Bar Foundation to fund tutor/mentor programs

T/MC helps launch support campaign

The Chicago Bar Association and Bar Foundation have vigorously recruited mentors and tutors from the legal community over the past three years. Now, the CBA and CBF will enhance their efforts to assist mentor and tutor programs. The organizations have established a Mentor Advisory Board made up of prominent Chicago attorneys and judges. The Board will help carry out the three new initiatives of the CBA and CBF:

1. Awards from Lend-A-Hand Fund: The Lend-A-Hand Fund now has money for distribution to existing mentoring and tutoring programs and expects to award up to twenty-five $2,000 grants this fall. The Board will determine the guidelines for distribution and for judging submissions once received. Guidelines can be obtained from the CBA, 312-294-9611, after August 1, 1995.

2. Law Bridges: Twenty-five lawyer/legal staff teams interested in working with existing mentor programs will be matched with programs which do not currently have attorney participants. This new program will be implemented with the help of the Tutor/Mentor Connection of Cabrini Connections.

The teams will first attend a training session and receive supportive materials. They then will go to the mentor program on a monthly basis, making an initial nine month commitment. The first two visits continued on page 6

Volunteers, leaders and community organizers from throughout the Chicago area gather at the Robert R. McCormick Boys & Girls Club for the T/MC's third citywide Tutor/Mentor Leadership Conference.

Third leadership conference expands network

150 attendees connect at May 19, 20 event

"Since it's my first time at the conference, this was a great way to learn what others are doing," said one program leader who attended the Tutor/Mentor Connection's third leadership conference on May 19 and 20.

Program leaders representing over 80 programs across the city met at the Robert R. McCormick Boys & Girls Club to discuss leadership strategies for tutor/mentor programs and to participate in workshops intended to improve their program. Workshops included Fundraising, Public Relations Strategies, How to Organize a New Program, Recruiting and Retaining Volunteers and Incorporating Health Issues into Your Program. Leaders also took time to network, sharing stories and ideas aimed at helping all of Chicago's at-risk youth.

The conference's Friday sessions, which were designed primarily for directors and coordinators of tutor/mentor programs, were attended by 121 people. Judge Sophia H. Hall of the Circuit Court's juvenile division was the keynote speaker, addressing the importance that all factions dealing with youth work together toward building solutions to the violence and hopelessness that fills so many young lives.

On Saturday, 61 people gave up a bright morning to attend workshops aimed at improving the tutor/mentor experience...

"On Saturday, 61 people gave up a bright morning to attend workshops aimed at improving the tutoring/mentoring experience; primarily from the perspective of the volunteer. After-School Action Programs (ASAP) and the Chicago Park District both offered workshops on summer programs and activities that were effective last year and shared information on programs offered this summer. Other workshops included Reading, continued on page 6
Circuit court judge offers support for tutor/mentor programs in conference address

The T/MC was proud to present The Honorable Judge Sophia H. Hall, Presiding Judge of the Circuit Court of Cook County—Resource Section, as the keynote speaker of the its third leadership conference.

Judge Hall opened her address by explaining that her position on the bench is a new one, with one objective being to serve as a resource and catalyst in pursuing the "ways and means of making tutor/mentor programs effective in Cook County."

Her first order of business, she said, is to "convince people not to throw up their hands and give up, but to prove to them that there are solutions...one child at a time."

"(The court system) is here to join you and to seek your help," she told an audience full of program leaders and volunteers. "As judges, we see profoundly at-risk children everyday who don't have caring adults in their lives. One of the most effective solutions (to such a situation)," she continued, "is the positive effect a relationship with a productive adult can have in a child's life."

Hall insisted that through forum's such as T/MC conferences and constant coalition building, "we can help each other by raising the visibility (of tutor/mentor programs)—to show them it works—because," Hall concluded, "the answer for children isn't in the judgement of the court, but in the caring of adults in their community."

