Appendix to INTC Report on Previously Funded Programs
Fall 2012

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This Appendix provides tables, charts, and analyses of quantitative and qualitative data. Data were gathered from a survey administered in the spring of 2012 to induction programs within the state of Illinois that had previously received, but were no longer receiving, funding from the Illinois State Board of Education (ISBE). The purpose of the survey was to discover the impact (if any) of the funding cuts. The survey consisted of two parts: the first part was completed by all participants and is represented in Sections 1 and 2; completion of the second part was optional and is represented in Sections 3 and 4. Data from Sections 1 and 3 were quantitatively collected through survey questions. Data from Sections 2 and 4 include qualitative data collected through open-ended survey items.

This Appendix is organized into the following sections:

- Section 1: Program Characteristics
- Section 2: Impacts of Reduction in Funding
- Section 3: Additional Program Characteristics
- Section 4: Additional Program Successes and Challenges

The Data Brief is a separate document that provides highlights of these data.

Methodology

The survey was sent out to all 46 programs that had received state (ISBE) funding in FY11 but were no longer receiving it during FY12. The initial deadline for completion of the survey was extended a month in an attempt to improve program response rate. Additionally, non-responding programs were contacted via phone or email to encourage participation. For the first part of the survey, there were 30 total respondents comprised of 20 school districts, six ROEs, two universities, and two support providers. Of the 10 non-district district providers, seven are still offering induction services to districts and three are not. Of these 30 participants, one indicated at the end of the survey that she did not feel like she had the necessary information to complete the survey, thus bringing the total number to 29.

At the end of the first part of the survey, respondents were given the option to complete an additional set of questions. Of the 29 initial participants, 19 agreed to do so.

In this Appendix, total numbers may vary from table to table. This is because incomplete data were received from the programs—some programs provided some figures but others did not.

The data from the previously funded programs survey were compared to those of two other surveys. This allowed comparisons between three groups:
- Induction and mentoring programs receiving state funding (the "**funded**" survey, 2010-11)
- Districts that previously received state funding (the "**previously funded**" survey, spring 2012)
- Induction programs that never received state funding (the "**unfunded**" survey, spring 2011)
The funded and previously funded surveys included induction programs run by districts as well as ROEs, universities, and other service providers. The unfunded survey was only of local school districts.

SECTION 1: PROGRAM CHARACTERISTICS

Total numbers (e.g. of first-year teachers or of mentors) may vary from table to table. This is because incomplete data were received from the programs—some programs provided some figures but not other figures.

Table 1.1. Total Number of Beginning Teachers

This table shows the amount and percentage of beginning teachers in each district within a particular range. Districts were asked to estimate the total number of beginning teachers currently employed. The first column shows the number of programs that reported having the given number of beginning teachers with no teaching experience, whereas the second column shows the number of programs that reported having the given number of teachers new to the district but who have prior teaching experience in other districts. The number in parentheses in each cell shows the percent of programs; each column totals 100%. Not represented in the table is the total number of new teachers (both new to the profession and with prior experience in other districts) being served by the 29 programs, which is 2,116 (for an average of 73 total new teachers per program).

Number of BT (range)	Number of BT new to profession within range	Number of BT with prior experience within range
1-50	23 (79.3%)	19 (65.5%)
51-100	5 (17.2%)	6 (20.7%)
>100	1 (3.5%)	4 (13.8%)

Tables 1.2-1.4 below show the programs' enactment of five common induction components. The number in parenthesis indicates the percentage of programs the quantity represents (note: some programs omitted certain questions, accounting for the percentage/quantity differential between responses). Tables 1.2 and 1.3 compare results from the current survey of previously funded programs and previous survey of programs unfunded during 2010-2011 and programs funded during 2010-2011.

Table 1.2. Induction Components for First-Year Teachers

	Previously Funded 2011-2012 (n=29)			Unfunded 2010-2011 (n=287)			Funded 2010-2011 (n=36)		
	Required for all first-year teachers	Optional/Occurred for some first-year teachers	Does not occur	Required for all first-year teachers	Optional/Occurred for some first-year teachers	Does not occur	Required for all first-year teachers	Optional/Occurred for some first-year teachers	Does not occur
NT assigned a mentor or buddy teacher	23 (79%)	5 (17%)	1 (4%)	249 (87%)	26 (9%)	12 (4%)	34 (97%)	3 (8%)	0
Formal or informal mentors observe NT in classroom	23 (79%)	4 (14%)	2 (7%)	161 (56%)	80 (28%)	46 (16%)	34 (97%)	3 (8%)	0
NT attend NT orientation, training, or workshops before school begins	27 (93%)	2 (7%)	0	239 (83%)	21 (7%)	27 (9%)	27 (75%)	7 (19%)	1 (3%)
NT attend workshops or other PD sessions specifically for NT during year	17 (59%)	8 (28%)	4 (14%)	162 (56%)	78 (27%)	47 (16%)	28 (78%)	7 (19%)	1 (3%)
NT create and document professional growth plan	19 (66%)	9 (31%)	1 (3%)	123 (43%)	57 (20%)	107 (37%)	30 (83%)	6 (17%)	0

Table 1.3. Induction Components for Second-Year Teachers

Induction Component	Previously Funded 2011-2012 (n=29)			Unfunded 2010-2011 (n=287)		
	Required for all first-year teachers	Optional/ Occurred for some first-year teachers	Does not occur	Required for all first-year teachers	Optional/ Occurred for some first-year teachers	Does not occur
NT assigned a mentor or buddy teacher	16 (57%)	8 (29%)	4 (14%)	114 (40%)	96 (33%)	77 (27%)
Formal or informal mentors observe NT in classroom	16 (57%)	8 (29%)	4 (14%)	76 (26%)	113 (39%)	98 (34%)
NT attend NT orientation, training, or workshops before school begins	9 (35%)	7 (27%)	10 (38%)	73 (25%)	57 (20%)	157 (55%)
NT attend workshops or other PD sessions specifically for NT during year	13 (48%)	10 (37%)	4 (15%)	72 (25%)	100 (35%)	115 (44%)
NT create and document professional growth plan	16 (59%)	9 (33%)	2 (7%)	78 (27%)	59 (21%)	150 (52%)

