

# A Qualitative Evaluation of the Early Implementation of and Current Participants' Experiences with the NYC Men Teach Program



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**Submitted to:**

Mayor's Office for Economic Opportunity, the  
New York City Department of Education and  
The City University of New York

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# NYC Opportunity Response to the Westat Evaluation of the NYC Men Teach Program

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Increasing teacher diversity has been shown to have a positive impact on all students. For students of color in particular, having just one teacher of color can have a profound impact on student achievement.<sup>1</sup> In New York City, where 85 percent of public school students are of color but only 40 percent of teachers are of color, increasing teacher diversity is of great importance.<sup>2</sup>

NYC Men Teach works to increase the number of men of color in City classrooms by engaging, inspiring, recruiting and supporting men of color to enter into and remain in the field of education. Announced in 2015 by Mayor de Blasio, NYC Men Teach was launched by the NYC Young Men's Initiative (YMI) with support from the Mayor's Office for Economic Opportunity (NYC Opportunity), and is implemented in partnership between the New York City Department of Education (DOE) and the City University of New York (CUNY).

The program provides a system of professional supports to increase recruitment and retention of male teachers of color committed to educating the City's diverse student population and empowering the communities they serve. NYC Men Teach prepares aspiring teacher candidates from NYC public schools, CUNY community and senior colleges, historically black colleges and universities, DOE school staff, and alternative teacher certification programs for teaching positions within NYC schools. Professional supports for program participants include mentoring and networking opportunities, academic and certification exam support for teacher candidates, professional development for new teachers, transitional supports into paraprofessional and teaching positions, and financial supports including certification exam fees, stipends, and MetroCards.

This evaluation report presents findings from a formative implementation evaluation of the NYC Men Teach program conducted by Westat and Metis Associates. Through interviews, focus groups and surveys reaching a total of 577 NYC Men Teach program administrators, staff and participants, this evaluation analyzes the implementation of the NYC Men Teach program to understand program effectiveness, including strengths and areas for growth. In particular, the evaluation seeks to better understand the quality of the program's recruitment and outreach strategies, support provided to teacher candidates and current teachers, the program's influence on participants' commitment to pursue a career in teaching, and ways in which the program can be improved.

The evaluation finds that NYC Men Teach uses effective communications strategies to recruit program participants and identifies person-to-person communications, as being the most effective strategy. Participants valued various aspects of the program including networking and information sessions that provide more insight into the teaching profession, certification and teaching

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<sup>1</sup> Gershenson, S., Hart, C., Lindsay, C., and Papageorge, N. (2017) "The Long-Run Impacts of Same-Race Teachers": Retrieved from <https://www.iza.org/publications/dp/10630>.

<sup>2</sup> Bond, B., Quintero, E., Casey, Leo., and Di Carlo, M. (2015) "The State of Teacher Diversity in American Education": Retrieved from <http://www.shankerinstitute.org/resource/teacherdiversity>.

application supports, and mentoring for new teachers. The program was also found to positively influence participants' consideration and pursuit of a teaching career, with the majority of CUNY participants either applying for a job as a New York City teacher or likely to do so, and nearly all current DOE teacher participants expressing a commitment to continue teaching.

This early implementation evaluation highlights a promising program model and makes recommendations for program improvements, including increasing engagement among DOE and CUNY administrators and faculty to advance the program's mission and better support men of color as teachers, increasing engagement between mentors and mentees, and building off of successful outreach and communications strategies.

NYC Men Teach program administrators have already implemented several programmatic enhancements during the evaluation period. CUNY has enhanced strategies to engage faculty who support the NYC Men Teach vision and have the expertise to better prepare CUNY students for success in the classroom. Additionally, DOE and CUNY have expanded opportunities for interested candidates to learn about how they can enter the teaching profession and receive support in the process.

NYC Men Teach program administrators are excited to enter into the next phase of program development and build upon the program's early successes. NYC Men Teach seeks to build a critical pipeline to the classroom for men of color aspiring to teach in NYC schools and support them to succeed and remain in their careers. As the New York City student population grows increasingly diverse, NYC Opportunity and YMI will continue to monitor and support this important initiative and explore its impact on teacher diversity.

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## I. BACKGROUND

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In 2015, Mayor de Blasio and the NYC Mayor’s Office for Economic Opportunity (NYC Opportunity) announced the NYC Men Teach program, which was subsequently designed by the Young Men’s Initiative (YMI) and implemented in partnership with the NYC Department of Education (NYC DOE) and the City University of New York (CUNY). Established in 2011, the mission of YMI is to develop and champion policies, programs, and partnerships that holistically support the success of young men of color throughout NYC. In keeping with this mission, NYC Men Teach seeks to engage, recruit, support and inspire men of color to enter and remain in the field of education, ultimately increasing the number of men of color in NYC classrooms.

The call to action to create the NYC Men Teach came from a pair of reports published approximately a year prior to the launch of the program. These reports not only highlighted the racial and ethnic disparity between NYC students and their teachers, they described troubling trends in how the workforce in NYC schools was changing, and patterns in how teachers of color were distributed across the City. For example, the Albert Shanker Institute report demonstrated that while approximately 85% of students in NYC schools are non-White, only 40% of teachers are of color and only 8.3% are men of color (Casey, Di Carlo, Bond & Quintero, 2015).

*“Students in NYC are diverse and deserve to be educated by people who represent their communities and who come from their own communities.”*

NYC Men Teach Program  
Administrator

When paired with information on trends in the teaching workforce in NYC public schools from the NYC Independent Budget Office (IBO), it became clear that if left unaddressed, the disparity would only worsen (New York City Independent Budget Office, 2014). The report from the IBO described how teachers of color are distributed across City schools. It revealed that the proportion of Black and Hispanic teachers was considerably greater at high-poverty schools compared to low-poverty schools (25% and 24% vs. 12% and 8%, respectively), and that the turnover rates in high-poverty schools were significantly higher than those in low-poverty schools (68% vs. 52%, respectively). Collectively, the evidence from these two reports suggested that prior to the launch of the NYC Men Teach program, the NYC teacher workforce was (1) disproportionately White and female and did not reflect the diversity of students attending NYC schools, and (2) distributed in such a way that made it more likely that Black and Hispanic teachers would leave teaching.

These patterns were particularly troubling because research shows that all students benefit from being educated by teachers from a variety of backgrounds who help create a positive learning environment and leave a profound impact on students’ grades and self-worth (Gershenson, 2015; Holt & Gershenson, 2015; Villegas & Lucas, 2004).

As they began the design process for the NYC Men Teach program, YMI sought assistance from a former NYC public schools English teacher and researcher at Boston University, Dr. Travis Bristol. Dr. Bristol provided a review of available research on national trends related to men of color within the teaching workforce in order to help YMI understand the possible root causes to why (1) too few men of color choose to become teachers, (2) too few men of color are hired as teachers, and (3) too many men of color choose to leave teaching. The research showed that there were clear root causes to each issue.

First, men of color are unlikely to choose to become teachers because of the fact that **teaching is a female dominated profession** (Bristol, 2014; Casey, Di Carlo, Bond & Quintero, 2015; Ingersoll, Merrill, & Stuckey, 2014; U.S. Department of Education, 2016). The prospect of being the only male teacher at a school, or having a severely limited number of male colleagues can be off-putting for men considering teaching as a profession, and especially so for men of color who are minorities in the teaching profession on multiple levels. This paired with the **lesser status that teaching holds in American society compared to other professions** such as business, law, or medicine, challenges the perception of teaching as a viable profession among men of color even further. Minority interest in a teaching career declined from 19.3% in 1970 to 6.2% in 1985, and continues to decline (Torres, Santos, Peck, & Cortes, 2004).

Second, the primary reason that too few men of color are hired as teachers is due to the well-established pattern of **lower pass rates on teacher certification exams among minorities**. Modern teacher certification exams spread in the period immediately following *Brown v. Board of Education* (Torres, Santos, Peck, & Cortes, 2004). The negative impact of these teacher certification exams on the representation of minority groups in the teaching profession was noted almost immediately. By the 1980s there was evidence that exclusion of minority teachers from the workforce had become systematic (Garcia, 1985). “Between 1984 and 1989, an estimated 37,717 minority candidates and teachers—including 21,515 African Americans—were eliminated as a result of newly installed teacher certification and teacher education program admission requirements” (Smith, 1988). Subsequent research around this issue has clearly established that the lower pass-rate among minority candidates is not related to teacher quality, finding that the predictive power of the licensure exams on student achievement varied by teacher race (Goldhaber & Hansen, 2010). Regardless of these issues, the use of teacher certification exams continues to grow, and higher passing scores continue to be re-established over time (National Research Council, 2001).

Third, there is a national trend of too many men of color choosing to leave the teaching profession because of **challenging work conditions** and socio-emotional challenges that they encounter in the workplace. In his study of 26 Black male teachers in the Boston Public Schools, Bristol describes common **socio-emotional challenges** encountered by men of color in the teaching profession (Bristol, 2015). He describes the bias that men of color face in their schools as they are treated as disciplinarians as opposed to teaching professionals, and the frustration that men of color experience in trying to create culturally responsive learning environments that are inclusive and meet the learning needs of all students within the confines of the current system (Bristol, 2015). Aspiring to provide the best educational experience possible for all of their students, men of color often find themselves limited by the requirement to adhere strictly to curricula that have been adopted, and the resistance that they encounter from other teachers and administrators when attempting to modify these curricula to be more culturally inclusive. This paired with the prevalent pattern of pigeonholing of teachers who are men of color as disciplinarians, sends a message to these professionals that they are valued more for their role as disciplinarians than professional educators. In another study, Bristol describes the challenging working conditions that men of color encounter in high-needs schools (2014). Here, Bristol describes two different types of experiences that these men of color experienced in their schools. Those who were “loners” were the only Black male teacher in their schools, while those who were “groupers” worked among many other Black male teachers in their school (2014). Although counterintuitive, Bristol’s findings showed that loners were more likely to stay at their schools, citing supportive working conditions, while groupers were more likely to leave. When these findings are interpreted in light of the fact that men of color are disproportionately assigned to teach in



high-needs schools, it becomes clear that the groupers were more likely to leave their schools despite working among many other Black male teachers because of the challenging working conditions that they were encountering in high-needs schools. These results illustrate the importance of work conditions in efforts to retain men of color in the teaching profession.

The NYC Men Teach program was designed to address the root causes to why (1) too few men of color choose to become teachers, (2) too few men of color are hired as teachers, and (3) too many men of color choose to leave teaching. To **increase the number of men of color who choose to become teachers**, YMI in partnership with CUNY and NYC DOE initiated an outreach campaign to raise awareness not only about the NYC Men Teach program, but about the teaching profession as well. To assist with this campaign the NYC DOE Outreach Team was established. The *NYC DOE Outreach Team* engages with community members through information sessions and events, sharing information and engaging in conversations with attendees.

To **increase the number of men of color hired as teachers**, NYC Men Teach created a system of pre-hire and hiring supports. At CUNY they established a *program manager* role. The program managers interface directly with students and faculty at CUNY to disseminate information about the program, share information on the teaching profession, and facilitate networking through events. With CUNY community and senior college students who are NYC Men Teach participants they provide academic advising, support their preparation for certification exams, help them address barriers in college; assist in applying for alternative certification programs; and facilitate access to financial assistance available through the NYC Men Teach program

In addition, the *Village Pathways* component of the NYC Men Teach program supports men of color who are interested in teaching but are not yet ready to enter a traditional or alternative certification pathway in exploring teaching as a career, by providing opportunities to take on school-based roles as paraprofessional and after-school teaching roles at NYC DOE. These participants also benefit from training and support provided through Village Pathways. Collectively, these pre-hire supports help to ensure that NYC Men Teach participants meet the requirements for graduation and certification in order to become strong candidates for hiring.

Lastly, although men of color are not leaving teaching in NYC DOE schools at disproportionate rates, the NYC Men Teach program is pro-actively seeking to **reduce the number of men of color who choose to leave the teaching profession**, by providing current teachers with a system of supports, including mentoring, professional development, and networking opportunities. Mentors facilitate monthly sessions with their mentees to discuss challenges and provide support. Additionally, some *mentors* also serve in an *Ambassador* role, supporting alternative certification processes including certification, application and hiring, as well as onboarding. This system provides NYC Men Teach teachers and teacher applicants with resources to excel into their teaching careers (For more details, see Figure 1.1.).

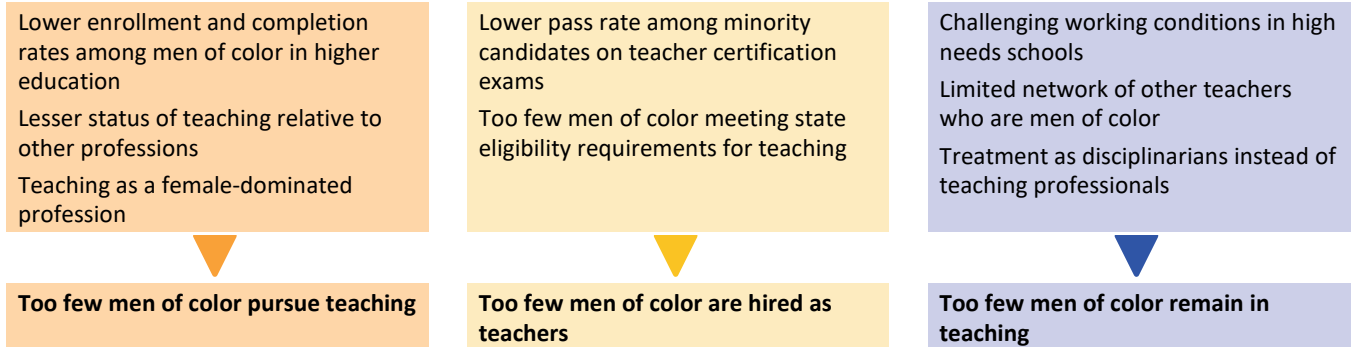
Built upon the belief that all students, families, and school communities can benefit from experiences and perspectives that male teachers of color can bring to the classroom, the NYC Men Teach program aspires to raise the number of male teachers of color in the teacher pipeline, create conditions for early career success, and integrate new teachers into the broader education landscape. The following report summarizes findings from interviews, surveys, and focus groups conducted with various NYC Men Teach stakeholder groups including program administrators, staff, and participants to create a full picture of the effectiveness of NYC Men Teach—including its strengths and areas where it may be further improved.

Figure 1.1 New York City Men Teach (NYC Men Teach) Logic Model

## Problem

Male students of color in New York City are not proportionally represented in the classroom.

## Root Issues

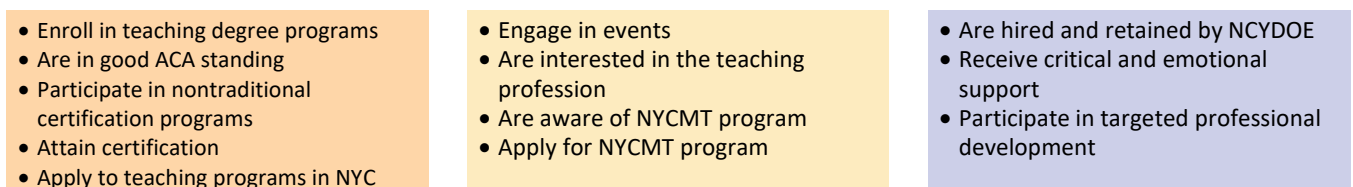


## Solution

### 1. NYC Opportunity announces NYC Men Teach program, designed by the Young Men’s Initiative and implemented in partnership with NYC DOE and CUNY.



### 2. As a result, more men of color:



## Outcome

All students benefit from a diverse teaching force and culturally responsive learning environment. In particular, male students of color benefit from a learning environment that reflects their culture, background, and experiences.

NYC Opportunity contracted with Westat and Metis Associates to conduct a formative, utilization-focused evaluation of the early implementation of the NYC Men Teach program to inform decision-makers as they consider the ways in which the ongoing implementation of NYC Men Teach can be improved. This evaluation is formative in that it focuses on how the program has been implemented and how participants are experiencing the program, as opposed to focusing on outcomes associated with the program. The information that this evaluation provides is utilization-focused in that it is of sufficient detail and quality to inform decisions about how the program could be improved.

To attain this goal, the research team collected data from key stakeholders, including **NYC Men Teach program staff and administrators** from NYC Opportunity YMI, NYC DOE and CUNY, **program participants** at CUNY and NYC DOE, **NYC DOE Ambassadors**, and **CUNY project managers**. Program participants at NYC DOE were further differentiated based on their current role as follows: classroom teachers, current paraprofessionals and after-school teachers, and teacher applicants. We asked these participants about activities and supports related to learning about the teaching profession and preparing to become a teacher.<sup>1</sup>

The engagement of stakeholders involved in each level of the NYC Men Teach program is of fundamental importance in determining the quality of the results from this evaluation, and helps to assure that all perspectives are taken into consideration in the findings. These stakeholders had the opportunity to provide feedback through participation in multiple activities including surveys, interviews, and focus groups. **Table 1.1** summarizes the number of participants from each stakeholder group in each of the evaluation activities.

