

**TUTORING**

**MENTORING**

**TUTOR/MENTOR**

**SAME WORDS/  
DIFFERENT MEANINGS**

*This short presentation is part of a series of Power Point essays provided by the Tutor/Mentor Connection. Each is intended to illustrate a point in the T/MC's education-to-career strategy. These are intended to introduce "concepts" rather than to provide the full understanding of a concept. LINKS on the T/MC web site are intended to help a reader flesh out his understanding of each topic. Readers are invited to send links to research papers and web sites that*

*illustrate the points offered in these presentations in greater detail.*



**As public education becomes a growing concern, many solutions are being proposed. Some include support for tutors and mentors.**

**However, the Tutor/Mentor Institute feels that the different needs of youth from different economic backgrounds, and with different learning environments, are not being well-served in the current debate.**

**SAME WORDS/ DIFFERENT MEANINGS**

**One challenge that hinders the development of an effective national education/learning policy is the differing understandings various stakeholders have. We EACH define the problem from our own lens of experience and understanding.**

**This essay illustrates the various meanings of these two common terms: Tutoring. Mentoring**

**SAME WORDS/ DIFFERENT  
MEANINGS**

**All kinds of learning and teaching are needed to help an infant grow into an educated adult. Tutoring and Mentoring are just two parts of a spectrum of learning support.**



**TUTORING/ MENTORING**

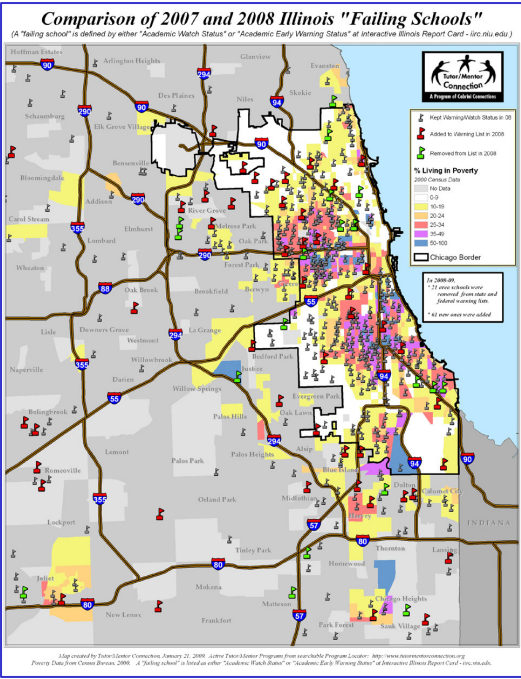
**The two primary influences on the education of a child are K-12 teachers and parents.**



**The teacher is the primary tutor.**

**The parent is the primary mentor.**

**TUTORING/MENTORING: SAME WORDS-DIFFERENT MEANINGS**



**This map of Chicago shows areas with 20% or higher concentrations of poverty.**

**The flags are schools performing below Illinois Board of Education learning standards.**

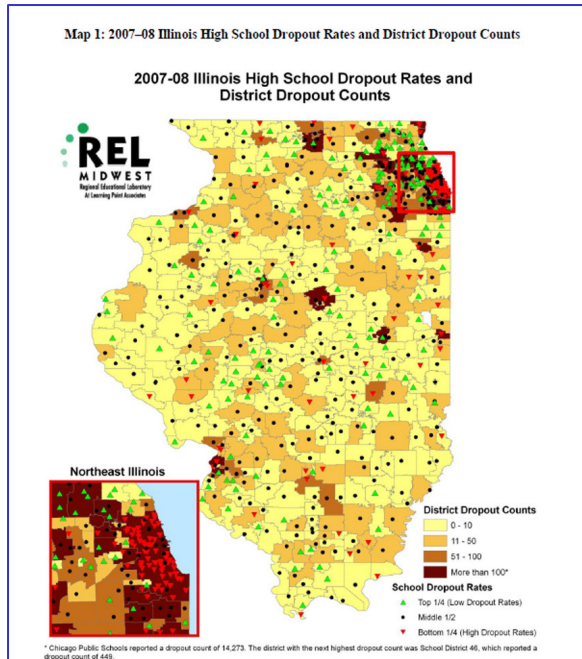
**See map at**

## TEACHING

## PARENTING

## TUTORING/ MENTORING

**Clearly, in these areas teaching and parenting are not providing all the help a youth needs for effective learning.**



**This map shows cities in Illinois with highest rates for youth not finishing high school.**

**Urban areas and larger cities have more severe problems.**

Read more about drop out rates and find links to this map at <http://tutormentor.blogspot.com/search/label/drop%20out>

