TUTOR/MENTOR CONNECTION
A LEARNING NETWORK

Tutor/Mentor Connection:
Networking to Support Healthy Youth Development
http://tinyurl.com/CCVideo-11-07
What will I talk about today

• How did I decide to start T/MC –
  • What are goals of T/MC – mission, vision
  • What are main components of T/MC
  • How have you engaged (or tried to engage) diverse audiences in work

• What does T/MC do well?
  • How does (could) T/MC offer vehicle for connecting, not just mentoring programs, but programs and organizations that support healthy youth development more generally
How Did I Decide to Start?
Cabrini Connections, Tutor/Mentor Connection

- **Illinois Wesleyan 1964-68, History Major**
- Army Intelligence, 1968-71
- Became a tutor same year, matched to a 4th grade boy named Leo

Dan & Leo
Circa 1974
This has been a 37 year journey.
(and it’s not over yet)

• Various ad management roles at Wards from 1980-90

• I became leader of the tutoring program in 1975. By 1990 we had 300 pairs of kids and volunteers meeting weekly at the Wards HQ in Chicago.

• Left company in 1990; converted original program to non profit, Cabrini Green Tutoring Program, Inc.)

• President, Founder of Cabrini Connections in 1992; Tutor/Mentor Connection, in 1993
Lessons Learned:

• How to Apply Mass communications, advertising concepts.

• How to use computers and technology for program management; evaluation

• How to connect youth and volunteers in non-school tutor/mentor program

• Busy Volunteers will do extra if they believe in cause, share ownership, have little bureaucracy
Also learned that Media does not work like advertising. Random acts of indignation.

May/June 2007
These experiences led to forming Cabrini Connections and the Tutor/Mentor Connection in November 1992.

Cabrini Connections started with five teens and seven volunteers. More than 16 years. 580 teens and 800 volunteers have participated for 1 to 7 full years since 1993.

On this page are some of our alumni.

Visit [www.cabriniconnections.net](http://www.cabriniconnections.net) to learn more.

“Cabrini Connections played a major role in my life during my high school years.”

“Willie was recently informed that he was accepted at Morgan State in Baltimore.”

“Maurice has his GED and now works in construction...”
While we were starting Cabrini Connections, this was the story on the front page of the *Chicago SunTimes*

October 15, 1992
While we operate a single tutor/mentor program in one neighborhood...

We knew that these programs were needed in all poverty neighborhoods.

We knew no one had a master database of programs.

And there was no consistent marketing drawing volunteers and donors to all of the programs in the city.
We Decided to Create the T/MC to Fill this Void.

• Our aim was to create a master database of all tutor/mentor programs in the city.

• Then to increase the number of media stories talking about tutoring/mentoring, in order to draw more consistent volunteer and donor support to every program.

• So each program would be more able to innovate ways to connect inner city teens with adults who will act as tutors, mentors, coaches, advocates and friends … and that many of these adults to stay involved in the lives of kids for many years.

• The long term goal is that these programs help teens finish high school and that the volunteers help open doors to advanced learning, jobs and careers. In such programs, volunteers also must learn to take on roles of leaders, fund raisers, advocates, etc. so that programs constantly expand the resources available to them.
The Tutor/Mentor Connection focuses daily on one big question:

What will it take to assure that all youth born in poverty are entering careers by age 25?

What does it take to make programs like Cabrini Connections available to more youth, in more places?
We know others are asking the same question….

Instead of saying we have all of the answers, we said “let’s collect information that shows what others are doing” so we can learn from others, and they from us.

Over 16 years this has enable T/MC to aggregate a web library with links to more than 2000 organizations and resources. These are ideas we learn from and that anyone else can learn from.

We did not know the term for this in 1993, but what we were creating was a “knowledge network”.
Some of the key concepts:

From birth to starting a career, takes about 25 years for most kids. There are well defined stages along the way.

For kids living in concentrated, inner-city poverty, there are extra challenges to reaching careers.
Tutor/Mentor = Extra Adults who help kids move through school and into adult roles and responsibilities.
Policy and leadership impact are diminished by the lack of distinction between different forms of tutoring/mentoring.

**Teaching**

**Professional Tutor**

**In-School Volunteer Tutor**

**Non-School Volunteer Tutor**

**Volunteer Tutor/Mentor**

**Mentoring**

**Parenting**

**These are not the same.**
As volunteers bond with kids many become leaders who recruit more volunteers and other resources from their industry, faith group, and social network.

Recruit volunteers, and donors, from all industries.
These are just a few of the questions that need to be answered in Chicago, and in most other communities:

How do we help good programs be in more of the places where they are needed?

How do we help each program have effective, long-term leaders?

How do we increase the number of volunteers from different work backgrounds who get involved, and stay involved for many years?