**Table 1.1. Number of stakeholders by evaluation activity**

Activity	Program staff/ admin.	CUNY project managers	CUNY participants	NYC DOE participants	NYC DOE Ambassadors	NYC DOE Outreach Team	Total
Interviews	11	--	--	--	--	--	11
Focus groups	--	11	2	19	3	7	42
Surveys	--	13	299	176	36	--	524
<b>Total</b>	11	24	301	195	39	7	577

The research team combined these data with information collected through document reviews and secondary analyses of administrative data, to provide insights into the following four topic areas:

1. Recruitment and outreach strategies;
2. Quality of support provided to both teacher applicants and in-service participants;
3. Program influence on participants’ commitment to pursue a career in teaching; and
4. Ways in which the program can be improved.

This report summarizes the results of this mixed-methods evaluation of the NYC Men Teach program. The results of these analyses address a series of research questions identified by NYC Opportunity and their partners

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<sup>1</sup> It should be noted that the approximately 15% of program participants who participated in this evaluation identified themselves as female. Given that the program does not exclude women, this is expected.

at CUNY and NYC DOE. These research questions are organized around the four topic areas identified above, so that decisions around ongoing implementation and program improvement can be informed by data. (See **Table 1.2** for a comprehensive summary of the alignment of the evaluation activities and the research questions.)

**Table 1.2. Research questions and topic areas by data collection method**

Research Questions by Topic Area	Document Review	Interviews: NYC DOE & CUNY Administrators	Focus Groups				Surveys				Analysis of Extant Data
			CUNY Participants	NYC DOE Participants	NYC DOE Ambassadors	CUNY Project Managers	CUNY Participants	NYC DOE Participants	NYC DOE Ambassadors	CUNY Project Managers	
<b>Recruitment and Outreach Strategies</b>											
1.1 What recruitment and outreach strategies have been successful in growing the overall program?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1.2 What programmatic services or aspects of the NYC Men Teach mission attracted participants to apply?	✓						✓	✓	✓	✓	
1.3 What knowledge and/or skills do participants hope to gain from participating?			✓	✓			✓	✓			
<b>Quality of Support Provided to Both Pre-Service and In-Service Participants</b>											
2.1 How have participants at CUNY been supported in the process toward becoming teachers?		✓	✓			✓	✓			✓	
2.2 In what ways has the NYC Men Teach program improved the level of support available to participants as new teachers?		✓			✓						
2.3 How does the NYC DOE program experience vary by demographics of participants?							✓	✓			✓
<b>Program Influence on Participants' Commitment to Pursue a Career in Teaching</b>											
3.1 How has participation in the program influenced CUNY students' consideration and pursuit of a career in teaching?			✓				✓				
3.2 How has participation in the program influenced NYC DOE teachers' commitment to remain in teaching?				✓				✓			
3.3 To what extent have in-service participants been able to influence their classrooms and schools as a result of their participation in NYC Men Teach?				✓				✓			
<b>Ways in Which the Program Can Be Improved</b>											
4.1 How can NYC Men Teach improve engagement of administrators at CUNY and NYC DOE?		✓			✓						
4.2 What contextual factors influence program effectiveness and satisfaction with the program?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.3 What does the NYC DOE school-level leadership need to successfully partner with NYC Men Teach teachers to create change in classrooms and buildings?		✓			✓						
4.4 What additional support, guidance, and networking opportunities, would participants like to see?			✓	✓							
4.5 How can the program be improved overall?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

## II. RESULTS

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The results from the evaluation are reported below and organized according to the four topic areas identified earlier in this report including: 1. *Recruitment and Outreach Strategies*, 2. *Quality of Support Provided to Both Pre-Service and In-Service Participants*, 3. *Program Influence on Participants' Commitment to Pursue a Career in Teaching*, and 4. *Ways in Which the Program Can Be Improved*. Within each of these four topic areas, the research questions provide additional organization. Finally, where appropriate, results for each research question are disaggregated by program location (CUNY or NYC DOE), and participant type (Community College, Senior College, Current NYC DOE Teachers, NYC DOE Paraprofessionals and After-School Teachers, and NYC DOE Teacher Applicants).

### Topic Area 1. RECRUITMENT AND OUTREACH STRATEGIES

We asked participants at NYC DOE and CUNY, as well as CUNY program managers and NYC DOE Ambassadors to rate the importance of various information sources. We also asked participants about the programmatic services that influenced their decision to join the NYC Men Teach program, and the knowledge and/or skills that they hoped to gain through participation in the program.

*The results show that while there is agreement across participant groups around the most influential types of communications, with person-to-person communications being the most influential, both the types of knowledge and skills that participants hope to gain and the programmatic aspects that most influenced their decision to join the program vary according to where they are in the teacher pipeline.*

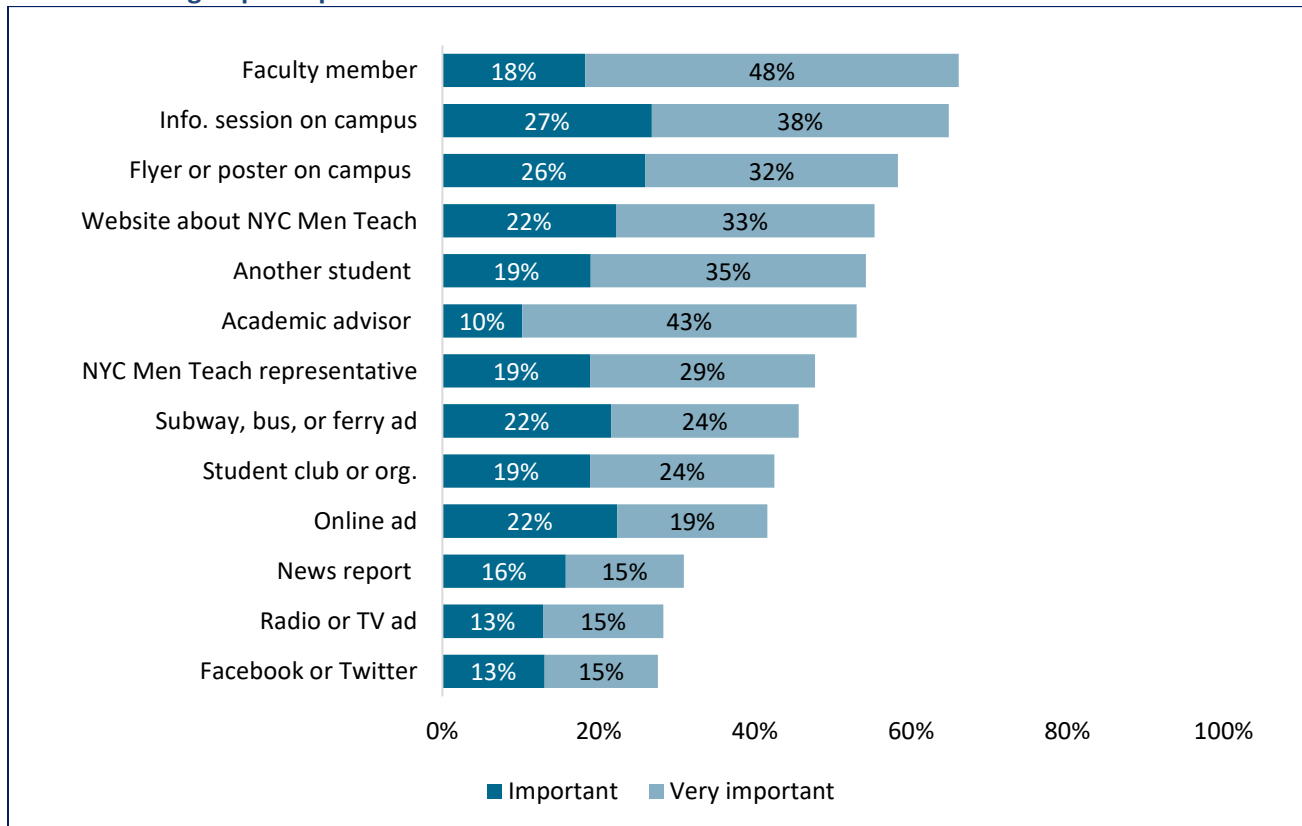
#### RQ 1.1 What recruitment and outreach strategies have been successful in growing the overall program?

*The results validate the communications strategy employed by YMI and program administrators, which entailed using broad-based communications to build an awareness of the NYC Men Teach program, and person-to-person communications to influence participants' decision to apply to the NYC Men Teach program.*

- **Informational sessions were the most important for NYC Men Teach participants.** About 65% of CUNY participants and 72% of NYC DOE participants said that informational sessions were “important” or “very important” sources of information in making their decision to apply to the NYC Men Teach program (**Figures 2.1 and 2.2**). Outreach Team members who participated in focus groups illuminated some of the reasons person-to-person communications about NYC Men has been so effective. They describe the following strategies that they used in person-to-person communications:
  - *Adapting to meet the prospective participants' personal needs and goals, meeting them where they are.* For example, recognizing that career changers who have been working as professionals in other fields were likely to have different concerns than someone who just graduated from college with a bachelor's degree in chemistry and wants to go into an alternative certification program.

- *Targeting family members in conversations to build their buy-in and support.* Outreach Team members explained that prospective participants were more likely to join the program when a family member encouraged them.
- **For CUNY participants, faculty members were equally important.** Approximately 65% of CUNY participants said that faculty were “important” or “very important” sources of information in making their decision to apply to the NYC Men Teach program. Participants described learning of the NYC Men Teach program through their professors and the assistance that they provided by liaising them with the program coordinator at CUNY. Program managers who participated in focus groups described the efforts that they make to engage faculty members, including speaking to faculty and CUNY staff, participating in academic department meetings, and sending emails to faculty and staff members to help build their support of the program (Figure 2.1).

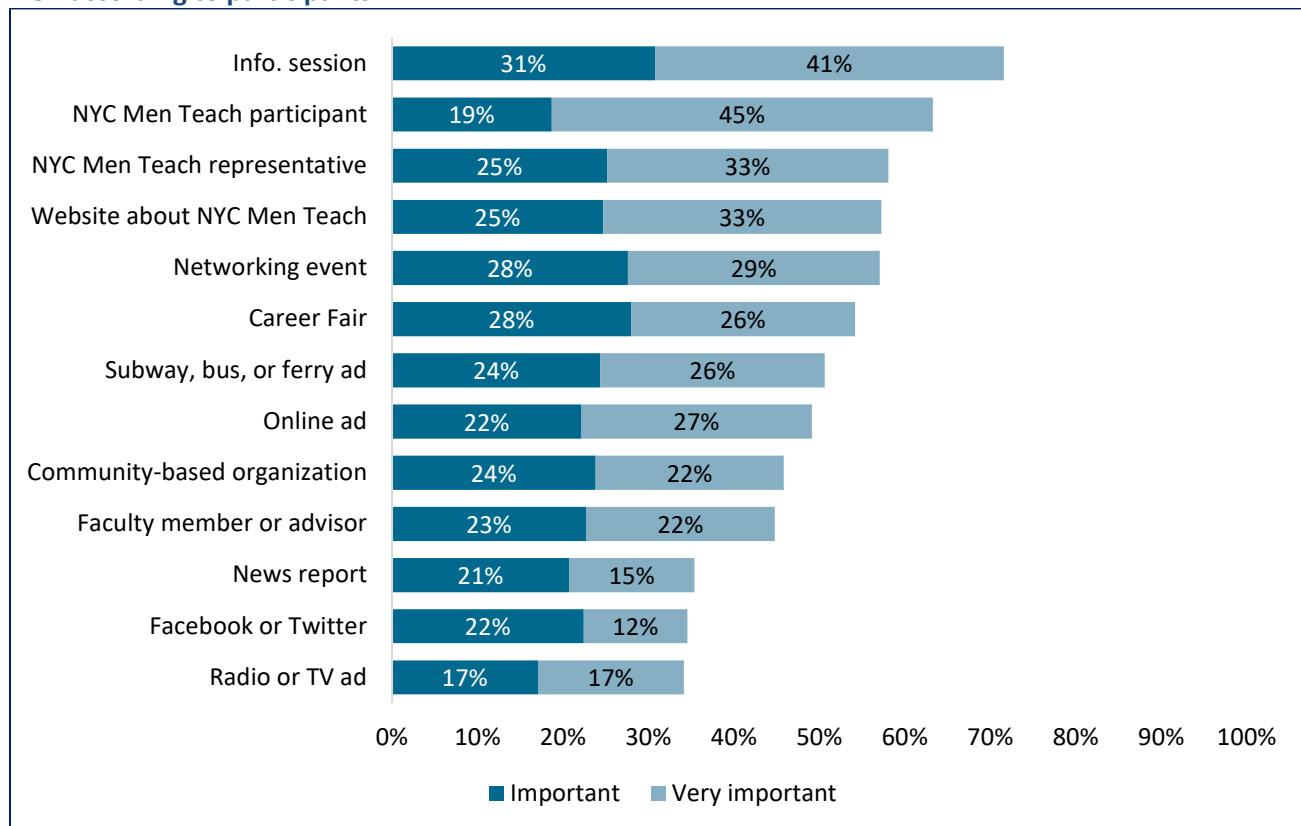
**Figure 2.1. Importance of information sources in making decision to apply to NYC Men Teach program at CUNY according to participants**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- For NYC DOE participants, other program participants and representatives, such as Outreach Team members were also important, 63% called program participants “important” or “very important,” while 58% said that program representatives were “important” or “very important” (Figure 2.2). This is in keeping with the general pattern that person-to-person communications are most effective in influencing an individual’s decision to join the NYC Men Teach program. One Outreach Team member who was interviewed explained, “It is kind of hard to encapsulate what Men Teach is in those print ads. I’ve seen some really clever ones and they’re great, but I – people still have a lot of questions after that.”

**Figure 2.2. Importance of information sources in making decision to apply to NYC Men Teach program at NYC DOE according to participants**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- Across all participant groups at both CUNY and NYC DOE, the sources of information that were least influential in a participant’s decision to join the program were social media, radio and television advertisements, and news reports.
  - Only 34% of NYC DOE participants and 28% of CUNY participants agreed that social media and radio or television advertisements were important sources of information in their decision to participate in the NYC Men Teach program. Similarly, only 36% of NYC DOE participants and 31% of CUNY participants agreed that news reports were influential sources of information. These sources of information were identified approximately half as often as the most influential sources (Figure 2.2).

- **The mission of the NYC Men Teach program resonated with all stakeholder groups, and positively influenced their decision to participate in the program.**
  - While the highest rate of agreement was among NYC DOE participants, 97% of whom agreed that the mission of the NYC Men Teach program was important or very important in their decision to join the program, a large majority of NYC DOE Ambassadors and CUNY participants also agreed (84% and 87%, respectively) (Figure 2.2).

The striking proportion of NYC DOE program participants and Ambassadors who stated that the mission of the NYC Men Teach program was influential or very influential in their decision to join the program highlights the importance of the messaging around the program mission above and beyond the mode of communication.

## **RQ 1.2 What programmatic services or aspects of the NYC Men Teach mission attracted participants to apply?**

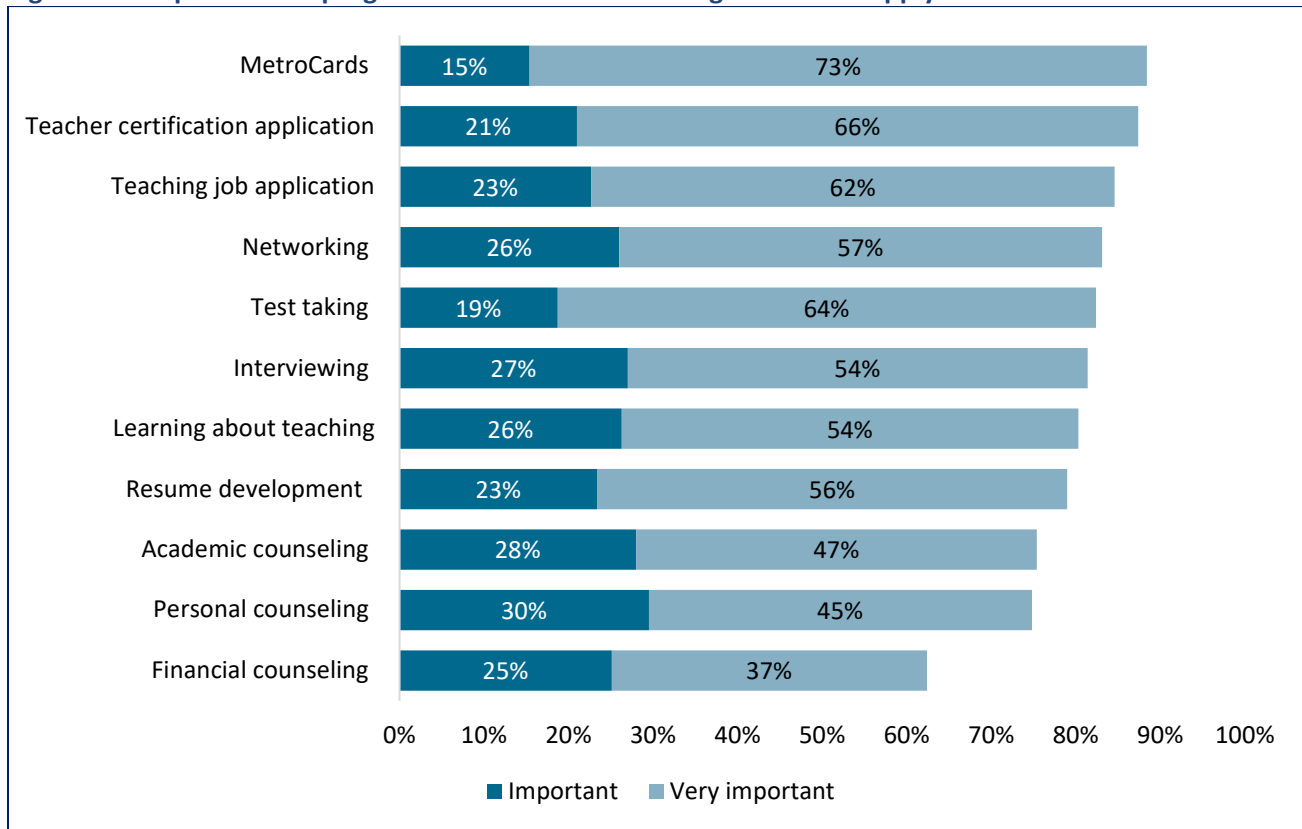
*The results suggest that the types of supports that are most valued by program participants varies depending on where they are in the teaching pipeline.*

- *Individuals just entering the pipeline at CUNY as students with a broad interest in teaching, or at NYC DOE as paraprofessionals or after-school teachers, place the greatest value on networking and information sessions that provide opportunities to learn more about the teaching profession.*
- *Individuals further along in the pipeline including students at CUNY who already have a clear, strong interest in education or teacher applicants at NYC DOE who are not yet certified, place the greatest value on aspects of the program that support their goals, such as certification and teaching application supports.*
- *Current NYC DOE teachers, who are already in schools, placed the greatest value on the mentoring that they are provided by virtue of their participation in the NYC Men Teach program.*
- **The programmatic service that CUNY participants identified most often as attracting them to the NYC Men Teach program was the *MetroCards availability*.** Approximately 88% of CUNY participants identified MetroCards as a specific aspect of the program that attracted them to apply to the NYC Men Teach program. According to program managers, MetroCards were a major reason that students expressed interest in NYC Men Teach. Participants who were surveyed elaborated that the MetroCards were not only helpful in terms of helping them get to class, but also in terms of helping them with transportation during student teaching (Figure 2.3).
- **CUNY participants said that *teacher certification (87%) and teaching position application support (85%) were “important” or “very important.”*** Program managers who participated in focus groups explained that students who already had strong interests in teaching prior to joining the program were attracted to the specific supports that would help them meet their goals, while those just “discovering” teaching as a career option wanted to explore what it meant to be a teacher (Figure 2.3).