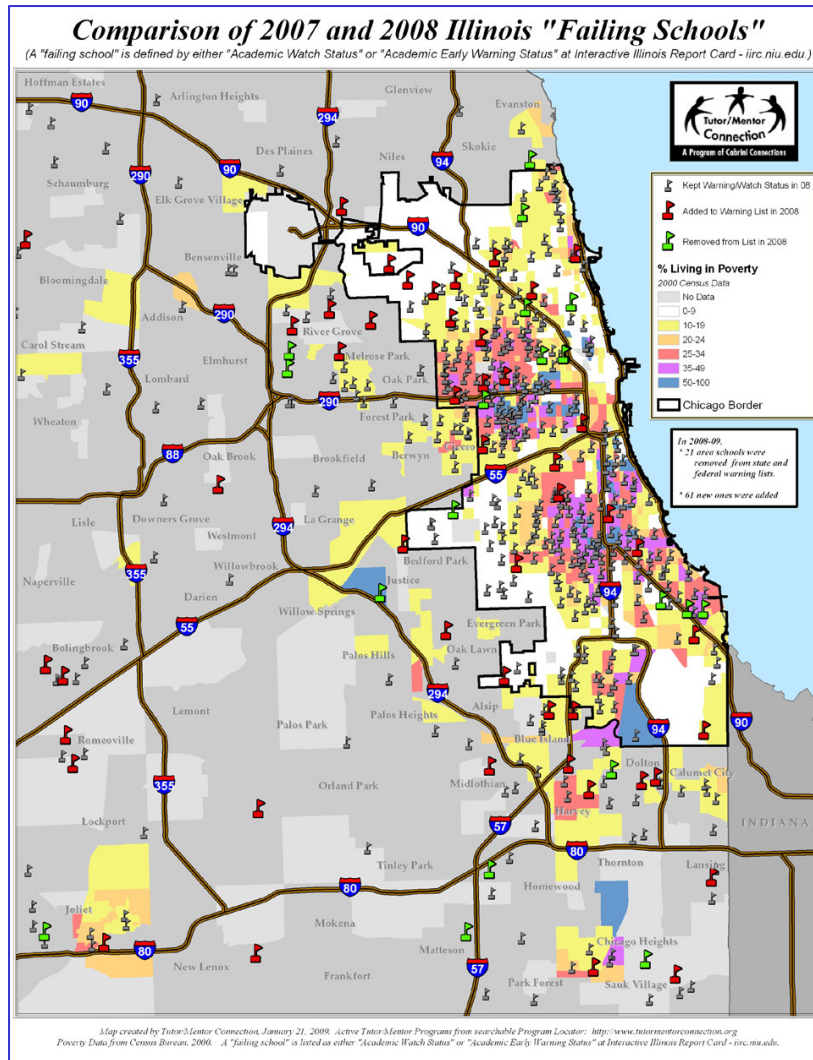
**TEACHING**

**PARENTING**

**TUTORING/ MENTORING**

**Clearly, in these areas youth need more comprehensive systems of support than what is now available.**

## TUTORING/MENTORING: SAME WORDS-DIFFERENT MEANINGS



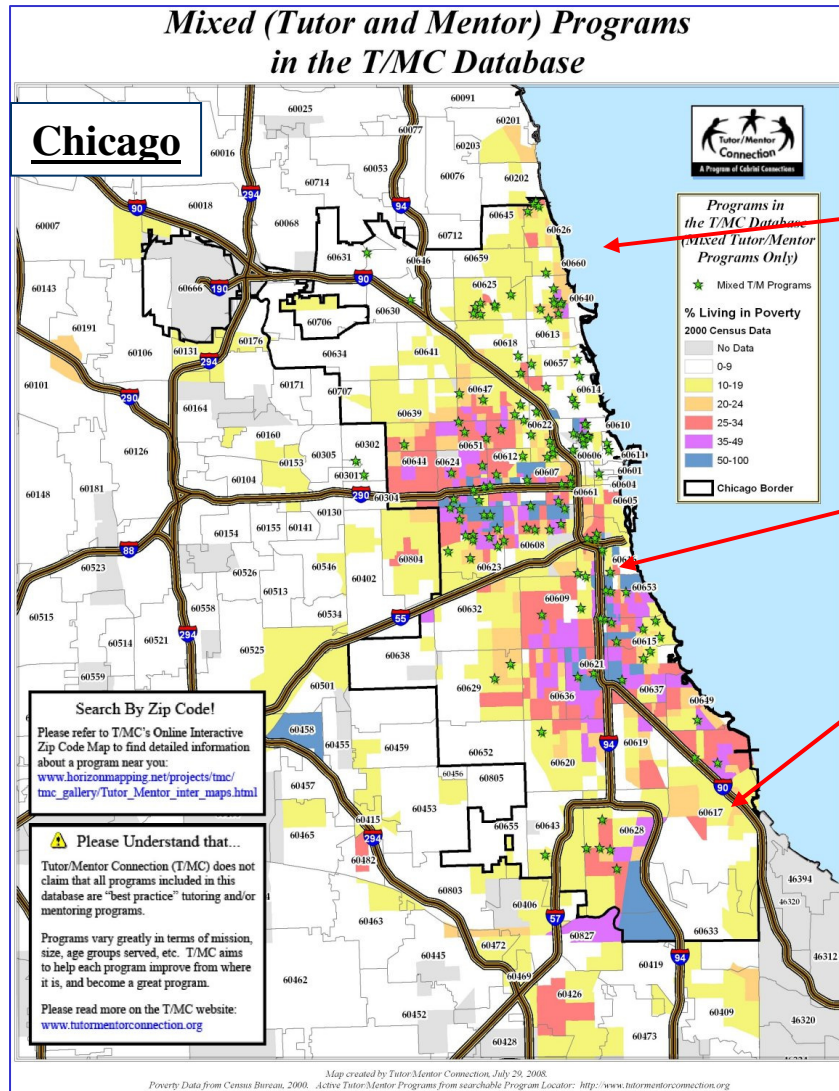
The mission of the Tutor/Mentor Connection is to help comprehensive, long-term, volunteer-based, tutoring/ mentoring programs grow in each poverty neighborhood and near each poorly performing school.

*This map shows locations of programs combining tutoring and mentoring.*

See maps like this at [http://www.tutormentorprogramlocator.net/MapGallery\\_Expanded.html?cat=PS&map=1a](http://www.tutormentorprogramlocator.net/MapGallery_Expanded.html?cat=PS&map=1a)



