SUMMARY REPORT OF ACTIONS AND ACCOMPLISHMENTS OF THE TUTOR/MENTOR CONNECTION (T/MC), CHICAGO, IL

THE GOAL OF THE T/MC IS TO INCREASE THE NUMBER, EFFECTIVENESS AND DISTRIBUTION OF ALL CHICAGO AREA TUTOR/MENTOR PROGRAMS BY INCREASING THE FLOW OF RESOURCES AND EXCHANGE OF KNOWLEDGE

BASED ON DATA COLLECTED THROUGH A INTERNET PILOT PROJECT (OHATS)
SEPTEMBER 2000 THROUGH MARCH 2002

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INTRODUCTION

Our goal is to make it easier for any stakeholder—program, volunteer, donor or business partner—to see, understand, and compare what they do with what seems to be working elsewhere, in a way that leads to constant innovation and improvement in all programs that strive to help inner city youth stay in school, stay safe in non-school hours, and stay headed toward jobs and careers.

A 2001 study by the Forum for Youth Investment titled Powerful Pathways describes vulnerable youth as those living in poverty, in segregated neighborhoods, and without access to the adult support systems most other youth have to help them grow. A 1994 Illinois Kids Count Report identified neighborhoods where nearly 240,000 youth were living “at-risk” because of single-parent families and/or poverty. Nearly 200,000 school-aged Chicago youth live in these neighborhoods. Most are poor. Most are in highly segregated neighborhoods. These are the same areas where most of the poorly-performing public schools are concentrated.

The Tutor/Mentor Connection (T/MC) believes that tutoring, mentoring and school-to-work programs can make a significant difference in whether a young person finishes high school and enters the work force or drops out and becomes part of the next generation on welfare.

We incorporate 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. However it is also a service-learning process that builds on the bonds and commitment adults form with inner city youth, then builds a growing understanding of what the problems of poverty are and what actions others can take to change outcomes for children born in poverty. No other form of civic engagement has so much potential to bridge the divides that separate the poverty areas on the map of Chicago with the affluence that has made this city so great.

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. While there are many cheerleaders for mentoring, there are many obstacles to starting and sustaining mentoring programs. Organizers of new programs quickly find that there are few resources available to help them. There are few intermediaries reaching out to help them get volunteers, build networks with peers, find funding, or build public visibility. There are few blueprints that show how mentors can help inner-city children and youth move through K-12 levels of school and into careers. There are few leaders using maps and charts, the Internet, and creative marketing to draw day-to-day visibility and resources to new, or existing, tutor/mentor programs in every poverty neighborhood.

This is what prompted the founders of Cabrini Connections to make a two-part commitment when they formed a new Chicago-based non-profit in 1992. They would dedicate half of any resources raised to building the teen center (Kid’s Connection) serving young people living in the Cabrini-Green Public Housing Neighborhood of Chicago (http://www.cabriniconnections.net). They would spend the other half to build an infrastructure that would make it easier for any tutor/mentor program in the city to grow and succeed, including their own Kids’ Connection. This became the Tutor/Mentor Connection (T/MC).

TUTOR/MENTOR CONNECTION KNOWLEDGE SHARING

The May 14, 2001 issue of Fortune magazine included a special advertising section on e-Learning. The article talked of the need for "educating the extended enterprise, the entire ecosystem of a company -- suppliers, customers, and business partners." The article went on to talk about building "knowledge libraries" and creating "just in time" access for any user. It also talked of how companies were learning to market these systems to their stakeholders in order to build user frequency. This is exactly what the T/MC has been building since 1993, except the "ecosystem" we’re targeting includes everyone who has a reason to want youth in poverty to grow up to have jobs and careers.
The T/MC models a vision of community-building based on collecting and sharing knowledge. The most important idea is not what any single organization knows, but what others are learning in thousands of mentoring-to-career programs. T/MC efforts aim to create a library of knowledge, linking research that others are generating in all parts of the world. The T/MC is attempting to sequence that knowledge, using visual aids that show the on-going support needed from birth to age 25 to help any at-risk youth move to a job/career. We focus on youth in poverty because all reports show they have less help and need more support. The T/MC is piloting the use of the Internet as a “collection place” for this knowledge and leading an on-going public awareness campaign intended to motivate resource providers and program leaders to find this information, reflect on it, and put it to work in their own actions.