Table 1.4. Induction Components for Experienced Teachers (Previously Funded only)

Induction Component	Experienced Teachers New to District (Previously Funded Programs)	
	Offered	Not Offered
NT assigned a mentor or buddy teacher	12 (48%)	13 (52%)
Formal or informal mentors observe NT in classroom	12 (46%)	14 (54%)
NT attend NT orientation, training, or workshops before school begins	22 (85%)	4 (15%)
NT attend workshops or other PD sessions specifically for NT during year	16 (64%)	9 (36%)
NT create and document professional growth plan	11 (44%)	14 (56%)

Table 1.5. Main Job Responsibility of Induction Activity Coordinator

The survey respondents were asked to identify the main job responsibility of the person who coordinates and manages new teacher induction activities. The number in parenthesis indicates the percentage of programs in each column utilizing each type of coordinator; the percentages in each column total 100%. This table compares results from this survey to those from the unfunded programs as well as the funded programs.

Main Job Responsibility	Previously Funded 2011-12 (30)	Unfunded 2010-11 (284)	Funded 2010-11 (36)
Administrator	9 (30%)	211 (74%)	8 (22%)
Full-time Teacher	4 (13%)	20 (7%)	3 (8%)
Program Coordinator	9 (30%)	6 (2%)	8 (22%)
Team	7 (23%)	36 (13%)	11 (31%)
A mentor	1 (3%)	5 (2%)	0 (0%)
Other	0(0%)	6 (2%)	6 (17%)

Table 1.6. Total Number of Active Mentors: Previously Funded Programs
Participants were asked to estimate how many active mentors were currently matched to a new
teacher within their district(s). This table shows the number and percentage (in parenthesis) of active
mentors in each program within a particular range (e.g. six programs reported having between one
and ten mentors). Not represented in the table is the total number of mentors estimated by all
districts, which was 695 (for an average of 24 per program).

Number of Mentors (range)	Number of Programs Whose Mentor Total Fell Within Range
1-10	6 (25%)
11-20	5 (21%)
21-30	4 (17%)
31-40	4 (17%)
41-50	2 (8%)
51-60	0 (0%)
61-70	1 (4%)
71-80	1 (4%)
81-90	1 (4%)

Table 1.7. Primary Mentor Type
Programs were asked to identify the role of the mentors that new teachers had. The number of
responses for each category is listed, with the percentage of programs utilizing each type of mentor in
parenthesis. The percentages in each column total 100%. Of the two previously funded programs
that selected "other," one indicated that new teachers no longer have mentors, and the other
indicated that the responsibility was split between a retiree and full-time teachers.

Primary Mentor Type	Previously Funded 2011-12 (29)	Unfunded 2010-11 (275)
Full time teacher	22 (76%)	250 (91%)
Full time administrator	1 (4%)	14 (5%)
Retired teachers or administrators	2 (7%)	3 (1%)
Full time mentors/Full release mentors	2 (7%)	0 (0%)
Other	2 (7%)	4 (1%)

Table 1.8. Initial Mentor Training

The table below compares the amount of time spent in initial training by mentors involved in the programs. The number displayed indicates the total number of responses for each time interval, and in parenthesis is the percentage of programs represented by the number (e.g. 21 Previously funded programs reported implementing several days of training, which represents 70% of the total number of previously funded programs).

Time Spent in Initial Training	Previously Funded 2011-12 (30)	Unfunded 2010-11 (273)	Funded 2010-11 (37)
Several days (between 8-40 hrs)	21 (70%)	57 (21%)	26 (70%)
Week or more (>40 hrs)	5 (17%)	8 (3%)	4 (11%)
One day or less (<8 hrs)	1 (3%)	125 (45%)	7 (19%)
None	3 (10%)	83 (30%)	0 (0%)

Table 1.9. Meeting Frequency

The table below displays how often the programs reported their mentors were expected to meet with mentees. Three of the previously funded programs indicated that their mentors were "never" expected to meet with the mentees, and their responses have been omitted from the table.

Frequency of Mentor-Mentee Meetings	Previously Funded 2011-12 (26)	Unfunded 2010-11 (275)	Funded 2010-11 (37)
Unspecified	2 (8%)	71 (26%)	8 (22%)
Once a week	19 (73%)	118 (43%)	29 (78%)
Once a month OR once a quarter	4 (15%)	85 (31%)	0 (0%)
Once a semester OR once a year	1 (4%)	1 (1%)	0 (0%)

The two tables below (1.10 & 1.11) show how often the mentors in each program were expected to observe the mentee teach. For the previously funded survey, programs were given additional reporting options that were not offered during the unfunded and funded program surveys. As a result, table 1.10 shows data from the previously funded programs and table 1.11 shows data comparing the unfunded to funded programs.

Table 1.10. Mentee Observation: Previously Funded Programs

Frequency of Mentee Observation	Previously Funded 2011-12 (27)
Once a month	4 (15%)
Once a week	2 (7%)
Never	3 (11%)
Once a semester	9 (33%)
Once a quarter	7 (26%)
10 hrs/yr	1 (4%)
3 hrs/yr	1 (4%)

Table 1.11. Mentee Observation: Unfunded and Funded Programs

Frequency of Mentee Observation	Unfunded 2010-11 (275)	Funded 2010-11 (78)
Unspecified	107 (39%)	12 (15%)
Once a week	2 (1%)	1 (2%)
Once a month OR once a quarter	92 (33%)	40 (51%)
Once a semester OR once a year	67 (24%)	24 (31%)

Table 1.12. Mentor Training Attendance

The table below shows how often the mentors in each program were expected to attend mentor training or workshops. "Unspecified" was not a reporting option given during the previously funded survey. Additionally, seven of the previously funded programs indicated that their mentors never undergo mentor training, so their responses have been omitted from the table.

