte (74,913)	<u>Paid aides:</u> 5 primary 10 junior high 7 teacher assistants <u>22</u>  <u>Volunteer aides:</u> 10 primary 55 junior high <u>65</u>	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (55 aides) 6-10 hours (10 aides)	\$265 to \$315 per month, depending upon education  ...	75% public school funds 25% ESEA  ...
Davidson County, Lexington (12,100)	<u>Paid aides:</u> 14 primary 7 upper elementary 8 senior high 7 more than 1 level <u>36</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$210 to \$290 per month, depending upon education	100% ESEA
Durham County, Durham (12,049)	<u>Paid aides:</u> 3 preprimary or kindergarten 10 primary 8 upper elementary 4 junior high 2 senior high 5 more than 1 level <u>32</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$260 to \$290 per month	6% public school funds 94% ESEA
Gaston County, Gastonia (23,216)	<u>Paid aides:</u> 53 primary	<u>Paid aides:</u> Over 20 hours (all aides)	\$290 per month	100% ESEA
Greensboro, city schools (29,605)	<u>Paid aides:</u> 16 primary 10 upper elementary 5 junior high 4 senior high <u>35</u>	<u>Paid aides:</u> 6-10 hours (3 aides) 11-15 hours (11 aides) Over 20 hours (21 aides)	\$290 per month	8% public school funds 91% ESEA 1% OEO

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
NORTH CAROLINA (Continued) Guilford County, Greensboro (20,028)	<u>Paid aides:</u> 25 primary 16 upper elementary 10 junior high 6 senior high 57	<u>Paid aides:</u> Over 20 hours (all aides)	\$225 to \$325 per month, depending upon experience	20% public school funds 72% ESEA 8% foundation grants
High Point (13,216)	<u>Paid aides:</u> 13 primary 2 junior high 2 senior high 17	<u>Paid aides:</u> Over 20 hours (all aides)	\$290 to \$400 per month	75% ESEA 25% foundation grants
Johnston County, Smithfield (16,255)	<u>Paid aides:</u> 65 elementary 51 secondary 116	<u>Paid aides:</u> Over 20 hours (all aides)	\$200 to \$300 per month	100% ESEA
New Hanover County, Wilmington (18,074)	<u>Paid aides:</u> 35 primary	<u>Paid aides:</u> Over 20 hours (all aides)	\$325 per month	90% ESEA 10% foundation grants
Rowan County, Salisbury (14,008)	<u>Paid aides:</u> 3 preprimary or kindergarten 2 primary 2 junior high 4 senior high 15 more than 1 level 26	<u>Paid aides:</u> Over 20 hours (all aides)	\$175 to \$250 per month, depending upon education	80% ESEA 12% OEO 8% foundation grant
Winston-Salem/Forsyth County, Winston-Salem (47,343)	<u>Paid aides:</u> 20 primary 1 senior high 21	<u>Paid aides:</u> Over 20 hours (all aides)	\$290 per month	4% public school funds 72% ESEA 24% foundation grants
OHIO Akron (58,844)	<u>Paid aides:</u> 4 preprimary or kindergarten	<u>Paid aides:</u> Over 20 hours (all aides)	\$50 per week	100% public school funds
Berea (14,976)	<u>Paid aides:</u> 2 elementary 3 junior high 4 senior high 9  <u>Volunteer aides:</u> 20 elementary	<u>Paid aides:</u> Less than 6 hours (2 aides) 11-15 hours (5 aides) Over 20 hours (2 aides)  <u>Volunteer aides:</u> 6-10 hours (all aides)	\$1.55 and \$1.80 per hour  ...	100% public school funds  ...
Cincinnati (88,753)	<u>Paid aides:</u> 75 preschool or kindergarten 70 elementary 13 junior high 158	<u>Paid aides:</u> Less than 6 hours (16 aides) 11-15 hours (3 aides) Over 20 hours (139 aides)	\$1.57 to \$1.97 per hour	92% ESEA 8% OEO
Cleveland (152,852)	<u>Paid aides:</u> 78 preprimary or kindergarten 127 primary 72 junior high 63 senior high 340	<u>Paid aides:</u> Over 20 hours (all aides)	\$3200 to \$4450 per year	100% public school funds

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
OHIO (Continued) Cleveland Heights-University Heights, Cleveland (13,160)	<u>Paid aides:</u> 2 elementary 23 junior high 35 senior high 60  <u>Volunteer aides:</u> 110 elementary 40 junior high 15 senior high 165	<u>Paid aides:</u> 6-10 hours (58 aides) Over 20 hours (2 aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$2.00 per hour  ...	88% public school funds 12% ESEA  ...
Hamilton (15,405)	<u>Paid aides:</u> 32 preprimary or kindergarten 13 junior high 5 senior high 50	<u>Paid aides:</u> 16-20 hours (32 aides) No set schedules (18 aides)	\$1.50 per hour	<u>Preprimary program:</u> 100% of OEO  <u>Secondary program:</u> 100% public school funds
Lorain (16,070)	<u>Paid aides:</u> 12 preprimary or kindergarten	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.50 per hour	100% public school funds
Middletown (13,818)	<u>Paid aides:</u> 2 primary  <u>Volunteer aides:</u> 36 elementary	<u>Paid aides:</u> Over 20 hours (both aides)  <u>Volunteer aides:</u> 6-10 hours (6 aides) 16-20 hours (10 aides) Over 20 hours (20 aides)	\$57.00 to \$73.50 per week  ...	75% public school funds 25% private sources  ...
Parma (23,732)	<u>Paid aides:</u> 8 preprimary or kindergarten 45 elementary 25 junior high 10 senior high 88	<u>Paid aides:</u> Less than 6 hours (45 aides) 16-20 hours (43 aides)	\$1.60 to \$1.80 per hour; \$2614 to \$3342 per year	100% public school funds
Willoughby-Eastlake School District, Willoughby (13,170)	<u>Paid aides:</u> 48 upper elementary	<u>Paid aides:</u> Less than 6 hours (all aides)	\$1.50 per hour	100% public school funds
OKLAHOMA Lawton (17,633)	<u>Paid aides:</u> 28 primary 4 junior high 4 senior high 36	<u>Paid aides:</u> 16-20 hours (13 aides) Over 20 hours (23 aides)	\$220 to \$230 per month, full time; \$110 per month, half time	77% public school funds 23% ESEA
Oklahoma City (75,266)	<u>Paid aides:</u> 7 elementary 4 junior high 10 senior high 4 more than 1 level 25	<u>Paid aides:</u> Over 20 hours (all aides)	\$245 to \$295 per month	100% public school funds
Tulsa (77,113)	<u>Paid aides:</u> 50 preprimary or kindergarten 98 elementary 55 junior high 38 senior high 241	<u>Paid aides:</u> Over 20 hours (all aides)	\$200, \$215, and \$225 per month	28.7% public school funds 71.3% ESEA