## TUTORING/MENTORING: SAME WORDS-DIFFERENT MEANINGS

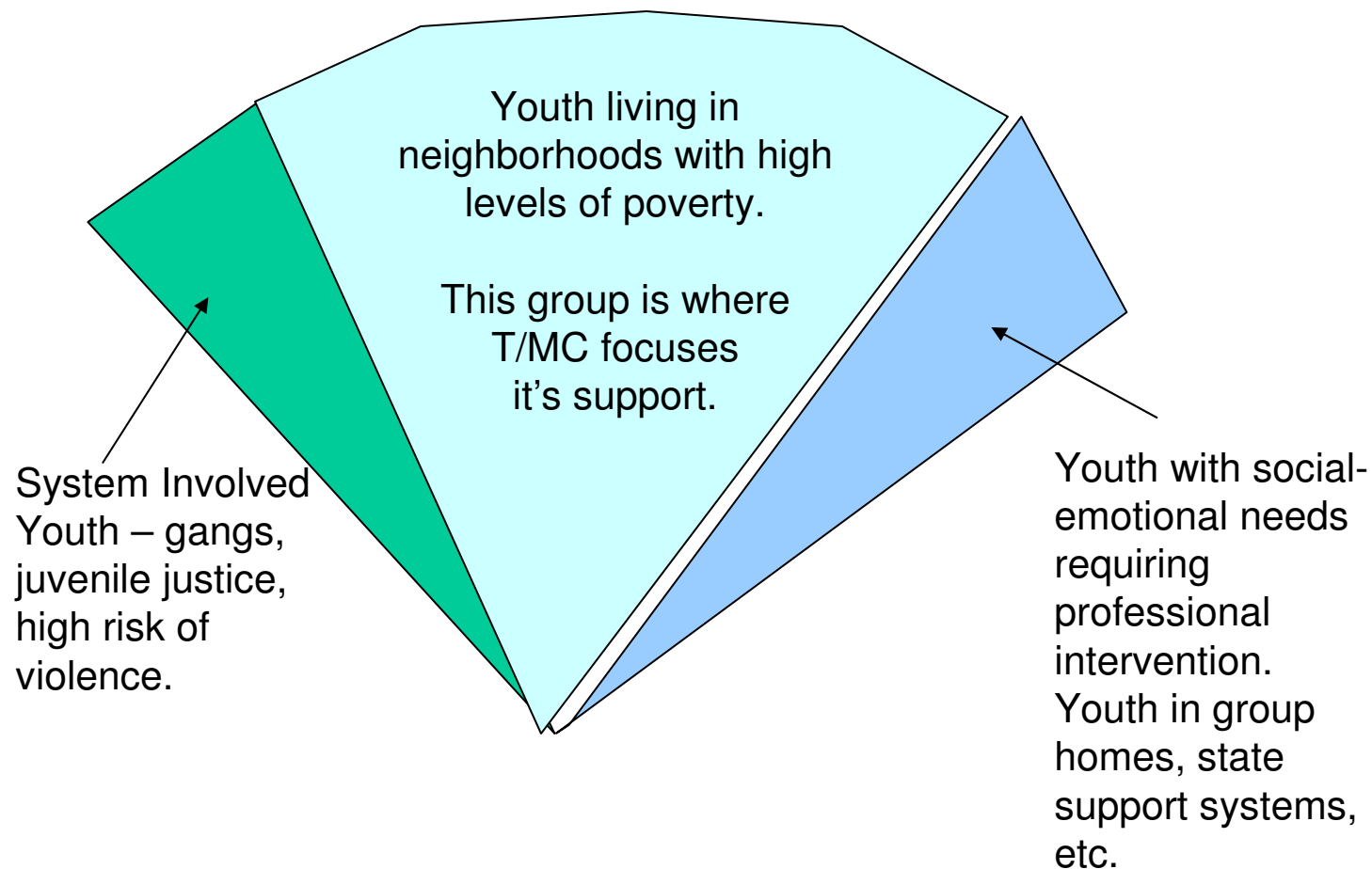


The green stars on this map are sites of tutor/mentor programs in Chicago.

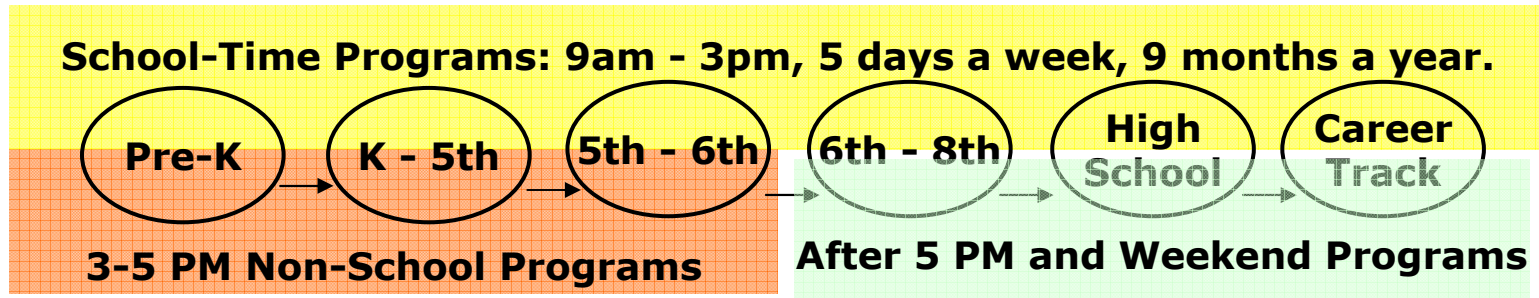
The Tutor/Mentor Institute seeks to help each program obtain the resources needed for each site to be a "best practice" in helping kids succeed in school and move to careers.

See maps like this at [http://www.tutormentorprogramlocator.net/MapGallery\\_Expanded.html?cat=TM&map=9b](http://www.tutormentorprogramlocator.net/MapGallery_Expanded.html?cat=TM&map=9b)

All youth need adult support. Youth living in high poverty don't start out with the same levels of support and community services as do youth in more affluent areas. Youth in smaller communities have access to services that youth in large urban areas do not.



Read research articles at - <http://tinyurl.com/TMLibrary-research>



## **We focus on the non-school hours**

**because of the potential that exists to develop strategies that help more inner-city youth come to school each day better prepared to learn.**

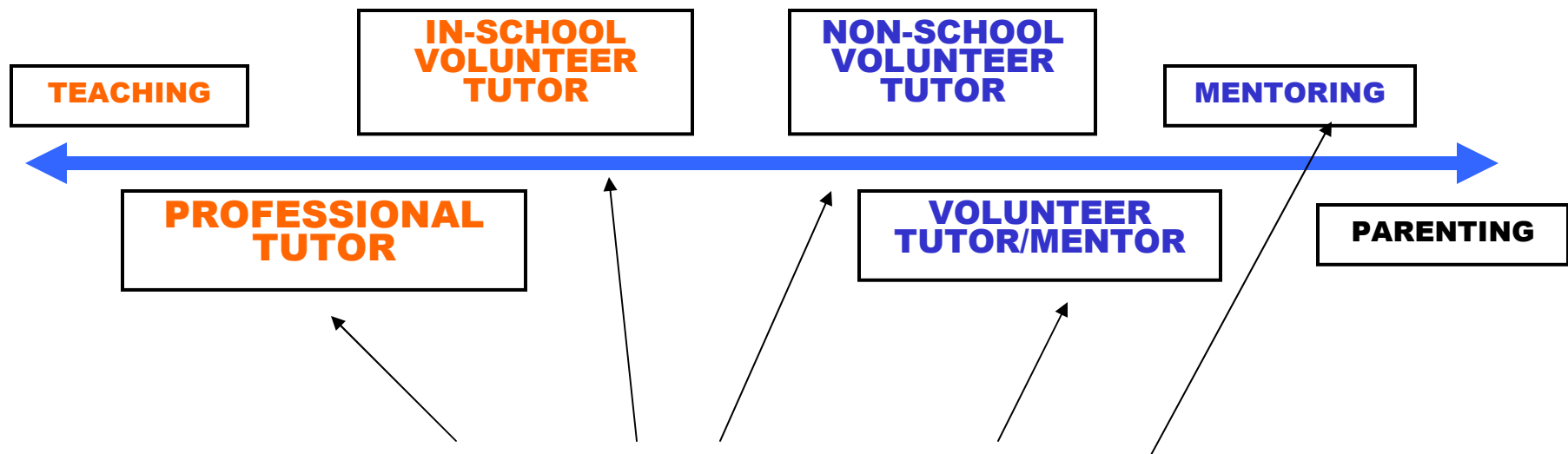
**Because so many public leaders are focused on what happens at the school during the school day, we seek to recruit leaders who make it their 100% commitment to fill the non-school hours with quality learning opportunities.**

