

Evaluation Report

The New York City Men Teach Initiative



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Executive Summary

The New York City Men Teach (NYC Men Teach) initiative, launched in 2016, is a multiagency partnership aimed at increasing the number of male teachers of color in New York City Public Schools. Funded by the Young Men’s Initiative, NYC Men Teach is a partnership between the Mayor’s Office for Economic Opportunity, NYC Public Schools, and the City University of New York (CUNY). Studies indicate that students thrive when taught by educators who share similar life experiences, fostering positive classrooms and strengthening both academic achievement and self-confidence. NYC Men Teach is a multi-agency partnership that works collaboratively to ensure that all NYC students have access to a diverse teacher workforce by providing programming, including summer teaching experiences, alternative certification pathways, mentoring, professional development, and financial assistance, designed to improve the preparation, recruitment, and retention of male teachers of color.

Although NYC Public Schools is more diverse than most districts nationally, significant teacher-student demographic gaps exist.¹ In the 2022–23 school year, male teachers represented only 23 percent of the workforce compared with 51 percent of students, resulting in a 28 percentage point teacher-student gap. Teachers of color were also underrepresented in the classroom. Hispanic teachers made up just 18 percent of the workforce compared to 41 percent of students (a 23 percentage point gap), Black teachers made up 17 percent of the workforce compared to 24 percent of students (a 7 percentage point gap), and Asian teachers made up 8 percent of teachers compared to 17 percent of students (a percentage point gap). Conversely, White teachers were overrepresented in the classrooms, making up 55 percent of the teacher workforce compared to just 15 percent of students (a 40 percentage point gap).

Westat, a social science research organization based in Maryland, and its partner L&G Research and Evaluation Consulting (L&G), conducted a mixed-method, participatory evaluation of NYC Men Teach. The evaluation addressed 5 research questions pertaining to the implementation and postsecondary and workforce outcomes of the program between 2016 and 2024. To ensure the evaluation captured the perspective of those most effected by the program, the study team convened an advisory board of program participants and staff throughout the life of the evaluation. Advisory board members provided feedback on the program logic model, research questions, evaluation plan, preliminary findings, and final report. Table ES.1. summarizes key evaluation findings for each research question.

Focus	Research question	Key findings
Implementation	1. How effectively have NYC Men Teach services been implemented?	<ul style="list-style-type: none"> • NYC Men Teach served over 6,300 participants, 84 percent of whom were male, with strong representation from Hispanic (32 percent), Black (26 percent), and Asian(15 percent) communities.^a • Variation in implementation quality was noted: CUNY participants reported more consistent access to supports compared with NYC Public Schools participants.

¹ The teacher-student gap is the difference between the percentage of teachers who identified as a specific demographic group and the percentage of students in the student population who identified as that demographic group.

Focus	Research question	Key findings
	2. How do participants perceive the appropriateness, effectiveness, and overall satisfaction with NYC Men Teach services?	<ul style="list-style-type: none"> • Survey and focus group data indicated high satisfaction overall, with participants citing mentoring, networking, and financial support as particularly valuable. • Participants reported a stronger sense of belonging and identity formation, especially through culturally responsive mentoring and professional development. • Participants believed the program influenced their desire or ability to teach.
	3. What role have partnership and coordination played in helping reach program goals?	<ul style="list-style-type: none"> • Partnerships among NYC Men Teach agencies were critical to program delivery, although coordination challenges across agencies and occasional misalignment between program expectations and institutional requirements limited efficiency and consistency. • Partnerships also played a central role in recruiting participants.
Outcomes	4. To what extent has NYC Men Teach contributed to the diversity of the educator workforce in NYC Public Schools?	<ul style="list-style-type: none"> • NYC Men Teach contributed 3,193 new male teachers of color to the NYC Public Schools between SY 2015–16 and SY 2023–24. • NYC Men Teach participants who entered NYC Public Schools were more representative of the student population than the overall workforce. • With 94 percent retained after 1 year, 85 percent after 3 years, and 78 percent after 5 years, retention among NYC Men Teach participants compares favorably with national and city-wide trends.
	5. What are the academic outcomes of participants? Outcomes include fall to fall retention; enrollment in an EPP; and degree completion.	<ul style="list-style-type: none"> • Participants across degree levels had similar fall-to-fall persistence rates as first-time, full-time students enrolled in all CUNY institutions. • Participants completed their degrees within 150 percent of expected time to completion at slightly higher rates than all CUNY students. d

Note: CUNY = City University of New York; EPP = educator preparation program; NYC = New York City.

^a All programs and activities of the NYC Men Teach program are open to all eligible applicants, without regard to race, gender, national origin, or other characteristic protected by law.

The evaluation concludes that NYC Men Teach is accomplishing its goal of contributing men of color to NYC classrooms by engaging, recruiting, supporting, and retaining male teachers of color in NYC Public Schools. NYC Men Teach consistently delivered high-quality support aligned with participant needs. Even where perceptions of supports varied, participants reported meaningful benefits, including mentoring, professional development, and a strong sense of belonging. Cross-agency partnerships were also instrumental in enabling this success. Although some coordination challenges remain, the overall structure of collaboration is a key driver of NYC Men Teach’s ability to recruit, support, and retain male teachers of color.

To strengthen implementation consistency, expand data collection, and enhance interagency collaboration to further the initiative’s impact, the report recommends the following:

- Tracking receipt of program services at the participant level in a management information system
- Evaluating NYC Men Teach using an experimental or quasi-experimental design

- Establishing targets for all outputs set in the program logic model
- Ensuring access to a mentor for all participants who enter a position in NYC Public Schools
- Encouraging recruitment of more males of color into CUNY education-related programs of study

These recommendations aim to enhance NYC Men Teach’s data infrastructure, evaluation rigor, and strategic alignment, ensuring the initiative continues to advance equity and representation in NYC’s educator workforce.

Introduction

Students of color benefit from having teachers who look like them (Achinstein et al., 2010; Stohr et al., 2018). Compared with their peers, teachers of color are more likely to have higher expectations of students of color and to confront issues of racism, serve as advocates, and develop trusting relationships with their students, especially when teachers and students share a cultural background (Grissom & Redding, 2016; Villegas & Irvine, 2010). A diverse teaching workforce also generates a social return for all students and may help close achievement gaps (Carver-Thomas, 2018; Egalite et al., 2015). Nationwide, 50 percent of students are children of color, but teachers of color make up less than 20 percent of the workforce (De Brey et al., 2021; National Center for Education Statistics, 2018).

Although the New York City (NYC) Public Schools workforce is more diverse than the national average, teachers of color and male teachers are underrepresented compared with the student population (Table 1). With a teacher-student gap² of 28 percentage points, male teachers were the most underrepresented group in the NYC Public Schools teacher workforce³ in school year (SY) 2022–23. Teachers identifying as Hispanic represented 18 percent of the teacher workforce in SY 2022–23, whereas 41 percent of students identified as Hispanic, resulting in a teacher-student gap of 23 percentage points. The teacher-student gaps for Asian and Black teachers were also substantial at 9 and 8 percentage points, respectively. Similar to national trends, White teachers, who made up 55 percent of the teacher workforce, were overrepresented in the workforce with a teacher-student gap of 40 percentage points.

Race/ethnicity group	Teachers (%)	Students (%)	Teacher-student gap ^a (%)
Race/ethnicity group			
American Indian/Alaska Native	0.19	1.2	-0.97
Asian	7.76	16.6	-8.79
Black/African American	16.59	24.4	-7.81
Hawaiian/Pacific Islander	0.03	—	—
Hispanic	17.88	41.1	-23.19
White	54.92	14.7	40.25
Multiple	1.05	1.5	-0.47
Unknown/other	1.58	0.6	0.96
Gender			
Male	23.17	51.3	-28.17
Female	76.83	48.7	28.17

Note: Publicly available data from NYC Public Schools does not include information on teachers' race/ethnicity by gender. Dash (—) = not reported in public data; NYC = New York City.

^a The teacher-student gap is the difference between the percentage of teachers who identified as a specific demographic group and the percentage of students in the student population who identified as that demographic group.

Source: NYC Public Schools, n.d.-a; NYC Public Schools, n.d.-b.

² The teacher-student gap is the difference between the percentage of teachers who identified as a specific demographic group and the percentage of students in the student population who identified as that demographic group.

³ Publicly available data did not provide information on teachers' race/ethnicity by gender, so summary statistics cannot include a male teachers of color category.

The NYC Men Teach initiative aims to increase the number of men of color in NYC classrooms by engaging, inspiring, recruiting, and supporting male teacher candidates at City University of New York (CUNY) institutions, teachers enrolled in alternative pathways to certification, and teachers working in NYC Public Schools. Program services are designed to accomplish this goal and address longstanding structural and institutional barriers across secondary schools, colleges, and the teaching profession that hindered the recruitment and retention of male teachers of color. Specifically, the programs supports the recruitment and retention of male teachers by providing mentorship and networking opportunities; academic and certification exam support for teacher candidates; professional development for new teachers; transitional supports into teaching positions; and financial supports, including certification exam fee remission and transportation assistance.

The Mayor’s Office for Economic Opportunity (NYC Opportunity) and the Young Men’s Initiative (YMI) contracted with Westat, a social science research firm based in Maryland, and L&G Research and Evaluation Consulting (the study team) to examine the implementation and outcomes of NYC Men Teach between 2016 and 2024. Examining implementation can help establish whether a program is being implemented as designed, promote understanding of the contexts in which the program is implemented, and identify whether other programs with similar components exist (Weiss et al., 2014). Evaluating outcomes can provide evidence of progress toward or achievement of a program’s intended goals and objectives. This report profiles the design of the NYC Men Teach program, describes the data and methods used in the evaluation, presents findings on program implementation and outcomes, and makes recommendations for program improvement and further evaluation.

Background

Research suggests that systemic approaches providing comprehensive supports across the educator pipeline have the potential to enhance the recruitment and placement of diverse teaching candidates. Studies of preparation strategies, such as teacher residencies and “Grow Your Own” initiatives, which recruit and prepare teachers from local communities to meet district workforce needs, paired with financial incentives, such as scholarships and stipends, have demonstrated the potential to increase the number of teachers of color entering and completing educator preparation programs (EPPs) (Carver-Thomas, 2017; Carver-Thomas, 2018). Mentoring, especially when culturally responsive, can mitigate feelings of isolation and support the professional growth and retention of teachers from underrepresented backgrounds in the educator workforce (Kohli et al., 2024). Networking opportunities, professional development, and early exposure to professional communities also contribute to stronger identity formation and long-term commitment to the profession (Bianco et al., 2023).

NYC Men Teach is a cross-institution collaboration that provides comprehensive supports to address the root causes of why too few men of color choose to enter EPPs, pursue teaching positions after obtaining a teaching credential, and remain in the classroom after entering the teacher workforce (Westat, 2019). YMI, which works across city agencies and community organizations to connect young men of color to opportunities and supports that improve quality of life, serves as the primary city-funded initiative that funds and supports NYC Men Teach as part of its broader strategy to diversify and strengthen the teacher workforce (YMI, n.d.). NYC Opportunity, which aims to use data and research to make NYC’s social programs more efficient, effective, and responsive, works in collaboration with YMI by overseeing program implementation and leading performance management and evaluation efforts (NYC Opportunity, 2019).

With funding, guidance, and oversight from YMI and NYC Opportunity, CUNY and NYC Public Schools implement NYC Men Teach services to ensure the *teacher workforce is representative of and better prepared to meet the needs of the student population in NYC Public Schools* (Figure 1). The organizations share data, programmatic resources, and administrative capacity to collaboratively provide pre-service, in-service service, pathway program, and professional development supports intended to recruit, train, retain, and support men of color enrolled in participating CUNY institutions and working in NYC Public Schools. In the CUNY system, six participating 2-year colleges and nine 4-year universities provided pre-service support to students during the study period, while NYC Public Schools provided in-service support to participants across the district.⁴

Pre-service supports provide services to postsecondary students and teacher candidates to encourage persistence in and completion of degrees and assist with passing state certification exams. Program and pipeline pathways provided by CUNY give students with various academic backgrounds who are interested in teaching a point of entry into the profession. These pathways offer participants access to mentorship, socioemotional supports, and financial assistance that directly address barriers to persistence and degree completion. Certification exam preparation and cost remission help participants afford and succeed on exams required for earning certification.

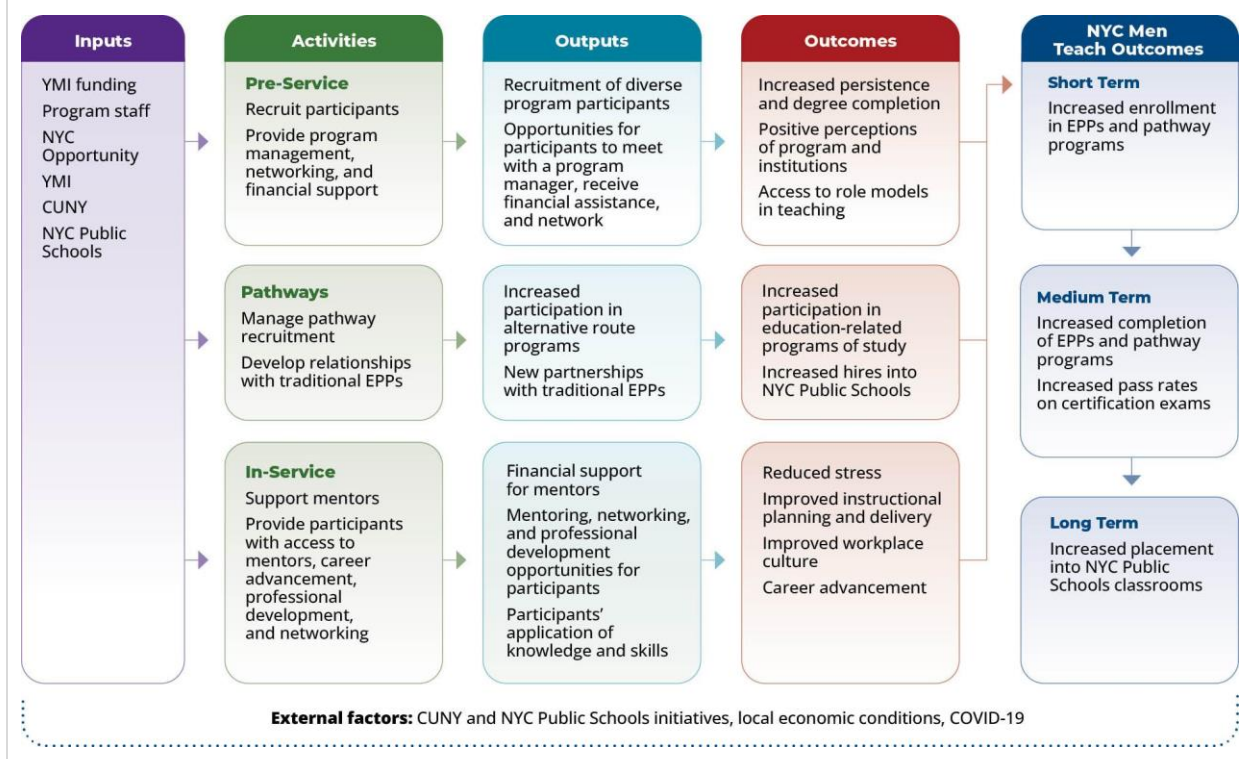
In-service activities aim to retain and advance the careers of participants by providing training and professional supports. Mentoring and induction, a support for early career teachers,⁵ eases transition into teaching by pairing male teachers of color with experienced peers from whom they can learn and lean on for professional support. Research suggests that structured induction and mentoring programs are associated with higher retention and support professional development and identity formation among novice teachers (Keese et al., 2022; Maras, Cumming, & Lee, 2025). Professional development, such as training in culturally responsive pedagogy, and other opportunities for professional growth further support career development and positive workplace culture by helping teachers build knowledge and skills over the course of their career, take on additional responsibilities along defined career pathways, and develop a sense of connectedness and engagement in the workplace. Networking complements these supports by enabling participants to build relationships with other teachers of color and fostering collegiality and a sense of belonging.

