



Creating a Network of Purpose: The Tutor/Mentor Connection

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“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.

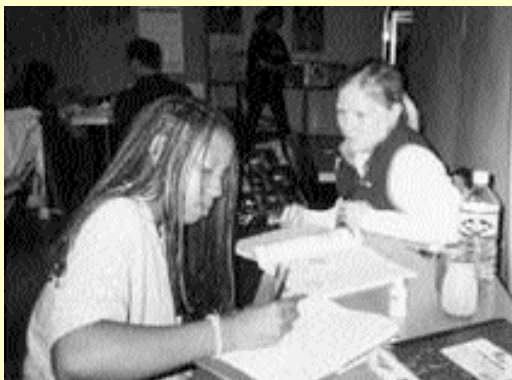
The goal of the Tutor/Mentor Connection is to connect inner city teens with adults who will act as tutors, mentors, coaches, advocates and friends in structured programs that encourages many of these adults to stay involved in the lives of kids for many years.

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 has operated a Cabrini Connections tutor/mentor program in Chicago for more than 13 years. 470 teens and 600 volunteers have participated for 1 to 7 full years since 1993.

On this page are some of our 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.



“Mykicha Smith graduated from Northeastern Illinois University yesterday, May 15, 2005 with a BA in English.” “It was a wonderful occasion and I am so very proud of her and her accomplishments.” May 2005 email from Claudia Crilly Bellucci, a 1993 founder of Cabrini Connections

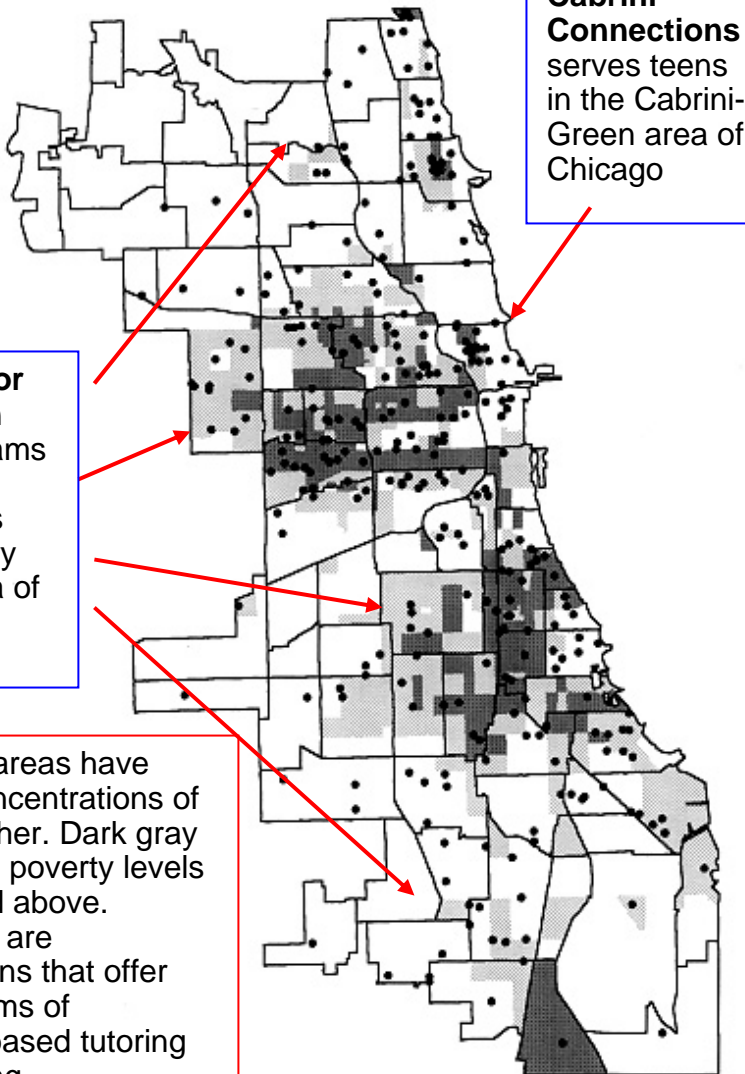


“Maurice has his GED and now works in construction...”

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.

While we operate a single tutor/mentor program in one neighborhood...

Chicago



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.

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.

In 2005 a new interactive web portal was created for the T/MC by IUPUI in Indianapolis as part of an partnership intended to help a T/MC strategy grow in Indiana. This demonstrates a growing ability to find needed resources and partners beyond the Chicago region for actions that support programs in Chicago.

The Tutor/Mentor Connection focuses daily on one big questions:



What will it take to assure that all youth born in poverty are entering careers by age 25?

What does it take to make programs like Cabrini Connections available to more youth, in more places?

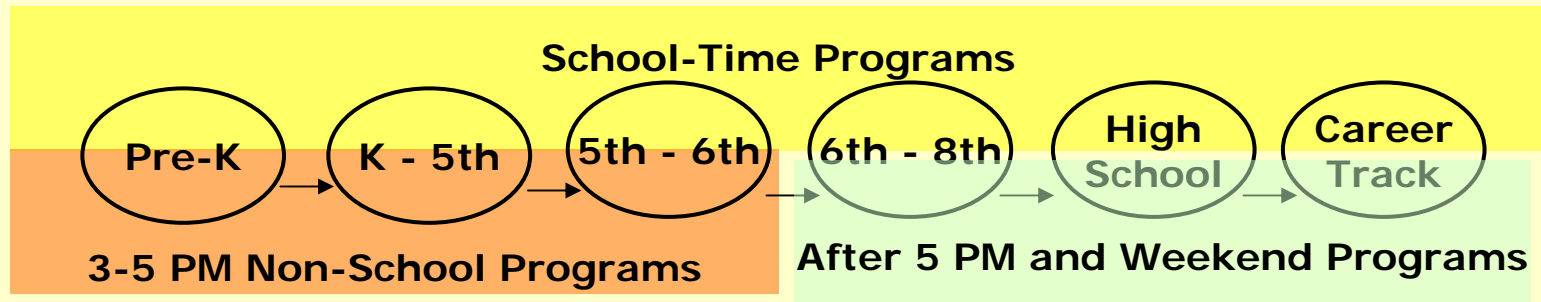
We know others are asking the same question....

The T/MC seeks to connect people and groups who **are already spending many hours doing research and innovating ways to help kids to careers**, into **one on-going tutor/mentor learning network**.

In such a network people and organizations can share ideas, learn from others, create collaborations, and can apply new ideas and resources at any time to their own efforts to help kids in their own community.

My participation in on-line forums is part of the T/MC network-building strategy.

