VOICE OF THE PEOPLE: Our Children Need Your Help!

Throughout the city more than 200 after-school tutor/mentor programs are working to give children and young adults the opportunities and tools to succeed, often with limited resources and little fanfare. The help of everyone is needed. You can be a volunteer at one of Chicago's tutor/mentor programs, or help build a new program in neighborhoods which are now void of programs. And you can be a sponsor by making a financial contribution to any one of these programs, or by offering the services of your company or professional organization to help build effective learning programs for the kids who attend these programs. By connecting children with adults from industry and education, we broaden their expectations, help build their skills and help prepare and motivate them to be more ready to learn when they go to school each day.

The difference one volunteer can make can last a lifetime in a child's future. Make the commitment to a child's future today. Our children need your help.

Jim Edgar
Governor

Actor Joe Mantegna

Miss Illinois

This letter was also signed by:
Leonard Jay Schrager, President, Chicago Bar Association; Brooke Weisman, President, Girl Scouts of Chicago; Jim Flanigan & Revie Sorey, Chicago Bears; Mason Gamble, Actor, and leaders of more than a dozen of Chicago's Tutor/Mentor Programs. Call the T/MC for a full copy.

TUTOR/MENTOR PROGRAMS IN CHICAGO GET BACK TO WORK—MORE VOLUNTEERS ARE NEEDED EVERYWHERE

Though Horizons for Youth is known as an organization that gives financial assistance to families in need of it, they provided me with great experiences, friendships and especially a great concept in life...always to believe in children and not to put them down because they can't afford to attend a school of their choice. Horizons for Youth also gave me great benefits.

For example: Francie Burchard who’s the director of Horizons for Youth and a close friend of our family, told my mother about a program called High Jump which is an academic enrichment program that provides me with an academic preparation for a selective high school. She said that I would have advantages if I filled out an application for it. So I did. With the help and guidance of my mother, Patty King, and Francie Burchard and my willingness, I was accepted. I am now known as one of the smartest children in Chicago out of the 175 people who applied. Not only is Horizons for Youth an organization, it is a tremendous part of my life and family. They have been through holidays with us and were always there through thick and thin. Not only were they there for us financially, but also behind us emotionally.

Horizons For Youth took us to outings that my brother and I are very grateful for. Horizons for Youth gave hope to my family, told my mother about a program called High Jump which is an academic enrichment program that provides me with an academic preparation for a selective high school. They gave me so many advantages that I am so grateful for. Horizons For Youth took us to outings that my mother wouldn’t have the time nor money for. Horizons For Youth means so much to me because it totally changes my life. It gave me a chance to actually try to fulfill my dreams and they gave me hope that one day I will become successful and all my thanks would go to Horizons For Youth because they helped me to provide me with an education and without one I would struggle to be someone successful in my lifetime.

They gave me so many advantages that I am so grateful for. Horizons For Youth gave hope to

Continued on page 9
KIDS’ CORNER
By Gena Schoen, Kids’ Connection Manager

Fall has just begun and our sixth tutoring/mentoring season is already underway. I always love the beginning of the school year because it means that Wednesday and Thursday evenings will once again be filled with positive energy and organized chaos. A lot of familiar faces have returned this year and many new ones have joined us. We’ve made some enhancements to our weekly sessions and kept in place what was working.

The beginning of the year also causes me to reflect on where we’ve been and where we’re going. Each year I gain a new and deeper understanding of my role as a program leader and Cabrini Connections’ role as an organization. I appreciate even more the importance of our work, not only in our own tutoring/mentoring program, but also the Tutor/Mentor Connection, our other program.

We’re often asked “What is the Tutor/Mentor Connection? What’s the difference between the Tutor/Mentor Connection and Cabrini Connections? Do you run all the other tutoring/mentoring programs in Chicago?”

First things first. Cabrini Connections is a 501(c)3 non-profit that operates two programs: the Tutor/Mentor Connection (which we often refer to as the “T/MC”) and Kids’ Connection. To put it into business terms, Cabrini Connections is the parent company, while the Kids’ Connection and the T/MC are the subsidiaries. Our business is helping children and youth grow into adults.

Of the two programs, the Kids’ Connection is the easiest to explain. It is a tutoring/mentoring program in which adult volunteers work one-on-one with 7th-12th grade students. One of our goals is that in June, each student will have completed another year of school and ready to move into the next grade. A longer-term goal is that by senior year the student will have graduated from high school and have a plan of where he or she is going next. This could be a four-year college, a two-year college, a trade school or even right into a job with a growth track. An even longer-term goal is that at some point, each student will become a contributing member to the workforce. As any volunteer or staff person knows, this simultaneously committed process takes a lot of hard work and commitment and often many ups and downs along the way. While volunteers and staff may come and go, it is important that the program open its doors year after year after year.

Every Tuesday and Thursday we have about 100 youth/adult pairs meet at our tutoring center in the Montgomery Ward Corporate Headquarters. There’s a lot of positive energy floating throughout the center during the 2-hour sessions. Relationships get stronger each week and hopefully the students and adults go home feeling a little better and more energized than when they walked in the door. And that happens twice a week with 200 people. With over 200,000 children living in disadvantaged situations throughout Chicago, this scene needs to be happening in hundreds of places every night. That is what the Tutor/Mentor Connection is all about. The vision of the T/MC is that one day all children who want and need to participate in a tutoring/mentoring program will have access to such a program during the school day and/or during the non-school hours. That programs will have enough adult volunteers to provide a tutor/mentor to each child that wants and needs one. That programs will offer quality services to children to help them grow into successful adults. That funding will be available so that all of these programs can open their doors year after year.

Cabrini Connections started building the T/MC in 1992 in the aftermath of the Dantrell Davis killing, as the media were giving full page coverage to the needs of at-risk youth. While we were just forming the Kids’ Connection, our founders had been leading tutoring/mentor programs for almost 17 years. We knew how hard it was to run a program. We also knew we were not the only program in the city...and there had been no consistent flow of HELP to every neighborhood, and every tutor/mentor program to help them be as good help volunteers, donors and families find ALL of the city’s programs.