Mentoring report helps make the case

A 1990 Louis Harris & Associates study, Mentoring: Lessons Learned, shows that mentoring can be a positive influence that helps impoverished youth reach their potential. The report, which interviewed 400 students and 400 mentors in 16 different cities in the U.S., revealed that 87% of the students interviewed got some benefit from the mentoring program. Mentoring helped the students in six ways:

• Learning to succeed—75% of the students reported that mentoring raised their goals and expectations.
• Improving their grades—60% of the students credited their mentor with helping to improve their grades.
• Avoiding drugs—Over 50% of the students said their mentors helped them avoid drugs and other trouble.
• Increasing regard for people of other races—Almost 50% of the students reported that mentoring gave them a better understanding, and a higher comfort level with people of other races.
• Improving relationships with teachers and family—Close to 50% of the students said that mentoring improved their relationships with other adults.
• Choosing a new career path—25% of the students surveyed credited their mentor with helping them choose a different career path.

Mentors also reported benefits from volunteering, including strengthening family relationships, recognizing that they make a difference, fulfilling their own responsibilities.

This study presents a strong case that mentoring can be a positive influence to help youth reach their potential. However, don't be fooled into thinking that successful mentoring is an easy task.

Many mentoring programs fail, according to Marc Freedman, author of The Kindness of Strangers, even though they have good intentions. The problem, according to Freedman, is that people are quick to sign up as mentors, but then realize they don't have enough time to spend with the student.

Freedman also stated that both the students and mentors are often ill-prepared to bridge the gaps between the two unfamiliar worlds. When these barriers are in place, people, both students and volunteers get hurt—the student becomes dejected and frustrated, and feels let down by yet another adult, making them less likely to trust another adult. The adult also is hurt, feeling that they failed, or aren't cut out to volunteer. When this happens it's not likely that they will ever volunteer again.

Many times, though, the problem really lies in the program that links the two participants. After being introduced, the two are left to make their own way. And neither is able to figure out a common ground.

One way to avoiding these pitfalls is to have a mentoring program that is site-based, where the mentor and student meet at a central location, such as a church or business, which offers a regular schedule of activities, and a 'family' of other students and mentors.

This type of structure offers continuity, more consistent training, as well as a safer place for volunteers and students to meet. It also can offer a menu of activities to choose from, which is important when volunteers are often rushing from business to the program.

The staff and other volunteers at a program site provide continuity and a range of mentors and role models. Each volunteer, along with program staff, becomes a mentor to every child. This diversity helps each volunteer and student succeed—they learn from each other. It also helps the student a feeling of family with the other participants. Finally, if a mentor is unable to continue with the program, staff and other volunteers who have become co-mentors provide a bridge for the student until a new mentor is assigned.

For more examples of successful tutoring and mentoring visit the T/MC Library. Call (312) 467-2889 for an appointment.
Back to School Planning and Recruiting

While many programs are still catching their breath after finishing an exciting school year and others are busy with summer programs, the T/MC is focusing on the start of a new school year in September. That means using the ideas generated at the May Conference to design exciting programs that will motivate volunteers and students. It also means designing a recruiting and training program that will ensure a successful program. Here are some recruiting tips:

Reviewing the recruiting cycle

As any veteran of tutor/mentor programming is well aware, volunteers provide the very core of each program's existence. In recruiting new volunteers, it proves most beneficial to outline expectations early on. What volunteers bring to the program often determines the effectiveness of its mission.

Recruit volunteers with Access-TV

The T/MC has been using Access TV's CAN-CALL Channel 42 to promote tutor/mentor opportunities in Chicago since November, and responses have been encouraging. Would you like to list your program on Access TV? Just fax a 50 word message, with your program's contact information, to the T/MC, and we'll send it to Can TV as part of a T/MC service.

Want to do more? Membership for not-for-profits is only $50, and offers all Access TV services to your organization. For more information on how to gain 'Access', call 312-738-1400.

