GROWTH AND EXPANSION OF THE TUTOR/MENTOR CONNECTION AND CABRINI CONNECTIONS

Vision: We will help educationally disadvantaged children and youth reach jobs and careers.

As a result of our actions, thousands of educationally disadvantaged children in major cities like Chicago will participate and benefit from comprehensive, mentor-rich programs that stimulate children's desire to learn, increase their self-esteem, and reinforce classroom teaching through lessons and friendships with adult role models. Such program will mentor adults into greater involvement while mentoring youth, thus creating a mentoring-to-careers network of adults who will open doors to scholarships, jobs and careers as youth become young adults.

Mission: The Tutor/Mentor Connection engages workplace volunteers as tutors, mentors, donors and leaders in programs that help inner-city youth stay in school and move toward jobs and careers.

Operating Philosophy:
The Tutor/Mentor Connection (T/MC) will be recognized throughout the world as an innovator, an organization that gets results, and an organization that makes a difference in the lives of urban youth and the volunteers who become involved in programs that serve these youth.

The T/MC is non-profit that operates like a for-profit. Our products are knowledge and services that help people help kids. Our customers are the youth and youth-serving organizations we seek to influence, as well as resource providers that must be more strategically involved in a mentoring-to-career strategy. We seek to emulate the best practices of for-profit businesses, with an on-going emphasis on quality improvement and shared ownership and involvement all stakeholders of the organization.

Core Business:
The T/MC provides products and services that help tutor/mentor programs increase volunteer involvement, improve quality, and reach more youth. Our services are provided to leaders of t/m programs and to business, volunteers, donors, etc. who are needed to support the long-term success of these programs. One of the tutor/mentor programs that we help is our own Cabrini Connections, which serves Cabrini-Green area teens.

Two-Part Strategy:

1) The Tutor/Mentor Connection (T/MC) was established to fill a leadership void. Our leadership is intended to help build and sustain comprehensive, long-term mentoring-to-career programs in every neighborhood where there is high poverty or poorly performing schools.

2) The Kids’ Connection that we operate in Cabrini-Green is the anchor of our commitment. When teens join us at 7th grade we promise to do everything we can to help them be in jobs and careers by age 25. To do “all we can” we must learn from the best practices of others in this industry.

Combined Impact:
The Tutor/Mentor Connection (T/MC) realizes that for a single tutor/mentor program to succeed it must be able to draw volunteers, dollars and ideas to its location. Furthermore, it must sustain this flow of resources for the 10 years it takes to provide continuous service for one 7th grader to be in a job by age 25. The same is true for every other tutor/mentor program in the city.

Recognizing this, the Tutor/Mentor Connection was created in 1993 to fill a leadership void. The T/MC seeks to identify tutor/mentor programs throughout the city, build a best practice library, and generate public awareness and leadership that would create a flow of dollars, volunteers, ideas, technology and business partners to every tutor/mentor program in Chicago, including our own Cabrini Connections program, based at 800 W. Huron. In 1993 when we established the T/MC there was no infrastructure or citywide leadership with this commitment. Just to help our own Cabrini Connection grow we had to build a system that would help every tutor/mentor program grow. We draw from our own experiences of leading a single program to be passionate about the every day needs of every other single program.

The T/MC has created a calendar of actions that start in August of each year, as school is starting, and continue through July of the following year. These actions draw attention of large and small groups of potential resource providers to our Cabrini Connections program and to all other tutor/mentor programs in the Chicago region. They also draw visitors to our Internet web sites where visitors can build their knowledge of poverty and of the potential of comprehensive, mentor-rich programs such as Cabrini Connections.

Some of these actions, such as the Chicagoland Volunteer Recruitment Campaign, are organized by the Tutor/Mentor Connection, with Cabrini Connections and dozens of other programs serving as participants in making this event a success. Other actions, such as the Innervisions Youth Productions Video Festival and the Cabrini Connections International Art Festival, are launched from our own Cabrini Connections program, with teens and volunteers collaborating to create the event and the call for public involvement. Some of the actions, such as the Chicago Bar Association/Foundation’s annual November Benefit, are led by partners of the Tutor/Mentor Connection, yet generate visibility, volunteers and dollars for tutor/mentor programs throughout Chicagoland.