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
OREGON				
Beaverton (14,345)	<u>Paid aides:</u> 16 primary 5 junior high 5 senior high <u>26</u>	<u>Paid aides:</u> 11-15 hours (6 aides) 16-20 hours (8 aides) Over 20 hours (12 aides)	\$1.50 per hour	100% public school funds
Eugene (20,023)	<u>Paid aides:</u> 8 preprimary or kindergarten 25 upper elementary 16 junior high 16 senior high <u>65</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.35 to \$1.80 per hour	88% public school funds 12% ESEA
Portland (78,580)	<u>Paid aides:</u> 23 elementary 37 senior high <u>60</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$3571 to \$4691 per year	30% public school funds 70% ESEA
Salem (19,681)	<u>Paid aides:</u> 17 primary 24 upper elementary 5 junior high 5 senior high <u>51</u>	<u>Paid aides:</u> 16-20 hours (15 aides) Over 20 hours (36 aides)	\$291 per month	80% public school funds 20% ESEA
PENNSYLVANIA				
Allentown (17,933)	<u>Paid aides:</u> 5 preprimary or kindergarten 3 primary 5 upper elementary <u>13</u>  <u>Volunteer aides:</u> 4 upper elementary 2 junior high 3 senior high 5 more than 1 level <u>14</u>	<u>Paid aides:</u> 16-20 hours (6 aides) Over 20 hours (7 aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$3000 to \$4200 per year  ...	77% public school funds 15% ESEA 8% OEO  ...
Altoona (13,700)	<u>Paid aides:</u> 9 junior high 12 senior high 32 more than 1 level <u>53</u>	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.25 to \$1.75 per hour	20% public school funds 80% ESEA
Bethlehem (14,461)	<u>Paid aides:</u> 4 more than 1 level  <u>Volunteer aides:</u> 19 more than 1 level	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$3000 per year starting salary  ...	100% public school funds  ...
Bristol Township School District, Levittown (12,937)	<u>Paid aides:</u> 7 upper elementary	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.75 per hour	100% public school funds
Philadelphia (276,347)	<u>Paid aides:</u> 792 preprimary or kindergarten 118 upper elementary 170 junior high <u>1080</u>	<u>Paid aides:</u> Some part-time, others full-time (breakdown not reported)	\$2520 per year, full time; \$1680 per year, part time	10% public school funds 90% ESEA and OEO

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
PENNSYLVANIA (Continued) Pittsburgh (77,789)	<u>Paid aides:</u> 103 preprimary or kindergarten 79 primary 40 upper elementary 8 junior high <u>26</u> senior high 256	<u>Paid aides:</u> Over 20 hours (all aides)	Not reported	49% ESEA 32% OEO 19% foundation grants
RHODE ISLAND Providence (26,680)	<u>Paid aides:</u> 36 preprimary or kindergarten <u>382</u> more than 1 level 418  <u>Volunteer aides:</u> Reported, but no de- tails given	<u>Paid aides:</u> 11-15 hours (382 aides) 16-20 hours (36 aides)  ...	\$1.75 per hour  ...	80% OEO 20% foundation grants  ...
Warwick (16,880)	<u>Paid aides:</u> 11 special education	<u>Paid aides:</u> Over 20 hours (all aides)	\$86.00 to \$94.80 per week	100% public school funds
SOUTH CAROLINA Rock Hill (12,875)	<u>Paid aides:</u> 45 primary <u>40</u> upper elementary 85	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.50 per hour	100% ESEA
TENNESSEE Chattanooga (27,480)	<u>Paid aides:</u> 45 primary 44 upper elementary 21 junior high <u>6</u> senior high 116	<u>Paid aides:</u> Over 20 hours (all aides)	\$11.50 per day	13% public school funds 87% ESEA
Knox County, Knoxville (18,133)	<u>Paid aides:</u> 10 primary 10 upper elementary <u>4</u> senior high 24	<u>Paid aides:</u> 6-10 hours (all aides)	\$15.00 per day	100% ESEA
Knoxville, city schools (39,135)	<u>Paid aides:</u> 4 upper elementary	<u>Paid aides:</u> Over 20 hours (all aides)	\$2.00 per hour	100% public school funds
Metropolitan School System, Nashville (90,839)	<u>Paid aides:</u> 74 preprimary or kindergarten  <u>Volunteer aides:</u> 34 preprimary or kindergarten	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$200 to \$300 per month  ...	OEO and foundation grants (percents not reported)  ...
TEXAS Abilene (19,164)	<u>Paid aides:</u> 15 preprimary or kindergarten 10 upper elementary <u>4</u> junior high 29  <u>Volunteer aides:</u> 20 preprimary or kindergarten	<u>Paid aides:</u> Over 20 hours (all aides)  <u>Volunteer aides:</u> Hours not reported	\$200 per month  ...	50% ESEA 50% OEO  ...

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment 1	Number of aides at each level 2	Hours per WEEK worked by aides 3	Salary rates for paid aides 4	Financing of programs (estimated percentages) 5
TEXAS (Continued) Brownsville (14,544)	<u>Paid aides:</u> 30 more than 1 level	<u>Paid aides:</u> Over 20 hours (all aides)	\$200 per month	100% ESEA
Corpus Christi (43,646)	<u>Paid aides:</u> 6 preprimary or kindergarten 10 junior high 7 senior high <u>69</u> more than 1 level 92  <u>Volunteer aides:</u> Reported, but no de- tails given	<u>Paid aides:</u> Over 20 hours (all aides)	\$140 to \$400 per month	20% public school funds 45% ESEA 35% OEO  ...
El Paso (58,124)	<u>Paid aides:</u> 103 primary	<u>Paid aides:</u> Over 20 hours (all aides)	\$270 per month	100% ESEA
Harlandale School District, San Antonio (15,305)	<u>Paid aides:</u> 1 primary	<u>Paid aides:</u> Over 20 hours	\$180 per month	100% ESEA
Houston (228,247)	<u>Paid aides:</u> 24 preprimary or kindergarten 42 upper elementary 20 senior high <u>13</u> more than 1 level 99  <u>Volunteer aides:</u> Reported, but no de- tails given	<u>Paid aides:</u> Over 20 hours (all aides)	\$2700 per year	50% public school funds 50% ESEA  ...
Lubbock (33,399)	<u>Paid aides:</u> 11 elementary	<u>Paid aides:</u> Over 20 hours (all aides)	\$215 per month	100% ESEA
Northeast Houston School District, Houston (15,273)	<u>Paid aides:</u> 2 junior high 2 senior high 4	<u>Paid aides:</u> Over 20 hours (all aides)	\$215 per month	100% ESEA
North East School District, San Antonio (20,513)	<u>Paid aides:</u> 1 preprimary or kindergarten 1 primary <u>1</u> junior high 3	<u>Paid aides:</u> Over 20 hours (all aides)	\$200 per month	100% ESEA
Port Arthur (16,516)	<u>Paid aides:</u> 8 preprimary or kindergarten 10 primary <u>5</u> more than 1 level 23	<u>Paid aides:</u> 16-20 hours (8 aides) Over 20 hours (15 aides)	\$12.00 to \$15.00 per day	62.5% ESEA 37.5% OEO
San Antonio (76,347)	<u>Paid aides:</u> 135 elementary	<u>Paid aides:</u> Over 20 hours (all aides)	\$2355 to \$2565 per year	100% ESEA
Wichita Falls (19,200)	<u>Paid aides:</u> 13 preprimary or kindergarten 10 primary 10 upper elementary 5 junior high 3 senior high 41	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.50 per hour	100% ESEA