Frequency of Mentor Training	Previously Funded 2011-12 (29)	Unfunded 2010-11 (275)	Funded 2010-11 (78)
Unspecified	n/a	138 (50%)	9 (24%)
Once a week	1 (3.5%)	0 (0%)	1 (2%)
Once a month OR once a quarter	16 (55%)	52 (19%)	18 (49%)
Once a semester OR Once a year	5 (17%)	78 (28%)	9 (24%)

Table 1.13. Record Submission
This table shows the amount and percentage (in parenthesis) of programs requiring a particular frequency of mentoring activity record submission.

Frequency of Activity Record Submission	Previously Funded 2011-12 (29)	Unfunded 2010-11 (275)	Funded 2010-11 (78)
Unspecified or never	5 (17%)	113 (41%)	2 (5%)
Once a week	9 (31%)	5 (2%)	6 (16%)
Once a month OR once a quarter	10 (35%)	60 (22%)	15 (41%)
Once a semester OR Once a year	5 (17%)	90 (33%)	13 (35%)

Table 1.14. Participation in Evaluation
The table below shows how often the mentors in each program were expected to participate in formative or summative evaluation of mentoring skills.

Frequency of Mentor Evaluations	Previously Funded 2011-12 (27)	Unfunded 2010-11 (275)	Funded 2010-11 (78)
Unspecified or never	13 (48%)	183 (67%)	14 (38%)
Once a week	0 (0%)	1 (1%)	0 (0%)
Once a month OR once a quarter	6 (22%)	13 (5%)	7 (19%)
Once a semester OR Once a year	8 (30%)	72 (26%)	16 (43%)

Table 1.15. Mentor Compensation
This table shows the number and percentage of programs utilizing each type of compensation for both the unfunded and previously funded programs. Data was not available on the funded programs. The survey asked respondents to indicate all forms of compensation received by mentors. Respondents could check more than one option.

|	Previously Funded 2011-12 (28)	Unfunded 2010-11 (273)
None	4 (14%)	80 (29%)
CPDUs	11 (39%)	97 (36%)
Classroom supplies or professional resources	0 (0%)	19 (7%)
Stipends	11 (39%)	146 (53%)
Other	2 (7%)	9 (3%)

Data in this section were collected through the use of open-ended survey questions. As with the previous section, numbers may vary because some programs selectively responded to questions. Additionally, due to the open-ended nature of the questions (and subsequent responses), many responses fell into more than one category.

2.1. Program Adaptations
The survey asked participants, "How have you managed to keep the program running without ISBE induction grant funding?" The 28 responses were coded according to following themes: alternate funds, staff member actions, other, lack of funds/negative impact, and ways the program has been cut. Because of the open-ended nature of the responses, several responses fell into more than one coding category. Although the question was intended to elicit adaptations the programs were implementing, many respondents (11) took the opportunity to identify constraints they were facing or specific ways the program has been cut.

Graph 2.1. Program Adaptations
The graph below shows the number of responses that fell within each category. Most respondents (64%) reported finding alternative funding (through district funds or elsewhere) to keep the program running, while fewer reported success due to staff member actions (i.e. mentors willing to forgo compensation or planning time) or other solutions (i.e. collaborating with other programs in the area).
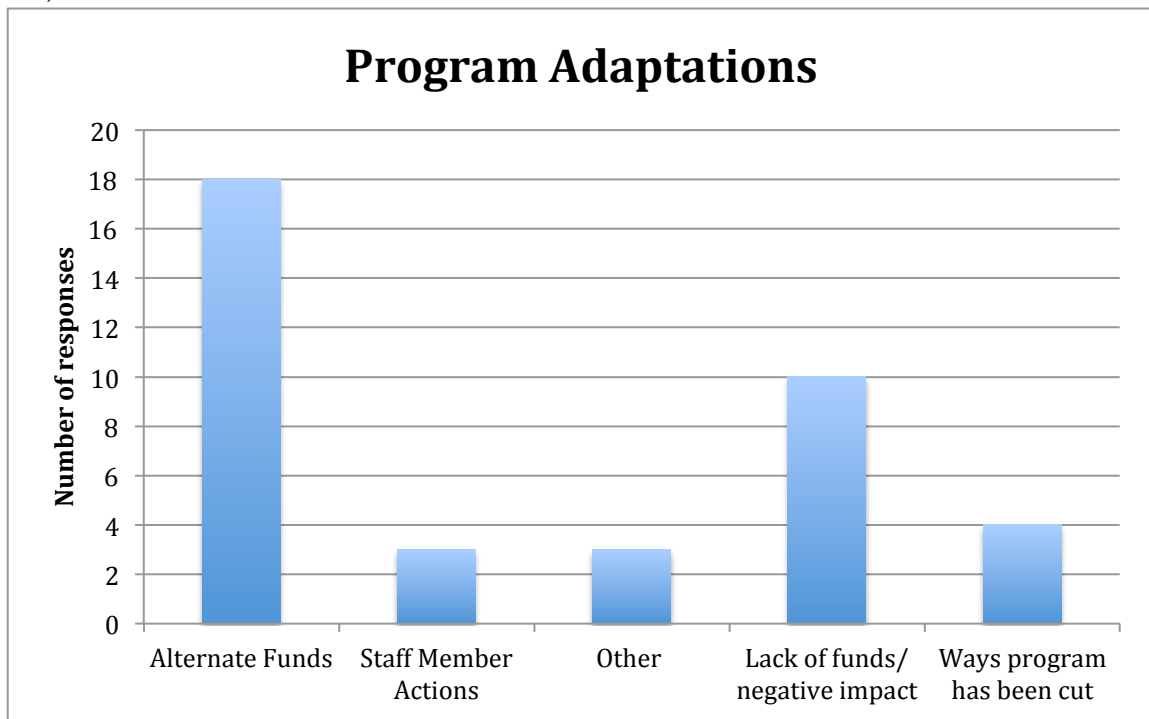
Below are selected unedited responses from this survey question, organized by theme.

