

Understanding the Availability and Supporting the Growth of Dropout Prevention Programs in a Geographic Area: the Tutor/Mentor Connection Model

Mentoring Kids to Careers

Kids move through school and toward jobs, one year at a time. It takes 25 years. Age specific mentoring is needed at each grade level. This is a workforce development and diversity strategy, not just a mentoring strategy.

Find info online.
Anyone in the state should be able to go to a web site and find information they can use to mentor a youth from first grade to first job.
That's the goal of the Tutor/Mentor Connection.

Schools, tutor/mentor programs and parents are part of a **PROFESSOR** with limited ability to motivate youth as they age.

Pre School → Elementary → Jr. High → High School → Secondary → Dropout

Education, Experience, Mentoring/Career Programs
Reading programs, on hospital writing rooms
Summer Job/Internship/Apprenticeships
Job Shadowing, Company visits, Leadership Clubs, Junior Achievement, etc.

BUSINESS NEEDS TO BE INVOLVED, USING VOLUNTEERS, LOANS AND DOLLARS TO HELP KIDS TO CAREERS

Education to Careers Chart
Activities for Learners of All Age Groups

Job Shadowing | Mutual Interest Mentoring | Career Mentoring | Internships
Career Exploration Work-Based Learning
Company Tours | Job Shadowing Experiences | Multi Year Work Based Learning

ALL Time Frames must have service

- 8am-5pm
- 3pm - 5:30pm
- after 5pm and on weekends

DEQ
Tutor/Mentor Connection
100 W. Huron, Chicago, IL 60622
www.tutormentorconnection.org



By Daniel F. Bassill, Tutor/Mentor Institute, LLC

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TIPPING POINTS



This mentor and student have been connected to each other for more than 8 years. What strategies and actions need to be developed so that thousands of matches like this are connecting youth in poverty neighborhoods with adult mentors and learning beyond poverty?

What are some of the actions that could dramatically change the availability and impact of programs helping youth born in an inner-city neighborhood be in a job and starting a career by age 25?

Tutor/Mentor Institute, LLC

<http://www.tutormentorexchange.net>

Tutormentor2@earthlink.net

What will I talk about today

Instead of focusing on specific programs, I focus on strategies that are needed to make high quality programs available in many places throughout a city and for many years

- What are goals of T/MC – mission, vision
- Throughout this presentation I'll show uses of mapping and other visualization tools.

DISCUSSION: How does (could) T/MC offer a vehicle for connecting, not just mentoring programs, but programs and organizations that support healthy youth development more generally, in your own communities?

- It's on the web at <http://www.tutormentorexchange.net/library>

This has been a 38 year journey.

(and it's not over yet)



Dan & Leo
Circa 1974

I became volunteer in 1973;
leader of the tutoring
program in 1975. By 1990 we
had 300 pairs of kids and
volunteers meeting weekly at
the Wards HQ in Chicago.

Left company in 1990;
**President, Founder of Cabrini
Connections in 1992;**
Tutor/Mentor Connection, in
1993

Created Tutor/Mentor Institute,
LLC in July 2011 to expand
support for Tutor/Mentor
Connection in Chicago and help
similar groups grow in other
cities.



Leo Today

Lessons Learned:



Helping kids from early grades ..

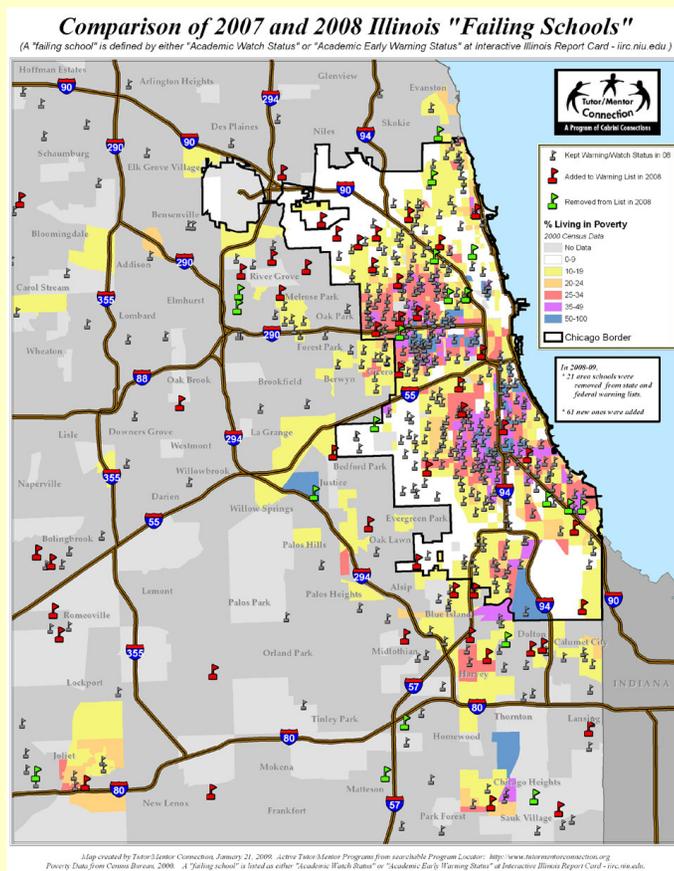


Into adult lives and responsibilities.

- How to apply mass communications, advertising concepts.
- How to use computers and technology for program management; evaluation
- How to connect youth and volunteers in non-school tutor/mentor program
- Importance of mapping and visualization strategies
- Mentoring is a strategy to expand the number of people working to help kids grow up

Kids living in inner-city poverty face challenges that most kids do not have.

Tutor/Mentor Programs can provide extra adult support, hope and opportunity for youth in many of these neighborhoods...if they are available



- The pink and blue areas of this map are areas where poverty concentrations are 20% or higher
- The flags are locations of schools where more than half of the students fail to meet state standards on reading, writing or both
- In Chicago more than 40% of youth drop out of high school before graduation
- Visit the Research Links at <http://tinyurl.com/TMLibrary-research> and you can learn more about how poverty is an environmental disadvantage and how some organizations are using tutoring/mentoring to help youth stay in school and move to careers



“Cabrini Connections played a major role in my life during my high school years.”

Collective Effort

What might we accomplish working toward shared goals that we cannot do when working alone?



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

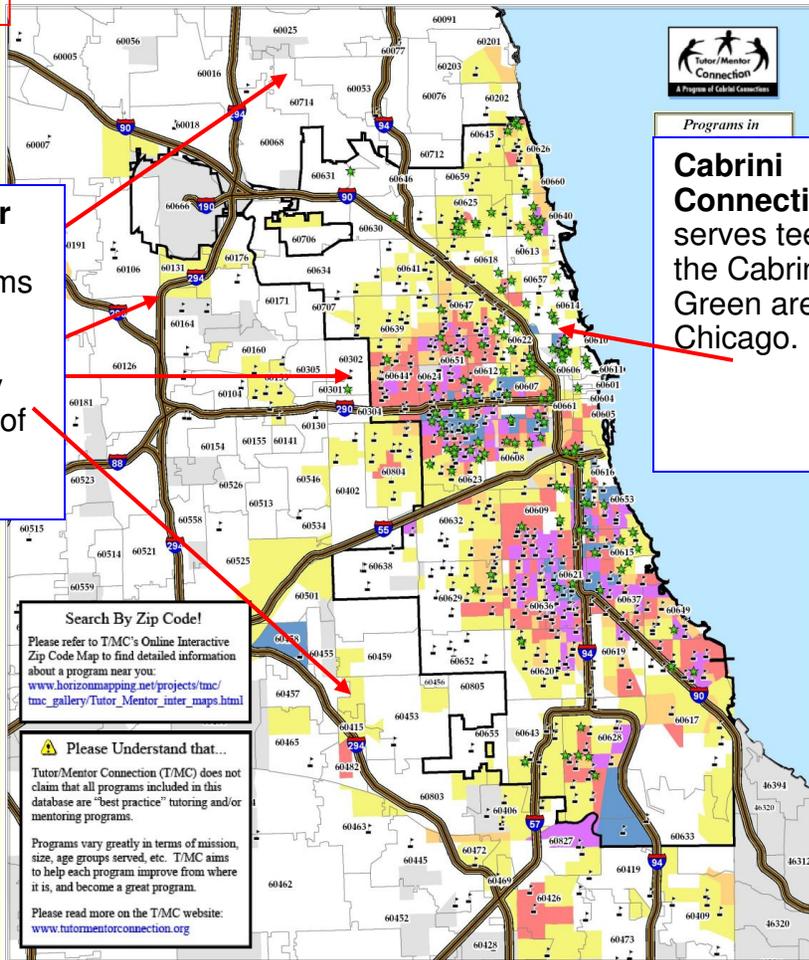
If a single program is valuable in one neighborhood, what can a city do to make similar programs available in all high poverty neighborhoods?

Chicago

Mixed (Tutor and Mentor) Programs
in the T/MC Database

Tutor/Mentor Connection helps programs like Cabrini Connections grow in every poverty area of the city and suburbs

Programs in
Cabrini Connections serves teens in the Cabrini-Green area of Chicago.



In 1993 no one had a master database of all volunteer-based, non-school tutoring/mentoring programs in Chicago.

And there was no consistent marketing drawing volunteers and donors to all of the programs in the city.

There is a master plan for saving our kids

In the season for political wrangling over the Chicago Public Schools, the annual search is on for someone to blame over the fact that a lot of the kids read below grade level—if they read at all.