- CUNY participants also described *networking opportunities* as important or very important program supports to the CUNY participants.** They described how networking events provided opportunities for them to gain connections to the field of education, and to learn about the expectations of teachers in the classroom (Figure 2.3).

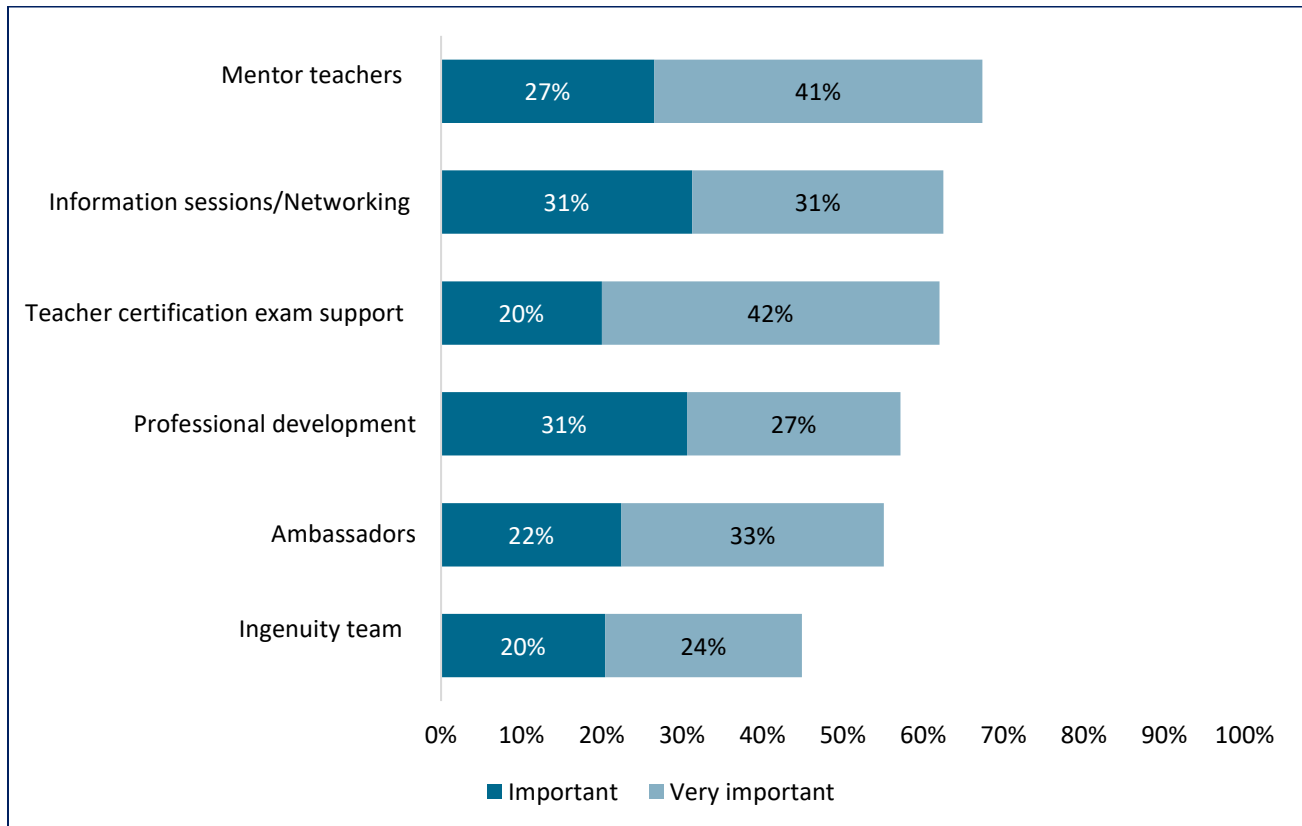
**Figure 2.3. Importance of programmatic services in making decision to apply to NYC Men Teach at CUNY**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- NYC DOE participants who are current teachers reported that the most important program feature for them was support from NYC Men Teach *mentor teachers*.** A total of 68% NYC DOE Participant Survey respondents who are current teachers stated that support from a NYC Men Teach mentor teacher was important or very important (**Figure 2.4**). Although NYC DOE provides mentoring to teachers in their first year of teaching, the NYC Men Teach program provides two years of mentoring for program participants. In addition to extending the mentorship period, NYC Men Teach select and train their mentors to provide more socio-emotional support and support around culturally responsive teaching practices. Participants describe how their mentors, who were experienced teachers, provided them guidance and information with areas where they had limited knowledge or prior experience, including areas such as lesson planning, classroom management, and working with school administrators. There is also anecdotal evidence suggesting that the mentoring support also improves participant perception of the supportiveness of their school in general.

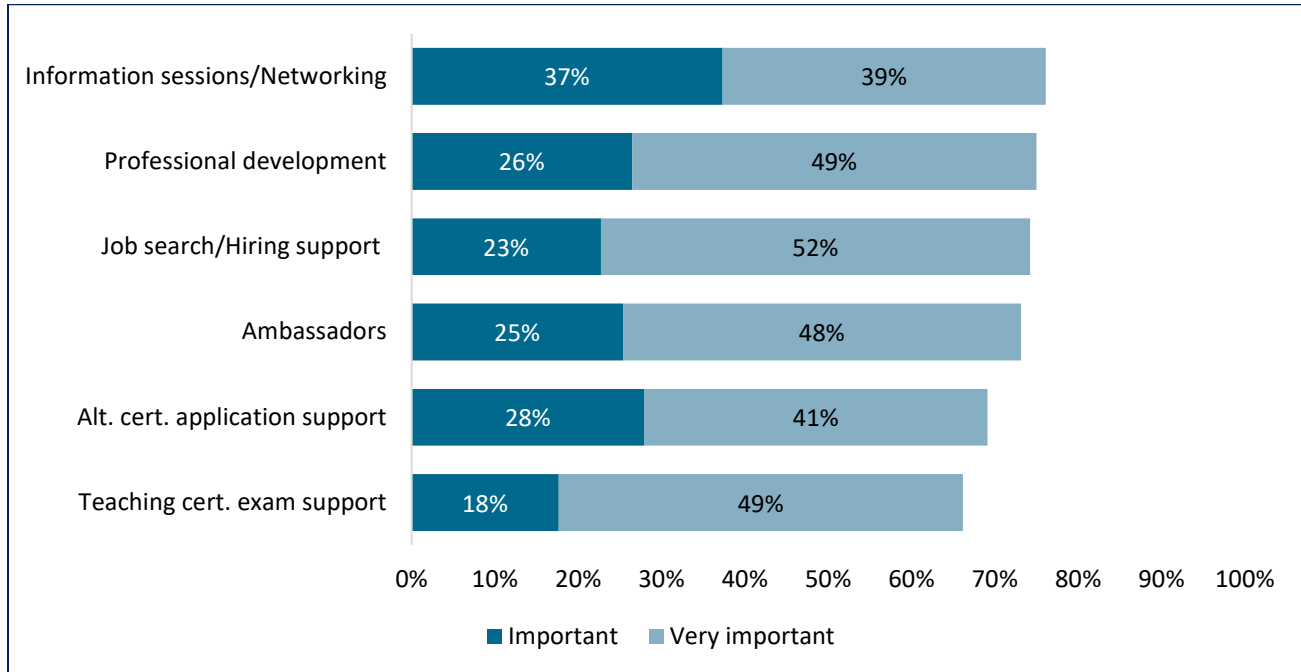
**Figure 2.4. Importance of programmatic services according to NYC DOE current teachers**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- **NYC Men Teach participants who are teacher applicants with NYC DOE reported that *job search and hiring supports* were among the most important program features.** A total of 76% of participants who are teacher applicants also reported that certification exam supports were important or very important (**Figure 2.5**). The high value that teacher applicants place on certification exams validates the identification of challenges with passing certification exams as a barrier for teacher applicants to become eligible for NYC DOE teaching positions.

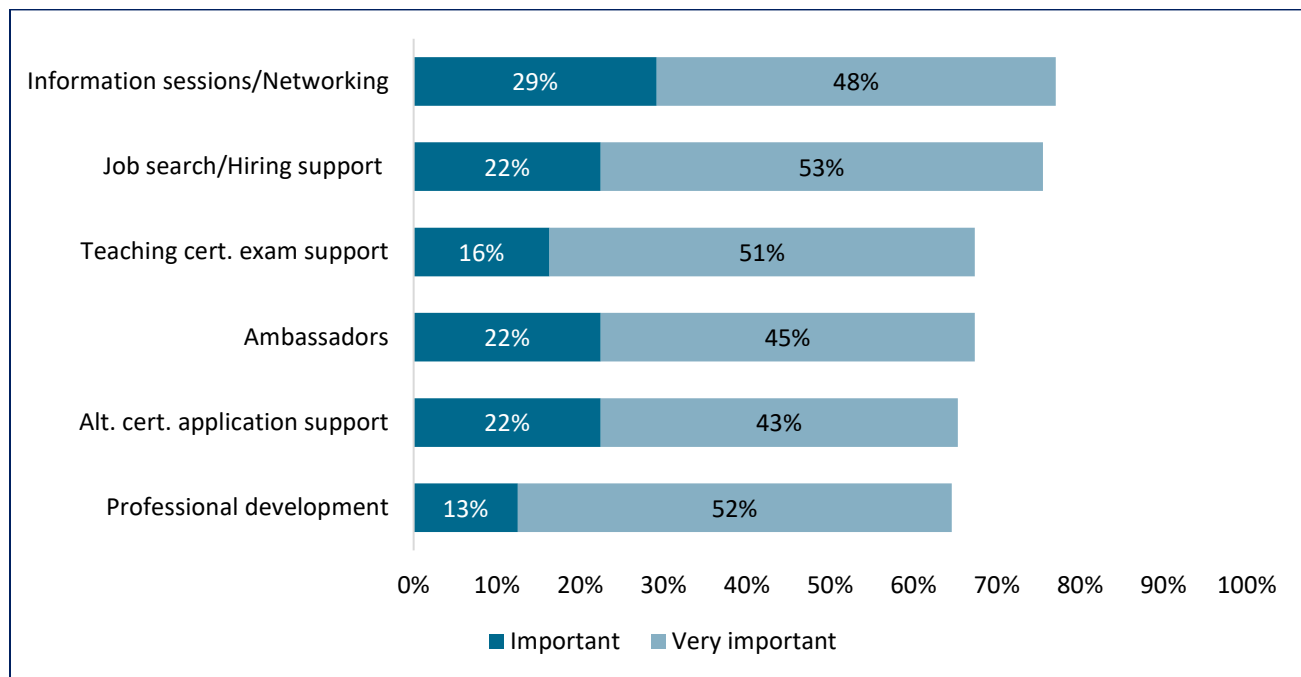
**Figure 2.5. Importance of programmatic services according to NYC DOE paraprofessionals and after-school teachers**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- **NYC DOE paraprofessionals and after-school teachers reported that *information sessions and networking events* are the most important program feature.** A total of 76% of paraprofessionals and after-school teachers viewed program information sessions and networking events as “important” or “very important” (Figure 2.6). When elaborating on what about the networking opportunities and information sessions was most helpful to them, the after-school teachers described being able to learn about different pathways to teaching and discovering the pathway that was best for them.

**Figure 2.6. Importance of programmatic services according to teacher applicants and participants**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

### RQ 1.3 What knowledge and/or skills do participants hope to gain from participating?

The results suggest that just as with the most influential programmatic services, the knowledge and/or skills that participants hope to gain from participating in the program varies depending on where they are in the teacher pipeline.

- **The alignment between the knowledge and skills that participants hope to gain from participating in the NYC Men Teach program and the programmatic services that most commonly influenced participants’ decision to join NYC Men Teach validates the focus of each type of programmatic service.**
  - **There are differences in what CUNY participants hope to gain from the program based on whether they are currently enrolled in community college or senior college.** CUNY program managers who participated in focus groups described the key difference. At community colleges, participants are focused on identifying a major course of study and successfully transitioning to senior college. Participants at senior college, however, are focused on degree completion, preparing to obtain teaching certification, and searching for teaching positions.

This aligns to the finding that students who already had a strong interest in teaching prior to joining the program, especially students with education majors, were attracted to the specific supports that would help them meet their goals, while those just “discovering” teaching as a career option wanted to explore what it meant to be a teacher. As they prepare for a successful transition to senior college, community college students are seeking information about the teaching profession. As students in senior college are focused on degree completion, they are seeking supports that will help them attain their goals, such as passing their certification exam.

- **Similarly, NYC Men Teach NYC DOE participants are seeking different knowledge and skills based on their location in the teacher pipeline.**
  - Current teachers are seeking knowledge and skills that will help them to be more effective, including classroom management and culturally responsive teaching.
  - Paraprofessionals and after-school teachers also seek knowledge and skills that will help them to be more effective, but the specific skills are different – they include, lesson planning, and knowledge of learning styles.
  - Paraprofessionals and after-school teachers are seeking information about what is required of teachers. The most commonly referenced information is related to knowing what professional evaluations will look like and understanding the Danielson Framework for Teaching rubric<sup>2</sup>.
  - Teacher applicants are seeking knowledge and skills that will help them become a teacher, including knowledge on how to create a strong resume and skills to help them pass their certification exam.

## Topic Area 2. QUALITY OF SUPPORT PROVIDED TO BOTH PRE-SERVICE AND IN-SERVICE PARTICIPANTS

We asked CUNY program managers and NYC Men Teach participants at CUNY and NYC DOE to tell us about how they have been supported through participation in the NYC Men Teach program, and which supports have been most helpful to them. We also compared the responses from participants from different racial and ethnic subgroups to determine if participant’s experience in the NYC Men Teach program varied based on their race and/or ethnicity. The results are reported below.

***Findings suggest that there is a strong culture of collaboration developing between CUNY and NYC DOE program around providing pre-hiring supports. This culture of collaboration extends beyond the CUNY and NYC DOE staff, as CUNY program managers have described a culture of collaboration among the CUNY NYC Men Teach participants. Similarly, at NYC DOE experienced teachers are providing wraparound support to NYC Men Teach participants at NYC DOE.***

***These efforts have resulted in a consistent high-quality experience for participants at CUNY. However NYC DOE participants who are African American and those who are Hispanic have had qualitatively different***

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<sup>2</sup> Charlotte Danielson’s Framework for Teaching is a research-validated instrument for teacher observation, evaluation and development ([http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/Teachscape\\_Rubric.pdf](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/Teachscape_Rubric.pdf)).