1995 Intergenerational Week -- links kids with older adults

Governor Jim Edgar has proclaimed September 10–16, 1995 Intergenerational Week, as a time for strengthening families and communities through intergenerational communication and understanding. Illinoisans across the state will conduct interviews of another generation—a parent, grandparent, great grandparent, son, daughter, etc.—in an effort that two groups better understand each other.

For retired adults, this program offers a way to continue being productive members of society while students gain knowledge from the adults and the one-on-one attention they are able to provide.

For those who would like to share their intergenerational findings, they are invited to submit a story, anecdote or poem based on the interview. Writers can be of any age. Five winners will be chosen from each of eight different age categories and their writings will be published in an Intergenerational Anthology.

Other hints to remember:
- Encourage volunteer participation that goes beyond tutor/mentoring.
- Recognize the efforts of volunteers.
- Encourage regular volunteers to bring friends and work associates.
- Work with others in setting up volunteer fairs, conferences, workshops to promote your program.
- Use the T/MC Directory to refer volunteers to other programs if yours does not match.
- Get your program listed with the United Way Volunteer Center (312-906-2424).
- Help the volunteer succeed by offering them meaningful, yet flexible, roles.

TIPS FOR RECRUITING

- Tap community churches. Meet with ministers and ask for help.
- Target seniors—at nursing homes, through company retiree programs, through RSVP at Hull House.
- Identify businesses in your neighborhood. Provide articles for bulletin boards and in-house newsletters. (NOTE: a neighborhood branch or outlet can be a means of introduction to the downtown headquarters with hundreds of potential volunteers. Look for the introduction.)
- Include your students in parents in your volunteer plan.
- Recruit from colleges, alumni associations, social organizations, etc.
- Give a finder's fee—it might just be recognition—but it works.
- Publish information through news and media public service outlets.
- Never stop recruiting! Once a volunteer joins your program, continue to show him/her the values of your organization. A satisfied volunteer is your best sales-person and your most likely fund-raiser.

FREE Text Books Available!

Fill your shelves with books, books, books!
The SCRAP (School Recycling Assistance Program) Book Rescue Project continues to give away used, but in good condition, textbooks and library books. Just visit the Du Page County Solid Waste Education Center, 550 Center Ave., Suite A in Carol Stream.

But please, phone first at 708-752-4450.
Building Capacity, Strategic Planning and Board Development

Recent changes in Congress, according to Ms. Watkins, suggest not-for-profit organization’s will experience a shift in resources in the next five to ten years that will “change the way we do business.” In other words, insisting, are “to raise money and years that will “change not-for-profit organization’s of directors, she said, will bear according to Ms. Watkins, suggestion) from the top down.” Boards of directors should financial resources available, more difficult. the executive director.” The strongest organizational structure cia

for-profits increasing, Watkins members. Each of these

strongest organizational structure cia

right, a cross-cultural thing may

need

where she calls “tricky.”

“Our biggest conflicts occur when we assume all are playing by the same rules,” she said.

“When you feel something is not right, a cross-cultural thing may be happening. “One caution,” she adds, “is that things we take for non-inflammatory are often written from a white perspective.”

Skill-based curriculum is one of the best ways to confront and analyze the problem, in which educators promote respect for the diversity in their communities, she said. Self-esteem building exercises are mixed with these messages.

Ms. Harrison left her audience with these thoughts: “Be sensitive to each others’ differences and try to understand the perceptions of others.”

Fund Raising Strategies that Lead to Successfull Proposals

The Donor’s Forum’s Gayle Barr led program leaders through a proposal writing tutorial that stressed several key points toward securing funding through foundation grants. The following lists the essentials of a strong application grant:

- Define what you do.
- be specific in outlining your mission, goals and action plan.
- define your own internal structure.
- Develop a strategy
- develop a list of potential funders (10 to 15 foundations).
- plan a focused approach, researching each exhaustively.
- do your homework on each.
- investigate whether your organization would interest them.
- use your connections.
- don’t create something just to get funding.
- Outline your long-term plan.
- foundations are not interested in a project that will dry up support what you write with specifics.
- show the consequences.
- Collaboratives are a trend right now.
- work with other groups on a project. Use the T/MC meetings to begin partnerships.