Republicans blame the Democrats for turning the schools into a patronage mill. Democrats blame the Republicans for not sending more state aid. The teachers blame the clock-watching bureaucrats on Psyching Hood and the businessmen blame teacher-tenuring teachers.

Others blame ineffective or uninterested parents. Except for the sociologists. They blame "social conditions," whatever those are. But just as we spectators settle back to enjoy the annual blame game, safe in the knowledge that it's all about somebody else's kids, along comes a Chicago businessman named Daniel Bassill with this very unsettling proposition:

"They are our children. Their education is our responsibility. And until each of us says to ourselves 'The buck stops with me' nothing is ever going to change."

How's that again?

Most people figure that's why they pay property taxes—as their elected officials and school boards will hire competent administrators and teachers to run the education system.

But Dan Bassill isn't like most people, and he doesn't want to let the rest of us off so easy. He's all for improving the schools, but he's also convinced that effective citizenship means more than voting and paying taxes.

A few years ago Bassill left his executive position at Montgomery Ward & Co. to pursue an idea: Make it easier for middle-class adults—especially adults who work in the city and live in the suburbs—to get directly involved in the education of inner-city kids.

Just as we spectators settle back to enjoy the annual blame game, safe in the knowledge that it's all about somebody else's kids, along comes a Chicago businessman named Daniel Bassill with a very unsettling proposition.

John McCarron

In some respects it's an old, time-tested idea. There's nothing new about volunteers spending a few hours after work helping inner-city schoolchildren with their homework. A handful of churches and corporations have been doing it for years, including the headquarters staff at Montgomery Ward, where Bassill helped run a program for kids from the nearby Cabrini-Green public housing complex.

In developing the Wards program, Bassill was taken by two things: 1) Tutoring works. Even the most disadvantaged kids—children from homes so dysfunctional there's never a moment's peace to read or do arithmetic—show marked improvement when an adult volunteer takes a personal interest in their future; and 2) There was a crying need for a citywide clearinghouse of tutoring programs, both to share expertise and to recruit additional churches and corporations to the effort.

So Bassill left his day job at Wards and helped start something called the Tutor + Mentor Connection, or T + MC.

The idea is to recruit enough companies, churches and individual volunteers so that, some day, every last child in the city's public elementary schools would have access to a personal tutor + mentor.

"There are about 11,000 kids now being tutored," Bassill said. "We figure there are about 200,000 kids who could use it, so we have about a 5 percent market penetration."

If Bassill sounds like a marketing exec, it's because he was national advertising director before leaving Wards. Being a tutor helped his career, he said, not because his bosses wanted to reward his volunteerism, but because he got to know hundreds of fellow tutor-volunteers throughout the company. That network gave him a leg-up on company work.



And there were other, unexpected pluses. The computer skills he gained compiling a tutor mailing list were later used to go "on-line" with Ward's \$100 million ad budget.

"For companies," Bassill said, "tutoring can be a staff development tool. It's a way to broaden an employer's scope within the organization. And to develop leadership skills."

No doubt that will be part of Bassill's pitch on May 19-20 at T + MC's 3rd Annual Leadership Conference. He and his advisory board, a mix of corporate executives and tutoring experts, are inviting prospective volunteers—both individuals as well as companies—in a two-day "how-to-get-involved" session at the Robert R. McCormick Boys and Girls Club at 4500 N. Sheridan Rd.

T + MC already has helped several area corporations with their tutor + mentor programs, including GATA, Morton International, Quaker

Oats, Amoco, Waste Management and the Chicago Mercantile Exchange. Bassill is convinced many more will join, once they learn they can get help with pupil recruitment, curriculum development, and, importantly, identification of safe, quiet meeting places in the neighborhoods where tutors and kids can pair off. Companies with branch facilities on the city's South and West Sides are particularly needed, Bassill said, though all are welcome at next Friday's conference.

Of course, with less than two weeks to go on the spring legislative calendar, some of us will be tempted to stay home and follow the action in the newspapers and on TV. The fur will be flying in Springfield over who's responsible for the public schools.

If, however, you agree with Dan Bassill that we're all responsible for the kids, you can arrange to attend the T + MC conference by calling 312-617-2889.

Created Tutor/Mentor Connection in 1993

- **Our aim was to create a master database of all tutor/mentor programs in the city**
- **Then to increase the number of media stories talking about tutoring/mentoring, in order to draw more consistent volunteer and donor support to every program.**
- **So each program would be more able to innovate ways to connect inner city teens with adults who will act as tutors, mentors, coaches, advocates and friends ... and that many of these adults to stay involved in the lives of kids for many years.**
- **The long term goal is that these programs help teens finish high school and that the 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.

This article was written in 1995 ... read the article at

http://www.tutormentorexchange.net/images/PDF/tribune5_15_1995.pdf

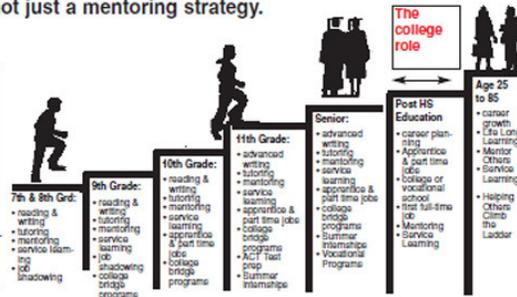
Mentoring Kids to Careers

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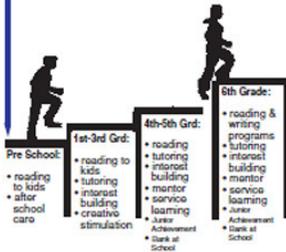
Find info on-line.

Anyone in the state should be able to go to a web site and find information they can use to mentor a youth from first grade to first job.

That's the goal of the Tutor/Mentor Connection.



Schools, tutor/mentor programs and parents are part of a **PUSH SYSTEM** with limited ability to motivate youth as they age.

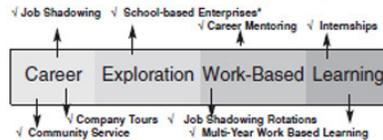


ALL Time Frames must have service

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- 3pm - 5:30pm
- after 5pm and on weekends



Education to Careers Chart Activities for Learners of All Age Groups



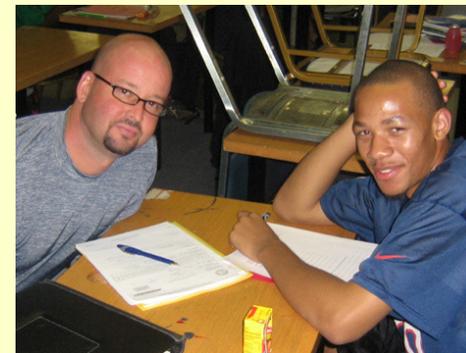
Investment in youth should be continuous throughout the K-16 years, if more youth born in poverty are to be starting jobs and careers by age 25. A study by James Heckman, a Nobel-Prize winning economist at the University of Chicago and an expert on early childhood education, now shows for the first time that systematic interventions, such as additional tutoring and mentoring during their elementary and high school years, could sustain the early gains and build on them.

CEOs who champion this idea, will build business philanthropy and volunteerism strategies that **PULL youth to jobs and careers**. The TMC seeks to build partnerships with such leaders and their industries.

Cabrini Connections Tutor/Mentor Connection
800 W. Huron, Chicago, IL 60622
www.tutormentorconnection.org

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

What does it take to make mentor-rich programs available to more youth, in more places?



These are just a few of the questions that need to be answered in Chicago, and in most other communities:

How do we help good programs be in more of the places where they are needed?

How do we help each program have effective, long-term leaders?

How do we increase the number of volunteers from different work backgrounds who get involved, and stay involved for many years?

How do we provide consistent, flexible, multi-year funding in all locations, not just a few?

How do we get individuals, and teams of people from colleges, business, media, education, arts, etc. thinking about this every day?

How do we connect those who are already deliberating and discussing these questions in ways share knowledge and good ideas and encourage others to be involved?

These are some of the questions.
We don't claim to know the answers.

**However, we believe that by
aggregating information, we help
others think through these
questions and find their own
answers.**

WHAT ARE MAIN COMPONENTS OF the Tutor/Mentor Connection?

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

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

Resource Generation

Collaboration, shared learning

Public Awareness

Research



<http://www.tutormentorconnection.org>

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 links to

- * Research,
- * Capacity-building information,
- * Homework help
- * Collaboration & Innovation resources.

