

# The Tutor/Mentor Connection

If you agree with the logic, become a partner or sponsor or, adopt these ideas into your own leadership and actions.

## TIPPING POINTS

**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?**



*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?*



**Tutor/Mentor Institute, LLC  
Tutor/Mentor Connection**

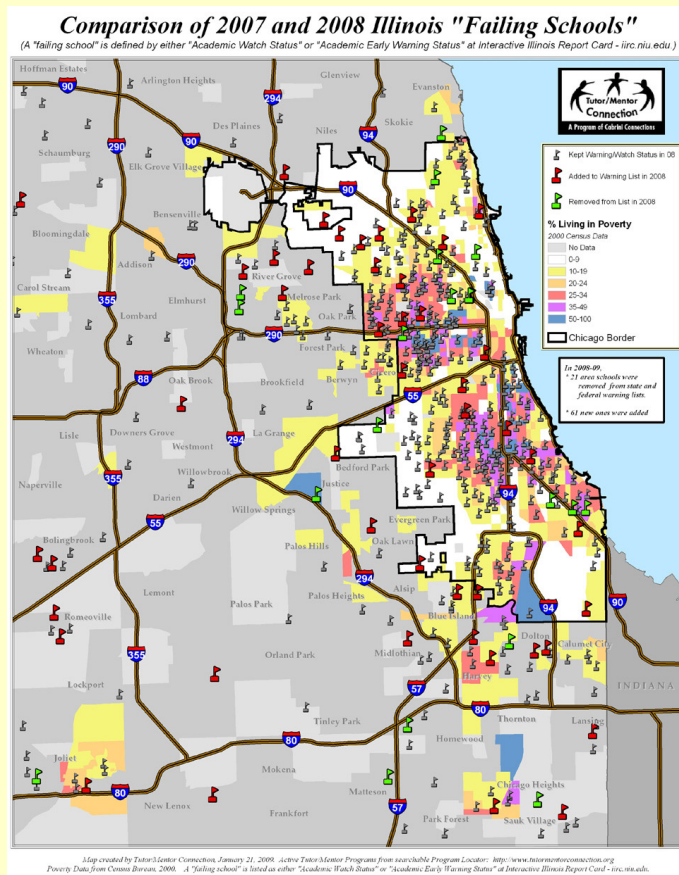
<http://www.tutormentorexchange.net>

<http://www.tutormentorconnection.org>

[Tutormentor2@earthlink.net](mailto:Tutormentor2@earthlink.net)

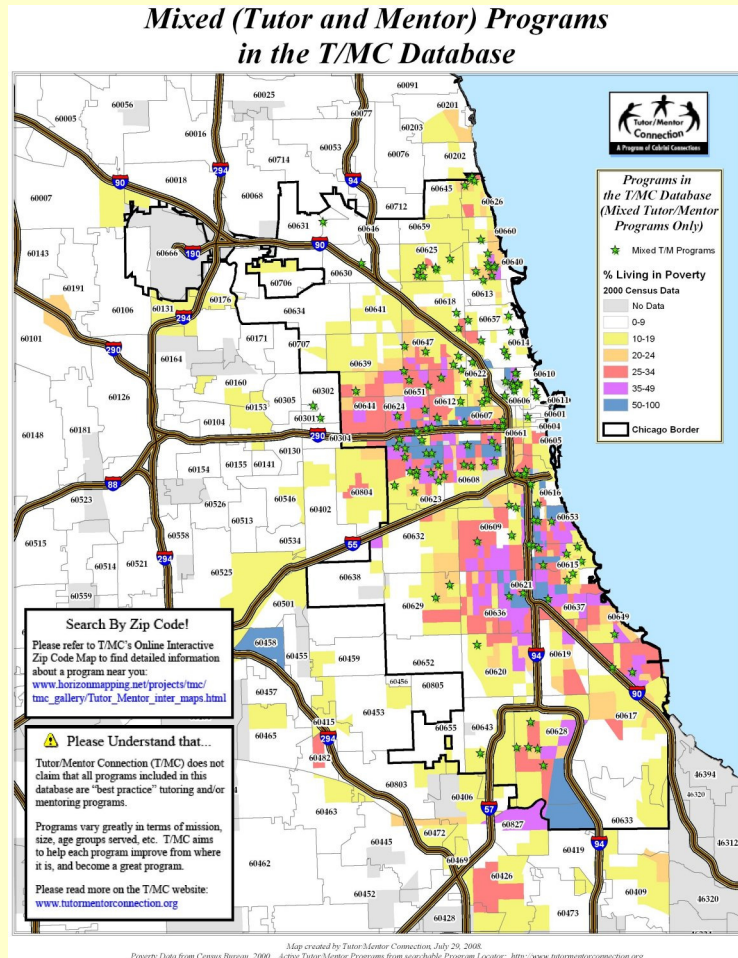
# Kids living in inner-city poverty face challenges that most kids do not have.