Alternative Funds
- The ROE has used school improvement funds to offer limited trainings/sessions.
- Our mentors are paid through organizational funds provided by our managing non-profit.

- Mentors are paid a $250 stipend instead of the $1000 they were required to receive with the Induction grant. The district has tried to use funding for trainings from other grant monies.

Staff Member Actions
- We now support the second-year novice teachers with group meetings rather than one on one mentors.
- Our mentors have been willing to step up for little compensation and use their planning times because of no substitutes money for classroom observations, etc.

Other
- We are trying to offer training ourselves that was previously offered by ROE. We are trying to schedule activities without hiring substitute teachers. To do this we are having to use more before and after school meeting times. We are also having administrators cover classes.
- Our trained mentors have developed training modules that our building administrators present to all new teachers. This is done in very large groups, once per month.

Lack of Funds/Negative Impact
- We have been using district funds, but I anticipate that after this round of new teachers complete the program, the program will be discontinued due to funding issues.
- We have cut back a great deal of our mentoring program due to funding.
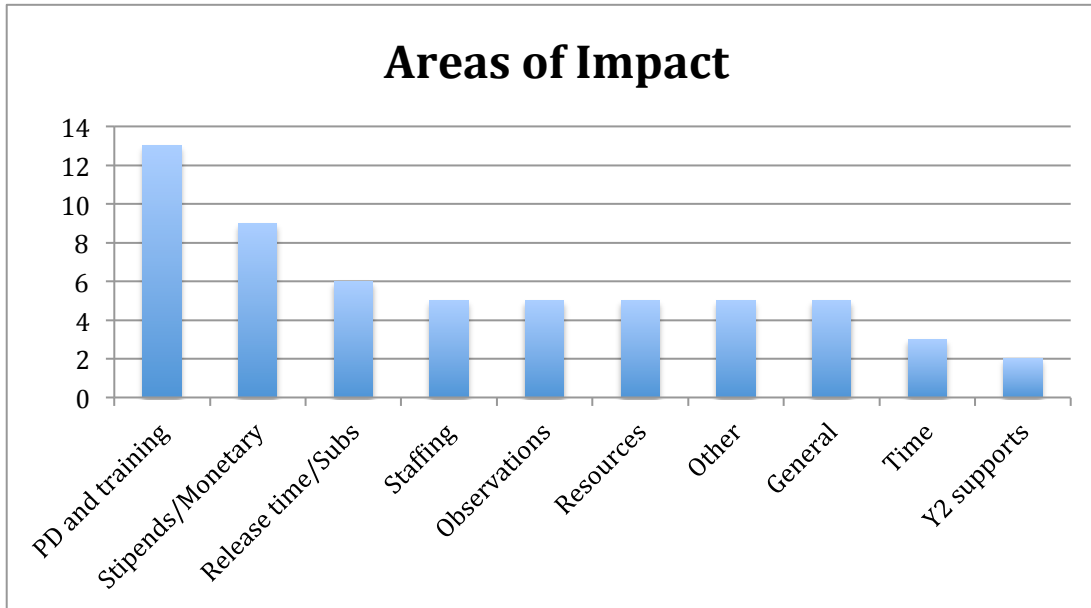
Ways Program Has Been Cut
- We are struggling to keep the New Teacher Mentor Program going. The lack of funds has had a negative impact on our program. The way we sustained the program this year was to go to half-day training sessions. Without funding, we may find that the program may not be sustainable. This program is valuable to new teachers and also to the mentors who participate.
- Cut to the bare bones – only PD for mentors and protégés (sub fees) and orientation supplies.
- Accountability for the total number of mentor-mentee meeting hours has been dropped.

2.2. Impacted Areas
The survey asked participants, "Which areas of your program have been impacted the most by the loss of funding?" Because of the open-ended nature of the question, slightly more than half of the thirty responses identified more than one area of impact. Responses were coded according to the following themes: time, staffing, professional development and training, release time/substitute teachers, observations, resources, stipends/monetary, general/program cut, second-year teacher supports, and other.

Graph 2.2. Areas of Impact

The graph below shows the number of responses within each theme. The areas of impact cited most included a reduction in time and resources dedicated to professional development and training, reduced stipends/monetary compensation, and a reduction in release time/substitute teacher coverage (for mentor-related activities like observations and training). A few responses included more general comments (i.e. "Programs are operating on a more limited basis") relating to program cuts.

Areas of Impact

A bar chart titled "Areas of Impact" with a y-axis ranging from 0 to 14. The bars and their approximate values are:
- PD and training: 13
- Stipends/Monetary: 9
- Release time/Subs: 6
- Staffing: 5
- Observations: 5
- Resources: 5
- Other: 5
- General: 5
- Time: 3
- Y2 supports: 2

Below are selected unedited responses from this survey question, organized by theme.

PD and Training
- Professional development for mentors and new teachers, purchasing of materials.
- The biggest impact has been in the area of professional development and the ability to provide a substitute.

Release Time/Substitutes
- Release time to work with mentors is non-existent.
- We were not able to provide monetary assistance to the district for subs for mentors and new teachers this year.

Stipends/Monetary
- The loss of stipends for mentors.
- Compensation for trained mentors.

Staffing
- The loss of the mentors has been detrimental to the induction/mentoring program. The individual/small group attention has been diminished.
- The elimination of our one full-release mentor.

Observations
- Teachers receiving classroom observations and support from another teacher.
- Mentor observations are limited.

Resources
- Purchasing resources to assist in a specific need for new teachers.
- We are no longer able to provide resources to mentors and new teachers.

Other
- Less time face-to-face with new teachers and mentors has meant less interaction and support.
- The biggest loss is the leadership team composed of stakeholders from all the districts and all levels. The team was responsible for evaluating the program from collected data and setting goals, making revisions to the program.

General
- Programs are operating on a more limited basis.
- Intensive support for brand new teachers.

Time
- The new teacher induction in the summer was reduced by a day.
- Fewer hours were required for mentor-new teacher contact, from 60 to 36.