*experiences in the NYC Men Teach program, with Hispanic teacher applicants and current teachers reporting greater satisfaction with their experiences in the NYC Men Teach program than African Americans in the same roles*

## **RQ 2.1 How have participants at CUNY been supported in the process toward becoming teachers?**

*Results show that NYC Men Teach participants at CUNY are receiving supports from their program managers, collaborative efforts between CUNY and NYC DOE, and from one another through peer-to-peer support that spontaneously developed.*

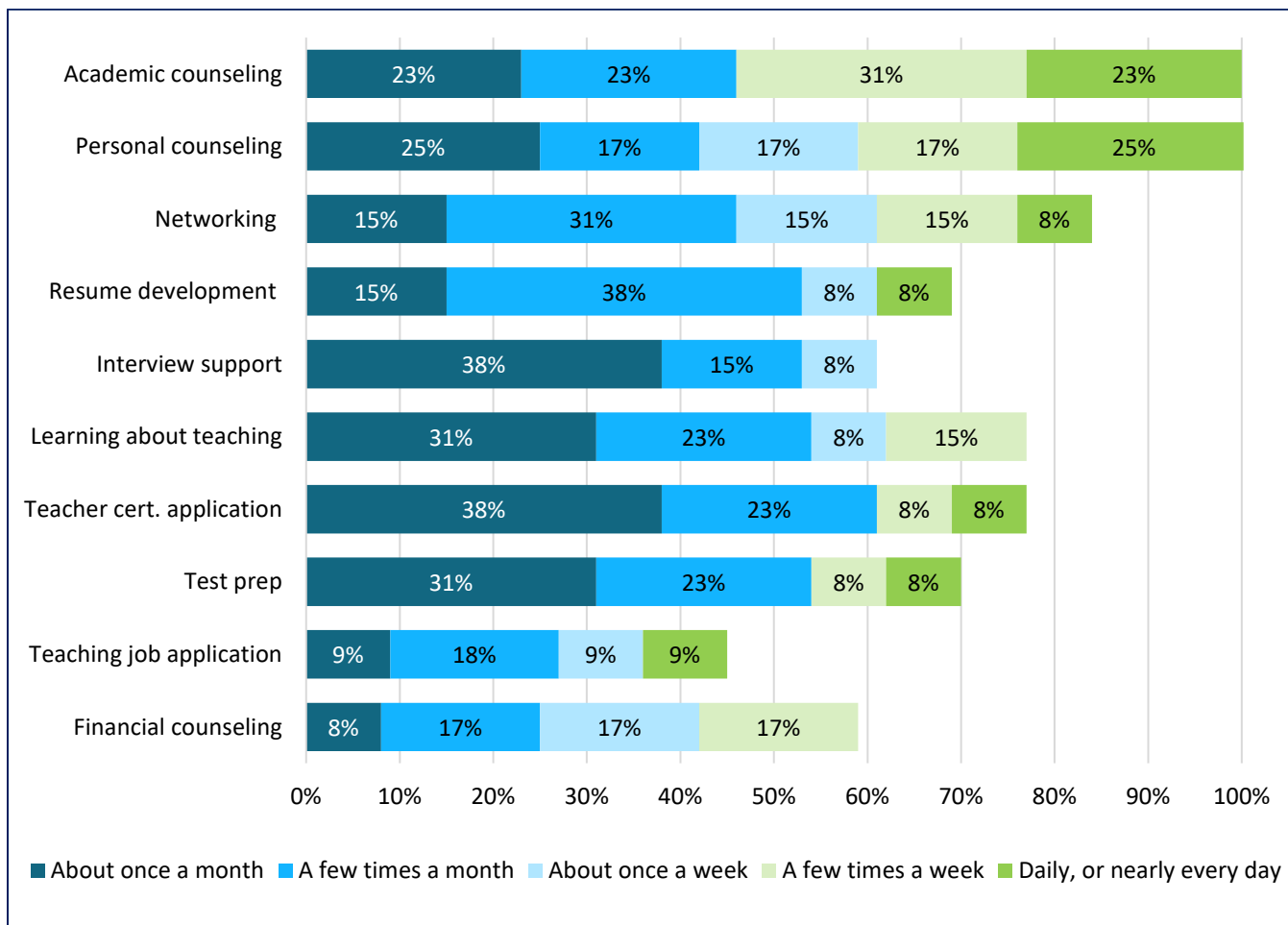
- **CUNY program managers provide academic counseling and personal advisement support to NYC Men Teach participants at CUNY on a weekly and sometimes daily basis (Figure 2.7).**
  - **Approximately 78% of CUNY program managers provide academic counseling at least once a week, with 23% providing it daily.** Academic counseling meetings support participants by monitoring their academic progress, including monitoring credits and course required for graduation. The frequency of these meetings is based on participant need, as assessed by the program manager. In assessing the level of need of each participant, program managers consider grade point average, life events that may act as socio-emotional stressors, and proximity to completion of milestones. One senior college participant described how her adviser helped her stay on track for graduation with her associate’s degree, and since then has helped her plan her courses for her psychology major and education minor.
  - **Nearly 60% of CUNY program managers provide personal advisement at least once a week to daily or nearly every day.** Personal advisement meetings support participants with establishing their goals and creating actions steps to meet them. Program managers and participants alike noted that these meetings are especially valuable because they are rich opportunities for advisers and students to exchange ideas beyond the scope of traditional advisement.
- **CUNY program managers help NYC Men Teach participants at CUNY with applications at least once a month or a few times a month.**

*“It was really helpful because when you – when you’re in your last semester and you’re trying to graduate and you’re trying to have everything under control, it gets really crazy and like, this advisement helped me so much.”*

NYC Men Teach CUNY Participant

**Sixty-one percent provide support with teacher certification applications, and 36% provide support with teaching position applications.** This is an area of mutually beneficial collaboration between NYC DOE and CUNY. For CUNY, the program provides a pathway (through its connections with tenured teachers) for its teacher applicants to find teaching positions in NYC schools. Moreover, working with the NYC DOE provides prospective teachers from CUNY with useful information. NYC DOE also benefits from the collaboration, according to program managers, because in turn, CUNY trains a diverse pool of teacher applicants.

**Figure 2.7. Frequency of CUNY program managers who reported providing specific services or supports**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- Additionally, NYC Men Teach participants at CUNY provide peer-to-peer supports to one another through resource sharing and study groups.** Participants in the program manager focus group described the spontaneous development of a system of supports among the NYC Men Teach participants stating that, “there are a lot of math education students and some of the math classes, as you can imagine, are pretty difficult for the students. So, – they've like, formed study groups with one another. A lot of them are taking the same classes, they share notes, they've been able to share study books ..... And that kind of camaraderie kind of birthed from this program is really helpful for students.”

While program managers are the primary source of support to CUNY NYC Men Teach participants and advisement services seem to be the most frequently provided type of support, there is also evidence of collaboration between NYC DOE and CUNY to provide pre-hiring supports to students at CUNY. Program managers described their collaboration with NYC DOE around planning colloquia and NYC Men Teach Day, which provide opportunities for students to participate in sessions designed to deepen their knowledge and understanding of topics related to teacher identity and preparing to be successful

teachers in the NYC public school system. Working with NYC DOE has been an all-around good experience for program managers because NYC DOE staff were responsive and thoughtful partners.

## RQ 2.2 In what ways has NYC Men Teach improved the level of support available to participants as new teachers?

*Results show that experienced teachers, including NYC DOE Ambassadors and mentors, are providing wraparound support to NYC Men Teach participants at NYC DOE through certification exam preparation, interview coaching, content-specific training, student engagement strategies, navigating school politics, building networks with other teachers and schools, as well as personal coaching.*

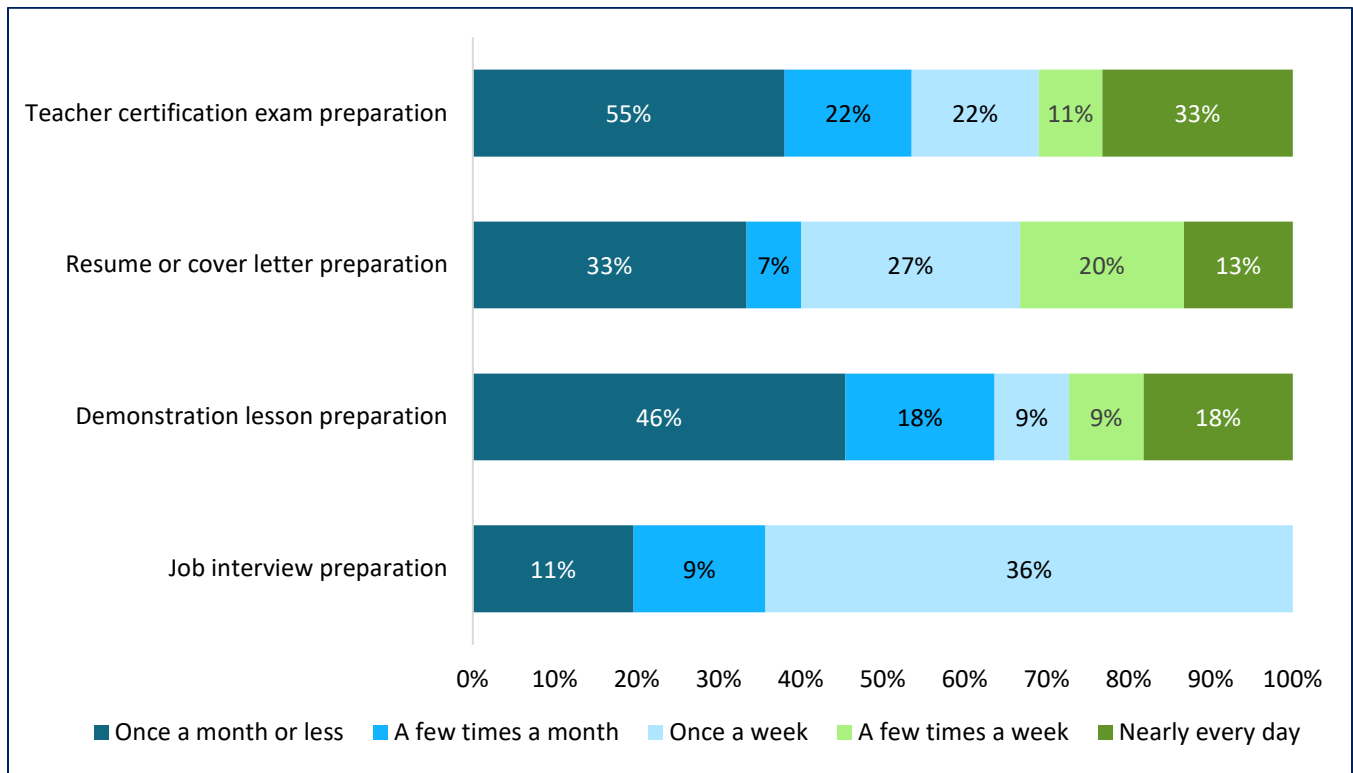
- **Among current classroom teachers, support from NYC Men Teach mentor teachers and information sessions/networking opportunities were most helpful.** Of current teachers, 60% described mentor teachers and information sessions/networking as helpful or very helpful school year supports.
  - Mentorship was extremely beneficial for new teachers to help them with the ins and outs of teaching and get them through their first year in the classroom. Participants received support from their program mentors in areas such as lesson planning, classroom management, and working with school administrators (**Figure 2.8**).
- **Paraprofessional and after-school teachers viewed professional development designed to help prepare to become a teacher as an especially helpful area of program support.** Among these participants, 70% viewed teacher preparation professional development as helpful or very helpful. Although Ambassadors were assigned to provide professional development in discrete areas, including certification, hiring and onboarding, and alternative certification preparation, the frequency with which Ambassadors provided professional development on a range of topics in the varied by topic (**Figure 2.8**).

*“I can clearly see longevity in the career because of the mentors, like the anchor system that they have. It would help me see longevity within education, because there’s so many things that you’re doing your first year that unless someone’s there to help you with that, but also see the bigger picture, it’ll be very hard for a lot of people to stay.”*

NYC Men Teach Participant,  
Career Changer



**Figure 2.8. Professional development that Ambassadors provided**



- Teacher certification exam preparation was the most frequently provided support by Ambassadors.** Approximately 1/3 of Ambassadors who reported providing teacher certification exam support indicated that they are providing this daily. Nearly half are providing this at least a few times a week, and at least 2/3 are providing this support at least weekly.
- This is aligned to teacher applicants’ reports of NYC Men Teach supports that are particularly helpful.**

  - 66% of teacher applicants surveyed reported that teacher certification exam support was very helpful or helpful as they prepare to become a teacher.
  - 74% of teacher applicants surveyed reported that alternative teacher certification program application supports were very helpful or helpful as they prepare to become a teacher.
- Additional information around the types of professional development that Ambassadors are providing came from their identification of areas of challenge for new teachers.**

  - Most Ambassadors rated lesson pacing/delivery (67%), classroom management (69%), and teacher evaluations (58%) as challenging or very challenging.
  - Based on the identification of these areas of challenge for new teachers, it is likely that these are the areas in which Ambassadors are providing professional development.
- Perhaps more importantly, experienced teachers have helped new teachers to “survive” the unique challenges that men of color may encounter.**

  - Mentors who were also NYC DOE Ambassadors were intentional in discussing the “realities of the job” with their mentees including challenges with their school administrator.

- Not all principals see hiring men of color as a priority, and some candidates have concerns about highlighting themselves as men of color. Although every school is able to make their hiring decisions on their own, NYC DOE works closely with principals to provide support.
- The Outreach Team agreed that first year men of color face prejudice, particularly manifested in the expectation that they will be a disciplinarian. For this reason, having a mentor is important, explained one team member: *“I think one thing I’ve learned since I started doing outreach for this program is that the mentor program is so essential for the population of men of color teaching, because they have such unique first year experiences compared to other teachers. Like, they’re often expected to be disciplinarians in the classroom compared to like, a white woman or male teacher with the same level of expertise. They’re expected to take on certain roles in the classroom that other teachers aren’t.”*

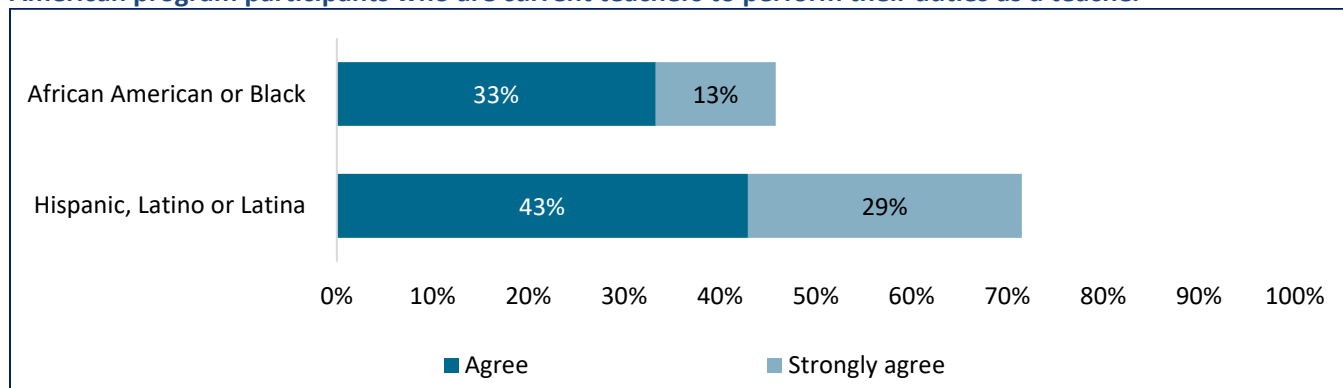
### **RQ 2.3 How does the NYC DOE program experience vary by demographics of participants?**

*While CUNY participants’ experiences do not vary according to their race or ethnicity, NYC DOE participants who are African American and those who are Hispanic have had qualitatively different experiences in the NYC Men Teach program.*

- *Hispanic teacher applicants and current teachers report greater satisfaction with their experiences in the NYC Men Teach program than African Americans in the same roles.*
- *Both groups cite similar reasons for their dissatisfaction, suggesting that both groups may encounter similar challenges, but that one group may be experiencing these challenges more often.*
- *Differences in experience do not necessarily translate into the desire to leave the program.*
- **The level of satisfaction reported among the racial and ethnic subgroups of NYC Men Teach program participants at CUNY was very similar.**
  - Of the 42 Asian CUNY participants surveyed, 88.1% said they are satisfied or very satisfied with the level of support they received from their program manager on their CUNY campus.
  - Of the 106 African American CUNY participants surveyed, 91.5% said they are satisfied or very satisfied with the level of support they received from their program manager on their CUNY campus.
  - Of the 121 Hispanic, Latino, or Latina CUNY participants surveyed, 89.2% s said they are satisfied or very satisfied with the level of support they received from their program manager on their CUNY campus.
  - Of the 28 White CUNY participants surveyed, 82.2% said they are satisfied or very satisfied with the level of support they received from their program manager on their CUNY campus.
- **The three most common reasons for dissatisfaction among NYC Men Teach participants at CUNY, regardless of race, include the following:**
  - The program was more focused on the steps in the process of becoming a teacher, instead of becoming an excellent teacher;

- The events, such as colloquia, were offered during the school day, when participants were student-teaching; and
- Failure to attain a teaching job through participation in the program.
- **There is evidence suggesting that there may be differences among African American and Hispanic NYC DOE participants who are current teachers in the perceived helpfulness of the NYC Men Teach program.** Current teacher participants who were Hispanic, Latino, or Latina reported higher agreement (72%) than African American or Black participants (46%) that the program had helped prepare them to perform their duties as teachers. (Note: Asian, White, and Other are excluded due to small numbers of respondents in each group [less than five]). Due to limitations in the number of African American and Hispanic current teachers participating in the current evaluation, we were unable to test these differences for significance. Therefore, we recommend further investigation around these potential differences. (See Figure 2.9 for details.)
- **While there are no discernable patterns in the reasons for dissatisfaction between these two subgroups, some of the reasons that dissatisfied classroom teachers cited included the following:**
  - Limited contact with their mentor;
  - Challenges in participating in activities due to work schedule and/or demands; and
  - Sporadic scheduling of events.