The T/MC goes beyond building public awareness. The T/MC organizes a variety of actions and events to encourage programs to work together, and to draw volunteers, dollars, ideas and resources to each tutor/mentor program in Chicago. Key events are scheduled to sequence one another, building greater public awareness, more visits to informational web sites, and to point leaders, volunteers and donors directly to programs needing a more consistent flow of resources to reach and serve more children, more effectively.

T/MC’s growth from a new start-up to a major voice in Tutoring/Mentoring has been rapid. More than 100 organizations now participate in an annual volunteer recruitment campaign, and more than 500 participate in May and November leadership conferences. A program growing at the Chicago Bar Association/Chicago Bar Foundation since 1994 is now generating thousands of dollars in annual contributions for more than 30 Chicago area tutor/mentor programs. More than 15,000 visitors a year come to T/MC web sites for information that can help build a program, or connect a volunteer, a parent or a donor with a program. Through Internet forums the T/MC reaches thousands of people and organizations each week.

This growth has led to dozens of stories in Chicago newspapers, and on radio and TV. T/MC leaders now serve on the Illinois Commission on Volunteerism and Community Service, the Illinois After-school Task force, and the Advisory Council of the Junior League of Chicago. The T/MC web sites are linked to and from hundreds of other sites throughout the world. The T/MC was a Chicago representative at the 1997 Presidents’ Summit for America’s Future and the T/MC was one of 50 groups nationwide to serve as a Teaching Example at the 1997 Presidents’ Summit for America’s Future held in Philadelphia.

The lessons and history of this growth can be found in numerous organizational archives of documents and reports. Unfortunately, as in too many community change efforts, this intelligence and wisdom stays, and often dies, with individuals and organizations, and is not well distributed and used to improve the work. That means it is difficult for community leaders to understand and value what is being accomplished, and/or the innovative new process that the T/MC is developing. It is even difficult for members of the organization’s Board of Directors to sell to potential supporters.

**OHATS (ORGANIZATIONAL HISTORY AND ACCOMPLISHMENTS TRACKING SYSTEM)**

This report is the result of a project launched in July 2000 that is intended to overcome these challenges. Collaborating with researchers who specialize on the study and improvement of community-wide change initiatives, T/MC began developing an Internet-based application to:

1. Enable staff and any stakeholder (such as program leaders, volunteers and clients, business and civic leaders, philanthropic organizations, social researchers, and policy makers) to document what they do to achieve the mission and objectives of the organization, and
2. Enable clearer and easier exchange of documented ideas, lessons and best practices within and outside the organization and its national network.

We describe the results from Tutor/Mentor Connection’s (T/MC) tracking of actions and accomplishments using OHATS. The period covered starts in September 2000 and runs through March of 2002. Lessons learned during this time are presented here and are being used to expand the use of OHATS to Cabrini Connections (T/MC’s parent organization), Kids’ Connection (a site-based program of Cabrini Connections), and other tutor/mentor staff and stakeholders. A more complete explanation and illustration of OHATS can be found at [http://www.tutormentorexchange.net/OHATS/Intro_OHATS.htm](http://www.tutormentorexchange.net/OHATS/Intro_OHATS.htm)
METHODS

Measurement Framework and Process

Specific prompts on an OHATS web data entry form guide reporters to describe specific kinds of information for the following purposes:
1. To identify specific T/MC staff and stakeholders that become reporters
2. To identify information about the event or action so that someone, even if unfamiliar with T/MC, can understand what happened and why it was important.
3. To identify common elements across the reported events or actions so that they can be grouped for quantitative analyses and searched for specific information.

The data entry form in Appendix 1 shows the information collected.

The common elements mentioned in number 3 allow one to search and analyze the OHATS database for events and actions by:
- Date, time period and intended duration
- New or different versus pre-existing events and actions
- People and organizations involved in bring about the events or actions
- T/MC strategy areas
- Internal (e.g., hiring staff, planning activities) and external organizational (e.g., networking, and providing services) events and actions
- Ways to share the event (e.g., by email, newsletter or the press)

OHATS measures are based on research and experience with nonprofit organizations seeking to improve long-term, community-wide outcomes in public health and community development. A core component of OHATS is based on research of a documentation system created in the early 1990s at the University of Kansas for the U.S. Centers for Disease Control community initiatives to prevent cardiovascular disease. That system enabled the study of how multiple organizations collaborate in a given community to create change in order to reduce the prevalence of illness and disease many years later. That research showed that organizational staff and stakeholders could systematically document their contributions to community-wide, longer-term outcomes and also identified important measures and methods for tracking the progress of ongoing collaborative initiatives. (Please contact us for additional references to this research.)