Database

(see Program Locator at www.tutormentorexchange.net)



RESEARCH – knowing all we can about tutoring/mentoring

Chicago Area Program Locator <http://www.tutormentorprogramlocator.net/>

The screenshot shows the 'Chicagoland Online Tutor/Mentor Program Locator' website. The browser window title is 'T/MC Program Locator - Mozilla Firefox'. The address bar shows the URL 'http://www.tutormentorprogramlocator.net/programlocator/prgloc.asp'. The page content includes a navigation menu on the left with links like 'Home Page', 'How to use this Directory', and 'Visit the T/MC Map Gallery'. The main search area is titled 'Please choose one or more options to find a program that suits you better.' and contains several filter sections:

- Choose type of program** (to find programs of ALL types, do not check anything):
 - Pure tutoring
 - Pure mentoring
 - Mixture of tutoring and mentoring
- Age group served** (to find programs of for ALL AGES, do not check anything):
 - Elementary school (K-5)
 - Jr. High school (6-8)
 - Senior High school (9-12)
- Hours of the day** (to find programs of at ALL TIMES, do not check anything):
 - Mon - Fri Afternoon (3.30 pm - 5.30pm)
 - Mon - Fri Evening (5.30 pm - 8.00 pm)
 - Weekends (Saturday and Sunday)
- Choose from one of the following regions**:
 - Select zip code**: A dropdown menu shows zip codes 46360, 46384, 46402, 46403, and 46407. A note says 'For selecting multiple zip codes, please hold the control key' and 'Need help with zip code. [Click here](#)'.
 - Chicago Community Area**: A dropdown menu shows 'ALBANY PARK', 'ARMOUR SQUARE', and 'ASHBURN'. A note says 'Use Control Key to Select multiple Communities'.
 - Suburban programs**: A dropdown menu shows 'Alsip', 'Aurora', and 'Berwyn'. A note says 'Choose from the suburban areas, if you don't know your zip code'.
 - Non-site programs**: A note says 'These are the list of programs that don't have onsite programs.'
 - Search based on Program Name**: An empty text input field.
 - Search based on Address**: An empty text input field. Below it, an example is given: 'EXAMPLE 800 W HURON ST CHICAGO IL 60622'.

A yellow callout box on the right side of the screenshot contains the text: 'You can search for programs in Chicago area, based on zip code, age served, type of program. You can also add your own program.'

Visit the **NEW T/MC Map Gallery** to see Chicago area maps that show **THE REST OF THE STORY**

[No Child Left Behind](#) - Read the **REST** of THE STORY

[Stop the Violence](#) - Read the **REST** of THE STORY

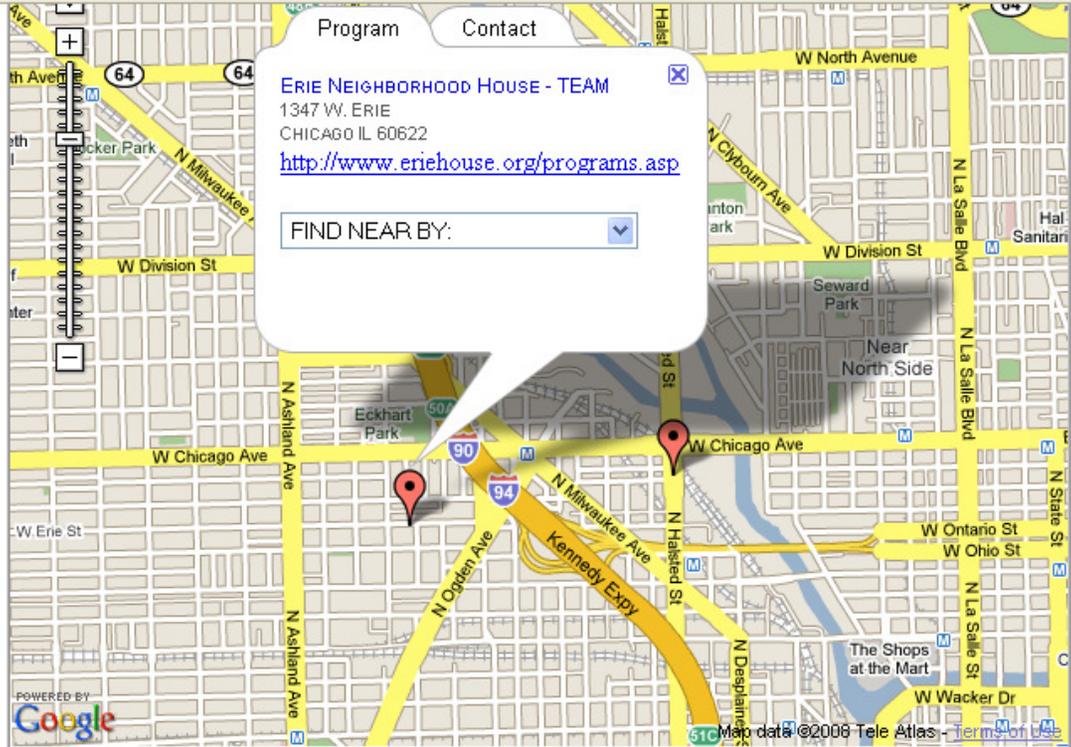
Search for Chicago Programs using

[T/MC Program LINKS](#)

[T/MC Zip Code Map](#)

Disclaimer

Inclusion in the Directory is not an endorsement of the quality and/or service capacity of any program listed. The information is intended to help you find and contact these programs. You must interview any program and make your own decision as to its ability or quality.



Program Contact

ERIE NEIGHBORHOOD HOUSE - TEAM

1347 W. ERIE
CHICAGO IL 60622
<http://www.eriehouse.org/programs.asp>

FIND NEAR BY: [dropdown]

Zoom to All Records

Chicagoland online Tutor/Mentor Program Locator

[Printer friendly](#)

2 programs matched your search criteria

[Back to search engine](#)

1. Erie Neighborhood House - TEAM [Edit](#)
Address 1347 W. Erie
Chicago IL 60622-0
Contact info Ms. Rebecca Estrada
Phone: 312 563-5800 Fax: 312 563-5810
Email: rebecca@eriehouse.org
WebSite: <http://www.eriehouse.org/programs.asp>
2. Tutor/Mentor Connection [Edit](#)

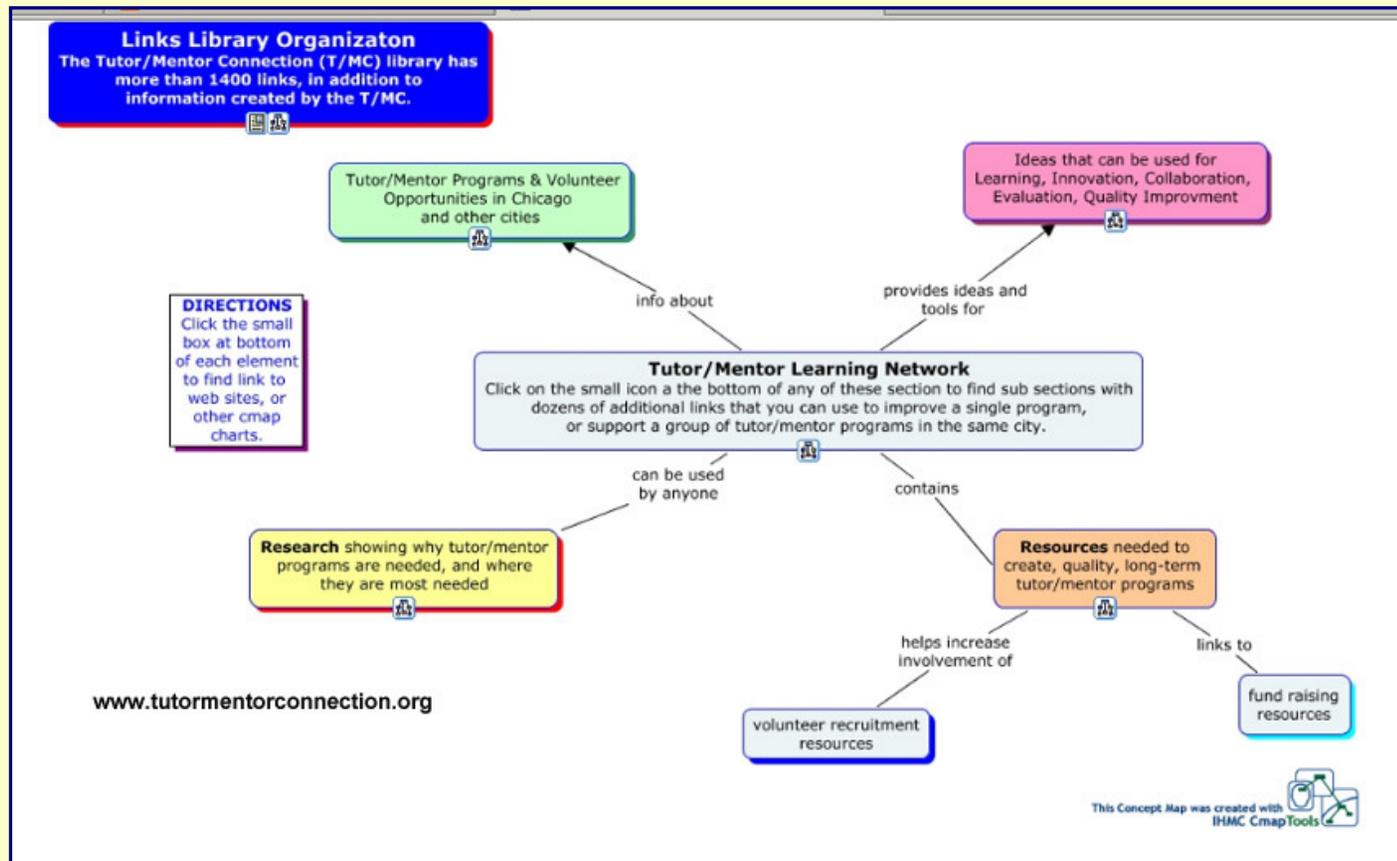
The programs in this search show up on a Google map. Info for each program is shown below the map, based on what T/MC has received from each organization.

Interactive Zip Code Search Map – Give it Test Drive!