In six years we’ve located nearly 300 places where some form of tutoring/mentoring is provided. Some are at park districts and libraries. Some are part of big organizations like Boys and Girls Clubs. All are independently funded and operated. Only one, our Kids’ Connection, is owned or operated by Cabrini Connections. Our Kids’ Connection is just one of nearly 300 places where some form of tutoring and/or mentoring is offered in Chicago. Every program is different in size and quality. We’re only linked by a common vision of using tutoring and/or mentoring as a means of helping kids have brighter futures.

We’re only linked by a common vision of using tutoring and/or mentoring as a means of help kids.

KIDS’ CONNECTION

When we started the T/MC, many looked at us skeptically. “What’s in it for you,” they would wonder. In the last six years, we have organized nine Leadership Conferences in which we have brought together hundreds of leaders and volunteers of tutoring/mentoring programs to share information, learn and most importantly, realize they are not alone. We have organized four citywide volunteer recruitment campaigns that has helped recruit volunteers for more than 80 different programs (representing more than 150 sites). We have referred hundreds of parents and volunteers to tutoring/mentoring programs. We have spread the word on tutoring/mentoring throughout the media so that more people are aware of the need. And probably the most exciting part of it all, we did not do it alone. Each year more leaders of programs throughout the city recognize the value of our collective work and help organize the conference or the recruiting campaign.

As a leader of a tutoring/mentoring program I have grown to truly appreciate the value of the T/MC. Like others, I did not at first completely “get” what the T/MC could offer me. As we move into our sixth year of providing one-on-one tutoring/mentoring to 7th-12th grade students, I have a much richer understanding than I did six years ago. I recognize how much I learn from other program leaders that I met through the T/MC. For example, when I wanted to learn what other programs did about screening volunteers, I called a respected colleague and asked what his organization did. I have since shared this information with a number of others.

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GIVE VOICE TO YOUR HEART

The Tutor/Mentor Connection (T/MC) is pleased to announce that it will join with the Donors Forum of Chicago in a new public education campaign. The Nonprofits of Greater Chicago: Giving Voice to Your Heart. The campaign is part of an effort launched by INDEPENDENT SECTOR, a national coalition of voluntary organizations, foundations, and corporate giving programs.

There are a number of challenges facing tutor/mentor programs and all nonprofits today. These include cutbacks in government spending, increasing competition for corporate and foundation dollars, and legislative proposals that would adversely affect tutor/mentor programs and all other nonprofits.

At the root of all of these challenges, there is confusion about the purpose and value of nonprofit and philanthropic organizations. If not addressed, the confusion can result in fewer human and financial resources; in other words, a diminished capacity to serve our communities.

The Donors Forum’s campaign aims to broaden and deepen the understanding of the nonprofit sector in the Chicago area. It focuses on providing tools and strategies for nonprofits to use to:

• tell their story more effectively. The best way to educate others about the value of the nonprofit sector is for each organization to do well at educating people about its value in particular.

• tell the story about the purpose and value of the nonprofit sector: whom it serves, how it succeeds and operates, why it is tax-exempt, how it differs from and works with the business and government sectors and more.

Three key messages provide the foundation for the campaign:

1. Nonprofits make a positive difference in the lives of everyone in greater Chicago.
2. Through nonprofits, people can act upon their highest ideals and deepest beliefs.
3. Nonprofits mobilize hundreds of thousands of people in greater Chicago to give time and money to build their communities.

The T/MC firmly believes in these messages and will continue to use this newsletter, our web site and our November and May Leadership Conferences to connect our work to the larger nonprofit sector and also to further our own communications goals and objectives of building stronger and more consistent forms of revenue and volunteer support for after school tutor/mentor programs throughout the Chicago region, Illinois and the US.

We urge you to contact Valerie S. Lies, President of the Donors Forum of Chicago, (312) 578-0080 to find out how your organization can become involved with this campaign.

Sincerely,

Daniel F. Bassill
President, CEO
Cabrini Connections
Tutor/Mentor Connection

WORKPLACE FUND RAISING: DONOR CHOICE

Payroll deduction is one of the most effective ways to support non-profits. We encourage you to give and give generously to support these campaigns — and neighborhood tutor/mentor programs, if you have that option.

Cabrini Connections is listed with The Black United Fund of Illinois in CFC campaigns, while many small tutor/mentor programs in your neighborhood may not be listed at all. As your campaign coordinator about your donor choice options. In some cases you can “write in” a charity and fund the tutor/mentor program where you volunteer, or which serves your neighborhood.

PUT THE TUTOR/MENTOR CONNECTION ON YOUR GIFT LIST THIS HOLIDAY SEASON!

We have a shopping list and there’s much we need to do to help Chicago’s youth, but not enough money to do it all. Can you help? Set aside a portion of your giving budget for one of Chicago’s tutor/mentor programs or the Tutor/Mentor Connection.

2,500 T/MC Chicago Program Directories mailed in August!

While more than 2,000 have been distributed FREE to businesses, programs, parents, DCFS and schools, we appreciate those who send a $10 contribution to pay for the costs of updating and distribution of the Directory each year. If you’d like a Directory, or an additional copy, please send $10, plus your name and address to Cabrini Connections, 535 W. Chicago Ave., 21N, Chicago, IL 60671

PS: The map for the South part of Chicago was omitted. If you need this map, call and we’ll send you a correction.
TOTAL QUALITY MENTORING - A Blueprint of How After-school Tutor/Mentor Programs CAN Make a Difference for Youth

Some of the most comprehensive tutor/mentor programs understand the need to mentor in order to motivate and show the link between education and careers. This creates opportunities to tutor and to teach and provide learning opportunities, which build teamwork, responsibility and communications skills which programs can reinforce in writing programs, video groups, and any of the different forms of learning shown on the chart below. We call this process "Total Quality Mentoring" because, like the business term, Total Quality Management (TQM), we constantly must improve what we do, borrowing from the best work we see anywhere in the world. Anyone with any of the skills shown on this chart can call us, or any other Tutor/Mentor program in America and offer their help, and their commitment, to help our kids grow up safely, learn marketable skills and have a piece of the American Dream.