Incorporating Health Education into your tutor/mentor program

Phyllis Pelt R.N., Corporate/Community School of Lawndale

Prevention is now a teaching curriculum you can integrate into your programming, said Phyllis Pelt, former nurse for the Corporate Community School in Lawndale. In working with any children, you must be attune to the health problems they may have inherited or the dangerous environments they may be living in. Healthy habits are the key to precaution, prevention and intervention.

Changing health habits is very difficult. Activities revolving around such habits have proven an effective tool. It begins with general hygiene—from handwashing to nose blowing to safe exercise. These are activities that tutor/mentor programs should consider as part of their teaching:

Washing Hands
- Pantomime how to wash hands—“We all want clean hands”—general rule.

Brushing Teeth
- Perhaps have a graduate student teach modern methods to your group. A toothache is a good motivation.
- Plan a field trip for students and parents to college’s School of Dentistry. A How To...
- Give away free toothbrushes.

Junk Food Eating
- There are no traditional meals, anymore. No breakfast. Ask children what he/she ate this morning. Make sure he/she is getting some protein: water, milk, juice.
- Remind them to try to eat something in the morning.
- Give out healthy snacks for healthy lifestyles—apples, fruit, crackers (non-salt). Water is a legitimate drink. Most people do not have an opportunity to drink water.

General Bathing & Hygiene
- Plan group activities. Never single out a student.

Note:
Many hospitals and universities are beginning to build partnerships with neighborhood programs to provide preventative health and nutrition education programs. Call the community relations department of your local hospital to see if they have an outreach effort.
How to Prepare Volunteers for Tutoring and Mentoring Duty
Presented by Dr. John Mayer, Institute of Adolescent Behavior

In preparing volunteers for tutoring and mentoring, Dr. John Mayer suggests a strong and structured orientation that begins with an interview and, if successful, ends with an enthused and equipped volunteer. As a consultant to the Mercy Boys Home, he puts his own advice to work all the time.

Promptness, like in any other professional pursuit, is an important ingredient, said Mayer. It sets the pace for a positive experience. Program leaders should learn just as much from the volunteer, in an orientation interview, as the volunteer does about the program.

Storytelling, Mayer suggests, is an effective way to explain the activities and objectives of your program. “Give them a definition of what your program does and demonstrate what role they can fill,” he explained. Encourage volunteers to make a commitment over a designated period of time.

In getting to know a volunteer, consider what kind of child might make a good match — similar interests and characteristics are often a good guide. Don’t randomly match students with the most available volunteers, he warned. This is a process of data gathering and observation that should also be employed in interviewing students.

In testing kids, be aware of social needs, insist they also make a commitment and encourage family members to go through orientation as well.

Public Relations Strategies: A Guide through the Planning Process
Presented by Noelle Himes, Public Communications, Inc.

The first rule in public relations, according to Noelle Himes of PCI, Inc., is; “Don’t be shy.” She instructed that “you need to get the word out—not just in crisis situations. We’ve all got stories to tell,” she continued, “and the media wants to hear them.”

Public Relations is relationship building with an aim to communicate your ideas to the public, conveying your message to motivate people to action, she insisted. The media provides that link.

Before you call media, you must determine your message. Ask yourself what action you want people to take. Public relations is most valuable to not-for-profit organizations because of the limited resources that come with it. How succinctly you convey your message determines if you get part of the limited resources.

Use personal stories—a tutor to student relationship—to personalize the mission of your program. Define your goals for each pitch. Decide who your message is directed toward and what end result you expect. Don’t underestimate neighborhood newspapers.

Simplify your message: Clearly articulate in three or four succinct sentences for a reporter to understand. Know your publications, reporters and columnists and understand their needs. Be a regular reader, watcher, listener. Offer a solution to the “bad” news that is a constant part of the media. Don’t be afraid to gently remind the media of its social responsibility. Offer unique angles to story ideas. Be enthusiastic about everything you pitch. Be sure to follow-up. Be patient but persistent. If you have the resources, employ articulate spokespersons to represent your message.