**Many leaders, including the President, call on volunteers to serve as tutors and mentors so that youth have more help in learning.**



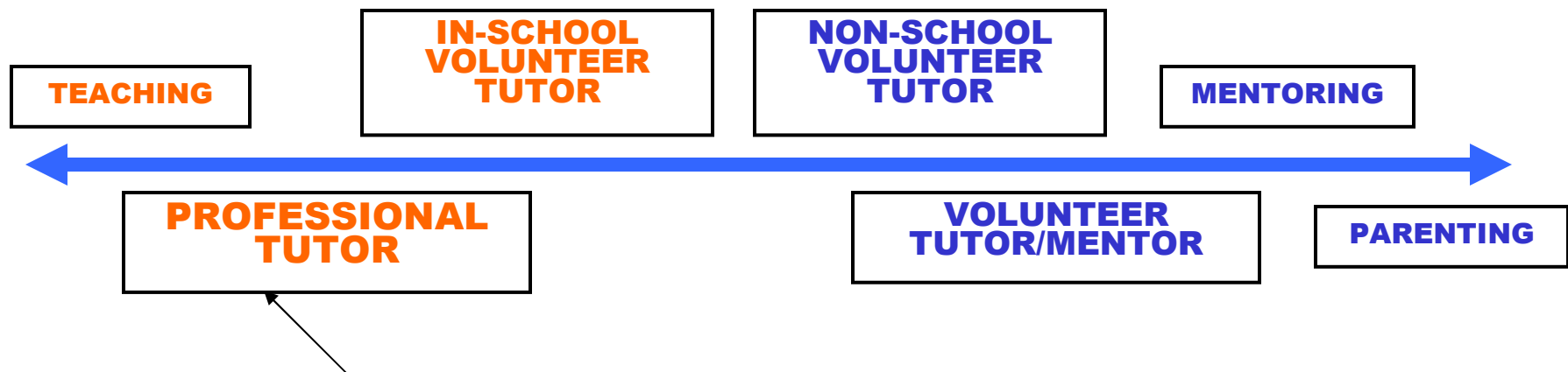
**This over simplifies the different learning needs of youth in different learning environments.**

**Policy and leadership impact are diminished by the lack of distinction between different forms of tutoring/mentoring.**



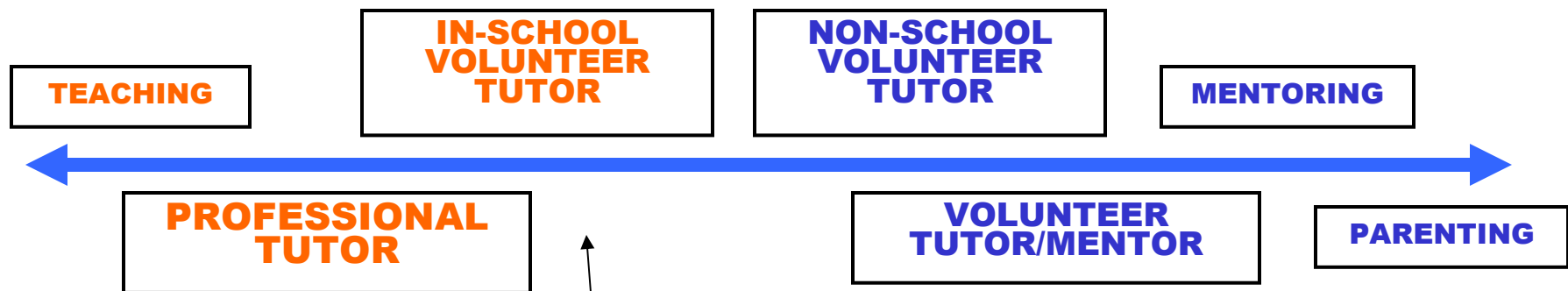
**THESE ARE NOT THE SAME.**

**Most public debate simplifies how easy it is to teach. This oversimplifies how much a tutor can accomplish in a short time to correct learning disabilities, or to change learning patterns.**



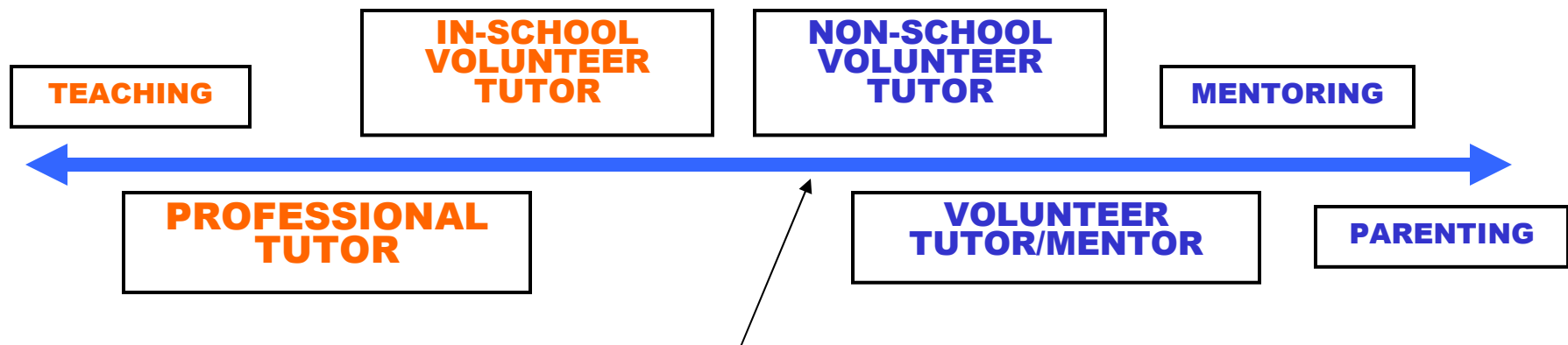
For profit tutoring centers such as Sylvan, Huntington, etc. offer fee-for-service tutoring. Many individuals offer private fee-for-tutoring. **It takes tremendous professional expertise to correctly diagnose a learning problem, develop a strategy to overcome it, then to implement that strategy with support from teachers, parents and the student.** The high costs of these service make them unaffordable for large numbers of students, or as long-term solutions. Yet, they offer the best hope for improved short-term results.

Many leaders promote peer tutoring and programs like AmeriCorps as a strategy for increasing the number of youth who are tutored.