Report from New Urban High School Project: It's working!

I am David Stephen, a "site liaison" for the High School Project. I've been on the road a lot in the last two months, along with my colleagues Rob Urbana Roche. We've visited four of our providing "technical assistance" around the Principles of personalization, adult world immersion, and --develop curriculum and strategies for reflection, intellectual mission, and adult world immersion. They have been focusing on a wide range of issues, revisiting their mission and develop strategic plans for the personalization of student learning. The scheduling, advisory programs, and person- alization, and adult world immersion. They have revisited their mission and develop strategic plans for the personalization of student learning with the curriculum across subject areas. What barriers have you come up against? How have you made con- structive work-based learning opportunities. What has worked for them? What have you done? What have you come up against? How have you made constructive learning opportunities work for you? What have you done? What have you come up against? How have you made constructive learning opportunities work for you? What have you done?

Many CPESS teachers believe that the success of their students on the post-secondary level (over 90% of students enter post-secondary programs, and over 90% of those students graduate with two- or four-year degrees) is due in part to the confidence and direction they gain through repeated opportunities to venture beyond the walls of the school. In their service and internship placements, students work with adult mentors (work supervisors), tap into their own interests and passions, and develop their capacities as capable, directed, and pro-active learners—all of which serves them well later in college. CPESS teachers see that for many students, work-based learning experiences can have the profound effect of "turning them on" to school and learning. As an added bonus, the four hours per week that students spend outside of school gives teams of teachers the common planning time they need to integrate the curriculum across subject areas.

At CPESS last week, Rob Riordan and I spoke with teachers about ways they could adapt activities from the NUHS Practitioner's Guide to connect student's service and internship experiences even more directly with the "habits of mind" and the academic content of their humanities classes. Integrated in this way, work-based learning offers a powerful means to enhance students' intellectual development. To see it as a separate or add-on program misses the point.

I'm curious to know what experiences people on this list have had with programs that place students in the adult world, providing them with community service and/or work-based learning opportunities. What has worked for you? What barriers have you come up against? How have these programs been structured? How have you made connections with the school's academic programming? What impact have these programs had on students' lives?

I would welcome responses or questions and look forward to further discussion.

M
Many groups and individuals contribute to the many services of the Tutor/Mentor Connection. Without their volunteer time and effort the T/MC would not be able to exist. We thank all of you for your help.

- Jennifer Abman - Horizons for Youth
- Jerry Berberet - Associated Colleges of Illinois
- Marsha Buskupski/Mary Moring - Evanston-Invest
- Lizzie Caston - Family Resource Center
- Merri Dee - WGN TV
- Gwen Ferguson - Girl Scouts of Metropolitan Chicago
- Jack Flynn - Volunteer
- Kim George - Urban Programs West YMCA
- Cathy Harper - SAY Y.E.S! Center for Youth Development (Nov. Conf. Co-Mgr.)
- Tim Henry - FRIENDS FIRST, Home for Boys & Girls (May Conf. Co-Mgr.)
- Takumi Isadea - Chicago Access TV
- Marianne Jones - RSVP Hull House
- Dennis LeGrier - UHlc Kids Children’s Home
- Dorothy Miaso - Literacy Volunteers of Illinois
- Chris Moore - Chicago Urban League
- Jeff Nelson - RSVP Hull House
- Joy Richards & Cathy Williams - Sunshine Gospel & Hallelujah Faith Ministries
- Linda Riz - Chicago Bar Foundation
- Brenda Rosamore - A New Fresh Start
- Chuck Schoreck - CPS School Partners
- Renee Tucker - Big Brothers/Bigs Sisters
- Lattice Wallace/Bernice White - New City YMCA LEED Council
- Barbara Williamson - Junior Achievement
- Cindy Welch - Chicago Public Library
- Eric Werge - Athletes Committed to Educating Students (A.C.E.S.)
- Dina Zarrella - Southwest Women Working Together

**Business Partners of the T/MC**

These groups have taken an active role with their equipment, people and expertise to help develop the Tutor/Mentor Connection. We thank them and invite others to join.

Chicago Bar Foundation - organized LEND A HAND Fund, to raise dollars for one-on-one tutor/mentor programs; co-sponsors annual Tutor/Mentor Week Campaign with T/MC

ESRI/Wessex - provided map software used by T/MC in neighborhood analysis

Illinois Institute of Technology - host of May 1998 Conference

Wilbur Wright College, One of the City Colleges of Chicago - host/sponsor of Nov. 1998 conference

Public Communications, Inc. - leads T/MC public awareness efforts.

Pilotstone Technologies, The Revere Group, JellyVision - These companies hosts portions of the T/MC Web Site (www.tutormentorconnection.org)

Many, many more serve as volunteer speakers, volunteer fair hosts, contributors to the

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**10th Leadership Conference Meets at Wilbur Wright College in Chicago**

Leaders, volunteers, business partners and sponsors of afterschool tutoring, mentoring and school-to-work programs are meeting once again to share strategies to improve existing tutor/mentor programs and to create new programs where more are needed. More than 250 participants are attending workshops, networking and hosting exhibit booths at the November 6th and 7th Tutor/Mentor Leadership and Volunteer Training Conference at Wilbur Wright College in Chicago.

