Role of Volunteer-Based Tutor/Mentor Programs in Expanding the network of adults working to help inner-city youth finish high school, then move toward 21st century jobs and careers.

The Tutor/Mentor Connection’s Theory of Change

Http://www.tutormentorexchange.net  tutormentor2@earthlink.net

Is helping inner-city youth connect with tutors/mentors part of your vision for helping reduce the drop out rate?
“Cabrini Connections played a major role in my life during my high school years.”
Marquita Hall (l) 2004 college graduate; with sister, Alicia Hall, who attends Northeastern Illinois University.

The goal of the Tutor/Mentor Connection 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.

The T/MC operated a Cabrini Connections tutor/mentor program in Chicago for more than 18 years from 1993-2011. More than 580 teens and 800 volunteers participated for 1 to 7 full years since 1993.

On this page are some of the volunteers and alumni. Visit www.cabriniconnections.net to learn more.

“Monique left for Howard University last week, where she has a FULL RIDE SCHOLARSHIP.”
Message from Joey Molenda who was Monique’s tutor/mentor for six years.

Tangela was part of Cabrini Connections from 1993-1997 when she graduated from HS. She was a speaker at the June 2010 year end dinner when she spoke of how Cabrini Connection had a “transformative” impact on her life. See video at http://vimeo.com/12512481

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“Maurice has his GED and now works in construction...” thanks to Mike Mazucca who has been part of his life for more than 10 years, and to Tom Li, another CC volunteer who helped set up a job interview for Maurice at a company where he now works.
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.

We created the **Tutor/Mentor Institute, LLC** in July 2011 to innovate new products and solutions to support the growth of intermediary structures like the Tutor/Mentor Connection.

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. See maps at [http://mappingforjustice.blogspot.com](http://mappingforjustice.blogspot.com)
In a single tutor/mentor site

An organization connects youth and adults in weekly one-on-one and group learning, that repeats year after year for many years. While adults may leave the program, they youth will continue participation if the program remains in place, and can connect them with other adults.

Mentoring is a process. It can take years for the process to influence the choices a youth makes. If the program does not also focus on choices a volunteer makes, it will never expand the resources needed as youth grow older, and as youth look for help to enter jobs and careers.

At http://www.tutormentorexchange.net/images/PDF/successsteps.pdf we describe the process that a career-focused tutor/mentor program needs to repeat each year to attract youth and volunteers, and to keep them engaged.
If you agree that a single tutor/mentor program serving a small groups of youth in one neighborhood of a big city can make a difference in the lives of those young people, then, the next step is to innovate ways to make well organized tutor/mentor programs available in every neighborhood where they are needed.

This is the mission of the Tutor/Mentor Connection. The following pages illustrate our Theory of Change and Actions to achieve this outcome.
Is this your vision, too?

In Chicago all children who enter first grade, graduate in 12 years, and move on to jobs and careers that can support a family, and leave time to contribute to the well-being of our community.

As a result of our efforts Chicago will have

- better attendance in school
- lower drop out rates
- better academic performance
- less youth violence
- an education system that prepares youth for life-long learning and 21st century careers.
A process of invitation....

The Internet offers the opportunity for anyone to suggest better ways to help youth move through school and into careers.

The role the Tutor/Mentor Connection has taken is to create a constantly expanding information base that anyone can draw from, and to innovate ways to create daily invitations for people from throughout Chicago, and the rest of the world to look at that information, and do something that leads to more and better programs.

A few people respond immediately, but as in any advertising strategy, it takes many invitations, over many months, or years, to get the attention of potential customers, and to draw them into your space, or your web site. By repeating the invitation over and over, we have begun to draw people together, and make a larger impact on volunteer-based tutoring/mentoring in the Chicago region. Through the Internet, we share with the world and seek partners in many places beyond Chicago.

In the following pages we outline a Theory of Change based on knowledge management, innovation, and Internet-based collaboration.

Invite your friends, co-workers, and family to read this with you.
What is a Theory of Change?

A theory of change (TOC) is a tool for developing solutions to complex social problems. A basic TOC explains how a group of early and intermediate accomplishments sets the stage for producing long-range results. A more complete TOC articulates the assumptions about the process through which change will occur and specifies the ways in which all of the required early and intermediate outcomes related to achieving the desired long-term change will be brought about and documented as they occur.

This description of TOC was included in the Summer 2005 issue of The Evaluation Exchange, distributed by the Harvard Family Research Project of the Harvard Graduate School of Education.

If you have your own Theory of Change, and it’s on a web site, please forward the web address to tutormentor2@earthlink.net so we can learn from you.
Inner-city children and youth living in high poverty areas face greater challenges in reaching careers.

More than 200,000 school age youth in Chicago are at-risk due to poverty and associated risk factors.

A key component of the T/MC’ Theory of Change is the use of GIS maps to assure a more even distribution of needed resources to all of the neighborhoods where there are poorly performing schools or other indicators of need.

Build your own maps using interactive map at www.tutormentorprogramlocator.net
Maps show High poverty areas.

The light blue shaded areas have poverty rates of 20% and above.

