

Leadership Institute was to involve local educational leadership from the community at large, from day-care centers, Head Start programs, and other Community Action programs and agencies in exploration of role development, training, and institutionalization of auxiliary personnel, as well as to contribute their experience and ideas for pre-planning of the auxiliaries' training program.

In most programs there was also internal pre-planning involving the staff of the institute. In some instances, such as at the University of California Extension at Riverside, San Fernando Valley State College, and Northern Arizona University, the staff met together for a period of time varying from a weekend to one week, to establish working procedures, discuss the overall approach to learning, and plan the details of the program. Most programs did not have consecutive days allocated to staff pre-planning. Rather, this was accomplished on a more informal basis in a series of separate meetings of the staff prior to the opening of the program.

Recruitment and selection

The plans for recruitment and selection as formulated during the pre-planning sessions varied considerably. In five programs³ the recruitment of auxiliary trainees followed the regular patterns of the school systems involved in the institutes (either as sponsors or eventual employers of the auxiliaries) usually by direct contact through the principal or teachers with the additional involvement of the local Community Action Program Agency (CAP). In two cases, Detroit and New York University, those persons who had already served as school-aides and showed potential for training as teacher-aides were recruited. In Riverside all recruitment was done through the Community Action Programs exclusively. In Maine, mothers receiving Aid to Dependent Children were informed of the program by their social workers. The Navaho auxiliaries, in Northern Arizona, were recruited through the Bureau of Indian Affairs, radio announcements, and word-of-mouth publicity on the reservation. The availability of programs at Ohio University and in Puerto Rico were made known to the classes of local high schools by their principals or guidance counselors. Mass media were used in almost every project to supplement other forms of recruitment.

In St. Petersburg, Florida, the program was for migrants and so recruitment was accomplished both locally through CAP groups and through the Florida State Department of Education. The project at Southern Illinois University recruited part of its participants from the Neighborhood Youth Corps. In the Howard University project, recruitment of high school students in the third and fourth track (slow students) was carried out by the principal of the Cardozo High School which was the only source of the student participants.

Applicants were usually screened through personal interviews. When time precluded this personalized selection procedure, its omission was regretted by those involved in the selection. Only one program, San Fernando Valley State College, had no responsibility for recruitment or selection of trainees. An additional handicap was placed on this program in training auxiliaries since often the program staff did not know either the number of trainees or anything of their background until the trainees arrived for the orientation program.

Academic requirements for the auxiliaries in all programs covered a wide range. The minimum requirement was six years of elementary school. The maximum was some college experience. Other factors most frequently considered in selection were: ability to work with other people, concern for children, and enthusiasm for the work at hand. Although in six projects—Garland Junior College, University of Maine, Jackson State College, University of Southern Illinois, University of South Florida and Berkeley—the auxiliary-trainees were all female, only Garland made it a requirement. This regulation was because residence in the college dormitory was included in this program. It was at Garland that there was a considerable proportion of middle- and upper-class auxiliary trainees, with a majority of low-income participants.

In Detroit, New York University, and Ball State University, preference was given to those auxiliary candidates who planned to return to employment in the school system for the regular school year.

The racial and ethnic groups to which the auxiliaries belonged were varied, including Negroes, Puerto Ricans, Mexican-Americans, Cubans, Navaho Indians,

³ Detroit, Ball State, Berkeley, Jackson and New York.