The conference is the 10th sponsored by the Tutor/Mentor Connection. Co-sponsor and host is Wilbur Wright College, one of the City Colleges of Chicago. Co-chair of the Conference Planning Committee is Cathy Harper, of SAY Y.E.S! Center for Youth Development. Participants are expected from throughout the midwest. If you were not able to attend this conference, mark your schedule for April 30/ May 1, 1999 and plan to attend the next T/MC Conference.

**Sample FRIDAY Workshops:**

**Getting the Word Out: The Basics of PR** - Presented by: Anna Gibson, FamilyCare of Illinois

**How to Start a Tutorial Program** - Presented by: Jerelyn D. Porch, SE Tutorial Program

**Recruiting and Retaining Volunteers** - Presented by: Tereath Akbar, Fourth Presbyterian Church

**Empowering Students to Transform Schools** - Presented by: Gary Goldman, Quality Improvement Associates (also presented on Saturday)

**How to Get Community Support & Involvement** - Presented by: Amy Hyer, Quincy Public Schools

**Business and Tutor/Mentor Programs Working Together** - Presented by: The Chicagoland Employee Volunteer Council

**Getting the Goods from Grant Writing** - Presented by: Renee DeBerry and Gregory G. Graham, the Chicago MOST Initiative

**The Myths and Facts about Gangs in the City** - Presented by: Officer Hank Jackson, Chicago Police Dept. (also on Saturday)

**Evaluating Volunteering Initiatives for Youth: A Community Development Approach** - Presented by: University of Kansas, YouthFriends Evaluation Team

**Communication and Collaboration** - Presented by: Kimberly George, Urban Programs West YMCA

**The 4th R: Why it’s Needed and How to Get it** - Presented by: Ruth Sweetser, Illinois Institute of Technology (also on Saturday)

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**CONFERENCE INFORMATION AT**

www.tutormentorconnection.org

These and more workshops are described on the T/MC web site. Every speaker has donated his/her time at this and past T/MC Conferences. We thank you all!

If you are not attending this conference, check the web site for information

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**Preparing for Successful College Connections** -- Presented by: Cindy Diehl Yang, Associated Colleges of Illinois

**SATURDAY Workshops include:**

**Embracing Customer Service Principles in a Tutor/Mentor Program** -- Presented by: Diane Decker, Quality Transitions

**Adolescent Development: Impacts on the T/M Relationship** -- Presented by: Robert Schout, PowerSkills: Training & Development

**Bringing Peace to Schools and Communities** -- Presented by: Gary Goldman, Quality Improvement Associates

**Phonics Program - Reading for Elementary Students** -- Presented by: Cathy Harper, S.A.Y. Yes! Centers for Youth Development

**Rapport Building While Maintaining Boundaries When Working with Youth** Presented by: Dr. John E. Mayer, Center for Youth Research

**Holistic Training: Developing and Enhancing Interconnected Goals between Teachers, Volunteers, and Students** -- Presented by: Lennette A. Coleman and Sadiyah A.R. Hill, WOHC & Associates

**Training Volunteers to Understand the World View Perspective of Low-Income Children** -- Presented by: Olga Osby and Kimberly P. Williams, WOHC & Associates

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**THANK YOU!**

USG Foundation & John Nuveen Company

The 10th Tutor/Mentor Leadership Conference is partially funded by grants from the USG Foundation and The John Nuveen Co.

Be a sponsor of a T/MC Conference or Event! Call 312-467-2889.
State-Wide Volunteer Recruitment

Campaigns in Peoria, Quincy and Evanston Recruit Volunteers

Peoria, Evanston and Quincy, Illinois coordinated their volunteer recruitment with the T/MC in Chicago, making this the beginning of a state-wide campaign. Next year we hope more cities will join this campaign.

Peoria’s Promise hosted their initial mentor recruitment event on Friday, September 11, at the Peoria County Courthouse. Approximately 15 agencies were on hand to answer questions about mentoring as potential volunteers stepped by their tables. Valeria Evans, 1997 Illinois Teacher of the Year began the program by singing and speaking about how important it is to believe in our youth today. Throughout the afternoon, mentors related their personal stories of mentoring.

“It was an exciting day for all involved,” said Sue Kingery, Chairman of Peoria’s Promise. “The response to the whole day was overwhelmingly positive, as we begin to get our message out to the community. This is just the beginning as we give Peorians an opportunity to accept our 1000 by 2000 Challenge.”

“Overall we were very pleased with the response, particularly, from the agencies involved. They really appreciated the opportunity to talk about their programs and distribute information. The best part of the September 11 event was the personal vignettes we had from mentors and mentees involved in mentoring. They really did a good job of showing the different faces of mentoring. Also, WEEK-TV-TV highlighted mentors as their daily “Home Team Heroes” the entire week of September 7, prior to the event.

Evanston - “In all, the Volunteer Recruitment Fair was successful beyond anything we had anticipated,” reports Mary Moring, of Evanston’s INVEST. “We look forward to next year when we can practice the skills we learned “on the job” this year. A number of people came to the sites specifically to sign up. They had seen the news releases and letters in the local papers and were responding. Many more were doing Saturday errands and happened upon our tables. A local company called subsequent to the newspaper article to ask how members of his firm could become involved in tutoring after work. One of the site hosts offered to find out what these agencies need.” said Carla Gosney, director of the Retired and Senior Volunteer Fair was an opportunity for the public to volunteer if they know what’s available. The management group was formed earlier this year and nearly 30 local social service and non-profit agencies belong.

“We want to recruit more volunteers for those agencies and we know people are willing to volunteer if they know what’s available. The volunteer fair was an opportunity for the public to find out what these agencies need.” said Carla Gosney, director of the Retired and Senior Volunteer Program, noting that she knows of at least 100 volunteer slots that could be filled.

“We know we could place that many right away,” she said, but added “I would say if each agency recruits one or two volunteers because of the fair, it would be successful. That’s one or two more needs we can fill.”

Full reports for each community can be found at www.tutormentorconnection.org.