NYC Men Teach also uses summer programming, pathways into the profession, and partnerships to attract male teachers of color into teaching. Summer programming exposes high school students, undergraduates, and postgraduates to teaching through in-school experience, networking with education experts, and engaging with NYC Public School students. Through several alternative pathways, NYC Men Teach also encourages participants with a range of educational backgrounds to enter teaching. For example, through Educators Rising, NYC Men Teach reaches high school students enrolled in NYC Public Schools to encourage participation in the program and enrollment in education-related programs of study, and Ed Prep NYC provides an avenue for noncertified staff to obtain certification and become teachers. Finally, by building upon relationships between NYC Public Schools and CUNY institutions, NYC Men Teach aims to recruit more candidates from traditional EPPs into NYC Public Schools.

⁴ During the study period, Borough of Manhattan Community College, Bronx Community College, Brooklyn College, The City College of New York, Hostos Community College, Hunter College, Kingsborough Community College, LaGuardia Community College, Lehman College, Medgar Evers College, New York City College of Technology, Queens College, Queensborough Community College, College of Staten Island, and York College served NYC Men Teach participants.

⁵ Early career teachers are those with less than 3 years of experience.

Figure 1. NYC Men Teach initiative logic model



Note: See Appendix C for a more detailed program logic model. CUNY = City University of New York; EPP = educator preparation program; NYC = New York City; NYC Opportunity = Mayor’s Office for Economic Opportunity; YMI = Young Men’s Initiative.

Anyone interested in teaching who meets eligibility requirements can participate in NYC Men Teach and enter *at any point along the educator pipeline*. The pipeline begins in high school where students in grades 11 and 12 who are interested in teaching can participate in Educators Rising, a community-based program. Educators Rising partners with the NYC Men Teach and NYC Public Schools to improve teacher diversity and quality by creating pathways into EPPs.⁶

Students enrolled in postsecondary programs at CUNY institutions can participate in NYC Men Teach at any point during their educational tenure. Graduate students and students enrolled in CUNY 2- and 4-year institutions who apply and meet eligibility requirements can participate as “program” students. By contrast, students enrolled in CUNY 2-year or 4-year institutions who apply but do not meet eligibility requirements or are not selected as program students participate as “pipeline” students and receive all program supports except for financial assistance. Pipeline students can reapply annually to the program to become program students after matriculating from a 2-year to a 4-year program or after meeting all eligibility requirements.⁷ These participants may also continue participating in the program after entering NYC Public Schools as a paraeducator or classroom teacher. Noncertified staff, teachers on a provisional license enrolled in an alternative

⁶ This report does not include analysis of Educators Rising participants because the study team could not obtain data on these participants.

⁷ However, a panel reviewing applications may not select an applicant as a program student even if they meet eligibility requirements

route program, and fully licensed teachers who did not participate while enrolled in a CUNY or another postsecondary institution can enter NYC Men Teach while in the workforce.

Methodology

The study team conducted a mixed-method, participatory evaluation designed to assess the implementation and outcomes of NYC Men Teach. The evaluation used qualitative data collected from interviews and focus groups with program staff and participants, respectively, and quantitative data from CUNY, NYC Public Schools, and a survey of program participants. An advisory board composed of NYC Men Teach participants and staff participated in the implementation of the study by providing feedback on the overall evaluation approach; the data collection instruments, including participant surveys, focus group protocols, and semi-structured interview protocols; and the presentation of study findings in the final report. This section describes the study team’s approach to the participatory evaluation, the research questions and data sources, and the implementation and outcomes evaluation.

Participatory Evaluation

To implement a participatory evaluation approach, the study team convened an advisory board consisting of 10 program participants and staff. Participatory evaluation actively involves individuals affected by an intervention in the evaluation process, ensuring that their perspectives and insights shape the evaluation’s design and implementation (Dua et al., 2022). Taking a participatory approach can enhance the relevance, quality, and usefulness of evaluation findings by fostering a sense of ownership and commitment among participants, which can lead to more sustainable outcomes and improvements (Odera, 2021).

The study team collaborated with NYC Opportunity, CUNY, and NYC Public Schools to identify and recruit participants for the advisory board, facilitate virtual meetings, and gather feedback from board members. NYC Men Teach leadership identified current participants and staff from whom to recruit. The study team sorted these names by demographics and role in NYC Men Teach and recruited 10 participants representing all facets of the program. The advisory board met four times during the study period, including during the evaluation design and plan development phase, midway through data collection, before data analysis, and before drafting the final report. The study team conducted each meeting over Zoom and focused the conversation on how well the evaluation represented the perspective of program participants. After each meeting, the study team revised the study materials or findings to reflect feedback from the board. Each advisory board member received \$200 for their contribution across the study.

Sample, Research Question, and Data Sources

The study sample included NYC Men Teach participants who were enrolled in a CUNY institution or working in the NYC Public Schools between SY 2015–16 and SY 2023–24 (Table 2). Of the 6,365 participants, 84 percent were male, and 16 percent were female.⁸ The largest subgroups of participants were males who identified as Hispanic (32 percent), Black (26 percent), and Asian (15 percent). However, there were slight differences between the populations of participants in CUNY and NYC Public Schools. Nearly a third of CUNY participants (30 percent) identified as female, compared with 6 percent in NYC Public Schools. Relative to CUNY, NYC Public Schools also served a

⁸ NYC Men Teach does not restrict participation to those who identify as male.

higher share of male participants who identified as Black (27 percent versus 23 percent for CUNY), Hispanic (35 percent versus 26 percent), and Asian (17 percent versus 11 percent).

Demographics	All participants	CUNY	NYC Public Schools
Male	5,345 (84.0%)	1,740 (68.6%)	4,024 (93.7%)
American Indian/Alaska Native	17 (0.3)	5 (0.2)	12 (0.3)
Asian/Pacific Islander	945 (14.8)	273 (10.8)	740 (17.2)
Black	1,620 (25.5)	578 (22.8)	1,147 (26.7)
Hispanic	2,005 (31.5)	646 (25.5)	1,507 (35.1)
Two or more	186 (2.9)	29 (1.1)	167 (3.9)
White	231 (3.6)	127 (5.0)	117 (2.7)
Unknown	341 (5.4)	82 (3.2)	334 (7.8)
Female	990 (15.6%)	767 (30.3%)	267 (6.2%)
American Indian/Alaska Native	2 (0.0)	2 (0.1)	0 (0.0)
Asian/Pacific Islander	182 (2.9)	133 (5.2)	53 (1.2)
Black	277 (4.4)	208 (8.2)	76 (1.8)
Hispanic	355 (5.6)	301 (11.9)	70 (1.6)
Two or more	14 (0.2)	10 (0.4)	6 (0.1)
White	77 (1.2)	58 (2.3)	23 (0.5)
Unknown	83 (1.3)	55 (2.2)	39 (0.9)
Gender nonconforming or unknown	30 (.4%)	28 (1.1%)	2 (0.0%)
American Indian/Alaska Native	0 (0.0)	0 (0.0)	0 (0.0)
Asian/Pacific Islander	4 (0.1)	2 (0.1)	2 (0.1)
Black	4 (0.1)	4 (0.2)	0 (0.0)
Hispanic	6 (0.1)	6 (0.2)	0 (0.0)
Two or more	1 (0.0)	1 (0.0)	0 (0.0)
White	1 (0.0)	1 (0.0)	0 (0.0)
Unknown	14 (0.2)	14 (0.6)	0 (0.0)
Total	6,365^a	2,535	4,293

Note: CUNY = City University of New York; NYC = New York City; SY = school year.

^a The total does not represent the sum of participants in CUNY and NYC Public Schools because 465 participants received services from both CUNY and NYC Public Schools.

Source: CUNY and NYC Public Schools administrative data provided for the study.

The study team used data from multiple sources to address five research questions focused on NYC Men Teach implementation and participant outcomes (Table 3). Quantitative and qualitative data from a participant survey, participant focus groups, and interviews with program staff informed analysis addressing the first three questions related to program quality, fidelity of implementation, and the role of partnerships in program implementation. Administrative data from CUNY and NYC Public Schools and the participant survey informed descriptive analysis addressing research questions 4 and 5, which focused on workforce and postsecondary outcomes of program participants.

The analytic sample varied by research question. Research questions 1 and 2 focused on all participants in NYC Men Teach during the study period, whereas research question 3 focused only on the perceptions of NYC Men Teach staff on program partnerships and their impact on NYC Men Teach implementation. For the outcomes analysis, research question 4 focused only on changes in the NYC Public School workforce because the goal of NYC Men Teach is to recruit more men of color

into the classroom. Research question 5 focused on postsecondary and employment outcomes of program participants served by CUNY.

Table 3. Summary of research questions and data sources					
Research question	Sample	Data source			
		Participant survey	Participant focus groups	NYC Men Teach staff interviews	Administrative data
Implementation					
1. How effectively have NYC Men Teach services been implemented?	Survey and focus group respondents ^a	✓	✓		
2. How do participants perceive the appropriateness, effectiveness, and overall satisfaction with NYC Men Teach services?	Survey and focus group respondents ^a	✓	✓	✓	
3. What role have partnership and coordination played in helping reach program goals?	NYC Men Teach staff		✓	✓	
Outcomes					
4. To what extent has NYC Men Teach contributed to the diversity of the educator workforce in NYC Public Schools? Outcomes include recruitment of men of color and retention of men of color.	All participants				✓ ^b
5. What are the academic outcomes of participants? Outcomes include fall-to-fall retention, enrollment in an EPP, and degree completion.	Participants in CUNY institutions	✓			✓ ^c

Note: CUNY = City University of New York; EPP = educator preparation program; NYC = New York City.

^a The survey received responses from 195 CUNY and 261 NYC Public Schools participants, and 7 participants participated in focus groups. Responses from the sample of survey and focus group respondents may not reflect the views of all participants.

^b Data from NYC Public Schools on demographics, in-school retention, and in-district retention of NYC Men Teach participants.

^c Data from CUNY on participant academic outcomes, such as persistence, major course of study, and completion.

^d Data from NYC Public Schools on demographics of student population at the school level.

The study included original data collection from a survey and focus groups of NYC Men Teach participants, interviews with program staff and administrators, and administrative data from CUNY and NYC Public Schools.

Participant Survey

The survey asked all participants about their participation in program services; the degree to which those services were high quality, aligned with their expectations of the program, and met their needs; and their interest in teaching. Participants who received services (1) through Educators Rising, (2) while enrolled in a CUNY institution, or (3) while participating in an alternative pathway program also received survey questions about whether program services affected their desire or ability to teach and helped them meet requirements for certification. Participants who taught in

NYC Public Schools received additional questions related to whether they mentored early career teachers, their level of participation in professional development and networking, and the degree to which NYC Men Teach contributed to a positive work culture.

The survey was administered using Qualtrics, an online platform for developing and administering surveys. The study team developed a survey instrument with display logic that curated questions to individual participants based on their exposure to the program. For example, participants who received services only while enrolled in a CUNY institution received only questions related to their experience as a program or pipeline student.

CUNY administered the survey using its Qualtrics account to 2,535 students who entered NYC Men Teach while enrolled in a CUNY institution. The study team administered the survey to all 4,293 teachers, administrators, and noncertified staff who participated while employed by NYC Public Schools between 2016 and 2024.⁹ CUNY opened the survey to its participants on March 11, 2025, and followed up weekly with nonrespondents until the survey closed on April 6, 2025. The study team administered the survey to participants who entered the program while working in NYC Public Schools between June 4 and June 30, 2025. Both surveys were available for participants for 27 days. The study team and NYC Men Teach each followed up weekly with nonrespondents. NYC Men Teach’s follow-up entailed individualized emails with a unique survey link encouraging participation in the study.

Overall, 7.1 percent of the 6,365 participants¹⁰ in the sample responded to the survey. Of the 2,535 participants who received the survey from CUNY, 195 (or 7.7 percent) responded to the survey. Of the 4,293 participants who received the survey from the study team, 261 (or 6.1 percent) provided a response. See Table A.1 in Appendix A for more information on the survey sample.

Participant Focus Groups

The study team recruited participants for focus groups via email from a list provided by NYC Men Teach. The participants were recruited based on five categories: high school teachers, elementary and middle school teachers, current students, nonparticipants in the NYC Men Teach program, and alternative pathway students. Recruitment also focused on men of color to align with the NYC Men Teach target demographic.

Table 4 shows the group type and the number of participants the study team successfully recruited to each group. Because of attendance-related attrition, some groups had only one participant. When this occurred, the moderator used an interview-style approach to the conversation with the participant. Only CUNY participants were offered an incentive; NYC Public Schools prohibits incentives for study participants.

Recruitment group	Number of participants
High school teacher	2
Elementary and middle school teachers	1

⁹ CUNY administered the survey to its NYC Men Teach participants instead of sharing personally identifiable information with the study team. After the survey closed, CUNY linked survey responses to administrative data and gave the study team a data file with research identifiers. NYC Public Schools shared names and email addresses of participants with the study team to facilitate survey administration.

¹⁰ “The total does not represent the sum of participants in CUNY and NYC Public Schools because 465 participants received services from both CUNY and NYC Public Schools.”

Recruitment group	Number of participants
Current students	2
Nonparticipants	1
Alternative pathway students	1

Staff Interviews

An interview lead from the study team began the discussion by defining eligibility criteria for entering the program. The interviewer then walked through the program logic model to define program activities and establish specific targets for the outputs and short-, medium-, and long-term outcomes. The discussion also focused on understanding the link between the aspect of the program overseen or administered by the staff member and NYC Men Teach’s broader goal of increasing male teachers of color in NYC Public Schools. Finally, the interviewer posed questions about how partnerships have facilitated or impeded successful implementation of the program.

Overall, six staff members from YMI, NYC Opportunity, CUNY, and NYC Public Schools participated in an interview. Interviews lasted approximately an hour and were conducted virtually over Zoom. To facilitate analysis, the interviewer recorded and transcribed each interview.

CUNY Administrative Data

The person-level data uniquely identified participants using CUNY-assigned research identifiers and included information on their status (i.e., a program or pipeline student), institution, enrollment, degree type and level, academic performance, major, completion status, and demographics. The data were unique at the participant-term-institution level and included records for all NYC Men Teach participants enrolled in CUNY postsecondary institution between SY 2016–17 and SY 2024–25. The study team obtained the data through a data-sharing agreement with CUNY.

NYC Public Schools Administrative Data

The person-level data uniquely identified participants using a research identifier and included information on their school of employment, position, years of experience as a teacher, licensure status and type, and demographics. For teachers who also participated in the program while enrolled in a CUNY institution, the data included the research identifier used in the CUNY data file. The data were unique at the person-school year-school level and included all NYC Men Teach participants who worked in NYC Public Schools between SY 2015–16 and SY 2025–26. The study team obtained the data through a data-sharing agreement with NYC Public Schools.

Analytic Approach

The study team conducted the following descriptive quantitative and qualitative analyses to address the research questions.

Implementation Fidelity

The study team used a two-phase approach to assess fidelity of program implementation. In the first phase, during interviews with NYC Men Teach staff, the study team confirmed the program’s intended activities, outputs, and outcomes in the logic model. The interviews also set specific targets for most outputs and outcomes associated with program activities.¹¹ After confirming the

¹¹ The NYC Men Teach team did not have established targets for all outputs and outcomes specified in the logic model.

targets, the study team conducted descriptive quantitative analyses of survey data to classify each output for which there was a target into one of four statuses: *strong* implementation (i.e., at least 66 percent of survey respondents reported participating in a program activity as intended), *moderate* implementation (33 to 65 percent reported the expected level of participation), *progressing* implementation (1 to 32 percent reported the expected level of participation), and *not implemented* (no survey respondent reported participating in an expected activity). Low response rates limited analysis of program participation to only a small subsample of participants (see implications for low response rates in the section on limitations). Qualitative analysis identified potential facilitators of and barriers to receipt of intended program services.

