MENTORING: INTERNATIONAL PERSPECTIVE

MISSION: Provide an organized framework that empowers and encourages volunteers to give their time, skills, and support in seeking life-changing solutions for children who live in an educationally disadvantaged environment.

Tutor/Mentor Connection  
Cabrini Connections  
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Daniel F. Bassill
President, CEO, Cabrini Connections & Tutor/Mentor Connection

- 17 year advertising career (1973-1990)
- 32 years leading tutor/mentor program (1975-2007)
- President, Founder of Cabrini Connections in 1992; Tutor/Mentor Connection, in 1993

Dan & Leo
Circa 1974

tutortmentor2@earthlink.net  http://tutortmentor.blogspot.com
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.
The goal should be to help a youth go through school and enter a job/career by age 25. It takes a village to make this a reality. Comprehensive Tutor/Mentor Programs are such villages.

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

**T/MC GOAL:** SUPPORT THE GROWTH OF TOTAL QUALITY MENTORING PROGRAMS THAT HELP INNER CITY YOUTH REACH CAREERS
It Takes a Multi-Year Strategy

Without the proper guidance or motivation, a child's life can come to a standstill. But if people come together to lend a hand...as tutors, mentors and friends, we can teach them to soar to their fullest potential. That's what Cabrini Connections is all about. *Written by Cabrini Connections teens and volunteers in 1995.*

**Steps 1 & 2 - Build regular participation of youth and volunteers in weekly tutor/mentor activity.**
Our first priority, on a continuous basis, and most difficult challenge, is to motivate our teens and volunteers to participate in regular weekly tutor/mentor sessions that continue for many years. Most of our teens start with Cabrini Connection in 7th and 8th grade. More than 30% stay for 3 to 7 years. More than 20% of volunteers have been involved for 3 to 10 years.

**Steps 3 - 6 - Provide a variety of enrichment and learning activities** that build aspirations and skills that lead youth through school and into careers. Cabrini Connections provides a variety of arts, technology, travel and college and career readiness activities.

**Step 7 - Youth are starting careers and have a commitment to help others.** Youth who were in 7th and 8th grade when they joined Cabrini Connections are now beginning to graduate from college. Some are volunteers at in the 2005-06 program.

**Review Success Steps at**
[www.cabrinicconnections.net/success](http://www.cabrinicconnections.net/success)
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 15 years. 520 teens and 700 volunteers have participated for 1 to 7 full years since 1993. On this page are some of our alumni.

Visit [www.cabriniconnections.net](http://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.

Willie was recently informed that he was accepted at Morgan State in Baltimore. He is also receiving a very generous scholarship. We owe an awful lot to your program and to your staff for providing such a great place to foster a relationship and afforded us so many great opportunities. I honestly believe none of this would have been possible without you providing such a great environment for us to meet each week.

“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.

“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.
What Have I learned

On the next few slides I’ll talk about some of what I’ve learned. I encourage you to visit T/MC web sites and dig deeper into these concepts, while sharing your own experiences

http://www.tutormentorconnection.org
http://tutormentor.blogspot.com
http://www.cabrinicconnections.net
Participation in a long-term tutor/mentor program can transform the life of the youth, and the volunteer.
Connecting an adult with a youth in a Tutoring/Mentoring program is the BEGINNING of a tutor/mentor program’s work, not the end.
A city needs to support long-term programs operating in every neighborhood.

Not just a few high profile programs

NOT JUST WHERE I OPERATE
Cabrini Connections
800 W. Huron
www.cabriniconnections.net

Links to other tutoring and/or mentoring programs in Chicago
There are not enough of these programs in most cities.

Furthermore, there is an uneven distribution of such programs in poverty areas of any city.

Links to other tutoring and/or mentoring programs in Chicago

Chicago Program Locator Link: http://www.tutormentorprogramlocator.net/programlocator/default.asp
If we agree that volunteer-based tutor/mentor programs are a value…

What are the challenges to making more and better tutor/mentor programs available in all neighborhoods of a big city?

- **There is no consistent funding stream available to support the growth of constantly improving tutor/mentor programs.** Without continuous, flexible operating dollars, programs cannot attract and retain key staff, which is the most important part of a long-term tutor/mentor program’s success.

- **No common vision.** The nation spends billions on education, youth development, violence prevention, workforce development, etc., but most of the money funds programs with short term goals, not process aimed at leading a youth to a job/career. Until every stakeholder defines his/her work in context of what it does to help a youth move to a job/career, we’ll have many soldiers, but they will not all be fighting the same war.
Lack of Vision. Lack of Leadership.