How do we provide consistent, flexible, multi-year funding in all locations, not just a few?
How do we get individuals, and teams of people from colleges, business, media, education, arts, etc. thinking about this every day?

How do we connect those who are already deliberating and discussing these questions in ways share knowledge and good ideas and encourage others to be involved?
These are some of the questions. We don’t claim to know the answers.

However, we believe that by aggregating information, we help others think through these questions and find their own answers.
WHAT ARE MAIN COMPONENTS OF the Tutor/Mentor Connection?

The following slides show the steps we’ve taken to create this network.
The Tutor/Mentor Connection focuses on four on-going strategies:

- **Resource Generation**
- **Collaboration, shared learning**
- **Public Awareness**
- **Research**

http://www.tutormentorconnection.org
Step 1: Build and Maintain knowledge base

**Information Collection**
Prior to 1993, no organization was attempting to maintain a comprehensive database of non-school tutor/mentor programs.

The T/MC database and web site **Program Locator** now includes most tutor/mentor programs in the Chicago area, as well as links to
- Research,
- Capacity-building information,
- Homework help
- Collaboration & Innovation resources.

Database
(see Program Locator at www.tutormentorexchange.net)
RESEARCH – knowing all we can about tutoring/mentoring

Chicago Area Program Locator http://www.tutormentorprogramlocator.net/

You can search for programs in Chicago area, based on zip code, age served, type of program. You can also add your own program.
The programs in this search show up on a Google map. Info for each program is shown below the map, based on what T/MC has received from each organization.
Step 2: Volunteer Mobilization: Public Awareness

**Because the T/MC maintains a database** with contact information for most tutor/mentor programs in Chicago…

a) The T/MC is able to lead advertising and public education efforts that recruit volunteers and donors for more than 150 other programs throughout the Chicago region.

b) The T/MC web site is a portal that can be used by anyone in the Chicago region to find information about existing tutoring and/or mentoring programs.

See this idea illustrated at [http://www.tutormentorexchange.net/images/flash/vol_leadership.swf](http://www.tutormentorexchange.net/images/flash/vol_leadership.swf)
All Tutor/Mentor Programs have Common Needs

* volunteers
* public visibility
* operating dollars
* technology
* training/learning
* evaluation tools/staff
Using the same advertising principles that corporations use to create awareness and draw customers to stores, T/MC seeks to

- reach more people every day, and
- draw them to on-line learning sites,
- then to maps,
- then to tutor/mentor programs in specific zip codes.
When business leaders use their visibility, advertising and influence to encourage people to volunteer, or donate, to a tutor/mentor program, we increase the number of volunteers and donors at every tutor/mentor program in the Chicago area.
WHY SHOULD BUSINESS TAKE THIS ROLE?

To SUCCEED
We must recruit business leaders who will use their resources in **PULLING**
Youth to Careers

To SUCCEED
We must help tutor/mentor program leaders, volunteers, schools and parents be more effective in **PUSHING**
Youth to Careers

**School-Time Programs**

- Pre-K
- K - 5th
- 5th - 6th
- 6th - 8th
- High School
- Career Track

**3-5 PM Non-School Programs**

**After 5 PM and Weekend Programs**
Step. 3  **A successful collaboration or partnership is built on trust and mutual self-interest.**

The T/MC leads an annual sequence of capacity-building actions that draw more than 300 programs together for regular knowledge sharing, resource building.

These actions are essential for building trust and relationships.

Without the regular invitations from the T/MC, and the constant information sharing, most organizations would remain isolated from each other. Without the database, we’re not inviting all of the programs to come together.
These boxes represent the **networks** needed to work together to help raise kids.

Each box represents a category of people and organizations working to help youth grow up safely, succeed in school, and be prepared for 21st Century jobs and careers. By connecting them in a Learning Network, we create greater opportunities for understanding, collaboration, and capacity building in every neighborhood where kids need help.
Each year the T/MC helps programs recruit volunteers in Aug/Sept. and helps programs train those volunteers and convert them into leaders as each program moves through the School year. As each program ends the year it has more people helping it build capacity and quality for the following year.

*See this idea illustrated in a flash animated presentation*

[http://www.tutormentorexchange.net/images/flash/eventyear.swf](http://www.tutormentorexchange.net/images/flash/eventyear.swf)
http://vimeo.com/9632360
Step 4: Information sharing results….

Building Better Understanding of Needs, Opportunities

By bringing programs together on a regular basis, and by supporting this process with surveys and an Internet library of tutor/mentor information, T/MC seeks to create a better understanding of what works, who/how many are being served, where programs are needed, and what it takes to help good programs be in every place where they are needed.
At this time, the biggest obstacle to involving more children and caring adults in tutor/mentor programs is the need for more of the programs themselves, as well as the need for a more consistent flow of resources (dollars, volunteers, training, technology, etc.) to existing programs.
Step 5: Actions that increase flow of resources

Using the map, and the database, leaders can stimulate a flow of resources to all programs, in all neighborhoods.