Participant Perceptions of Appropriateness, Quality, and Satisfaction with Services

Analysis of survey and focus group data examined participants' perceptions of quality and satisfaction with NYC Men Teach services across the educator pipeline. Descriptive quantitative analysis of survey data calculated the percentage of survey respondents who agreed or strongly agreed that each NYC Men Teach service was high quality; the percentage who were satisfied or very satisfied with each service; and the percentage who strongly agreed or agreed that each service aligned with their needs. The study team supplemented the quantitative analysis with a deductive and inductive qualitative analysis focused on participants' perceived benefits, challenges, and impact of the program. Where possible, the study team conducted analysis overall and by participant subgroup, such as by race, ethnicity, and gender.

Role of Partnerships

The study team used administrative data to conduct qualitative analysis of interviews with program staff and focus groups of participants to understand the role of partnerships in implementing NYC Men Teach. Deductive qualitative analysis focused on the roles of key partners, including NYC Opportunity, YMI, CUNY, and NYC Public Schools; the influence of partnerships on program design, delivery, and outcomes; and other partnerships that benefited program implementation and success.

Participant Outcomes

The study team conducted a descriptive outcomes study to address research questions 4 and 5. The analysis assessed outcomes of participants along the educator pipeline, ranging from matriculation into a program of study that could lead to certification through entry and retention in the NYC Public Schools workforce. Specifically, the analysis examined the following outcomes:

- Enrollment rate in education-related programs of study and EPPs of participants enrolled in CUNY institutions, race/ethnicity, and gender (frequencies, percentages)
- Fall-to-fall retention rate of participants enrolled in CUNY institutions by program of study, race/ethnicity, and gender (frequencies, percentages)
- The overall completion rate and the completion rate at 100 and 150 percent of expected time to completion among participants enrolled in a CUNY institution by program of study, race/ethnicity, and gender (frequencies, percentages)
- The number of participants by gender and race/ethnicity that NYC Men Teach contributed to the NYC Public School workforce over time (counts)
- Rate of employment in NYC Public Schools among participants who completed a degree from a CUNY institution by race/ethnicity and gender (frequencies, percentages)

- The 1-, 3-, and 5-year retention rates of participants in NYC Public Schools after entering teaching by race/ethnicity and gender (frequencies, percentages)¹²

Limitations

Several limitations to this study should inform the interpretation and use of the findings. A goal of the NYC Men Teach program is to create a playbook for developing and scaling the program in other states and districts. A rigorous evaluation is essential because it clarifies which components are core, which can be adapted, and the conditions under which the model is most effective (Century et al., 2010). However, the following limitations affect the comprehensiveness of study findings and should be carefully considered when creating a program playbook.

Inability to Make Causal Estimates

Because this study is descriptive, one should not interpret the results as measuring the causal impact of NYC Men Teach on participants. Developing causal estimates would require (1) a research design that includes a valid comparison or control group, such as a randomized controlled trial (RCT), where participants are randomly assigned to receive or not receive the program, or (2) a quasi-experimental design, such as a difference-in-differences, regression discontinuity, or propensity score matching approach, that approximates random assignment and defines a comparison group under specific assumptions.

In this study, the only comparisons made are against publicly available district- or statewide estimates of the same outcomes, which serve as descriptive benchmarks rather than causal counterfactuals. Observed differences between NYC Men Teach participants and broader populations may reflect differences in program composition rather than program effects. For example, individuals who choose to participate in NYC Men Teach may be systematically more motivated to complete their degrees or remain in teaching than nonparticipants, which could independently contribute to higher graduation and workforce retention rates.

Self-reported Receipt of Services

Relying on self-reported receipt of services may also bias the study results, which would limit the generalizability of findings related to implementation and outcomes to the broader participant population. Self-reported data are often unreliable, particularly when respondents are asked to recall events or experiences that occurred several years earlier, because memory decay and recall bias can distort accuracy (Pigott et al., 2013). In addition, participants who chose to respond to the survey may not represent the broader program population; individuals with stronger or more polarized experiences are often more motivated to participate in voluntary surveys (Fosnacht et al., 2017). For example, some participants who did not receive the expected level of support or services may have been especially motivated to respond in order to express dissatisfaction, whereas others who were more satisfied or disengaged may have opted not to participate, again potentially skewing the results.

¹² Retention was calculated as the percentage of teachers who were in a NYC Public Schools public school in a base year and a comparison year, regardless of whether the teacher was in the NYC Public Schools workforce in the intervening years. For example, the 3-year retention rate for teachers entering NYC Public Schools in SY 2021–22 was calculated as the number present in SY 2023–24 divided by the number entering in SY 2021–22. The base year was the year in which the participant entered NYC Men Teach, and the reference year varied.

Low Response Rates

The participant survey also suffered from a low response rate of approximately 7 percent and skewed toward current participants, further reducing representativeness. Low response rates raise concerns about nonresponse bias because estimates derived from small respondent groups may not accurately represent the broader population (Fosnacht et al., 2017). Poor survey participation threatens the validity of research, particularly in education studies, because differences between respondents and nonrespondents can distort population estimates, especially when participation is correlated with attitudes or experiences being measured. Even when responses appear stable across different response rates, the potential for bias remains, particularly in smaller samples or when subgroups are unevenly represented.

Restrictions to Data Collection

Collecting student-level data from secondary schools and postsecondary institutions presents significant challenges, largely due to the protections established under the Family Educational Rights and Privacy Act (FERPA). FERPA imposes strict limits on the disclosure and use of personally identifiable student information, often requiring complex data-sharing agreements, institutional review processes, and extensive de-identification procedures before data can be released. These challenges are compounded when data collection involves minors, as institutions must also ensure compliance with parental consent requirements and heightened safeguards for student privacy and data security. As a result, timelines for data access are frequently extended, data elements may be restricted or aggregated, and research designs must be adapted to balance analytic needs with legal and ethical obligations. Because of these hurdles, the study could not collect data on Educator Rising participants, who were generally under age 18 and participating in the program while enrolled in high school, or on CUNY students who did not participate in the program while enrolled in a program of study at a participating institution. Lack of access to these data limited the study to descriptive analyses and did not allow for an examination of Educator Rising, a key component of the program.

COVID-19 Pandemic

The COVID-19 pandemic may have also influenced the outcomes examined in this study, potentially influencing observed outcomes. For example, in postsecondary education, the abrupt transition to remote instruction negatively affected student persistence and engagement, with first-year retention rates declining compared with pre-pandemic cohorts as students faced increased financial strain and reduced connection to campus life (Han et al., 2025). Postsecondary instructors, particularly in fields such as mathematics and statistics, also experienced increased workload, stress, and reduced work-life balance because of the rapid move to online teaching, which in turn affected teaching quality and student learning outcomes (Rey et al., 2021). In the workforce, teacher turnover increased in some jurisdictions, and attitudes toward the education profession changed. For example, one study found that in March 2021, only about 69 percent of teachers reported they expected to stay in the profession until retirement, a decline from 74 percent in March 2020 (Goldhaber & Theobald, 2022).

Results

The evaluation examined the implementation and outcomes of the NYC Men Teach program between SY 2015–16 and SY 2023–24. The implementation evaluation addressed three research questions focused on participants’ perceptions of program implementation and services, as well as beliefs about the role and importance of partnerships. The outcome evaluation focused on NYC Men

Teach's contributions of male teachers of color to the NYC Public School workforce and the postsecondary and workforce outcomes of program participants. This section describes the results of the implementation and outcomes evaluations by research question.

1. How Effectively Have NYC Men Teach Services Been Implemented?

The study assessed the extent to which NYC Men Teach achieved the output targets for all core pre-service and in-service activities outlined in the program logic model. For this analysis, reaching 66 percent or more of a target indicated strong implementation, achieving between 33 and 65 percent indicated progressing implementation, and achieving less than 33 percent indicated needs improvement. NYC Men Teach also encompasses additional activities beyond those core services with defined targets. Appendix A provides summary statistics on the extent to which participants received every NYC Men Teach service (Tables A.2–A.5).

NYC Men Teach demonstrated strong implementation of core pre-service activities during the study period. The target for all core pre-service activities, including access to a program manager, networking opportunities, and financial supports, was 100 percent of program participants, indicating strong implementation. As Figure 2 shows, more than 90 percent of survey respondents reported participating in at least one networking event annually; 75 percent reported receiving monthly support from a program manager; and 74 percent reported receiving annual financial support, such as transportation assistance and exam and book vouchers.

Unlike pre-service activities, the implementation of core in-service activities showed mixed results. Although in-service activities such as mentoring and networking were optional, the program established goals for them because they are central to achieving its objectives. Two activities focused on providing mentorship, whereas four addressed receiving mentorship and professional development, applying knowledge and skills gained through NYC Men Teach, and participating in program-sponsored networking events (Figure 2). Among survey respondents who served as mentors, 56 percent reported receiving a stipend, which did not reach the threshold for strong implementation, and 85 percent indicated they supported between one and three mentees. Evidence of strong implementation included 91 percent of respondents applying knowledge and skills gained through participation in NYC Men Teach to their practice and 79 percent participating in at least one networking event annually. However, only 61 percent reported receiving at least 20 hours of professional development, and 63 percent reported receiving support from a mentor at least annually, indicating gaps in the delivery of some core in-service activities.

Figure 2. Achievement of pre-service and in-service output target

Output	Target	Actual	Strength of implementation
Pre-service			
Participants received at least monthly support from a program manager	100%	75%	Strong
Participants took part in networking events	100%	90%	Strong
Participants received financial support (including transportation) at least annually	100%	74%	Strong
In-service			
Mentors received a stipend	100%	56%	Progressing
Mentors supported one to three mentees	100%	85%	Strong
Participants received 20 professional development hours annually	100%	61%	Progressing
Participants received at least monthly support from a mentor	100%	46%	Progressing
Participants applied knowledge and skills	100%	91%	Strong
Participants took part in at least one networking event	100%	79%	Strong

Note: The outputs described are those for which NYC Men Teach had a measurable target.

Source: Participant survey.

In focus groups, participants described a range of tangible and meaningful benefits from the program, emphasizing both practical supports and mentoring. Most notably, they highlighted access to financial assistance such as book vouchers and public transportation cards, as well as professional development opportunities, including workshops, mock interviews, and resume development support. Participants also universally appreciated in-person events such as Wellness Wednesday, which fostered holistic well-being and community engagement among educators. Some participants emphasized the importance of mentorship during their time in the program, with one participant extolling the benefits of his mentor.

“I would say we have wonderful mentors. And I can’t speak enough about the mentor that I currently have that [has] been very transparent, very upfront, personable, shared their experiences, and is present in every aspect.”

However, feedback received in focus groups also highlighted potential gaps in the delivery of some program services. Participants reported a desire for more opportunities for networking and tangible resources on lesson planning and other pedagogical supports to assist their teaching. Some participants also noted the lack of a mentor while working in NYC Public Schools, which they felt was a detriment to program retention and overall success. These participants noted coordination challenges between NYC Men Teach and NYC Public Schools as one potential explanation for the lack of a mentor. For example, one participant noted:

“I had a mentor in the beginning of the year, but then the person quit, and I don’t have a mentor anymore. I hope they give me one, but I don’t know, there appears to be some disconnection.”

2. How Do Participants Perceive the Appropriateness, Overall Satisfaction With, and Impact of NYC Men Teach Services?

The study assessed participants' perceptions of NYC Men Teach services, including the degree to which they found the services to be good or high quality, whether the services aligned with their needs, and their level of satisfaction with the services. This section focuses on core services, which are those with output targets specified in the logic model, for participants enrolled in CUNY institutions and those in the NYC Public Schools workforce. Results for all program activities are described in Appendix A.

Overall, NYC Men Teach participants viewed the core services as good or high quality (Figure 3). The study found that CUNY, in particular, is delivering services as intended, and its services appear to be beneficial. The participant survey found that 81 percent of CUNY participants rated the support from a program manager as good or high quality, and 85 percent rated both networking and financial support as good or high quality. Although participants in alternative route programs and NYC Public Schools expressed generally positive views of core services, the proportion who rated those services as good or high quality was meaningfully lower compared with participants from CUNY. For example, 74 percent of participants in the workforce found networking services to be good or high quality, compared with 85 percent of CUNY participants.

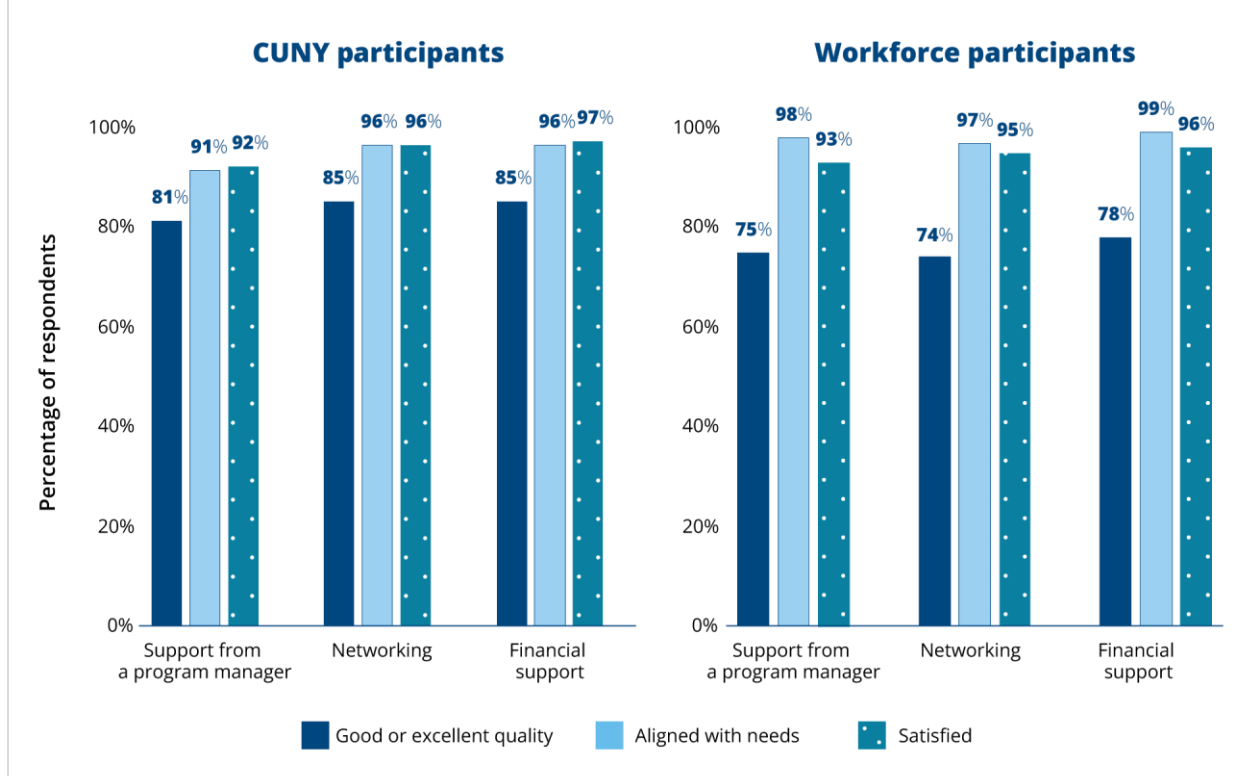
Most participants reported that NYC Men Teach services were appropriate, but there were differences across participant type. Appropriateness refers to the degree to which participants believed that program services aligned with their expectations and met their needs (Proctor et al., 2011). Almost all respondents (97 to 99 percent) from the workforce believed the core services aligned with their needs. Survey results from CUNY showed that between 91 and 96 percent of respondents found the three core services to be aligned with their needs.