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
UTAH				
Davis County, Farmington (29,787)	<u>Paid aides:</u> 9 primary 1 upper elementary 10	<u>Paid aides:</u> Over 20 hours (all aides)	\$15.00 per day	100% ESEA
Granite School District, Salt Lake City (57,533)	<u>Paid aides:</u> 10 preprimary or kindergarten 10 primary 10 upper elementary 30	<u>Paid aides:</u> 6-10 hours (all aides)	\$1.25 to \$1.75 per hour, depending upon skills and training	25% public school funds 75% OEO
Salt Lake City (38,279)	<u>Paid aides:</u> 20 primary 10 upper elementary 30	<u>Paid aides:</u> 16-20 hours (all aides)	\$1368 per year for half time	100% ESEA
VIRGINIA				
Alexandria (15,813)	<u>Paid aides:</u> 14 preprimary or kindergarten 7 upper elementary 21	<u>Paid aides:</u> Over 20 hours (all aides)	Not reported	Public school funds and ESEA (percents not reported)
Arlington County, Arlington (26,086)	<u>Paid aides:</u> 11 primary 1 upper elementary 12	<u>Paid aides:</u> Over 20 hours (all aides)	\$2.00 per hour	100% ESEA
Fairfax County, Fairfax (94,802)	<u>Paid aides:</u> 26 preprimary or kindergarten 12 special education 38	<u>Paid aides:</u> 16-20 hours (2 aides) Over 20 hours (36 aides)	\$1.50 per hour; \$3540 per year	Public school funds and OEO (percents not reported)
Hampton (25,808)	<u>Paid aides:</u> 18 primary 15 upper elementary 33	<u>Paid aides:</u> Over 20 hours (all aides)	\$12.00 per day	100% ESEA
Lynchburg (12,237)	<u>Paid aides:</u> 24 primary	<u>Paid aides:</u> Over 20 hours (all aides)	\$181 to \$192 per month	100% ESEA
Richmond, city schools (44,585)	<u>Paid aides:</u> 15 preprimary or kindergarten 29 primary 34 upper elementary 27 junior high 43 senior high 148  <u>Volunteer aides:</u> 4 preprimary or kindergarten 10 primary 11 upper element. ry 3 junior high 3 senior high 31	<u>Paid aides:</u> 16-20 hours (30 aides) Over 20 hours (118 aides)  <u>Volunteer aides:</u> Less than 6 hours (11 aides) 6-10 hours (19 aides) 11-15 hours (1 aide)	\$1.50 per hour  ...	20% public school funds 50% ESEA 30% OEO  ...
Roanoke, city schools (19,389)	<u>Paid aides:</u> 102 primary	<u>Paid aides:</u> 6-10 hours (all aides)	\$1.25 per hour	100% ESEA

## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
VIRGINIA (Continued) Roanoke County, Salem (17,994)	<u>Paid aides:</u> 6 primary 33 upper elementary 39  <u>Volunteer aides:</u> 9 primary 5 upper elementary 14	<u>Paid aides:</u> 6-10 hours (all aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$1.25 per hour  ...	100% ESEA  ...
WASHINGTON Bellevue (18,797)	<u>Paid aides:</u> 4 more than 1 level	<u>Paid aides:</u> Over 20 hours (all aides)	\$246 to \$306 per month	100% special state funds
Clover Park School District, Tacoma (13,659)	<u>Paid aides:</u> 17 elementary 6 junior high 7 senior high 30	<u>Paid aides:</u> Over 20 hours (all aides)	\$1.75 to \$2.50 per hour	50% public school funds 50% ESEA
Everett (12,821)	<u>Paid aides:</u> 7 primary 7 upper elementary 14	<u>Paid aides:</u> Less than 6 hours (7 aides) 6-10 hours (7 aides)	\$1.65 per hour	100% public school funds
Highline Public Schools, Seattle (26,485)	<u>Paid aides:</u> 3 more than 1 level	<u>Paid aides:</u> Over 20 hours (all aides)	\$2.06 per hour	100% public school funds
Renton (12,964)	<u>Paid aides:</u> 19 more than 1 level	Less than 6 hours (8 aides) 16-20 hours (6 aides) Over 20 hours (5 aides)	\$1.75 to \$1.85 per hour	40% public school funds 60% ESEA
Seattle (93,369)	<u>Paid aides:</u> 30 preprimary 55 elementary 21 junior high 12 senior high 118  <u>Volunteer aides:</u> 150 preprimary 125 junior high 100 senior high 375	<u>Paid aides:</u> 6-10 hours (18 aides) Over 20 hours (100 aides)  <u>Volunteer aides:</u> Less than 6 hours (all aides)	\$350 to \$390 per month (Head Start aides); \$350 to \$375 (elementary and secretarial aides)  ...	4% public school funds 50% ESEA 31% OEO 15% source not reported  ...
Shoreline School District, Seattle (16,071)	<u>Paid aides:</u> 2 preprimary or kindergarten 21 primary 18 upper elementary 8 junior high 3 senior high 52	<u>Paid aides:</u> Less than 6 hours (3 aides) 6-10 hours (36 aides) 11-15 hours (8 aides) 16-20 hours (2 aides) Over 20 hours (3 aides)	\$1.90 to \$2.00 per hour	97% public school funds 2% ESEA 1% OEO
Spokane (34,274)	<u>Paid aides:</u> 24 preprimary or kindergarten 23 primary 23 upper elementary 70	<u>Paid aides:</u> Less than 6 hours (46 aides) 6-10 hours (24 aides)	\$1.65 per hour	60% public school funds 40% ESEA



## STATISTICS OF TEACHER AIDE PROGRAMS (Continued)

School system and 1965-66 enrollment	Number of aides at each level	Hours per WEEK worked by aides	Salary rates for paid aides	Financing of programs (estimated percentages)
1	2	3	4	5
WASHINGTON (Continued) Tacoma (30,834)	<u>Paid aides:</u> 24 preprimary or kindergarten 19 primary <u>25</u> special education 68	<u>Paid aides:</u> 6-10 hours (25 aides) Over 20 hours (43 aides)	\$2702 to \$3032 per year; \$300 per month	<u>Special education:</u> 100% public school funds  <u>Preprimary, kinder- garten, and primary:</u> 50% ESEA 50% OEO
	<u>Volunteer aides:</u> 6 preprimary or kindergarten	<u>Volunteer aides:</u> Less than 6 hours (all aides)	...	...
Vancouver (13,980)	<u>Paid aides:</u> 90 elementary 12 junior high <u>14</u> senior high 116	<u>Paid aides:</u> Less than 6 hours (2 aides) 6-10 hours (7 aides) 11-15 hours (7 aides) 16-20 hours (13 aides) Over 20 hours (87 aides)	\$1.50 per hour	33% public school funds 55% ESEA 12% OEO
WEST VIRGINIA Kanawha County, Charleston (59,354)	<u>Paid aides:</u> 18 preprimary or kindergarten 381 elementary <u>18</u> secondary 417	<u>Paid aides:</u> 6-10 hours (9 aides) 11-15 hours (28 aides) 16-20 hours (113 aides) Over 20 hours (267 aides)	\$1.25 per hour	100% ESEA
Marion County, Fairmont (12,676)	<u>Paid aides:</u> 26 upper elementary <u>4</u> senior high 30	<u>Paid aides:</u> Over 20 hours (all aides)	\$150 per month	75% ESEA 25% OEO
WISCONSIN Madison (31,967)	<u>Paid aides:</u> 11 preprimary or kindergarten 2 upper elementary <u>4</u> junior high 17	<u>Paid aides:</u> Information not available	\$1.50 per hour	10% public school funds 90% OEO
	<u>Volunteer aides:</u> Reported, but no de- tails given	...	...	...
Milwaukee (122,495)	<u>Paid aides:</u> 43 preprimary or kindergarten 6 senior high <u>62</u> more than 1 level 111	<u>Paid aides:</u> Less than 6 hours (all aides)	\$1.50 to \$1.85 per hour	30% public school funds 35% ESEA 35% OEO
Racine (27,277)	<u>Paid aides:</u> 8 more than 1 level	<u>Paid aides:</u> 16-20 hours (all aides)	\$2.00 per hour	100% ESEA
	<u>Volunteer aides:</u> 70 more than 1 level	<u>Volunteer aides:</u> Less than 6 hours (all aides)	...	...
WYOMING Casper-Midwest School Dis- trict, Casper (14,106)	<u>Paid aides:</u> 5 preprimary or kindergarten 5 junior high <u>14</u> senior high 24	<u>Paid aides:</u> 6-10 hours (10 aides) Over 20 hours (14 aides)	\$16.00 per day; \$1.25, \$1.50, and \$1.75 per hour	98% public school funds 2% OEO
	<u>Volunteer aides:</u> 4 elementary	<u>Volunteer aides:</u> 6-10 hours (all aides)	...	...