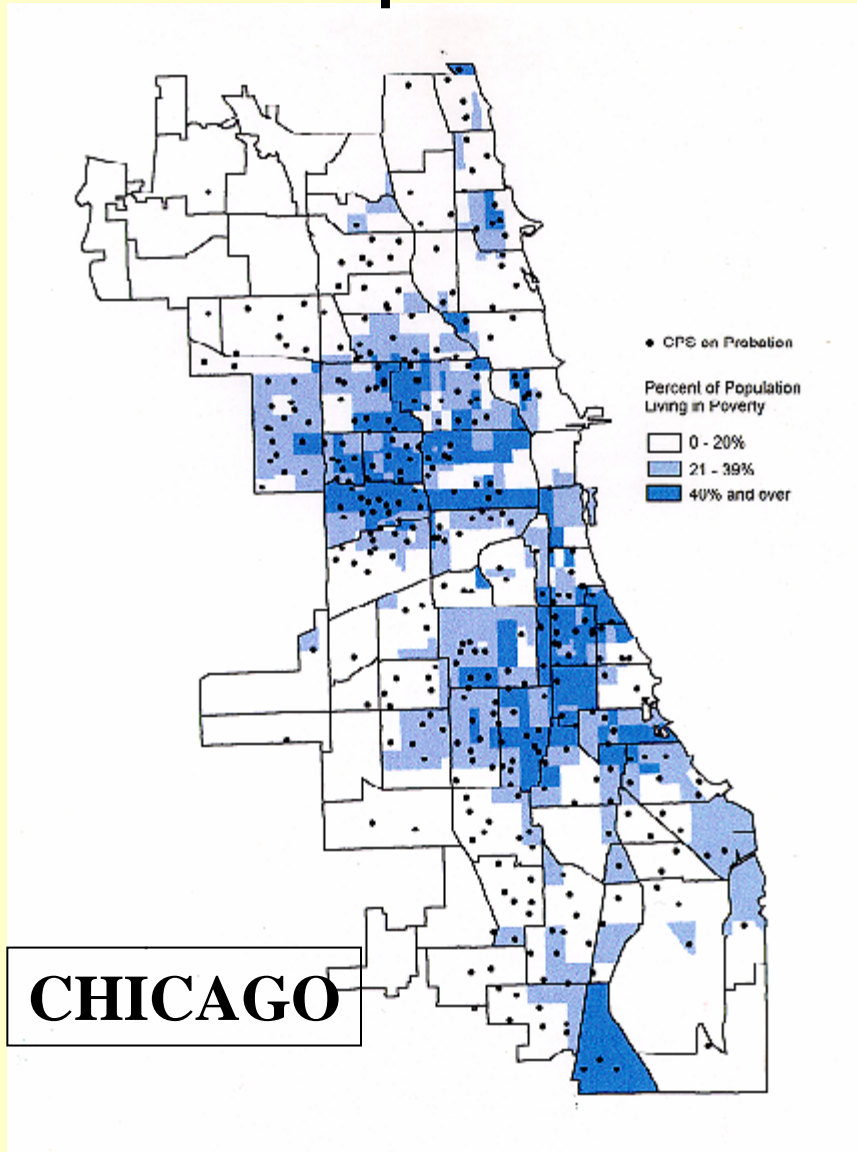
All kids grow on the same 25 year timeline:



From birth to starting a career, takes about 25 years for most kids. There are well defined stages along the way.

For kids living in concentrated, inner-city poverty, there are extra challenges to reaching careers.

We use maps and charts to create visual understanding



- 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.
- Children growing up in these neighborhoods need extra adults to help them reach careers.

Tutor/Mentor Learning Network

Since 1993 we have been building a Chicago area network of programs and supporters and a nationwide network of knowledge centers.

We call this a
Tutor/Mentor Learning Network (TMLN)

The following slides show the steps we've taken to create this network.

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 and web site [Program Locator](#) now includes most tutor/mentor programs in the Chicago area, as well as lists of potential resource providers.

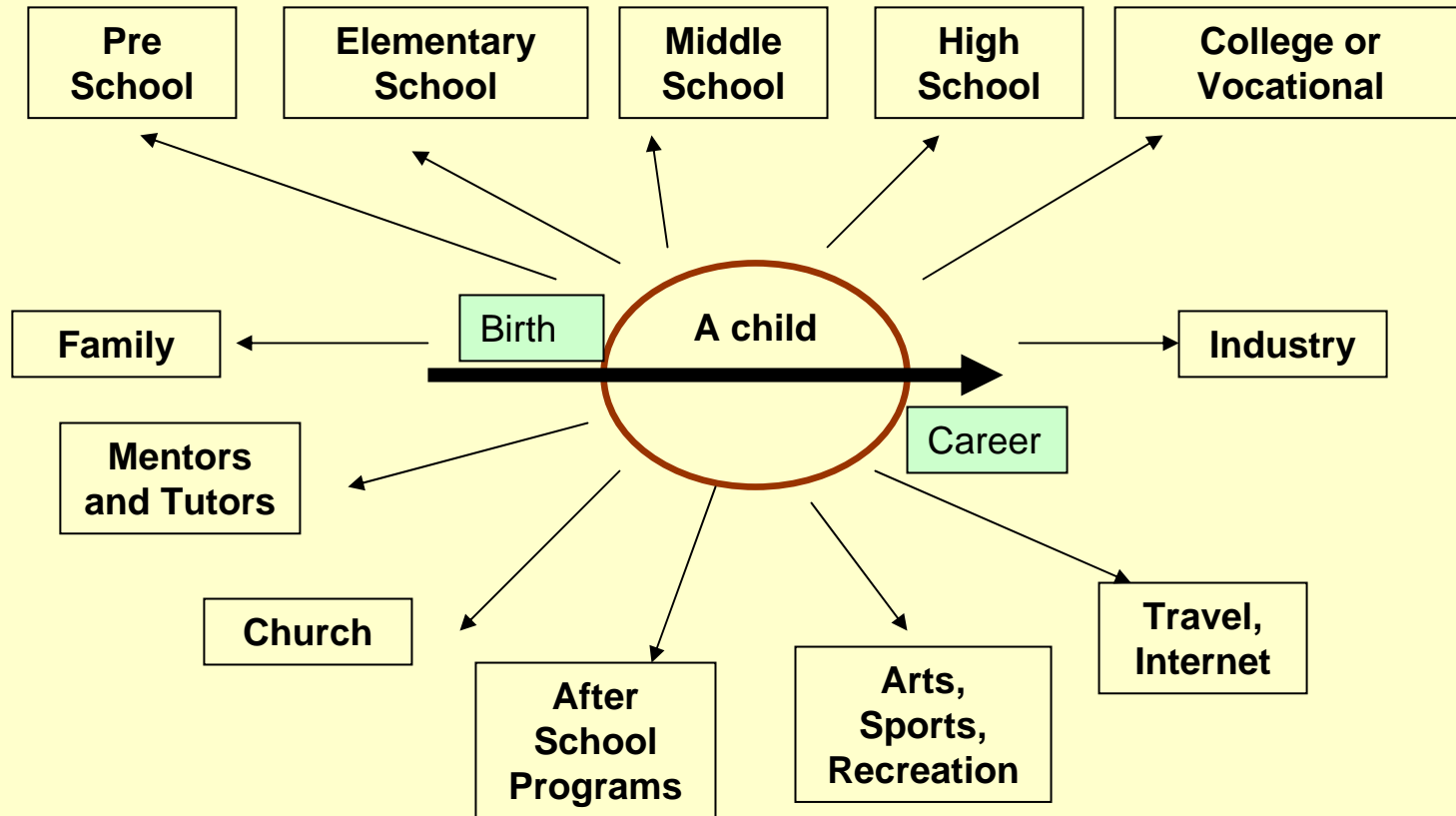
The database and web site also includes LINKS to other organizations working to help kids succeed in school and move to careers.