As each of these events have repeated year after year they are becoming traditions that draw more and more public response, and that encourage the media to look to us when they want to do a story about tutoring/mentoring.

The result of this strategy is a growing public awareness of tutoring/mentoring, and of the T/MC and Cabrini Connections. This has helped draw volunteers and dollars to Cabrini Connections, AND to more than 100 other programs throughout the area.

THE REST OF THIS DOCUMENT FOCUSES ON THE T/MC. IF THESE IDEAS ARE IMPLEMENTED, WE WILL BENEFIT CABRINI CONNECTIONS AS WELL AS HUNDREDS OF OTHER TUTOR/MENTOR PROGRAMS


In the following pages we list specific areas of growth and the type of staff and resources needed in each. While it looks like we seek to create a large organization,
we actually seek a very lean structure, with people in lead positions who can handle multiple responsibilities. Currently all of these roles are being done by Dan Bassill, CEO of the Tutor/Mentor Connection, with help from a variety of volunteers and a few part time employees. For the vision of this organization to be institutionalized and sustained beyond Dan's involvement, we must build a structure and leadership team that share the vision, understanding and abilities that Dan has brought to the organization.

Key roles that need to be filled are:

a) IT staff - someone who can build databases, manage the GIS, build web sites, and keep our technology running smoothly
b) Fund Raising - one person who is effective at building relationships with foundations and researching/writing grants
c) Marketing/PR/Event Planning - one person who can generate tutor/mentor stories and distribute them in the many channels described in this report; one person to organize conferences, the annual volunteer recruitment campaign, etc.
d) Training/Curriculum Development - one person to work with universities and other partners to develop a curriculum to teach the principles of the Tutor/Mentor Connection

History
Seven volunteers, with a broad vision and no money beyond their own personal resources, formed Cabrini Connections and the Tutor/Mentor Connection (T/MC) in the fall of 1992. Their primary purpose was to help youth from the Cabrini Green area move from tutor/mentor programs that provided 2nd to 6th grade support into mentoring-to-career programs that provided 7th grade to a career support.

However, the leaders realized that getting resources to build and sustain this vision was a challenge faced by every tutor/mentor program in Chicago, regardless of location or age group served. There was no public leadership group trying to build the capacity of every tutor/mentor program, or trying to make sure comprehensive programs serving each grade level were available to a majority of youth in every poverty neighborhood, or around every poorly performing school.

The Tutor/Mentor Connection (T/MC) was established to fill this void, with an understanding that its success would deliver help to the Cabrini Connections part of the organization at the same time that it was helping every other program in Chicago grow. From this commitment the Tutor/Mentor Connection has taken shape, growing as resources, both in-kind and hard dollars, became available to fund new opportunities and needs. While other documentation illustrates the accomplishments and illustrates the business plan behind the T/MC, this document shows the opportunities/needs, which, as they are filled, will make the T/MC the best resource in the country from which to develop and expand tutoring, mentoring and school-to-work programs.

These needs divide into six categories:

- Research
- Promotions/public awareness
• Channels of business/professional group support
• Training/support
• Fund Raising
• Evaluation/planning

In the discussion on the following pages there is an overlap of staff needs since resources like technology, marketing and research staff are needed in each category. At the end of this document is a summary of staff needs to move forward in all areas of the T/MC.

**RESEARCH:**

**Knowledge is power. It is the currency of the 21st Century.** It is the accumulated experiences of individuals and organizations. Those organizations who are able to use knowledge to influence and support decisions of other individuals and organizations, will be leaders and change makers of the 21st Century. This is the type of role the T/MC seeks to play in helping youth move from poverty to careers.