One important measure used in OHATS was adopted from this original research. This is the measure of "community change." A community change is an observable change in the environment that indicates a new or modified program, policy or practice of an organization or system. A reported item is counted as a community change if it is facilitated by the organization under study (i.e., T/MC), is important to the mission of that organization, and influences or engages people or organizations outside of that organization.

Examples include the start of new tutor/mentor programs, adjusting the hours of tutor/mentor programs and businesses to make it easier for adult volunteers and youth to participate in programs, or adopting time-off policies that encourage employee volunteerism. Preliminary studies and current research are testing the hypothesis that longer-term, community-level outcomes (e.g., crime rates, high school graduation rates) are likely related to specific attributes of community change. These attributes include (a) the amount of change (e.g., new or modified community and systems changes within a specific period of time, goal, and/or geographic area), (b) the duration of a change (e.g., ongoing changes may be more influential than one-time events), (c) the penetration or exposure to relevant populations (e.g., more people exposed to a change may increase the influence of that change; people may be exposed through multiple sectors, and/or settings (e.g., schools, businesses, and faith, and communities), or geographic areas, and (d) the intensity of strategy (e.g., a change that modifies access and removes barriers to services may be more powerful than a change to provide information about services).

Empirical Relationship Between Community Change and Long-term Population Outcomes

- Community Change (Intermediate Outcome; occurs in days to months)
- Population Outcomes (Distant Outcome; occurs in 5 to 15 years)

Hypothesized Important Attributes of Community Change

- Amount
- Intensity
- Duration
- Community Penetration/Exposure
T/MC’s use of OHATS is contributing to this research by documenting community changes in the tutor/mentor community that may improve longer-term, population outcomes related to youth development, economic indicators related to educational and employment outcomes attributable to tutoring/mentoring, and broader indicators of civic engagement and social capital.

At the time of this report, OHATS data collection consists of one form (shown in Appendix 1). Using any Internet browser, anyone, at any time can report event or action that are important to the mission of T/MC.

Known Limitations of Interpretations and Conclusions of the Results

Several limitations should be kept in mind for any interpretations and conclusions based on the results of this report. Some limitations are the result of the learning curve in using a new tool such as OHATS. The current results are based on reports of only thirteen Cabrini Connections staff and stakeholders, with over 90% of them provided by Dan Bassill, T/MC’s CEO. Although it is common in documentation systems of this kind to have the majority of reporting done by the leaders or directors, this greatly under-represents the number of actions, accomplishments and lessons within T/MC and its network during period of this report. We believe that as OHATS develops and stakeholders are introduced to and learn to use it, the number of reporters and reporting will increase. Suggestions and steps being taken to increase the number of reporters are discussed later in the report.

Some limitations are the result of what is measured and the definitions and categories that make up certain measures. First, a given event or action may be categorized differently by different reporters (see the types of categories in the form shown in Appendix 1). And inconsistent categorization would bias the analyses of the events of this report. To prevent this, OHATS provides clear and easy-to-understand categories and ways to group events. If needed, the events shown in this report could also be re-categorized by an independent observer to assess the reliability of categorizing the events for the various analyses in the report.

Another limitation inherent in the measures is that they do not capture the amount of people influenced and resources used for any given event. For example, the 2001 T/MC conferences were attended by more than 500 people and require dozens of meetings and tens of thousands of actual and in-kind dollars to create. Yet they may only represent five reported events in this report (see Figure 3 on page 7). Similarly, a media story that reaches one million people is counted the same as a report that reaches one thousand. OHATS, at this point, is designed to document events, not to quantify the numbers served in events. Service participation and media reach numbers are collected separately by T/MC. Future enhancements in OHATS will link participation and exposure data to documented events in order to more accurately analyze the impact of T/MC.

Finally, the accuracy and validity of data in OHATS depends on the memory, honesty and writing ability of its reporters. Because T/MC uses OHATS to help it better understand and improve its efforts, purposeful deception in the reports is unlikely. In addition, sufficient details are collected for each item reported in OHATS to allow an independent observer to check its occurrence and validity.