The screenshot displays the 'T/MC Program Locator' website. At the top, there is a navigation menu with links for Home, Interactive Map, Asset Map, Government Map, Rest Of Story, Program Locator, and Introduction. The main content area features a search bar and a map of Chicago. The map is overlaid with a color-coded legend for '% Living in Poverty 2000 Census Data' and green star icons representing 'T/MC Programs'. A sidebar on the left allows users to filter results by 'Poverty', 'Programs', 'Zipcode', 'Cities', 'Boundaries', and 'Schools'. The 'Schools' section includes options to view data for the years 2006, 2007, and 2008, and to filter by school type: Elementary, Middle, and High. A legend on the right side of the map shows the poverty data color scale: 0-10 (lightest), 10-20 (light), 20-25 (light orange), 25-35 (orange), 35-50 (dark orange), and 50-100 (darkest). The map also includes a 'create Url' button and a 'Previous Zoom' button. At the bottom of the page, there are three notes: 'Note 1: Click the program icon to redirect to the program website', 'Note 2: Drag the map to view all details in the map', and 'Note 3: Click drag zoom icon on the map to drag and zoom the map'. The website is supported by Vatt Systems.

Instead of using the chart to search for programs, you can use the Zip Code Map. If you click on the map for any zip code, it will take you to the same Google map and list of programs.

Flash Intro to Program Locator: <http://www.tutormentorprogramlocator.net/Intro.aspx>



The Tutor/Mentor Library contains a wide range of information anyone can use to develop tutor/mentor program support systems.

<http://tinyurl.com/T-MC-Library>

Step 2: Volunteer Mobilization: **Public Awareness**

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) The T/MC web site is a portal that can be used by anyone in the Chicago region to find information about existing tutoring and/or mentoring programs

Volunteer Mobilization

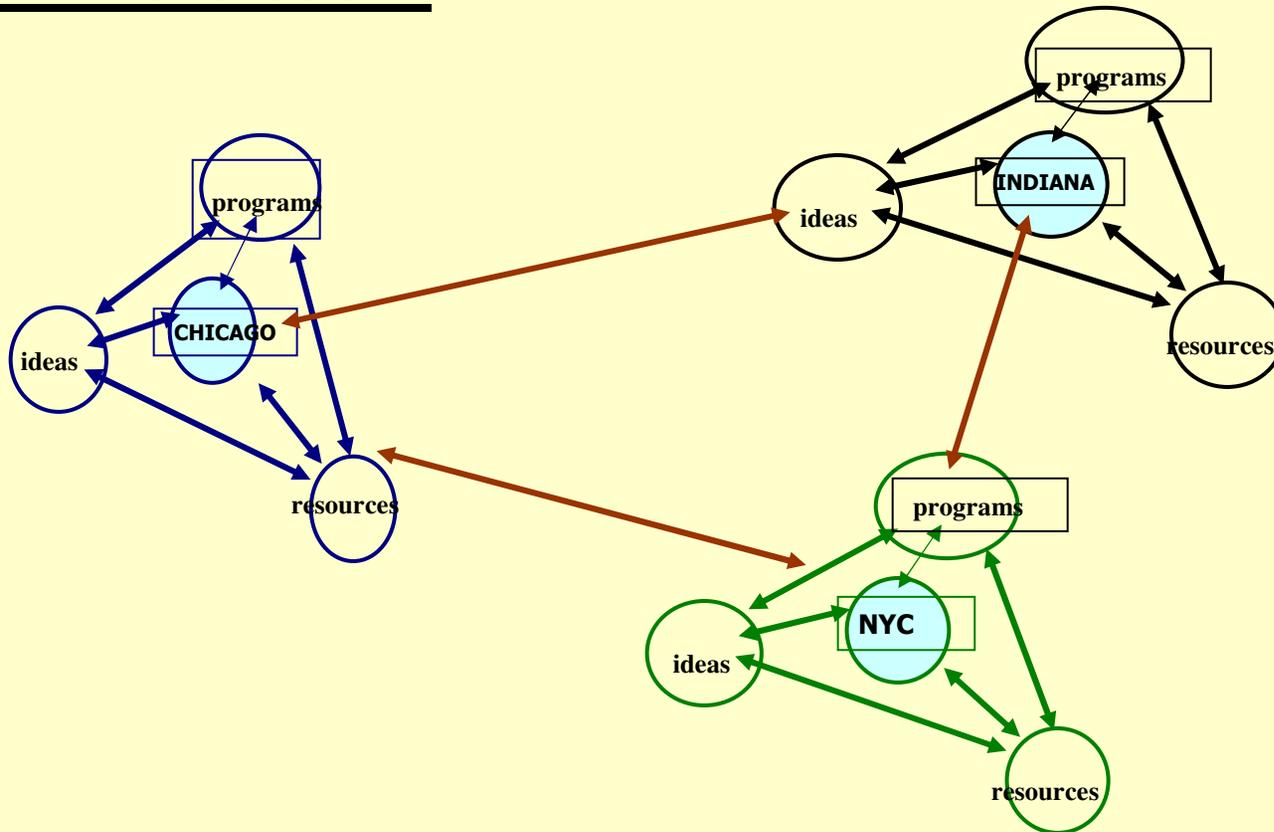
Database



See this idea illustrated at

http://www.tutormentorexchange.net/images/flash/vol_leadership.swf

While we link to more than 1,500 organizations on T/MC sites...



...each site we link to, links to even more sites. It's a vast information network, if we connect with each other in more ways than web links.

Creating Learning Circles

BUILDING COMMUNITY FOCUSED ON KIDS

Technology
Health
Arts
Science, math
Banking, Finance
Universities
Faith Groups
Foundations
Social Capital
Sport, Recreation
Educators
Parent Groups
Communications
Tutor/Mentor Programs
KIDS

First Grade to First Job

To Learn more, [CLICK HERE](#)

A program of the Tutor/Mentor Connection

The Tutor/Mentor Connection was recognized in the 1999-2000 Illinois Kids Count, published for voices for Illinois Children, for its community building role. This chart shows a fraction for the various communications technologies T/MC seeks to engage on an on-going, open, conversation, or think tank, focusing on ways to use these tools to connect more adults with more youth in more informed and effective ways. Using interconnected web sites, and these technology tools, the T/MC seeks to be a catalyst for on-going quality improvement in efforts to help kids in any part of Chicago of America move from poverty to careers.

Poverty concentration School on probation Tutor/mentor programs

TUTOR/MENTOR CONNECTION AIMS TO FOCUS TIME, TALENT AND TREASURE OF EVERY "COMMUNITY" ON RASING KIDS. USING WEB LINKS, CONFERENCES, NEWSLETTERS AND PUBLIC AWARENESS, T/MC INTENDS TO SHARE WHAT EACH SECTOR LEARNS WITH OTHERS GROUPS IN A CONSTANT PROCESS OF QUALITY IMPROVEMENT

This chart intended to show the many different forms of involvement need in any single poverty neighborhood if the children from the area to have opportunities equal to youth in more affluent neighborhoods. It is also intended to show how individuals or groups within a sector, or community, can come together as a "think tank/action group" and how such groups are really "layers" of knowledge which needs to be interconnected into one on-going, long-term vision of providing justice, hope, and equal opportunity and careers, to every child in America.

Visit www.tutormentorconnection.org to learn more of this unique activity.

This is one of many graphics created by interns working with Tutor/Mentor Connection. Youth in high schools and colleges in many places could be doing similar work.

Chicagoland

WC N Chicago Tribune, Friday, December 30, 1994 Section 2 5

For charities, public relations picks up where goodwill leaves off

By Jacquelyn Heard
 Tribune Staff Writer

Public-relations campaigns have turned up for groups that would seem unlikely to need help with their image: charities.

While good intentions carry charities a fair distance, money and volunteers are the stuff of long-term survival. The source of those nutrients, says longtime volunteer Daniel Bassill, is the corporate world.

"From experience, I know that a group that operates for only a year or so doesn't do much good," said Bassill, a former advertising executive who has worked as a volunteer with city children for

nearly two decades.

"Groups need to establish themselves as places of stability in troubled communities. They need money to attract and hire highly trained staff to teach the volunteers," he said.

And they need help on both of those counts. For that reason, Bassill recently established the Tutor/Mentor Connection, 535 W. Chicago Ave. Instead of providing the actual mentoring and tutoring services, the new group acts as a kind of adviser to and promoter for Chicago groups that do.

"They need someone to show them how to appeal to important people like CEOs and get them to

say, 'I'm committed to this effort and I designate this employee or group of employees to work with this tutor/mentor group and stay with them for the long haul,'" Bassill said.

Through newsletters, direct mail and phone calls, the Tutor/Mentor Connection spreads the word about the benefits of helping troubled children in an effort to beef up corporate support so that programs can become more stable community outlets.

The not-for-profit advocate group conducts studies and provides a forum where school, church and neighborhood groups can meet and brainstorm about

how to drum up corporate donations and more effectively serve children at risk of gang involvement, drug abuse and other social ills.

It operates in conjunction with another organization Bassill founded, Cabrini Connection, which has for years provided a variety of social services to children on the Near North Side.

The new group in a recent study found that many of the neighborhoods that need mentors most have the fewest programs.

For example, the survey showed that in the gang-troubled Roseland community, where 11-year-old murder suspect Robert Sandifer

was found shot to death, there are about 12,000 school-age children and only one tutor/mentor program. By contrast, only about 5,000 school-age children live on the Near North Side, but it has about 15 tutor/mentor sites.