Quincy’s Volunteer Management Group, which was formed in early 1998, hosted a Volunteer Fair on Saturday, Sept. 12th in the Quincy Mall, with 16 social service and non-profit agencies taking part to meet potential volunteers and educate them on what their agencies do and what their needs are.

“At one place, they can learn about any place that uses volunteers in Quincy—instead of doing all the work themselves,” said Amy Hyer, coordinator of Child/Family Mentor Program for Quincy Public Schools. "The fair will give people a chance to find out more about these agencies,” she added.

The management group was formed earlier this year and nearly 30 local social service and non-profit agencies belong.

“We want to recruit more volunteers for those agencies and we know people are willing to volunteer if they know what’s available. The volunteer fair was an opportunity for the public to find out what these agencies need.” said Carla Gosney, director of the Retired and Senior Volunteer Program, noting that she knows of at least 100 volunteer slots that could be filled.

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TUTOR/MENTOR PROGRAMS
CONNECT! Get online with
Digital City Communities

The Web provides exciting new opportunities to reach your community, but who has time to learn code and maintain a server? The Chicago Tribune can help make your transition to the Web quick and easy with Digital City Communities' self-publishing product. And, it's available at no cost to non-profit organizations.

The Tribune's self-publishing product is a suite of templates that allows you to build your own Web pages by simply filling in the blanks. Publishing on the Web is a great way to increase awareness of your organization. Sites published through the Digital City Communities are especially visible to your audience because they're linked to other news and information specific to your community.

Plus, you can have your events appear on your site's calendar AND on the local Digital City Communities' calendars. It's a great way to spread the word about your events. To help build readership of your site (and the Tribune's!), a Community Publishing Coordinator will be available to discuss potential cross-promotional opportunities with you.

Raise Dollars for Chicagoland Non-Profits!

Towne Internet will donate 10% of Internet subscription fees back to your non-profit organization. For information, call Sonia at 815-462-1386 or visit www.twne.com/heart
ACTION AT VOLUNTEER FAIRS

Ulich Children’s Home recruits at DePaul Music Mart

Beth Palmer of Epworth Tutoring Program celebrates a potential new volunteer at Borders Books & Music Store

Reid Scultz, who organized the Volunteer Recruitment Campaign for the T/MC, with NBC TV reporter Lisa Tutman, at the DePaul Music Mart Volunteer Fair

Tell Us about your 1998 Volunteer Recruitment Campaign

The Volunteer Fairs, the extra media attention, and the T/MC Directory should only provide SUPPORT to any program’s own active volunteer recruitment campaign. When a program tells its story well, with newsletters, with brochures, with displays and with a motivated corps of volunteers, our efforts can help new volunteers find you and you’ll be prepared to “close the sale”.

We know many programs do a great job of recruiting volunteers, and we’d like to recognize our efforts as a BEST PRACTICE, in the January T/MC REPORT, and on our web site. Send us a one-, or two-page report, along with supporting materials, which show how your campaign is structured, how you get the word out, and how effective this was in recruiting volunteers for your program.

We’d like to recognize your efforts. We also like your efforts to serve as teaching examples to help hundreds of other programs recruit better.

Mail your entry, by December 1, to Cabrini Connections, 535 W. Chicago Ave., 21N, Chicago, Ill. 60610

BEST PRACTICE AWARDS

While the goal of each conference has been to recognize the good work of dozens of tutor/mentor programs, the May 1998 Leadership Conference marked the introduction of BEST PRACTICE Awards. Nominations were solicited with the 3000 invitations which were distributed for this conference and winners were recognized during a conference awards ceremony hosted by Merri Dee of WGN TV.

We’ve profiled some of these Best Practices in the May/June T/MC REPORT, and in more detail on the T/MC web site (www.tutormentorconnection.org). Some these programs are planning to set up display tables at the November conference so you can see what makes them a BEST PRACTICE and borrow some of their strategies. We’re going to do it again in 1999.

Best Practice Awards will be given in the following categories at the April 30, May 1, 1999 Tutor/Mentor Leadership Conference. Award nominations will be due to the T/MC by March 30, 1999.

Adult Volunteer of the Year: Recognizing mentors, tutors and/or volunteer leaders who consistently go beyond what’s expected to help a young person and/or a program succeed.

High School & Elementary School Student of the Year Award(s) recognize the efforts of young people in tutor/mentor programs. This award should recognize students who not only have great attendance, but who help a mentor be successful while setting an example for other students.

Tutor/Mentor Program Event & Activity Award: “What Do I Do Today?” is a question each volunteer and student repeat each week when they gather for a tutor/mentor session. This award is intended to recognize programs which organize events and activities which respond to that question. This category covers a wide range of potential nominations. Tell us what types of activities and events make your program successful, how your organize them, and how they impact your mission and your success.

Communications Award: Effective, creative and sustained communications—to volunteers, students, parents, schools and donors—are a critical element in building success into a tutor/mentor program. Tell us about your communications program. Send samples. Tell us how it has made a difference.

Volunteer Training Award: Getting volunteers and keeping them are two different, but related tasks. The volunteers you keep will be your best recruiters — of people and of dollars. This award seeks to recognize programs which do a great job of training, and learn some tips from you which we can share with others.

Conference Participation Award: A special award will be introduced at the May Conference, recognizing the Chicago area tutor/mentor program which has the highest number of volunteers at the November Tutor/Mentor Conference. Two awards will be given. One to recognize total number of members of your organization who attend. A second to recognize the highest percent to total volunteers who attended. (If you only have 10 volunteers and they all attend, 100% of your volunteers participated...and you are a winner!)

Outstanding One-On-One Tutor/Mentor Program...Chicago only: Every program which submits a funding application to the Chicago Bar Foundation for Spring 1999 grants will be eligible for this award (and be eligible to receive $1,000 and $2,000 grants based on the good work they were doing of connecting adults and children in long-term one-on-one tutor/mentor matches)

Selection will be made by the Lend A Hand Advisory Council at the Chicago Bar Foundation. Grant applications are due by early March. You MUST contact the CBF at 312-554-1204 for grant guidelines.

