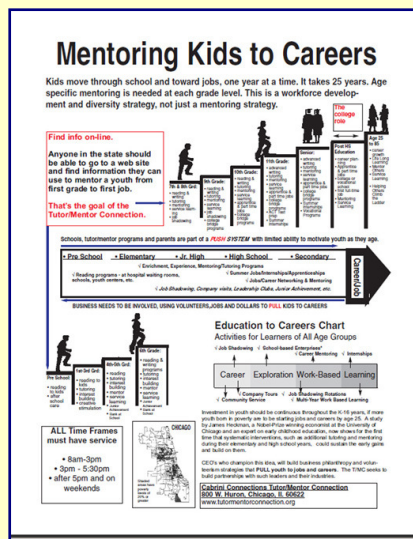


Understanding the Availability and Supporting the Growth of Dropout Prevention Programs in a Geographic Area: the Tutor/Mentor Connection Model



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

This presentation is a product of the Tutor/Mentor Institute, LLC and the Tutor/Mentor Connection. Do not duplicate without giving credit. Web site: www.tutormentorconnection.org and www.tutormentorexchange.net Email: tutormentor2@earthlink.net

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 ..

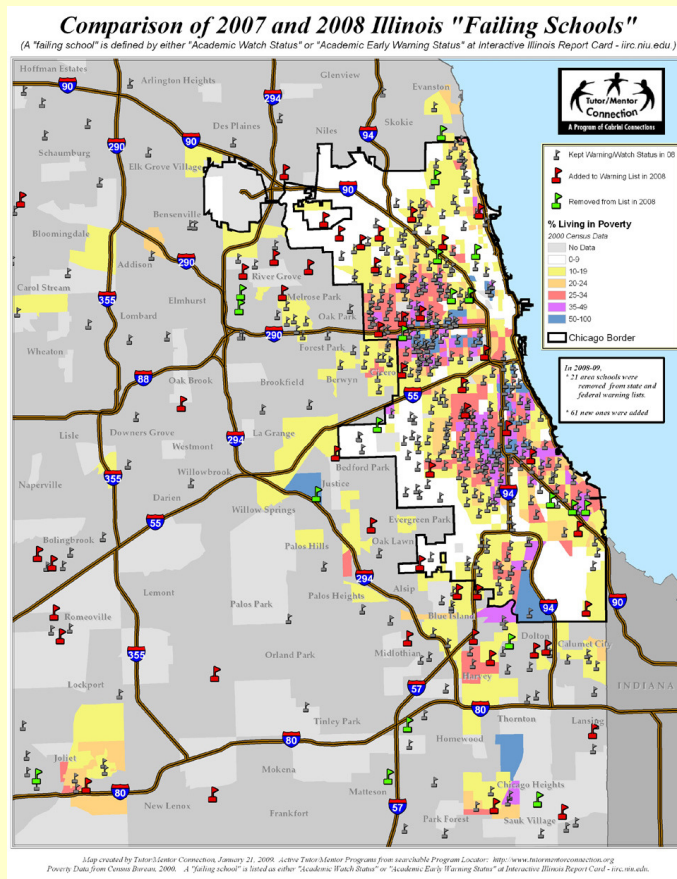


Into adult lives and responsibilities.

- 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



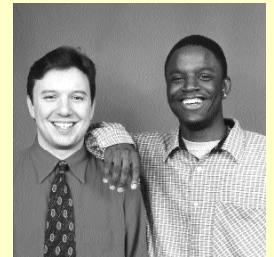
Cabrini Connections, Tutor/Mentor Connection 1993-2011



“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...”

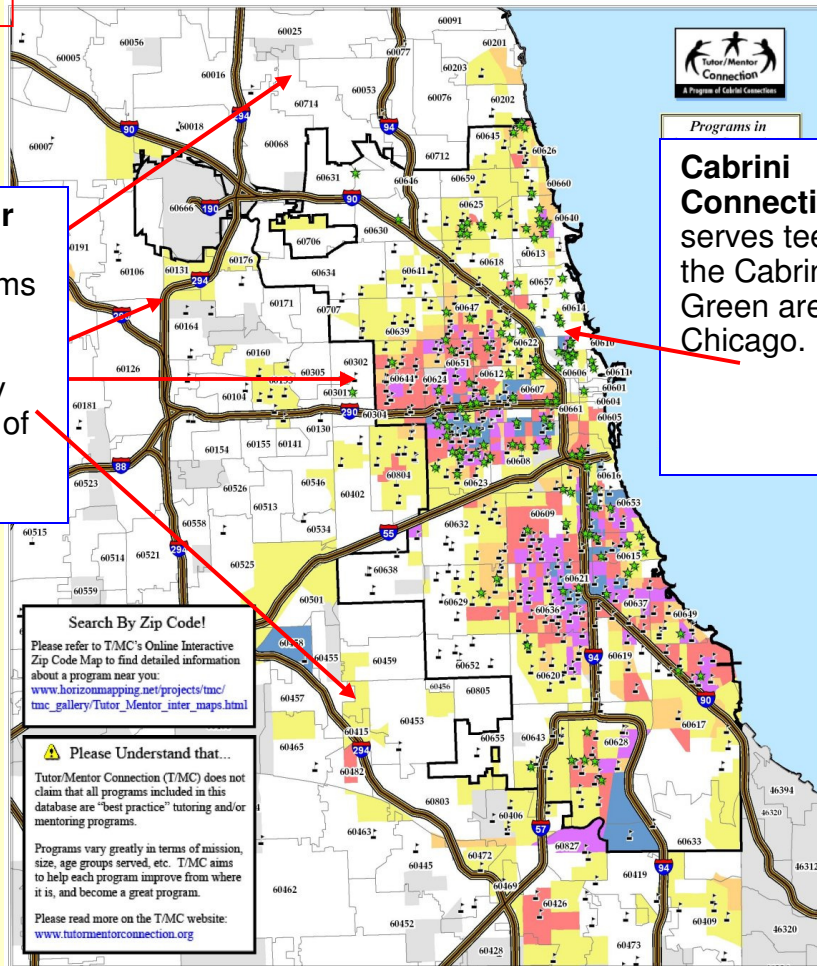
If a single program is valuable in one neighborhood, what can a city do to make similar programs available in all high poverty neighborhoods?

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

**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

It's 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 Road and the businessmen blame teacher-bashing 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 Bassili 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 then Bassili 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 Bassili left his executive position at Montgomery Ward & Co. to pursue an idea. Make it easier for middle-class adults—especially whites—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 Bassili 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 Bassili helped run a program for kids from the nearby Cabrini-Green public housing complex.