Participants generally reported satisfaction with core services. Support from a mentor or program manager showed slightly less satisfaction than other core services. For example, 93 percent of participants in the workforce were satisfied with mentor support, compared with 96 percent who were satisfied with professional development. CUNY participants reported a 92 percent satisfaction rate for support from a program manager, compared with a 97 percent satisfaction rate for financial support.

Participants also believed the program influenced their desire or ability to teach. CUNY participants who responded to the survey reported that participation in NYC Men Teach increased their likelihood of pursuing teaching, with 79 percent indicating that the program made them more or significantly more likely to pursue teaching. Among alternative route participants, 74 percent indicated that NYC Men Teach helped prepare them to obtain a credential. One focus group participant discussed how NYC Men Teach supports new teachers and helps keep them in the profession:

"The retention rate of new teachers [is] really low, but then I think the connection with the [NYC] Men Teach is really preventing [attrition among] the new early career teachers and giving up because of the burnout. I think one of them is me."

Figure 3. Perceptions of core services by participant type



Note: CUNY = City University of New York; $n = 171$ for program manager; $n = 168$ for networking; $n = 130$ for financial support; $n = 194$ for support from mentor; $n = 233$ for networking; $n = 225$ for professional development.

Source: Participant survey.

The focus groups also captured differences in perceptions of program services. Focus group participants reported that NYC Men Teach offered a sense of community and emotional support. For those with exposure to the mentoring, this was an important outlet, with participants describing mentorship as “therapeutic” and “transparent.” Focus group participants also highlighted workshops and networking opportunities as particularly appropriate for their needs, noted the wide range of services available to them, and appreciated tangible supports, such as in-person events. Participants generally expressed feeling seen, heard, and valued in the NYC Men Teach community. For example, one participant shared the following positive feedback:

“It’s a very impactful program ... especially for teachers of color. It provides a safe space, so to say, where people can really share thoughts, struggles, [and] celebrate their successes, and it just gives that space to really feel that you matter and you’re making a difference, so that’s the general sense I get from the program.”

However, participants also discussed the need for additional supports, including wanting more opportunities to connect and network, more resources such as example lesson plans, and enhanced administrative support when navigating various pathways to licensure. Mentorship also came up numerous times in the focus groups. Although many participants spoke about the strong bond they formed with their mentors, some also noted that not all mentors take their role seriously. Participants with inactive mentors discussed how they see others in the program benefiting from

strong mentorship, and they desire a similar opportunity. This discrepancy could contribute to the slightly lower satisfaction rating for mentor support compared with other core services.

3. What Role Have Partnership and Coordination Played in Helping Reach Program Goals?

Strong cross-agency partnerships established through formal agreements are critical for implementing city- and state-level programs and achieving coordinated outcomes (Roberts & Milman, 2024). Interviews with NYC Men Teach staff and focus groups with participants revealed that the program built the necessary capacity, such as dedicated staff time, aligned policies, and IT support, to effectively serve participants, meet policy goals, and recruit diverse teachers into NYC Public Schools. As one staff member summarized, strong partnerships are the “secret sauce” of NYC Men Teach because they underpin the program’s ability to serve participants and ultimately accomplish program goals.

Program staff reported that partnerships across city agencies, higher education institutions, and community organizations were foundational in building the policy capacity and infrastructure needed to effectively serve NYC Men Teach participants. As a staff member explained, the initiative’s success relied on the “triangle” between CUNY, NYC Public Schools, and YMI, which functioned as the “policy driver” to align resources, data, and funding across agencies. These collaborations helped create what another staff member described as the “legal, funding, and [policy] infrastructure necessary for fostering cross-agency partnerships and serving students.” For example, this staff member also described how NYC Men Teach expanded the applicant pool by negotiating a lower grade point average (GPA) requirement for the Ed Prep NYC pathway by committing to the provision of intensive services for participants, explaining the following:

“We’ve been able to negotiate with universities. ... That 2.5 GPA is something that we’ve negotiated with universities that’s significantly lower than your standard master’s degree programs [without] watering down the standards or the profession.”

Partnerships also played a central role in recruiting participants into NYC Public Schools through connections with community-based organizations (CBOs), CUNY institutions, and schools. Program staff from NYC Public Schools emphasized that many candidates entered the pipeline through organizations that already worked in schools “in some sort of support fashion,” such as after-school programs, youth organizations, or faith-based groups. These partnerships were valuable because they connected directly to the community and reflected the demographics and experiences of the city’s youth. As one respondent explained, “We see [CBOs] as a big source of where we pull candidates from again because there’s a connection to the community, connection to young people.” NYC Men Teach also drew on partnerships with all CUNY campuses (at 40 percent of all new hires annually, CUNY is its largest source of teacher candidates) by working closely with program directors to coordinate recruitment events and meet shared program goals. According to a program staff member responsible for building pathways into the profession, NYC Men Teach also aims to develop sustainable, district-level collaborations with superintendents, principals, and large after-school providers to build residency models that serve as incubators for future educators who reflect the demographics of the student population.

At the same time, focus group participants identified areas for improvement in how partnerships function in practice. Some participants noted misalignment between program expectations and institutional requirements, which occasionally created additional burdens. For instance, some participants mentioned the need for clearer communication and alignment between program and institutional standards, with one participant noting the following:

“We need ... support and backing us when it comes to us working with the institution, because we have guidelines to follow through the institution and guidelines to follow through the program, but those guidelines are not parallel.”

CUNY Schools of Education enforce centralized student teaching policies, requiring that all fieldwork and student teaching placements be institutionally approved and arranged through designated campus offices, with only hours completed at approved sites counting toward certification requirements. As demonstrated by policies at Queens College, candidates may not independently secure placements or substitute external school-based experiences for required clinical coursework. In contrast, NYC Men Teach promotes early and sustained school-based engagement that often falls outside CUNY’s formal framework, resulting in duplicative requirements for participants despite comparable levels of classroom involvement. Additionally, differences in eligibility standards, such as NYC Men Teach’s acceptance of “pipeline” students with GPAs below the minimum required for CUNY teacher education programs, can create mixed messaging and confusion for students navigating parallel but misaligned institutional and program expectations.

4. To What Extent Has NYC Men Teach Contributed to the Diversity of the Educator Workforce in NYC Public Schools?

The primary goal of NYC Men Teach is to increase the number of men of color teaching in NYC Public Schools. The program seeks to achieve this by recruiting new male teachers of color and supporting their retention once they enter the workforce. For this study, new teachers are defined as individuals who entered NYC Public Schools for the first time as classroom teachers during the study period or who transitioned from a noncertified role, such as a paraeducator, to a classroom teacher role after completing an alternative certification program.¹³ The new teacher count excludes participants working in noncertified roles, even if they were enrolled in an alternate route program, as well as those who joined NYC Men Teach after already serving as teachers in NYC Public Schools. However, these participants still received and benefited from NYC Men Teach services. Retention analyses examined (1) the annual retention of all participants throughout the study period and (2) the extent to which new teachers remained in the district during their first 5 years of employment.

Recruitment

NYC Men Teach contributed 3,193 new male teachers of color to the NYC Public Schools between SY 2015–16 and SY 2023–24, which made up 73 percent of the 4,293 participants who worked in the district during the same time period. Of these new male teachers, 2,545 (80 percent) entered the workforce in a classroom teacher role during the study period, and 648 (20 percent) transitioned from a noncertified position to a classroom teacher position. These male teachers of color identified primarily as Hispanic (42 percent), Black (30 percent), or Asian (22 percent). There was a small difference between the demographics of participants who entered the workforce as a teacher during the study period and those who transitioned into a teaching role. Compared with teachers who entered the workforce as a classroom teacher (29 percent Black and 23 percent Asian), a higher percentage of the new male teachers of color who transitioned into a classroom teacher role identified as Black (37 percent), and a slightly lower percentage identified as Asian (17 percent).

¹³ The study used the variable values TRTRQ-TEACHER, TRTSQ-TEACHER SPECIAL EDUCATION, TRTRF-TEACHER – F STATUS for the title code variable in the NYC Public School administrative data file to define classroom teachers.

Alternative pathway programs were a significant source of new male teachers of color, accounting for 1,164 of the 3,193 male participants hired by NYC Public Schools during the study period. NYC Men Teach participants entered and completed several pathway programs, including Ed Prep NYC, NYC Teaching Collaborative, NYC Teaching Fellows, Pathways to PE (Physical Education), and Teach for America. The majority (70 percent) of alternative pathway teachers came through NYC Teaching Fellows, followed by the NYC Teaching Collaborative (18 percent), Teach for America (7 percent), Ed Prep NYC (3 percent), and Pathways to PE (2 percent). Participants who completed an alternative pathway were also slightly more racially diverse than those from traditional routes: 93 percent of male alternative pathway completers were teachers of color, compared with 89 percent of those who completed a traditional program.

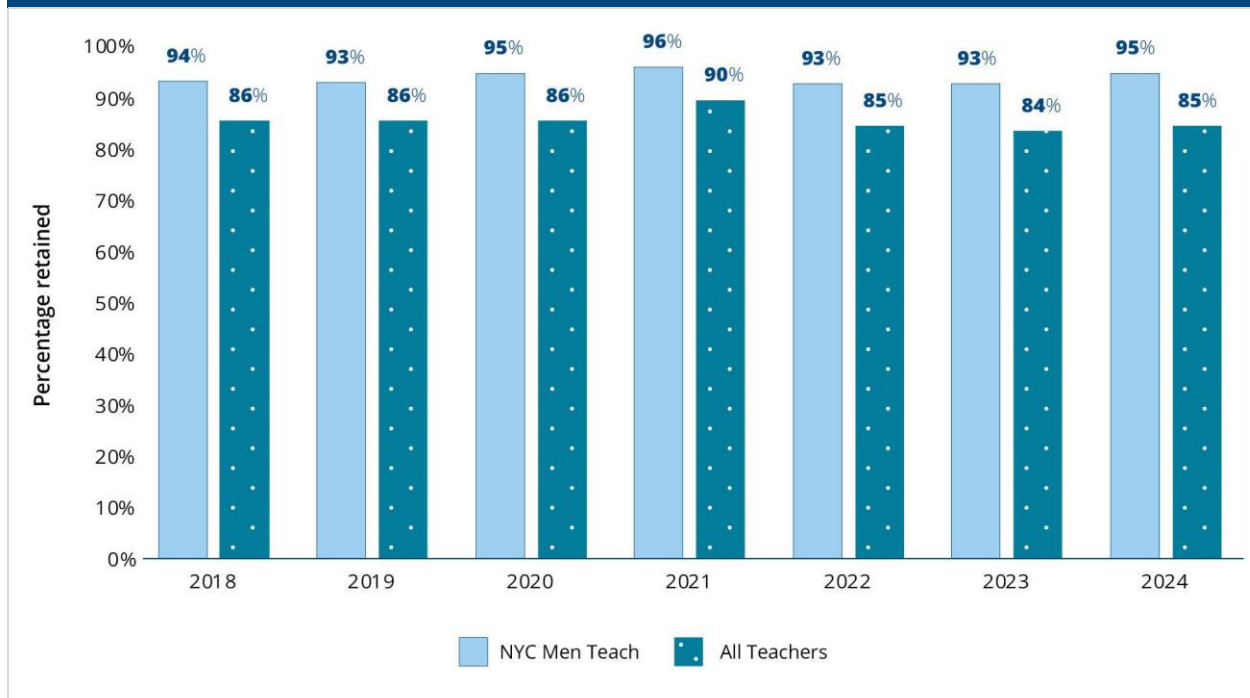
A subset of new participants who entered NYC Public Schools as teachers completed an education-related program of study at a CUNY institution while participating in the program. According to a program staff member, CUNY institutions traditionally contribute the largest number of teachers to the NYC Public Schools' hiring pool. Among the 2,535 participants who were enrolled in a CUNY institution, 465 (18 percent) ultimately entered NYC Public Schools in some capacity. However, when examining only those who enrolled in an education-related program of study, 367 of 1,188 (31 percent) entered NYC Public Schools as a classroom teacher during the study period. Among those 367 teachers, almost all (92 percent) were male who identified as Hispanic (33 percent), Black (22 percent), and Asian (18 percent).

Retention

Annual retention of NYC Men Teach participants was higher across the last 7 years of the study period than district-wide retention of all teachers (Figure 4). The average annual retention rate of teachers participating in NYC Men Teach was 94 percent between SY 2017–18 and SY 2023–24, which was comparatively higher than the average annual retention rate of all teachers in the district (86 percent).¹⁴ The annual retention rate peaked for participants (96 percent) and district-wide (90 percent) in SY 2020–21 during a period of remote and hybrid instruction prompted by the COVID-19 pandemic. Before and after SY 2021, the annual average retention rate for participants was approximately 94 percent, whereas the pre- and post-averages in the district were 86 percent and 85 percent, respectively.

¹⁴ The New York State Education Department defines the teacher turnover rate for a specified school year as the count of those teachers in the prior school year who did not return to a teaching position in the district in the current school year, expressed as a percentage. Teachers must have been reported in the Student Information Repository System Course Instructor Assignment template. The study team derived retention by subtracting the turnover rate from 100. The earliest year of data on annual teacher turnover published by the New York State Education Department is from SY 2017–18. Consequently, the study team was only able to compare annual retention to district-wide trends between SY 2017–18 and SY 2023–2024. The annual retention rate of NYC Men Teach participants in SY 2016–17 was 90 percent.

Figure 4. Annual teacher retention among NYC Men Teach participants and all teachers in NYC Public Schools



Note: The New York State Education Department defines the teacher turnover rate for a specified school year as the count of those teachers in the prior school year who did not return to a teaching position in the district in the current school year, expressed as a percentage. Teachers must have been reported in the Student Information Repository System Course Instructor Assignment template. The study team derived retention by subtracting the turnover rate from 100. The earliest year of data on annual teacher turnover published by the New York State Education Department is from SY 2017–18. Consequently, this figure only displays the annual retention rates from SY 2017–18 through SY 2023–24. The annual retention rate of NYC participants in SY 2016–17 was 90 percent. *N* = 1,589 in 2018; *N* = 1,990 in 2019; *N* = 2,347 in 2020; *N* = 2,395 in 2021; *N* = 2,822 in 2022; *N* = 2,986 in 2023; *N* = 3,239 in 2024; NYC = New York City; SY = school year.

Source: NYC Public Schools administrative data; New York Education Department data from the student and educator database. Retrieved from <https://data.nysed.gov/downloads.php>.

New teachers who participated in NYC Men Teach tended to remain in the classroom for 5 or more years. Nationally, teacher turnover is highest during the first few years in the profession, with about 45 to 50 percent of new teachers remaining in the classroom for 5 years, a pattern strongly linked to inadequate induction and mentoring support (Keese et al., 2022). In NYC, similar patterns appear among middle school teachers. Approximately 75 percent of new middle school teachers remain in their schools within the first year and less than 50 percent by the third year (Marinell & Coca, 2013; Shiferaw et al., 2025). Retention among NYC Men Teach participants compares favorably with these national and city-wide trends, with 94 percent remaining after 1 year, 85 percent after 3 years, and 78 percent after 5 years (Figure 5). Participants identifying as Hispanic (95 percent, 87 percent, and 80 percent), Black (94 percent, 82 percent, and 76 percent), and Asian (94 percent, 84 percent, and 78 percent), which are the three largest groups of participants, had retention rates similar to those observed in the overall program population.

Figure 5. Percentage of new classroom teachers who participated in NYC Men Teach who were retained at 1, 3, and 5 years after entry



Note: The figure shows retention rates of only new classroom teachers. The study used the title codes TRTRQ-TEACHER, TRTSQ-TEACHER SPECIAL EDUCATION, TRTRF-TEACHER – F STATUS to define classroom teachers. New teachers are those who entered a classroom teacher position for the first time during the study period. $N = 2,903$ for 1-year retention; $N = 2,244$ for 3-year retention; $N = 1,588$ for 5-year retention; NYC = New York City.