Outstanding Tutor/Mentor Program...out of Chicago. More and more programs from out of Chicago are attending the Tutor/Mentor Conferences and are sharing information on what they do. Last May, programs from Quincy and from Peoria, Illinois shared the Best Practice award. Tell us what your organization does and why it should be a Best Practice. Let your example be a motivation to others throughout the country.

To Apply as a Best Practice:

There is no official format. Simply submit a one, or two page letter, along with background information, telling why your program (or volunteer or student) should be considered for this recognition. All applications must be received by March 30, 1999. All information submitted WILL be shared via conferences, this newsletter and the T/MC Web Site. Mail to:

Tutor/Mentor Connection, 535 W. Chicago Ave., 21N, Chicago, Ill. 60610
New Urban High Schools

I am a “site liaison” for the New Urban High School Project (NUHS), a nationwide initiative working with schools that have developed whole-school designs for linking school with the adult world. I’ve been on the road a lot these past two months, along with my project colleagues.

We’ve visited four of our sites, providing “technical assistance” around the NUHS Design Principles of personalization, adult world immersion, contexts for reflection, intellectual mission, community partnership, and teacher as designer.

In this work we’ve been focusing on a wide range of issues, helping sites --revisit their mission and develop strategic plans, --increase the personalization of student learning through flexible scheduling, advisory programs, and personal learning plans, --develop integrated curriculum and interest-based projects, and --develop curriculum and strategies for situating students in the adult world.

It’s been an exciting two months. I feel honored to be working with the many dedicated and thoughtful educators in the NUHS sites. Working with the NUHS Design Principles has shown me that they are a powerful tool for discussion and action planning. I am now convinced that the most essential of the Design Principles are personalization, intellectual mission, and adult world immersion. And they enhance each other; if any one of these three principles is missing or weak, it diminishes the power of the other two.

These three principles work together very well at Central Park East Secondary School (CPESS), in East Harlem, New York. Known for its intellectual rigor and astounding post secondary student outcomes, CPESS has also developed very strong community- and work-based learning programs. Every student spends a half day per week in community service in grades eight through ten, and completes an internship of at least 100 hours during the junior or senior year as a graduation requirement. CPESS students have the opportunity to reflect and report on these experiences in their advisory groups (groups of one teacher/advisor and 15 students that meet three times per week for about one hour). The school’s intellectual framework, the five “habits of mind” (connection, perspective, evidence, significance, and supposition), serves as a set of lenses through which students learn to view the world, make connections across academic disciplines, and reflect on what they are learning—inside and outside of school.

Many CPESS teachers believe that the success of their students on the post-secondary level (over 90% of students enter post-secondary programs, and over 90% of those students graduate with two- or four-year degrees) is due in part to the confidence and direction they gain through repeated opportunities to venture beyond the walls of the school. In their service and internship placements, students work with adult mentors (work supervisors), tap into their own interests and passions, and develop their capacities as capable, directed, and pro-active learners—all of which serves them well later in college. CPESS teachers see that for many students, work-based learning experiences can have the profound effect of “turning them on” to school and learning. As an added bonus, the four hours per week that students spend outside of school gives teams of teachers the common planning time they need to integrate the curriculum across subject areas.

At CPESS last week, my colleague and I spoke with teachers about ways they could adapt activities from the NUHS Practitioner’s Guide to connect student’s service and internship experiences even more directly with the “habits of mind” and the academic content of their humanities classes. Integrated in this way, work-based learning offers a powerful means to enhance students’ intellectual development. To see it as a separate or add-on program misses the point.

I’m curious to know what experiences people have had with programs that place students in the adult world, providing them with community service and/or work-based learning opportunities. What has worked for you? What barriers have you come up against? How have these programs been structured? How have you made connections with the school’s academic programming? What impact have these programs had on students’ lives?

NUHS welcomes your responses or questions. Feel free to contact us via the information below. You can also contribute your thoughts to our high school reform email discussion group: HSReform-Talk@lists.bpic.org

David Stephen
The Big Picture
118 Magazine Street, Cambridge, MA
617-492-5335
info@bpic.org

For a detailed case study of CPESS and other NUHS sites, see the NUHS Practitioner’s Guide. To order a Practitioner’s Guide, call 1-800. Or download a copy from the NUHS Web site: www@bpic.org.
**MISSION and GOALS of TASC**

TASC was established by The Open Society Institute in 1998 for the sole purpose of enhancing the quality and availability of after-school programming. Over the next five years, TASC, in collaboration with the New York City Board of Education and others, will nurture the development of programs that enrich the lives of children and help their parents with the goal of making in-school after-school programs a public responsibility.

**PROGRAMS**

TASC supports programs located in public schools, which are open to all children enrolled in that school; they are operated by community-based organizations in collaboration with the school community, from 3 p.m. to 6 p.m., Monday to Friday during the academic year. Programs have staffing ratios of approximately one adult for every 10 students, and they cost about $1000 per student per year, in addition to costs associated with training and evaluation. TASC’s vision of a quality after-school program includes: A full-time, year-round paid after-school coordinator; a diverse staffing pattern including teachers, artists and volunteers; programming that combines educational enrichment, technological skills development and homework help with participation in sports, the arts, and community service; parent involvement; and, for older kids, peer counseling, internships, college preparation and job training.

TASC will fund programs in 50 public schools during the 1998-99 school year, serving approximately 15,000 NYC school children and their families. By the end of year five, TASC programs could be operating in up to 500 public schools.

**STAFF DEVELOPMENT**

TASC will help program staff with diverse backgrounds forge a new professional identity by marrying promising practices in education with those of child and youth development. These staff development activities are expected to play an important role in a national replication strategy.