Year 2 Supports
- We were not able to provide one on one mentors for second-year teachers this year, and next year there will be no support provided at all by the induction program for second-year teachers.
- Program is limited to first-year teachers. We have reduced time with second-year teachers.

2.3. Minimal Impact

The survey asked participants, "Which areas of your program have not been impacted by the loss of funding or have been impacted the least?" The 27 responses were coded according to following themes: mentors as supports, professional development/training, monetary compensation, program requirements, mentor training/quality, other, and resources. Four of the 27 respondents did not list an area that has been impacted; instead, they indicated that all areas have been impacted. Because of the open-ended nature of the responses, some responses fell into more than one coding category.

Graph 2.3. Minimal Impact

The graph below shows the number of responses in each theme. The column in the center, "none," represents the four respondents that felt that all areas of their program have been impacted by the loss of funding.
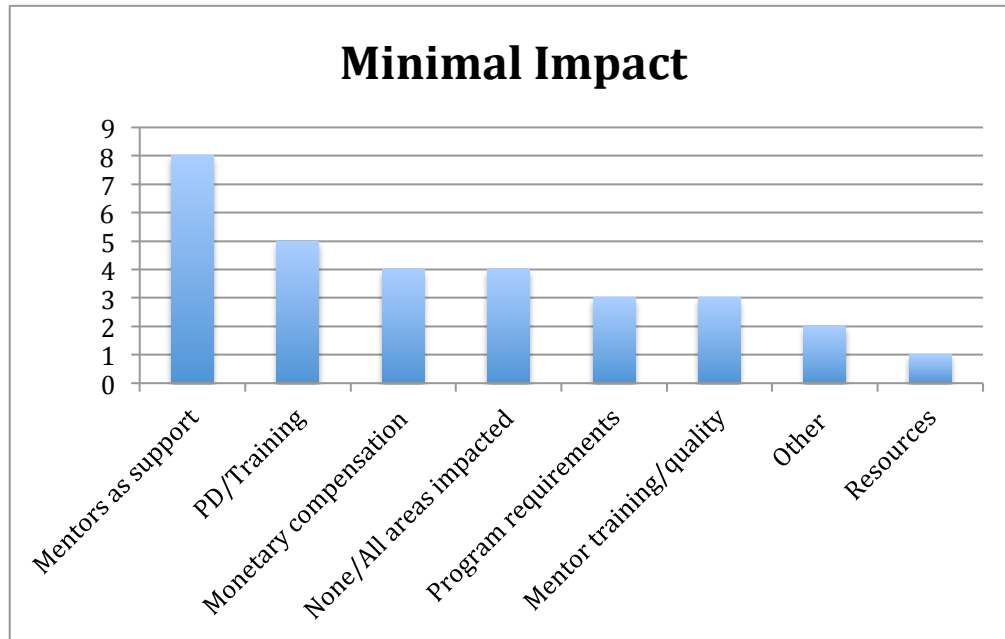
Minimal Impact

Below are selected unedited responses from this survey question, organized by theme.

Mentors as Support
- District funds still allow for a one-on-one mentor mentee match for first and second-year teachers, new to teaching. Experienced teachers new to the district have a mentor for one year only.

Professional Development/Training
- The quality of our mentors and our professional development. We have in-district mentor trainers, which has helped us build capacity for a relatively low cost.

Monetary Compensation
- Administration insisted upon compensating our mentors, and we "found" funding to do this.

None
- All areas are impacted when funding is gone. The district has funded the program this year, but we have had deep cuts in staffing in other areas this year due to lack of funds.

Program Requirements
- We have tried to maintain the same program requirements.

Mentor Training/Quality
- Our previous full release mentors have shared their knowledge and have supported the building administrators. The expertise and training they received has been priceless as we had to scramble to recreate our induction/mentoring program.

Other
- The need to have the program.
- First-year teachers still have strong support with the program.
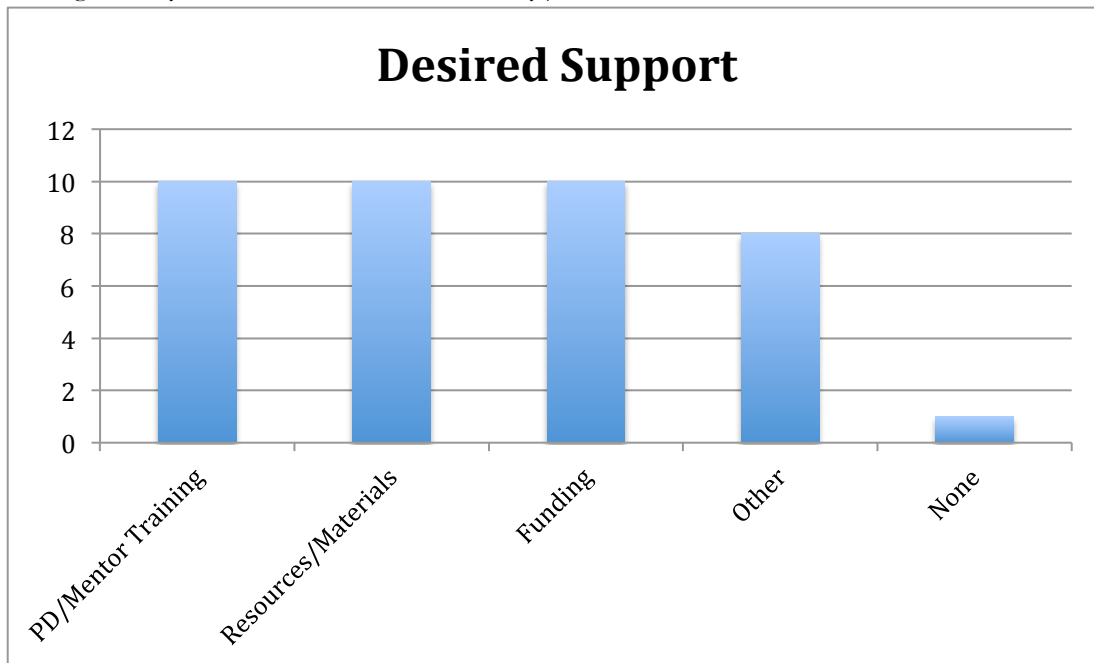
Resources
- Supplies for new teachers and mentors.