Source: NYC Public Schools administrative data.

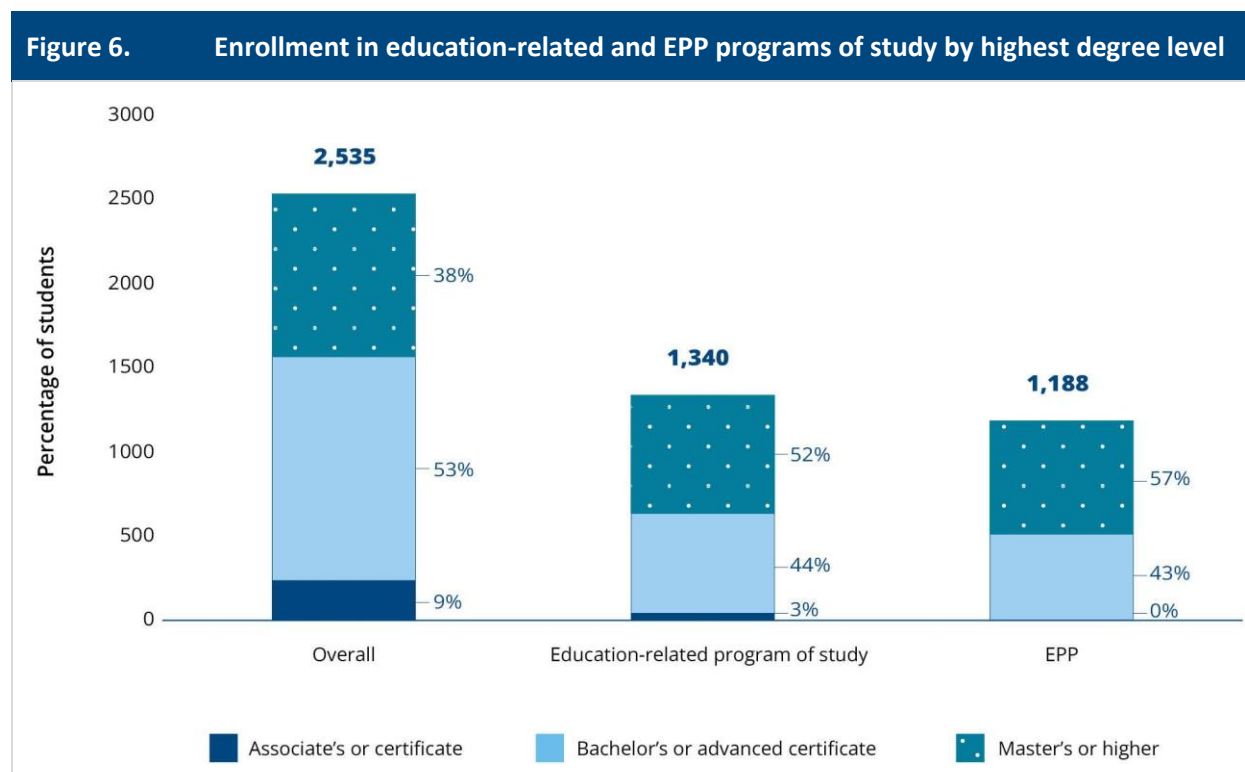
5. What Are the Academic Outcomes of Participants?

During the study period, NYC Men Teach served 2,535 students enrolled in participating CUNY institutions, of which a subset enrolled in programs of study that could lead to work in NYC Public Schools (Figure 6). A little more than half (53 percent) enrolled in an education-related program of study, which the study team defined as any program within the classification of instructional programs (CIP) education cluster (Law et al., 2024). The CIP education cluster includes students in 2- and 4-year institutions participating in a program of study focused on the theory and practice of teaching, learning, and educational leadership. A credential in one of these programs would allow a participant to obtain a job in NYC Public Schools in a number of roles, including as a classroom teacher, principal, school counselor, or paraeducator. A smaller proportion of students (47 percent) majored in a program of study associated with an EPP. The study used the definition of EPPs created by Kraft et al. (2020), which limits the sample to students enrolled in 4-year or graduate education programs aligned with specific six-digit CIP codes within the education cluster.¹⁵

¹⁵ CIP codes included in the Kraft et al. (2020) definition are 13.0101, 13.0201–13.0299, 13.0301, 13.1001–13.1099, 13.1201–13.1299, 13.1301–13.1099, 13.1401–13.1499, and 13.9999.

Participants in EPPs would have received the educational training required to become a classroom teacher in NYC Public Schools.

Participants enrolled in a master’s degree program or higher were overrepresented in education-related fields.¹⁶ Although the highest degree level for the majority of all participants (53 percent) was a bachelor’s or advanced certificate, the largest proportion of participants in education-related and EPP programs (52 percent and 57 percent, respectively) were enrolled in master’s or advanced degree programs. Participants whose highest degree level was an associate’s degree or certificate made up almost 10 percent of the population of participants in CUNY institutions yet represented only 3 percent of participants in education-related programs. Participants whose highest enrolled degree level was an associate’s degree or lower could not participate in an EPP because teaching requires a bachelor’s degree.



Note: The study defined education-related programs as any major with a two-digit CIP code of 13. An EPP is defined by the following six-digit CIP codes: 13.0101, 13.0201–13.0299, 13.0301, 13.1001–13.1099, 13.1201–13.1299, 13.1301–13.1099, 13.1401–13.1499, and 13.9999. CIP = classification of instructional programs; EPP = educator preparation program.

Source: City University of New York.

During the study period, participants across degree levels had similar fall-to-fall persistence rates as first-time, full-time students enrolled in all CUNY institutions. The fall-to-fall persistence rate, which is the percentage of students who are enrolled in back-to-back fall academic terms, is an important academic indicator because it captures satisfactory academic advancement and complements completion in assessing postsecondary outcomes (Marzouk, 2025). Among participants in associate’s and bachelor’s degree programs, respectively, the average annual

¹⁶ For the purpose of this analysis, the study team assigned participants to the highest degree level in which they enrolled during the study period.

persistence rate during the study period was 51 percent and 81 percent. For the subset majoring in an education-related field, these rates were slightly lower at 43 percent (associate's) and 76 percent (bachelor's). Participants in a master's degree program, of which the overwhelming majority were enrolled in an education-related program, the average persistence rate was 86 percent. These rates compare favorably with the persistence rate among all first-time, full-time CUNY students enrolled in associate's (62.3 percent) and bachelor's degree (83 percent) programs in fiscal year 2024 (Matos Rodríguez, 2024).¹⁷

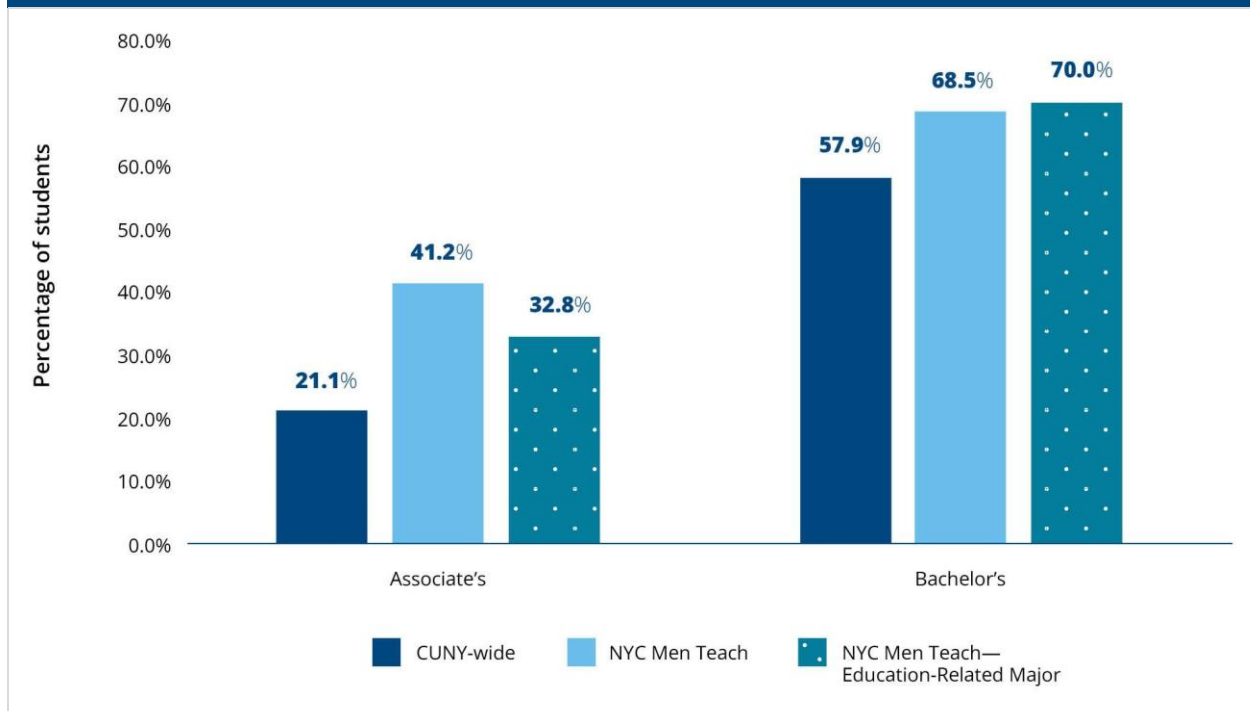
Although fall-to-fall persistence did not differ significantly, NYC Men Teach participants completed their degrees within 150 percent of expected time to completion at slightly higher rates than all CUNY students (Figure 7).¹⁸ The expected time to completion is 2 academic years for associate's degrees and four for bachelor's; 150 percent corresponds to 3 and 6 years, respectively. Among seekers of associate's degrees, the share of NYC Men Teach participants who finished within 150 percent of expected time was nearly 20 percentage points higher than the share of all CUNY students who entered associate's programs in academic year 2021 (and thus needed to graduate by academic year 2024). Nearly two-thirds of participants in education-related majors completed within 150 percent, again exceeding the rate for all CUNY students. Participants in bachelor's programs performed similarly well. More than two-thirds of all NYC Men Teach participants—and of those majoring in education-related fields—finished within 150 percent of expected time, compared with 57.9 percent of all CUNY students.

NYC Men Teach participants in master's programs completed their degrees in roughly the same amount of time as other CUNY master's students. Most NYC Men Teach master's participants were part-time (90.3 percent) and majored in education-related fields (89.9 percent). Their average time to completion was 2.88 years, which was only slightly longer than the 2.31-year average for all CUNY master's students. Trends for both groups were stable over the study period, fluctuating only slightly around their respective averages.

¹⁷ Comparing nontraditional students with first-time, full-time cohorts is an imperfect benchmark because nontraditional students often face distinct life, work, and academic constraints (e.g., part-time attendance, employment, family obligations) that affect their persistence trajectories (Qvortrup et al., 2022).

¹⁸ The CUNY-wide estimates represent data for the 2018 entry cohort for bachelor's degrees and the 2021 entry cohort for associate's degrees (Office of Applied Research, Evaluation, and Data Analytics, 2025). These data are the latest available on completion by 150 percent of time to completion available publicly online.

Figure 7. Percentage of participants completing an associate’s or bachelor’s degree within 150 percent of expected time to completion



Note: This report defines 150 percent of expected time to completion as 3 years for associate’s degrees and 6 years for bachelor’s degrees. The CUNY-wide estimates represent data for the 2018 entry cohort for bachelor’s degrees and the 2021 entry cohort for associate’s degrees. Analysis excludes participants who entered an associate’s degree program in fall 2023 or later and participants who entered a bachelor’s degree program in fall 2020 or later. For the analysis, students who enrolled in the summer and fall terms were considered fall entrants, and those who entered in the winter or spring terms were considered spring entrants. The study defined education-related programs as any major with a two-digit classification of instructional programs code of 13.

CUNY = City University of New York; *N* = 798 NYC Men Teach participants in associate’s degree programs; *N* = 137 participants in education-related associate’s degree programs; *N* = 1,302 participants in bachelor’s degree programs; *N* = 701 participants in education-related bachelor’s degree programs.

Source: CUNY administrative data. Data retrieved from Office of Applied Research, Evaluation, and Data Analytics, 2025.

Conclusion

While facing longstanding, systemic barriers, NYC Men Teach is successfully accomplishing its goal of contributing men of color to NYC classrooms in NYC Public Schools. Between SY 2015–16 and SY 2024–25, more than 3,000 male participants of color entered NYC Public Schools as a classroom teacher. Almost a quarter of those participants matriculated from CUNY institutions, and more than 1,000 participated in an alternative pathway program, such as NYC Teaching Fellows and the NYC Teaching Collaborative.

The program is also helping to reshape the long-term diversity of the NYC teaching workforce by recruiting and retaining a racially diverse group of male teachers. NYC Men Teach participants who entered NYC Public Schools were more diverse than the broader student population. Among all male participants who became classroom teachers, 38 percent were Hispanic, 27 percent were Black, and 20 percent were Asian, which contributes to narrowing the district’s largest teacher-

student diversity gaps, including gaps of 23 percentage points for Hispanic students, 9 percentage points for Asian students, and 8 percentage points for Black students (Table 1). Both the annual retention rate of all participants and the 1-, 3-, and 5-year retention rates of participants who entered as new teachers were comparatively higher than district and national benchmarks. High retention of this diverse group of teachers reinforces recruitment efforts by strengthening representation in the overall workforce over time.

Strong postsecondary outcomes among NYC Men Teach participants enrolled in CUNY institutions, especially those who completed education-related degrees, contribute significantly to the success of the program by expanding the pool of male candidates of color eligible for hire. Participants enrolled in CUNY institutions were primarily male (67 percent) and Hispanic (38 percent), Black (32 percent), or Asian (16 percent). Across degree levels, participants persisted from fall to fall at rates comparable with first-time, full-time CUNY students, demonstrating steady academic progress and positioning themselves for on-time completion. Degree completion rates were also higher for participants than for all CUNY students, with nearly two-thirds of those in associate's and bachelor's programs finishing within 150 percent of expected time. These results indicate that the NYC Men Teach recruits male students of color into postsecondary programs and also successfully supports them through to graduation, ensuring more of them enter the hiring pool as credentialed teachers.

The success of the program likely results, in part, from sound implementation. NYC Men Teach consistently delivered core pre-service supports at high levels, with most participants receiving program manager support, networking opportunities, and financial assistance. These services were not only implemented as intended but were also perceived by participants as high quality and well aligned with their needs, reinforcing their academic progress and commitment to the teaching pipeline. Even where implementation of in-service supports was mixed, participants still described meaningful benefits such as mentoring, professional development, and a strong sense of belonging, which helped sustain their motivation to persist in the profession.

Partnerships strengthened this implementation by building the policy, funding, and organizational capacity needed to coordinate services across agencies, postsecondary institutions, and community organizations. Staff described the collaboration among CUNY, NYC Public Schools, and YMI as the “secret sauce” of the program because it streamlined data, resources, and pathways into teaching. These partnerships expanded the recruitment pool by leveraging CBOs and negotiating program changes such as expanding the GPA requirement for the Ed Prep NYC pathway along side additional supports for participants. These partnerships also facilitated joint recruitment and service delivery with CUNY campuses, which supply a large share of new teachers. Although participants identified areas where coordination could improve, such as clearer alignment between program and institutional requirements, the overall structure of cross-agency collaboration appears to be a key factor enabling NYC Men Teach to recruit, support, and retain male teachers of color.

Recommendations

This study highlights quality implementation and achievement of NYC Men Teach goals, including the successful placement and retention of male teachers of color into NYC Public Schools. However, the study's methodological limitations and descriptive results also point to several areas for potential improvement. The following recommendations address strategies NYC Men Teach can adopt to improve data collection, evaluation, and program implementation.