Database

(see Program Locator at www.tutormentorexchange.net)



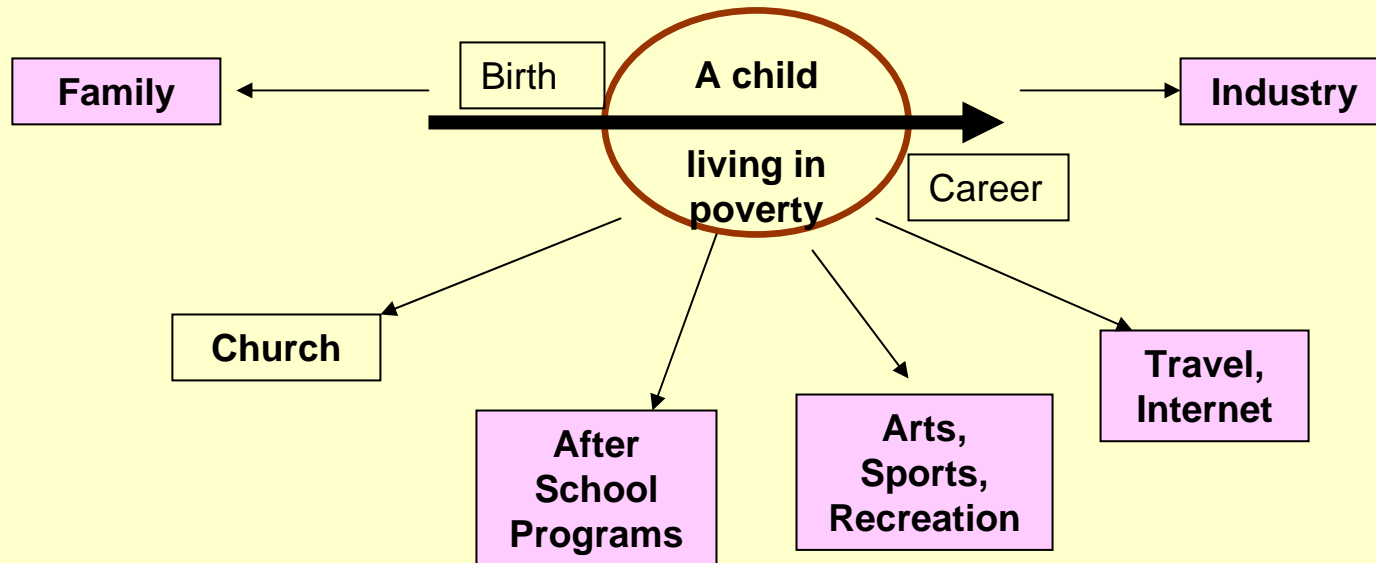
What types of organizations? Who needs to be involved?



For most children, their Birth to Age 25 support system looks like this. Neighbors, family, and a variety of community supports model education as a path to careers, while opening doors and providing learning experiences as youth grow up.

This is an informal network and it works for most kids.

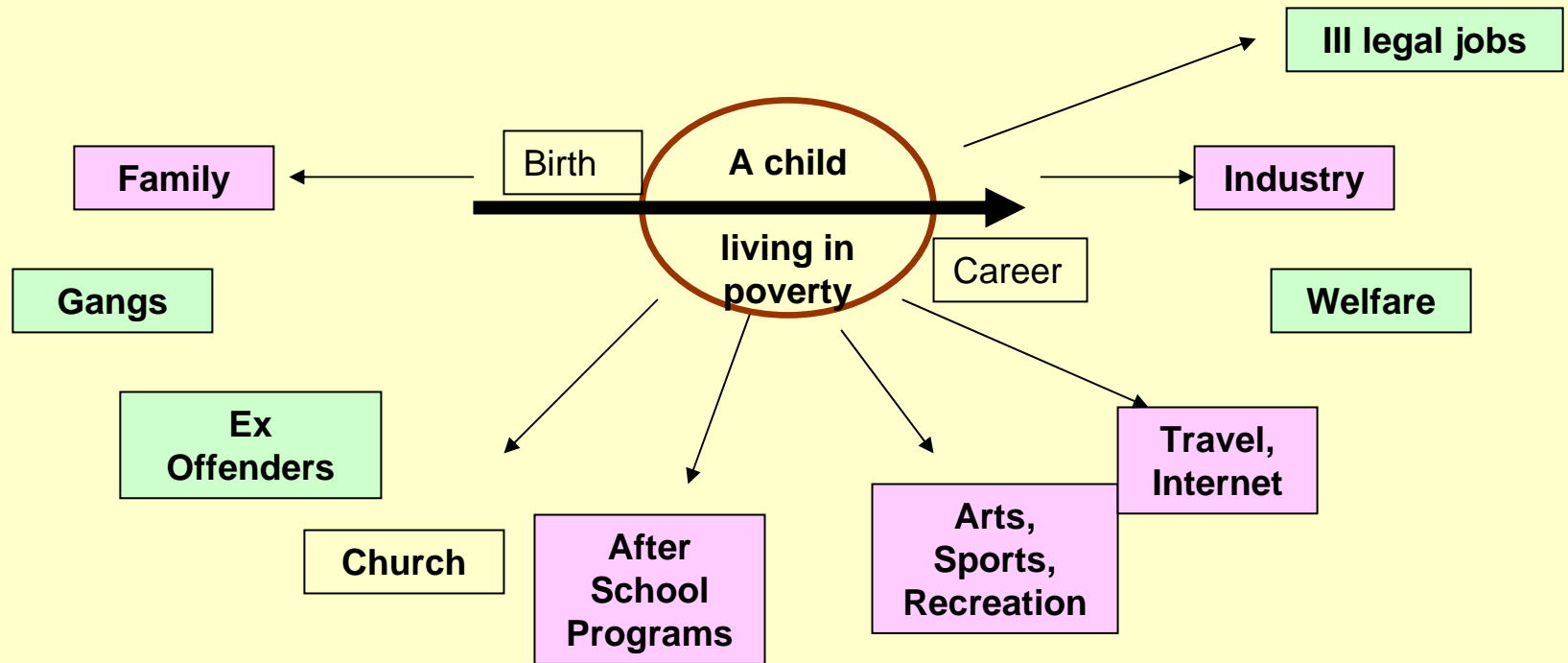
The Support System for Kids in Poverty is Different than for middle and upper income kids.



Youth living in neighborhoods of concentrated, segregated, inner city poverty have less of these positive learning influences .

While the church is a factor, many church groups do not have a diversity of workplace volunteers, and many who do have diverse congregations, do not have strategies to mentor neighborhood children to careers.