**Figure 2.9. Perceived helpfulness of NYC Men Teach program in helping to prepare Hispanic and African American program participants who are current teachers to perform their duties as a teacher**

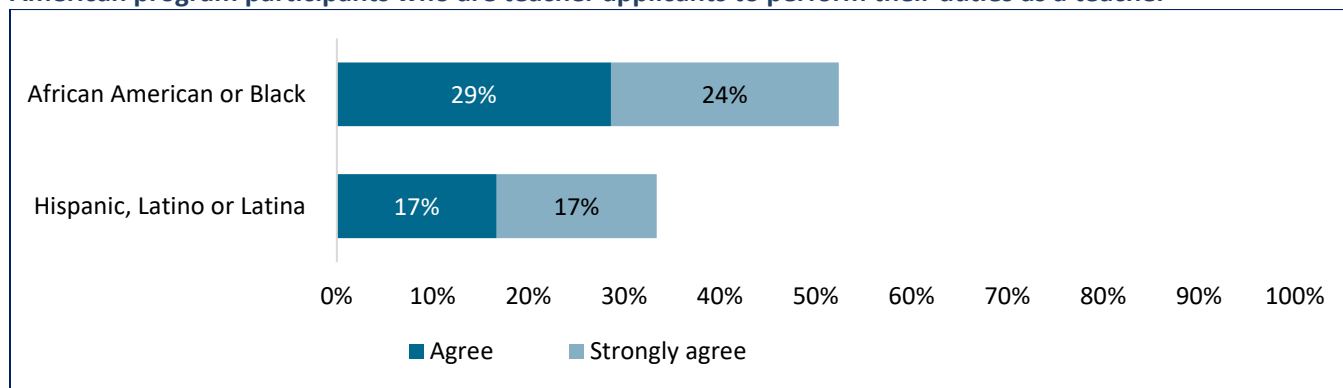


NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- **Similarly, there is also evidence suggesting that there may be differences among African American and Hispanic NYC DOE participants who are teacher applicants in the perceived helpfulness of the NYC Men Teach program.** Program participants who are teacher applicants with NYC DOE and African American or Black participants reported higher agreement (53%) than Hispanic, Latino, or Latina participants (34%) that the program had helped prepare them to perform their duties as teachers. (Note: Asian, White, and Other are excluded due to small numbers of respondents in each group [less than five]). Due to limitations in the number of African American and Hispanic teacher applicants participating in the current evaluation, we were unable to test these differences for significance. Therefore, we recommend further investigation around these potential differences. See Figure 2.10 for details.

- **African American and Hispanic teacher applicants reported similar reasons for dissatisfaction with the program, including the following:**
  - Lack of outreach;
  - Lack of applicable opportunities/relevant programming; and
  - Did not participate in any activities.

**Figure 2.10. Perceived helpfulness of NYC Men Teach program in helping to prepare Hispanic and African American program participants who are teacher applicants to perform their duties as a teacher**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- **The proportion of NYC DOE NYC Men Teach racial and ethnic subgroup participants who agreed that that they were likely or very likely to continue participating in the NYC Men Teach program varied by role.**
  - Despite differences in program satisfaction among African American and Hispanic current teachers, teachers from both subgroups are equally likely to continue participating in the NYC Men Teach program: 76% of current teachers who were surveyed reported that they were likely or very likely to continue participating in the NYC Men Teach program, regardless of race/ethnicity.
  - Hispanic and African American teacher applicants teachers differed the most in both their degree of satisfaction with the program and their likelihood to continue participating in the program: 33% of Hispanic and 52% of African American teacher applicants who were surveyed reported that they were likely or very likely to continue participating in the NYC Men Teach program. Overall, teacher applicants are least likely to continue participating in the NYC Men Teach program.
  - Paraprofessionals are most likely to continue participating in the NYC Men Teach program. Similar proportions of Hispanic and African American paraprofessionals and after-school teachers (83% and 88% respectively) who were surveyed reported that they were likely or very likely to continue participating in the NYC Men Teach program.

## Topic Area 3. PROGRAM INFLUENCE ON PARTICIPANTS' COMMITMENT TO PURSUE A CAREER IN TEACHING

We asked NYC Men Teach participants at CUNY to describe how their consideration and pursuit of a career in teaching and those at NYC DOE how likely they were to remain in teaching as a result of their participation in the NYC Men Teach program. Their responses are reported below based on their current role.

*Findings show a positive influence of the NYC Men Teach program on participant's commitment to a career in teaching, teaching in NYC DOE schools, and continued participation in the program, although in the NYC DOE there seems to be some meaningful variation across participant groups.*

### RQ 3.1 How has participation in the program influenced CUNY students' consideration and pursuit of a career in teaching?

*Results suggest that participation in the NYC Men Teach program has positively influenced CUNY participants' consideration and pursuit of careers in teaching, regardless of where they are in the teaching pipeline.*

- **Nearly a quarter of CUNY participants are currently applying for a job as a teacher in NYC.**
  - Of CUNY participants who said they are not currently applying for a job as a teacher in New York City, 88.1% are likely or very likely to pursue a job as a teacher in NYC.
  - Two-thirds (66%) of CUNY participants agree that participation has influenced their thinking on becoming a teacher in NYC to a large or moderate extent.

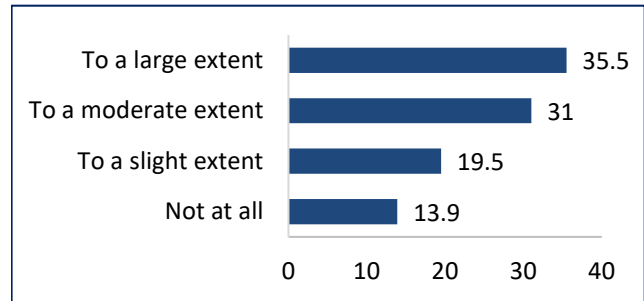
### RQ 3.2 How has participation in the program influenced NYC DOE teachers' commitment to remain in teaching?

*Results suggest a very high level of commitment to remain in teaching among all NYC Men Teach participants at NYC DOE, including those who are just entering the pipeline as paraprofessionals and after-school teachers, those who are further along in the pipeline and attempting to attain certification, as well as new teachers.*

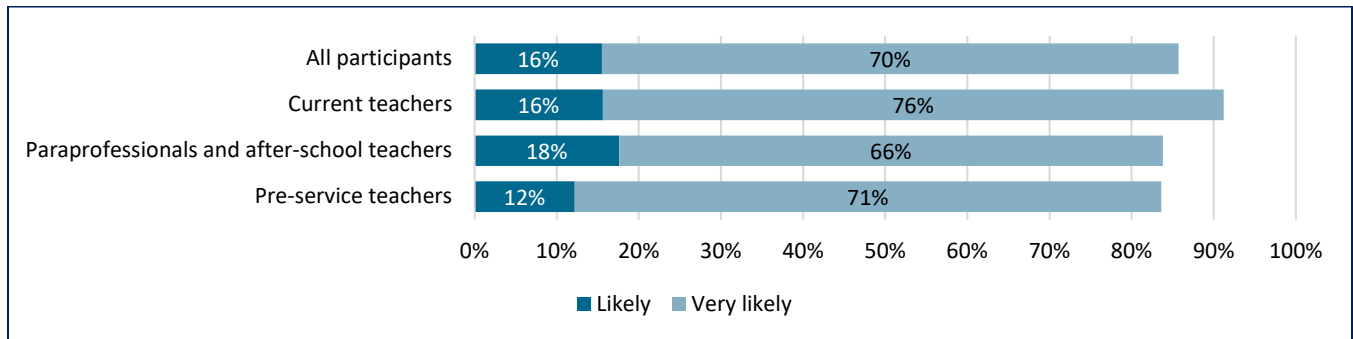
- **Although current teachers show the highest level of commitment to remain in teaching, they are not the most committed to the NYC Men Teach program of NYC DOE schools (Figure 2.11 – 2.14)**
  - Nearly all (91%) of NYC DOE participants who are current teachers said they are likely or very likely to remain in teaching.
  - More than three-quarters (76%) of current teachers said they are or very likely would continue participating in NYC Men Teach.
  - Although, more (83%) said they are likely or very likely to recommend the NYC Men Teach program to a friend who is interested in teaching.

- Paraprofessionals and after-school teachers are nearly as highly committed to careers in teaching as current teachers.**
  - More than 80% of paraprofessionals and after-school teachers said they are likely or very likely to continue to pursue a career in teaching, continue to participate in NYC Men Teach, and recommend the program to a friend who is interested in teaching.
- Teacher applicants are similarly committed to pursuing a career in teaching as the other participant groups at NYC DOE, although they are less committed to the NYC Men Teach program.**
  - More than 80% of teacher applicants said that they are likely or very likely to continue pursuing teaching as a career.
  - Slightly less than three quarters (73%) said they are likely or very likely to continue participating in the NYC Men Teach program.
  - While 86% said they are likely or very likely to recommend NYC Men Teach to a friend who is interested in teaching.

**Figure 2.11. Extent to which NYC Men Teach influenced CUNY participants' thinking on becoming a NYC teacher**

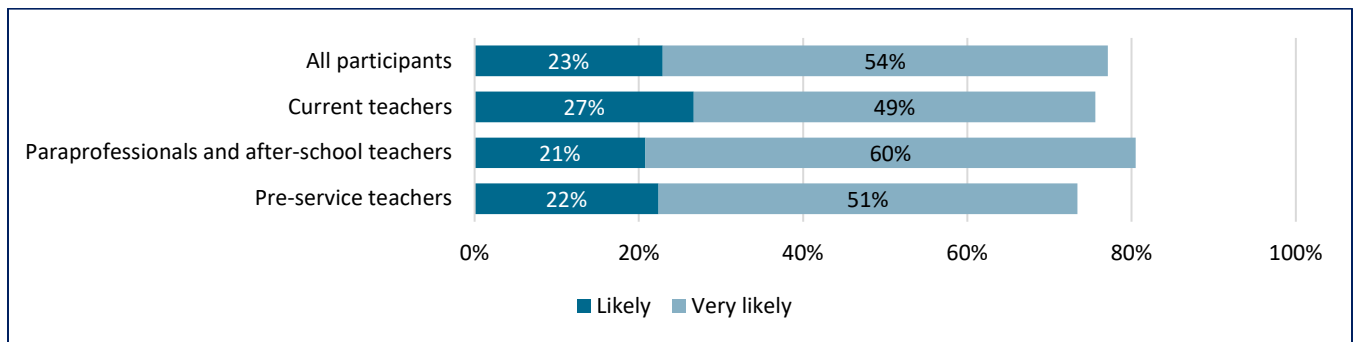


**Figure 2.12. At this point, how likely or unlikely are you to continue pursuing teaching as a career?**



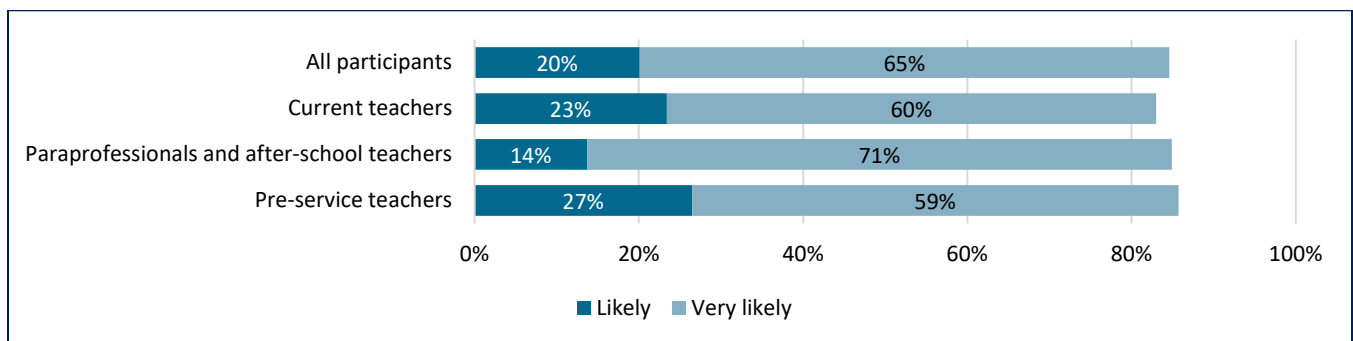
NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

**Figure 2.13. At this point, how likely or unlikely are you to continue participating in the NYC Men Teach program?**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

**Figure 2.14. How likely or unlikely are you to recommend the NYC Men Teach program to a friend who is interested in teaching?**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- **We gained insights into the specific ways that participation in NYC Men Teach has helped to maintain or increase participants’ commitment to remain in teaching by providing strategic supports to help them navigate challenges, grow professionally, and realize the importance of their role as teachers.**
  - Through NYC Men Teach, one Ambassador described how a participant stayed committed to teaching by helping him sort out a challenging situation involving their school administrator that is now resolved and the participant is again strongly committed to his profession.
  - Among some participants, resiliency, motivation, and determination have increased, as participants are setting goals and working toward their aim of becoming certified.
  - Through NYC Men Teach, some participants have gained access to more professional development services, which help support their career growth. Participants are more capable and confident in the classroom and they have more strategies in their toolbox for classroom management. They also reported being more professional and being more aware of teaching “do’s and don’ts” and making stronger, more meaningful connections with their students.
  - As a result of NYC Men Teach, one participant realized that his role as a teacher of color is of higher importance than he thought before the program, *“Learning about how kids with no male figure, how they feel. And the difference – the different impact that men of color makes in the classroom. It*

*makes me feel like I have a more important role in the classroom. It's just not teaching or helping the student out, you know, I'm actually being like a father figure.”*

## Topic Area 4. WAYS IN WHICH THE PROGRAM CAN BE IMPROVED

We asked NYC Men Teach program staff, participants at CUNY and NYC DOE, CUNY program managers, and NYC DOE Ambassadors to share their thoughts on how the program can be improved. Specifically, we asked about engaging more administrators to advance the mission of the program, school or organizational level factors that may influence satisfaction with the program, the types of supports that they would like to see more of, and general recommendations. Their feedback is summarized below.

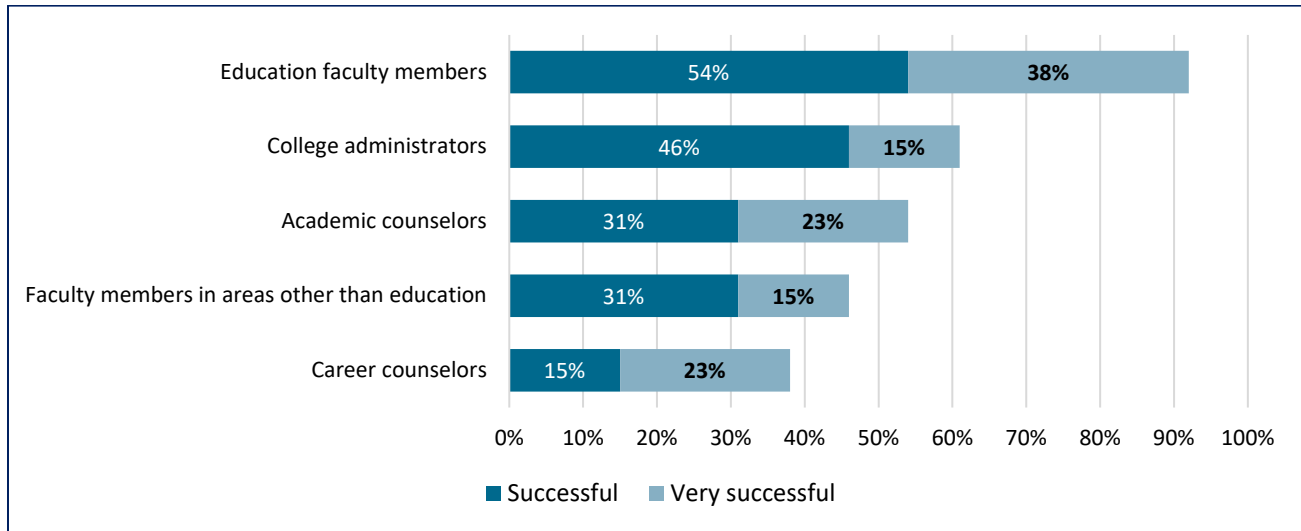
### **RQ 4.1 How can NYC Men Teach engage more administrators, both at CUNY and NYC DOE, in advancing the mission?**

*Results suggest that NYC Men Teach can engage more administrators at CUNY by encouraging program managers to conduct outreach to other administrators besides faculty, and that school principals could benefit from more engagement around supporting men of color as teachers, including raising their awareness of specific socio-emotional challenges and stereotypes that men of color encounter and the ways in which principals can help to mitigate these.*

- **While program managers have been most successful in engaging faculty members, there is room for growth in the engagement of academic counselors, faculty members in areas other than education, and career counselors (Figure 2.15).**
  - Approximately 92% of CUNY program managers report that NYC Men Teach has been successful or very successful in engaging education faculty members.
  - Less than 50% of CUNY program managers report that NYC Men Teach has been successful or very successful in engaging academic counselors, faculty members in areas other than education, and career counselors.
  - Given the level of success that CUNY program managers have had with engaging faculty and the importance of faculty as an information source for NYC Men Teach participants at CUNY, engagement of additional administrators who have direct contact with potential participants may be equally fruitful.