- 1. Track receipt of program services at the participant level in a management information system.** NYC Men Teach staff reported that the delivery of most services offered through the

program was not tracked at the participant level. For example, program staff at CUNY and NYC Public Schools indicated they did not have participant-level information on time spent with a program manager or mentor, which are key components of the program. Data reported to NYC Opportunity by CUNY and NYC Public Schools are also aggregated for reporting and monitoring purposes and therefore do not provide information on individual-level receipt of services.

Person-level data on receipt of program services are essential for assessing implementation fidelity. Program staff and evaluators can use data on receipt of services to measure whether individual participants actually received the core components of an intervention at the intended intensity and duration (Century et al., 2010). Linking person-level exposure to program services with outcomes is also necessary to test how and for whom an intervention works (Carroll et al., 2007). Administrative data are generally preferable to self-reported receipt of services to reduce recall and social-desirability bias and align more closely with actual service exposure (Keppens et al., 2019).

Tracking participant-level receipt of services could help NYC Opportunity, CUNY, and NYC Public Schools more effectively monitor program implementation and improve future evaluation of the program. Building a cross-agency management information system (MIS) that supports this goal requires negotiating data-sharing agreements that address legal, privacy, and governance requirements, including FERPA and system-level data-use policies. These agreements must also clarify roles for data ownership, access, and updates. A well-designed MIS would integrate automated data flows from each organization's source systems rather than rely on manual uploads, ensuring that program staff can monitor dosage, timing, and engagement in near real time. Finally, the system should include built-in reporting tools that allow users to view service receipt by organization (e.g., CUNY, NYC Public Schools), site (e.g., CUNY institution, school), subgroup, and time period.

- 2. Evaluate the NYC Men Teach Program using an experimental or quasi-experimental design.** NYC Men Teach plans to develop a playbook to guide other cities in planning, developing, and implementing its model for recruiting and retaining male teachers of color. However, this descriptive study cannot be used to provide causal evidence of the program's impact, leaving key questions required for developing a useful playbook unanswered. For example, this study cannot be used to assess whether NYC Men Teach is driving the observed outcomes, and, if so, what level of dosage or service intensity is needed to replicate those results. Without impact estimates tied to specific implementation features, the playbook will lack critical guidance and evidence of impact for future adopters.

Embedding more rigorous evaluation findings into the playbook will allow NYC Men Teach to offer a results-informed guide. A more rigorous evaluation could entail an experimental or quasi-experimental approach to estimating program impacts. One option is to use an RCT in which eligible applicants are randomly assigned to receive NYC Men Teach services or to a control group, allowing clear attribution of outcomes (e.g., degree completion, entry into teaching, retention) to program participation. If an RCT is not feasible, several quasi-experimental strategies could strengthen causal inference. For example, a propensity score matching design could compare NYC Men Teach participants with statistically similar nonparticipants within the CUNY system, whereas a difference-in-differences design could compare the change in outcomes for participants before and after they enter the program with the change over the same period for a comparable group of eligible nonparticipants.

Implementing an experimental or quasi-experimental design to estimate the impact of NYC Men Teach would require access to data on nonparticipants. For example, an RCT or propensity score matching design would need student- and teacher-level records from both CUNY and NYC

Public Schools to identify eligible nonparticipants, construct baseline covariates, and track outcomes such as persistence, degree completion, placement, and retention. Because these data contain personally identifiable information protected under FERPA and other privacy regulations, an external evaluator would need institutional review board approval and more formalized data-sharing agreements than those used for this descriptive study. These agreements would need to specify allowable linkages, data security requirements, and conditions for reuse and destruction of data and may require legal review by all involved agencies.

- 3. Establish targets for all outputs specified in the program logic model.** Program staff participated in interviews focused on developing a program logic model that included inputs, activities, and specific and measurable outputs and outcomes (see Appendix C for the full logic model). However, because program staff who participated in the interviews did not identify targets for all outputs and outcomes, this evaluation could not fully assess implementation.

Defining specific and measurable outputs and outcomes is necessary for evaluating program implementation and impact and establishing an implementation framework to include in the program playbook. Logic models that clearly articulate the relationships between inputs, activities, outputs, and short- and long-term outcomes provide the foundation for monitoring implementation and evaluating program success (W.K. Kellogg Foundation, 2004). Implementation science research shows that programs with well-specified, measurable outcomes are more likely to achieve fidelity, scale successfully, and generate credible evidence of effectiveness because stakeholders can track whether core activities are being delivered at the intended dose and whether expected changes are occurring for participants (W.K. Kellogg Foundation, 2004). A logic model with defined targets for outputs and outcomes also supports the development of a playbook by distinguishing for future adopters the necessary implementation level required to reproduce results (Century et al., 2010).

- 4. Ensure access to a mentor for all participants who enter a position in NYC Public Schools.** Although implementation of program services was generally high quality, there appears to be room for improving mentoring in NYC Public Schools. Participants who received high-quality mentoring routinely lauded its benefits, but results from the analysis indicate that participants are not always receiving mentoring with the intended frequency or intensity. For example, among the participants who responded to the survey, only 66 percent reported receiving any mentoring, and less than 10 percent reported receiving the intended 60 hours of support annually. Strengthening the consistency, frequency, and structure of mentoring in NYC Public Schools has the potential to build on the already successful retention of participants.

There are several ways NYC Men Teach could strengthen mentoring in NYC Public Schools. Because sustained, repeated coaching interactions are linked to stronger instructional effects, the program could set protected time and minimum contact requirements to ensure mentors and participants meet with sufficient frequency and intensity (Kraft et al., 2018). Enforcing these expectations would require systematic tracking, either through simple mentor logs or a more robust MIS, and could be supported by capping mentor caseloads, coordinating schedules, and providing administrative backing for regular meetings. NYC Men Teach could also recruit and train program-specific mentors, rather than relying solely on school-assigned mentors whose availability and alignment with program goals may vary. Having a dedicated pool of mentors trained in the NYC Men Teach model would allow for intentional matching, while also reducing the communication breakdowns described in focus groups when mentors leave the school or district. This approach would give NYC Men Teach greater continuity and oversight of mentoring relationships, ensuring participants receive consistent support across school or staffing changes.

- 5. Encourage recruitment of more males of color into CUNY education-related programs of study.** Program staff at CUNY have demonstrated high implementation fidelity, and participants have achieved comparable or better postsecondary outcomes than local and national benchmarks. However, with almost 33 percent of CUNY participants identifying as female, the program also had a smaller percentage of men of color relative to the participant population in NYC Public Schools, and only a little more than half of participants were ever enrolled in an education-related program. Recruiting more men of color into education-related programs at CUNY would enable the program to better leverage its strong completion outcomes and expand the pool of men of color eligible for teaching positions.

There are several potential ways NYC Men Teach could improve recruitment of men of color. First, the program could more intentionally market to its target population; several focus group participants reported that the program's goals and intended audience were not always clearly communicated. Strengthening recruitment messaging by CUNY, especially in high schools, community colleges, and student affinity groups, could help ensure that prospective applicants understand the program is designed to support men of color who pursue teaching careers (Gist et. al., 2021) NYC Men Teach could also refine the application process to prioritize students who intend to major in an education-related field (Gist et. al., 2021); the current requirement of simply expressing interest in education has resulted in many participants entering noneducation programs. Last, NYC Men Teach could place greater emphasis on recruiting and supporting participants in 2-year programs to pursue education-related majors and then help those who complete associate's degrees transition into noncertified school-based roles that offer a clear pathway with additional training into certified teaching positions (Carver-Thomas, 2017).

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Appendix A

Supplemental Tables

Appendix A Supplemental Tables

Table A.1. Differences in demographics between survey respondents and nonrespondents

Participant characteristic	Sample (%)	Survey respondents (%)	Difference (%)
Demographics			
Male	84.0	64.0	20.0
Female	16.0	35.0	-19.0
Nonbinary	< 1.0	< 1.0	—
Black	29.0	36.0	-7.0
Hispanic	37.0	35.0	2.0
White	5.8	5.0	0.8

Table A.2. Receipt of each program service by program component

Activity	N	Received	Did not receive
Alternative route			
Mentoring from an experienced teacher	96	79 (82%)	17 (18%)
Opportunities to participate in networking events	96	85 (89%)	11 (11%)
Professional development	96	80 (83%)	16 (17%)
Test-taking support	96	67 (70%)	29 (30%)
Teacher certification application support	96	65 (68%)	31 (32%)
Resume development support	96	58 (60%)	38 (40%)
Teaching position application support	96	58 (60%)	38 (40%)
Interview support	96	54 (56%)	42 (44%)
Financial assistance	96	53 (55%)	43 (45%)
CUNY			
Support from a dedicated program manager	187	177 (95%)	10 (5%)
Opportunities to participate in networking events (e.g., social events with other participants)	187	173 (93%)	14 (7%)
Support for learning about the teaching profession	187	154 (82%)	33 (18%)
Test-taking support (e.g., practice tests, test vouchers)	187	147 (79%)	40 (21%)
Teacher certification application support	187	119 (64%)	37 (20%)
Resume development support	187	116 (62%)	40 (21%)
New teacher application support	187	101 (54%)	55 (29%)
Interview support	187	129 (69%)	58 (31%)
Transportation support	187	147 (79%)	40 (21%)
Financial support	187	134 (72%)	53 (28%)
NYC Public Schools			
Mentoring from an experienced teacher	184	122 (66%)	62 (34%)
Opportunities to participate in networking events	184	153 (83%)	31 (17%)
Professional development	184	154 (84%)	30 (16%)
Opportunities for career advancement	184	136 (74%)	48 (26%)
Opportunities to participate in affinity communities	184	133 (72%)	51 (28%)

Note: CUNY = City University of New York; NYC = New York City.

Percentages may not sum to 100 percent because missing values are not displayed in the table but count in the sample total.

Table A.3. Perceptions of quality of each program service by program component

Activity	N	Poor	Fair	Good	Excellent
Alternative route					
Mentoring from an experienced teacher	78	5 (6%)	16 (21%)	27 (35%)	30 (38%)
Opportunities to participate in networking events	83	5 (6%)	17 (20%)	29 (35%)	32 (39%)
Professional development	79	3 (4%)	15 (19%)	30 (38%)	31 (39%)
Test-taking support	66	3 (5%)	20 (30%)	21 (32%)	22 (33%)
Teacher certification application support	64	2 (3%)	20 (31%)	22 (34%)	20 (31%)
Resume development support	56	1 (2%)	14 (25%)	22 (39%)	19 (34%)
Teaching position application support	57	3 (5%)	14 (25%)	21 (37%)	19 (33%)
Interview support	53	2 (4%)	12 (23%)	22 (42%)	17 (32%)
Financial assistance	52	0 (0%)	18 (35%)	18 (35%)	16 (31%)
CUNY					
Support from a dedicated program manager	171	13 (8%)	19 (11%)	53 (31%)	86 (50%)
Opportunities to participate in networking events (e.g., social events with other participants)	168	7 (4%)	19 (11%)	66 (39%)	76 (45%)
Support for learning about the teaching profession	149	8 (5%)	18 (12%)	57 (38%)	66 (44%)
Test-taking support (e.g., practice tests, test vouchers)	142	9 (6%)	11 (8%)	52 (37%)	70 (49%)
Teacher certification application support	115	7 (6%)	20 (17%)	37 (32%)	51 (44%)
Resume development support	112	7 (6%)	15 (13%)	43 (38%)	47 (42%)
New teacher application support	98	4 (4%)	14 (14%)	37 (38%)	43 (44%)
Interview support	124	10 (8%)	21 (17%)	42 (34%)	51 (41%)
Transportation support	142	5 (4%)	14 (10%)	34 (24%)	89 (63%)
Financial support	130	7 (5%)	15 (12%)	43 (33%)	65 (50%)
NYC Public Schools					
Mentoring from an experienced teacher	116	6 (5%)	21 (18%)	40 (34%)	49 (42%)
Opportunities to participate in networking events	147	7 (5%)	30 (20%)	62 (42%)	48 (33%)
Professional development	148	8 (5%)	24 (16%)	57 (39%)	59 (40%)
Opportunities for career advancement	131	8 (6%)	31 (24%)	50 (38%)	42 (32%)
Opportunities to participate in affinity communities	129	5 (4%)	31 (24%)	51 (40%)	42 (33%)

Note: CUNY = City University of New York; NYC = New York City.

Percentages may not sum to 100 percent due to rounding.

Table A.4. Perceptions of alignment with expectations for each program service by program component

Activity	N	Not aligned	Somewhat aligned	Mostly aligned	Completely aligned
Alternative route					
Mentoring from an experienced teacher	77	4 (5%)	18 (23%)	26 (34%)	29 (38%)
Opportunities to participate in networking events	82	7 (9%)	18 (22%)	30 (37%)	27 (33%)
Professional development	77	3 (4%)	16 (21%)	34 (44%)	24 (31%)
Test-taking support	65	0 (0%)	16 (25%)	23 (35%)	26 (40%)
Teacher certification application support	63	4 (6%)	14 (22%)	21 (33%)	24 (38%)
Resume development support	55	1 (2%)	16 (29%)	20 (36%)	18 (33%)
Teaching position application support	56	2 (4%)	11 (20%)	21 (38%)	22 (39%)
Interview support	52	1 (2%)	14 (27%)	18 (35%)	19 (37%)
Financial assistance	52	2 (4%)	13 (25%)	21 (40%)	16 (31%)
CUNY					
Support from a dedicated program manager	170	15 (9%)	22 (13%)	50 (29%)	83 (49%)
Opportunities to participate in networking events (e.g., social events with other participants)	167	6 (4%)	21 (13%)	61 (37%)	79 (47%)
Support for learning about the teaching profession	148	8 (5%)	17 (11%)	54 (36%)	69 (47%)
Test-taking support (e.g., practice tests, test vouchers)	141	6 (4%)	19 (13%)	41 (29%)	75 (53%)
Teacher certification application support	114	7 (6%)	23 (20%)	28 (25%)	56 (49%)
Resume development support	111	6 (5%)	21 (19%)	36 (32%)	48 (43%)
New teacher application support	97	2 (2%)	20 (21%)	28 (29%)	47 (48%)
Interview support	123	8 (7%)	19 (15%)	39 (32%)	57 (46%)
Transportation support	141	3 (2%)	14 (10%)	27 (19%)	97 (69%)
Financial support	129	7 (5%)	16 (12%)	36 (28%)	70 (54%)
NYC Public Schools					
Mentoring from an experienced teacher	108	0 (0%)	24 (22%)	45 (42%)	39 (36%)
Opportunities to participate in networking events	138	0 (0%)	35 (25%)	57 (41%)	46 (33%)
Professional development	139	0 (0%)	26 (19%)	62 (45%)	51 (37%)
Opportunities for career advancement	118	0 (0%)	29 (25%)	43 (36%)	46 (39%)
Opportunities to participate in affinity communities	121	0 (0%)	28 (23%)	50 (41%)	43 (36%)

Note: CUNY = City University of New York; NYC = New York City.

Percentages may not sum to 100 percent due to rounding.