"We're developing maps to show just how needy some neighborhoods are," Bassill said. "Our goal is to be proactive by providing information and support to give tutor/mentor programs more help in their efforts."

At the Tutor/Mentor Connection's first conference at the Shedd Aquarium earlier this year, representatives from more than 100 volunteer groups participated

in training and rap sessions.

Based on ideas gleaned from that meeting, the group is working to develop a cable television spot to showcase successful volunteer programs and advertise the need for more groups like them.

"We had people who have volunteered for years and people who are new to the effort," said Noelle Hines, who helped coordinate the conference. "All of them agreed that as adults, we cannot sit back and allow another child to be thrown from a window or shot to death before we do something to help."

The Tutor/Mentor Connection can be reached at 312-467-7542.

Using the same advertising principles that corporations use to create awareness and draw customers to stores, T/MC seeks to

- reach more people every day, and
- draw them to on-line learning sites,
- then to maps,
- then to tutor/mentor programs in specific zip codes.

Step. 3 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.

Without the regular invitations from the T/MC, and the constant information sharing, most organizations would remain isolated from each other. Without the database, we're not inviting all of the programs to come together.

Building a network of tutor/mentor leaders

Volunteer Mobilization

Database

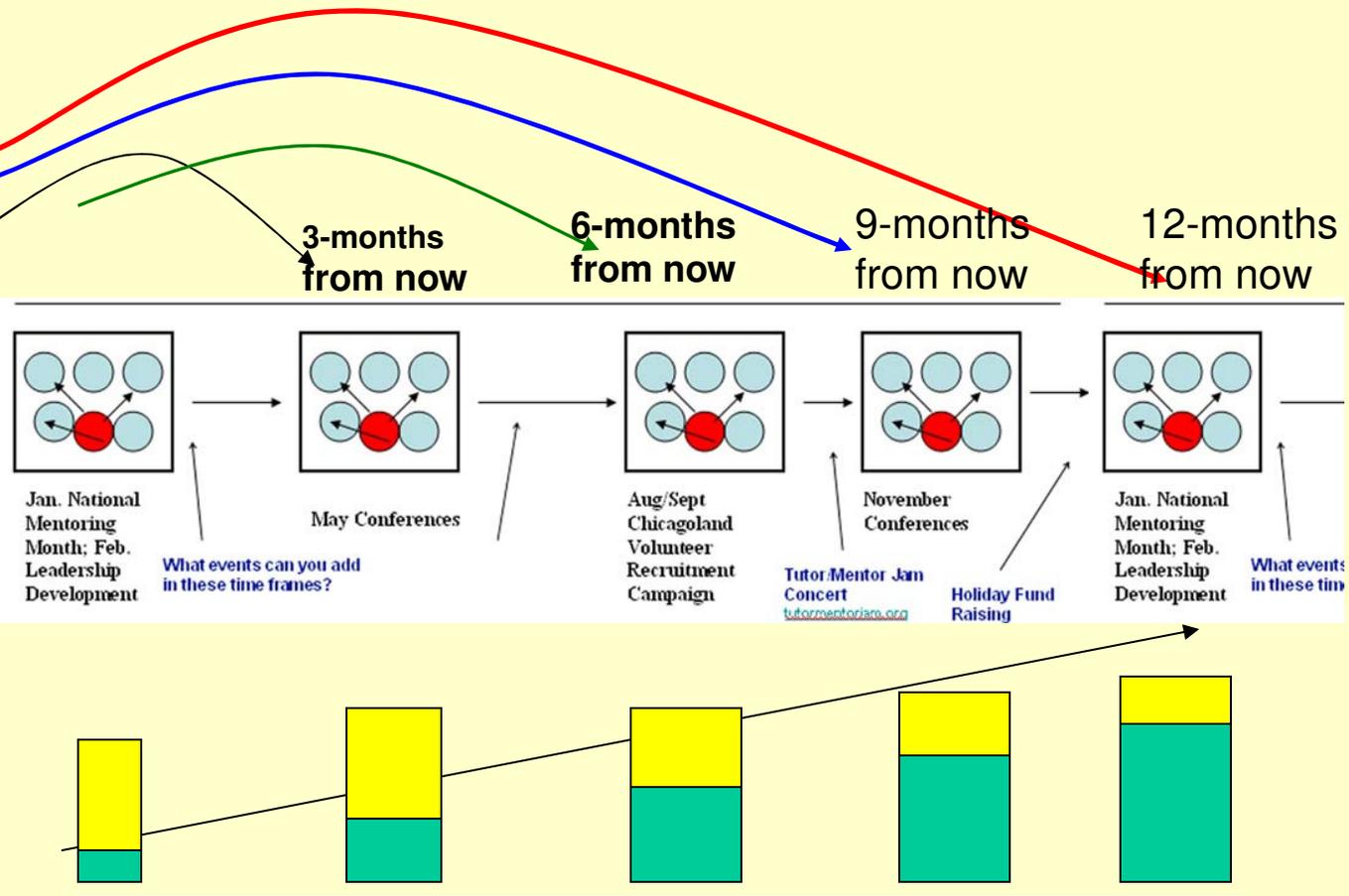




Immediate Impact



Growth of volunteers & \$\$ and corporate leaders involved



YOU NEED A STRATEGY THAT REACHES A LONG TERM GOAL

A collective effort might result in more leaders in the Chicago region taking roles that raise the level of volunteers, operating dollars and other needed resources for all tutor/mentor programs.

Step 4: Information sharing results....

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



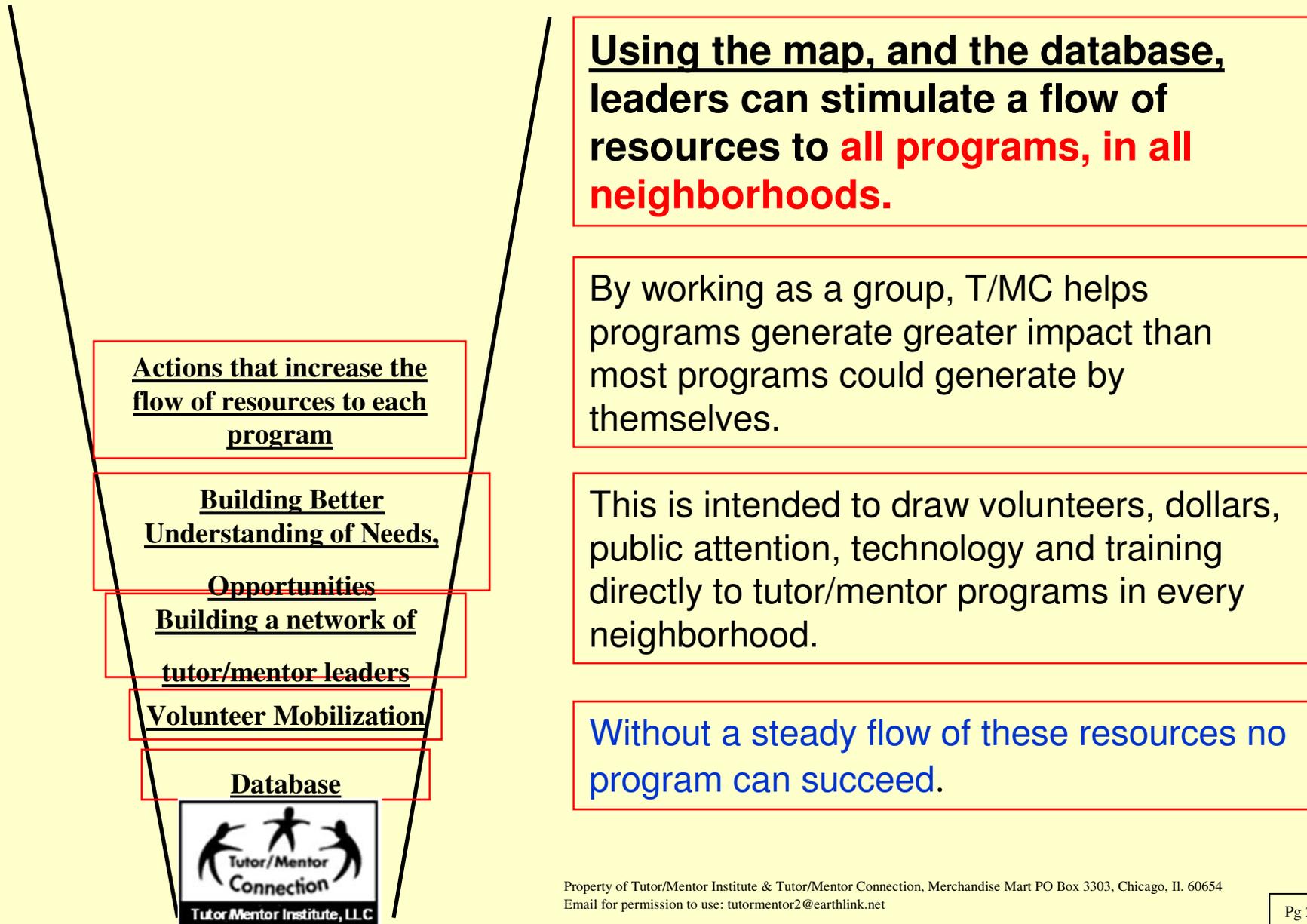
We can connect in deeper thinking, with more of the same people involved more often if we use on-line tools for collaboration and innovation.