The T/MC is gathering, organizing and distributing knowledge that any tutor/mentor program leader or volunteer can use to build more effective programs and which partners (business, churches, schools, alumni and social groups, senior centers, etc.) can use to develop outreach strategies to connect with children in those programs. Visit the following T/MC web sites to see how information is gathered and organized. [www.tutormentorexchange.net](http://www.tutormentorexchange.net) and [www.tutormentorconnection.org](http://www.tutormentorconnection.org) and [http://jordan-webb.net/tmc](http://jordan-webb.net/tmc)

However, we have continually been limited by how much we can collect and how we sort, report and share this information by our lack of funds to do this work. We need to rapidly expand our knowledge of what works, who does it and who can help, with an equally rapid growth of the rate we make this information available to others.

**The T/MC's research and information sharing tools divide into the following categories:**

**Interactive database** - at [www.tutormentorexchange.net](http://www.tutormentorexchange.net) and [www.cabriniconnecitons.net](http://www.cabriniconnecitons.net) are examples of uses of interactive databases to collect and organize information. At [http://jordan-webb.net/tmc](http://jordan-webb.net/tmc) is a different form of collecting information, sharing it and leading a discussion around the information. Different volunteers are doing the work of building and maintaining these databases. One team has been working on centralizing all of our various databases on the Internet, where multiple users can feed and draw information at anytime.

**Tutor/Mentor Program Profile** - While the T/MC has developed a directory of tutor/mentor programs in Chicago, such a directory is also needed for many of Chicago's suburbs and in many cities around the country. Furthermore, the T/MC has only begun to dent the many different levels of information that needs to be gathered to provide the quality and range of information businesses and programs need to better connect and to develop more long-term and effective solutions.

The subdivision of information that we seek to provide:

• Time service offered - 1) school day (8am to 3pm); 2) after school (3pm to 5pm); 3) evening (5pm to 8pm); 4) weekend; 5) summer
• Type of service – 1) pure tutoring; 2) TQM tutor/mentor; 3) pure mentor
• Age Group Served (k-5; 6-8; 9-12)
• Activities (technology, arts, school-to-work, health education, etc.
• Sources of funding
• Diversity of volunteers (age, race, economic, business/profession)

We need to have aggressive process of collecting, organizing and distributing this knowledge. We need to be able to summarize each category of information at a city level, and at neighborhood or zip code levels. In February 2004 the T/MC launched an upgraded interactive Program Locator at www.tutormentorexchange.net. This had over 30,000 page views in its first year. In June 2006 we added a new version that automates the information gathering/reporting process, so that programs can add/update their own data, and that T/MC staff can add/edit data more easily. Staff /funds are needed to continue to develop this innovation and to teach programs throughout the Chicago region to use the Program Locator as a resource for their own recruitment of volunteers and donors.

**Knowledge is power. It is the currency of the 21st Century.** It is the accumulated experiences of individuals and organizations. Organizations that are able to use knowledge to influence and support decisions of others will be leaders and change makers of the 21st Century.

In the T/MC knowledge library we collect information that shows the types of tutoring/mentoring that is already being done in different places around Chicago, and around the world. We also provide information that shows where and why tutor/mentor programs are needed, and what business and foundations are doing to support these programs. As we draw more people to this information, we seek to lead learning, innovation, and process improvement activities that encourage the adoption of good ideas from one place in the world to many other places in the world.

**The T/MC's research and information sharing tools divide into the following categories.**

**Interactive databases** – to be cost effective and timely, organizations must develop Internet based strategies that collect data/knowledge on an on-going basis and load that knowledge into pre-formatted reports that can be used for analysis, or for fund raising/volunteer recruitment, etc. The Program Locator at www.tutormentorexchange.net is one example of such a database.

**Geographic Information System (GIS) databases** - A GIS enables the T/MC to create maps that show areas of need (high poverty, poor schools, youth violence, etc.) and to show existing NGOS (tutor/mentor program) in those areas. A GIS can also show business, hospital, university and faith groups in a geographic area, and be used to encourage collaboration of NGOs and Resource Providers.