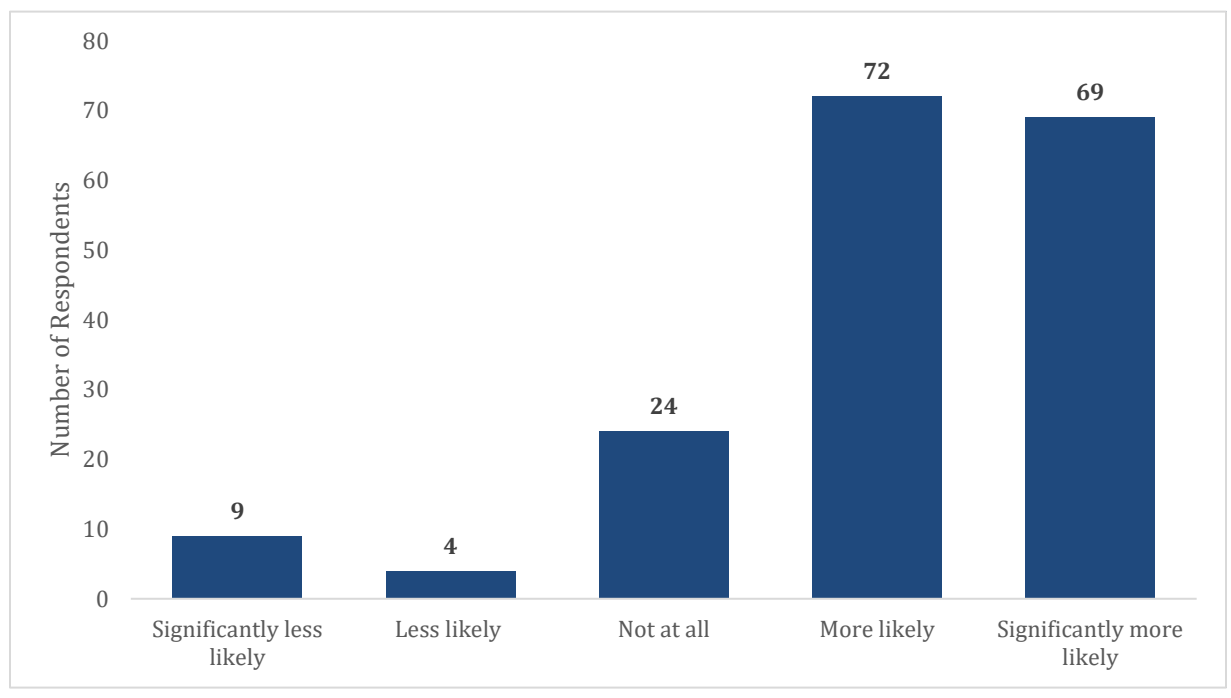
Table A.5. Level of satisfaction with each program service by program component

Activity	N	Not satisfied	A little satisfied	Satisfied	Very satisfied
Alternative route					
Mentoring from an experienced teacher	64	7 (11%)	0 (0%)	28 (44%)	29 (45%)
Opportunities to participate in networking events	62	4 (6%)	0 (0%)	34 (55%)	24 (39%)
Professional development	64	3 (5%)	0 (0%)	35 (55%)	26 (41%)
Test-taking support	49	1 (2%)	0 (0%)	23 (47%)	25 (51%)
Teacher certification application support	51	5 (10%)	0 (0%)	24 (47%)	22 (43%)
Resume development support	42	0 (0%)	0 (0%)	20 (48%)	22 (52%)
Teaching position application support	46	4 (9%)	0 (0%)	19 (41%)	23 (50%)
Interview support	40	1 (3%)	0 (0%)	19 (48%)	20 (50%)
Financial assistance	41	2 (5%)	0 (0%)	23 (56%)	16 (39%)
CUNY					
Support from a dedicated program manager	168	14 (8%)	20 (12%)	41 (24%)	93 (55%)
Opportunities to participate in networking events (e.g., social events with other participants)	165	7 (4%)	25 (15%)	56 (34%)	77 (47%)
Support for learning about the teaching profession	148	6 (4%)	30 (20%)	41 (28%)	71 (48%)
Test-taking support (e.g., practice tests, test vouchers)	140	5 (4%)	22 (16%)	38 (27%)	75 (54%)
Teacher certification application support	113	4 (4%)	26 (23%)	28 (25%)	55 (49%)
Resume development support	110	6 (5%)	17 (15%)	36 (33%)	51 (46%)
New teacher application support	97	4 (4%)	15 (15%)	25 (26%)	53 (55%)
Interview support	122	11 (9%)	14 (11%)	40 (33%)	57 (47%)
Transportation support	140	4 (3%)	16 (11%)	28 (20%)	92 (66%)
Financial support	128	5 (4%)	19 (15%)	34 (27%)	70 (55%)
NYC Public Schools					
Mentoring from an experienced teacher	114	6 (5%)	23 (20%)	45 (39%)	40 (35%)
Opportunities to participate in networking events	141	6 (4%)	34 (24%)	58 (41%)	43 (30%)
Professional development	143	5 (3%)	28 (20%)	57 (40%)	53 (37%)
Opportunities for career advancement	126	5 (4%)	27 (21%)	53 (42%)	41 (33%)
Opportunities to participate in affinity communities	124	2 (2%)	28 (23%)	52 (42%)	42 (34%)

Note: CUNY = City University of New York; NYC = New York City.

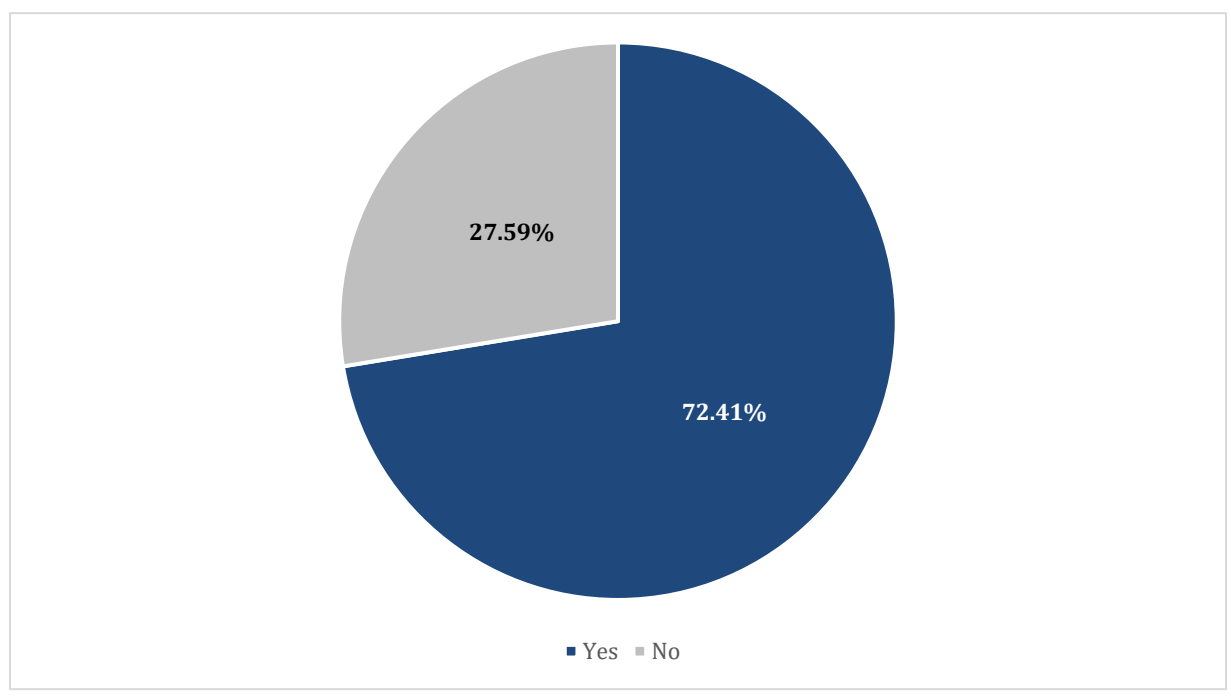
Percentages may not sum to 100 percent due to rounding.

Figure A.1. Effect of NYC Men Teach on likelihood of pursuing teaching for CUNY participants



Note: CUNY = City University of New York; NYC = New York City.

Figure A.2. Whether NYC Men Teach helped prepare for obtaining a credential among alternative route participants majoring in an education-related field



Note: NYC = New York City.

Appendix B

Participant Survey

NYC Men Teach Program Evaluation Participant Survey

This survey is part of an evaluation of the New York City Men Teach program. The evaluation is being conducted by Westat, a research firm hired by the Young Men's Initiative and the New York Mayor's Office for Economic Opportunity to perform the evaluation.

The survey is about your participation in the NYC Men Teach program. By agreeing to participate in the survey, you are providing consent to the use of your responses in the NYC Men Teach evaluation. Participation in this survey is voluntary. You may skip any question you do not wish to answer, and you may stop the survey at any time. Your participation in the survey is important because it will help the NYC Men Teach program staff and New York City leadership better understand what people think about the program and how to improve it. Your responses will be kept confidential. Responses from different survey participants will be grouped together so that no individual respondent can be identified.

The survey will take about 15 minutes to complete. In appreciation for your time, you will automatically be entered upon completion of the survey into a drawing for one of five \$100 gift cards.

If you have any questions about completing the survey, please contact the survey manager, Carrie Murthy of Westat, at NYCMenTeachEvaluation@westat.com or 240-888-1953.

Do you agree to participate in the survey?

Select one:

Yes [GO TO Q1]

No [END SURVEY]

Participant Information (All respondents)

First, we would like to know a little bit about you. Tell us who you are by selecting the options in the next section that best describes you.

1. Please indicate which of the following components of NYC Men Teach you have participated in throughout your time in the program. *Select all that apply.*

- a) As a high school student participating in Educators Rising.
- b) As a student enrolled in a 2-year, 4-year, or graduate program at a CUNY institution
- c) As a teacher or teacher candidate enrolled in a pathway to teaching program (e.g., NYC Teaching Fellows or ED Prep NYC)
- d) As a certified teacher working in NYCPS

2. Which racial and ethnic identities below best describe you? *Select all that apply.*

- a) Black and/or African American
- b) Latinx and/or Hispanic
- c) Native American/Indigenous
- d) Asian and/or Pacific Islander
- e) White/Caucasian
- f) Other
- g) I prefer not to disclose

3. Which gender below best describes you?

- a) Female/Woman (Cisgender)
 - b) Female/Woman (Transgender)
 - c) Male/Man (Cisgender)
 - d) Male/Man (Transgender)
 - e) Non-binary
 - f) Other
 - g) Prefer not to say/Blank
-

Participants in Educators Rising [Display block if administrative data indicates recipient was a Educators Rising Participant or if response to 1a is 1]

The next few questions ask about your participation in Educators Rising, an initiative for high school students operating in collaboration with the NYC Men Teach program. Please answer all the following based on your experience participating in Educators Rising.

4. While in high school, how often did you receive the following supports provided through Educators Rising?

Select one response in each row

Supports	At least once a week (1)	At least once a month (2)	At least once every three months (3)	At least once a year (4)	Less than once per year (5)	Never (0)
a. In-school sessions during the school day with your Educators Rising cohort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Out-of-school sessions with your Educators Rising cohort (e.g., after school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. College access events (e.g., campus visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Preparation for city and national teaching competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How would you rate the quality of the following Educators Rising supports you received while in high school?

Select one response in each row

Supports	Poor (1)	Fair (2)	Good (3)	Excellent (4)
a. [Display if 4a >0] In-school sessions during the school day with your Educators Rising cohort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 4b >0] Out-of-school sessions with your Educators Rising cohort (e.g., after school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	Poor (1)	Fair (2)	Good (3)	Excellent (4)
c. [Display if 4c >0] College access events (e.g., campus visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 4d >0] Preparation for city and national teaching competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How well did the following services align with your expectations of Educators Rising

Select one response in each row

Supports	Not Aligned (1)	Somewhat Aligned (2)	Mostly Aligned (3)	Completely Aligned (4)
a. [Display if 4a >0] In-school sessions during the school day with your Educators Rising cohort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 4b >0] Out-of-school sessions with your Educators Rising cohort (e.g., after school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 4c >0] College access events (e.g., campus visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 4d >0] Preparation for city and national teaching competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How satisfied are you with the following supports provided by Educators Rising?

Select one response in each row

Supports	Not at all satisfied (1)	A little satisfied (2)	Satisfied (3)	Very satisfied (4)
a. [Display if 4a >0] In-school sessions during the school day with your Educators Rising cohort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 4b >0] Out-of-school sessions with your Educators Rising cohort (e.g., after school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 4c >0] College access events (e.g., campus visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 4d >0] Preparation for city and national teaching competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Did you have any interest in pursuing a college degree in education before participating in Educators Rising?

- a) Yes (1)
- b) No (0)
- c) Don't know (-99)

9. How did participating in Educators Rising affect your likelihood of majoring in education?

- a) Significantly less likely (1)
- b) Less likely (2)
- c) Not at all (3)
- d) More likely (4)
- e) Significantly more likely (5)

10. Are there any additional things you think we should know about Educators Rising? If so, please explain below.

Participants in CUNY Institutions [Display block if administrative data indicates participant was enrolled in a CUNY institution or response to 1b=1]

The next few questions ask about your participation in NYC Men Teach as a CUNY student. Please answer all the following based on your interactions with NYC Men Teach while enrolled at a CUNY college.

11. In what type of program were you enrolled while participating in NYC Men Teach?

- a) 2-year degree program (1)
- b) 4-year degree program (2)
- c) Graduate degree program (e.g., M.Ed, M.A.Ed, M.S.E) (3)

12. Which of the following best describes your participation in NYC Men Teach?

- a) Program student
- b) Pipeline student
- c) Both
- d) Don't know

13. How often did you receive the following NYC Men Teach supports while enrolled in a CUNY college?

Select one response in each row

Supports	At least once a week (5)	At least once a month (4)	At least once every three months (3)	At least once a year (2)	Less than once per year (1)	Never (0)
a. [Display for all] Support from a dedicated program manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display for all] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display for all] Support for learning about the teaching profession (e.g., classroom visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display for all] Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 11 > 1] Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [Display if 11 > 1] Resume development support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [Display if 11 > 1] New teacher application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [Display for all] Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [Display for all] Transportation Support (e.g., MetroCards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. [Display for all] Financial support (e.g., book vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How would you rate the quality of the following supports provided by NYC Men Teach?

Select one response in each row

Supports	Poor (1)	Fair (2)	Good (3)	Excellent (4)
a. [Display if 13a > 0] Support from a dedicated program manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 13b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 13c > 0] Support for learning about the teaching profession (e.g., classroom visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 13d > 0] Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 11 > 1 and 13e > 0] Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [Display if 11 > 1 and 13f > 0] Resume development support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [Display if 11 > 1 and 13g > 0] New teacher application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [Display if 13h > 0] Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [Display if 13i > 0] Transportation Support (e.g., MetroCards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. [Display if 13j > 0] Financial support (e.g., book vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How well did the following services align with your expectations of NYC Men Teach.

Select one response in each row

Supports	Not Aligned (1)	Somewhat Aligned (2)	Mostly Aligned (3)	Completely Aligned (4)
a. [Display if 13a > 0] Support from a dedicated program manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 13b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 13c > 0] Support for learning about the teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	Not Aligned (1)	Somewhat Aligned (2)	Mostly Aligned (3)	Completely Aligned (4)
profession (e.g., classroom visits)				
d. [Display if 13d > 0] Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 11 > 1 and 13e > 0] Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [Display if 11 > 1 and 13f > 0] Resume development support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [Display if 11 > 1 and 13g > 0] New teacher application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [Display if 13h > 0] Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [Display if 13i > 0] Transportation Support (e.g., MetroCards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. [Display if 13j > 0] Financial support (e.g., book vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How well did the supports provided by NYC Men Teach meet your needs?

Select one response in each row

Supports	Not at all (1)	Somewhat (2)	Mostly (3)	Completely (4)
a. [Display if 13a > 0] Support from a dedicated program manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 13b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 13c > 0] Support for learning about the teaching profession (e.g., classroom visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 13d > 0] Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 11 > 1 and 13e > 0] Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [Display if 11 > 1 and 13f > 0] Resume development support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	Not at all (1)	Somewhat (2)	Mostly (3)	Completely (4)
g. [Display if 11>1 and 13g > 0] New teacher application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [Display if 13h > 0] Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [Display if 13i > 0] Transportation Support (e.g., MetroCards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. [Display if 13j > 0] Financial support (e.g., book vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. How satisfied are you with the different types of support the NYC Men Teach program has offered?

