Creating a Network of Purpose:

NETWORK BUILDER:
Tutor/Mentor Connection

Those Who can help

Those Who Need help

Tutor/Mentor Connection web sites, advice, forums, maps, have been provided as FREE services since 1993.

Helping Inner-City Youth from Birth to Work:
A Networking Strategy
The goal of the Tutor/Mentor Connection (T/MC)* is to connect inner city teens with adults who will act as tutors, mentors, coaches, advocates and friends in structured programs that encourages many of these adults to stay involved in the lives of kids for many years.

The long term goal is that our teens finish high school and that our 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.

Dan Bassill, founder of T/MC operated a volunteer-based tutor/mentor program in Chicago for more than 35 years. 520 teens and 700 volunteers have participated for 1 to 7 full years since 1993. On this page are some of our alumni.

*In July 2011 the Tutor/Mentor Institute, LLC was created to innovate new ways to support the T/MC in Chicago and help similar strategies grow in other cities.
We created the Tutor/Mentor Connection (T/MC) in 1993 to help programs like Cabrini Connections grow in every poverty neighborhood of the city and suburbs of Chicago.

Using the Internet, the T/MC is now connected to organizations throughout the world, and is helping tutor/mentor programs, and citywide networks grow in Chicago and other cities.

Every major city in the country has areas of high poverty. The larger the city the bigger the bureaucracy and the more isolated high poverty neighborhoods become. Through the Internet we can connect people from many cities in a network focused on expanding the social capital for youth in these neighborhoods by helping volunteer-based tutor/mentor programs grow.
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 mentor-rich non-school programs available to more youth, in more places?
We know others are asking the same question….

The T/MC seeks to connect people and groups who are already spending many hours doing research and innovating ways to help kids to careers, into one ongoing tutor/mentor learning network.

In such a network people and organizations can share ideas, learn from others, create collaborations, and can apply new ideas and resources at any time to their own efforts to help kids in their own community.

My participation in on-line forums is part of the T/MC network-building strategy.
All kids grow on the same 25 year timeline:

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.
We use maps and charts to create visual understanding

- The light pink shaded areas have poverty rates of 20% and above.
- Poverty rates in the dark red areas are 40% and above.
- Icons on this map are schools placed on the Illinois State Warning list in November 2009.
- Other icons show locations of known non-school tutoring and/or mentoring programs.
- Children growing up in these neighborhoods need extra adults to help them reach careers.
These are just a few of the questions that need to be answered to achieve this goal:

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?
Tutor/Mentor Institute, LLC

Since 1993 we have been building a Chicago area network of programs and supporters and a nationwide network of knowledge centers.

We call this a Tutor/Mentor Learning Network (TMLN). We host the information we share in a Tutor/Mentor Institute library.

The following slides show the steps we’ve taken to create this network.
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 lists of potential resource providers.

The database and web site also includes LINKS to other organizations working to help kids succeed in school and move to careers.
What types of organizations? Who needs to be involved?

For most children, their Birth to Age 25 support system looks like this. Neighbors, family, and a variety of community supports model education as a path to careers, while opening doors and providing learning experiences as youth grow up.

This is an informal network and it works for most kids.
The Support System for Kids in Poverty is Different than for middle and upper income kids.

Youth living in neighborhoods of concentrated, segregated, inner city poverty have less of these positive learning influences.

While the church is a factor, many church groups do not have a diversity of workplace volunteers, and many who do have diverse congregations, do not have strategies to mentor neighborhood children to careers.
Along with fewer positive influences, there are far more negative influences in communities with high concentrations of people in poverty, living on welfare, and working in illegal jobs.

For many kids the most common role model is a man with a fancy car, flashy jewelry, new clothes, a wad of money, and many girl friends. All of this was earned through illegal work, such as selling drugs. For many other kids the role model is an ex-offender.
As a Result, Schools Struggle. The Prison system grows.

As a result youth go to school un prepared to learn and with few adult models showing the value of education for jobs and careers. Schools struggle. High School drop out rates exceed 35%. Many careers are learned while in prison or in the juvenile justice system. Few youth go to college and too few of these graduate.
Each of these boxes represent **HUBS of knowledge in the TMLN**

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.
Every youth requires a network of supports as he/she grows up. Youth in high poverty areas won’t have the same network unless efforts are made to create and sustain it for many years.
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 100 other programs throughout the Chicago region.

b) As these volunteers bond with kids, many will help build better programs, the same way that Cabrini Connections volunteers have helped build the T/MC from 1993-2011.

c) This increases the number of adults, businesses and churches that are involved.

View this presentation at http://www.tutormentorexchange.net/chicagoland-volunteer-recruitment/177-volunteersleaders
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.

No other organization brings so many of the same programs together as often from year to year. Without the regular invitations from the T/MC, and the constant information sharing, most organizations would remain isolated from each other.
Step 4: Information sharing

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.
OUR GOAL: SUPPORT THE GROWTH OF TOTAL QUALITY MENTORING PROGRAMS THAT HELP INNER CITY YOUTH REACH CAREERS

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
SHARING RESPONSIBILITY

Programs serving youth in one age level, or one time frame, can do better work if the child comes to them better prepared.