News releases must be written tightly and concisely. Try to use references like the AP Style Book and The Elements of Style by E.B. White. Inquire about the presentation of Public Service Announcements. Take advantage of program events like guest speakers and/or field trips. Seek the help of public relations firms who might donate their skills to a not-for-profit. It’s a benefit to the PR firm to have you on their client list.

Take advantage of communications workshops and conferences to improve your PR skills.

Recommended Reading:
- The Associated Press Stylebook and Label Manual
  Published by Associated Press
- The Elements of Style
  William Strunk Jr. and E.B. White
  MacMillan Publishing Co., Inc.
- Getting on the Air and Into Print
  A Citizens Guide to Chicago-Area Media
  Published by Community Media Workshops (CMW) at Columbia College.
Chicago Bar Foundation support (continued from pg. 1)

will cover law-related careers and jobs, and what is required to get them. Thereafter, the teams will discuss legal issues of interest to youth.

3. Tutor/Mentor Week:
Another mentoring event in which the Advisory Board will play a major role is the November Tutor/Mentor Week. This week will highlight the importance of mentoring and tutoring, and raise both funds and volunteers to be filtered through the Bar Foundation to mentor/tutor programs in Chicago. The Board will devise events to help raise funds and volunteers, and to recognize successful tutoring and mentoring programs.

The CBF is the first Chicago foundation to establish a funding category specifically for tutor/mentor programs, targeting areas where they are most needed. Hopefully, others will follow this example in the future. For more information, call 312-294-9611.

St. Joseph’s HighSight Support Program Receives Chicago Bar Foundation Mentoring Award - Congratulations!

The St. Joseph’s HighSight Support Program, serving at-risk high school students living in and around the Cabrini-Green public housing development, is the 1995 recipient of the Chicago Bar Foundation’s Thomas A. Demetrio Lend A Hand Award. Now in its second year, the award is given annually to a Chicago area one-on-one mentoring program.

Founded in 1992, St. Joseph’s HighSight Support Program provides one-on-one tutoring and social support, as well as scholarships to low-income students to attend private high schools. HighSight served 40 high school students, ages 14-17, during the 1994-95 academic year; 35 of those students attend private high schools due to partial or full funding from HighSight.

Students are each assigned a team of mentors, yet the tutoring and mentoring sessions are conducted one-on-one. In general, these teams remain intact throughout the student’s four years of high school. More than 50 tutors/mentors volunteered with HighSight this year.

"St. Joseph’s program was one of nearly 30 applications received at the foundation this year, thanks in part to the publication of the award through the T/MC Report,” said CBA’s Linda Rio. "There were so many excellent applications that it was difficult to choose the best," she added.

That's good news for Chicago's kids. There are good programs like HighSight operating in many neighborhoods. By sharing strategies of successful programs, there can be even more. If you’d like to know more about HighSight, call Mark Duhon at 312-787-7174.

Or, visit the T/MC library, where you can read about HighSight and dozens of other Chicago area tutor/mentor programs. Call 312-467-2889 for an appointment.

Loyola University offers help for T/MC programs

The Family Studies Program and the Center for Children, Families, and Community propose collaboration of their students, researchers, and educational professionals with community volunteers, organizers, and leaders. The Program, with its education and training mission, and the Center, with its commitment to research and service, hope to network with agencies and organizations throughout Chicago.

Loyola views its mission as integrating service, education, and research. All three components require partnership with the community. Classroom experience benefits from the experience of neighborhoods, and the reverse is also true. Rather than offer prefabricated programs, Loyola offers the opportunity to build service opportunities, to engage in mutual education, and to evaluate collaborative efforts through research.