The screenshot shows a Debategraph map interface. At the top left is the logo for 'debategraph the global debate map'. Below it is the title 'Helping kids born in poverty be starting jobs / careers by mid 20's' with a 'Map Home' link. The central part of the map features a central node with several connected nodes: 'Do all people have the same chance to get a good education?', 'Facilitating understanding. Supporting Actions.', 'Mentoring', 'Increasing the number of people who use the information.', 'Education?', 'What information is available to support this discussion?', 'Mentoring as part of birth-to-work', 'Expand high-quality afterschool', and 'Increase the flow of needed resources'. A 'Related maps' node is also present. At the bottom, there are navigation controls (back, forward, search) and a toolbar with buttons for 'Add idea', 'Discuss', 'Move', 'Cross-link', 'Cite', and 'New map'. A footer note says 'Click and copy embed code then click Done - you can change the width and height values'.

This is one tool we've found where all of us can share our ideas about helping kids to careers.

http://debategraph.org/mentoring_kids_to_careers

Step 5: Actions that increase flow of resources

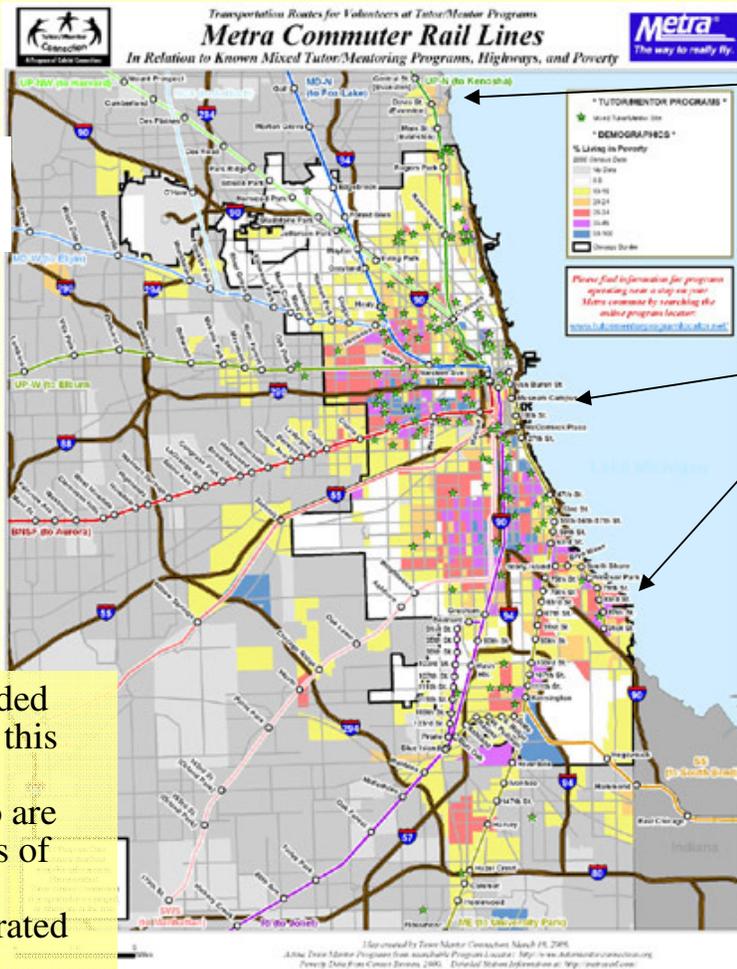


All programs have same needs:

We need these resources every day, in every neighborhood:

- * volunteers
- * public visibility
- * operating dollars
- * technology
- * training/learning
- * leadership

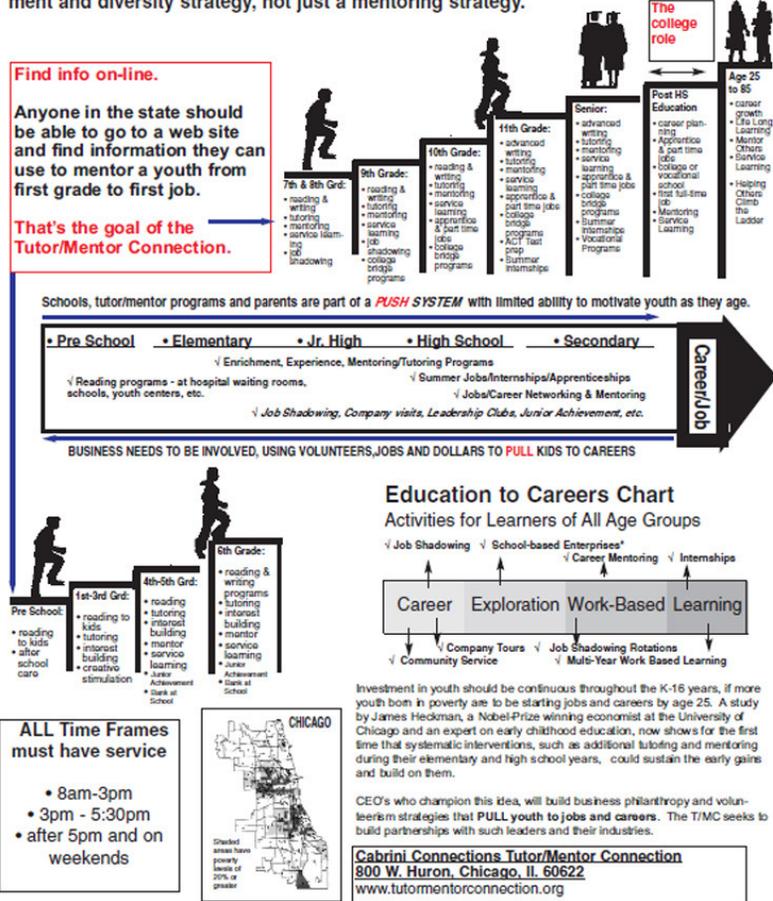
Chicago area



The shaded areas of this map of Chicago are the areas of most concentrated poverty.

Mentoring Kids to Careers

Kids move through school and toward jobs, one year at a time. It takes 25 years. Age specific mentoring is needed at each grade level. This is a workforce development and diversity strategy, not just a mentoring strategy.

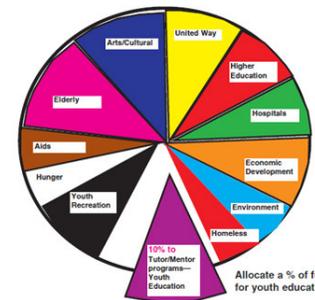


To influence
“Birth to Work”
 we must influence
 the flow of
 operating dollars.

THE NEED	THE CASE	POTENTIAL	REVIEW	FUNDING STRATEGY
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CORPORATE FOUNDATION STRATEGY
 - Pledge 10% OF CONTRIBUTIONS TO TUTOR/MENTOR PROGRAMS

• Total commitment = X% of Revenue



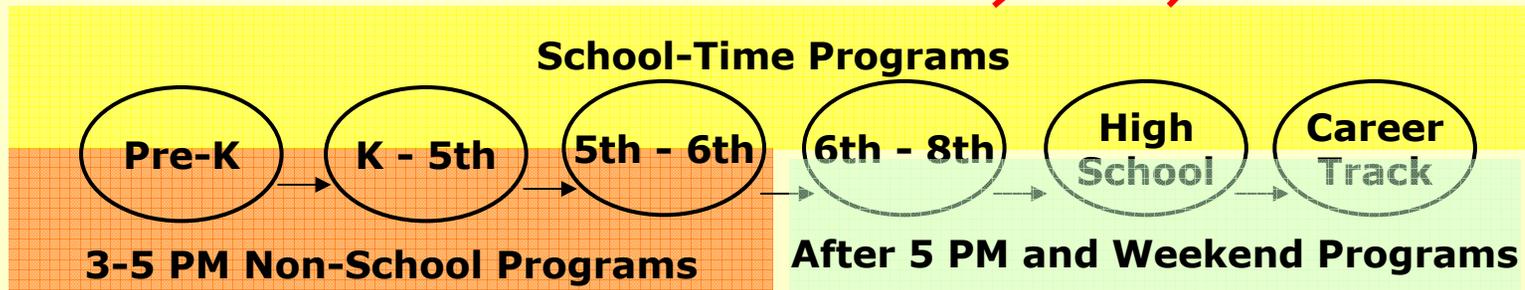
“Review current and historical funding. Does corporation set aside a percent of its financial support for youth category?”

If we can enlarge our slice of the “giving pie” we all benefit from greater support.

Each company will determine its personal level of investment through foundation and corporate programs. The T/MC goal is to encourage a company to invest a % of its giving plan in well-managed tutor/mentor programs and school-to-work programs.