Developing effective teaching and professional tutoring skills takes years of learning and experience. Expecting youth volunteers to accomplish as much with less training and time on task is creating misleading expectations. **Yet, the volunteer and peer tutor can have a considerable impact if they are well supported by professional educators who are skilled at maximizing the contributions of volunteers.**

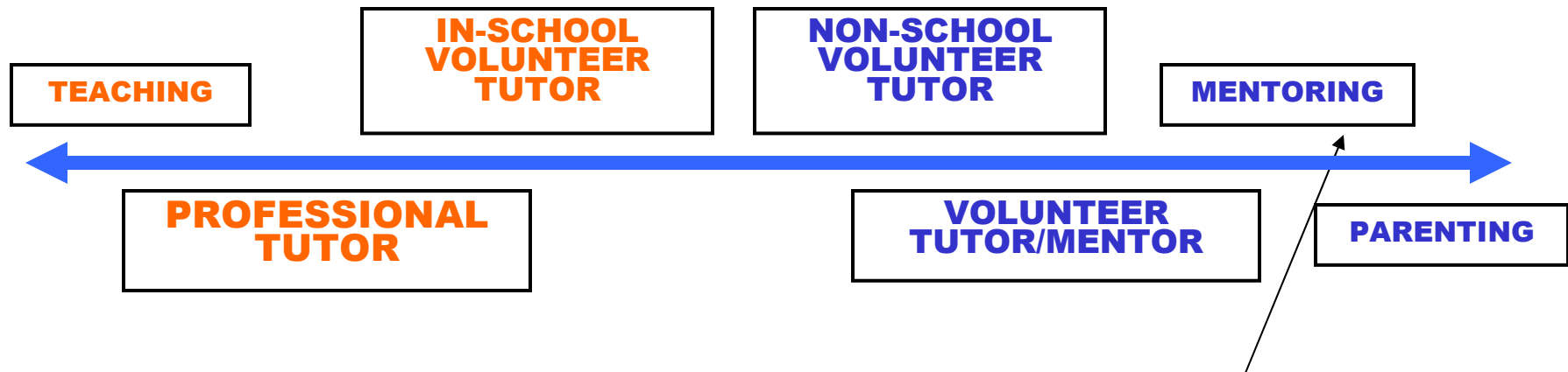
The non-school hours offer opportunities to support learning and to supplement the role parents fill in most families. In many 3-5pm programs a variety of volunteers offer tutoring and homework help.



3-5pm, weekend and evening homework and tutoring centers offer a safe environment for learning, and are critically important for children with working parents, or who are exposed to multiple-negative risk factors during the non-school hours. **Yet, these volunteers usually are not professionally-trained teachers. Without adequate support their impact on short-term or long-term learning outcomes will miss expectations.**

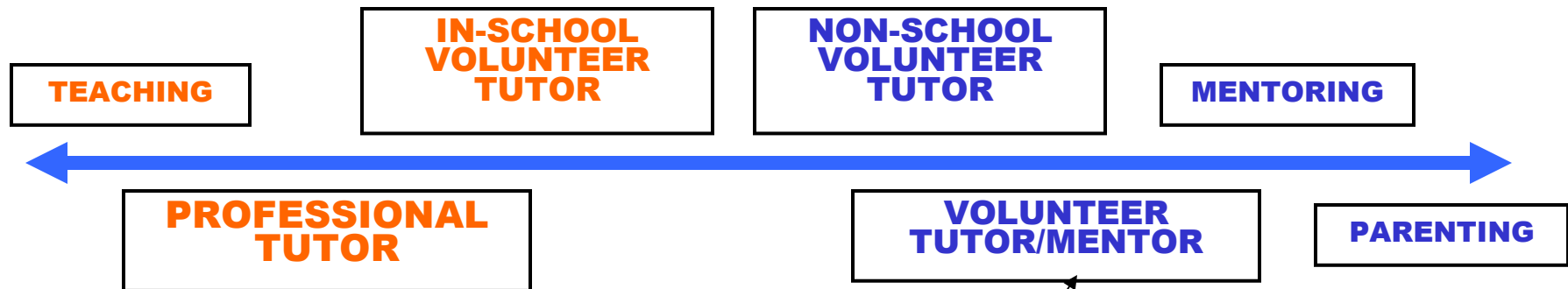


A mentor is an adult who, along with parents, provides young people with support, counsel, friendship, reinforcement and constructive example.



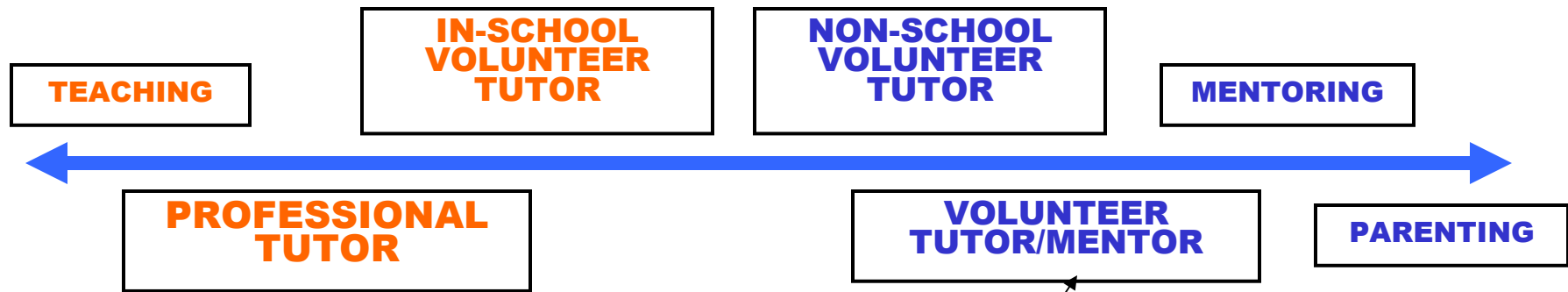
The National Mentoring partnership defines a mentor as “a guide, a friend, a listener a coach, a responsive adult”. They do not include “a tutor” in this list and in many pure mentoring programs the focus is not on academics.