In devising the Wards program, Bassili 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 Bassili left his day job at Wards and helped start something called the Tutor 1 Mentor Connection, or T 1 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 1 mentor.

"There are about 11,000 kids now being tutored," Bassili said. "We figure there are about 300,000 kids who could use it, so we have about a 4 percent market penetration."

If Bassili 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 \$50 million ad budget.

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

No doubt that will be part of Bassili's pitch on May 19-20 at T 1 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 4511 N. Sheridan Rd.

T 1 MC already has helped several area corporations with their tutor 1 mentor programs, including GATX, Morton International, Quaker

Oats, Amoco, Waste Management and the Chicago Mercantile Exchange. Bassili 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, Bassili 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 Bassili that we're all responsible for the kids, you can arrange to attend the T 1 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

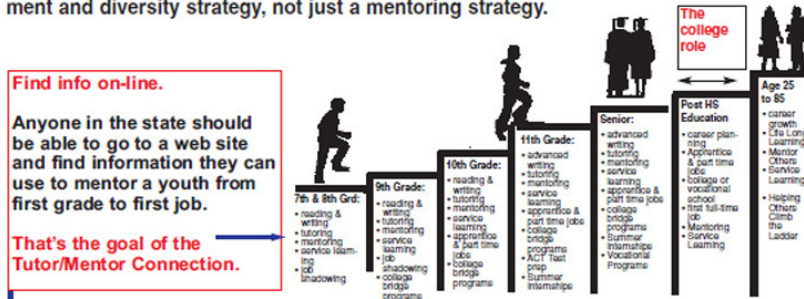
Mentoring Kids to Careers

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.

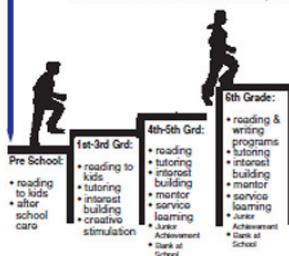
Find info on-line.

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.

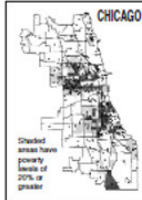


Schools, tutor/mentor programs and parents are part of a **PUSH SYSTEM** with limited ability to motivate youth as they age.

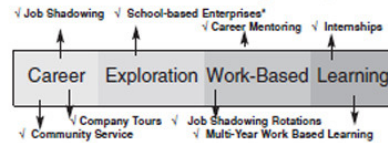


ALL Time Frames must have service

- 8am-3pm
- 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.

CEO's who champion this idea, will build business philanthropy and volunteerism strategies that **PULL youth to jobs and careers**. The T/MC 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.**

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

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/>

T/MC Program Locator - Mozilla Firefox

File Edit View History Bookmarks Tools Help

<http://www.tutormentorprogramlocator.net/programlocator/prgloc.asp>

Getting Started Latest Headlines

mail2web.com - Pick Up Your Email mail2web.com - Pick Up Your Email T/MC Program Locator

[Home Page](#)
[How to use this Directory](#)
[Visit the T/MC Map Gallery](#)
[No Child Left Behind - Read the REST of THE STORY](#)
[Be a leader. Volunteer Recruitment Ad](#) in your newsletter, corporate advertising, or local church bulleting
[Search for Chicago Programs using](#)
[T/MC Program LINKS](#)
[T/MC Zip Code Map](#)
[Disclaimer](#)

ChicagoLand Online Tutor/Mentor Program Locator

Please choose one or more options to find a program that suits you better.

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**
For selecting multiple zip codes, please hold the control key

46360
46384
46402
46403
46407

Need help with zip code. [Click here](#)

☐ **Chicago Community Area**

ALBANY PARK
ARMOUR SQUARE
ASHBURN

Use Control Key to Select multiple Communities

☐ **Suburban programs**
Choose from the suburban areas, if you don't know your zip code

Alsip
Aurora
Berwyn

☐ **Non-site programs**
These are the list of programs that don't have onsite programs.

☐ **Search based on Program Name**

☐ **Search based on Address**

EXAMPLE: 800 W HURON ST CHICAGO IL 60622

Please note: Checking more than one box in each category above finds programs that meet both criteria. For example, if you check Jr. High and Senior High, you will only get results for programs that serve both age groups.

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

Done

start power points start_program07 Prepare_for_work_goal T/MC Program Locato... Norton 3:45 PM

You can search for programs in Chicago area, based on zip code, age served, type of program. You can also add your own program.

http://www.tutormentorprogramlocator.net/programlocator/chiprgs.asp

Tutor/Mentor Exchange - A Place for ... T/MC Program Locator

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:

Zoom to All Records

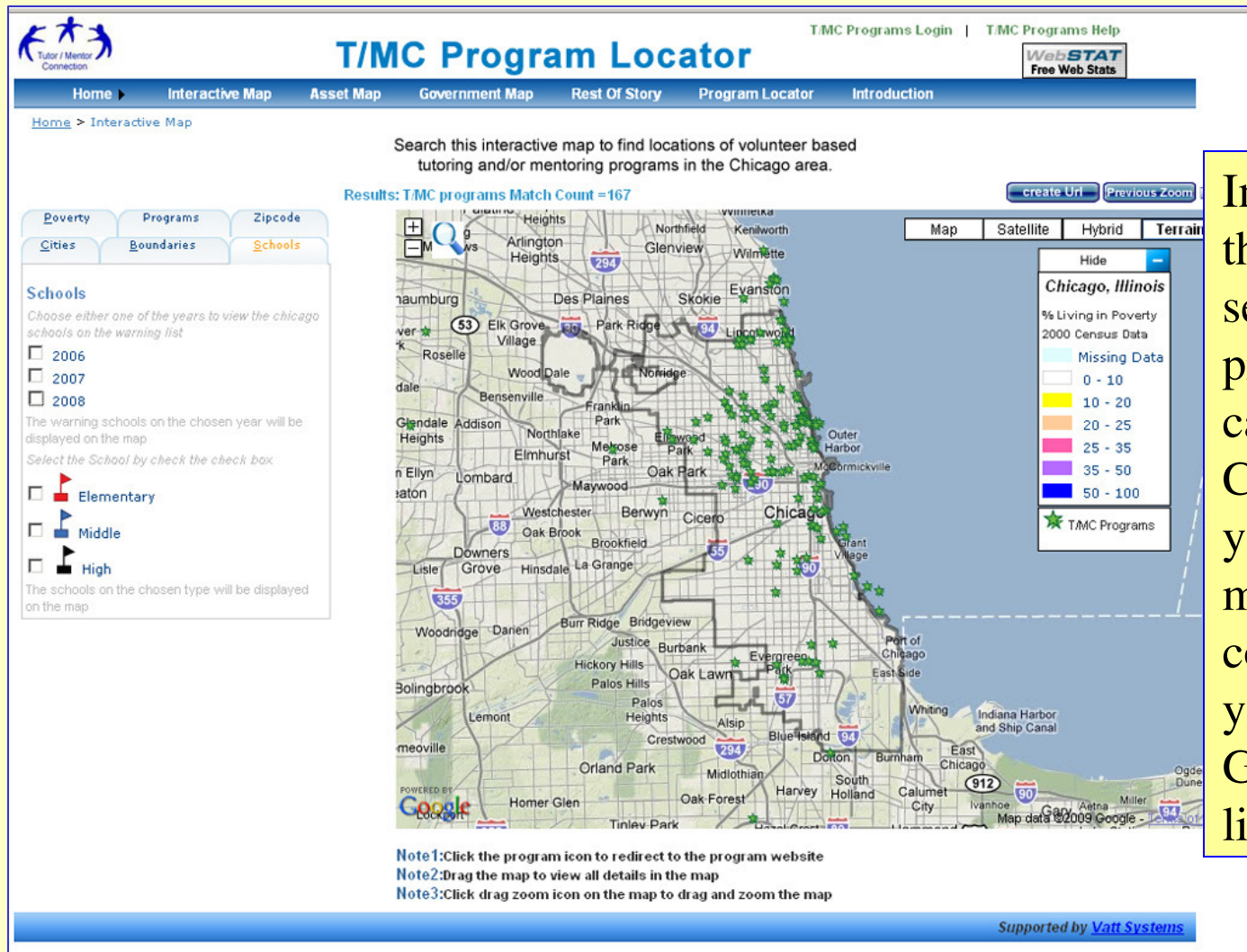
Chicagoland online Tutor/Mentor Program Locator [Printer friendly](#)

2 programs matched your search criteria [Back to search engine](#)

- 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>
- Tutor/Mentor Connection** [Edit](#)

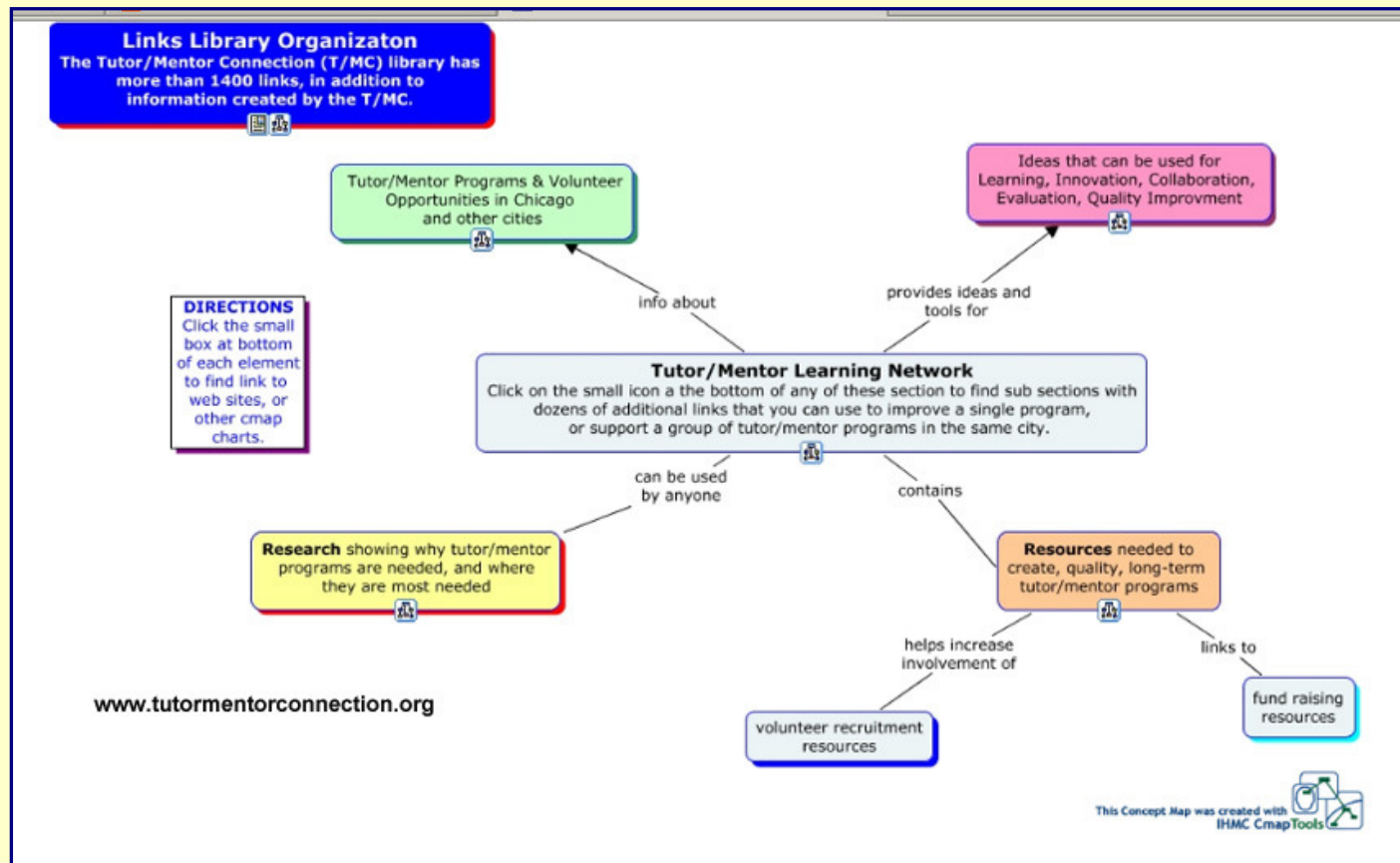
The programs in this search show up on a Google map. Info for each program is shown below the map, based on what T/MC has received from each organization.

Interactive Zip Code Search Map – Give it Test Drive!