**RESEARCH and EVALUATION**

Independent research will shed light on the outcomes and impacts of the TASC initiative on student participants, their parents or caregivers, and collaborating institutions. Evaluators will assess the effect of TASC programs, partner with TASC to identify 'best practices', and document the effort to bring programs to scale. Their findings will also provide the empirical basis for future program initiatives.

**SUPPORT**

The Open Society Institute has committed up to $25 million per year to TASC and up to $125 million for five years, contingent upon a 3:1 match. The size of the seed grant combined with TASC’s ambitious national agenda have started to attract significant public and private support.

**THE FUTURE**

The challenge of sustaining this initiative after five years will be best accomplished by transforming after-school programs into a public responsibility. To this end, TASC will forge a broad-based coalition to secure long-term funding and effect the necessary policy changes that will guarantee quality, extended learning opportunities to all public school enrollees (while helping to strengthen families and public education).

**AFF DEVELOPMENT**

The T/MC Directory can help you find programs throughout Chicago. It needs to be repeated in more places...for more young people like Liliana.

While not every one can be a one-on-one volunteer like Patty King, everyone can tell their friends about programs like this. They can tell their church, business and alumni associations to print stories like the one on this site so that more people can see the power and opportunity to help programs like Horizons for Youth. And each year, everyone can set aside a small holiday contribution, as a gift, to help fund programs like this.

The T/MC Directory can help you find programs throughout the city who need your help. Call us at 312-467-2889, or look for information on the T/MC web site.

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**Horizon’s For Youth Made a Difference in My Life**

This story is repeated in dozens of programs throughout Chicago. It needs to be repeated in more places...for more young people like Liliana.

Horizon’s For Youth made a difference in my life and I just wish and hope that they will continue with their willingness to care for children and families in need of support.

One day I am going to become a volunteer so I can feel proud that I made a difference in a child’s life and so I can see how Horizon’s For Youth’s volunteers really work to make a difference.

Horizon’s For Youth truly made a difference in my life and I am so fortunate for such amazing people. Thank you.

For information about Horizons for Youth, call... 312-627-9031
New Bank of America Announces $10,000 Grant to Chicago’s Cabrini Connections Program

CHICAGO, October 2, 1998 — The new Bank of America, formed as a result of the merger between NationsBank Corp. and BankAmerica Corp., today awarded Cabrini Connections, a Chicago non-profit organization, a grant of $10,000.

The grant is part of Bank of America’s immediate $1 million grant-making initiative aimed at improving life in communities nationwide. Today, the new bank awarded grants of $10,000 to 100 non-profit organizations in 100 communities that have the strongest need for assistance. In Illinois, four organizations were selected to receive grants. In addition to Cabrini Connections, $10,000 grants were awarded to the Lansdowne Improvement Association in East St. Louis, Health One Step at a Time (HOST) in Quincy, and the Human Services Networking Council in Mount Vernon.

“I have always believed that we have the privilege — not the right — to do business in our communities. Therefore, we have the obligation to give something back,” said Hugh McColl, Bank of America chairman and chief executive officer. “I have always wanted our company to matter in the communities where we live and work. We could think of no better way to celebrate the birth of our new company than to demonstrate that we will be a positive force in our communities.”

In each of the 100 communities, local bank associates chose one organization to receive the $10,000 award. Selected organizations had to focus on meeting the educational needs of children and families in low-to-moderate income areas. This effort will be the frontrunner of a new company grants program, which will be available through the Bank of America Foundation next year.

Cabrini Connections is an afterschool tutor/mentor program for approximately 110 7th-through 12th-grade students in the Cabrini-Green public housing development on Chicago’s Near North Side. The program provides adult guidance in special curriculums, such as film making and leadership.

“We believe that tutoring and mentoring programs, where children and adults meet on a regular basis, in a safe and enriching environment, are one means of giving young people the hope, motivation and learning tools they need to succeed in school,” said Julie Chavez, Bank of America’s managing director of Community Relations in Chicago. “At Bank of America, we have the people, resources, and passion to improve lives in all of our communities. There is no better investment.”

THANK YOU! BANK OF AMERICA. WE’RE PROUD TO HAVE BEEN SELECTED TO RECEIVE THIS GENEROUS AWARD.

Major Grants help fuel growth of Cabrini Connections

Five grants of $10,000 and above have been received since May. We’re extremely grateful for these and all contributions we have received. We thank you all for your generosity.

Grants of $20,000 and up.

The Elizabeth Morse
Charitable Trust
WGN-TV Children’s Charities

Grants of $10,000 and up

Bank of America
The People’s Gas Light and Coke Company

Grants of $5,000 and up

Alberto-Culver Company
The Blowitz-Ridgeway Foundation
Mayer & Morris Kaplan Family Foundation
Morton International
USG Corporation

Grants of $1,000 and up

360 Communications Amphon Productions
Black United Fund of Ill. Christ Church
Chicago Instructional Grubb & Ellis
Technology Foundation Household International
Loomis-Sayles & Company Océ USA
Print Management Partners

The Laurie Andrews Campaign for Cabrini Connections

Starting with the statement “I do not hesitate to say, I think Cabrini Connections is the most effective tutor/mentor program in the city of Chicago,” Laurie Andrews, a volunteer with the Kids’ Connection, asked 100 of her friends to pitch in and help finance the program.

More than $4,500 has been contributed by this group since Laurie wrote her friends last May, and we can’t begin to say how thankful we are for Laurie’s efforts and her friend’s generosity.

Laurie (second row, right) not only has helped raise dollars, she has made a commitment with Cabrini Connections to help raise children, and has enlisted her friends as volunteers with her.

Cabrini Connections has grown for the past six years because volunteers like Laurie have taken the initiative to enlist their friends to help us. As we head for the Holiday Season, we encourage all of our readers...

BE LIKE LAURIE!

Tell your friends about the work we do. Ask them to help us, or to select another tutor/mentor program, in Chicago, or in the city where they live, and make a commitment to help us raise all of America’s children.