## A P P E N D I X

## MILWAUKEE, WISCONSIN

Proposal for Instituting a Program for the Use of Lay Workers  
in Aiding Home School Communications

The consideration of establishing a program for improving communications between the schools and the core area communities was initiated by the special committee on equality of educational opportunity. It is felt that fuller communications, both formal and informal, would provide a basis for mutual understanding of the problems of the core area and the attitudes resulting from these problems as they relate to and impinge upon the educational programs offered by the schools.

In reviewing possible means of communication, a suggestion was made that the use of lay people might be uniquely appropriate. A lay person, living within and being a part of the core community, and having a deep personal interest in education and its potential values for members of that community, might be viewed as a model of what we would like to promote and, employed by the schools, also serve as a liaison person between the school and the community to promote these qualities in other members of the community.

We would like to test this concept through application, in terms of hiring two lay people to work under the supervision of the welfare counselors and whose activities would be directed toward interpreting school programs to the community and reflecting community feelings and reactions back to the schools. It is hoped that this would make the parents feel more involved with, and an integral part of, making their children's school experiences meaningful.

Qualifications for the Position of Welfare Counselor Aide

- I. To qualify for this position an applicant
  - A. Must be living within the central city.
  - B. Must have general good health, no physical handicaps.
  - C. Must be over 30 years and under 55 years of age.
  - D. Can be male or female.
- II. Educational requirements - High school graduation not required
  - A. No specific formal educational background.
  - B. Must be able to read and write, that is, comprehend and make simple reports.
- III. Attitudes
  - A. Must have awareness of, and interest in, community concerns.
  - B. Must identify with the central city community.
  - C. Must identify with the total community.
  - D. Must understand and be sympathetic to school programs.
- IV. Job specifications
  - A. Will be administered within the Department of Pupil Personnel and assigned to a specific welfare counselor
  - B. The working area will generally conform to the welfare counselor's area.
  - C. The working hours will be no more than 5 to 6 hours per day.
  - D. The working schedule should be flexible to cover school hours and after school hours as needed.
  - E. Payment will be on an hourly basis.
  - F. Function:
    1. To communicate informally, i.e., to explain, interpret, and get feedback in nonauthoritative way.
    2. To work with children, families, and other interested individuals--excluding private and public agencies.
    3. To aid in effecting communications between the home and the school.

BRISTOL TOWNSHIP, PENNSYLVANIASchool Board Policy on  
Nonprofessional Personnel to Assist Teachers

Nonprofessional aides may be employed at all levels to relieve teachers of nonprofessional duties. These aides may perform a wide variety of nonprofessional duties depending upon the needs of the individual schools. In all cases, thorough and specific job descriptions shall be prepared by administrators before the superintendent recommends the creation of the positions or the hiring of people to fill them. These job descriptions shall, in addition to a careful listing of duties, include specific statements as follows:

1. Precisely what activities by a teacher or teachers which hitherto could not have been performed, will now be performed as a result of hiring an aide.
2. Precisely what gains toward greater individualization of instruction will be made as a result of hiring an aide.

In no case will any nonprofessional person be employed to replace a teacher at the cost of adding professional duties to the teaching staff or to reduce the reasonable ratio between professional employees and students necessary to maintain a reasonable professional work load for teachers.

It is anticipated that the tasks of instruction will continue to undergo reorganization as new methods, artifacts, and organizational patterns are accepted as superior to old ones. As these changes are made, teachers and administrators will work out new formulas for relating reasonable professional responsibilities under new patterns to those of the old. As the role of the teacher changes to one more fitting a professional, our district will not attempt to use nonprofessionals to create an unreasonable work load for teachers but will make every effort to free teachers to perform functions more appropriate to their training, experience, and educational levels.

SYRACUSE, NEW YORKAides in the Preschool ProgramBASIC PHILOSOPHY:

Aides have been selected from among the residents in the action area, as defined by the Crusade for Opportunity. The following qualities were considered: acceptance of children, rapport with adults, intelligence, emotional maturity, and reliability. They will work in a combined position as teacher aides and social work aides, depending upon the needs of the particular preschool program to which they are assigned. Because of their special qualities, the aides are able to interpret the needs of the children and their families to the professional staff. However, the professional staff carries the basic responsibility for the on-going program. The teacher will be primarily in the classroom. The aide will divide her time between the home and the school, as needed. The aides are employed directly by the Crusade for Opportunity and are subject to the personnel practices code.

RESPONSIBILITIES IN THE CLASSROOM:

1. To assist the teacher in conducting a well-rounded preschool educational program
2. To help the teacher plan the program of daily activities by offering suggestions
3. To participate fully in all aspects of the daily program: work and play periods, music, field trips, language experiences, rest, and storytime
4. To assist the cook and teachers in supervising the children during the lunch program

(Continued)

SYRACUSE, NEW YORK  
(Continued)

RESPONSIBILITIES OUTSIDE THE CLASSROOM:

1. To recruit the children of preschool age (3-5 years) and register them for the program.  
A door-to-door canvass will be made when necessary
2. To give direct assistance to the parents in getting the children to and from school, when the parent needs this additional support
3. To check on absences and tardiness and to secure appropriate written excuses
4. To participate in an inservice training program
5. To assist in maintaining a clothing exchange for the convenience of the parents
6. To assist families in facing family problems such as employment, clothing needs, housing, welfare, etc., under the direct supervision of a trained social worker
7. To elicit the participation of parents at monthly meetings. Telephone calls or home visits will be required as reminders of these meetings
8. To attend monthly parent meetings as scheduled

TULSA, OKLAHOMA

The Teacher Aide Program

The primary purpose of teacher aides is to increase the effectiveness of the teacher in the classroom. Given this extra help of teacher aides, the question is: How can we best use it? Should teacher aides be more than clerical aides and housekeeping assistants? Should a properly trained aide be able to perform certain instructional tasks under the supervision of the classroom teacher? We believe the answer is yes.

Of course, the qualifications of individual aides are a controlling factor. Qualifications include educational experience, cultural background, creativeness, willingness to learn, interest in children, specific interests and talents, etc. But it will perhaps clarify our thinking if we make certain descriptions of the roles of the teacher and her aide or aides.

ROLE OF THE TEACHER

1. The teacher analyzes the instructional needs of the group of children and then plans the program that will help to meet these needs.
2. The teacher is responsible for discerning individual needs of children and planning activities for these needs.
3. The teacher confers with the aide, becomes acquainted with the aide's capabilities, and accordingly assigns duties to the aide.
4. The teacher plans with the aide for effective small group activities that will assist with the teaching function.
5. The teacher keeps the grouping flexible so that all children have learning experiences with the teacher and the aides.
6. The teacher shares housekeeping responsibilities with the aide.

ROLE OF THE TEACHER AIDE

1. The aide helps to implement the instructional program as planned by the teacher.
2. The aide performs certain instructional tasks under the general supervision of the teacher.
3. The aide works with small groups or individual children as directed by the teacher.
4. The aide shares housekeeping responsibilities with the teacher.



SAN FRANCISCO, CALIFORNIA (Continued)
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Example of Duties That Aides Might PerformELEMENTARY SCHOOLSOne-to-One Relationships

1. Listening to a child read.
2. Helping a child with his arithmetic (telling time, using manipulative materials).
3. Helping a child with writing.
4. Recording a child's story (printed or typed) for him to have and illustrate.
5. Helping to establish a library check-out system in the classroom and assisting individual children in selecting books geared to interest and reading ability.
6. Helping a child with oral language (talking about a motivating picture, conversing about a subject in which the child is interested, watching and discussing the actions of a class pet, etc.).