By working as a group, T/MC helps programs generate greater impact than most programs could generate by themselves.

This is intended to draw volunteers, dollars, public attention, technology and training directly to tutor/mentor programs in every neighborhood.

Without a steady flow of these resources no program can succeed.
To influence “Birth to Work” we must influence the flow of operating dollars.
The Result

If Step 1 to 5 are happening in every poverty neighborhood, youth and families will have access to more of the help they need, better programs, and more consistent, longer-term services. This will begin to achieve the changes in school performance and career preparation that we all want:

- better attendance in school
- lower drop out rates
- less youth violence
- better academic performance
- business reports better prepared workers
How have you engaged (or tried to engage) diverse audiences in work

This is a role the Tutor/Mentor Connection takes:

Those who can help  
\[\text{T/MC} \quad \text{Cabrini Connections} \quad \text{CONNECTING} \]

Those who need help

Our aim is to draw needed resources to ALL tutor/mentor programs in Chicago on a more consistent basis. It’s a role any leader can take.
While we link to more than 1,500 organizations on T/MC sites...

...each site we link to, links to even more sites. It’s a vast information network, if we connect with each other in more ways than web links.
Using the Internet to network and learn

- Blogs – like [http://tutormentor.blogspot.com](http://tutormentor.blogspot.com)
- At [http://www.tutormentorconnection.org](http://www.tutormentorconnection.org) we’re hosting a links library, with links to organizations that we want to connect with
- At [www.Google.com](http://www.google.com) you can search for “tutor mentor” and find the T/MC and numerous other organizations who could be invited to come together for networking, learning, collaboration
This is an on-going process of invitation that is limited by the resources an organization has for network building, advertising, meeting hosting, etc.

....This conference is part of the process.
What Do We Do Well

Effective use of limited resources
Creative uses of information visualization, maps, video, animation
Innovate new ways of understanding value of tutor/mentor programs
Daily focus on single goal for 16 years
Instead of using the chart to search for programs, you can use the Zip Code Map. If you click on the map for any zip code, it will take you to the same Google map and list of programs.

Flash Intro to Program Locator: [http://www.tutormentorprogramlocator.net/Intro.aspx](http://www.tutormentorprogramlocator.net/Intro.aspx)
Examples of information visualization

This shows how idea is first visualized in power point and posted on a blog

This shows how intern converted this to flash animation
http://www.tutormentorexchange.net/images/flash/vol_leadership.swf
New ways of showing value: Social Network Analysis

Understanding the T/MC network, and our impact on bringing people together has always been a challenge. Understanding how tutor/mentor programs expand networks for youth has also been a challenge.

Imagine if we could map network of youth, or volunteers, when they join a program, then show changes over time?
New ways of showing value: T/MC OHATS

Understanding the impact of network over a period of years has also always been a challenge. Understanding how intermediaries like T/MC and community organizers, impact growth of networks would be a benefit.

Organizational History and Tracking Systems (OHATS) enable information to be collected from each member of a network, and shared via on-line graphics and reports.
We’re creating learning and mentoring opportunities for our teens, while creating media to attract public attention.

http://www.cabriniconnections.net/video/176-cabrini-madness-videos
How does (could) T/MC offer a vehicle for connecting, not just mentoring programs, but programs and organizations that support healthy youth development more generally

The T/MC Process can be applied in any form of social sector, or business, problem solving.
Create a Learning Network

Who has information that would help your network innovate new, or improved, solutions to existing problems?
Connecting HUBS: A Blueprint

Connect your network to others, in an on-going learning process.
The Tutor/Mentor Connection is an intermediary, and information aggregator. Someone needs to take this role for your community.

Until thousands of people focus on this information every day, like students focus on math and science and history in school classrooms,

we will still have social and economic gaps in America and many people under-achieving their potential.
Find Me on Social Media

- Facebook
- Twitter @tutormentorteam
- Linked In
- Ning – http://tutormentorconnection.ning.com
- Blog – http://tutormentor.blogspot.com
- Email – tutormentor2@earthlink.net

- Find this presentation on http://www.tutormentorexchange.net
Tutor/Mentor Learning Network: A Theory of Change proposed by the Tutor/Mentor Connection

“If this (initiative) is accepted and acted upon, it can change the way philanthropy and charities work together in America and throughout the world. It can change the future for millions of kids born into poverty each year.”

--Daniel F. Bassill, President of Cabrini Connections and the Tutor/Mentor Connection

Http://www.tutormentorconnection.org    tutormentor2@earthlink.net    PH: 312-492-9614