- Poverty rates in the dark blue areas are 40% and above.
- The dots on this map are schools placed on the Illinois State Warning list in November 2001.

See more recent maps of school data in map gallery at http://www.tutormentorprogramlocator.net
Not enough programs in areas of need.

At this time, the biggest obstacle to involving more children and caring adults in tutor/mentor programs is the need for more of the programs themselves, as well as the need for a more consistent flow of resources (dollars, volunteers, training, technology, etc.) to existing programs.

Map Of Chicago

The Black dots on this map are locations of tutor/mentor programs.

See more recent maps of school data in map gallery at http://www.tutormentorprogramlocator.net
First Step of TOC: Build Knowledge Base

In 1994 when the T/MC launched its first survey of Chicago tutor/mentor programs, more than half of the 120 programs that responded said they had little or no contact with each other.

Until the T/MC began building a database of tutor/mentor programs, there was no single directory that showed contact information for most tutor/mentor programs in the city.

Without this information, it is impossible to build a strategy that would have a full distribution of comprehensive tutor/mentor programs in all poverty neighborhoods.
The ‘inverted pyramid” is a symbol of a new style of business leadership.

Instead of the CEO or leader being at the top of the chain of command, he/she is at the bottom of the pyramid.

The CEO’s role is to communicate a vision that energizes the entire enterprise around a single goal, while providing resources to help members of the organization achieve that goal.

This is also a model for leadership in virtual, and decentralized organizations where many owners are needed.
Second step: Advertising, Public Awareness

The T/MC leads an advertising/communications-type campaign, using the Internet, and innovative partnership strategies. Its goal is to expand the number of times each day someone in Chicago (and America) is encouraged to look at T/MC information, and learn ways to become involved as a volunteer, leader, donor. This strategy is no different than faith-based strategies that encourage people to read and reflect on passages of scripture every day, or corporate advertising that intends to draw customers to a company’s products and services.

The T/MC incorporates concepts of adult-to-child mentoring into our core strategy because providing greater adult support to youth is a proven way to help kids be more successful in school and in life.

We also know that adults who become personally involved with youth become leaders and resource builders for the movement.
Our goal is that comprehensive, mentor-rich tutor/mentor programs be operating in every poverty neighborhood of Chicago.

We use computer generated maps to show where poverty is concentrated in Chicago, and where tutor/mentor programs are needed.

We fill a leadership void and invite others to share this role with us. On the following page we’ll illustrate what must happen every year for that vision to be a reality.
Leaders: People who have followers.

Collecting information is one challenge. Getting thousands of people to look at this information every day is a larger challenge. Leaders can be any person or organization that encourages others to look at this information, reflect on it, then act in some way and some location to help kids succeed in school and move to jobs and careers.

The Tutor/Mentor Connection (T/MC) has put this presentation, and it’s database of Chicago tutor/mentor programs on the Internet. If you search www.Google.com for the words “tutor mentor” our web sites come up in the top five.

Thus, our goal is to encourage leaders in all parts of the country, to use their visibility, their speaking opportunities, and their advertising, editorials, blogs, etc., to encourage more people to research “tutor mentor programs” on the Internet. Such leadership will increase the number of people who find the T/MC web sites and use the information we host to guide their own actions in helping kids move from poverty to jobs and careers.

If you already take this role, can you point your followers to this information?
Step 1: Build and Maintain knowledge base

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

The T/MC database now includes most tutor/mentor programs in the Chicago area, as well as lists of potential resource providers.

This data must be constantly updated by T/MC staff to assure that contact information is correct and that programs are still operating.

Chicago program leaders can now add and update their own information at [www.tutormentorprogramlocator.net](http://www.tutormentorprogramlocator.net)

Database
(see Program Locator at [www.tutormentorprogramlocator.net](http://www.tutormentorprogramlocator.net))
Step 2: Volunteer Mobilization: Advertising

The T/MC seeks to create a daily call to action, that increases the number of times a person is invited to learn more about tutoring/mentoring, and the number of times a person visits a T/MC web site to learn about poverty, poorly performing schools, and the T/MC Theory of Change.

From 1993-2011 this strategy helped the Cabrini Connections tutor/mentor program, recruit more than 800 adult volunteers connect with Cabrini Green teens.

Many of the volunteers who joined Cabrini Connections between 1993 and 2001 helped create the Tutor/Mentor Connection

Many are still connected to teens, helping them move through college and into jobs.
Help all programs recruit and retain volunteers

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

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

b) As these volunteers bond with kids, many will help build better programs in different parts of the Chicago region, the same way that Cabrini Connections volunteers have helped build the T/MC.

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

While T/MC seeks to help volunteers become part of programs all over the Chicago region...thus increasing the total number of volunteers supporting the tutor/mentor movement.
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.
TUTOR/MENTOR CONNECTION’S YEAR ROUND SCHEDULE OF EVENTS

This sequence of events is intended to draw program leaders and volunteers together, and create public attention to tutor/mentor programs on an on-going basis.