Select one response in each row

Supports	Not at all satisfied (1)	A little satisfied (2)	Satisfied (3)	Very satisfied (4)
a. [Display if 13a > 0] Support from a dedicated program manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 13b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 13c > 0] Support for learning about the teaching profession (e.g., classroom visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 13d > 0] Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 11 > 1 and 13e > 0] Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [Display if 11>1 and 13f > 0] Resume development support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [Display if 11>1 and 13g > 0] New teacher application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [Display if 13h > 0] Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [Display if 13i > 0] Transportation Support (e.g., MetroCards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. [Display if 13j > 0] Financial support (e.g., book vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Did you participate in any of the following NYC Men Teach activities while enrolled in a CUNY college?

- a) Teacher Assistant Fellowship
- b) Summer Bridge Fellowship
- c) Summer Fellowship
- d) None of the above

19. In what areas would you like more support from the NYC Men Teach program?

Select all that apply

- a) Academics
- b) Financial aid
- c) Networking
- d) Learning about the teaching profession
- e) Testing
- f) Teacher certification
- g) Resume development
- h) Applying for teaching positions
- i) Interviewing
- j) Transportation
- k) Other area (specify)
- l) I do not need any more support from the program (do not select this option if you have already selected any of the areas of support listed above)

20. Did you have any interest in teaching before participating in NYC Men Teach?

- a) Yes (1)
- b) No (0)
- c) Don't know (-99)

21. How did participating in NYC Men Teach affect the likelihood of your pursuing a job in teaching?

- a) Significantly less likely (1)
- b) Less likely (2)
- c) Not at all (3)
- d) More likely (4)
- e) Significantly more likely (5)

22. Based on your experience, did the support you received help you meet the requirements for certification? Select one.

- a) Yes (1)
- b) No (0)
- c) I did not pursue certification (99)
- d) Don't know (99)

23. Are there any additional things you think we should know about the program? If so, please explain below.

Participants in an Alternative Route to Certification [Display block if administrative data indicates participation in an alternative pathway or if 1c =1]

The next few questions ask about your participation in NYC Men Teach while enrolled in an alternative pathway to teaching certification. Please answer all of the following based on your interactions with NYC Men Teach while enrolled in a pathway program and working in NYC Public Schools.

24. In which alternative route pathway program(s) were you enrolled?

- a) ED Prep NYC
- b) NYC Teaching Fellows
- c) NYC Teaching Collaborative
- d) Teach for America
- e) Other, *please specify*

25. What type of position did you hold prior to enrolling in the alternative route program?

- a) Uncertified school-based staff (e.g., paraprofessional, school safety officer, substitute teacher)
- b) I was not employed in New York City Public Schools

26. How often did you receive the following NYC Men Teach supports while enrolled in your alternative route pathway program?

Select one response in each row

Supports	At least once a week (1)	At least once a month (2)	At least once every three months (3)	At least once a year (4)	Less than once per year (5)	Never (0)
a. Mentoring from an experienced teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	At least once a week (1)	At least once a month (2)	At least once every three months (3)	At least once a year (4)	Less than once per year (5)	Never (0)
c. Professional development (e.g., sessions classroom management, culturally responsive pedagogy, and socioemotional learning and restorative justice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Resume development support (e.g., online resume support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaching position application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Financial Assistance (e.g., tuition subsidy or scholarship)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. How would you rate the quality of the following supports provided by NYC Men Teach?

Select one response in each row

Supports	Poor (1)	Fair (2)	Good (3)	Excellent (4)
a. [Display if 26a > 0] Mentoring from an experienced teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 26b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 26c > 0] Professional development (e.g., sessions classroom management, culturally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	Poor (1)	Fair (2)	Good (3)	Excellent (4)
responsive pedagogy, and socioemotional learning and restorative justice)				
d. [Display if 26d > 0] Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 26e > 0] Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [Display if 26f > 0] Resume development support (e.g., online resume support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [Display if 26g > 0] Teaching position application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [Display if 26h > 0] Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [Display if 26i > 0] Financial Assistance (e.g., tuition subsidy or scholarship)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. How well did the following services align with your expectations of NYC Men Teach.

Select one response in each row

Supports	Not Aligned (1)	Somewhat Aligned (2)	Mostly Aligned (3)	Completely Aligned (4)
a. [Display if 26a > 0] Mentoring from an experienced teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 26b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 26c > 0] Professional development (e.g., sessions classroom management, culturally responsive pedagogy, and socioemotional learning and restorative justice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 26d > 0] Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 26e > 0] Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	Not Aligned (1)	Somewhat Aligned (2)	Mostly Aligned (3)	Completely Aligned (4)
f. [Display if 26f > 0] Resume development support (e.g., online resume support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [Display if 26g > 0] Teaching position application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [Display if 26h > 0] Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [Display if 26i > 0] Financial Assistance (e.g., tuition subsidy or scholarship)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. How satisfied are you with the different types of support the NYC Men Teach program has offered?

Select one response in each row

Supports	Not at all satisfied (1)	A little satisfied (2)	Satisfied (3)	Very satisfied (4)
a. [Display if 26a > 0] Mentoring from an experienced teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 26b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 26c > 0] Professional development (e.g., sessions classroom management, culturally responsive pedagogy, and socioemotional learning and restorative justice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 26d > 0] Test-taking support (e.g., practice tests, test vouchers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 26e > 0] Teacher certification application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [Display if 26f > 0] Resume development support (e.g., online resume support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [Display if 26g > 0] Teaching position application support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [Display if 26h > 0] Interview support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	Not at all satisfied (1)	A little satisfied (2)	Satisfied (3)	Very satisfied (4)
i. [Display if 26i > 0] Financial Assistance (e.g., tuition subsidy or scholarship)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. In what areas would you like more support from the NYC Men Teach program?

Select all that apply

- a) Academics
- b) Financial aid
- c) Networking
- d) Learning about the teaching profession
- e) Testing
- f) Teacher certification
- g) Resume development
- h) Applying for teaching positions
- i) Interviewing
- j) Transportation
- k) Other area (specify)
- l) I do not need any more support from the program (do not select this option if you have already selected any of the areas of support listed above)

31. Based on your experience, did the support you received help you meet the requirements for certification? Select one.

- a) Yes (1)
- b) No (0)
- c) I did not pursue certification (99)
- d) Don't know (99)

32. Are there any additional things you think we should know about NYC Men Teach's support of teacher candidates enrolled in alternative route pathway programs? If so, please explain below.

Participants Working in NYC Public School [Display block if administrative data indicate recipient worked in NYC Public Schools or if 1d=1]

The next few questions ask about your participation in NYC Men Teach while working in NYC Public Schools. When answering these questions, please consider how participation in NYC Men Teach has impacted your role as a teacher.

33. Are you currently employed in a NYC Public School?

- a) Yes (1)
- b) No (0)

34. [Display if 34 a=1] What type of position do you currently hold in NYC Public Schools?

- a) Classroom teacher (1)
- b) School-level administrator (e.g., assistant principal or principal) (2)
- c) Instructional coach (3)
- d) District-level administrator (4)
- e) Other (please specify) (99)

35. Did you serve as the official mentor to another teacher or teachers in NYC Public Schools?

- a) Yes (1)
- b) No (0)

36. How often did you receive the following NYC Men Teach supports while working in NYC Public Schools?

Select one response in each row

Supports	At least once a week (1)	At least once a month (2)	At least once every three months (3)	At least once a year (4)	Less than once per year (5)	Never (0)
a. Mentoring from an experienced teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional development (e.g., sessions classroom management, culturally responsive pedagogy,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	At least once a week (1)	At least once a month (2)	At least once every three months (3)	At least once a year (4)	Less than once per year (5)	Never (0)
socioemotional learning and restorative justice, tenure support, and national board certification)						
d. Opportunities for career advancement (e.g., taking on additional roles or responsibilities such as mentoring early career teachers or facilitating professional development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunities to participate in affinity communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. How would you rate the quality of the following supports provided by NYC Men Teach?

Select one response in each row

Supports	Poor (1)	Fair (2)	Good (3)	Excellent (4)
a. [Display if 36a > 0] Mentoring from an experienced teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 36b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 36c > 0] Professional development (e.g., sessions classroom management, culturally responsive pedagogy, socioemotional learning and restorative justice, tenure support, and national board certification)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supports	Poor (1)	Fair (2)	Good (3)	Excellent (4)
d. [Display if 36d > 0] Opportunities for career advancement (e.g., taking on additional roles or responsibilities such as mentoring early career teachers or facilitating professional development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 36e > 0] Opportunities to participate in affinity communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. How well did the following services align with your expectations of NYC Men Teach.

Select one response in each row

Supports	Not Aligned (1)	Somewhat Aligned (2)	Mostly Aligned (3)	Completely Aligned (4)
a. [Display if 36a > 0] Mentoring from an experienced teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 36b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 36c > 0] Professional development (e.g., sessions classroom management, culturally responsive pedagogy, socioemotional learning and restorative justice, tenure support, and national board certification)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 36d > 0] Opportunities for career advancement (e.g., taking on additional roles or responsibilities such as mentoring early career teachers or facilitating professional development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 36e > 0] Opportunities to participate in affinity communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. How satisfied are you with the different types of support the NYC Men Teach program has offered?

Select one response in each row

Supports	Not at all satisfied (1)	A little satisfied (2)	Satisfied (3)	Very satisfied (4)
a. [Display if 36a > 0] Mentoring from an experienced teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [Display if 36b > 0] Opportunities to participate in networking events (e.g., social events with other participants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [Display if 36c > 0] Professional development (e.g., sessions classroom management, culturally responsive pedagogy, socioemotional learning and restorative justice, tenure support, and national board certification)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [Display if 36d > 0] Opportunities for career advancement (e.g., taking on additional roles or responsibilities such as mentoring early career teachers or facilitating professional development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [Display if 36e > 0] Opportunities to participate in affinity communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. [Display if 36a = 1] On average, how many hours annually do you meet with your mentor?

- a) Less than 20 (1)
- b) At least 20 but less than 40 (2)
- c) At least 40 but less than 60 (3)
- d) At least 60 hours (4)
- e) Don't know (99)

41. [Display if 36c = 1] On average, about how many hours of professional development did you receive annually through NYC Men Teach?

- a) Less than 20 (1)
- b) At least 20 but less than 40 (2)
- c) At least 40 but less than 60 (3)
- d) At least 60 hours (4)
- e) Don't recall (99)

42. [Display if 36c = 1] To what extent did you apply knowledge and skills learned through NYC Men Teach professional development in your classroom?

- a) Not at all (1)
- b) To a slight extent (2)
- c) To a moderate extent (3)
- d) To a large extent (4)

43. [Display if 36b = 1] On average, about how many NYC Men Teach networking sessions did you participate in each year?

- a) None (1)
- b) No more than 1 (2)
- c) Between 1 and 5 (3)
- d) Between 5 and 10 (4)
- e) 10 or more (5)
- f) Don't know (99)

44. To what extent did participation in NYC Men Teach have a positive influence on your:

Supports	Not at all (1)	To a slight extent (2)	To a moderate extent (3)	To a large extent (4)
a. Ability to manage stress associated with teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Delivery of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ability to achieve tenure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Development of socioemotional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Understanding of culturally responsive teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. To what extent did NYC Men Teach support a positive workplace culture?

- a) Not at all (1)
- b) To a slight extent (2)
- c) To a moderate extent (3)
- d) To a large extent (4)

46. [Display if 35 = 1] On average, how many teachers did you mentor each year?

- a) 1
- b) 2
- c) 3
- d) More than 3

47. [Display if 35 = 1] Did you receive a compensation for serving as a mentor?

- a) Yes (1)
- b) No (0)

48. In what areas would you like more support from the NYC Men Teach program?

Select all that apply

- a) Mentoring from experienced staff
- b) Professional development focused on pedagogy
- c) Professional development focused on classroom management
- d) Opportunities for career advancement
- e) Other area (specify)
- f) I do not need any more support from the program (do not select this option if you have already selected any of the areas of support listed above)

49. NYCPS: Are there any additional things you think we should know about the program?

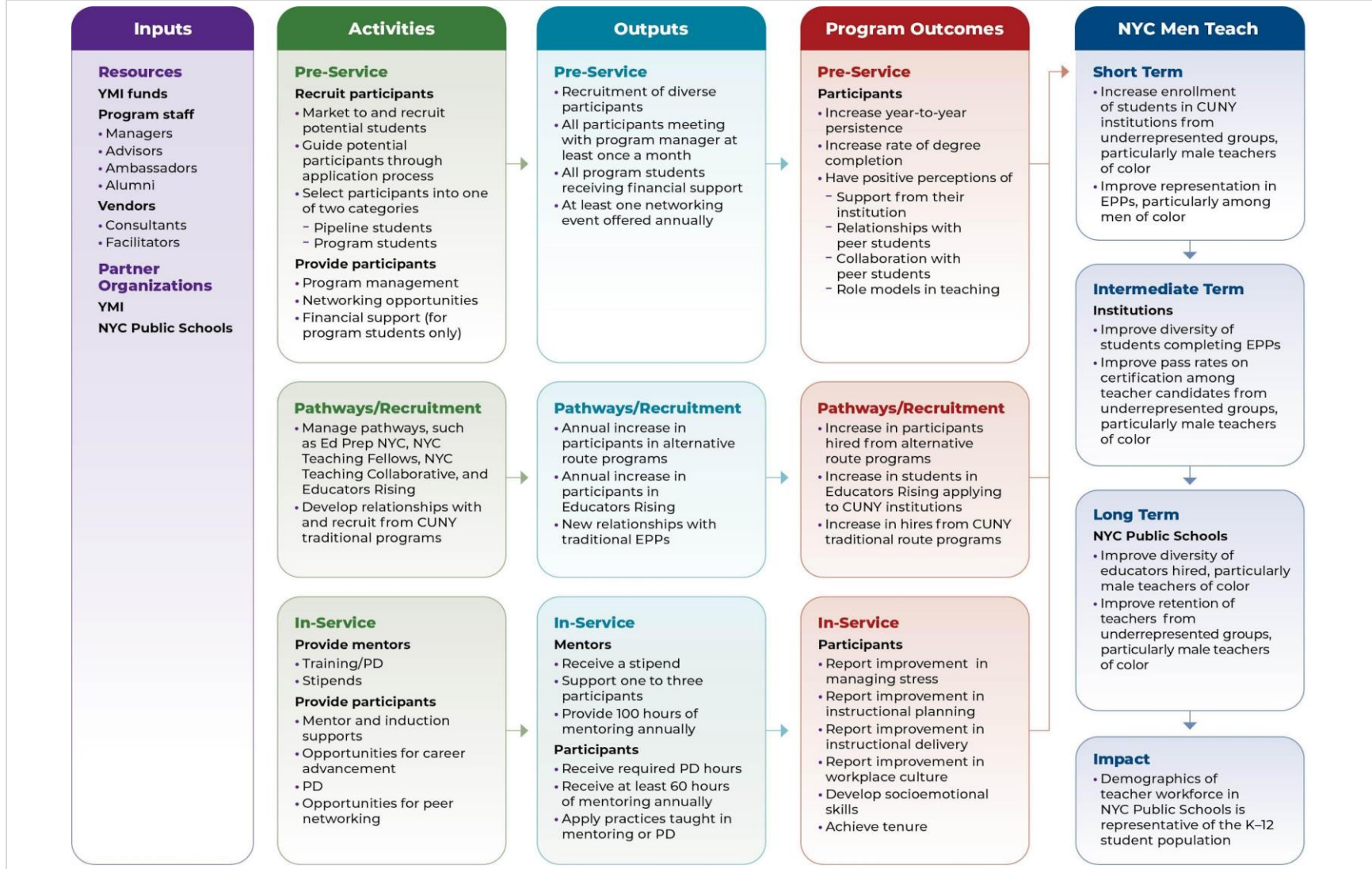
If so, please explain below.

This is the end of the survey. Thank you for your participation!

Appendix C

Detailed Program Logic Model

Figure C.1. Detailed logic model



Note: CUNY = City University of New York; EPP = educator preparation program; K = kindergarten; NYC = New York City; NYC Opportunity = Mayor's Office for Economic Opportunity; PD = professional development; YMI = Young Men's Initiative.