**Social Network Analysis/Visual Communications Databases** - A GIS is just one form of visual communications tool. In the LINKS section of http://www.tutormentorconnection.org are many other examples of visual databases, such as “concept mapping” and “social network analysis”. The T/MC seeks to adopt these concepts to its knowledge management process. In each case, the data collection needs to be automatically linked to the GIS and other network analysis tools, as a low cost means of building shared understanding and a commitment to common goals among a growing community of people.
We need to be able to show locations of high poverty, locations of poorly performing schools, locations of violence and others need to be able to add their own data and ask their own questions of our GIS system. We also need to be able to show business, hospital, university and faith groups in the city and each neighborhood, using SIC information databases to provide this contact information. Once we make this system work in Chicago we can lease it to other cities or other charitable causes. Examples of our GIS can be seen in the Map Gallery at www.tutormentorexchange.net. The maps produced are hosted on a web site of a volunteer based in Wisconsin.

Needs:
T/MC needs funds for a project manager to lead this research collection/distribution process. Furthermore, T/MC needs funds to build the Internet platform needed to support this process and to maintain the information that it is collecting. More specifically, the T/MC seeks research support form the following categories:

T/MC SURVEY & RESEARCH - funding is needed for staff involved in the process of continually updating the T/MC knowledge of tutor/mentor programs in Chicago and its suburbs. The T/MC seeks to build its survey on the Internet so that programs can update their own information and archive it from year to year. Since many programs still do not use the Internet, funds are also needed to market the survey so that a greater percent of the 400 locations complete the survey each year. This is essential to building and maintaining a good understanding of tutor/mentor service distribution in the city and suburbs.

INTERNET Platform– the T/MC uses the Internet as a library, a meeting place, and an information exchange. Volunteers and staff host a variety of T/MC web sites at different locations. Funds are needed to make this a more coordinated strategy and to build and host an internet database that provides support for all data systems now used by Cabrini Connections.

GIS SYSTEM SUPPORT - funding is needed for staff used to produce maps and expand use of maps to other groups and for more powerful computer/software/storage needed to continue and expand the information provided via the maps. Volunteers currently provide GIS support.

UNIVERSITY and/or Business PARTNER(s) - to guide (and provide manpower) for annual research, to analyze data and to compile summary reports.

PROMOTIONS/PUBLIC AWARENESS
The T/MC seeks to support tutor/mentor programs the same way Wal Mart promotes stores located all over the county. This means we need to build a store support infrastructure (see below) and a broad-based, multi-media communications campaign, with reach and frequency that reaches into every business and every household in the Chicago market at least four times per year. Such a campaign will build a growing awareness of the needs/opportunities of tutoring/mentoring, draw programs together to share resources, bring volunteers and dollars to individual programs in each neighborhood and increase number of tutor/mentor program sites available throughout the city.
Since a charity will never have the advertising dollars of a business, we need to innovate ways to "ride along" with business advertising and create other forms of message communication. The Internet is one avenue that we seek to exploit. The Lend A Hand Program at the Chicago Bar Association/Foundation (www.lend-a-hand.net) is proof that this is possible. The T/MC is shown as a prominent partner. This is a model we seek to duplicate in other industries and in other cities.

Another example of how T/MC seeks to build visibility and increase its knowledge of tutor/mentor programs is the "Talk to the tutor/Mentor" Radio Campaign. During the winter and fall the T/MC seeks to conduct a call-in radio campaign where tutors and mentors and students of these programs talk to radio hosts about their experiences. A mail-in post card campaign will ask for names and addresses of programs, success stories, etc. which will be used to generate calls, but more importantly will be used in updating the T/MC Directory and database of programs. This will also generate "success" stories for all programs to share in capturing new resources and will provide motivation to volunteers at key points of the school year as they find out how really difficult this work is.

The T/MC has a similar idea for using a call-in TV show format on Chicago Access Cable TV as a forum for building public awareness of the need for tutor/mentor programs and the ways people can get involved with existing programs. We just do not have the staff to execute these ideas.