FINDINGS

Type of Action

Between September 2000 and March 2, 2002, T/MC staff and stakeholders reported over 477 events, actions and accomplishments. The complete list of actions can be found at [http://www.tutormentorexchange.net/OHATS/TMC/TMC_OHATS_page.htm](http://www.tutormentorexchange.net/OHATS/TMC/TMC_OHATS_page.htm)
Documented activities in OHATS are categorized in one or more of the following categories of action shown in Figure 1:

1. **Community changes**: new or modified programs, policies, or practices in the community facilitated and/or created by T/MC to support and enhance the infrastructure needed for the success of tutor/mentor programs.
2. **Service provided**: events produced by T/MC to provide information, instruction, or develop skills of people and organizations. (The first time a service is provided it is coded as a community change; all subsequent events of that service are coded as a service provided.)
3. **Planning products**: results, or products, of planning activities within T/MC. For example, statements of objectives or the development of action plans, the formation of committees, and the hiring new staff.
4. **Resources generated**: acquisition of funding through grants, donations, or gifts in kind.
5. **Critical Events**: events considered important to the development and implementation of T/MC but which do not fit in the OHATS documentation categories.
6. **Media**: coverage of T/MC or its projects in the newspaper, radio or television, or newsletter.
7. **Community actions**: actions by T/MC with people and organizations outside of T/MC to bring about a new or modified program, policy, or practice.
8. **Endorsements**: indications of external support for the T/MC mission and approach. These events include examples of other organizations attempting to adopt one or more T/MC strategies for their own community.

Our experience using OHATS to document T/MC actions has shown that certain types of T/MC events are less accurately documented and are greatly underestimated in these results. Media events are better documented in reports by Public Communications, Inc. (PCI), T/MC’s public relations partner. Resources generated and planning products are better documented in T/MC’s financial records and administrative reports. Services provided by T/MC also are likely underestimated in these results (e.g., the Annual Recruitment Campaign and Bi-Annual Training Conferences).

T/MC shows a large amount of community action and community change (new or modified programs, practices and policies) within the reporting period. This is especially true given results found among other organizations using the documentation system that OHATS is based upon. This is likely due in part to the fact this period of results is based on work that was preceded by and contributed to by actions and capacity developed since T/MC’s initiation in 1993. (NOTE: Our goal is to be able to do a retrospective documentation that will show the actions that led to these results, and the ability to achieve greater amounts of change).

A significant amount of endorsements for T/MC, its events and methods are also seen in Figure 1. Endorsements were reports of people outside of T/MC that contacted T/MC directly or spoke of T/MC in a listserv or news article in a way that acknowledged the value of T/MC’s methods and outcomes or that indicated replication of T/MC’s methods. Many of these endorsements come from outside Chicago and
throughout the U.S., and some from other countries. These results regarding endorsement of T/MC should be followed in later study to better understand how other organizations are modeling and improving on T/MC’s approach.

**Rate of Community Change Facilitated by the T/MC**

Of all the types of events and actions categorized in OHATS (see Figure 1, Types of Action), community change is of particular importance. Community change is measured as new or modified programs, practices or policies related to the mission of T/MC. These are changes in the environment that alter the conditions that shape individual and organizational behaviors.

Studies of comprehensive community initiatives indicate the rate of community change may be related to the rate of population-level health and development outcomes.

Nearly 36% of all events documented during this period were community changes. This not only represent a high amount of change but as the graph in Figure 2 shows, the rate of change stimulated by T/MC over time is also high, and stable. A flat line between any two points on this graph would mean that low or no amount of community change occurred during that period. The results in Figure 2 mean that T/MC actions and accomplishments are not sporadic or occurring only during some parts of the year. This result demonstrates the intentional strategy of the T/MC approach.

Therefore, community change is tracked as an intermediate marker of broader, more distal population outcomes.

Again, it is important to remember that these results show a limited number of actions and only a very brief slice in time of T/MC’s ability to stimulate community change in Chicago and beyond. Figure 3 provides an
illustration of how some key events influence hundreds of other organizations to create changes within their own programs and communities. An analysis of T/MC-facilitated community change since its inception would allow us to see the variability and evolution of T/MC’s capacity to catalyze community change. Future research and development of OHATS should enable the linking of participation and exposure results to each community change. This would better show T/MC’s impact as a change agent by demonstrating how the process of changing the community to support tutor/mentoring results in meaningful differences in outcomes for programs, youth, adults and the broader community.