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

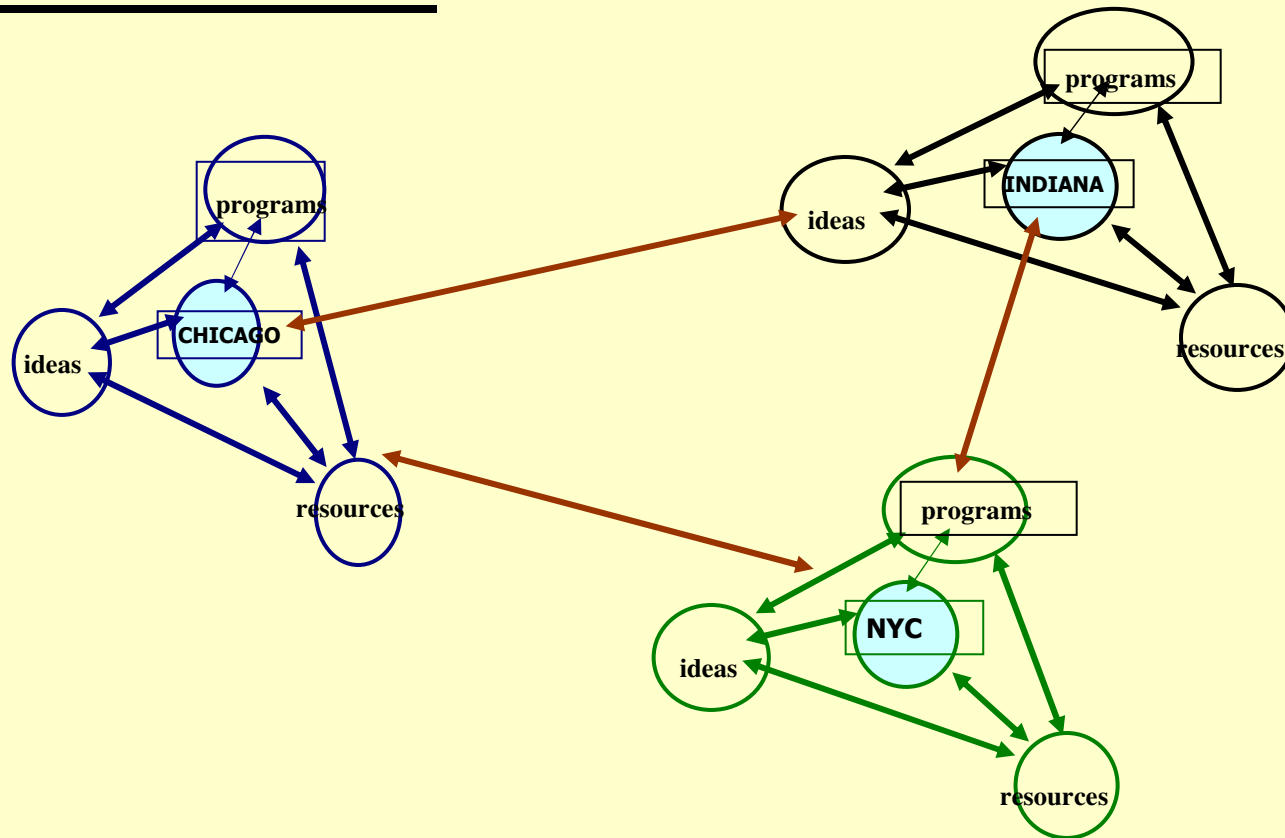
Database



See this idea illustrated at

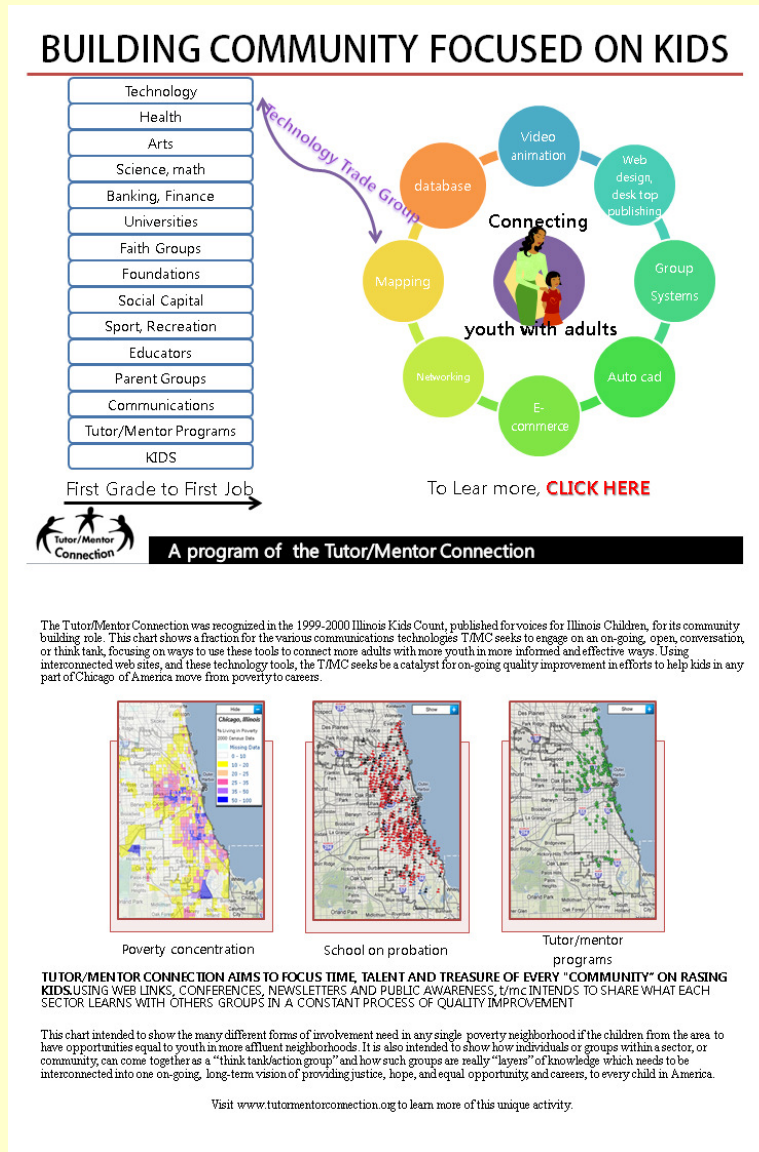
http://www.tutormentorexchange.net/images/flash/vol_leadership.swf

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



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.