**Needs:**

CELEBRITY SPOKESPEOPLE - we need to recruit spokespeople who get listened to more easily than our current leaders. This will increase the response rate of every other communication of Cabrini Connections. Goal: recruit Pat Foley to be part of CC Advisory Council or Board, with responsibility for recruiting others, such as Dan Jiggetts (former Bear and current TV and Radio sports talk show host), to help recruit current athletes from each sports to carry the T/MC message while they are in Chicago and/or as they move to other cities.

MARKETING MANAGER to lead this part of the T/MC effort and bring ideas like the "talk to the tutor/mentor" radio campaign or the Cable Access TV show to reality.

RESEARCHER/WRITER(s) - to develop and write stories that profile tutors, mentors, programs in every neighborhood. We seek to distribute these stories in various media channels and aggregate them on our web site and in books.

GIS STAFF - to develop T/MC maps to support communications and resource development

RESPONSE STAFF - to respond to calls from parents, social workers and others who want to know where tutor/mentor programs are located in Chicago

GIS & POWER POINT ANIMATION - we want to tell the T/MC story the way a TV weatherman uses maps to show changes in weather. This means finding a TV station that will help us. It also means putting this on our own web site even if a TV station does not join us.
COMMUNICATIONS CHANNELS - Public Relations and Advertising Development. Additional dollars are needed to expand on-site staff and PCI funded efforts to increase the reach and frequency of our message in the following media:

- cable TV, public TV
- expanded newsletter distribution (along with cost/time saving equipment)
- email marketing/distribution of newsletters and invitations to events
- access to company media
- story development for "letter to editor" campaign
- in-house video studio to produce communications videos
- funding for 4-page insert in Sun Times during August BTS recruiting
- funding for radio talk format "talk with tutor/mentor" for Winter Period
- expanded distribution of T/MC Directory
- more consistent mainstream media coverage (focusing on program in neighborhoods)
- Tutor/mentor anthology (a process that leads to students/volunteers telling their stories through dance, poetry, prose, theater, etc.
- Internet Web Site - staff/development/maintenance

ADVERTISING DOLLARS - while PR can increase reach and frequency, we have no control over content and timing. We need ad dollars to place our message prior to the conferences and recruiting campaign. This will increase participation.

TRAINING

TRAINING / FACILITATION / COACHING/ LEARNING
While much of the world seeks to improve teaching, the T/MC seeks to create a culture of learning, that connects people to knowledge, and to people/organizations/web sites that help a person understand and apply the knowledge to daily life circumstances, or to solving large community problems.

To accomplish this we seek to recruit teams of students/faculty and alumni from different universities who will take a role in the knowledge collection, and in the use of the knowledge to generate resources that distribute to the programs in our databases.

We seek to support the learning, public awareness and resource strategies of the T/MC with two learning strategies:

* e-conferencing and distance learning.
Our aim is to create an on-line collaboration and conferencing template that will be used by the T/MC and many different partners to connect participants in face to face events with each other, and with an expanded based of knowledge and contacts. By providing an on-line platform to support face to face events, we encourage collaboration and learning among those who attend any event, we increase interaction after the event, and we link participants from various events with each other in an on-line community. By linking conferences strategically at key times each year, with others around the world, we will expand public awareness, increasing involvement, and of draw resources directly to programs throughout the network.

The T/MC already is beginning to implement this strategy. Visit the discussion board at http://www.tutormentorconnection.org
College or business training partner(s) – much of the work we describe is already being done at universities around the world. It’s just not being used to support the work of the T/MC, or other partners. Thus, while we invite such groups to be our partners because “it’s the right thing to do”, a more practical goal is to recruit an investor who will endow a chair at one or more universities, dedicated to supporting the goals of the Tutor/Mentor Connection and its partners. At a university we can not only tap the annual pool of students who come to a university to do our research and facilitate our networking, we can organize our information and teach our concepts.

Needs:

TRAINING BANK - T/MC seeks to create a fund that would enable those with knowledge/experience to reach out to individual programs and groups of programs and volunteers to share what they know. By building the training bank, the T/MC can control the distribution of funds and require trainers or programs using training funds to document via OHATS when, where and how the funds are used. This will lead to GIS maps that show the distribution of training, which will lead to a better public understanding of how well (or poorly) training is distributed into every poverty areas.