Type of Strategy

Five interconnected strategies guide actions and events employed by T/MC: public awareness, research, resource building, technology, training, and regular service and networking events. Each of these strategies, and thus the events and actions that they represent, are interconnected and simultaneous.

For instance, T/MC research on tutor/mentor program characteristics and needs is not only a fact-finding activity but also a process of building awareness of what programs exists and building a connection between programs. Every new contact documented in OHATS represents a new piece of knowledge in this research. The T/MC contact database that began with 400 people in 1993 and now has over 13,000 contacts is one sign of this growth of knowledge. Another example of the interconnection across strategies is how technology (as a strategy) is also a resource, but is so important to the T/MC mission that it is documented separately. All events that T/MC leads are strategically designed to generate public awareness, resources and training.

These results show that the largest amount of action emphasized public awareness, resource building, and training. This reflects the T/MC priority of enlarging the number of adults, resource providers, etc. who get involved with this movement. Public awareness and training examples include stories generated in Chicago newspapers, radio and TV stations as well as interactions on Internet discussion groups that are intended to raise awareness of key issues for tutor/mentoring and outreach and training services to programs and organizations. In December 2001 the T/MC launched a series of three Email ads, each reaching more than 1800 stakeholders. While these show as one action in the Public Awareness and Training bar on this graph, the scope of these actions is much greater.

Event Duration

Though a given event or action may be powerful enough to produce behavioral or organizational outcomes after a single exposure, experience suggests that this is not the norm. The longevity of any given event can determine the opportunity for exposure to that event or change. And, exposure to an event is a prerequisite for producing an outcome.
The vast majority (85%) of changes facilitated by T/MC were intended to be ongoing. Some examples are the citywide recruitment fair every September and the training conference every May and November, each which have been occurring for several years. The building of OHATS is an example of an ongoing event that will be enhanced and engage new partnerships over the years. Another ongoing event is the Lend A Hand program began in collaboration with the Chicago Bar Association/Foundation in 1994. From a single award of $2,000 given to one T/MC program in 1994 this program is now a growing marketing and fundraising activity led by the Chicago Bar Association. Since 1995 more than $200,000 has been granted to over 40 different programs (some receiving repeat grants over multiple years). In early 2002 the Cluster Tutoring Program in Chicago received a $25,000 contribution from a donor who came through the CBA web site. This is an example of an outcome that began to germinate in 1994 when the T/MC enlisted the CBA as a partner. It is expected that as the CBA and similar professional groups continue to market programs like the Lend A Hand, in partnership with the T/MC, more and more donors will make similar contributions to tutor/mentor programs in poverty areas of Chicago.

Each of the actions and accomplishments facilitated by T/MC only shows up as a few listings in this report. However, each grew out of multiple, interconnected actions by T/MC staff, volunteers and partners that began in October of 1992 with the creation of Cabrini Connections and of the T/MC by a small team of volunteers. The ability of T/MC to stimulate, repeat, and sustain a strategic set of events and actions over time—and in the country’s third largest city—is one of its key strengths, and greatly increases the likelihood of contributing to Chicago-wide change in the availability, distribution and quality of comprehensiveness tutor/mentor programs.

A retrospective documentation and analysis of actions from October 1992, the T/MC inception, to the current date would demonstrate and clarify the process of T/MC’s rapid growth over a period of 8 years. The T/MC also seeks to create a contact map that shows the growth of the T/MC network since 1994, using GIS maps to show the distribution of contacts around the city, state and nation. Such reports would demonstrate the potential of a small group with a powerful vision, and through the use of creative communications and information technology, to impact actions of thousand of people and organizations in a major community like Chicago. Such reports would also show the low costs of the T/MC process, compared to the millions spent by similar efforts in Chicago and in other cities. As community leaders better understand the growth of the T/MC, its costs and the outcomes, they will have a better value for this system, and a better knowledge of how others can replicate these changes in any community.
Event Innovation

Equally important to the abilities to create actions that endure time and to sustain events over multiple years are the abilities to adapt to changing conditions and to innovate. Reporters were prompted to categorize an event into one of four groups: “new” (not existing in the prior history of T/MC work), “modified” (having occurred before, but modified in some important way), “existing,” or “other” (for uncertain or events with no clear category). The vast majority of events were either new or modified.

Examples of new events include the creation of OHATS and the start of new working relationships and collaborations to conduct the GIS mapping work, the volunteer recruitment campaign, and the training conferences. Modified events included enhancements to the major T/MC events and actions that grow and reach more people each year, such as T/MC training conferences and Lend A Hand program.