**Figure 2.15. CUNY program managers’ opinion of NYC Men Teach success in engaging administrators, faculty, and campus staff**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- **Focus groups with Ambassadors, NYC DOE participants, and Outreach Team members suggest that school administrators could benefit from capacity building around supporting men of color as new teachers in light of the unique challenges they face.** NYC DOE participants and Ambassadors spoke to the challenges that stereotypes of men of color as disciplinarians can pose, and the challenge of trying to provide a culturally responsive instructional environment while adhering to existing curricula and instructional norms. They also described the great variability in school administrators’ level of recognition of these challenges and support. The two quotes below illustrate how disparate school administrators’ support of men of color can be.

  - In a focus group of NYC Men Teach NYC DOE participants, one participant said that his administration did not support what he learned through his participation in the program, stating, *“My experience is more of a negative one. I mean, I mentioned – I think I mentioned to my school and my mentor about it and I was told that, oh, what you learned from Men Teach, we don’t do that here.”*
  - Another participant from the same focus group stated that they had a really positive and supportive experience, saying, *“My school provided good support by giving me a non-NYC DOE mentor and a mentor from my school.”*

## RQ 4.2 What school-level factors/contextual variables might influence program effectiveness, and/or satisfaction with the program?

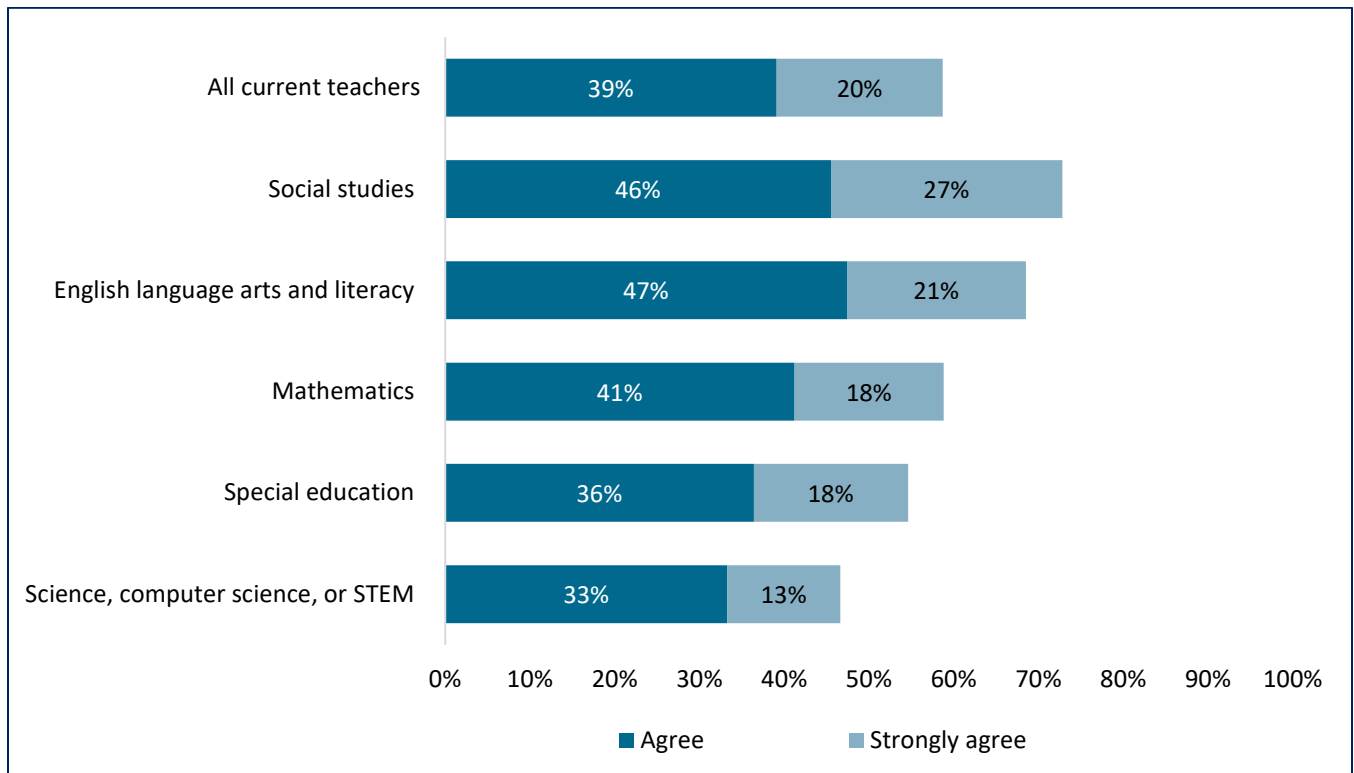
*Results suggest that there are school-level factors that might influence program effectiveness at both NYC DOE and CUNY. Additionally, there is an indication that subject taught may influence satisfaction among NYC DOE participants*

- **College level is a factor that has the potential to influence program effectiveness, although it has not influenced satisfaction.** While there is no evidence that college level influences CUNY participants' satisfaction with the NYC Men Teach program, there is evidence that there are differences in what CUNY participants hope to gain from the program based on whether they are currently enrolled in community college or senior college.
  - As they prepare for a successful transition to senior college, community college students are seeking information about the teaching profession. As students in senior college are focused on degree completion, they are seeking supports that will help them to attain their goals such as passing their certification exam.
  - Similar proportions of CUNY participants at the community college level and senior college level agree or strongly agree that the NYC Men Teach program has helped them become a teacher (66% and 73%, respectively).
  - The comparable levels of satisfaction reported across both college levels indicates that the NYC Men Teach program has successfully differentiated supports and services based on the needs of students at each level.
- **The levels of direct support that CUNY program managers receive from campus leadership was identified by program managers as a significant factor that influences program implementation.** CUNY program managers receive different levels of direct support from campus leadership—and this influences the quality of support that they in turn provide to participants. At one school for example, the campus leadership helped the manager make connections with the necessary academic departments and school offices (such as the budgeting office) while at another school, the program manager was generally on his or her own.
- **There is some evidence that among NYC DOE participants that subject area may be a factor that influences satisfaction with the NYC Men Teach program.** While current teachers generally agreed that the NYC Men Teach program helped them prepare to perform their duties, those teaching science, computer science, and special education were of an exception; fewer than half of these participants agreed or strongly agreed that the program had helped prepare them as a teacher. This pattern is likely reflective of how particularly challenging these types of teaching assignments are, suggesting the need for additional supports for program participants teaching in these areas (**Figure 2.16**).

*“The relationships that I've established, either from before being there, or in sort of this meeting people, has been crucial in me being able to move forward.”*

CUNY Program Manager

**Figure 2.16. Current teachers’ perceptions of helpfulness of NYC Men Teach program, by subject area**



NOTE: The percentages in this figure do not total to 100% because not all response options are displayed.

- School-level factors, such as support from school administration, professional networks, and working conditions, may influence program effectiveness and participants’ satisfaction with the program.**

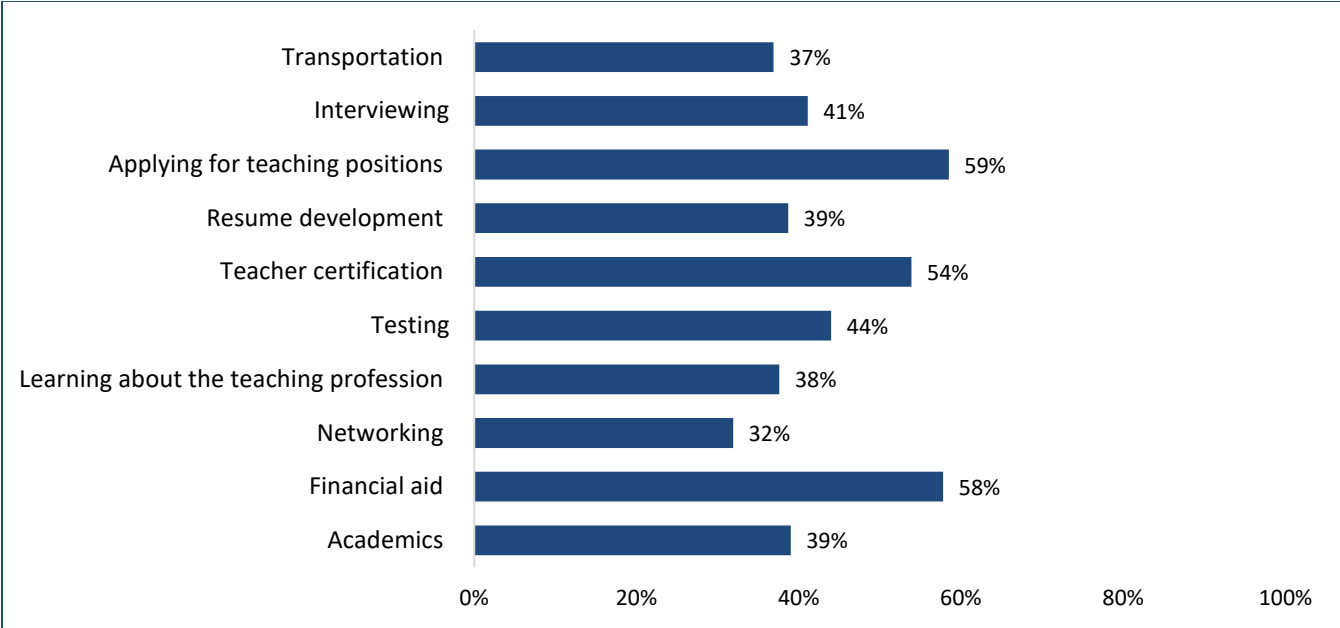
For participants—especially career changers—the level of support from school administrators was described as influencing participants’ program experience and satisfaction. Participants want what they learn through the program to feel actionable and applicable, which requires in many instances the support of the school’s leadership. At the same time, participants and Ambassadors are reporting highly variable experiences.

### RQ 4.3 In terms of support, guidance, and networking, what more would participants like to see programmatically?

Results indicate that there is alignment between the programmatic features or supports that participants find most beneficial and those that they would like to see more of at both CUNY and NYC DOE.

- More than half of the CUNY participants would like more support from the NYC Men Teach program in applying for teaching positions (59%), financial aid (58%), and teacher certification (54%). This is in alignment with the finding that the most important programmatic features that influenced their decision to join the NYC Men Teach program are supports around teacher certification (87%) and teaching position application support (85%).

Figure 2.17. Areas in which CUNY NYC Men Teach participants would like more support



- **When asked to identify the areas in which they would like to receive more support, NYC DOE participants who are paraprofessionals, after-school teachers, and teacher applicants agreed that additional support for teaching certification and job search/hiring were most important.** This is consistent with participants who are NYC DOE applicants reporting that job search and hiring supports were among the most important program features. A total of 76% of teacher applicants also reported that certification exam supports were important or very important (Table 2.1).

**Table 2.1. Percent of NYC DOE NYC Men Teach participants who would like to receive more support in teaching certification or job search/hiring**

Participant subgroup	Teaching certification	Job search or hiring
Paraprofessionals and after-school teachers	85%	60%
Teacher Applicants	76%	60%

#### RQ 4.4 What are some overall recommendations for program improvement?

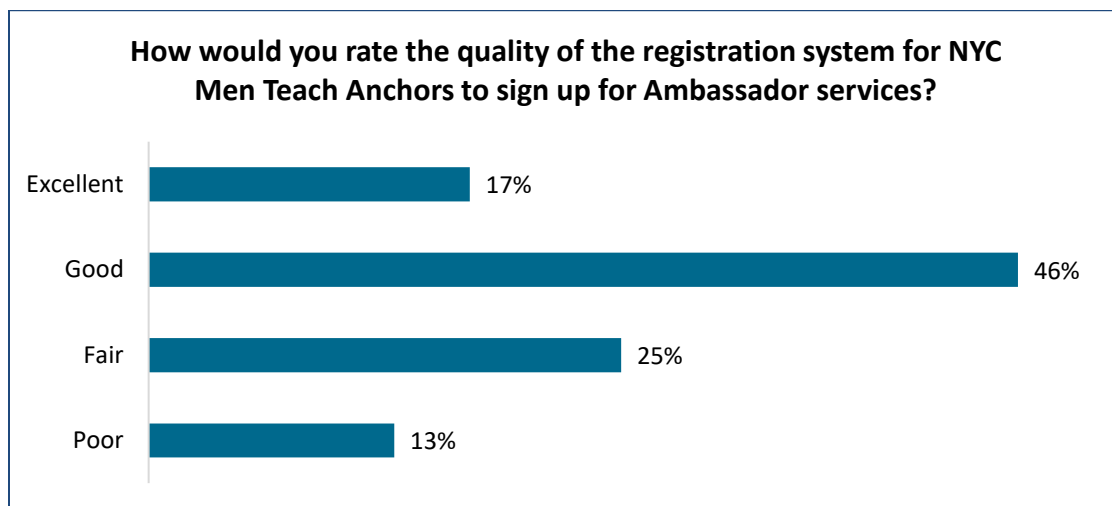
- **Increasing expressed support for the NYC Men Teach program from leaders at each CUNY campus in order to support program manager’s efforts for broader outreach to more administrators and drive student recruitment.** Individual program managers describe the variability in administrator support that they experience across campuses and the significant role that their pre-established connections and familiarity with the infrastructure has on their recruitment and engagement efforts.
- **Establish supporting men of color in teaching as a priority for administrators at schools and within the NYC DOE at large.** With the exception of a few Village Pathway participants, most did not believe the NYC Men Teach program was on the radar of their school administrators. Participants indicated that they had not observed any changes in how they are supported. Additionally, participants, Ambassadors, and Outreach Team members’ feedback indicates that school administrators’ capacity to support and empower men of color as professional educators in their schools varies greatly.
- **Consider feasibility for NYC Men Teach to align itself with the Excelsior Scholarship.** CUNY participants greatly benefit from financial support and other incentives and may be that extra push that students need to apply. It is possible that there could be connections made between NYC Men Teach and the new Excelsior Scholarship for applicants to the State University of New York and CUNY schools. One element of the scholarship is that to receive the financial support you must agree to stay in NYC after graduating, which would help to keep participants in NYC classrooms because of the contractual obligation.
- **Establish a centralized onboarding process that orients program managers to the administrative aspects of program implementation, including CUNY First, MetroCard procedures, and budget management in particular.** While CUNY program managers were generally quite satisfied with the support they received from CUNY Central Office of Academic Affairs and the NYC DOE, they expressed some frustration about the lack of support they received during the “onboarding process.”

*“[One recommendation is] if higher leadership on each of the campuses participated in some type of way towards the diversity initiative on their campus. [...] because I think at the end of the day when the students see that representation in front of them, of people supporting them, who are higher up than just us, I think that also helps to create value with the recruitment piece.”*

CUNY Program Manager

- **Tighten coordination between CUNY program managers at the community and senior college levels.** Program managers are less knowledgeable about the transition between community and senior college levels. Further, those at the senior colleges generally recruit from the general student population, as opposed to first focusing on those students that had been participants in the NYC Men Teach program at the community level. This point of transition between the community and senior colleges remains vague and deserves further exploration. It seems possible this might create opportunity for unnecessary attrition of participants.
- **Consider strengthening the NYC DOE Ambassador Services registration system.** Most Ambassadors said they found the system participants use to register for their services to be good or excellent, but over one third rated the system to be fair or poor (**Figure 2.18**). The following statements illustrate the areas in which the Ambassadors felt that the system could be improved.
  - *“Often the responses for meetings being held were emailed either the day before or the day of the meeting which is poor planning.”*
  - *“I did not like the fact that the allocation of trainees to trainers was left up to both parties. The placement should be handled by the NYC Men Teach administration.”*
  - *“I did not find the open ended flexible nature of the Ambassador services to be beneficial for the Ambassadors or the Anchors. I created 3 different sessions, and had people reserve and then cancel on me each time. Having set sessions for everyone at designated sites would have been more effective.”*
  - *“..it was overwhelming at times because one has to sort through the entire list of Ambassador offerings to find their own event and to check to see if people have signed up.”*
  - *“It was a bit confusing to send in a video interview, then not hear back for a while.”*

**Figure 2.18. Ambassador perceptions of registration system quality**



- **Establish a minimum number of contacts between mentors and mentees, or otherwise track the level of engagement between mentors and mentees.** Participants who were dissatisfied with the NYC Men Teach program identified lack of contact with their mentors as a reason for dissatisfaction. Additionally, participants who participated in focus groups described challenges in establishing and maintaining regular communication with their mentors that range from mutually busy schedules, to lack of reciprocation on the part of the mentor. At least one participant expressed a lack of connection with their mentor.
- **Continue to build on successful outreach and communications strategies based on validation provided by participant feedback on which sources of information were most influential in their decision to join NYC Men Teach.** Information sessions and networking opportunities were by far the most influential sources of information, as were current program participants and program representatives. However, feedback indicates that there is room to improve the role of social media in the communications strategy. Given the influence of the success of person-to-person interactions and the value placed on current participants' and program representatives as good sources of information, the NYC Men Teach social media campaign may benefit from increased participation among current participants and program staff and may be leveraged as a channel to communicate about upcoming information sessions and networking opportunities.
- **Focus group participants across stakeholder groups proposed a number of recommendations to improve outreach and communications, including the following:**
  - Program endorsements by celebrities or athletes;
  - Recruiting high school students, including seniors;
  - Increased targeting of specific groups of college students, including those interested in education and those working in after-school programs;
  - Increased use of social media, including Instagram and Facebook;
  - Increased emphasis on recruitment on Hispanic men or color;
  - Provide English training for those who speak English as a Second Language;
  - More community events including job fairs, social events, and networking events as well as more general information sessions to talk about the requirements of becoming a teacher;
  - Print advertisements translated into different languages; and
  - YouTube advertisements.