Group Activities

1. Reading a story.
2. Operating tape recorder and supervising children at listening center.
3. Accompanying teacher and class on field trips.
4. Helping youngsters assemble snapshots from a trip into a book with captions.
5. Capitalizing on individual aide's talents in music, art, science, travel, cooking, crafts, etc., and planning an appropriate sharing-experience with children.

Activities Not Directly Involved With Children

1. Mixing paints.
2. Preparing art materials (finger paints, chalks, etc.).
3. Locating supplementary and enrichment materials for the teacher. (If studying the zoo, finding appropriate books in school library, pictures from audio-visual films, filmstrips, and/or materials from out-of-school sources.)
4. Preparing taped stories or other information.
5. Compiling books of individual child's stories or stories by several children about a specific topic.
6. Correcting routine papers.
7. Organizing and assembling a workable picture file.

JUNIOR AND SENIOR HIGH SCHOOLS

1. Any of the above which may be applicable.
2. Assisting teachers in keeping good order and discipline in lunchroom.
3. Receiving and checking out texts; maintaining related records.
4. Assisting with preparations of scenery and stage equipment.
5. Checking materials and equipment in and out of school, shops, etc.
6. Assisting teachers in preparation of charts, graphs, maps, records, reports, etc.
7. Assisting in receipt of telephone calls, etc.

Aides may offer many services not indicated above. They may be helpful to the library staff, nurse, clerk, assistant principals, cafeteria staff, etc.

NEW YORK, NEW YORK

School Aide Class Specifications

GENERAL STATEMENT OF DUTIES AND RESPONSIBILITIES

Under direct supervision of the principal or of a teacher, relieves the teacher of school activities which do not require teaching or other professional skills, or assists the teacher in charge of the lunchroom in routine aspects of the school lunch program; performs related work.

EXAMPLES OF TYPICAL TASKS

Relieves teachers of yard, hall, lavatory, study hall, and other monitorial and patrol duties.

Handles, stores, and distributes textbooks, instructional supplies and materials, audio-visual equipment and materials, special materials for museum exhibits, science fairs, health education, art, Red Cross, auditorium programs, etc. Maintains inventories.

Accessions and mends classroom and central library books.

Acts as assistant to the school treasurer. Collects funds such as school bank, Current Events, G.O., lunch, milk, etc. Receives monies and records from the classroom teachers. Counts and deposits money. Transmits orders for lunches and milk. Prepares weekly lunch reports.

Assists with classroom clerical work of a routine nature.

Checks reports, notes, library lists, etc.

Handles the arrival and departure of children transported to school by bus.

Directs the school service squad in checking milk deliveries, in distributing milk to the classroom, in collecting containers, and in storing milk for later distribution.

Assists in maintaining order in the lunchroom. Receives the children in the lunchroom directs them in hand-washing, in disposal of wraps, and in lining up for lunch service.

Facilitates the service of lunch to young children. Assists older children in obtaining lunch. Oversees the return of dishes and utensils and the disposal of refuse.

QUALIFICATION REQUIREMENTS

Graduation from an elementary school or a satisfactory equivalent.

LINES OF PROMOTION

None. This class of positions is classified in the noncompetitive class.

SAN LORENZO, CALIFORNIA

Job Description--Paraprofessional

DEFINITION

Under general supervision, to perform non-teaching duties which relieve a teaching team or an individual teacher of many of the time-consuming, but necessary, details of effective classroom management; to perform clerical duties; at times to take charge of short-term direction of a class; and to do related work as required.

EXAMPLES OF DUTIES

Takes charge of attendance and related responsibilities; prepares, corrects, grades, records and returns assignments and tests as instructed; assists with class instruction, supervision, discipline, and detentions as authorized and directed by the teachers; types assignments, etc.; mimeographs materials; maintains seating charts; issues books, supplies, and equipment to students and teachers; assists with audio-visual equipment; arranges for repair of defective machines; produces transparencies; and other duties as required.

(Continued)

SAN LORENZO, CALIFORNIA  
(Continued)

MINIMUM QUALIFICATIONSKnowledge of:

Social studies and English  
Teenage behavior  
Typing practices

Ability to:

Learn the general principles of team teaching and functions of various teacher assistants  
Understand and carry out oral and written instructions carefully  
Analyze routine or emergency situations and adopt an effective course of action  
Establish and maintain cooperative and effective working relationships with students and adults  
Be accurate in attending to details  
Supervise teacher-aides  
Type accurately from clear copy at a rate of 40 words a minute  
Use duplicating equipment

Experience:

Any combination of experience and training which would indicate possession of the knowledge, skills, and abilities listed above

Education:

Equivalent to completion of the twelfth grade, with more education preferable.

Other Requirements:

U. S. citizen, good health record and physical condition. Possess or agree to secure a district first aid card or equivalent.

WHITTIER, CALIFORNIA--UNION HIGH SCHOOL DISTRICT

Job Description

POSITION: Teacher Aide

CLASSIFICATION: Hourly

FUNCTION:

Under direction of principal and assigned teachers, to assist in the instruction of specific classes

REQUIREMENTS:

1. Strong background and knowledge in subject area
2. Bachelor's degree or college senior in the teacher training program is desirable

TYPICAL DUTIES:

1. Handles small groups of students in lab situations following a lecture or large class discussion
2. Corrects objective tests
3. Sets up audio-visual equipment, returns supplies and equipment and handles other mechanical matters
4. Manages distribution and collection of materials
5. Performs all clerical aspects of class management
6. Takes roll and reports attendance
7. Records grades and prepares grade reports
8. Prepares routine reports not requiring professional judgment
9. Helps individual students with special problems
10. Handles bulletin board preparation and/or supervision
11. Rates specific performance techniques
12. Assists students with maintenance of equipment
13. Performs such other duties as assigned



AZUSA, CALIFORNIATeacher AideFUNCTION OF JOB

Under direction, to perform a variety of general clerical work of average difficulty; to assist team teachers by performing routine noninstructional duties; and to do related work as required.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

1. Types correspondence, forms, reports, and stencils from various rough draft materials
2. Operates mimeograph, does filing, takes attendance, checks out equipment and is able to do routine telephone work
3. Occasionally carries out certain routine aspects of teaching, such as correcting tests, arranging field trips, supervising study and committee work, marking written work and administering makeup examinations under direct supervision of teachers
4. Performs other related duties as assigned

MINIMUM ACCEPTABLE QUALIFICATIONS

1. Equivalent to graduation from high school, preferably including or supplemented by courses or training in child care, child guidance, or child psychology
2. Six months of general clerical experience preferably including the operation of standard office equipment, and ability to understand and follow oral and written directions
3. Ability to spell correctly, use good English, and make simple arithmetic computations
4. Ability to do research for teachers on curricular problems would be helpful

ARLINGTON COUNTY, VIRGINIATeacher AidesDISTINGUISHING FEATURES OF WORK

This is responsible and demanding work requiring maturity of judgment and the ability to work with adults and children. The aide must be fully capable of carrying out instructions assigned by the teacher and handling immediate problems of children in an efficient and competent manner. The aide must at all times realize that this position is to relieve the teacher of routine non-professional duties, but that the close contact with children carries the responsibility of exemplary personal conduct.

QUALIFICATIONS:

1. Must have a reasonable command of the English language free of major dialectical handicaps and problems that can be transmitted to children.
2. Must have the ability to prepare and maintain clerical records and reports.
3. Must have the ability to deal with pupils, parents, and the public in a courteous and tactful manner.
4. Must have the ability to work harmoniously with fellow employees.
5. Must have the ability to relieve the teacher of such tasks as may be routinely assigned him by the teacher.
6. Must have earned a minimum of a high school diploma or its equivalent in acceptable experience and must be able to furnish references attesting to high moral character.
7. Must demonstrate responsibility for contracted period of employment.