T/MC CONFERENCE SPONSOR (s) – The T/MC conferences now attract 150 to 225 people. They can grow to more than 750 participants because of the central location of Chicago and the high visibility of tutoring/mentoring. However, to continue to expand the quality of each conference, including facilities, presenters, networking and information available, we must find sponsors to fund the conferences. At some point we will also find sponsors to help TELECONFERENCE the event to other cities so that more people can share information from high-quality presenters without the huge expense and time commitment of bringing everyone to a central city.

E-CONFERENCE Sponsor or Partner - companies like www.icohere.com already are hosting internet conferences. We need funds to hire them, or the ability to find partners from this industry who see partnering with the T/MC as a way to do good, while building product awareness among potential customers.

T/MC TRAINERS - there is a lack of qualified people, with availability, who can help programs learn to be good businesses and who can speak to groups of volunteers and deliver a meaningful message. Funds from the Training bank would help establish a "Training Corps" drawn from veteran volunteers who are looking to take a two to three year sabbatical.

UNIVERSITY BASED TRAINING
Universities are geographically distributed in each community and therefore are ideal hubs for the variety of training that needs to be available. Universities have the potential:

• to make training for volunteers and program leaders more available/higher quality
• to provide incentive for training (e.g. credits, image)
• to train students to be tutor/mentors, as part of campus-based service, or in community based organizations
• to equip students to become better future leaders for community based programs
• to equip teams of graduates from multiple disciplines (business, marketing, education, health, etc.) to build new tutor/mentor programs in cities and neighborhoods that are now underserved
• to build alumni connections with tutor/mentor programs (as volunteers, hosts, leaders, and donors)

PLANNING/EVALUATION TRAINING
Many groups, such as the Drucker Foundation, talk about outcome based planning, but the cost of their workshops and conferences is far beyond the scope of the small, emerging tutor/mentor program. We must find ways to bring this type of training down to the local level, through our conferences, and through groups who will work for months and years to help small programs and groups of programs internalize and implement these new forms of evaluation.

CHANNELS OF SUPPORT FROM BUSINESS AND PROFESSIONAL GROUPS
The T/MC seeks to develop "channels" of support for tutor/mentor programs throughout the city. Channels of support can come from groups looking to share their knowledge, or from groups seeking to involve themselves and their members with tutor/mentor programs.

For instance, the Chicago Bar Association/Foundation (www.lend-a-hand.net) has become a highly visible channel of support. They recruit volunteers; they use their newsletters and web site to promote tutoring and mentoring opportunities; and they raise funds to help neighborhood tutor/mentor programs operate. Any company or professional group can duplicate this model.

T/MC seeks to consult this process, using its GIS capacity to help companies focus on tutor/mentor programs in areas where a business site might exist, or where employees or customers might live. In this same manner, alumni from various universities, such as Illinois Wesleyan, can become a channel of support. So can social organizations, such as the Union League Club. Any association of people can become a channel of support for tutor/mentor programs throughout the city, or in a part of the city, or in a specific neighborhood. As the T/MC increases the number of channels, it increases the number and variety of learning opportunities for kids in every neighborhood.

Needs:

MARKETING and SALES STAFF(s) - to carry T/MC message to more channels, working one-to-one to help group develop, sustain and expand tutor/mentor & school to work initiatives.

EVENT PLANNING STAFF - to develop and expand the T/MC's annual citywide volunteer recruiting campaign, the Tutor/Mentor Week Campaign and to develop other types of events that draw support for tutor/mentor programs.

EXECUTIVE COUNCIL/LEAD DEVELOPMENT TEAM/INTRODUCTION (s) - The United Way works because CEO's recruit other CEO's to be part of the annual campaign. The T/MC seeks to duplicate this process, recruiting CEOs who will become leaders in the Tutor/Mentor Movement. See the power point essay titled ROLE OF LEADERS, in the Tutor/Mentor Institute section at www.tutormentorexchange.net
**FUND RAISING:**
While Cabrini Connections needs to increase the flow of flexible operating dollars to the Kids’ Connection and the T/MC, we’ll ultimately be measured by how well we are able to increase funding for ALL tutor/mentor programs.