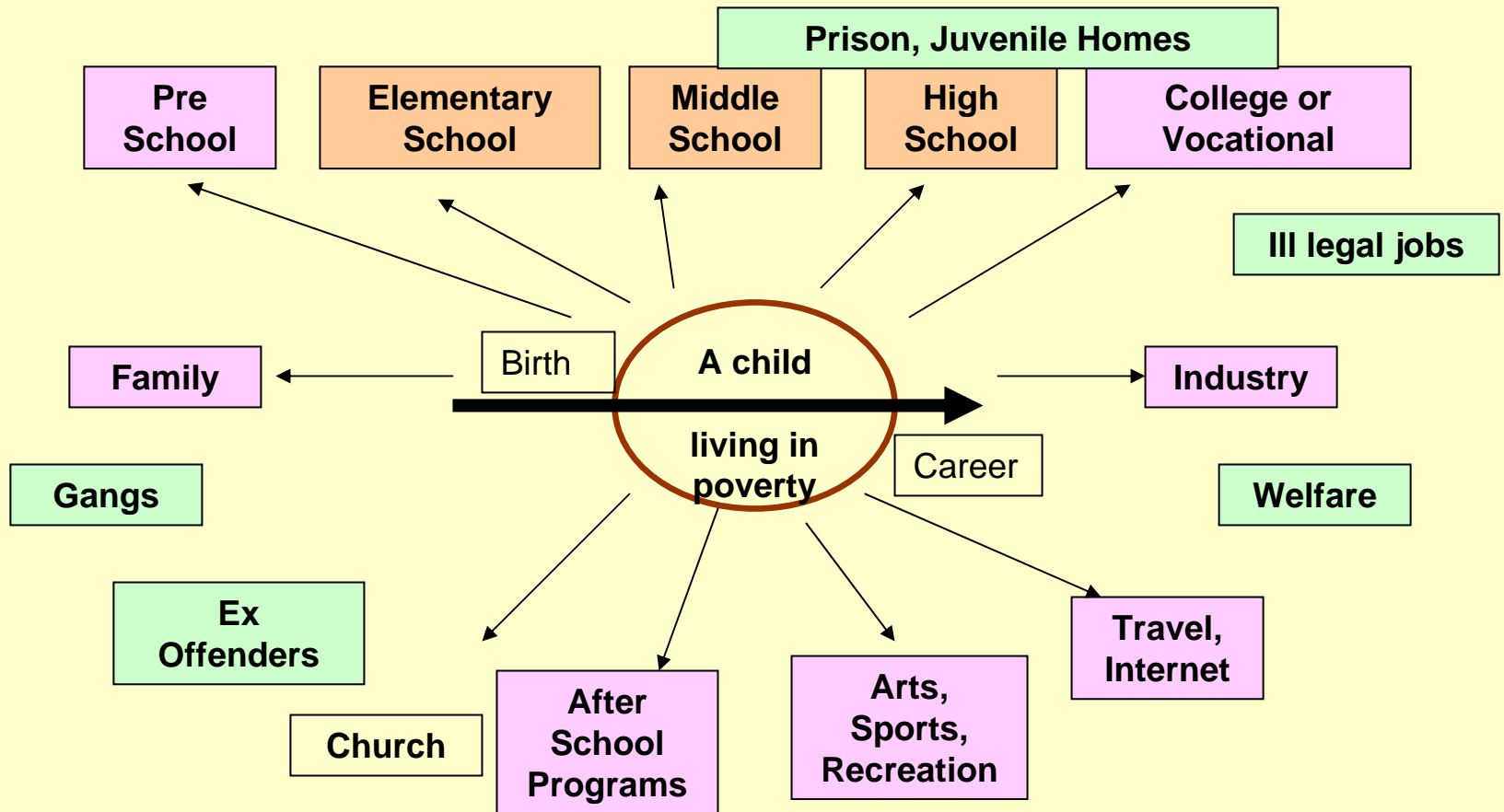
More Negative Role Models



Along with fewer positive influences, there are far more negative influences in communities with high concentrations of people in poverty, living on welfare, and working in illegal jobs.

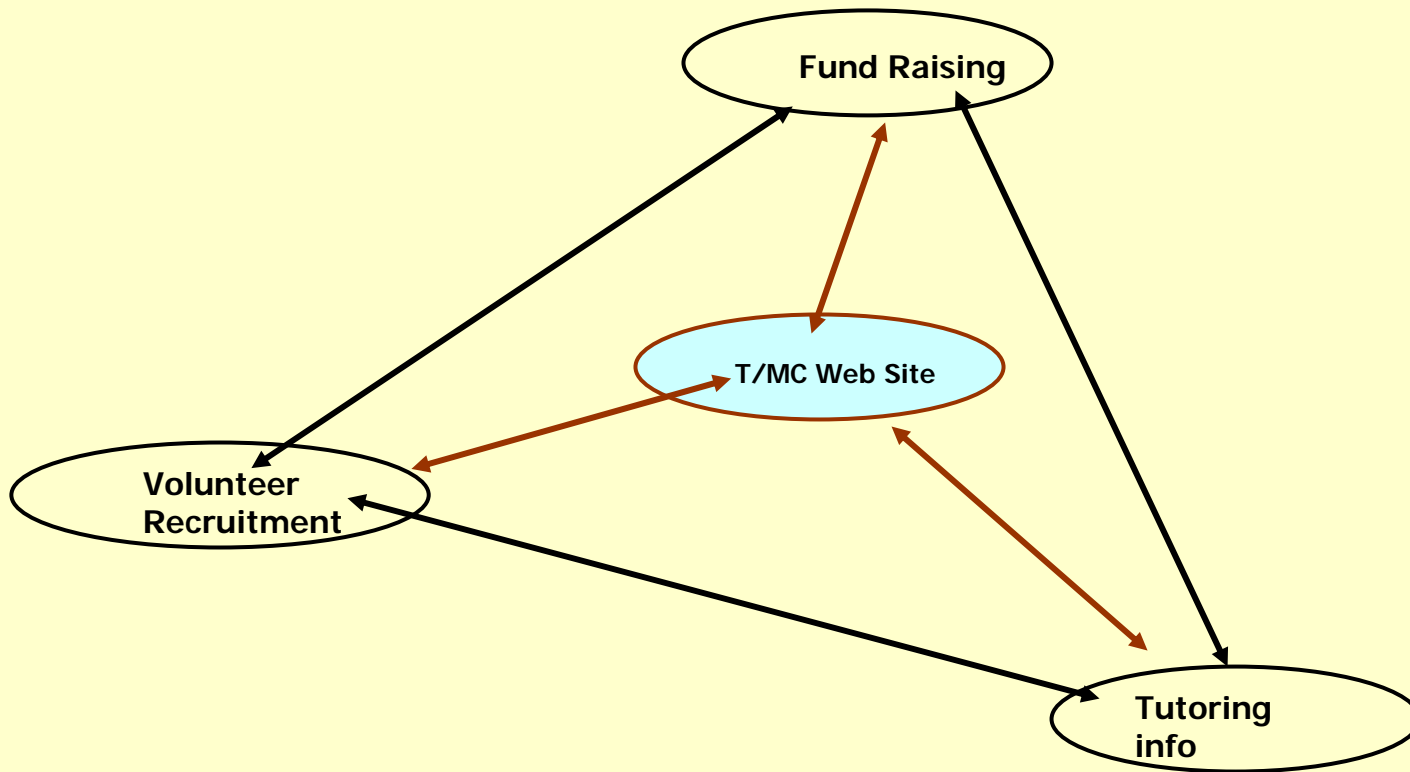
For many kids the most common role model is a man with a fancy car, flashy jewelry, new clothes, a wad of money, and many girl friends. All of this was earned through illegal work, such as selling drugs. For many other kids the role model is an ex-offender.

As a Result, Schools Struggle. The Prison system grows.



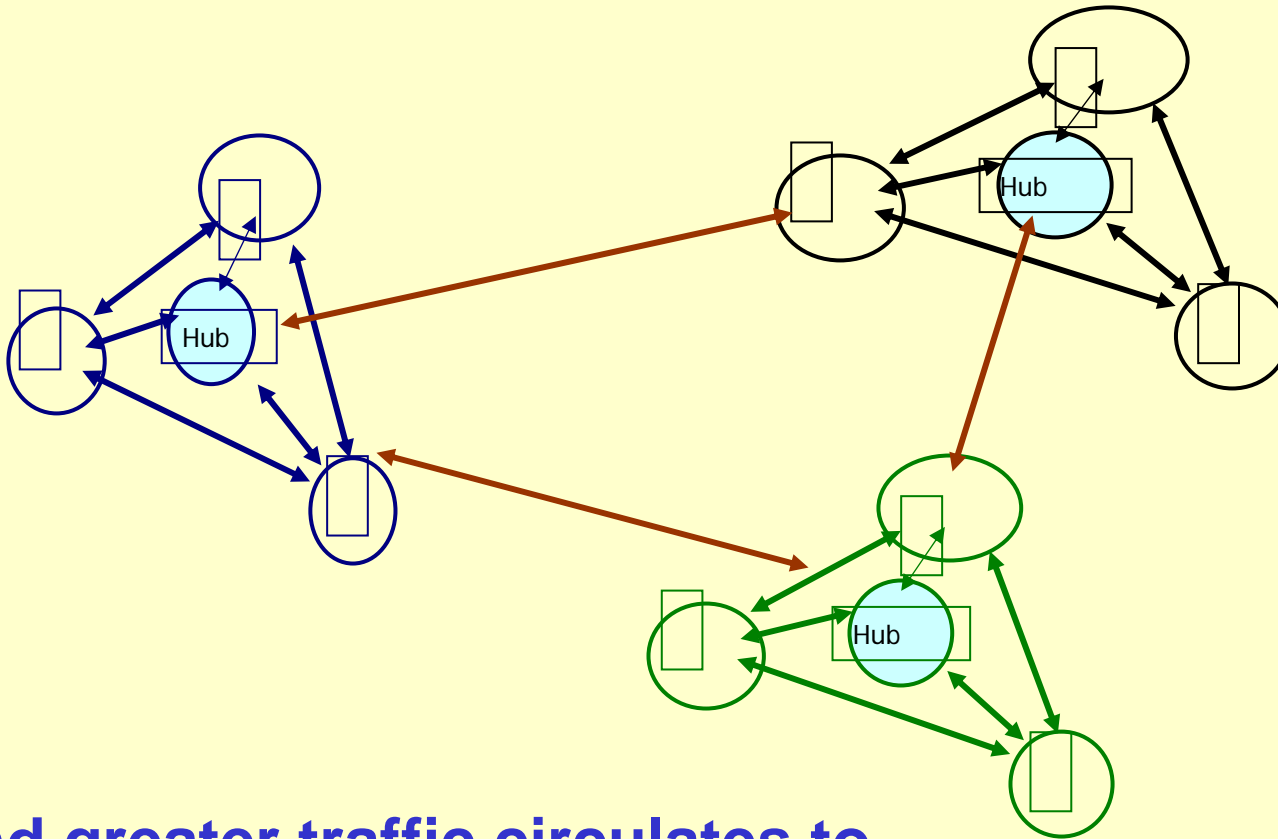
As a result youth go to school unprepared to learn and with few adult models showing the value of education for jobs and careers. Schools struggle. High School drop out rates exceed 35%. Many careers are learned while in prison or in the juvenile justice system. Few youth go to college and too few of these graduate.