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

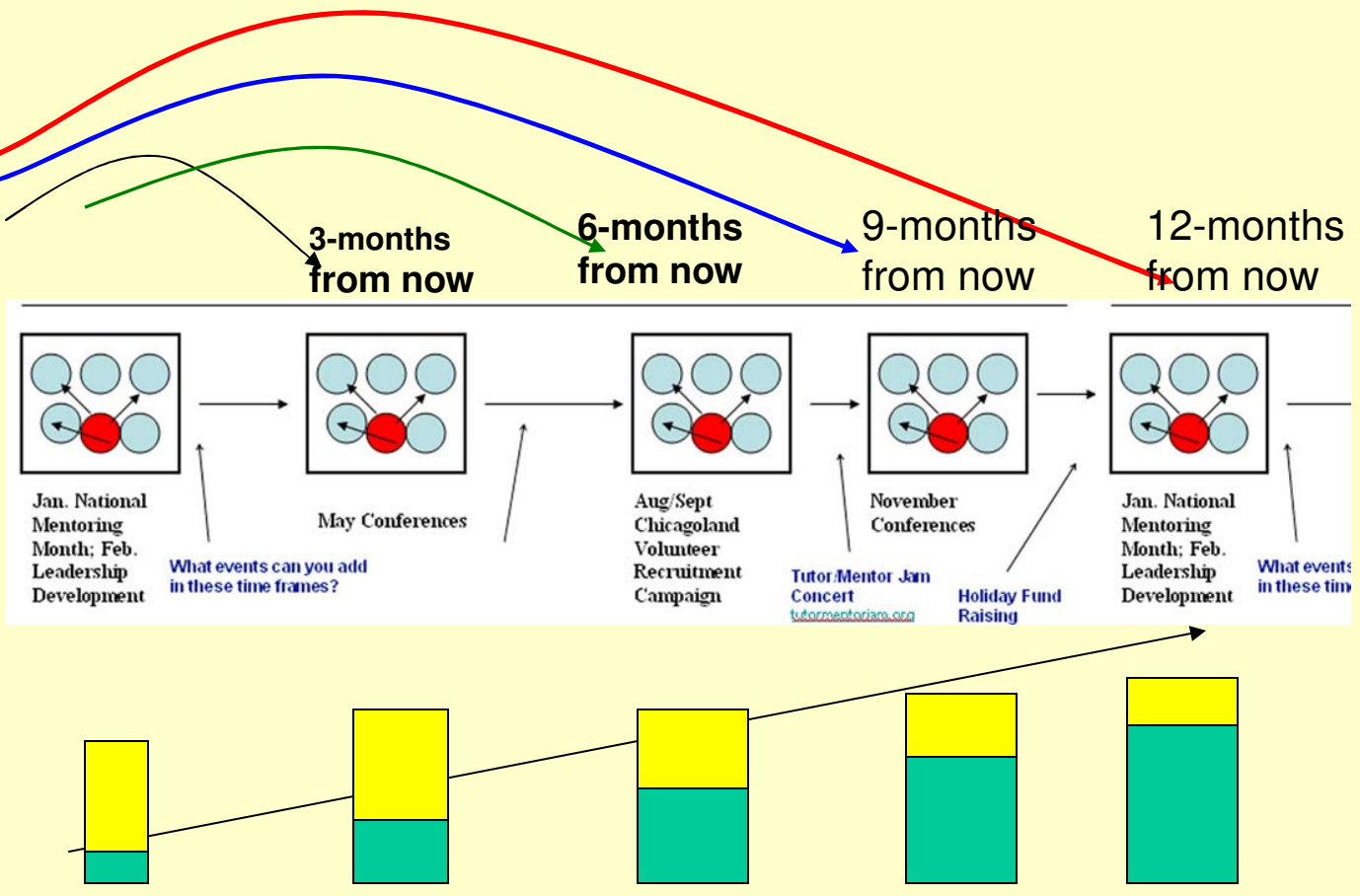




Immediate Impact



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

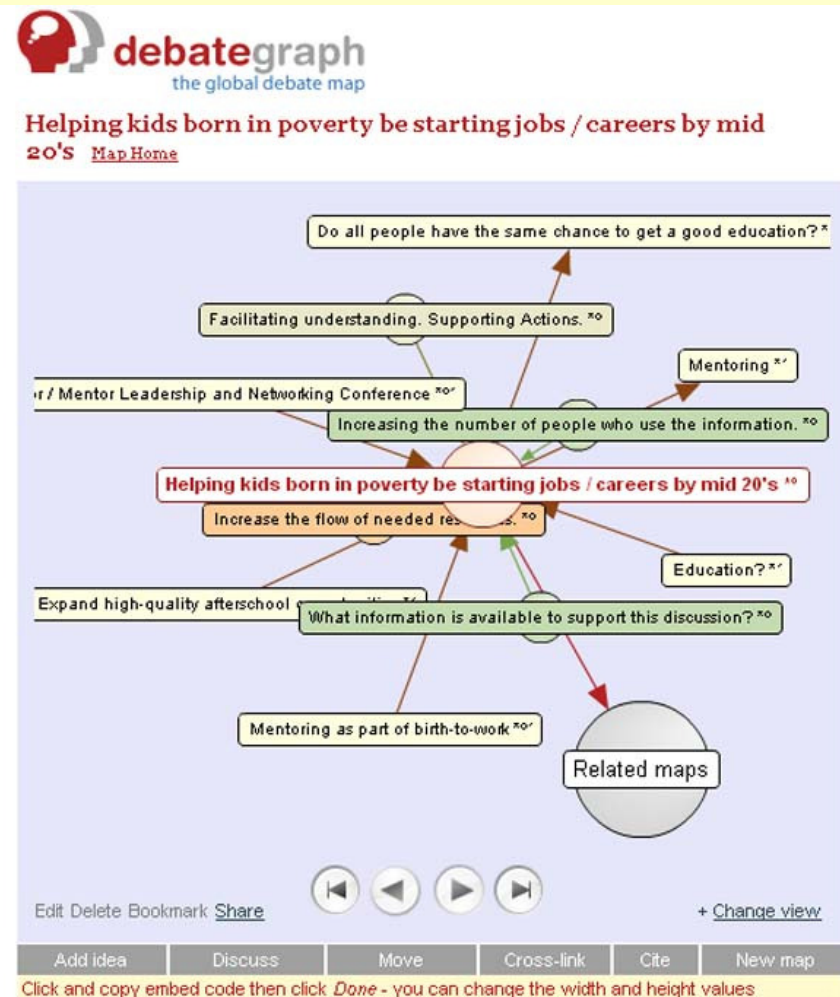
tutor/mentor leaders

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.



