GROWING A TUTOR/MENTOR CONNECTION

a strategy of Tutor/Mentor Institute, LLC
We seek to create a nationwide network of knowledge centers, each providing information that informs the actions of tutor/mentor program leaders, volunteers, donors and youth in every part of the world.

In 1993 we created Chicago’s **Tutor/Mentor Connection (TMC)**

In July 2011, we created the **Tutor/Mentor Institute, LLC** to support the future growth of this network.
Since 1993 the Tutor/Mentor Connection (T/MC) has been collecting, organizing and sharing information intended to help tutor/mentor programs grow in poverty neighborhoods of Chicago.

The next two slides illustrate the comprehensive range of this information. We have hosted this information and our ideas in a

Tutor/Mentor Institute

http://www.tutormentorexchange.net

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TIME OF DAY
When are programs available?

LOCATION
What programs exist? Where are they? Where are voids?

MODELS
What can we learn from existing programs?

KNOWLEDGE
More informed, more involved

AGE GROUP
What programs are available for K-6, Jr. High, High School?

DIFFERENT NEEDS

DIFFERENT TIME FRAMES:
- 9PM-3PM
- 3-5PM After School
- 5-8PM & weekend

DIFFERENT AGE GROUPS:
- Grade: K-6
- 7-9
- 10-work

DIFFERENT NEIGHBORHOODS:
Programs Needed in Every Poverty and at-risk neighborhood

DIFFERENT SERVICES:
- safe place
- mentor
- tutor
- arts
- tech.
- science
- math

OUR GOAL IS TO HELP EVERYONE IN THE MENTORING-TO-CAREER ECOSYSTEM LEARN FROM THIS INFORMATION.
WE DON’T WANT TO DO THE RESEARCH; WE WANT TO FIND IT AND MAKE IT AVAILABLE TO OTHERS

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**T/MC Knowledge Sharing Goal**...

Help CURRENT volunteers, donors, business partners, etc. find useful knowledge

Help EXISTING programs grow and improve

Help NEW PROGRAMS start, and succeed

Build and sustain flow of RESOURCES to programs in each neighborhood

**RESOURCE CENTER & MEETING PLACE**

Different time frames:
- 9PM-3PM
- 3-5PM After School
- 5-8PM & weekend

Different Age Groups:
- Grade: K-6
- 7-9
- 10-
- work

Different Neighborhoods:
- Programs Needed in Every Poverty and at-risk neighborhood

Different Services:
- safe place
- mentor
- tutor
- arts
- tech.
- science
- math
- recreation

MORE INFORMED, MORE INVOLVED

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Engineers and architects

... rely on a massive set of complex blueprints to build hotels, factories, tall buildings.

America needs a similar set of blueprints to help millions of kids living in big cities and rural areas rise from a birth in poverty to

...be in jobs and careers by age 25
Our aim is that leaders in all sectors use this information constantly in developing strategies to answer:

**What are all of the actions necessary to help every youth born in poverty be starting a career 25-30 years later?**

In building a structure like the Trump Tower in Chicago a parallel question might be

**What are all of the things we need to do, and what resources and financing will we need, to build this building?**
Engineers and architects have blueprints and a well established tradition of the steps needed to build any structure, large or small.

We don’t have such blueprints for building tutor/mentor programs that help youth move from poverty to careers

..and we don’t have a financial commitment from America’s private sector to provide the infrastructure and tools each program needs.
Blueprints that show actions needed from birth to work, in every poverty area, don’t exist. At least not anywhere on the Internet that we know of.

So the Tutor/Mentor Institute, LLC, and the Tutor/Mentor Connection are inviting innovators and experts from around the world to join with us in creating a better operating system...or a blueprint for helping kids rise from poverty.

Maps can show where poverty and poorly performing schools are concentrated and where existing tutor/mentor programs are located. Such maps don’t exist in many cities.

Where program locators are in place few are used to draw volunteers and operating dollars directly to programs.

The Tutor/Mentor Institute, LLC, and the Tutor/Mentor Connection have been piloting uses of maps like these since 1993. Our maps are intended to support actions by leaders, who work to make high quality tutor/mentor programs available in more places.

See maps at http://www.tutormentorprogramlocator.net
On our web sites we link to organizations that represent specific areas of expertise. We call these “hubs”

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

...and greater traffic circulates to each organization in the network
Our aim is to share ideas that individuals and leaders will use... to reach into their own networks and inspire more people to become involved as volunteers, donors, leaders, etc.
As leaders from business, government, media, etc. build year-round strategies that draw attention to these ideas ...

We can increase the amount of dollars and number of volunteers becoming involved in tutor/mentor programs in many places ...
This can increase funding opportunities, visibility, and impact

...for all members of the network
We just need to find leaders who see their role as intermediaries who…stimulate the flow of dollars, talent, ideas to all members of the network
The Tutor/Mentor Institute Strategy

The Tutor/Mentor Connection focuses on four on-going strategies:

- Resource Generation
- Collaboration, shared learning
- Public Awareness
- Research

FOUR-PART STRATEGY: A mentoring-to-career strategy of the Tutor/Mentor Connection

Browse each section quickly to know what’s on the site.

http://www.tutormentorconnection.org

This is the home page of the main T/MC web site.