To finish school and enter a career...
...youth who participate in great K-8 programs still need support to finish high school, college and to enter careers.

EXAMPLE
A program serving 5th and 6th grade kids is able to do more if programs serving the SAME kids in K-5 have laid a reading/math learning/motivation foundation.

These are feeder programs. If kids have access to good K-5 programs they will perform better in 5th and 6th grade and high school programs.
THE GOAL IS NOT TO FINISH 6TH GRADE. IT’S TO REACH A CAREER.

Every program serving youth on this time line needs volunteers, dollars, technology, etc.

Agencies that help each other do more to help kids stay in school and reach careers.

Instead of competing for resources, the T/MC seeks to help programs work together to increase the availability of resources for all tutor/mentor programs.
As a small non profit, T/MC* does not have the advertising budgets of large corporations. Thus, it relies on an on-going networking strategy to draw people together, and to build awareness of tutoring/mentoring.

* The Tutor/Mentor Institute LLC was created in 2011 in an effort to expand the ways money and partnerships are formed to support this strategy.
The World’s Largest Ping Pong ball table.

This shows the power each individual and organization has.

Every action of the T/MC or a member of the T/MC Learning Network, causes a chain reaction that moves every other ball.
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.

By repeating this call to involvement each year for the past 12 years, we create greater public awareness of tutoring/mentoring, and greater traffic to web sites of the Tutor/Mentor Learning Network.
Using the Internet to network and learn

- Blogs – like [http://tutormentor.blogspot.com](http://tutormentor.blogspot.com)
- Conferences – [http://www.tutormentorconference.org](http://www.tutormentorconference.org)
- Online collaboration spaces like [http://debategraph.org/mentoring_kids_to_careers](http://debategraph.org/mentoring_kids_to_careers)
- Social media such as LinkedIn and [http://www.facebook.com/TutorMentorInstitute](http://www.facebook.com/TutorMentorInstitute)
- 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
At T/MC web sites we link to organizations that represent specific areas of expertise. We call these “hubs”

These hubs could be in different cities, or even different countries!
As HUBs link to each other more knowledge is shared...

...and greater traffic circulates to each organization in the network
Create a Learning Network

ALL of these groups need to be involved in helping kids succeed in school and move to jobs and careers.
Connecting HUBS: A Blueprint

AND each group needs to be connected to each other, in an on-going learning process.
This can lead to shared efforts to increase visibility and draw more volunteers and donors to every tutor/mentor program in the Chicago area as school starts every year in Aug/Sept.
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 most programs generate greater impact than they 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.

Step 5: Actions that increase flow of resources
All Tutor/Mentor Programs have Common Needs

* volunteers
* public visibility
* operating dollars
* technology
* training/learning
* evaluation tools/staff
WE SEEK TO DRAW RESOURCE TO EVERY PROGRAM IN EVERY POVERTY NEIGHBORHOOD.

The Tutor/ Mentor Connection seeks LEADERS to help raise and distribute needed resources to every tutor/mentor program in the city and suburbs of Chicago.
Using maps, databases and interactive web sites a city can help attract volunteers and donors to all neighborhoods with high poverty.

Goal: Great programs and learning supports in all neighborhoods.

See this at http://www.tutormentorprogramlocator.net
Each of these boxes represent INDUSTRIES who need to be involved in the TMLN.

Until we put names of individuals or organizations in each box, we won’t have the leadership needed to mobilize volunteers and donors who go from an industry out to all tutor/mentor programs in a big city like Chicago.

Students join a Tutor/Mentor Program between 1st and 12th grade. With the help of volunteers and structured programs, they finish high school. With the help of mentors, they start jobs and careers.
When business, faith and political 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.

We also lower the costs for each organization to acquire these resources, and help organizations keep leaders and key staff longer.
Step 6: The result of Steps 1 to 5

Better programs in more places for more age groups

As a result of the previous steps, Chicago, and other major cities, begins to have more effective tutor/mentor programs serving more youth in more neighborhoods.
Step 7: 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

More youth stay in school, are safe in non-school hours, graduate, and move to careers

Better programs in more places for more age groups

Actions that increase the flow of resources to each program

Building Better Understanding of Needs, Opportunities

Building a network of tutor/mentor leaders

Volunteer Mobilization

Database
THE RESULT

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Step 8: Long Term Commitment

This SUCCESS is not achieved in one or two years.

It will never be achieved without the work done at the base of this pyramid each year.
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This is T/MC Theory of Change

Become part of this network of purpose.

At the T/MC Web Portal, discussions on building the network of tutor/mentor programs are on-going.

In May and November, on-line and face to face conferences provide visibility and energize these discussions. We invite you to join us at

http://www.tutormentorexchange.net
http://www.tutormentorconnection.org
http://www.tutormentorconference.org

If you host a similar forum, add your LINK to the T/MC web library.
Tutor/Mentor Connection: A Theory of Change proposed by the Tutor/Mentor Institute, LLC

“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 Tutor/Mentor Institute, LLC and the Tutor/Mentor Connection