### III. DISCUSSION

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This evaluation of NYC Men Teach undertaken by Westat and Metis Associates on behalf of NYC Opportunity and their partners at CUNY and NYC DOE explored the early implementation of the program, including:

- the relative effectiveness of various recruitment and outreach strategies;
- the engagement of administration in support of the NYC Men Teach program;
- alignment between supports offered and needed at different points in the teaching pipeline; and
- key factors that influence the success of program implementation within each organization.

## A. RECRUITMENT AND OUTREACH

The results validate the communications strategy employed by YMI, which entailed using broad-based communications to build an awareness of the NYC Men Teach program, and person-to-person communications to influence participants' decision to apply to the NYC Men Teach program. Informational sessions were the single-most influential source of information identified by participants across organizations. Given that these informational sessions are not only facilitated by program staff, but also by staff in key roles that have been designed to increase engagement, speaks to the success of these roles and their importance in the design of the NYC Men Teach program. Program managers at CUNY, Outreach Team members, and Ambassadors at NYC DOE have each played a role in these information sessions. Ambassadors, who are NYC DOE teachers who support the mission of the NYC Men Teach program, provide first-hand information about teaching and the process of becoming a teacher through conversations and engagement with potential participants. Outreach Team members, whose expressed responsibility is to conduct outreach, have honed their communications strategies and skills when speaking with potential participants and their families, having gained a high level of familiarity with the concerns and perspectives of individuals from different backgrounds through their extensive interactions. Program managers have come to understand the concerns and perspectives of CUNY students participating in the NYC Men Teach program through the extensive time that they have spent providing personal and academic counseling. They bring this understanding to their conversations with other students who are potential participants. Continuing to invest in these roles to conduct outreach and build recruitment is recommended.

## B. ENGAGEMENT OF ADMINISTRATION

While the engagement of administrators at both CUNY and NYC DOE is evident, there seems to be room for improvement in the area. More importantly, the feedback from NYC Men Teach participants and staff identifies administrators at both CUNY and NYC DOE as key levers in the success of the program. Program managers, who are by all accounts the face of the NYC Men Teach program at CUNY, have worked hard to make connections with faculty and raise their awareness of the NYC Men Teach program. They have emailed faculty, visited their classrooms, and even attended department meetings. Given that this evaluation identified faculty members as a key source of information for students participating in the NYC Men Teach program at CUNY, the success of these efforts to make connections with faculty is critical. Their success is currently largely dependent on their own skills, social capital, and knowledge of the infrastructure on their campus. A university-wide call to action for faculty to help promote the success of their students who are men of color and committed to promoting equity and social justice by liaising them with the NYC Men Teach program, could help to reduce the variability in the level of engagement that each program manager is able to establish on their own.

NYC Men Teach participants and Ambassadors affiliated with the NYC DOE have each described the importance of the principal in the success of new teachers in the program. Principals have been described as “gatekeepers” who establish the culture at their schools. They regulate not only who teaches what classes, but how those classes are taught. Anecdotal evidence suggests that there is great variability among school principals in: (1) their capacity to support men of color as new teachers in light of the additional challenges that they may face, (2) willingness to support innovative instructional practices designed to create equal opportunities among students to access high quality instruction, and (3) their own self-awareness of personal biases and prejudices



that they may hold. Men of color face unique challenges and historical biases in teaching, which has been historically viewed as a field more appropriate for women. In order to be able to effectively support men of color as teachers, principals will need to first recognize and understand these challenges and the role that they may play in perpetuating or challenging these stereotypes. Participants in the NYC Men Teach program are receiving professional development supports to learn innovative instructional practices including culturally responsive instructional approaches, restorative practices, and mastery-based learning. As program participants are entering schools, they are encountering varied levels of support from their principals for the implementation of these practices. For participants to be empowered to implement these instructional approaches, their principals need to understand the added value that they bring to their students' learning. Engaging principals in training to build their own self-awareness and awareness of others' experiences as a function of race, and the importance of creating inclusive classrooms that are respectful and reflective of the many cultures and experiences that students bring will help them to recognize the added value that men of color bring to their schools.

### C. ALIGNMENT BETWEEN SUPPORTS OFFERED AND NEEDED

The alignment of the supports offered by the NYC Men Teach program to the needs of individuals at different points of the teacher pipeline is evidenced through the supports that program staff have provided, the types of supports that participants found most useful, and the knowledge, information and skills that participants hope to acquire through participation in the program. At the earliest stage in the teaching pipeline, CUNY students who have a broad interest in teaching and want to learn more have been given the opportunity to learn more about the teaching profession by participating in networking and information sessions. Those students who have committed to teaching and are pursuing certification are supported through academic advising, certification exam support, and teaching application support through their participation in the NYC Men Teach program. Teacher applicants who are participants in the NYC Men Teach program also receive certification exam support and value this support the most. Paraprofessional and after-school teachers participating in the Village Pathways program as part of the NYC Men Teach program, who are seeking information on pathways to teaching, are able to access this information through informational sessions and networking opportunities. Finally, new teachers who are seeking supports to help ensure their success as teachers and their adjustment to teaching, have the benefits of mentorship and additional professional development by virtue of their participation in NYC Men Teach. The differentiation of the supports provided to individuals at each point in the teaching pipeline is well-designed and valid.

### D. KEY FACTORS

As previously discussed, the level of **support provided by administrators** is a key factor for the success of staff members working in key roles to support the NYC Men Teach program and participants seeking to implement what they are learning through the NYC Men Teach program.

Additionally, the **quality of key staff** is a key factor that could influence implementation of the program. At CUNY, the program managers are the key lever for successful implementation of the NYC Men Teach program. They are the face of the program; they are responsible for recruitment and promotion, as well as providing supports. This breadth of responsibilities requires a breadth of skills. Therefore, the continued careful selection

of the program managers, as well as the quality of the professional growth and support that they receive in their role is critical. Similarly, the mentor teachers at NYC DOE are the primary source of support for new teachers in the NYC Men Teach. Their responsiveness, ability to establish an effective relationship with their mentees, and anticipate and diagnose their mentees needs, providing relevant information and resources define their success in their role. In order to help ensure their success, adequately supporting the mentors in their role is essential.

Finally, **accessibility of the resources** and support that the NYC Men Teach program offers is a key factor in the success of the program. CUNY participants described the importance of the MetroCards in helping them get to campus, ensuring their access to their program managers. The fact that the program managers are campus-based roles also helps with availability and accessibility. New NYC DOE teachers participating in NYC Men Teach benefit from the accessibility of their mentors, describing the convenience of having someone in their school who they can turn to when they have a question. Accessibility is more likely to be an issue for paraprofessionals and after-school teachers, as well as pre-certification participants who are accessing supports and resources outside of their everyday environment. Additionally, accessibility to centralized events, including informational sessions and networking events, can be challenging for some. To the extent possible, varying the location of centralized events to help ensure accessibility is recommended.

## IV. CONCLUSION

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The NYC Men Teach program is designed to increase the number of men of color in the teaching pipeline, and ultimately improve the representativeness of the teaching corps based on the alignment of the activities and supports provided through the program to the root causes of the low proportion of NYC teachers who are men of color. The NYC Men Teach program has engaged a number of individuals across the teaching pipeline from teaching candidates, to professionals interested in changing careers to pursue teaching, to paraprofessionals and after-school teachers already engaged in non-teaching roles at schools, teacher applicants and new teachers. Based on feedback from these participants and other stakeholders collected through this evaluation, the design of the supports and activities has been validated based on their alignment to the needs of the participants at each stage in the pipeline. Participants and program staff also offered insights and recommendations for improving the program including: increased engagement of administrators, improved supports for individuals in key support roles, and continued or expanded financial supports for participants.

The next steps in implementing the NYC Men Teach program that the program administrators at YMI, NYC DOE, and CUNY have identified align to the feedback and recommendations from participants and other stakeholders for improving the program. These next steps include:

- strengthening pathways for people who are interested in getting into teaching but have traditionally not been able to do so,
- creating stronger processes and tools to facilitate the transition between community and senior college, enhancing the quality of training that teacher applicants receive,
- establishing a mechanism for Village Pathways participants to earn degree credits through the program, and

- launching a school retention task force whose goal is to understand the types of supports that men of color need in order to stay in the classroom, based on data from men of color who have been in the classroom.

At the time of this evaluation, YMI together with CUNY and the NYC DOE planned to pursue the following actions toward these recommendations:

NYC DOE is collaborating with CUNY to strengthen pathways for people who are interested in teaching but have traditionally not been able to do so by having candidates who don't meet current GPA requirements for the master's program in Education at CUNY begin their master's coursework as non-matriculated students. If they maintain their GPA, they may then be able to enroll in a master's program.

CUNY is creating stronger processes and tools to facilitate the transition between community and senior college. They are looking to Lehman College, Bronx Community College, Queens College as well as Queensborough Community College for best practices, as they have been outstanding at transitioning students by starting the process early so that it is not so hard to navigate while they are starting new coursework.

NYC DOE in partnership with CUNY is continuing to work to make sure that they are enhancing the quality of training that teacher applicants receive through campus events such as colloquia. Specifically, they are thinking through how they are being prepped as early as possible, and enhancing their experiences in ways that they may not get from regular coursework.

NYC DOE is also collaborating with CUNY to establish a mechanism for Village Pathway participants to earn college credit through their participation in the NYC Men Teach program. Through the National College Credit Recommendation Service they are making it possible for participants to earn credits toward a bachelor's degree and eventually toward a master's degree. This expedites the timeline for earning credentials and becoming licensed. This also helps to defray the costs as they are not paying for the training that they receive through the NYC Men Teach program.

Finally, YMI, NYC DOE, and CUNY are collaborating to launch a school retention task force that will be overseen by YMI. The task force will use data for men of color who have been in the classroom in order to understand the types of supports that men of color need in order to stay in the classroom. They will utilize these insights to identify implications for teacher applicants.

To help ensure sustainability of the NYC Men Teach program, the partners at YMI, CUNY, and NYC DOE are working to systematize their work into the larger NYC DOE network. The first programmatic area where this will occur is in the training of mentor teachers. Moving forward, all mentors in NYC DOE will be trained by the NYC Men Teach program staff. This means that all new teachers who receive mentorship whether through the NYC Men Teach program or through NYC DOE will have the same high quality training that focuses on providing socio-emotional support and culturally responsive instructional practices in addition to typical pedagogical strategies and practices. The team will continue to work toward sustainability by identifying additional ways in which the lessons learned through the NYC Men Teach program can be engrained within the larger system, continuing to enhance access and support for teaching candidates wherever they are in the teacher pipeline.

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## Appendix A: Methodology

The NYC Men Teach evaluation was designed to provide insight into the implementation and participant experience in the program, and includes data collection in the form of interviews, surveys, and focus groups. To fully address the research questions and provide NYC Opportunity with actionable and policy-relevant information, each activity samples stakeholders at varying levels. **Interviews** conducted with NYC Men Teach program staff and other administrators from NYC Opportunity/YMI, NYC DOE, and CUNY provide insights from a select group of individuals with a unique perspective on the implementation of the NYC Men Teach program. **Surveys** administered to the population of CUNY program participants, NYC DOE program participants, NYC DOE Ambassadors, and CUNY Project Managers, solicit feedback from a broad base of stakeholders, providing insights on response patterns across stakeholders and within each group. **Focus groups** conducted with a small subset of individuals from these three groups, provide more detailed insights into the reasons or factors that may have influenced stakeholder feedback. This mixed-method, multi-faceted approach allowed the evaluation team to gather information on the questions of interest from multiple perspectives to create a full picture of the effectiveness of NYC Men Teach—including its strengths and areas where it may be further improved. Next, we will describe each activity, including participants, in more detail.

### INTERVIEWS

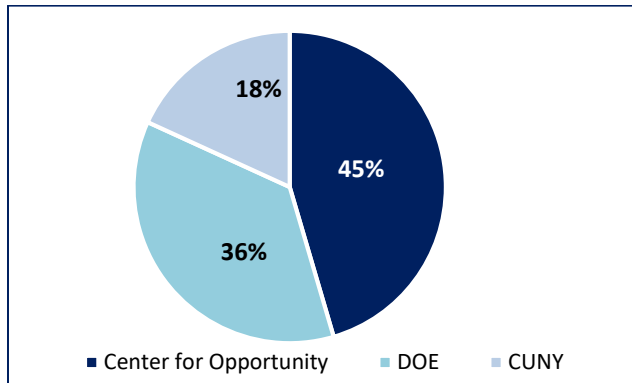
Westat interviewed NYC Men Teach program staff to gain insights on the program’s effectiveness in recruiting and retaining men of color to teach in NYC public schools. Westat interviewed program staff from the NYC Opportunity, NYC DOE, and CUNY. Each interview was initially scheduled for 90 minutes, however, many of the interviews had to be extended to capture the breadth of information from interviewees.

The objectives for the interviews were to gain an understanding of the following:

- The relevant knowledge and experiences (individual and organizational) that informed the design and initial implementation of the program;
- How the program has evolved in the past year;
- The communications and engagement strategies employed by each participating organization;
- How key players in each organization have been engaged;
- How the program has improved and/or built upon existing supports provided to participants at NYC DOE and CUNY;
- How each organization defines success of the NYC Men Teach program; and
- The successes, challenges, and opportunities for improvement of the NYC Men Teach program from the perspective of the program staff.

Westat interviewed participants in five separate groups—two groups each from NYC Opportunity and NYC DOE, and one group from CUNY. Representatives from each organization identified the individuals and the groupings. (See Figure A1 and Table A1 for more details.)

**Figure A1. Organizational representation across interview participants**



**Table A1. Program staff interviews conducted as part of the NYC Men Teach evaluation**

Group	Organization	Participants
1	NYC Opportunity	3
2	Young Men’s Initiative	2
3	CUNY	2
4	NYC DOE	2
5	NYC DOE	2
Total Interview Participants		11

## SURVEYS

Westat designed and administered four surveys for the NYC Men Teach evaluation. We administered two surveys to program participants, one for those at CUNY and another for those at NYC DOE. We administered two others to individuals who provide support to participants, including program managers at CUNY and Ambassadors at NYC DOE. We utilized the evaluation questions and information gleaned from documentation provided by the NYC Men Teach program to inform the design of the surveys. The participation goal for each survey was a 50% response rate. Table A2 summarizes the four surveys, and the response rate attained for each.

**Table A2. Surveys designed and administered as part of the NYC Men Teach evaluation**

Survey	Population	Response Rate	Topics
CUNY participant survey	Students enrolled in the NYC Men Teach program at CUNY colleges	58% n=299	<ul style="list-style-type: none"> <li>How learned about NYC Men Teach</li> <li>Reasons for applying</li> <li>Opinions about program services</li> <li>Views on the program overall</li> <li>Plans to pursue teaching as a career</li> <li>Demographics and other background information</li> </ul>
CUNY program manager survey	Program managers at CUNY schools with responsibility for overseeing campus-level program activities	93% n=13	<ul style="list-style-type: none"> <li>Reasons for becoming program manager</li> <li>Recruitment strategies used</li> <li>Engagement of faculty and other staff</li> <li>Type and frequency of support services provided to participants</li> <li>Quality of support received from CUNY central program office</li> <li>Plans to continue as a program manager</li> <li>Demographics and other background information</li> </ul>

**Table A2. Surveys designed and administered as part of the NYC Men Teach evaluation—continued**

Survey	Population	Response Rate	Topics
NYC DOE Participant Survey	Pre-service and in-service teachers participating in NYC DOE program activities	39% n=176	<ul style="list-style-type: none"> <li>Involvement in other types of teacher preparation pathways</li> <li>How learned about NYC Men Teach</li> <li>Reasons for applying</li> <li>Opinions about program services</li> <li>Views on the program overall</li> <li>Plans to continue teaching as a career</li> <li>Plans to continue participating in the NYC Men Teach program</li> <li>Demographics and other background information</li> </ul>
NYC DOE Ambassador Survey	NYC Men Teach program Ambassadors providing outreach and support services to NYC DOE participants	51% n=36	<ul style="list-style-type: none"> <li>Type and frequency of support services offered to participants</li> <li>Views on what aspects of teaching NYC Men Teach participants tend to find challenging</li> <li>Views on training provided to Ambassadors and process for participants to receive Ambassador services</li> <li>Reasons for becoming an Ambassador</li> <li>Plans to continue as an Ambassador</li> <li>Demographics and other background information</li> </ul>

We customized the NYC DOE Participant survey to reflect different types of activities and services available to participants at different stages of the teaching pipeline. We differentiated three different groups of respondents through a filter question at the beginning of the survey. The web survey system automatically directed the respondent to the appropriate module of questions based on the response to the filter question. We customized the survey questions for three groups of participants:

**Current classroom teachers.** We asked these participants about program supports they received while in the classroom, as well as supports received while preparing to enter the classroom (if applicable).