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

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



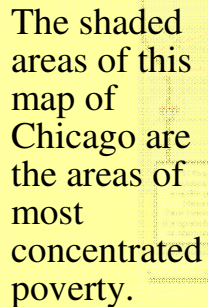
Using the map, and the database,
leaders can stimulate a flow of
resources to **all programs, in all
neighborhoods.**

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.

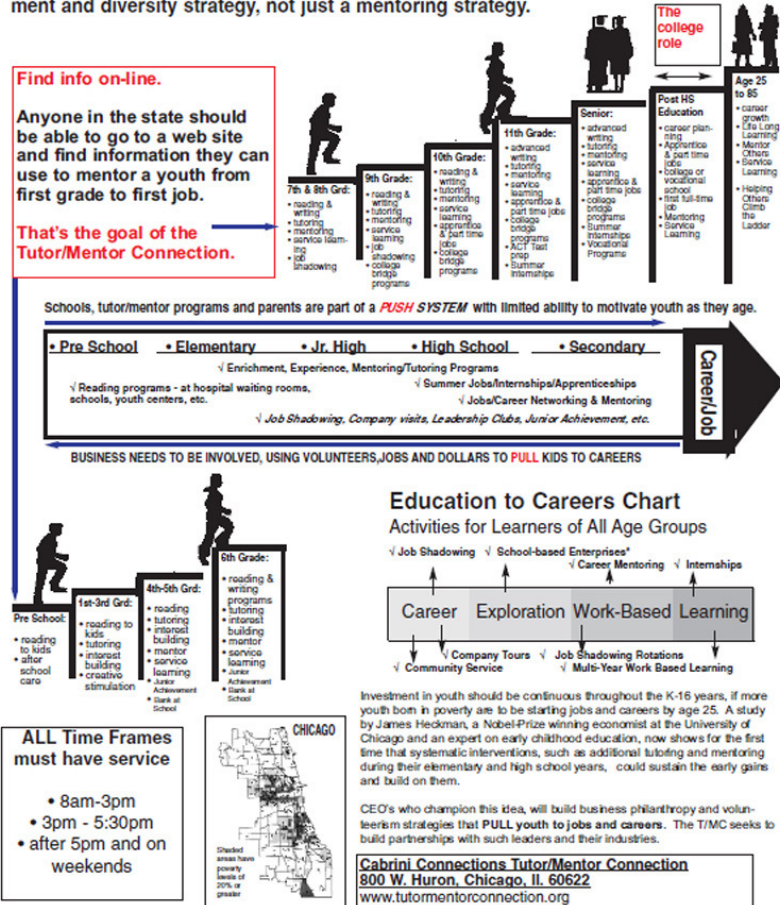
Chicago
area



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

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.



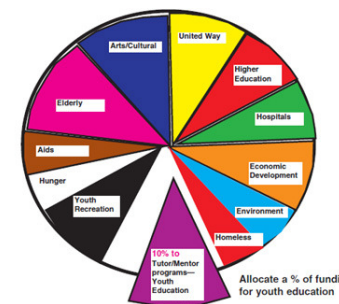
To influence
“Birth to Work”
 we must influence
 the flow of
 operating dollars.

THE NEED THE CASE POTENTIAL REVIEW FUNDING STRATEGY

CORPORATE FOUNDATION STRATEGY

- Pledge 10% OF CONTRIBUTIONS TO TUTOR/MENTOR PROGRAMS

• Total commitment = X% of Revenue



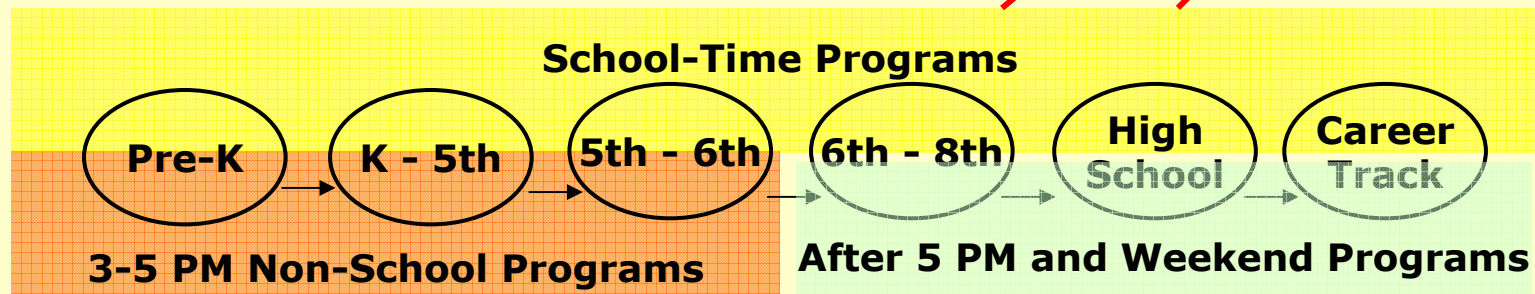
“Review current and historical funding. Does corporation set aside a percent of its financial support for youth category?”

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.