2.4. Desired Support
The survey asked participants, "What sort of assistance, support, or information would you most appreciate receiving regarding new teacher induction?" Twenty-four of the thirty participants responded to this question, with one indicating the program did not need support. Responses were coded according to the following themes: professional development/mentor training, resources/materials, funding, and other. Because of the open-ended nature of this question, many responses included more than one theme.

Graph 2.4. Desired Support
The graph below shows the number of responses within each theme. There was an equal number of responses for each of these themes (10 each) with an additional eight respondents mentioning something that would be included in the "other" category (e.g. "I would be interested in learning about great ways to match mentors successfully.).

Below are selected unedited responses from this survey question, organized by theme.

Professional Development/Mentor Training
- We would really like to see more ongoing support and training for mentors.

Resources/Materials
- Additional funds/resources for new teachers with standard certificates.

Funding
- Funds for stipends.

Other
- We'd like support around ensuring new teachers understand it is their professional responsibility to take part in induction/mentoring program when Districts invest valuable resources into them.

None
- We have adjusted the program to meet most of our needs.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

This section is the first of two representing data collected through questions in an optional survey continuation. Nineteen respondents agreed to continue on to these survey questions, but as with previous sections, numbers may vary due to selective responsiveness. When possible, data in this section are compared to data collected in a previous survey on unfunded and funded programs from 2010-11.

Table 3.1. First-Year Supports
The survey asked, "Which additional supports do all or most of your first-year teachers receive?" This table shows the number of responses for each support as well as the percentage of total responses that number represents for the previously funded, unfunded, and funded programs. In the previous survey, the funded programs were asked this question in a slightly different way; they had to check whether each support was "required," "optional," or "did not occur." This table includes any response of "required" or "optional." In each cell, the first number represents the raw number of respondents; the number in parentheses represents the percentage of respondents on that survey, with the percentages in each column totaling 100%.

First-Year Supports	Previously Funded 2011-12 (19)	Unfunded 2010-11 (287)	Funded 2010-11 (36)
New teachers observe mentors or other experienced teachers	17 (90%)	219 (76%)	36 (100%)
New teachers have the opportunity to network with teachers outside their individual schools	10 (53%)	153 (53%)	33 (92%)
New teachers have formally scheduled time to network with other new teachers	8 (42%)	169 (59%)	33 (92%)
New teachers are prohibited or discouraged from teaching the most demanding/undesirable courses	2 (11%)	35 (12%)	12 (33%)
New teachers are videotaped while teaching for later reflection/discussion with others	2 (11%)	14 (5%)	28 (78%)
Mentoring: online discussions, blogs, video, or text-chat for new teachers and veteran teachers interactions (not including email)	2 (11%)	44 (15%)	21 (58%)
New teachers are prohibited or discouraged from leading extra curricular activities	1 (5%)	31 (11%)	9 (25%)

Table 3.2. First-Year Compensation

Respondents were asked if first-year teachers were compensated for participation in induction activities. The graph shows the number and percentage (in parenthesis) of programs in each compensation category for the previously funded, unfunded, and funded programs. In each cell, the first number represents the raw number of respondents; the number in parentheses represents the percentage of respondents on that survey, with the percentages in each column totaling 100%.

First-Year Teacher Compensation	Previously Funded 2011-12 (19)	Unfunded Programs 2010-11 (286)	Funded Programs 2010-11 (36)
Yes, with CPDUs	10 (53%)	138 (48%)	25 (69%)
No compensation	5 (26%)	117 (41%)	1 (3%)
Yes, with stipends	3 (18%)	52 (18%)	12 (33%)
Yes, with classroom supplies or professional resources	3 (18%)	50 (17%)	12 (33%)
Yes, with other incentives	4 (21%)	16 (6%)	6 (17%)

Table 3.3. Mentor Requirements

Programs were asked to identify requirements necessary for becoming a mentor in their district. They were instructed to check all responses that applied to their district. This graph shows the amount of programs that identified each criterion for each type of program. In each cell, the first number represents the raw number of respondents; the number in parentheses represents the percentage of respondents on that survey, with the percentages in each column totaling 100%.

Mentor Requirements	Previously Funded 2011-12 (19)	Unfunded Programs 2010-11 (265)	Funded Programs 2010-11 (35)
Successfully complete a minimum number of years teaching	17 (90%)	147 (55%)	28 (80%)
Formally apply	12 (63%)	80 (30%)	22 (63%)
Complete a mentor training program	13 (68%)	109 (41%)	26 (74%)
Submit a recommendation (e.g. from administrator) or provide references or evaluations (often of a certain level)	9 (47%)	27 (10%)	13 (37%)
Be interviewed	5 (26%)	63 (24%)	15 (43%)
Hold a master's degree	3 (16%)	9 (3%)	4 (11%)
Have his/her classroom observed	2 (11%)	62 (23%)	1 (3%)
Other	1 (5%)	46 (17%)	4 (11%)

Table 3.4. Mentor Ongoing Support
Programs were asked to identify the ongoing supports mentors receive. The table below compares the previously funded programs' responses to those from the unfunded programs in 2010-11. Funded programs were not asked this question, which is why they are not represented in the table. In each cell, the first number represents the raw number of respondents; the number in parentheses represents the percentage of respondents on that survey, with the percentages in each column totaling 100%.

Ongoing Support for Mentors	Previously Funded 2011-12 (18)	Unfunded 2010-11 (272)
Ongoing support, at least monthly	8 (44%)	58 (21%)
Ongoing support, once or a few times a year	6 (33%)	124 (46%)
No ongoing support	4 (22%)	90 (33%)

Table 3.5. Mentor/Mentee Meeting Provisions
Participants were asked, "How is time provided for regularly-scheduled meeting times between mentors and new teachers?" Programs could check more than one option, so percentages in each column total more than 100%.