- **No source of leadership development.** While the Tutor/Mentor Connection provides a mentoring-to-career vision, and hosts more than a thousand web links that anyone can use to learn more ways to help a youth connect with a volunteer, or a learning experience, or a job, there is no university teaching people to learn from this information on a consistent basis. Thus, we can hire good people to lead our programs, but they don’t have a built-in map that guides them in what they do.

- **Lack of leadership/advertising.** Faith communities have spent more than 2000 years encouraging members to read scripture, reflect on it in groups, then put it to work in their lives. Advertisers spend millions to draw customers to their stores. Until there are leaders in business, politics, media, religion, who advocate for mentoring to career strategies every day, we’ll never have enough people looking at the information we offer, or growing in their own leadership roles.

- **Need for on-line Collaboration and eLearning to support vision of leaders.** Some people are beginning to use the Internet to draw millions of people to specific locations. Some of these locations are trying to covert these visitors into armies of on-going support for specific causes. Until such portals are available to the Tutor/Mentor movement, we’ll be unable to reach the tipping points that could change the impact of all tutor/mentor programs in the world.
Funding Issues

What would happen if at age 3 every parent told their child, we can’t support you any more. Go find another parent.

That’s how nonprofit organizations are supported. To build long-term connections with kids we need to change the inconsistencies and costs of funding.
Not every program is equally good at getting resources.

While all tutor/mentor programs need volunteers, dollars, etc., not every program is equally effective at getting these resources on a regular basis.

Yet, if the youth served by a program are to succeed, a tutor/mentor program must be able to grow and survive.

Read about Funding Challenges facing non profit organizations
Leadership is needed that helps existing programs grow, while helping new programs form to fill voids.

This means that while program leaders are trying to find resources to help their programs grow…

Business, professional and philanthropy advocates are leading efforts to draw these resources to programs in every poverty area of the city, or near every poorly performing school.
Enlist volunteers and leaders from different industries.

This is a source of dollars & volunteers.
Defining a Common Vision

For leaders of non profits offering various forms of tutoring/mentoring to attract greater funding, we need to define a common vision.
Tutoring.  Mentoring.

One challenge that hinders the development of an effective national education/learning policy is the differing understandings various stakeholders have. We EACH define the education and workforce development problem from our own lens of experience and understanding.
Policy, leadership and funding impact are diminished by the lack of distinction between different forms, and delivery systems, of tutoring/mentoring.

These are not the same.

Few define this as a Workforce Development System

Learning Issues facing US children:  
Impact of Poverty

In the US we have one conversation focusing on two different issues. One is the need for more funding in school districts all over the US. The second is the impact of poverty on learning outcomes.

We need to segment this into two conversations.
It takes 25 years for any child to move from birth to the first stages of a job, career and economic self sufficiency.

Youth living in segregated neighborhoods, with high levels of concentrated poverty face extra challenges and more barriers.

This condition exists in most major cities of the world, which means our problems are similar.
Youth living in inner-city poverty face challenges that most kids do not have.

- The shaded areas of this map are areas where poverty concentrations are 20% or higher.
- The dots 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 [www.tutormentorconnection.org](http://www.tutormentorconnection.org) 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.
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.
Tutor/Mentor Programs need to be available in non school hours, in places where youth and volunteers can connect on a regular basis.

In a structured program a youth can connect with business volunteers who model many different career aspirations. The can also connect with expanded learning opportunities, technology, intern opportunities, friends and more.

Without a place to connect with volunteers, these connections seldom take place.
Long Term Programs
Help inner-city youth reach Careers.

To SUCCEED
We must help tutor/mentor program leaders, volunteers, schools and parents be more effective in PUSHING Youth to 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
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Fill all three time frames with places where kids and volunteers connect. Focus on keeping these volunteers involved so they become resource providers to programs, and to teens as they become adults.
All Programs Have Same Needs

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

The shaded areas of this map of Chicago are the areas of most concentrated poverty.
Creating a Learning Network

Use the Internet to connect programs, volunteers and donors

Tutor/Mentor Learning Network:
http://cmappublic.ihmc.us/servlet/SBReadResourceServlet?rid=1180119458133_1566509717_34175&partName=htmltext
Collaborative Problem Solving

Using the Internet, we can share what we know, learn ideas from each other, and innovate solutions to the barriers I’ve described.

If we can recruit leaders who help draw volunteers and donors to tutor/mentor programs in different cities, we can lower the operating costs of hundreds of individual programs.
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
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.

Long Term Commitment

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.
Become part of the Tutor/Mentor Learning Network.

Connect leaders, volunteers, youth and donors in your city or country with the T/MC and its network of US tutoring and mentoring organizations.

We invite you to join us at
http://www.tutormentorconnection.org
http://www.tutormentorconference.org
http://tutormentor.blogspot.com
http://www.cabriniconnections.net

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