**Our goal is to increase flexible funds for general operations.**
These are the dollars program need to innovate, to hire and keep great staff, to provide training and incentives and to meet opportunities for improvement as they arise. At least 50% of the funds at any tutor/mentor program, including Cabrini Connections, should come from this stream of funding. Following are some ideas that can lead to such funding:

- **workplace fund raising** – we seek to use our database to create a tutor/mentor funding federation that can compete with United Ways for workplace fund raising dollars. This is the most consistent flow of dollars that can be reached.
- **Internet fund raising** portal – while [www.networkforgood.org](http://www.networkforgood.org) hosts more than 700,000 charities, it does not evangelize for any single service category the way T/MC does for tutor/mentor programs. That means our site can attract more people who care about this cause than their site does. It also means that if we can establish a giving capacity that attracts donors to the programs in our database, we can begin to demand more from programs. This will lead to more programs completing the annual survey, which will lead to the T/MC site hosting more cutting edge data. That will lead to more visitors and more donors.
- **event marketing** – we should be able to create events four times a year that raise more than $500,000 to fund tutor/mentor programs in Chicago. Wards held an annual event that raised $1million for the YMCA.
- **planned giving** – we seek to strategically recruit volunteers from finance, legal, accounting, etc. who are involved with planned giving. These volunteers will lead an education process within their industries that gets the T/MC and tutor/mentor programs listed in planned giving directories. Over time this will lead to a flow of major giving into tutor/mentor programs all over the country.
- **edutainment** – the stories of our youth and volunteers, as well as the movies and videos that are produced to tell their stories, can build awareness and generate revenue. We can self-produce and publish our “edutainment” via the Internet. As we increase quality and impact of our products we will attract more visitors who will buy these products.
- **consulting** – As we build the T/MC in Chicago and continue to demonstrate its impact via the Internet, we will be able to sell our services to other cities and to other social service categories.
- **affinity programs** - we aim to set up a "store" on the T/MC web site where we sell training materials that we create, and that other non-profits or for profit organizations distribute through our store.

**Needs:** MARKETING TEAM

- to research best practices of others to raise money and to innovate new ways to generate funding for the Tutor/Mentor Connection and other tutor/mentor programs in Chicago or nationally.
- develop and manage new and more powerful fund raising events (in Chicago, or nationally)
  * develop a tutor/mentor funding federation that can compete more effectively for workplace fund raising dollars,
* project team to create a tutor/mentor recruitment and fundraising site on the Inetnet. Develop "store" to sell tutor/mentor training materials
• to identify and develop new revenue streams
• to help CBO’s be more effective in local fund raising

EVALUATION/PLANNING
The Tutor/Mentor Connection is an out-of-school learning distribution system. As it builds more sites in more neighborhoods, with more students and volunteers participating on a regular basis, it will achieve the primary need of any distribution system, a point of contact where a student and volunteer and donor can meet.

In many parts of Chicago where there now are no programs, or where programs have limited structure and irregular participation, accomplishing this step will be a major accomplishment, taking many years.

However, in every program, as these steps are being achieved, there must be commitments to improving the quality and effectiveness of the services provided. At present, the T/MC knows of few tracking systems or measurement standards to quantify short term and year-to-year success. By any measure it takes a child at least 12 years to pass through high school from elementary school and another four to six years to complete further education and become employed. The long-term between the year a child joins a program and the program's ultimate success, requires interim measures which can be used to judge the effectiveness of process, and keep the focus on the ultimate long-term goals of the tutor/mentor program.

The T/MC therefore seeks to help programs determine and share measures and stories of success which can be used to benchmark individual programs and provide evaluation points for funding decisions. In a shrinking pool of dollars available this system must be able to demonstrate results if it is to effectively compete for the dollars it needs to succeed.