Mentor/Mentee Meeting Provisions	Previously Funded 2011-12 (19)	Unfunded 2010-11 (268)	Funded Programs 2010-11 (37)
Pairs meet before/after school, during planning periods or during lunch only	16 (84%)	232 (87%)	30 (81%)
Pairs have common planning periods	4 (21%)	68 (25%)	22 (59%)
Schools have special meeting times each week (e.g. early dismissal days)	4 (21%)	40 (15%)	13 (35%)
Other	4 (21%)	10 (4%)	9 (24%)
Schools provide release time	2 (11%)	57 (21%)	15 (41%)

Table 3.6. Administrative Involvement
Programs were asked to identify how most building-level administrators were involved in new teacher induction. The question allowed respondents to choose more than one mode of involvement. In each cell, the first number represents the raw number of respondents; the number in parentheses represents the percentage of respondents on that survey, with the percentages in each column totaling 100%.

| Administrative Involvement	Previously Funded 2011-12 (19)	Unfunded 2010-11 (279)	Funded Programs 2010-11 (37)
Attend training about the specific needs of new teachers and their role in induction	12 (63%)	64 (23%)	20 (54%)
Select and assign mentors to the new teachers in the building	6 (32%)	196 (70%)	29 (78%)
Other	5 (26%)	13 (5%)	4 (11%)
Meet regularly with new teachers outside of the district's formal evaluation process	4 (21%)	157 (56%)	17 (46%)
Not involved	4 (21%)	12 (4%)	2 (5%)
Oversee/monitor building's induction activities	3 (16%)	152 (54%)	8 (22%)

Table 3.7. Induction Responsibilities (Previously Funded Only)
Providers were asked to identify all entities responsible for each induction activity. The table shows the number and percentage (in parenthesis) of total previously funded programs reporting the entity responsible for the activity (e.g. Ten programs, accounting for 50% of all respondents, reported that the district was responsible for providing mentor training). Note that for some categories, programs indicated more than one answer, accounting for the variance in percentages. In this chart, percentages in each horizontal row total 100%.

	The individual school	The district	An ROE, university or other entity	This does not occur
Provides mentor training	1 (5%)	10 (50%)	8 (40%)	1 (5%)
Provides NT training	3 (13%)	16 (67%)	5 (21%)	0 (0%)
Provides administrator training related to induction	1 (5%)	9 (47%)	7 (37%)	2 (11%)
Selects mentors and assigns new teacher/mentor pairs	7 (35%)	11 (55%)	1 (5%)	1 (5%)
Evaluates the induction program	4 (19%)	14 (67%)	2 (10%)	1 (5%)
Pays mentor salaries	1 (6%)	11 (61%)	2 (11%)	4 (22%)
Pays new teacher stipends	0 (0%)	5 (28%)	1 (6%)	12 (67%)
Pays for resources and training supplies	1 (5%)	13 (68%)	2 (11%)	3 (16%)
Pays for substitutes and other release time	1 (5%)	11 (58%)	1 (5%)	6 (32%)

Graph 3.1. Funding Sources

Providers were asked to indicate whether or not their total induction budget received funding from the various sources listed (or if such information was unknown). For each response, there were several providers (>3) who did not respond, resulting in differences in the total amount of responses for each source.
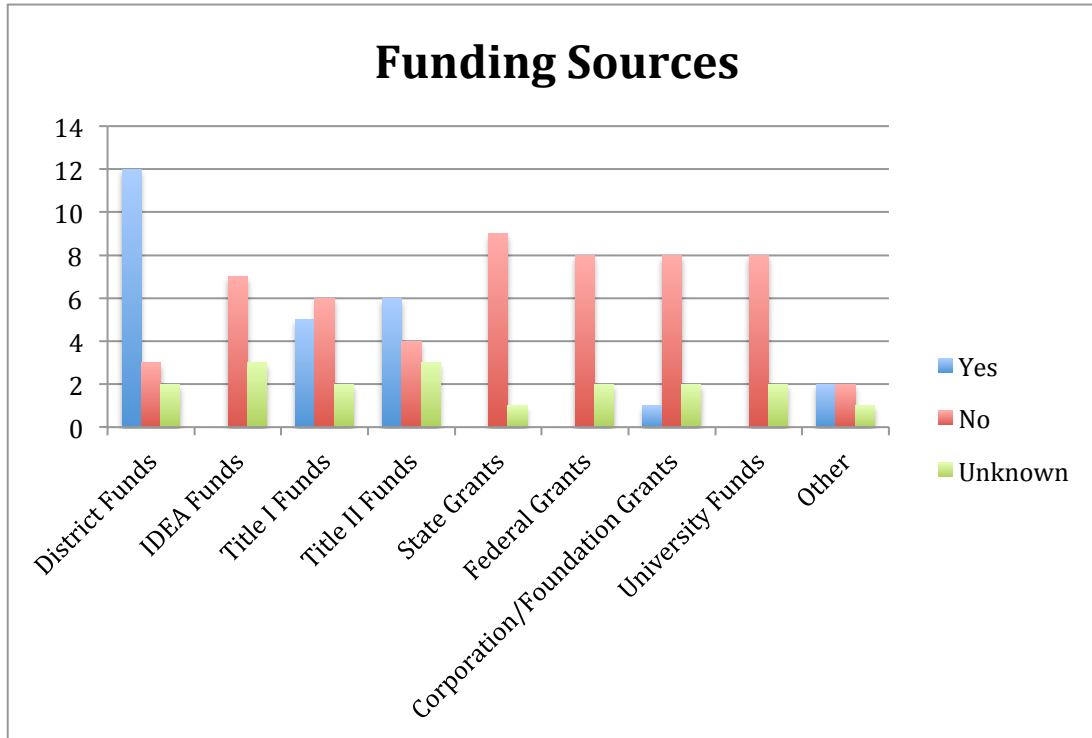

SECTION 4: ADDITIONAL PROGRAM SUCCESSES AND CHALLENGES

This section is the second of two representing data collected through questions in an optional survey continuation. Data in this section were collected through the use of open-ended survey questions. As with the previous section, numbers may vary because some programs selectively responded to questions. Additionally, due to the open-ended nature of the questions (and subsequent responses), many responses fell into more than one category.