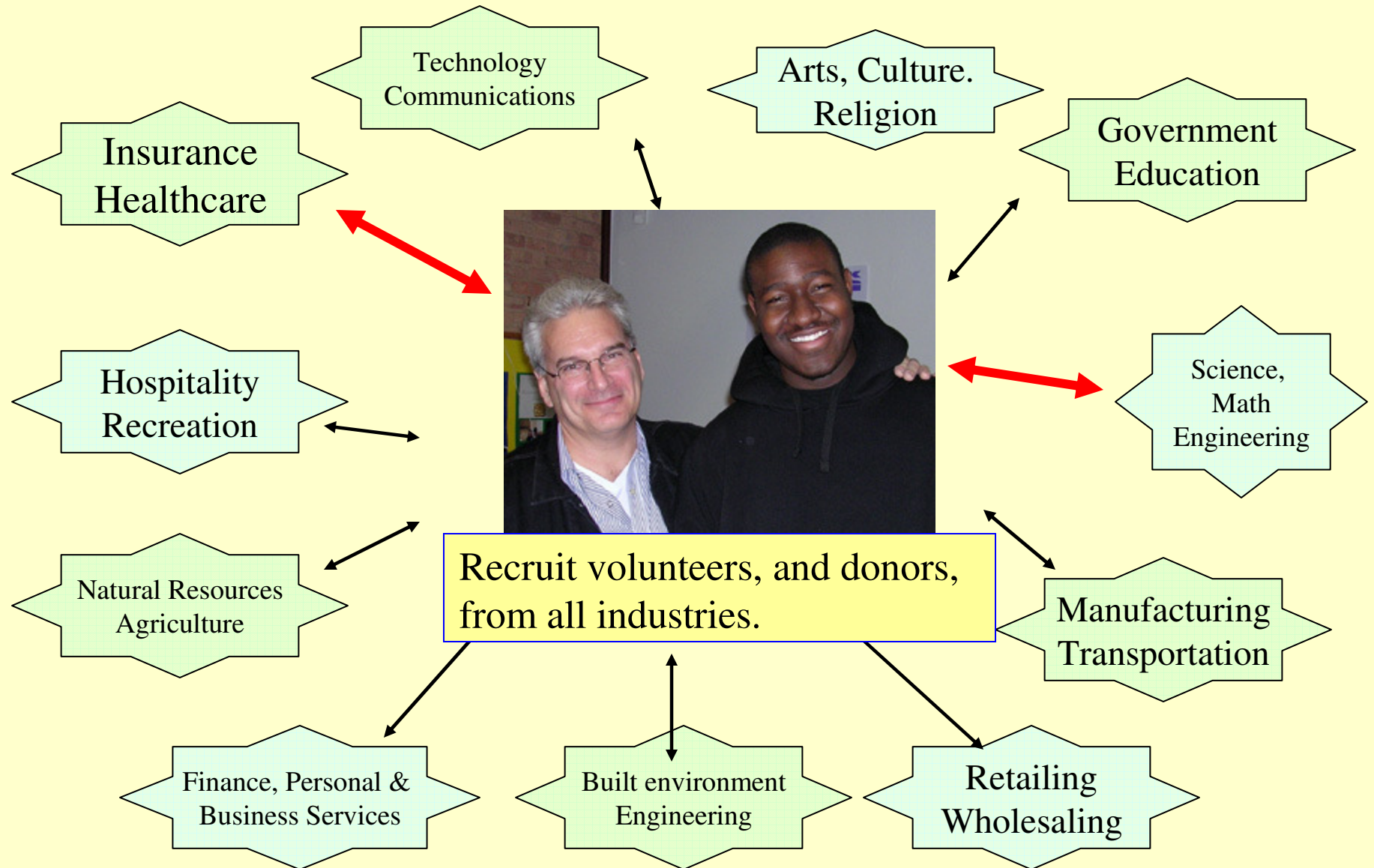
WHY SHOULD BUSINESS TAKE THIS ROLE?

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

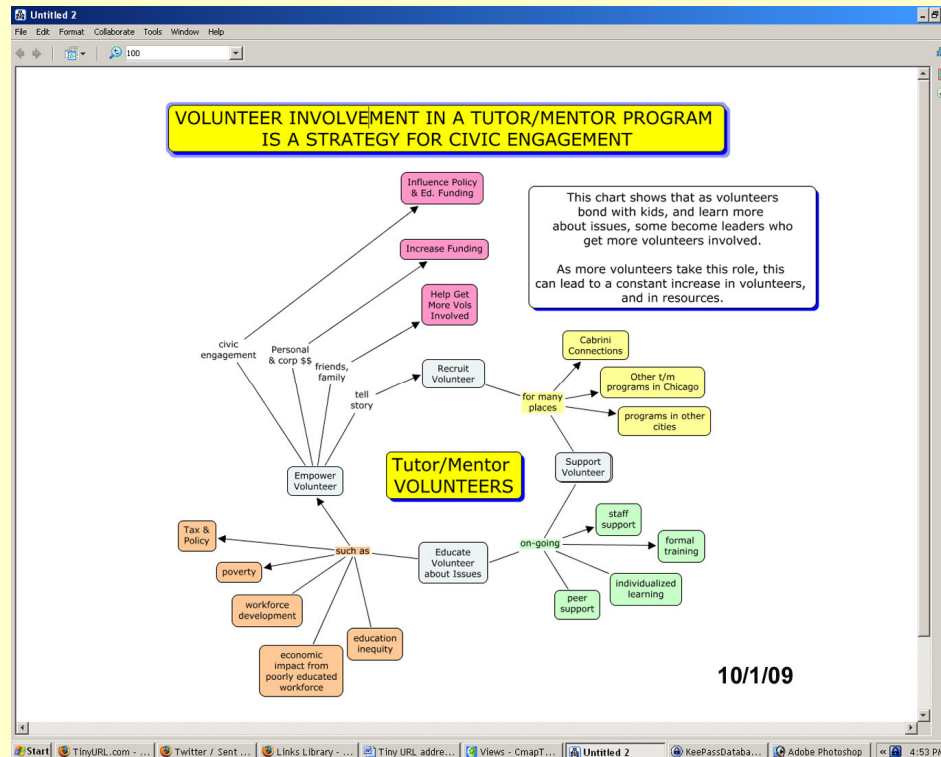
Pictures worth “1000 words”

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.

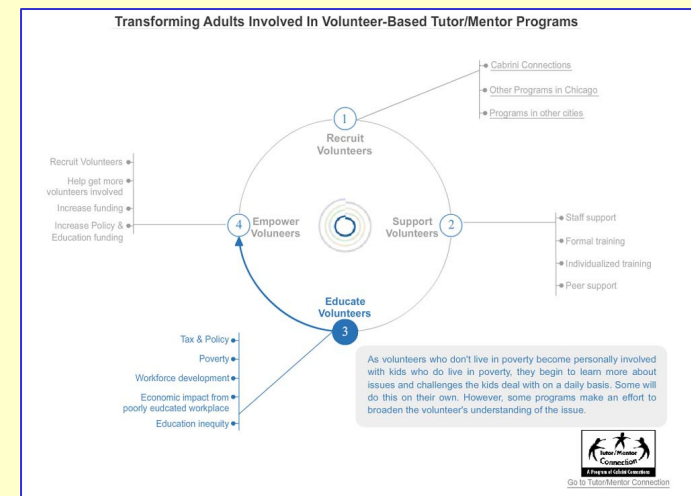
Examples of information visualization – ROLES OF INTERNS