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS, OHIO

Terms of Agreement for Composition Aides

I understand that if I am accepted as a composition aide or alternate:

1. There will be no guarantee of employment for any specified number of hours per week. Studies indicate that approximately eight minutes are required to grade the average 250 word theme.
2. The teacher and composition aide will arrange a weekly conference period of approximately 30 minutes at which time papers will be picked up and returned. Aides will not be compensated for conference time.
3. Composition aides will not keep any sets of papers more than a week.
4. Composition aides will treat anything they learn about students as confidential.
5. Composition aides may withdraw from the project at any time.
6. During the school year, aides will be employed by the Cleveland Heights City School District in non-instructional positions. They will not be subject to certification requirements or entitled to the benefits of professional personnel employed by the school system. They must, however, recognize the right of the school to direct and supervise their work.
7. If sickness or other family difficulties make it impossible for an aide to meet her obligations, she will inform the teacher as promptly as possible so that an alternate aide may be secured.
8. The rate of pay shall be two dollars per hour of grading or conferring with pupils.
9. The time allowance for grading or correcting sets of papers will be subject to teacher review.
10. The orientation workshop requirement, if not already completed, must be met prior to employment.

\_\_\_\_\_  
Signature

BAY CITY, MICHIGAN

Twenty Suggested Duties of Teacher Aides or Building Aides

- |  |   |
|--|---|
| 1. Arrange materials for classes.                | 11. Supervise bus loading.                                |
| 2. Read and tell stories.                        | 12. Arrange field trip details.                           |
| 3. Collect money--lunch, milk, etc.              | 13. Assist on field trips.                                |
| 4. Do housekeeping chores in room.               | 14. Locate and prepare materials for units of work.       |
| 5. Prepare and arrange bulletin board materials. | 15. Score objective tests.                                |
| 6. Keep attendance and other records.            | 16. Correct papers--under direction of classroom teacher. |
| 7. Supervise the playground.                     | 17. Set up and operate audio-visual aids.                 |
| 8. Supervise the cafeteria.                      | 18. Prepare ditto and mimeograph sheets.                  |
| 9. Administer first aid.                         | 19. Help in library.                                      |
| 10. Help with children's wraps.                  | 20. Supervise study groups.                               |

## SYRACUSE, NEW YORK

Teacher-Aide AppraisalIntroduction

The key to improved home-school relations is more and better means of communication. The most accurate and direct way of interpreting school policies, goals and objectives to the home and community is through the residents of the community. At the same time the views, hopes, desires, and feelings of the people served by the schools can best be expressed to the school personnel by the people themselves.

The use of teacher aides from the communities to work in the neighborhood school or schools the particular neighborhood children attend, is believed to be the answer. Results of demonstration projects using these aides have indicated that their skills, knowledge of the community, sensitivity to problems common to given neighborhoods, and their ability to help foster two-way communication, have been very effective in improving home-school relations.

Early results also indicate that with the assistance of a teacher aide, the teacher is freed to teach rather than spend time with routine clerical work, minor problems, organizing and assembling instructional material, and other functions that can be effectively done by a nonprofessional. Field trips and community resource people have been used much more frequently and effectively because of the key role played by the teacher aide.

It is imperative, however, that the aide be truly representative of his neighborhood and have the ability to relate well with his neighbors.

General CharacteristicsSkills and Operations

1. Skill in guiding children into constructive activities.
2. Skill in helping children learn self-help and self-esteem, to gain in confidence and in social development.
3. Skill in helping children learn through use of art materials, music, educational toys, play experiences, or language experiences.
4. Skill in interpreting and applying rules and patterns of responsibility.
5. Operation of some of the audio visual aids, such as movie projectors, slide and film strip projectors, opaque projectors, and tape recorders.
6. Operation of duplicating machines, paper cutters, punches.
7. Basic first-aid practices.
8. Preparation and use of school art materials.
9. Story reading and telling.
10. Knowledge of methods of keeping records of attendance and of services provided to school children.
11. Safe use and care of game and play equipment and school facilities.

Related Knowledge

1. An understanding of basic principles of child development.
2. An understanding of the learning process.
3. Knowledge of standard school rules and basic laws affecting discipline, safety, and the delegation of authority and responsibility.
4. Knowledge of common school practices and system of issuing supplies and library materials, moving groups of children from place to place, serving lunches and snacks.
5. Knowledge of children's games, songs, stunts, useful in guiding children in recess activities.
6. Knowledge of how to find information on games, music, or other topics to apply to planning or projects.
7. Knowledge of library use.
8. Knowledge of basic nutrition.
9. Ability to follow oral and written instructions; to count, add, and subtract accurately; to read program source materials.
10. Knowledge of typing.

Directions

The following form is to be used by the teacher aides for self-appraisal or for the principal's or supervisor's appraisal of the teacher aide. It is desirable that all teacher aides using this form check some characteristics where there is need for improvement. Checking in this fashion will indicate what a teacher aide feels about his own performance and will stimulate growth which comes from a systematic review of desirable practices. The code is specifically designed for appraisal of a teacher aide and not for a comparison of one teacher aide with another.

(Continued)

SYRACUSE, NEW YORK  
(Continued)

Code for Appraisal

S - satisfactory  
NH - needs help

NO - no opportunity to observe performance  
U - unsatisfactory

	S	NH	NO	U
<b>I. PERSONAL CHARACTERISTICS</b>				
<b>A. Appearance and Manner</b>				
1. Dresses appropriately; is well groomed and poised.				
2. Speaks clearly, using good English in well modulated voice.				
3. Shows genuine respect, concern, and warmth for adults and pupils.				
<b>B. Staff Relationships</b>				
4. Cooperates with all administrators and supervisors.				
5. Accepts constructive criticism or recognition graciously.				
6. Accepts decisions of majority.				
7. Uses discretion in speaking of his school and/or colleagues.				
8. Accepts responsibilities as delegated by supervisor.				
9. Cooperates with all administrators and supervisors.				
<b>C. Community Relationships</b>				
10. Maintains good rapport with parents.				
11. Participates in school program and community activities as occasion permits.				
<b>II. PROFESSIONAL CHARACTERISTICS</b>				
12. Continues to grow through study, experimentation, and inservice training.				
13. Tries to improve his or her own work.				
<b>III. PERFORMANCE</b>				
14. Helps to plan carefully the program for each day, but is flexible in utilizing immediate educational opportunities (preschool particularly).				
15. Helps maintain an attractive and healthful classroom with work areas arranged for maximum pupil stimulation and accomplishment.				
16. Has genuine concern for all pupils, regardless of their cultural, intellectual, or academic status.				
17. Maintains discipline by guiding pupil in self-control and a respect for the rights of others.				
18. Helps pupil grow satisfactorily in knowledge.				
19. Helps children acquire good study and work habits, to think critically, and to work profitably in classroom situations.				
20. Is acquainted with and uses instructional materials and equipment.				

Specific comments regarding strengths and weaknesses:

Recommendation:

\_\_\_\_\_  
Signature of Principal or Supervisor

\_\_\_\_\_  
Signature of Teacher Aide

## SPRINGFIELD, MISSOURI

Facts About the Springfield School Volunteers

WHO: Springfield School Volunteers are carefully selected citizens who are sincerely interested in the children of our public schools.

WHAT: The Springfield School Volunteer program consists of projects sponsored by the American Association of University Women, the United Church Women, and the Springfield Council of Parents and Teachers with the approval of the Board of Education.

PURPOSE: The Springfield School Volunteers are organized--

- A. to provide without charge various services to the principal and classroom teacher to free them to devote their energies more fully to the professional skills for which they have been trained.
- B. to provide resource persons to enrich the experience of all the pupils.