SUMMARY

September 2000 to March 2002 Documentation Demonstrates Significant Impact in Chicago

These results demonstrate the way T/MC helps improve the conditions in Chicago to help tutor/mentor programs and their support networks. Given a short period, T/MC documented a large number of community changes (over 173 new or modified programs, practices and policies) that support and create the conditions for more and better tutor/mentoring. Actions and accomplishments were well distributed across T/MC’s strategic action areas and were intended to be ongoing, not short-term.

T/MC Shows Massive Return On Investment

T/MC is not the result of some grand and sustained funding initiative by the city and major foundations. It is a vision that started with a few volunteers. While the T/MC spent $250,000 to help tutor/mentor programs in Chicago in 2000, the National Mentoring Partnership’s Income in 2000 was $7 million and its expenses were $3.2 million (see www.helping.org). There is no documentation to show how many volunteers, dollars or media reports this generated in the Chicago region.

The T/MC has had to build the T/MC from scratch, with no models to follow and with the help of volunteers and a patchwork of dollars. The accomplishments of T/MC and the community changes documented here occur in the third largest city in America, where organization and mobilization of people and resources is often hindered by anonymity, mistrust and competition. Getting more than 100 agencies to come together for a single goal is a huge accomplishment. Getting them to come together three or four times a year for a sequence of goals is even more challenging. Getting new donors to send contributions to support tutor/mentor program operations is an even greater challenge, but an essential action if the city is to have a full network of mentor-rich programs supporting youth at every grade level. These results begin to capture T/MC’s methods and strategies so that they can be enhanced and replicated.
The results show how T/MC magnifies the impact of financial investments through collaboration and networking to produce and sustain community change. This is not to say the T/MC is over funded. It struggles to provide the impact it has documented here and to increase the pace of progress in each of its action areas as it finds dollars, partners and volunteers. We invite you to consider taking on one of those roles.

**Web Documentation System Shows Promise**

These results also demonstrate the potential for the on-going use of a web documentation system. Traditionally, documentation and exchange of history and lessons occur through personal conversations and journals, and organizational calendars, newsletters and conferences. Increasingly, such information is posted on static websites and email discussion lists. But these methods provide limited documentation and exchange of such intelligence. OHATS simplifies the collection and organization of data using the Internet and leads to an increase in (1) the number of organization staff and stakeholders who document important actions and lessons, (2) the number and type of lessons and best practices reported, and (3) the rate of exchange of such intelligence. Through systematic documentation and organization of its actions, accomplishments and critical events related to its progress, T/MC will:

- Identify lessons and best practices that prevent problems and improve results,
- Create a historical archive of its development and accomplishments that new members and those outside the organization can learn from,
- Systematically track and demonstrate the influence of individual and cumulative contributions toward the achievement of objectives, and
- Serve as a model for this type of documentation and share it with organizations in other sectors.

**Adoption of OHATS by Other Organizations**

There have been 3 requests from others to use their own OHATS. None are yet finalized. One is from the BAGS Foundation in Chicago (a member of the T/MC network of programs), one for a Massachusetts tutor/mentor program, and one from the Texas governor's office in relation to a tutoring campaign. T/MC’s open and public use of OHATS on the Tutor/Mentor Exchange website has stimulated other partnerships, outside the tutor/mentor community, to also adopt OHATS as part of their evaluation and history tracking systems (such as the Englewood Partnership to increase employment and self-sufficiency in the Greater Englewood area of Chicago). This demonstrates that stakeholders are beginning to visit the T/MC OHATS and build their own understanding and value.

**Much Work and Many Opportunities for Support Remain**

OHATS addresses a need present in every organization, but more acute in networks and collaborations such as T/MC. It allows any organizational stakeholder to document and see what he/she does to achieve the organization's mission, while allowing all recorders to see and demonstrate their cumulative actions and impact. The application of OHATS is a learning process. The challenge of any organization using a web or other documentation system is building a discipline of stakeholders to document action. In the T/MC a few stakeholders are staff, most are volunteers that are part of other organizations. This report demonstrates this learning curve. Support is needed to conduct a retrospective documentation of T/MC actions and accomplishments, and to make enhancements in OHATS web features (such as enhanced security and analyses components).