This shows how idea is first visualized in power point and posted on a blog

<http://tutormentor.blogspot.com/2009/10/tr>

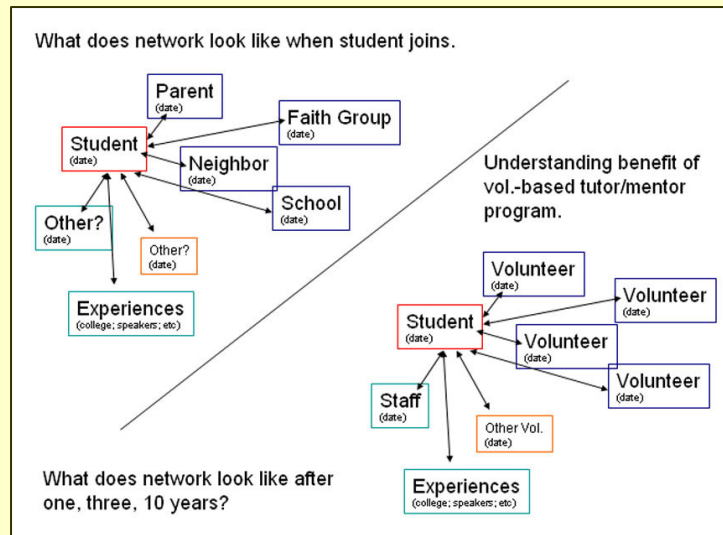
ansforming-adults-involved-in.html



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

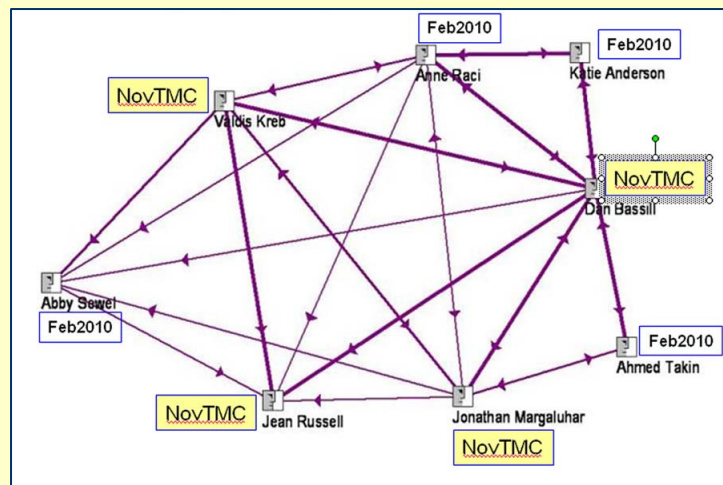


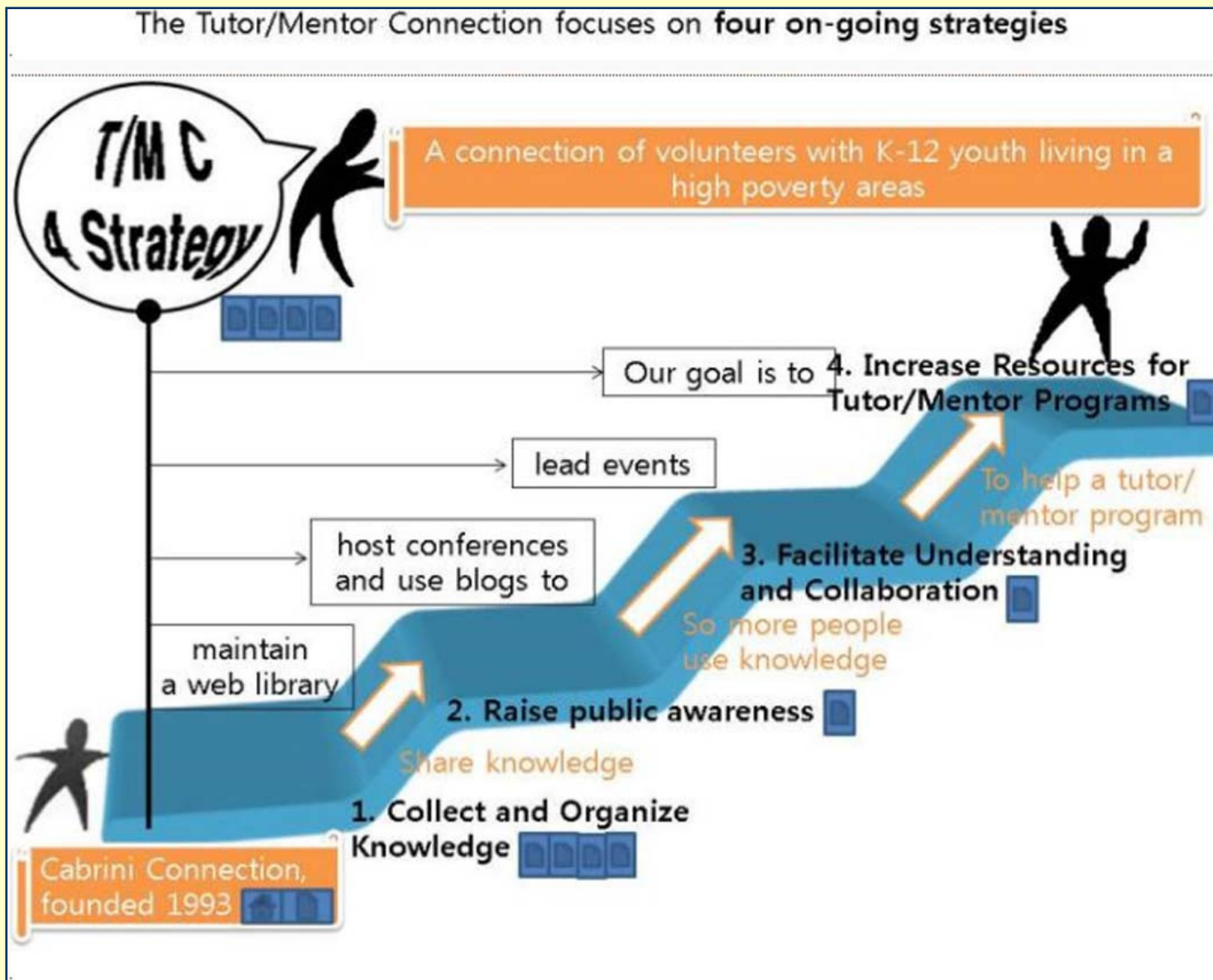
Understanding the T/MC network, and our impact on bringing people together has always been a challenge. Understanding how tutor/mentor programs expand networks for youth has also been challenge.

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-youthSNAmay>





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.**

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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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