## Tutor/Mentor Programs can provide hope and opportunity for youth in many of these neighborhoods.



- 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 [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

# Build strategy that develops great programs in all high poverty areas of the Chicago region, and other cities.



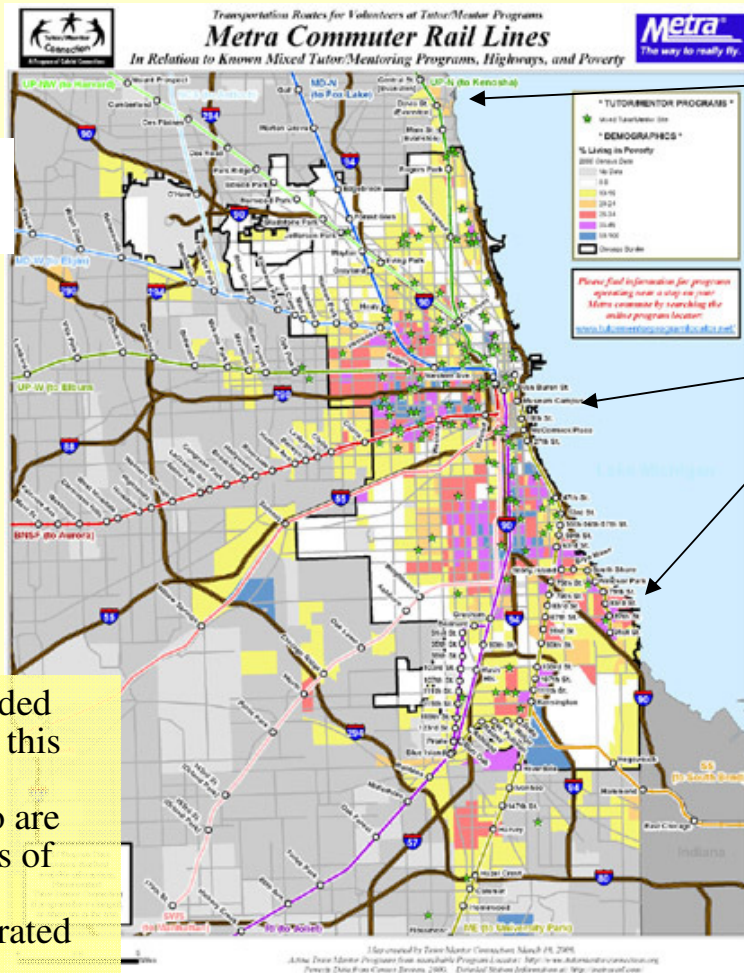
The green stars on this map are organizations that offer various forms of volunteer-based tutoring and/or mentoring. They are poorly distributed, with less in the South part of the city and the suburbs, than in the West and North (*Note: there are too few programs in the entire city, but these areas have even fewer.*)

***A marketing strategy should be created to help existing programs grow, while helping new programs form in areas where none now exist.***

Visit <http://www.tutormentorprogramlocator.net> to find contact information and web site links for programs shown on map.