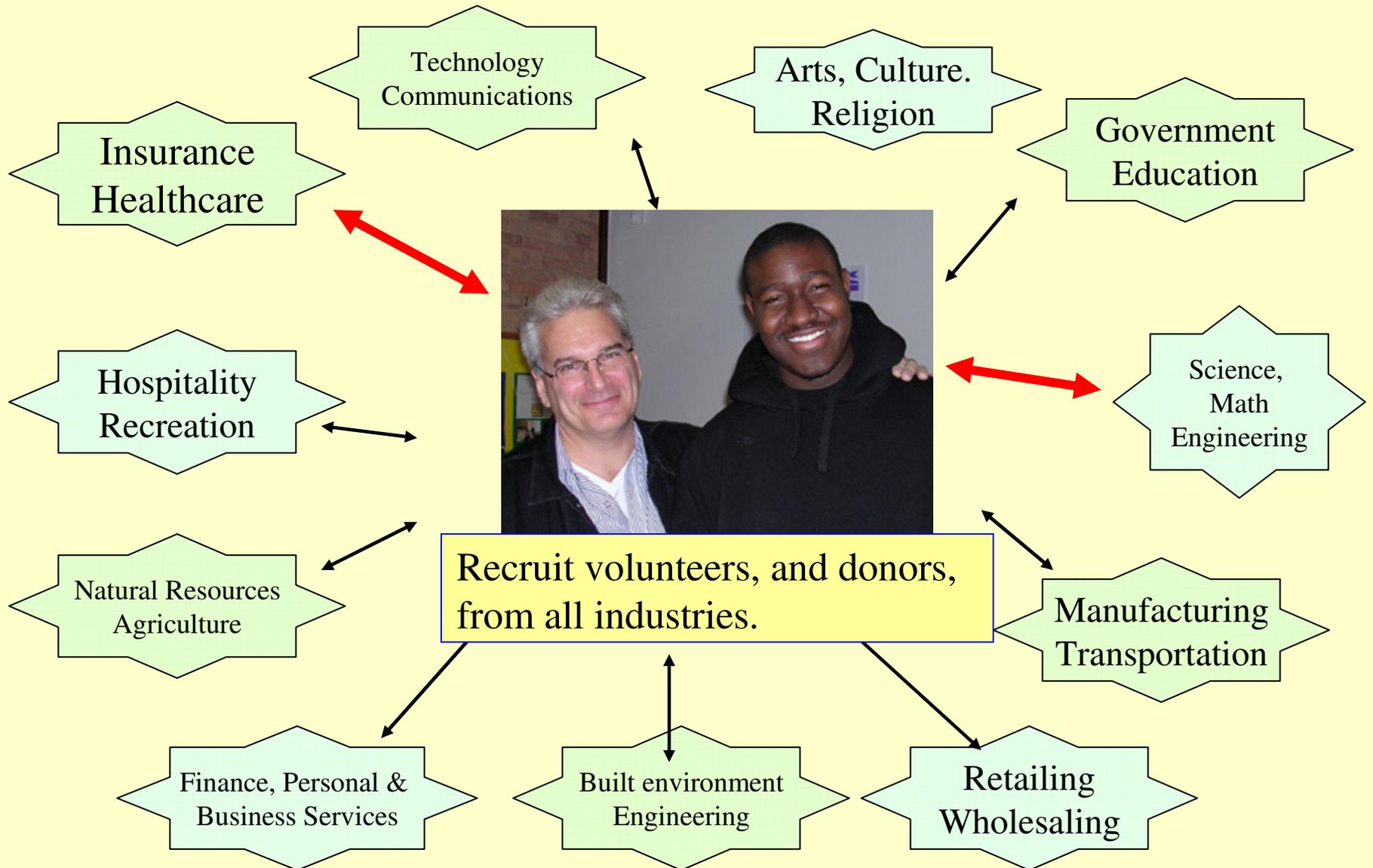
WHY SHOULD BUSINESS TAKE THIS ROLE?

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

As volunteers bond with kids many become leaders who recruit more volunteers and other resources from their industry, faith group, and social network



The Result -- After Many Years...

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

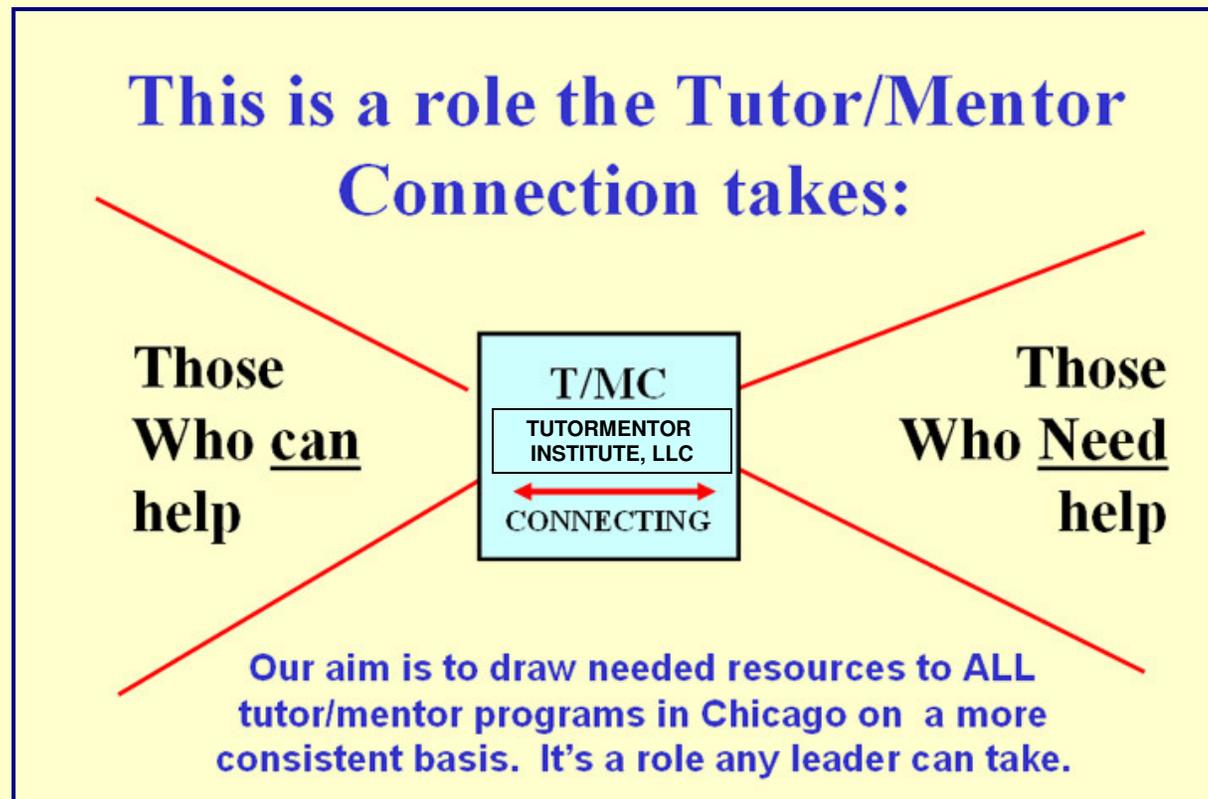


If Step 1 to 5 are happening in every poverty neighborhood, youth and families will have access to more of the help they need, better programs, and more consistent, longer-term services.

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

Any organization can take on this intermediary role...even youth in local high schools and colleges.



Using the Internet to network and learn

- Blogs – like <http://tutormentor.blogspot.com>
- Forums – like <http://www.socialedge.org>,
<http://tutormentorconnection.ning.com> , <http://www.mentoring.org/community>
- Wikis – like Learning to Finish www.learningtofinish.org/doku.php and
http://debategraph.org/mentoring_kids_to_careers
- Conferences, eConferences – <http://www.tutormentorconference.org>
- At <http://www.tutormentorconnection.org> we're hosting a links library, with links to organizations that we want to connect with
- At www.Google.com you can search for “tutor mentor” and find the T/MC and numerous other organizations who could be invited to come together for networking, learning, collaboration

Importance of Maps and Visualization

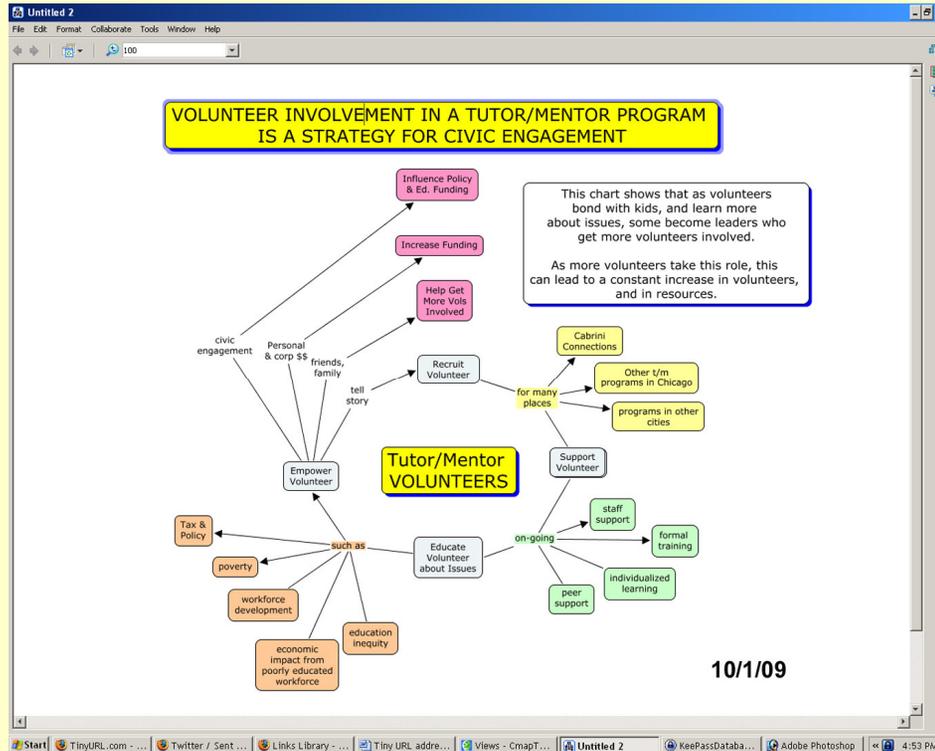
Pictures worth “1000 words”