At T/MC web sites we link to organizations that represent specific areas of expertise. We call these “hubs”



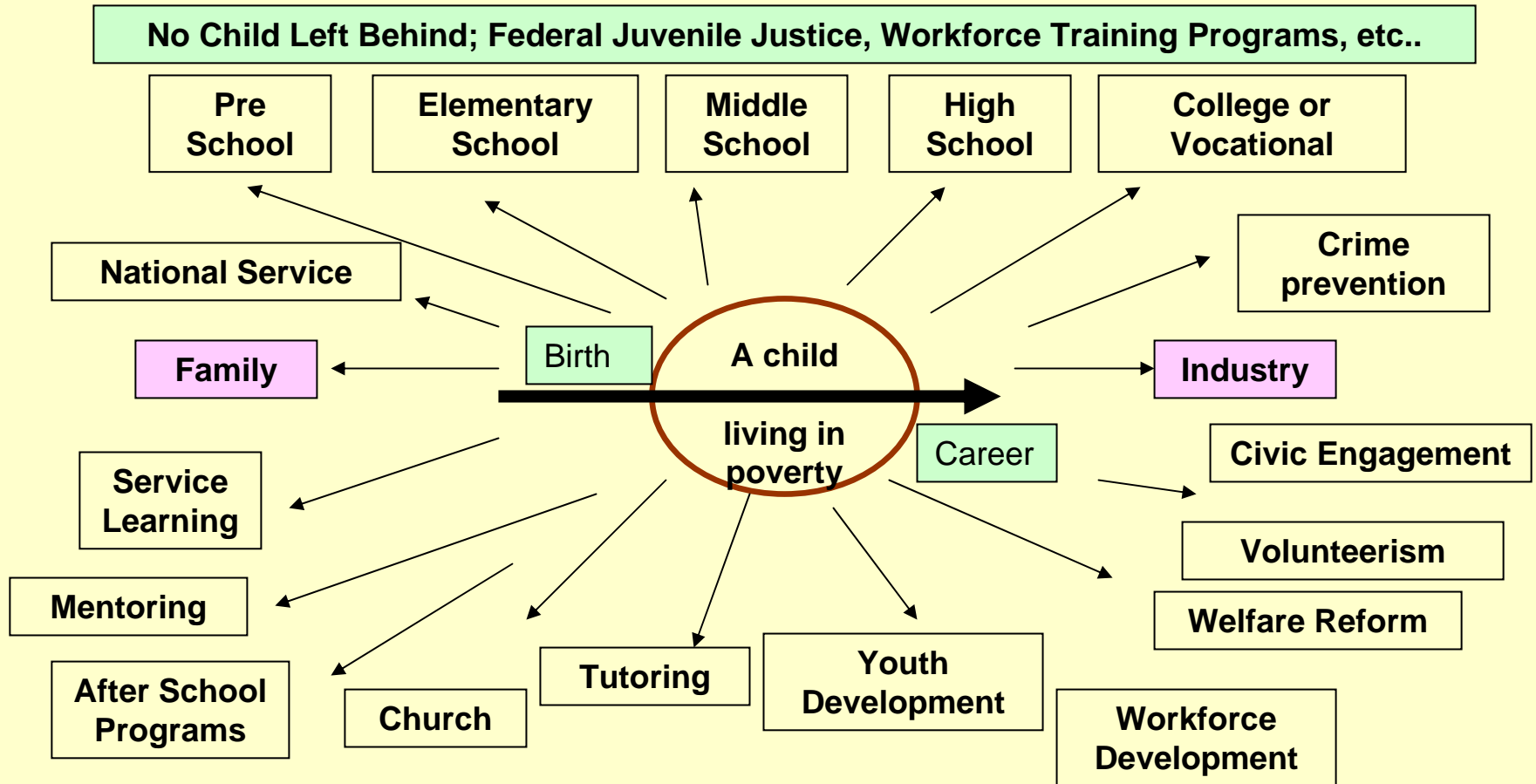
These hubs could be in different cities, or even different countries!

As HUBs link to each other more knowledge is shared...



...and greater traffic circulates to each organization in the network

Each of these boxes represent **HUBS** of knowledge in the TMLN



Each box represents a category of people and organizations working to help youth grow up safely, succeed in school, and be prepared for 21st Century jobs and careers. By connecting them in a Learning Network, we create greater opportunities for understanding, collaboration, and capacity building in every neighborhood where kids need help.

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 in Chicago.

Through its Cabrini Connections tutor/mentor program (www.cabriniconnections.net) , the T/MC has helped more than 600 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.

Volunteer Mobilization

Database



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 100 other programs throughout the Chicago region.

b) As these volunteers bond with kids, many will help build better programs, the same way that Cabrini Connections volunteers have helped build the T/MC

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

Volunteer Mobilization

Database



Step. 3 Build network of leaders.

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.