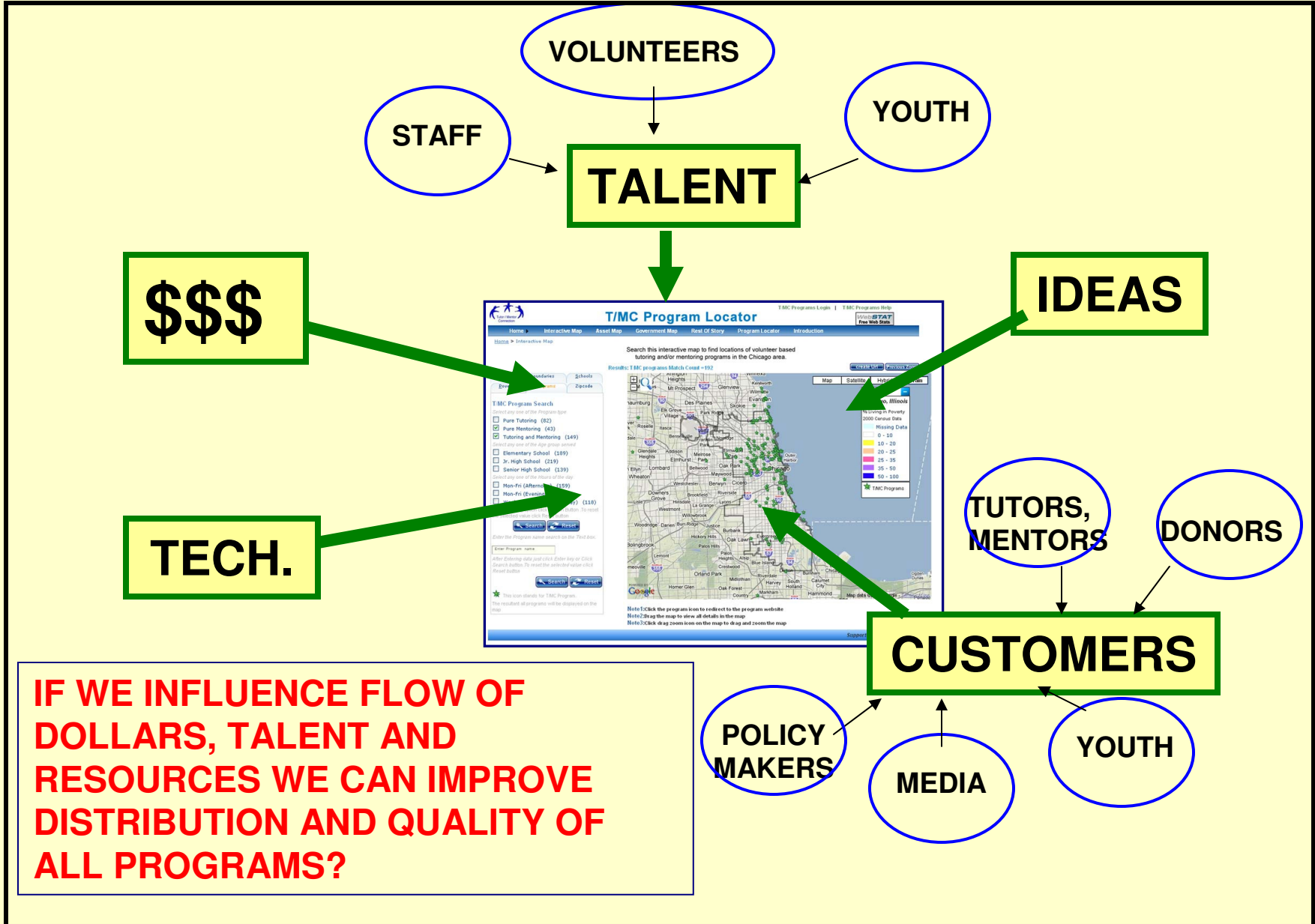
Chicago  
area

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



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