For information, contact:
Rev. Edward Quinn
Loyola University, Family Studies Program
1041 Ridge Road, Wilmette, IL 60091
(708) 853-3337; FAX (708) 853-3375

Have you completed your 1995 T/MC survey?
DO IT TODAY....
So your program's information can be included in the next T/MC Chicago Programs Directory!

Spend the day with a CPA

If you are or know of a student interested in career opportunities of the accounting field, the Illinois CPA Society is interested in you. The Society’s Student Outreach program enables students to spend the day with a Certified Public Accountant (CPA) to learn first hand the tricks of the trade. The program is designed to educate high school and college students about the accounting profession, and to encourage students to consider it as a career choice. The program is free. For more information, call Junette Puryear at 800/312-993-0407 x255.

Leadership conference continued from page 1

Through information-sharing conferences like this one, the T/MC will continue to act as a catalyst in the improvement of existing programs, and will encourage the establishment of new programs in communities currently considered under-served.
The Tutor/Mentor Connection

The Tutor/Mentor Connection is a marketing plan established in 1993 as an outreach of Cabrini Connections, a not-for-profit organization which operates a tutor/mentor program for teens living in the Cabrini-Green public housing project.

The T/MC mission is to increase tutor/mentor opportunities for children throughout Chicago. Each year the T/MC surveys the city to locate and learn about existing tutor/mentor programs. This information is published in the T/MC Chicago Programs Directory, which is provided free of charge to all organizations in the directory.

As the T/MC identifies programs, it asks, "How can I help you succeed?" In addition, it says to business and public media, "You must help them."

T/MC is committed to repeating this message year-after-year, with an annual action plan that provides a citywide inventory of existing tutor/mentor programs, identifies areas of need, organizes information-sharing and training conferences among tutor/mentor program leaders and volunteers and provides a forum encouraging the improvement of existing programs and the development of new programs.

All T/MC programs are funded by activities organized by Cabrini Connections. To help in this effort, call 312-467-2889. Thank you.

"Napoleon said that there were three things needed to fight a war: money, money, and money. That may be true for war, but it's not true for the nonprofit organization. In nonprofits you need four things. You need a plan. You need marketing. You need people. And you need money."

- Peter F. Drucker
Managing the Nonprofit Organization

If you are committed to excellence, the Drucker Foundation Self-Assessment Tool presents a process for organizational self-assessment. For information, call The Drucker Foundation, 212-224-1174. It could be the most important call your organization ever makes.

T/MC Citywide Survey

In 1994 T/MC newspaper and TV stories, leadership conferences and networking identified nearly 200 organizations who provide various forms of tutoring and mentoring to Chicago's children. Since the November 1994 conference, nearly 50 additional organizations have been identified. All will appear in the 3rd Edition of the Chicago Programs Directory, to be finalized in August. If you know of programs not yet connected to the T/MC, please call us at 312-467-2889.

3rd Edition
Chicago Programs Directory

RESERVE A COPY NOW!

Each tutor/mentor program listed in the Chicago Programs Directory plus each public school receives a FREE copy of the Directory, which will be available in late August. If you want a copy, or multiple copies, please reserve a copy now, using the attached form.

CHICAGO PROGRAMS DIRECTORY
RESERVATION FORM

Please mail me copy(s) of the 3rd Edition of the Chicago Programs Directory.

A comprehensive listing of Chicago's Tutor/Mentor Programs $3 Each

Name: __________________________
Address: _______________________
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Please enclose a check, payable to Cabrini Connections, with your reservation.

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*Based on MCIC Community Needs Index, reflecting such attributes as income, housing, employment, and financial assistance.

CITY KIDS AT RISK
"More children than ever face poverty; more areas are beset by violence. We can respond to the needs of children by looking at where the problems are." Louise Kiernan, Voices for Illinois Children, Chicago Tribune article, March 31, 1994

INSIDE:
- Chicago Bar Foundation funds tutor/mentor programs
- TIPS for recruiting volunteers
- 150 attended May TMC Leadership Conference
- Loyola University offers help for tutor/mentor program

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Chicago Programs Directory now