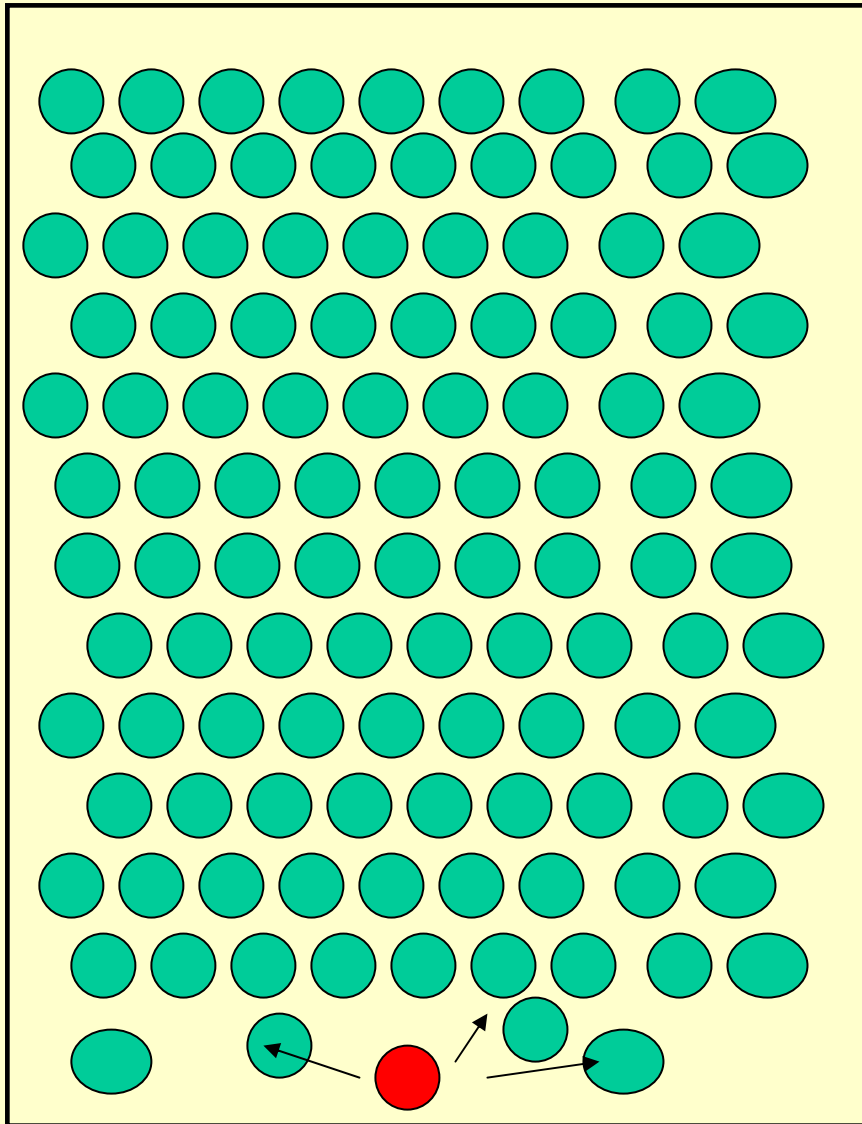
No other organization brings so many of the same programs together as often from year to year. **Without the regular invitations from the T/MC, and the constant information sharing, most organizations would remain isolated from each other.**

**Building a network of
tutor/mentor leaders**

Volunteer Mobilization

Database

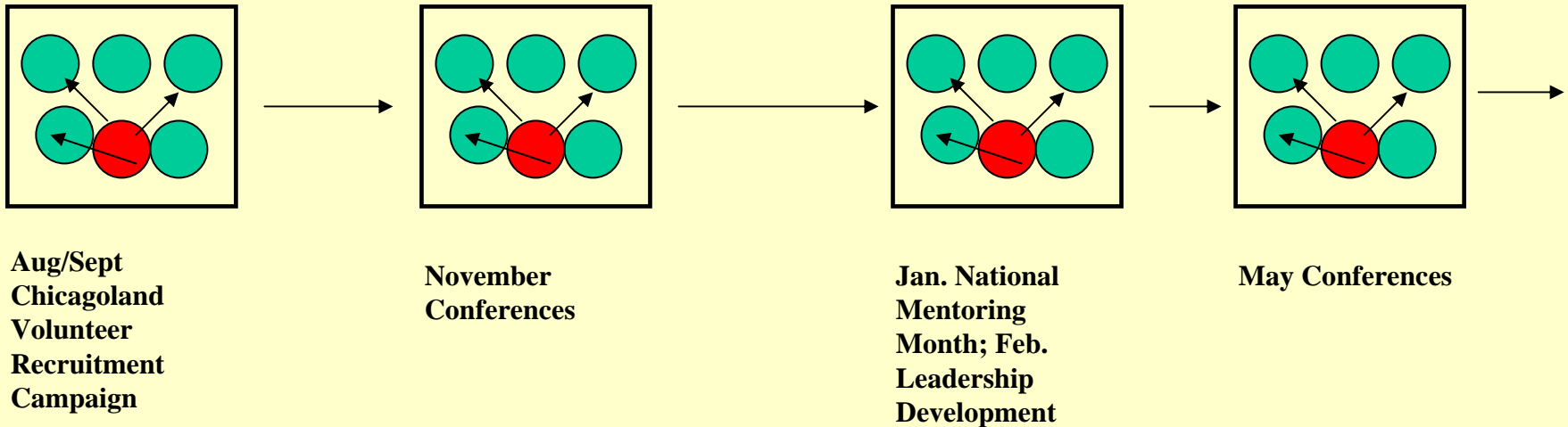




The World's Largest Ping Pong ball table.

Every action of the T/MC or a member of the T/MC Learning Network Member, causes a chain reaction that moves every other ball.

This is an on-going, year-to-year growth process



Each year the T/MC helps programs recruit volunteers in Aug/Sept. and helps programs train those volunteers and convert them into leaders as each program moves through the School year. As each program ends the year it has more people helping it build capacity and quality for the following year.

By repeating this call to involvement each year for the past 12 years, we create greater public awareness of tutoring/mentoring, and greater traffic to web sites of the Tutor/Mentor Learning Network.

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.