Creative uses of information visualization,
maps, video, animation

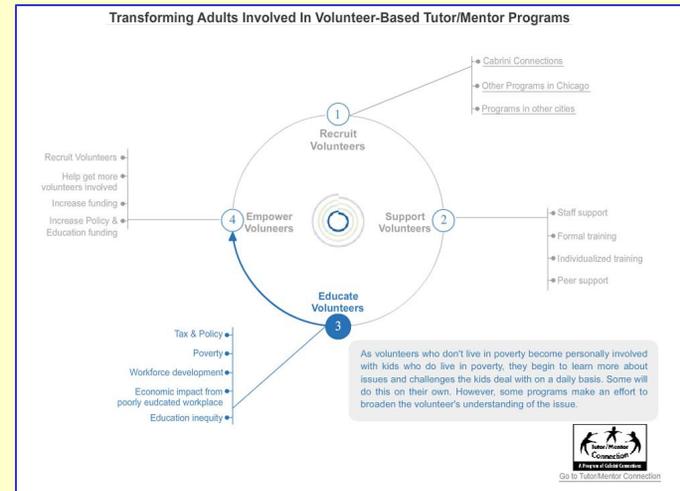
Strategies that mobilize public/private sector
resources in specific zip codes

Focus on distribution of resources needed to
operate effective programs in many places.

Examples of information visualization – ROLES OF INTERNS

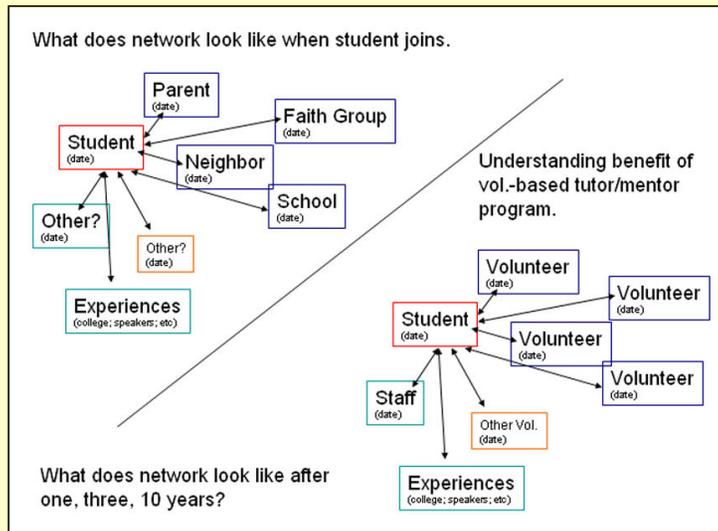


This shows how idea is first visualized in power point and posted on a blog <http://tutormentor.blogspot.com/2009/10/transforming-adults-involved-in.html>



This shows how intern converted this to flash animation http://www.tutormentorexchange.net/images/flash/vol_leadership.swf

New ways of showing value: Social Network Analysis

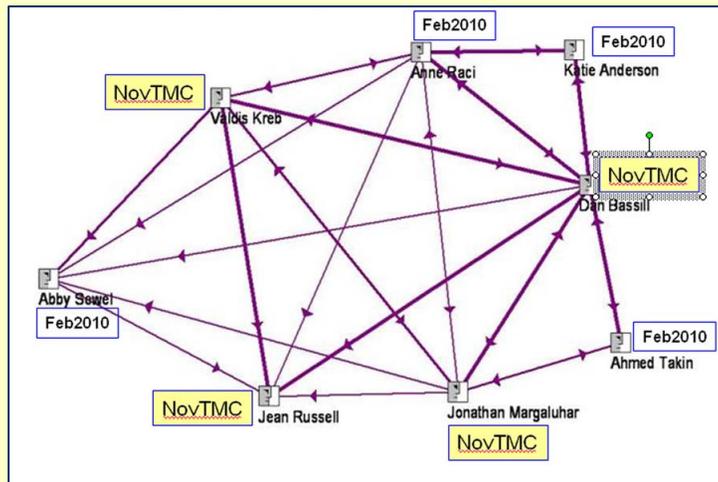


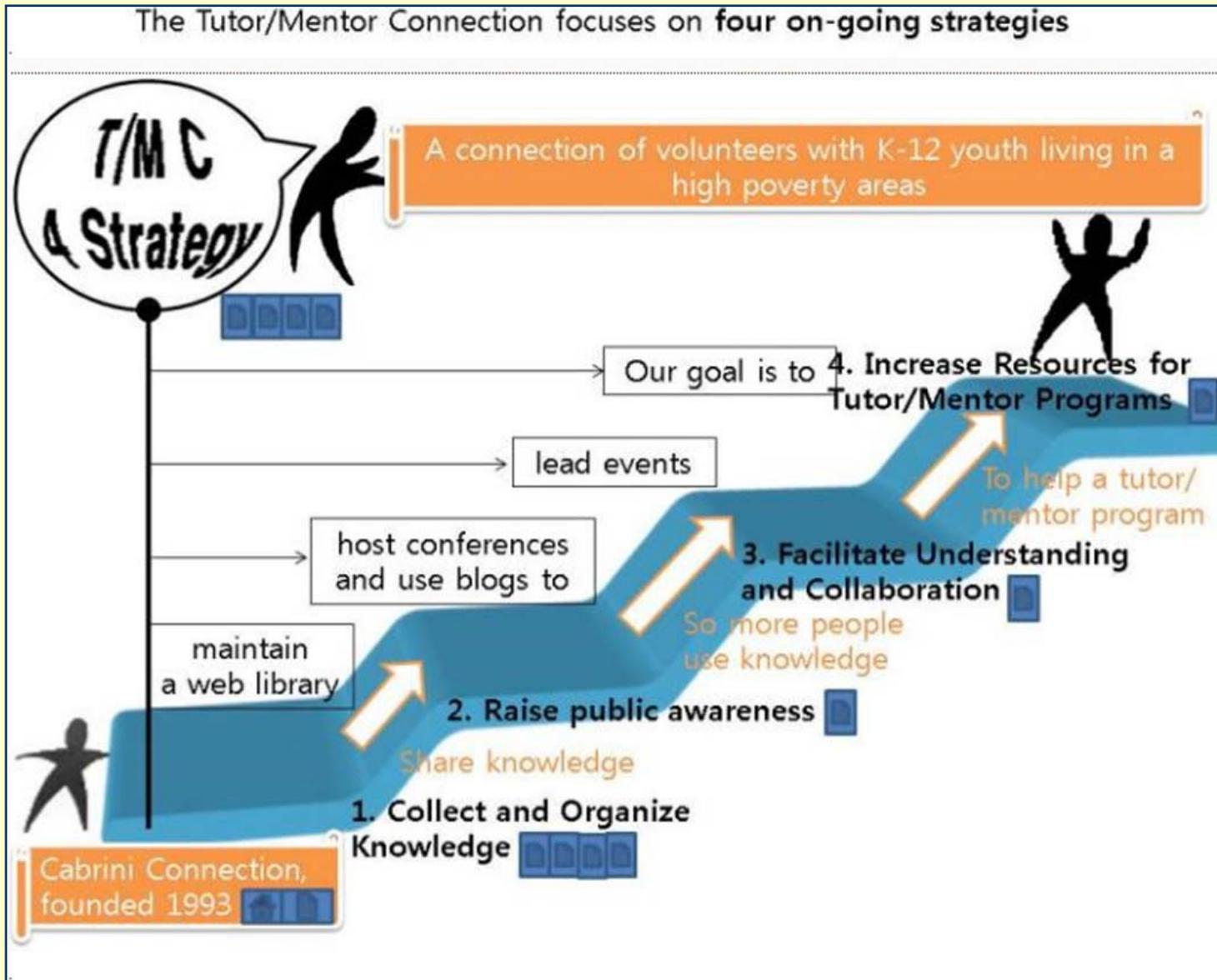
Understanding the T/MC network, and our impact on bringing people together has always been a challenge. Understanding how tutor/mentor programs expand networks for youth has also been challenge.

Imagine if we could map network of youth, or volunteers, when they join a program, then show changes over time?

INTERNS COULD BE DOING THIS WORK

Youth SNA map discussion on Ning - <http://tinyurl.com/TMC-youthSNAmap>





Strategy map created by intern -- <http://tinyurl.com/tmc-strategy-map>

Attend May and November Tutor/Mentor Leadership and Networking Conference in Chicago

<http://www.tutormentorconference.org>

**Connect conferences you host to the T/MC and
other conferences via on-line forums you create or
that are hosted by others.**

**<http://tutormentorconnection.ning.com> is one that
we host.**

Find Me on Social Media

- Facebook
<http://www.facebook.com/TutorMentorInstitute>
- Twitter @tutormentorteam
- Linked In
- Ning – <http://tutormentorconnection.ning.com>
- Blog – <http://tutormentor.blogspot.com>
- Email – tutormentor2@earthlink.net

- Find this presentation on
<http://www.tutormentorexchange.net/library>



Tutor/Mentor Institute: 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. Invite Tutor/Mentor Institute to be your guide to understanding and applying these ideas.”

--Daniel F. Bassill,
President of Tutor/Mentor Institute, LLC and the Tutor/Mentor Connection

<http://www.tutormentorexchange.net>

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