The positive nature of these results shows progress, as well as the immense work ahead. The documented rate of accomplishment and community change must not only be sustained, but also increased to make a meaningful difference in youth and community outcomes. Improvement and expansion of T/MC's work by other communities requires a constant infusion of dollars, partners and volunteers. We hope to engage you and you to engage your peers and network in this effort. Opportunities to support this work, this report, and continued reports are found at [http://www.tutormentorexchange.net](http://www.tutormentorexchange.net).
Links to learn more about the Cabrini Connections and the Tutor/Mentor Connection.

http://www.tutormentorconnection.org
http://www.cabriniconnections.net
http://www.tutormentorexchange.net
http://www.tutormentorconference.bigstep.com
http://jordan-webb.net/tmc
http://angelfire.com/art/Cabrini
Appendix

Appendix 1. OHAT Data Entry Form

TutorMentor exchange.net

Key Events, Results & Accomplishments: New Information Form

Please use this form to describe activities, events or actions that are important to the mission and objectives of your organization. This may include events that your organizations helped to create or events that may have positively or negatively influenced its ability to reach its goals and objectives.

HINT: Use your computer's "tab" key to move forward from place to place and the "space" bar to select a choice when available.

Recorder Name: Date/Note: OR New Recorder: Add your name to the "Recorder" list.

Date the event occurred OR if it occurred over multiple days, the first day (month/day):

If you do not know the exact date, type in approximate date here or type in "Don't Know":

This event or action

1. Occurred on only one day
2. Will occur over multiple days but has an end date
3. Is not designed to end

Was this event:

1. New to your organization
2. Modified from earlier work. Please explain how in the Event Description
3. An event that has occurred before
4. Other: Please explain in the Event Description

Event Description: Please briefly describe the event or action in a way that helps those not familiar with your work to understand it.

(a) What happened?

(b) Why was this event or action important to your organization's mission?

(c) What were the real and/or potential outcomes of this event or action?

Please name the key individuals and organizations that made this event or action happen.

Names of key people:

Names of key organization names:

Continued on the next page.
Please select the T/MC goal(s) targeted by this event or action.

Public Awareness
Media (radio, TV, print, etc.), ONS Mapping, The Role of
the Story, bandoo, interaction in other
programs, computers, perspectives, and the
impact of T/MC.

Research
Survey Development, Jordan Web
Tool, MII analysis, best
evaluation, and feedback.

Resource Building
People/Organization's contacts to
suggest, Resources
general, volunteers, media,
dollars, technology, new ideas,
and other technologies.

Technology
T/MC Web site, GI-B:
GroupSystems, Web/Word, Animation,
Computer, Video, Conferencing, Streaming
Video.

Training
Tutor/Advisor, Learning
Secondary, Conferencing,
Consulting, T/A Mentor Training
Workshop, and Public
Awareness.

Events
Retirement Campaign, Fall Conference
FNAL, T/LT Mentor Week, FALL
Tutor/Advisor, CRB, Benefit, Fall
Event, O/T, SPSS3 Conference, SPSS4
Tutor/Advisor Week, SPSSO Tutor/Advisor
Dinner, Art Festival, Dinner/Week, T/MC Media
(Newsletter, Directory, Annual Report).

Other Goal, Please describe:

Please use your reasons to select the box of one or more of the following categories that best describes this event.

Environmental Change
Society, CEO, modified program, policy, or practice.
This includes the start of new collaboration.

Collaborative Action
An action where your organization worked with
to change the environment.

Media
On site, radio, TV, web, or other event that
recognizes an achievement stimulated by your
organization or a collaboration.

New Resources
Cred or donated materials, services, or funding to
your organization. Please make sure you report
this amount in the Event Description.

Critical Event
An event that positively
(Or negatively) influenced your
organization.

Other
On event/action not captured in
categories. Please describe
details in the Event
Description.

Service(s)
Event or action that served the
organization or of others with a new program.

Internal Planning & Development
On event/action to plan and develop your
organization or its related work. This includes
hiring new staff.

Please describe any other comments and lessons learned from this event that would be valuable to current or future work.

Do you want to:
- Include this event or action in a future organizational report or other document.
- Mark event as a "best practice".
- Mark an event as "special" for some other purpose.
- Email this description to some one else. Please type in name and email address here.

Submit this entry. Delete and start this entry over.

Go back to the start of this data entry. Go back to the Event Description of this data entry.
Need help from ohats@informantexchange.net