Building Better Understanding of Needs,

Opportunities

Building a network of tutor/mentor leaders

Volunteer Mobilization

Database



A Program of Cabrini Connections

**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

School-Time Programs

Pre-K

K - 5th

5th - 6th

6th - 8th

High
School

Career
Track

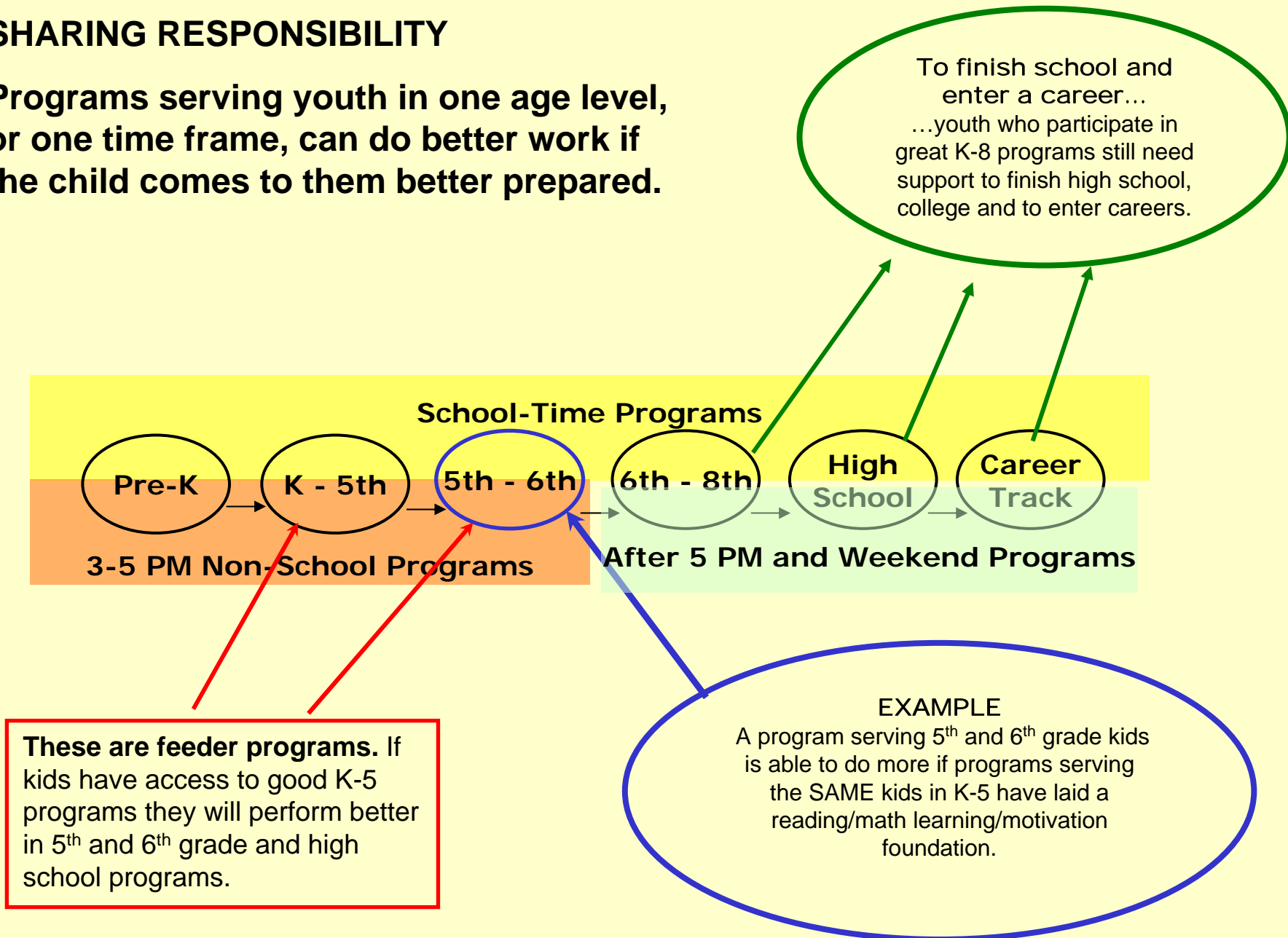
3-5 PM Non-School Programs

After 5 PM and Weekend Programs

To SUCCEED
We must help tutor/mentor
program leaders, volunteers,
schools and parents be more
effective in **PUSHING**
Youth to Careers

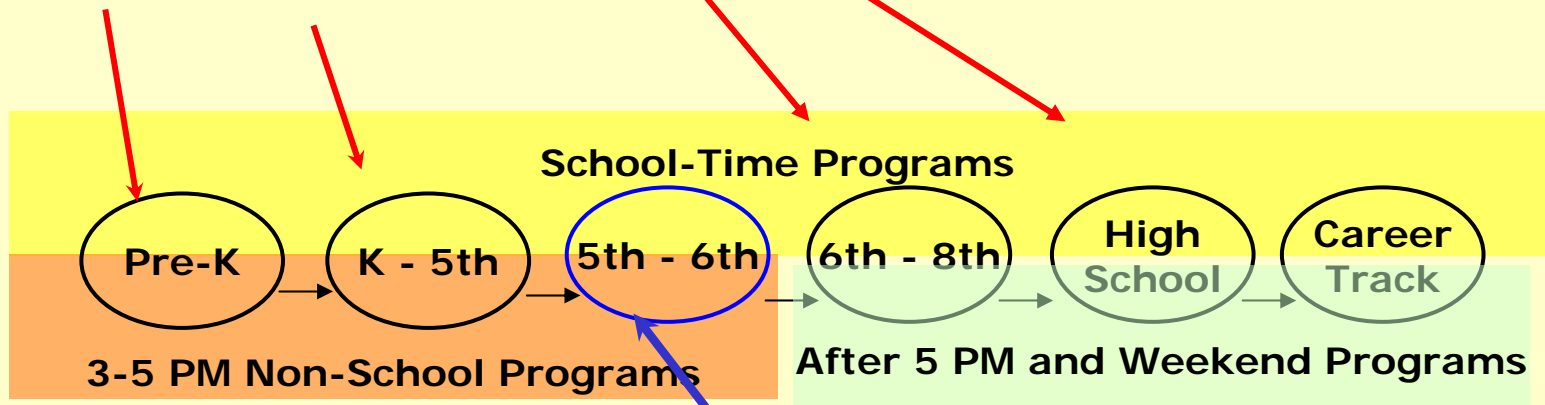
SHARING RESPONSIBILITY

Programs serving youth in one age level, or one time frame, can do better work if the child comes to them better prepared.



THE GOAL IS NOT TO FINISH 6TH GRADE. IT'S TO REACH A CAREER.

Every program serving youth on this time line needs volunteers, dollars, technology, etc.

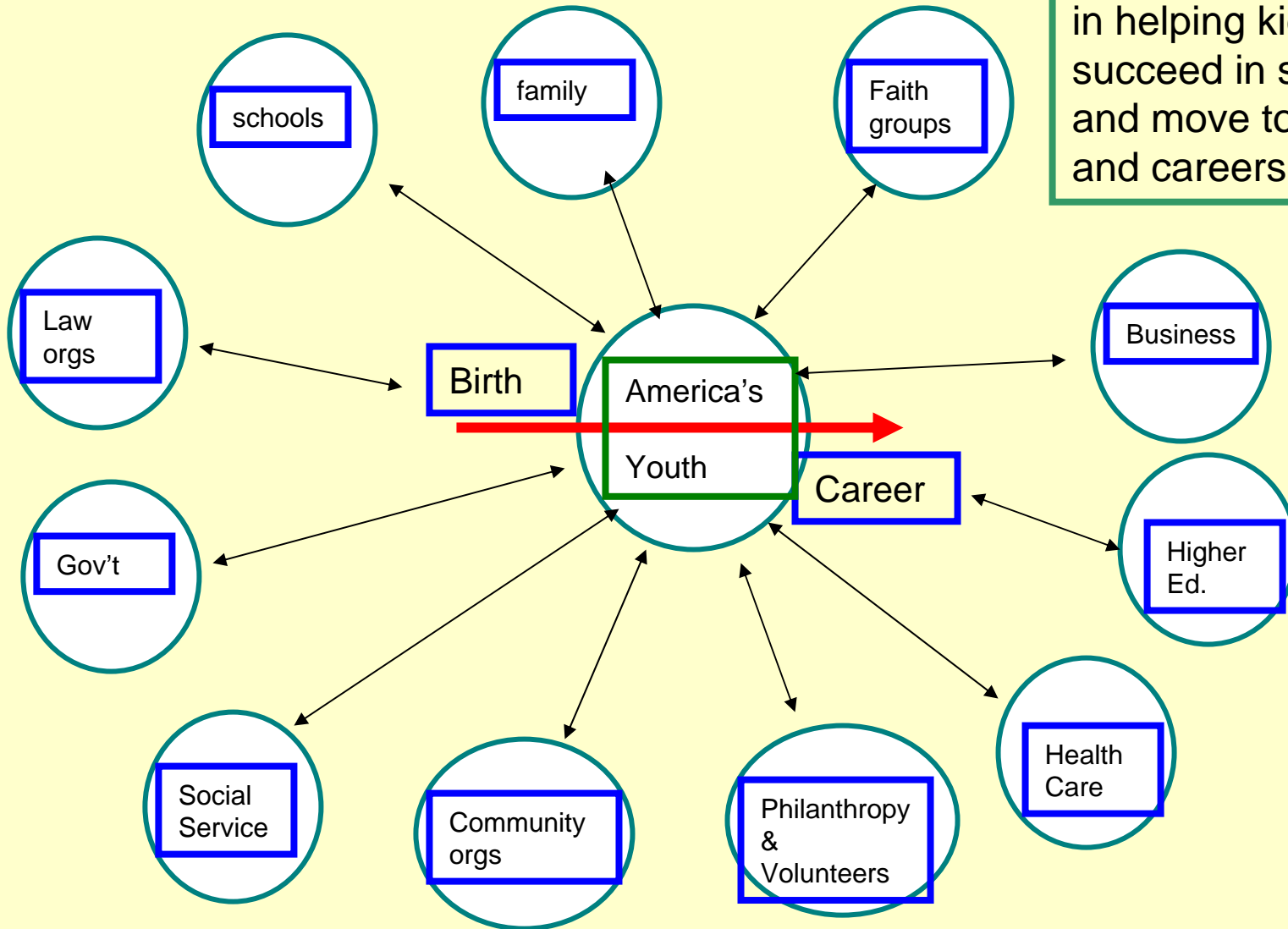


Agencies that help each other do more to help kids stay in school and reach careers.

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.