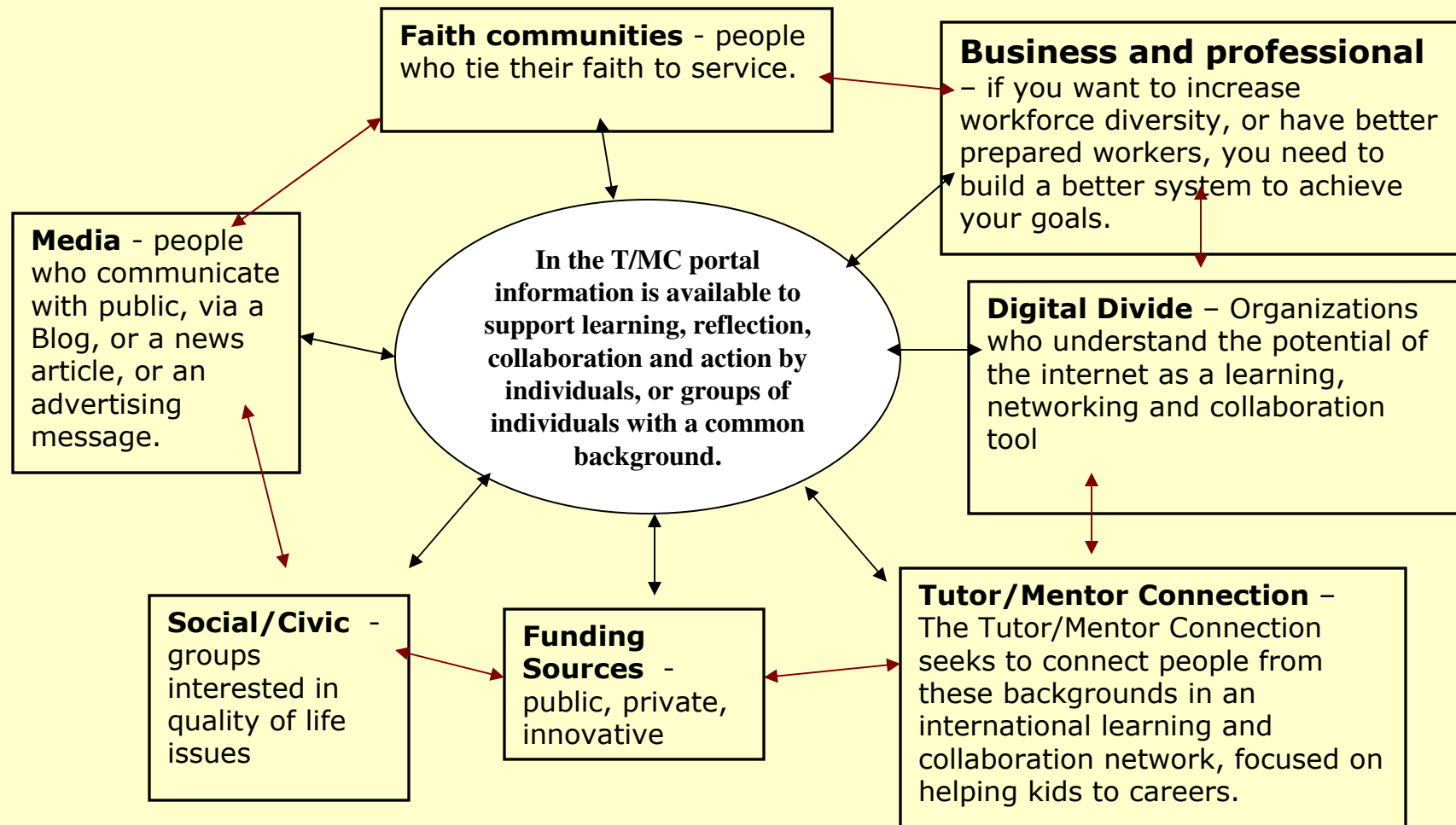
# These are challenges. If we find solutions, these are tipping points.