**Programs that connect youth with workplace adults, ranging in age from 20 to over 70, provide long-term surrogate parenting, model work experiences and aspirations, and provide differing degrees of tutoring expertise.**



**Volunteers drawn from professions and the workplace often have college and advanced degrees. Many are former teachers who have entered the workplace. Programs that offer services at a time when the volunteer is more available can keep volunteers involved longer, creating a bond that turns the volunteer into a surrogate parent who is willing to do many things to see that a child reaches his/her full potential.**

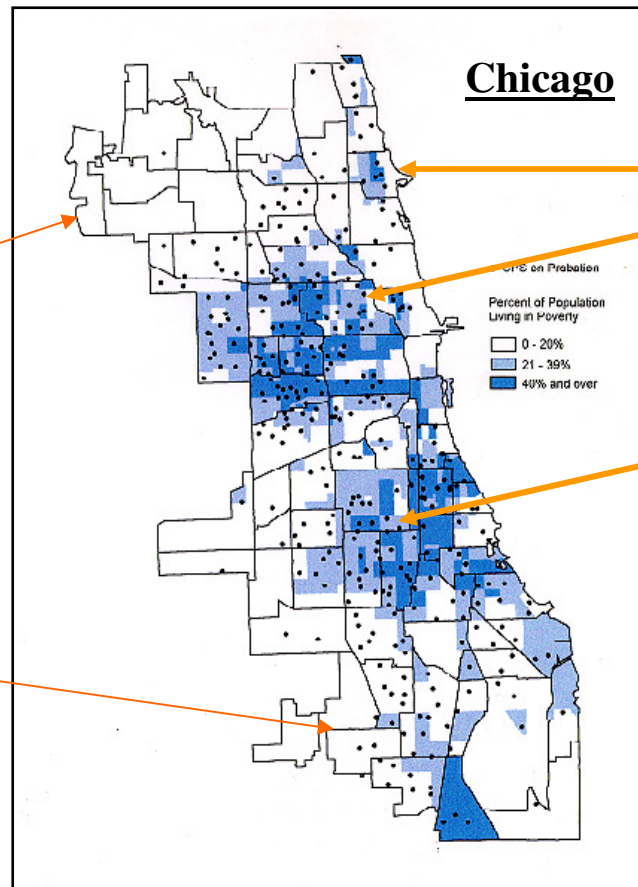
**Tutor/Mentor Programs are a long term strategy.  
The impact on youth and volunteers grows the  
longer the involvement is sustained.**



**Funding for such programs is not included in the Federal legislation. On-going funding to support such programs is not readily available from private philanthropy.**

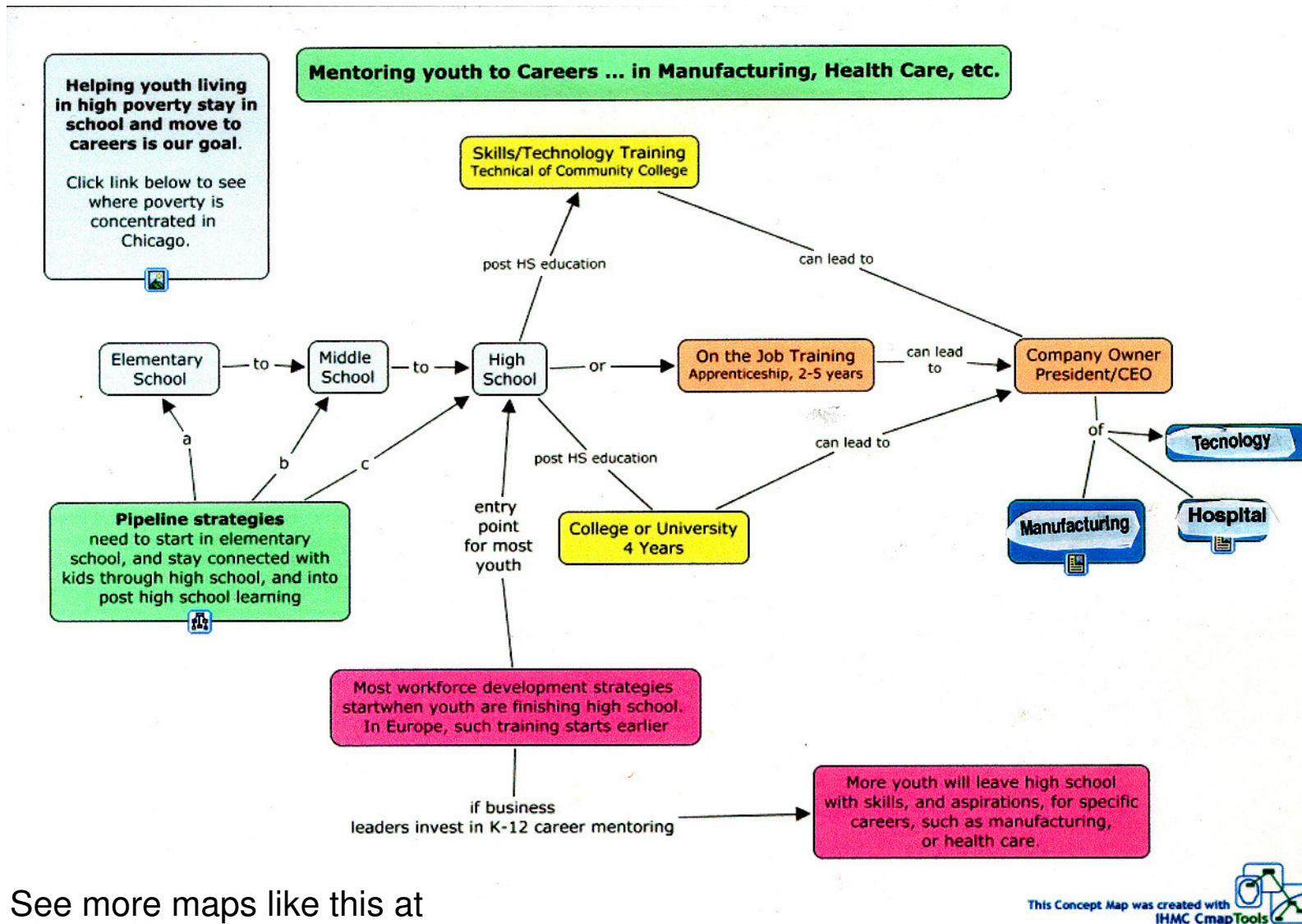
**America needs to understand the different intensity of tutoring/mentoring support needed for different economic areas.**

**If a youth lives near good schools and in non-poverty areas, his need for tutoring and after-school programs is far different.**



**If a youth lives in an area with chronic poverty and consistently poor schools, he/she needs support from a full range of tutors and mentors.**