- **August/September** - Chicagoland Volunteer Recruitment Campaign
- **November** - Tutor/Mentor Leadership Conference and Tutor/Mentor Week Campaign
- **January** - National Mentoring Month*
- **Feb/March** – Event needed; On-line Collaboration
- **May** - End of Year Best Practices Tutor/Mentor Leadership Conference

*MENTOR is organizer of National Mentoring Month, [www.mentoring.org](http://www.mentoring.org)
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.

See internet library and other resources at

www.tutormentorconnection.org
www.tutortmentorexchange.net
www.tutormentorprogramlocator.net
http://tutormentorconnection.ning.com
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

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School-Time Programs

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

3-5 PM Non-School Programs

After 5 PM and Weekend Programs

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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.

*If this is your vision, too, add the support of your foundation or corporation.*

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, OR EVEN FINISH HIGH SCHOOL. IT’S TO HELP YOUTH REACH A JOB AND 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.

Does this align with your vision for drop out prevention, school improvement and/or workforce diversity?
Create a Learning Network

Thousands of networks and leaders and donors are already working toward the same goals as T/MC. T/MC seeks to connect them to each other, and to its own ideas, via on-line portals, and Chicago based networking events.
Does your web site connect your visitors to other networks focusing on same goals?

What T/MC shows on its own sites can be duplicated by others to create a more dynamic interaction of people, ideas, and resources.
Step 5: Actions that increase flow of resources

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

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

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

Without a steady flow of these resources no program can succeed.
All Tutor/Mentor Programs have Common Needs

What most people don’t see when they look at a tutor/mentor program is the infrastructure needed to support the long-term involvement of students and volunteers.

All programs need:

* volunteers
* public visibility
* operating dollars
* technology
* training/learning
* evaluation tools/staff
Role of Tutor/Mentor Connection

Draw needed resources to tutor/mentor programs on a constant basis.

Those Who can help

Tutor/Mentor Institute, LLC
T/MC

Those Who need help

We do not seek to be a bureaucracy that decides who connects with who. Our aim is to create web-based services, training and networking programs, and a wide range of information that anyone can use to innovate better strategies to help constantly improving tutor/mentor programs operate in high poverty neighborhoods and reach more k-12 youth.
DAILY ACTIONS OF LEADERS, VOLUNTEERS, EVEN STUDENTS, CAN HELP 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.

See this flash presentation.

tinyurl.com/TMCFlash-Leader
CAN WE INFLUENCE FLOW OF DOLLARS, TALENT AND RESOURCES TO ALL PROGRAMS?
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 – Is this your vision, too?

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
This SUCCESS is not achieved in one or two years.

Many Leaders, Long Term Commitment Needed

It will never be achieved without the work done at the base of this pyramid each year.

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

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

THE RESULT

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Summary: Does this support your own vision?

1) Connecting youth and adults in comprehensive, long-term tutor/mentor programs is a good.

2) Making good programs available in every high poverty neighborhood is T/MC goal.

3) Maintaining a database of existing programs is essential to helping programs grow in all areas.

4) By using internet and on-line Program Locator database to share information, draw programs together, and draw volunteers and donors to programs, T/MC helps every program.

5) By increasing the flow resources to all programs we lower the costs for each program to acquire them and enhance the ability to keep key staff in place at more programs.

6) T/MC encourages business to lead the T/MC strategy. Lend A Hand Program at Chicago Bar Association is model of this strategy.

7) T/MC also draws programs together to build relationships, exchange ideas, and work together to increase resources.

8) It takes many years for start up programs to be great programs. It takes 12-20 years for a youth to go from 1st grade to first job.

Without a T/MC, there is no database, and there is no consistent effort to draw programs together, and draw resources to programs.
Without a “master plan” providing consistent support to programs in all poverty neighborhoods, few organizations can implement this Success Steps strategy.

Become a sponsor and a partner.

Learn More About the Tutor/Mentor Connection:

- [www.tutormentorexchange.net](http://www.tutormentorexchange.net)
- [www.tutormentorconnection.org](http://www.tutormentorconnection.org)
- [www.tutormentorprogramlocator.net](http://www.tutormentorprogramlocator.net)
- [www.tutormentorconference.org](http://www.tutormentorconference.org)
- [http://tutormentor.blogspot.com](http://tutormentor.blogspot.com)
- [http://tutormentorconnection.ning.com](http://tutormentorconnection.ning.com)

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

IF this aligns with your own vision, aspiration and goals for a better world, please adopt these ideas as your own.

Become a partner, investor, sponsor and help the Tutor/Mentor Institute LLC with this vision.
Tutor/Mentor Institute, LLC
Tutor/Mentor Connection
Chicago, Il.
www.tutormentorexchange.net
www.tutormentorconnection.org

Tutor/Mentor Institute, LLC is a social enterprise formed in July 2011 after the Tutor/Mentor Connection was separated from the Cabrini Connections organization. The Tutor/Mentor Institute is not a 501-c-3. Your dollars or sponsorship are an investment in our work, and in the future of America. Between now and July 2012 our goal is to reform the Tutor/Mentor Connection into a non-profit structure to help tutor/mentor programs grow in Chicago.

If you want to be part of this or know more, email: tutormentor2earthlink.net