This graphic illustrates a strategy that has been developing since 1993 by the Tutor/Mentor Connection in Chicago.
The Tutor/Mentor Institute Strategy

- Collect, organize and share information that can be used by anyone working to help youth born in poverty move to jobs and careers.

- Create technology and web based platforms that incorporate maps and other visualization tools that enhance understanding of where high poverty areas exist and what organizations are already working in some of these areas, as well as blueprints showing actions leaders can take to help fill these neighborhoods with high quality programs.

- Stimulate ownership of T/MC strategy and ideas in business, media, faith groups and non profits who work collectively to Increase the Number of people who find and use this information on a regular basis. Increasing the number of Network Users from **15,000 to 15 million over the next 10 years is a challenge many must accept.**

- Create and support learning circles in businesses, colleges, high schools, faith groups, etc. where this information is reviewed weekly, just a scripture is discussed weekly in faith groups, and learning is taking place daily in schools all over the country. Recruit a network of apostles who help facilitate understanding and use of this information.

- Increase flow of volunteers, dollars, technology, ideas, trained leaders and many other needed resources directly to tutor/mentor programs operating in all poverty neighborhoods, while also providing dollars and talent to support the role of the Tutor/Mentor Institute and citywide networks like the Chicago Tutor/Mentor Connection.

- Use maps, documentation systems and other visualization tools to understand scope of the Tutor/Mentor Connection network, the distribution of resources and the growing distribution of programs that result and to give public recognition to those who lead in these efforts so that others will want to duplicate their efforts.
Components

- Tutor/Mentor Institute – www.tutormentorexchange.net
  - Hosts ideas that others can use; planning wikis, etc
  - Points to all other resources in network
  - Blogs, forums and other daily commentary

- Tutor/Mentor Connection –
  www.tutormentorconnection.org
  -- Strategy Maps
  -- Hosts library of Chicago programs
  -- Hosts library of links to research, resources

- Tutor/Mentor Program Locator –
  www.tutormentorprogramlocator.net
  - Map-based directory of Chicago area t/m programs
  - Survey portal for programs to add/edit data
  - Map blogs – pointing to neighborhoods where resources and programs are needed

- Tutor/Mentor Leadership & Networking Conference –
  www.tutormentorconference.org

- Tutor/Mentor Forum –
  http://tutormentorconnection.ning.com

- Tutor/Mentor Organizational History and Tracking System (OHATS) -
  http://www.tutormentorprogramlocator.net/OHATS/home.aspx

- See this outline on Tutor/Mentor Wiki -
  http://tutormentorinstitute.wikidot.com/start

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Tutor/Mentor Institute Outcomes

Step 7: The Result of T/MC Work

- Better knowledge available to any stakeholder
  - Less reinventing of the wheel
  - Lower costs to acquire knowledge
  - Constant innovation opportunities

- Better Decisions, Greater commitment to long-term actions needed to support youth to careers

- Increased visibility for all members of the network

- Increased revenue for innovation, support systems and infrastructure

- More experienced leadership; career ladder for individuals within the tutor/mentor field

- More involvement of business

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

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Greater Support to Tutor/Mentor Programs in every Poverty area

- A flow of visibility, volunteers and dollars
- Reduce costs of fund raising
- Better communications tools
- Greater involvement of volunteers
- Better training, staff support and staff retention
- Greater diversity of volunteers and learning activities within programs
- Integration of education-to-careers with youth development goals
- Better programs in more places

- More help for more youth in all neighborhoods of any city

- More kids stay in school and are prepared for jobs and careers of the 21st century
We face a number of challenges to accomplish what we're trying to do

- Collecting and organizing all that is known about what works in helping kids to careers is obviously is a huge task. There is a wealth of information already available to be mined, and new information is constantly being created.

- Creating interactive systems that collect, organize, display and share information while they also draw volunteers and dollars to every part of the support system is a critical first step that will enable all the rest of the work we do.

- Identifying stakeholders, both on the program/service side and on the volunteer/business resource provider side, and maintaining database/email/invitation lists is a huge challenge.

- Building a *Wal-Mart-like* advertising and PR campaign is something we must accomplish via partnership with business because we'll never have the dollars.

- Creating a learning system and facilitating the understanding and use of the knowledge. We need to build a virtual university, as well as a host university, where we can educate leaders to the various roles that must be played over the next 50 years.

- Creating a virtual organization of leaders and stakeholders from all parts of the world who will inventory their own assets and bring those to this process as needed and on an on-going basis is essential.

- As of July 2011 we need to create a new organizational structure and find new leaders, volunteers and sponsors to help us do this.

- Additional PDF essays like this are available at http://www.tutormentorexchange.net
- Join a tutor/mentor discussion and use the links library at http://tutormentorconnection.ning.com
- Invest. Be a sponsor. Send dollars to help us do this work. Tutor/Mentor Institute, LLC is available to support growth of tutor/mentor programs and networks in any city.
- Become a partner or a volunteer- help us develop these ideas and technologies so they can be available in your own community.
- Help re-organize the Chicago Tutor/Mentor Connection into a 501c(3) non profit. Leaders who share these goals and have civic reach are needed.

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