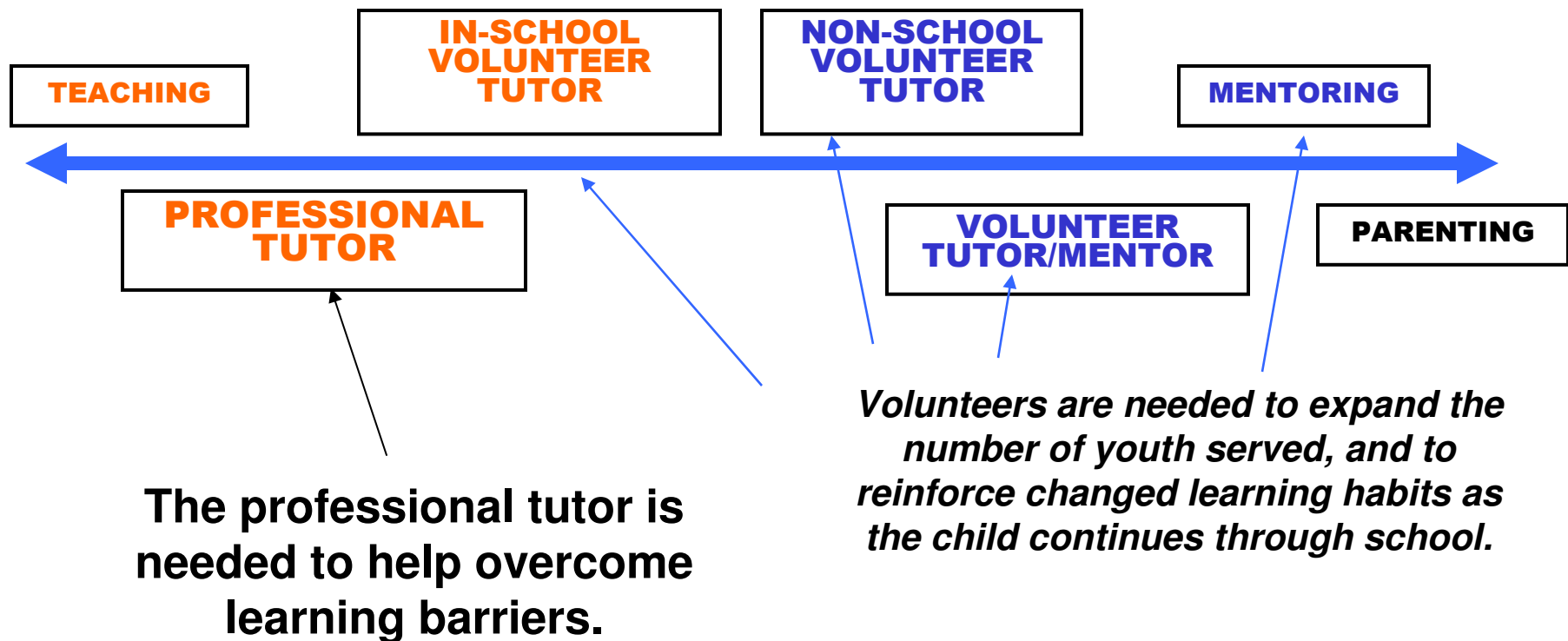
If our goal is to help more youth living in poverty reach jobs and careers...