ORGANIZATION: Springfield School Volunteers are organized and operated with the approval of the board of education and the school administration.

- A. Executive and administrative authority is delegated by the board of education to the superintendent of schools, who is a member of the Advisory Committee.
- B. The Advisory Committee--
  1. is composed of one member from each of the sponsoring organizations and additional representatives from the school system, including the superintendent of schools and the assistant superintendent of schools for elementary education.
  2. assists the superintendent in formulating policies and establishing procedures necessary for the implementation of the volunteer program.
- C. The Implementation Committee--
  1. is composed of the Advisory Committee representatives from the sponsoring organizations plus two additional members from each group.
  2. is responsible for recruitment and orientation of volunteers, planning schedules with the administration and cooperating staff, and preparation of evaluation reports. No volunteer will be assigned until approved by the assistant superintendent.
  3. includes lay members who are expected to have experiences as school volunteers.

PRINCIPLES:

- A. Policy shall at all times be approved by the superintendent or the board of education.
- B. Regarding the relationship between volunteer, administration, and school:
  1. Central administrative service will provide the necessary leadership in the orientation of volunteer workers in all problems pertaining to curriculum.
  2. The principal must always be in control and responsible for the management of the school.
  3. The educational experiences provided for children in a given classroom must be under the direction of the principal and/or teacher and approved by the assistant superintendent.
  4. Services must be performed or originate at the school.
  5. The teacher must always be kept in a position to assume responsibility for what transpires in the classroom.
  6. Services requiring professional and certificated personnel cannot be performed by non-certificated persons.
  7. When a volunteer is conducting an activity, she is expected to maintain order and interest. Disciplinary problems will be referred to the teacher.
  8. A volunteer may not supervise a playground. She may help a teacher who must be present and responsible.
  9. A volunteer is never asked to serve as a substitute teacher during an absence of a teacher.
  10. The relationship between the school volunteer and the teacher is a professional one of mutual respect and confidence. Volunteers will observe the confidential nature of this relationship. At no time will there be criticism or discussion with persons unassociated with the program.
  11. Volunteers owe loyalty to the school, the teachers, and the administration.
  12. A volunteer will not work in a school where she has children enrolled.

SPRINGFIELD, MISSOURI (Continued)
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## C. Regarding the Volunteer:

1. A volunteer will be asked to sign a card pledging service for one semester. The service which a volunteer agrees to perform shall be considered as binding as if a salary were being received.
2. A volunteer is expected to be prompt, dependable, and regular in attendance.
3. A volunteer must maintain a high standard of work, be cooperative, and be willing to do whatever is asked.
4. Each volunteer is responsible for learning and observing the regulations of the school where she is assigned.
5. The volunteer will avoid asking a child to do anything that might be physically dangerous.
6. Assignments may be altered if the volunteer finds that she would prefer a change of grade or activity.
7. Complaints and suggestions may at any time be made to the Springfield School Volunteer school chairman who will channel such items for necessary action to proper members of the volunteer and/or administrative staff.
8. No gratuities or gifts of significance shall be accepted from or given to teachers or pupils. Volunteers are asked not to contribute to an organization or personal appeal made in the school in which they are serving. Volunteers are asked to refrain from soliciting funds in the school.

## D. Principles relating to the Volunteer Chairman:

1. A volunteer should have at least one semester of experience as a regular volunteer before assuming the office of Volunteer Chairman.
2. The chairman must give one-half day of service weekly in her assigned school.

**PROCEDURES:** In setting up a new program where there are no precedents to serve as guidelines, every aspect which can be envisioned must be considered and a basic plan formulated. This plan will of necessity be subject to change as experience and local conditions indicate.

## A. Suggested procedures for teachers:

1. Give careful, specific instructions when assigning any task to a volunteer. If at all possible, provide a sample.
2. Orient the volunteer as to the kind of help desired.
3. Plan the work ahead of time.
4. Plan a definite scheduled time for the volunteer's services.
5. If you do not need the volunteer at the regular time, notify the chairman so that arrangement can be made to utilize the volunteer elsewhere.

## B. Procedures and suggestions for volunteers:

1. Know and obey the regulations in your school (e.g., fire drill and accident reporting procedures, lunch and coffee privileges, pupil restroom and drink privileges). Smoking in or about any part of the school building in the presence of pupils is strictly prohibited.
2. Keep a daily journal. Include the hours worked and a brief résumé of each day's activities and turn it in to the chairman each week.
3. Bring your own pencil and paper.
4. Ascertain where supplies are kept.
5. Know where to put your hat and purse. Hats are never worn in a classroom.
6. Know the telephone numbers of the school chairman and of the office of the school where you are assigned.
7. Consult the teacher for a brief outline, written or oral, of work she would like done each period.
8. Determine with your teachers a mutually agreeable time for planning.
9. If you aren't quite sure of an assignment, always feel free to ask the teacher.
10. Don't overlook the importance of thorough preparation when work is assigned in advance.

## C. Procedures relating to the volunteer chairman:

1. The volunteer chairman shall assist the principal of the school to which she is assigned in planning the volunteer schedule.
2. She shall work with the principal in planning an orientation program for the volunteers.

(Continued)

SPRINGFIELD, MISSOURI  
(Continued)

3. The volunteer chairman shall be responsible for keeping the records for her school. At the close of the semester, she will give to the Implementation Committee the weekly reports and time record sheets of the volunteers.
4. The volunteer chairman, when notified of the impending absence of a volunteer, shall provide a substitute whenever possible.
5. The volunteer chairman shall provide liaison between the volunteers and the principal in her assigned school.

LOS ANGELES, CALIFORNIA

The Teacher and the School Volunteer

Each classroom teacher responsible for the pupils in her room and their activities, asks the volunteer to assist in any manner that will improve the educational program.

The school volunteer--in each of the programs of individual help, enrichment, kindergarten, and pre-kindergarten--always works under the direct guidance and supervision of the classroom teacher. The school volunteer in the general services works under the supervision of the coordinator appointed by the principal, or under the principal himself, but still requires instructions forwarded by the classroom teacher.

The relationship between the school volunteer and the teacher or coordinator is a professional one of mutual respect and confidence. Volunteers can assist teachers in many ways. The following suggestions to the teacher will serve to make volunteers' assistance more effective:

Try to arrange a session with the volunteer at an early date to discuss the program, the average IQ of the class, and what to expect of the children. Orient the volunteer in the kind of help you would like from her. Try to have a little variety in the tasks assigned but use her services in any way that will be of help to you and the children.

Plan the work you want the volunteer to do before she comes to your room. Be specific in your directions.

If you are not going to need your volunteer at her regular time, or if you are going to be away from school, advise the school volunteer chairman in advance so that arrangements can be made to utilize her elsewhere.

If you do not need your volunteer on a full-time basis, release her so that she can help another teacher.

Brief your school volunteer in fire drill and dismissal procedures. Introduce her to the teacher next door.

In the assignment of any task to a volunteer it is worth taking time to give careful, specific instructions. This is especially true in connection with the clerical tasks, where if possible, a sample should be available for the volunteer.

Please remember that school volunteers, who feel themselves partners of the teachers, are doing a public relations job and are carrying to the community an appreciation of the good job being done by school people. Your contact with the school volunteer will determine in large measure the impression she will carry with her.

Please print  
or type replies

Educational Research Service, NEA  
September 1966

SURVEY OF TEACHER AIDES

School system \_\_\_\_\_ State \_\_\_\_\_

Person responding \_\_\_\_\_ Position \_\_\_\_\_

NOTE: The items in this questionnaire refer to all nonprofessionals who relieve regular classroom teachers of some nonteaching duties, whether they are paid or volunteer their time. The term teacher aides does NOT apply, in this case, to certificated teachers working in team-teaching situations under a master teacher.