Graph 4.1. Successful Program Elements

The survey asked participants, "What are the most successful elements of your induction program/new teacher induction activities?" The 17 responses were coded according theme. Nearly half of the responses included mentors and/or professional development and training as a main strength. Others reported an improvement in school climate/professional relations among teachers and specific strengths like data collection and use of the Danielson Framework. Responses included in the "other" category include items idiosyncratic to particular districts. The graph shows the amount of programs identifying each element as a main strength.
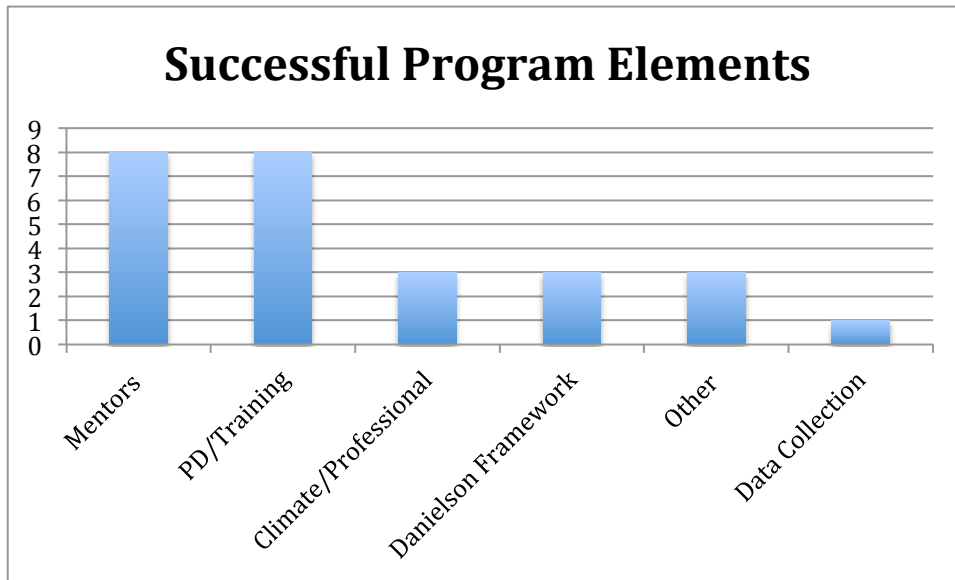
Below are selected unedited responses from this survey question, organized by theme.

Mentors
- Caliber of the mentors.

Professional Development/Training
- Monthly trainings for mentors and protégés to provide information but most importantly time to collaborate and support each other in the process.

Climate/Professional Relationships/Retention
- We feel our new teachers are feeling more welcomed. As a result they seem more eager to get involved right from the beginning. They also seem to really want to stay with the district.

Danielson Framework
- The program provided information on Charlotte Danielson's 4 Domains and teachers had a chance to reflect on their teaching and make improvements with guidance from a veteran teacher.

Other
- Teachers report that the monthly forums are very successful.

Data Collection
- Use of TImsWeb for documentation.

Graph 4.2. Specific Program Challenges
The survey asked participants, "What specific challenges is your program facing?" The 16 responses were coded according to themes. The graph below shows the number of programs that identified each particular challenge. Responses included in the "other" category include items idiosyncratic to particular districts, and are not included in the quotes following the graph.

Program Challenges

Funding	Staffing	Training	Other
11	3	2	1
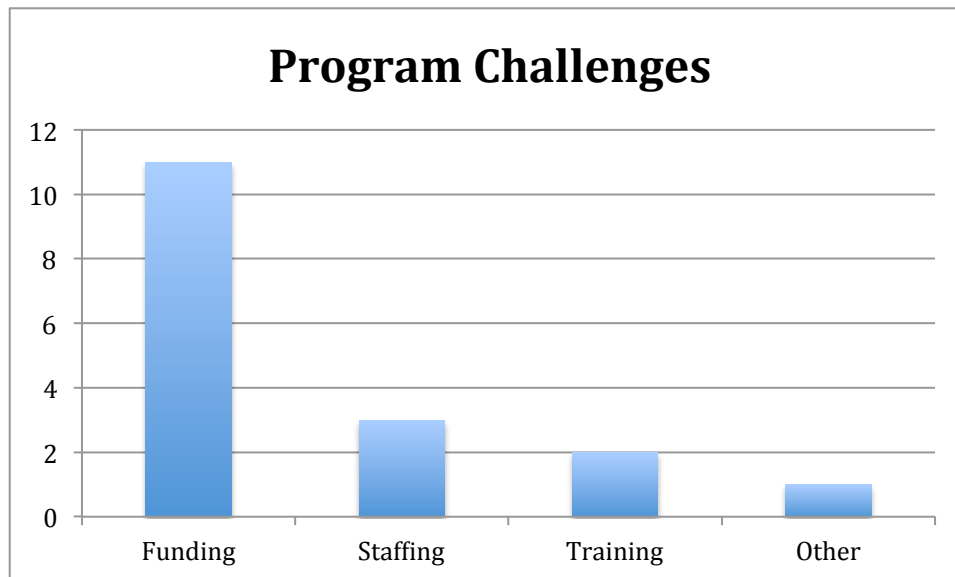
Below are selected unedited responses from this survey question, organized by theme.

Funding
- Money. With the continued cuts from state government to districts, it is an unknown if the districts will be able to continue to fund the program. The six districts involved this year are fully behind the program and its continuation. The question is where they can find the money to continue. The fewer the new teachers, the higher the cost simply because the requirements remain the same and there is little way to cut the costs any more than what we already have.

Staffing
- Not having mentor teachers has really impacted the quality program that we did have.

Training
- Getting more mentors trained.