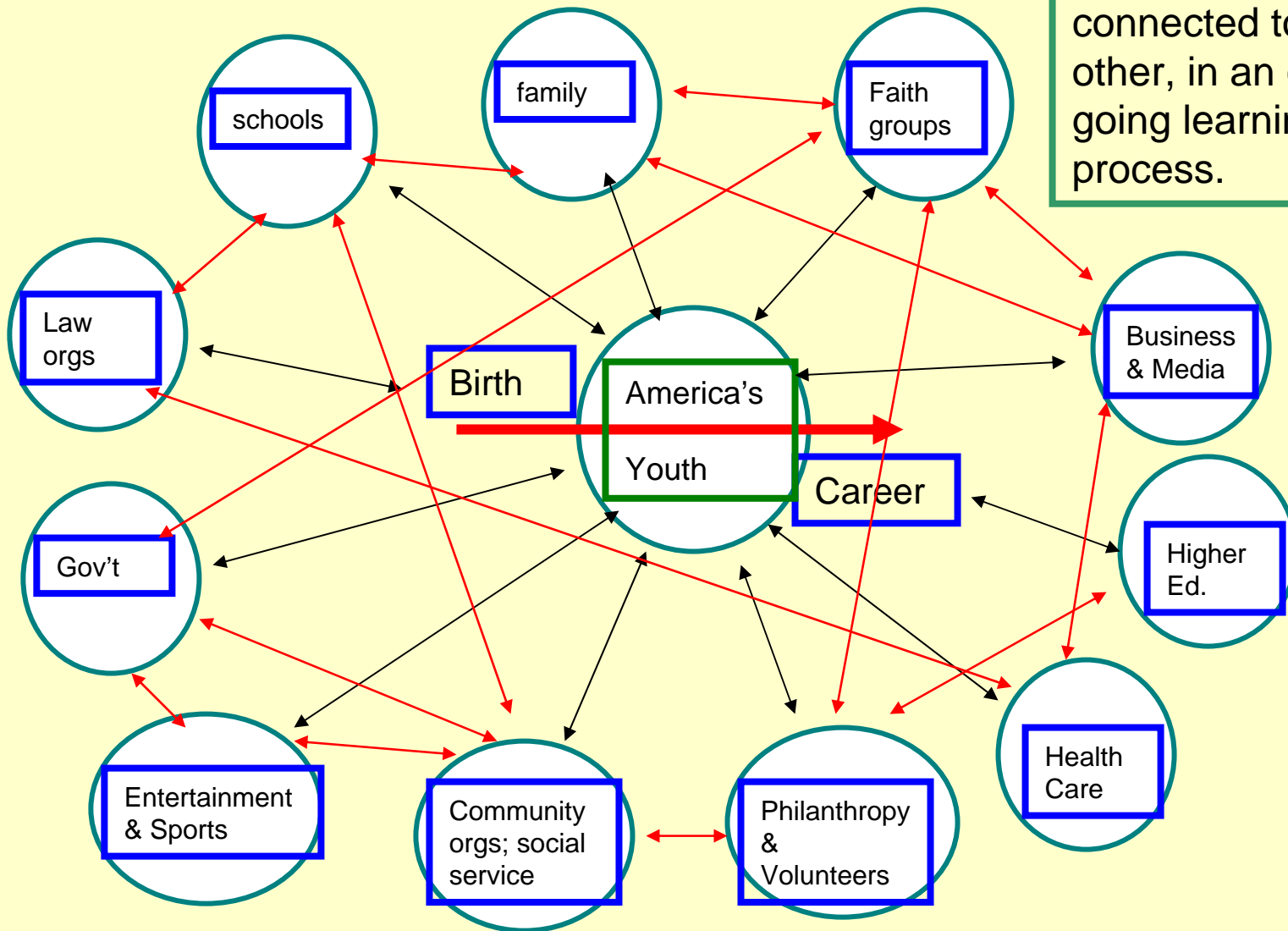
Create a Learning Network

ALL of these groups need to be involved in helping kids succeed in school and move to jobs and careers.



Connecting HUBS: A Blueprint

AND each group needs to be connected to each other, in an on-going learning process.



This can lead to shared efforts to increase visibility and draw more volunteers and donors to every tutor/mentor program in the Chicago area as school starts every year in Aug/Sept.

Step 5: Actions that increase flow of resources

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



**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 helps
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.

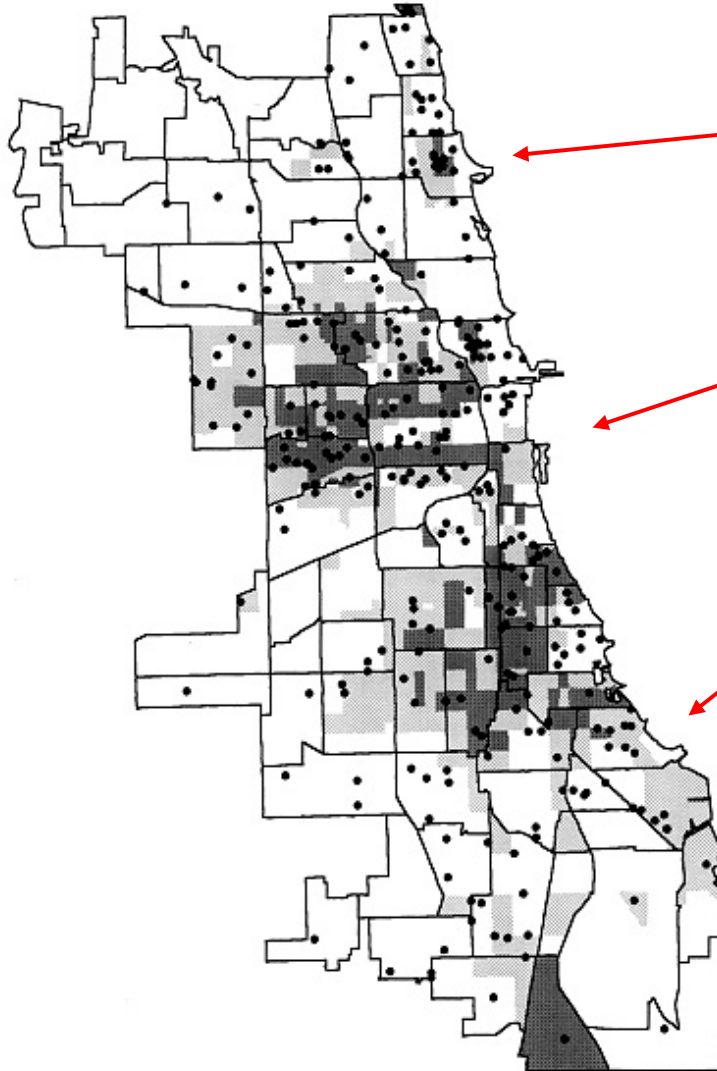
Without a steady flow of these resources no
program can succeed.

All Tutor/Mentor Programs have Common Needs



- * **volunteers**
- * **public visibility**
- * **operating dollars**
- * **technology**
- * **training/learning**
- * **evaluation tools/staff**

**WE SEEK TO 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.**

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.

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



A Program of Cabrini Connections

Step 7: The Result

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

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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

Step 8: Long Term Commitment

THE RESULT

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
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A Program of Cabrini Connections

**This SUCCESS is not achieved
in one or two years.**

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

THE RESULT

**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 is T/MC Theory of Change

**Become part of the Tutor/Mentor
Learning Network.**

**At the T/MC Web Portal, discussions on
building the network of tutor/mentor
programs are on-going.**

**In May and November, on-line and face to face
conferences provide visibility and energize these
discussions. We invite you to join us at
<http://www.tutormentorconnection.org>
<http://www.tutormentorconference.bigstep.com>**

**If you host a similar forum, add your
LINK to the T/MC web library.**



Tutor/Mentor Learning Network: A Theory of Change proposed by the Tutor/Mentor Connection

“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, President of Cabrini Connections and the Tutor/Mentor Connection