1. During the school year 1965-66, did your system use any type of teacher aide assistance, paid or volunteer? YES \_\_\_\_\_ NO \_\_\_\_\_

If the answer to Item 1 above is NO, please complete Items 2 and 3 below and return the questionnaire.  
If the answer to Item 1 is YES, please skip to Item 4 and complete the questionnaire.

QUESTIONNAIRE FORM

ITEMS 2 AND 3 SHOULD BE ANSWERED ONLY BY SCHOOL SYSTEMS WHICH HAD NO TEACHER AIDES IN 1965-66.

2. Do you plan to use teacher aides in 1966-67? Yes, paid..... \_\_\_\_\_  
Yes, volunteer ... \_\_\_\_\_  
No ..... \_\_\_\_\_

3. Has your school system ever used teacher aides? YES \_\_\_\_\_ NO \_\_\_\_\_  
A. If YES, in what school years did you use them? \_\_\_\_\_  
B. Why did you discontinue the practice? \_\_\_\_\_

ITEMS 4 THROUGH 18 SHOULD BE ANSWERED ONLY BY SCHOOL SYSTEMS WHERE TEACHER AIDES WERE USED IN 1965-66.

4. In what year did your system first use teacher aides? \_\_\_\_\_  
5. Please indicate the salary status of teacher aides. (Check one)  
All aides are paid . . . . . \_\_\_\_\_  
All aides are unpaid volunteers . . . . . \_\_\_\_\_  
Some aides are paid, some volunteers . . . . . \_\_\_\_\_

6. What are the salary rates for paid teacher aides? (If possible, please enclose a copy of salary schedules for these employees.)  
\_\_\_\_\_  
\_\_\_\_\_

Continued on next page



Please note that in the next 6 items, separate response columns are provided for answers pertaining to paid teacher aides and to volunteers. Answers pertaining to volunteers should be made in the shaded portion of the column.

7. How many teacher aides were used in the school year 1965-66 at the following levels?

QUESTIONNAIRE FORM  
Please read INSTRUCTIONS (do not check)

	PAID	VOLUNTEER
Preprimary or kindergarten . . . . .	_____	_____
Primary grades . . . . .	_____	_____
Upper elementary grades . . . . .	_____	_____
Junior high school . . . . .	_____	_____
Senior high school . . . . .	_____	_____
Combination of above . . . . .	_____	_____
<b>TOTAL AIDES</b> . . . . .	_____	_____

8. Listed below are items which are considered by many to be appropriate duties for teacher aides. Please CHECK all that are duties of paid or volunteer teacher aides in your system.

A) Collecting money from pupils . . . . .	A) _____	_____
B) Recording data in student files . . . . .	B) _____	_____
C) Keeping attendance register and preparing attendance reports . . . . .	C) _____	_____
D) Helping with classroom housekeeping . . . . .	D) _____	_____
E) Helping with children's clothing . . . . .	E) _____	_____
F) Helping with discipline . . . . .	F) _____	_____
G) Administering tests . . . . .	G) _____	_____
H) Correcting tests, homework, workbooks, etc . . . . .	H) _____	_____
I) Reading and correcting students' themes . . . . .	I) _____	_____
J) Corresponding with parents; arranging conferences between parents and teachers . . . . .	J) _____	_____
K) Ordering A-V materials and other supplies . . . . .	K) _____	_____
L) Preparing report cards . . . . .	L) _____	_____
M) Typing class materials, tests, etc. . . . .	M) _____	_____
N) Duplicating tests and other materials . . . . .	N) _____	_____
O) Setting up A-V equipment and other instructional materials . . . . .	O) _____	_____
P) Tutoring individual students . . . . .	P) _____	_____
Q) Tutoring small group of students while teacher works with another group . . . . .	Q) _____	_____
R) Reading aloud and story telling . . . . .	R) _____	_____
S) Assisting in school laboratory . . . . .	S) _____	_____
T) Assisting in school library . . . . .	T) _____	_____
U) Supervising cafeteria . . . . .	U) _____	_____
V) Supervising playground . . . . .	V) _____	_____
W) Supervising loading and unloading of buses . . . . .	W) _____	_____
X) Supervising study halls . . . . .	X) _____	_____
Y) Corridor monitoring . . . . .	Y) _____	_____
Z) Other (please specify) . . . . .	Z) _____	_____

Continued on next page



**QUESTIONNAIRE FORM**  
 Please report "NUMBERS" each (not merely check)

9. How many hours per week are teacher aides expected to work?

- Less than 6 hours . . . . . \_\_\_\_\_
- 6 to 10 hours . . . . . \_\_\_\_\_
- 11 to 15 hours . . . . . \_\_\_\_\_
- 16 to 20 hours . . . . . \_\_\_\_\_
- Over 20 hours . . . . . \_\_\_\_\_
- TOTAL (Should equal total reported in item 7) . . . . . \_\_\_\_\_

PAID

VOLUNTEER

10. What are the educational requirements for teacher aides? (CHECK all that apply)

- No specific requirements . . . . . \_\_\_\_\_
- High school graduation . . . . . \_\_\_\_\_
- Less than 4 years of college . . . . . \_\_\_\_\_
- 4 years of college or more . . . . . \_\_\_\_\_

11. Please indicate those individuals who are immediate supervisors of teacher aides in your system. (CHECK all that apply)

- Central office staff member . . . . . \_\_\_\_\_
- Principal . . . . . \_\_\_\_\_
- Assistant principal . . . . . \_\_\_\_\_
- Teacher . . . . . \_\_\_\_\_
- Other (please specify) . . . . . \_\_\_\_\_

12. Please CHECK all personnel who are in any way involved in the selection of teacher aides.

- Superintendent . . . . . \_\_\_\_\_
- Other central office staff . . . . . \_\_\_\_\_
- School principal . . . . . \_\_\_\_\_
- Teachers . . . . . \_\_\_\_\_
- Other (please specify) . . . . . \_\_\_\_\_

13. How are the expenses of your system's teacher aide program met? Please ESTIMATE the percentage of the total expenses funded from these sources.

- Public school funds . . . . . \_\_\_\_\_ %
- Elementary and Secondary Education Act . . . . . \_\_\_\_\_ %
- Economic Opportunity Act . . . . . \_\_\_\_\_ %
- Foundation grants . . . . . \_\_\_\_\_ %
- Other (please specify) . . . . . \_\_\_\_\_

TOTAL \_\_\_\_\_ 100 %

14. Please describe below how teacher aides are recruited for your system.

Continued on next page

There is more on page four →

15. What type of training program is used with teacher aides in your system? (CHECK all that apply)

- NONE . . . . . \_\_\_\_\_
- Conferences with immediate supervisors . . . . . \_\_\_\_\_
- Preschool institutes . . . . . \_\_\_\_\_
- Inservice workshops . . . . . \_\_\_\_\_
- Written materials . . . . . \_\_\_\_\_
- Other (please describe). . . . . \_\_\_\_\_

16. If job descriptions for teacher aides are available, or if you have any guides, handbooks, or other publications related to your teacher aide program, we would appreciate receiving copies.

- We are enclosing materials. . . . . \_\_\_\_\_
- We are sending materials separately . . . . . \_\_\_\_\_

17. Please describe below any changes in your teacher aide program that are anticipated in the next two years.

QUESTIONNAIRE FORM

18. The space below is for your comments, evaluation, or other remarks which you might wish to make with regard to the teacher aide program in your system.

PLEASE RETURN ONE COPY OF THE QUESTIONNAIRE TO:

Educational Research Service  
Box 5, National Education Association  
1201 Sixteenth Street, Northwest  
Washington, D. C. 20036

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