The T/MC has begun to develop an on-line tracking system. One version (Organizational History and Tracking System) can be seen at www.tutormentorexchange.net. A second version, called Student Volunteer History and Tracking System, is focused at the actions of youth and volunteers in a single tutor/mentor program. It is being piloted at www.cabriniconnections.net/feedback.

The T/MC is also learning about Youth Development evaluation systems that are being piloted by Public/Private Ventures and similar groups, as well as those being uses by business to track performance or spur innovation. (see the Learning and Management section at www.tutormentorconnection.org for examples.

As more programs find and use these systems, and funds become available for interactive database linking, we’ll build a better understanding of which programs are designed well, which work well and which need improvement. This will lead to better donor and volunteer decision making when they seek to find or support a program. This will begin to motivate programs to enter into on-going quality improvement processes.

Needs:
• Systems Designer/software - to make OHATS and SVHATS programs more interactive (e.g. when someone enters information the report should automatically update). See the Tutor/Mentor Survey at [http://jordan-webb.net](http://jordan-webb.net) for an example of this possibility.

• Database designer/funding – to build on-line database platform for Cabrini Connections

• Researcher/evaluator - university partners are needed to conduct long-term studies of different programs to help capture information which shows what works and why and shares that so other programs can learn from these experiences

CONCLUSION
In 1992 when this organization was formed, the T/MC was only a vision. Our first priority was forming a tutoring/mentoring program that would help area youth move from 7th grade to high school graduation and on to jobs and careers. Thus, we named the organization Cabrini Connections. We called the tutor/mentor program a Kids’ Connection. We formed the T/MC to help our own program get the ideas, volunteers, leaders, dollars and business partners we needed to help us mentor our own teens to careers. By 1997 the T/MC was so well known that it was selected as one of 50 organizations from throughout the country to have a Teaching Example booth at the April 1997 Presidents’ Summit for America’s Future, held in Philadelphia.

This success and the T/MC strategy led the organization to develop two brands. Cabrini Connections was the brand associated with the Kids’ Connection program hosted at the Montgomery Ward headquarters from 1993-1999. It currently operates at 800 W. Huron. The T/MC was the name recognized throughout the city and country as a leader of the Tutor/Mentor movement in Chicago.

This duo strategy was successful at raising more than $4.2 millions since 1993, however, it has confused many of our supporters and potential supporters. Thus, in the spring of 2004 the board of directors voted to formally change the name of the organization to Cabrini Connections, Tutor/Mentor Connection and the name of our own site based program to Cabrini Connections. We will delete the name “Kids’ Connection”. (note, while the organization has officially added Tutor/Mentor Connection to the name, most of the material on our web sites has not yet been changed to reflect this change. Volunteers with writing and marketing background are needed to help do this strategically.)

We will continue the two part strategy that has resulted in a constantly improving tutor/mentor program serving teens in Cabrini Green, and a constantly innovating and expanding Tutor/Mentor Connection helping draw resources to tutor/mentor programs all over the Chicago region. This strategy will continue to draw volunteers and donors to support the continued growth of the Tutor/Mentor Connection and Cabrini Connections and will lead to the expansions described as 2005-2009 goals.

However, the strategy is also designed to enable partners to come forward who share the same goals and vision and have the resources to accelerate our growth in any of these areas. This strategy will enable us to “franchise” the Cabrini Connections strategy in other neighborhoods, expanding the pool of volunteers we can recruit into leadership of Tutor/Mentor Connection strategies. It will also help our vision be better understood as a citywide strategy, not a single neighborhood strategy. This will
lead to better funding of the T/MC, as well as formation of partnerships that duplicate T/MC strategies in other cities.

As we find funding to support our growth we will increase the pace of development and the growth of our impact. Visit the following web sites for additional information:

www.tutormentorconnection.org  www.tutormentorexchange.net  
www.cabriniconnections.net     www.tutormentorconference.bigstep.com

EMAIL:  info@cabriniconnections.net     Tutormentor2@earthlink.net