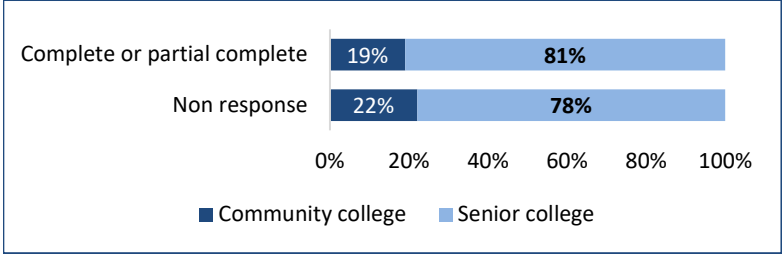
**Current paraprofessionals and after-school teachers.** We asked these participants about program activities and supports related to their current role, as well as any supports designed to help them prepare to become full-time classroom teachers.

**Teacher applicants.** We assumed that respondents who did not fall into one of the two above categories were teacher applicants (i.e., those who have joined the program because they have an interest in becoming a paraprofessional or teacher). We asked these participants about activities and supports related to learning about the teaching profession and preparing to become a teacher.

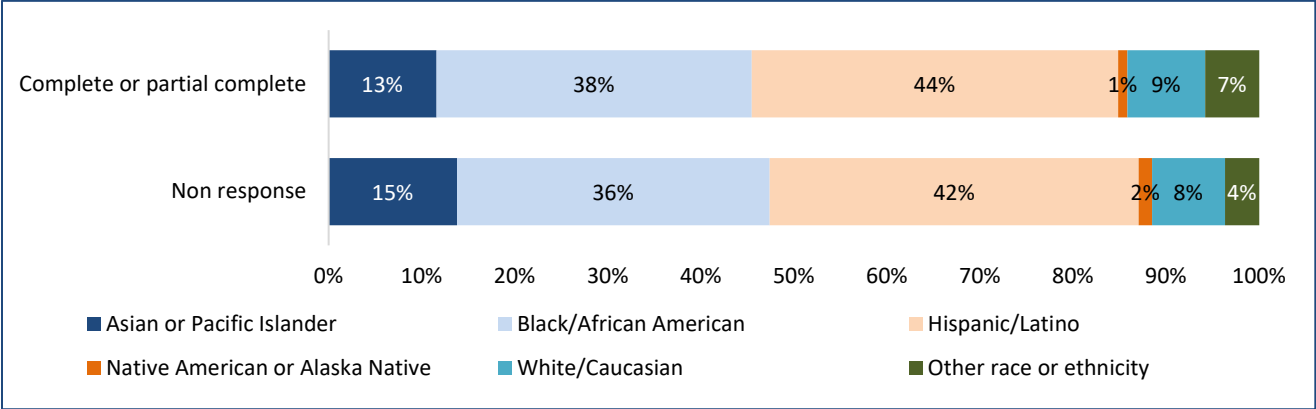
We analyzed demographic data provided by the program to compare the characteristics of survey respondents and non-respondents, including using chi-square statistical tests to identify statistically significant differences between respondents and non-respondents. Of the 517 **CUNY program participants** invited to complete the CUNY participant survey: 56% provided a complete response to the survey, 2% provided a partial response, and 42% did not complete the survey.

There were no statistically significant differences between survey respondents and non-respondents on the level of CUNY college attended (e.g., community college or senior college) or race or ethnicity.

**Figure A2. College level of CUNY NYC Men Teach participant survey respondents and non-respondents**



**Figure A3. Race or ethnicity of CUNY NYC Men Teach participant survey respondents and non-respondents**



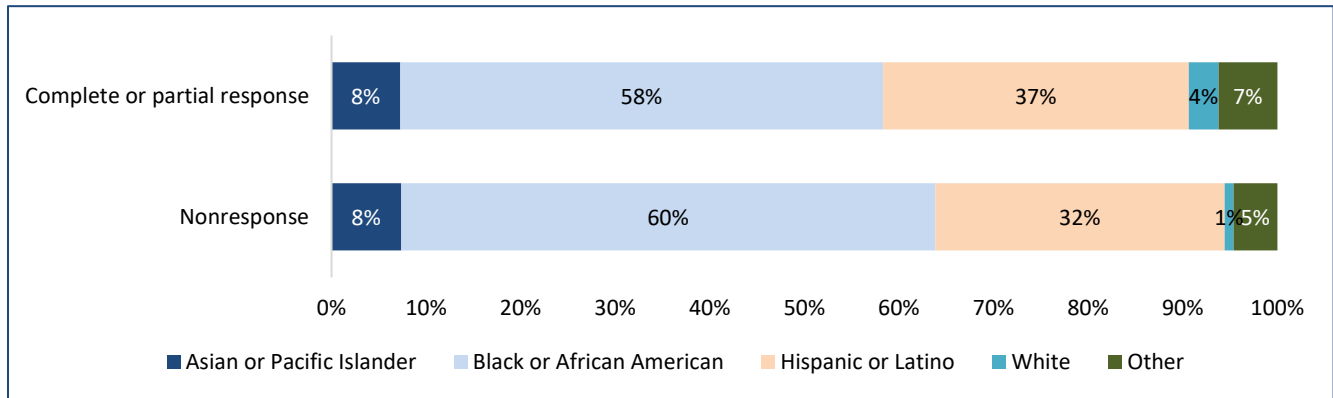
Of the 14 **CUNY Program Managers**, 13 provided a complete response to the survey. We administered this survey on paper during a meeting of Program Managers (PM). Due to the nearly 100% response rate and small number of PMs, we did not perform any statistical tests to compare respondents and non-respondents. A summary of PM characteristics reported on the survey follows.

- A majority (69%) of Program Managers identified as male
- 77% of Program Managers identify as African American or Black
- 2 PMs have previously worked as a K-12 teacher
- 4 PMs obtained a bachelor’s degree as their highest level of education; 6 obtained a master’s degree, and 3 obtained a doctorate degree
- 7 PMs reported that they hold a degree in education

Of the 452 **NYC DOE participants** invited to complete the survey, 36% completed the survey, 3% partially completed the survey, and 61% did not respond. There were no statistically significant differences in the race or ethnicity between survey respondents and non-respondents based on NYC Men Teach program data. However, race or ethnicity information was available for only 41% of NYC DOE participants in the program data.



**Figure A4. Race/ethnicity of NYC DOE NYC Men Teach participant survey respondents and non-respondents**



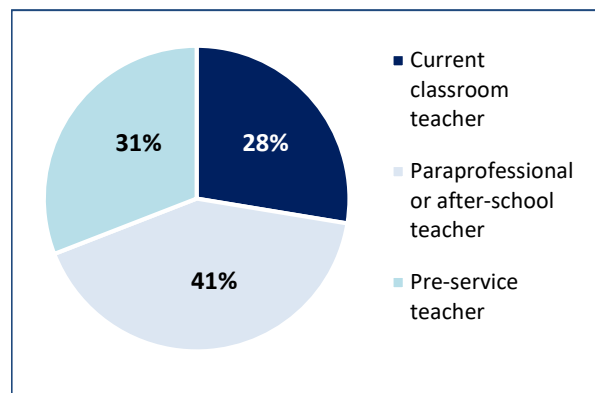
A summary of NYC DOE participant characteristics reported on the survey follows.

- 77% of NYC DOE NYC Men Teach participant survey respondents do not currently have a New York State teaching certification, and 83% do not have a degree in education.
- 59% of NYC DOE NYC Men Teach participants have attained a bachelor’s degree. Of those with an undergraduate degree, 66% reported that their undergraduate grade point average (GPA) was 3.0 or higher

Among NYC DOE participant survey respondents:

- 41% of NYC DOE reported that they currently work as a paraprofessional or after-school teacher;
- 31% reported that they do not have a teaching position (i.e., teacher applicants); and
- 28% reported being a classroom teacher (**Figure A5**).

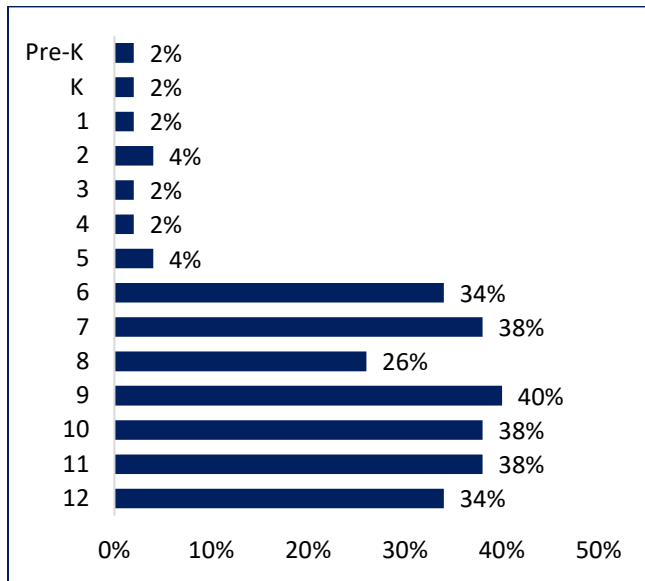
**Figure A5. Teaching status of NYC DOE NYC Men Teach participant survey respondents**



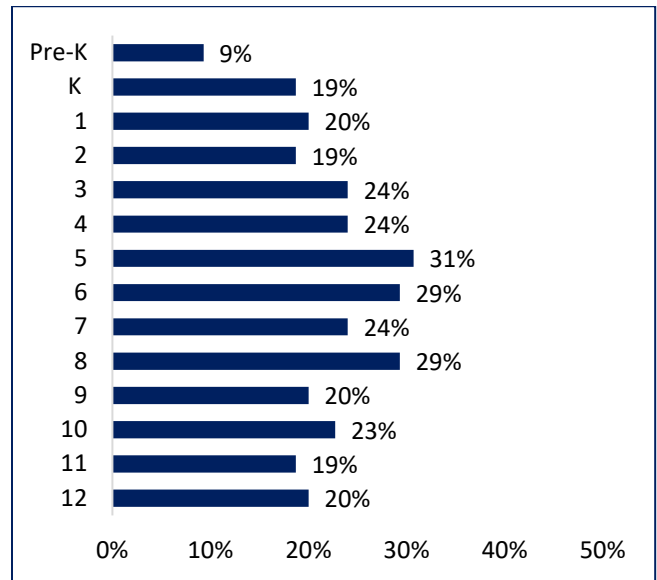
Among NYC DOE respondents who reported being current teachers, most reported teaching at the middle or high school level (**Figure A6**).

NYC DOE participants who currently serve as paraprofessionals and after-school teachers reported working in a wide range of grade levels, with late elementary and middle school grades being most common (**Figure A7**).

**Figure A6. Grade levels taught by NYC DOE participant survey respondents who reported being current teachers**

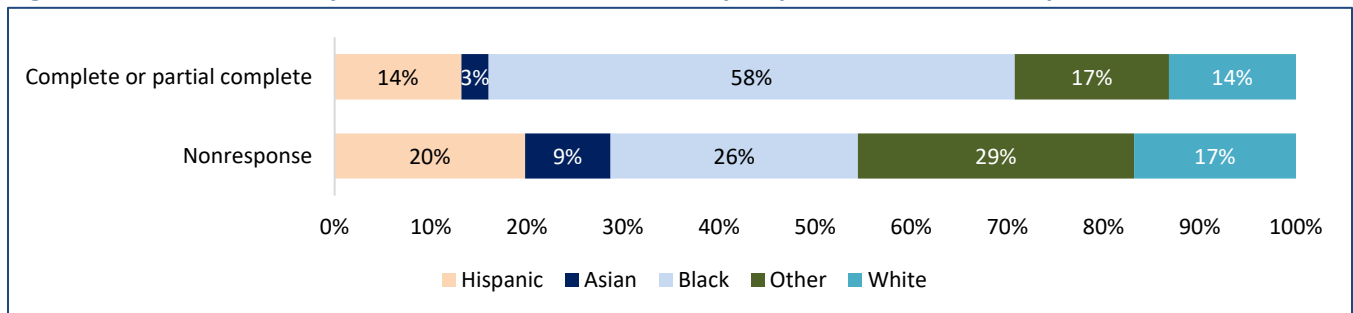


**Figure A7. Grade levels taught by NYC DOE participant survey respondents who reported currently serving as paraprofessionals and after-school teachers**



Of the 71 **NYC DOE Ambassadors** invited to complete the survey, 47% provided a complete response, and 4% provided a partial response; 49% did not respond. Black Ambassadors were significantly more likely to respond to the survey than not respond ( $X^2 = 7.7, p = .005$ ). We found no other significant differences for other groups (**Figure A8**).

**Figure A8. Race or ethnicity of NYC DOE Ambassador survey respondents and non-respondents**



## FOCUS GROUPS

Metis Associates conducted a series of focus groups and interviews to collect qualitative data in response to the evaluation research questions. **Table A3** below summarizes the qualitative data that were collected by five different broad stakeholder groups (both participants and staff).

**Table A3. Focus groups conducted as part of the NYC Men Teach evaluation**

Focus group	Number of participants	Description
<b>CUNY NYC Men Teach Participants</b>		
<b>CUNY Program Managers</b>	11	CUNY program managers from both CUNY community and senior colleges were included in the focus group. In addition, the focus group also included both new and experienced program managers. This focus group included both male and female program managers.
<b>NYC DOE NYC Men Teach Participants</b>	19	Qualitative data were collected from participants of several NYC DOE pathways as follows: ExpandED pathway (11 individuals) Paraprofessionals (1 individual) Alternative Certification (4 career changers and 3 “regular entry” participants). Across these respondent groups, the NYC DOE participants represented a breadth of experiences and backgrounds, including participants who recently began to consider a teaching career, participants who moved to NYC because of the NYC Men Teach program, and participants simultaneously enrolled in other teacher preparation programs such as teaching fellows.
<b>NYC DOE Outreach Team</b>	7	Those interviewed had varied positions within the Outreach Team. In addition, some Outreach Team members were also members of the NYC DOE’s Pre-K Outreach Team.
<b>NYC DOE Ambassadors</b>	3	The NYC DOE Ambassadors focus group also captured a well-varied range of opinions. Ambassadors ranged in teaching experience from relatively newer teachers to an experienced teacher with decades of instructional and mentorship experience.

We conducted focus groups in two locations: the CUNY administrative headquarters in midtown Manhattan and the New York DOE offices in downtown Brooklyn during times most convenient to the respondent groups, including afternoons and evenings. We recruited respondents by email using contact participant and staff contact information provided by CUNY and NYC DOE. Using a dedicated email address, Metis sent several waves of emailed announcements about each focus group, asking individuals to RSVP on a first-come first-served basis. We confirmed with individuals who expressed interest by email prior to each group. A pair of experienced evaluation researchers, one of whom led the conversation while the other provided logistical support and took detailed but summary notes of the conversations’ themes, conducted each focus group. The researchers audio recorded (with consent) each of the seven focus groups, and subsequently transcribed the tapes verbatim. Finally, we imported the transcripts into NVivo qualitative data analysis software.

## ANALYSES

The lead researchers for each evaluation activity analyzed and summarized the data from their activity independently. The principal investigator subsequently synthesized the results of these analyses across evaluation activities in preparing this report. We organized the **interview** data by research question using a crosswalk between the interview and research questions. In formatting the data for analyses, we maintained the information identifying the organization that each respondent was affiliated. This enabled us to analyze the degree to which the responses of program staff and administrators diverged or converged across programs. We then analyzed and summarized the formatted data by theme.

The analysis of **survey** data included descriptive procedures such as development of response frequencies for individual questions and cross-tabulations to compare responses to two questions. The analyses included a comparison of survey respondents and non-respondents using NYC Men Teach program data to identify statistically significant differences between those who completed the survey and those who did not. For the fixed choice survey items, we analyzed the data descriptively and made comparisons across respondent groups. We also qualitatively analyzed the open-ended responses from each survey.

We analyzed the qualitative data from the **focus groups** using ground-up and top-down content analytical techniques. We first coded transcriptions by the evaluation's research question (with particularly informative segments of conversation coded to multiple questions). Subsequently, we assessed the corpus of data to identify any additional thematic categories. Several additional topical areas were identified, including challenges facing male teachers of color, differences and similarities in participants' and staff understanding of the program goals, and the role of participant gender within the NYC Men Teach Program. For example, this latter theme was elevated during the content-analysis process due to the finding that a substantial portion of participants in the male-branded program identified themselves as female. Once coded according to the research questions, a team of qualitative researchers further analyzed the focus group and interview data to identify, within each research question, the top level themes, differences by respondent group (both within and between CUNY and NYC DOE), and other findings. Throughout this process, Metis staff met internally to review and build upon the findings in an iterative manner.