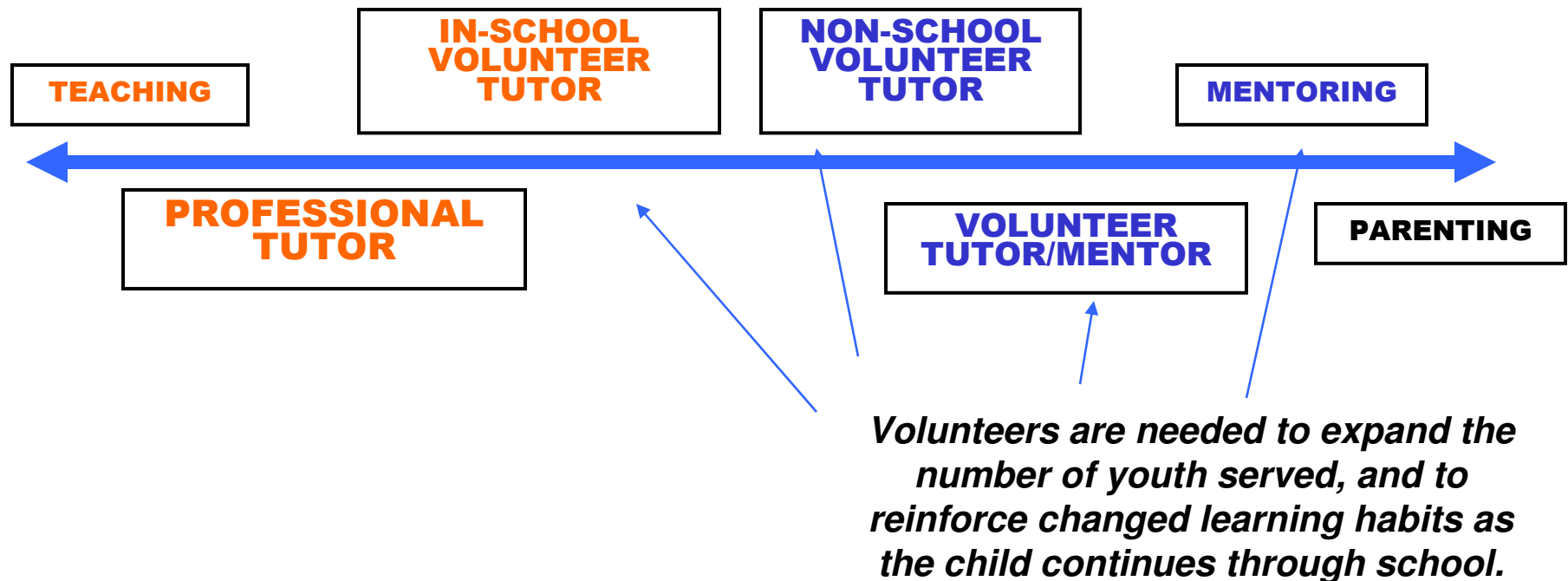
See more maps like this at

<http://tutormentor.blogspot.com/search/label/workforce>

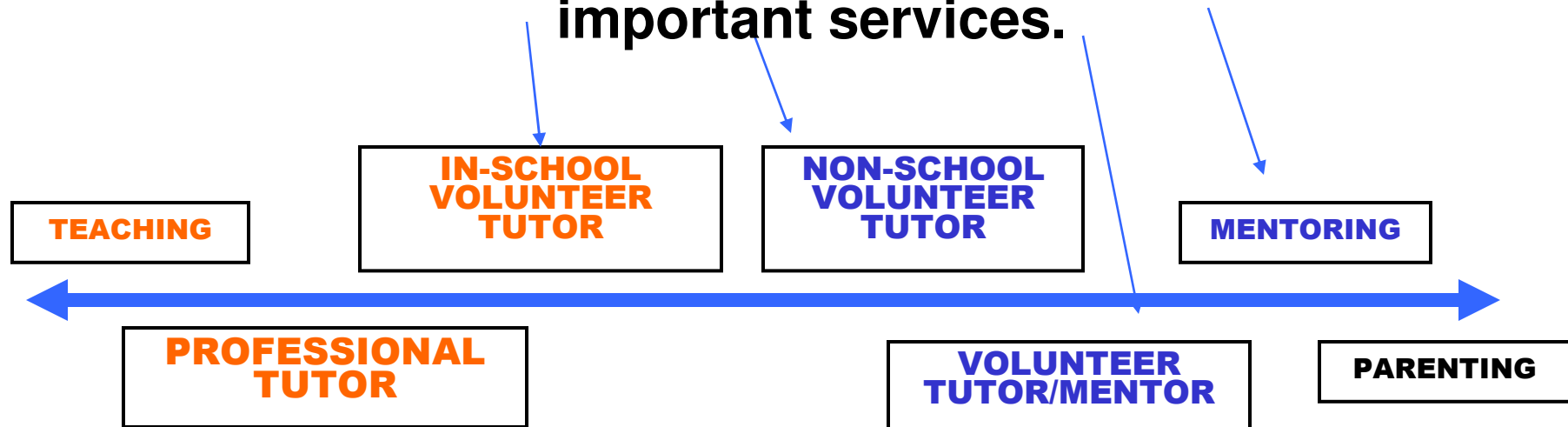
**In areas with chronic poverty and consistently poor schools, children need support from a full range of tutors and mentors.**



**For volunteers to succeed, programs must have resources to provide training and support staff who support the on-going connection of tutors, mentors, youth and learning opportunities.**



**If a strategy draws volunteers from the workplace or other adult groups (alumni, church, college, etc.), it can lead to greater private sector funding of these important services.**



***LEADERSHIP is needed to develop and sustain such a strategy. Public funds should be dedicated to expanding the tutor/mentor capacity in every city.***

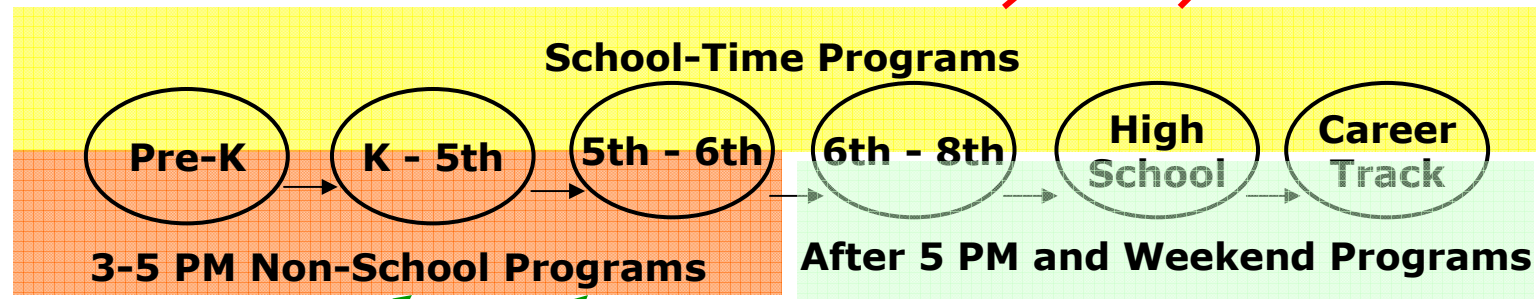
Read Leadership articles at <http://tutormentor.blogspot.com/search/label/leadership>



## T/MC Goal:

Create structures that recruit workplace volunteers to help inner-city youth reach Careers.

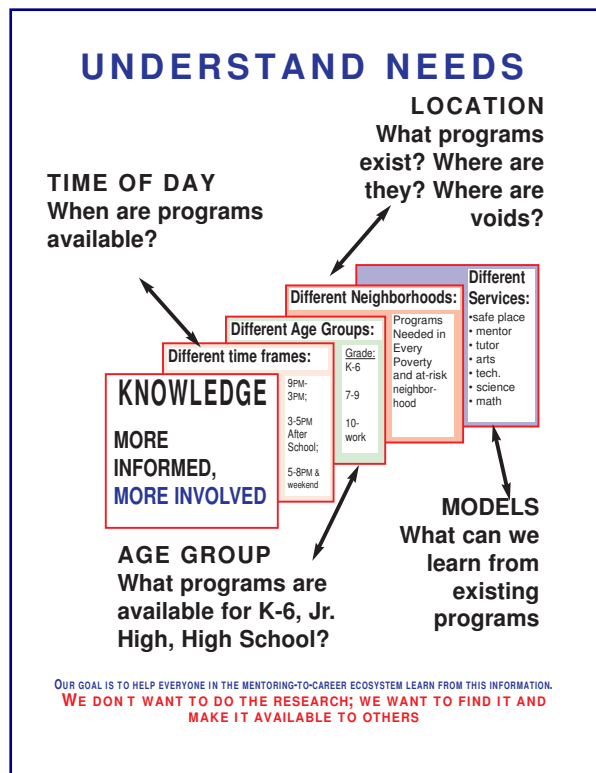
**To SUCCEED**  
We must recruit business leaders who will use their resources in **PULLING** Youth to Careers



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

**We call this**  
**MENTORING YOUTH**  
**TO CAREERS**

Learn more about these concepts at  
[www.tutormentorexchange.net](http://www.tutormentorexchange.net)



# Learn more about how you and others can add your **LEARNING** and **LEADERSHIP** to this effort.

Visit these web sites:

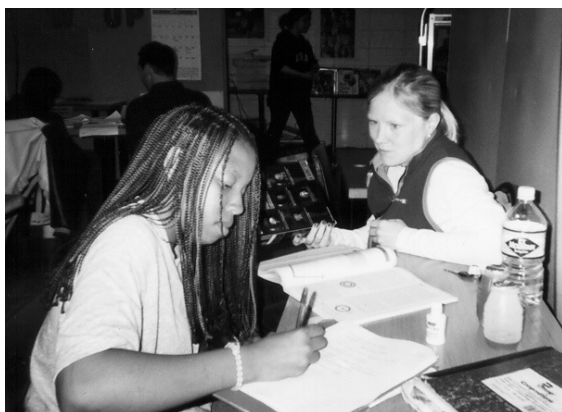
- \* <http://www.tutormentorexchange.net>
- <http://www.tutormentorconnection.org>
- <http://www.tutormentorconference.org>
- <http://www.tutormentorprogramlocator.net>
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