Michael Montgomery
Dr. & Mrs. John Ovitz, Jr.
Ms. Jane Karen Owen
Ms. Jacqueline M. Rubert
Ms. Wendy Sadler
Mr. & Mrs. Jack Schoen
Singles Plus Printing
Ms. D. Gaynor-Spence
Mr. Steve Strang
Talmage Mullen Steele
Ms. Penelope R. Steiner
Thomas Troll
Ms. Lydia S. Woodward
Ms. Judy Carmack York

Contributions of up to $99.99

Ms. Jill Allread
Ms. Kathleen A. Compsi
Ms. Mary Ellen Connellan
Golf Outing Raises $13,000 for Tutor/Mentor Connection

Golf Committee: Ray Dowdle and Bill Iwami (co-chair), David Chandler, James Dowdle, David Jang, Jack Kennedy, Brett Keske, Weldon Rougeau, John Talaga, David Whitaker and Neil Young.


CONTRIBUTORS: Invitation printing was donated by Printing Arts Lithotech. Envelopes were donated by Western States Envelope Company.

SPECIAL THANKS to Dr. Bill Donoughue, John Flanagan, Dan Dowdle, John Talaga and Jimmy Biggs for the extra effort you contributed.

TEE UP FOR 1999! If you, or your organization want to serve on the 1999 Golf Outing Committee or sponsor any T/MC event, call 312-467-2889.

Call 312-467-2889 for a complete photo report of this year’s golf outing!

SILENT AUCTION CONTRIBUTORS WHO HELPED MAKE THIS EVENT A SUCCESS

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CONTRIBUTIONS FROM PEOPLE LIKE YOU MAKE CABRINI CONNECTIONS POSSIBLE

Support Cabrini Connections through workplace donations. We are listed with the Black United Fund of Illinois, Inc. (BUF), in Combined Federal Campaigns. In addition, many United Way campaigns offer donor choice to designate part of a contribution to a non-United Way funded charity like Cabrini Connections.

Please help. Your weekly payroll deduction makes a huge difference.

Attached is a contribution to help you continue this work.

Name: ______________________
Address: ____________________ Apt # __________
City/State: ____________________ Zip Code ________
Company or Organization ____________________________________________

Please make checks payable to Cabrini Connections, which is a 501 (c)(3) tax-exempt non profit. Every gift is tax-deductible.

_ My employer will make a matching gift. I have enclosed appropriate forms_
_ Send me information on monthly check-account contributions_
_ I have included Cabrini Connections in my estate plans_

Mail your contribution to Cabrini Connections, 535 W. Chicago Ave., 21N,
The 1998 Tutor/Mentor Volunteer Recruitment Campaign "What A Difference A Day Makes!" began in July with over 1000 flyers distributed at the city of Chicago's A Taste of Chicago event by members of The Junior League of Chicago, who were also responsible for the 1998 Campaign graphics, and in early August with the mailing of a series of media press releases and a Celebrity Manifesto Letter which in its first year was signed by Chicago Mayor Richard M. Daley, Illinois Governor Jim Edgar, and a variety of actors, sports figures, media personalities, and tutor/mentor program business leaders. The Campaign concluded the weekend of September 10-12 with 20 Volunteer Recruitment Fairs, held throughout Chicago and the suburbs, a 70% increase over 1997, including four corporate locations Hosted by KPMG Peat Marwick, The John Nuveen Company, The Girl Scouts of Chicago, and The Chicago Bar Association. Evanston, Illinois, held 5 Fair sites representing over 17 different programs, and Evanston Mayor Lorraine Morton designated September as Volunteer To Tutor & Mentor in Evanston Month. There were also Fair sites held the same weekend in Oak Park, Quincy, and Peoria, Illinois, making 1998 the first ever state-wide Tutor/Mentor Volunteer Recruitment Campaign.

In all, 87 programs participated in the Campaign, by displaying at Chicago-area Fair sites and/or by posting information on Chicago Cable Access CAN TV, a 50% increase over 1997. The total number of information given out at 1998 Volunteer Fairs was 2,825, a 150% increase over 1997 Fairs. CAN TV created a special Tutor/Mentor Connection location with 38 programs posting listings, a 90% increase over 1997, while over 4315 individuals inquired about the listings, a 250% increase over 1997. Media stories and interviews appeared in over 20 print and broadcast medium, a 100% increase over 1997, including a live remote broadcast by the NBC TV morning news show DAYTIME the opening morning of the Fairs, September 10, from The Music Mart at DePaul University, with a student and mentor from the ACES Program. On September 11, a press conference was held at the James R. Thompson Center, with speakers Paul Vallas, CEO, Chicago Public Schools, and a student and mentor from Horizons For Youth, with over seven print and broadcast medium covering the event. Cabrini Connections received over 200 phone calls requesting information about the Campaign, a 50% increase over 1997.

In total, information about the 1998 Campaign was disseminated to over 3 million people through multiple print and broadcast media articles and listings, and approximately 42,550 Chicago-area people received information about the Campaign through direct outreach and flyers, an increase of over 800% from the 1997 Campaign. In only the fourth year of the Campaign, it has grown over 1,200% since 1995.

As Mayor and on behalf of the City of Chicago, I would like to express my heartfelt support for the 1998 Tutor/Mentor Volunteer Recruitment Campaign, What A Difference A Day Makes.

The education of our children is the most important priority we have. By encouraging tutor/mentor relationships through supporting of Chicago's existing programs, sponsoring the formation of new programs or becoming a volunteer yourself, you can help our city's children build the skills and self-confidence they will need to succeed. This is a truly worthy effort, one that will help to strengthen our communities and ensure a brighter future for all our families.

I urge you to contribute your time, energy and care to the 1998 Tutor/Mentor Volunteer Recruitment Campaign.

Tutor/Mentor
Mayor

Continued on page 5