- **There are not enough of these programs in Chicago** particularly in neighborhoods with high levels of poverty. Until communities begin to use GIS and visual information tools, they will never develop strategies that distribute good programs to all of the places where they are needed.
- **There is no consistent funding stream available to support the multi-year operations 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

# Leaders are not born. They are developed. To be a leader you have to care about something.


- **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.
- **Collaboration and eLearning Portals need 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 convert 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.

# The T/MC portal exists. It is at [www.tutormentorconnection.org](http://www.tutormentorconnection.org)




**T/MC links these groups with each other so they can learn from each other, not just from the Tutor/Mentor Connection.**





# T/MC Program Locator

[T/MC Programs Login](#) | [T/MC Programs Help](#)  


[Home](#) > [Interactive Map](#) > [Asset Map](#) > [Government Map](#) > [Rest Of Story](#) > [Program Locator](#) > [Introduction](#)

[Home](#) > [Asset Map Galleries](#) > [Asset Map](#)

Search this interactive map to find locations of volunteer based tutoring and/or mentoring programs in the Chicago area.

Results: TMC programs Match Count =179

Poverty
Programs
Zipcode

Places of Worship
Colleges
Hospitals

Cities
Boundaries
Schools

Banks
DrugStore
Insurance

**Insurance**    [Back To Map Galleries](#)

Select any on of the Insurance by check the check box.

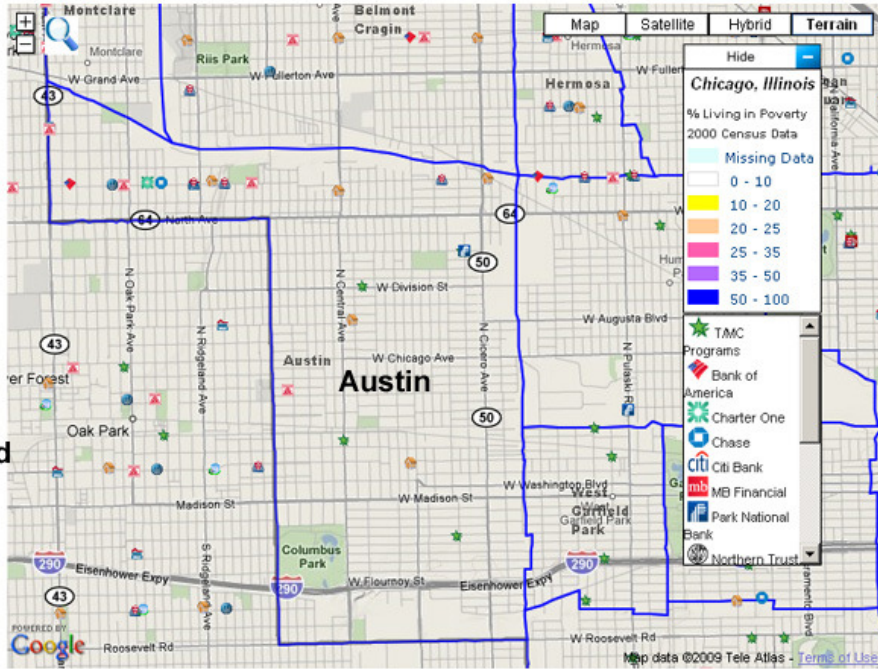
☒ AllState

☒ American Family

☒ Farmers

☒ State Farm

The Selected Insurance will be displayed on the map.



**Note1:**Click the program icon to redirect to the program website

**Note2:**Drag the map to view all details in the map

**Note3:**Click drag zoom icon on the map to drag and zoom the map

Supported by [Vatt Systems](#)

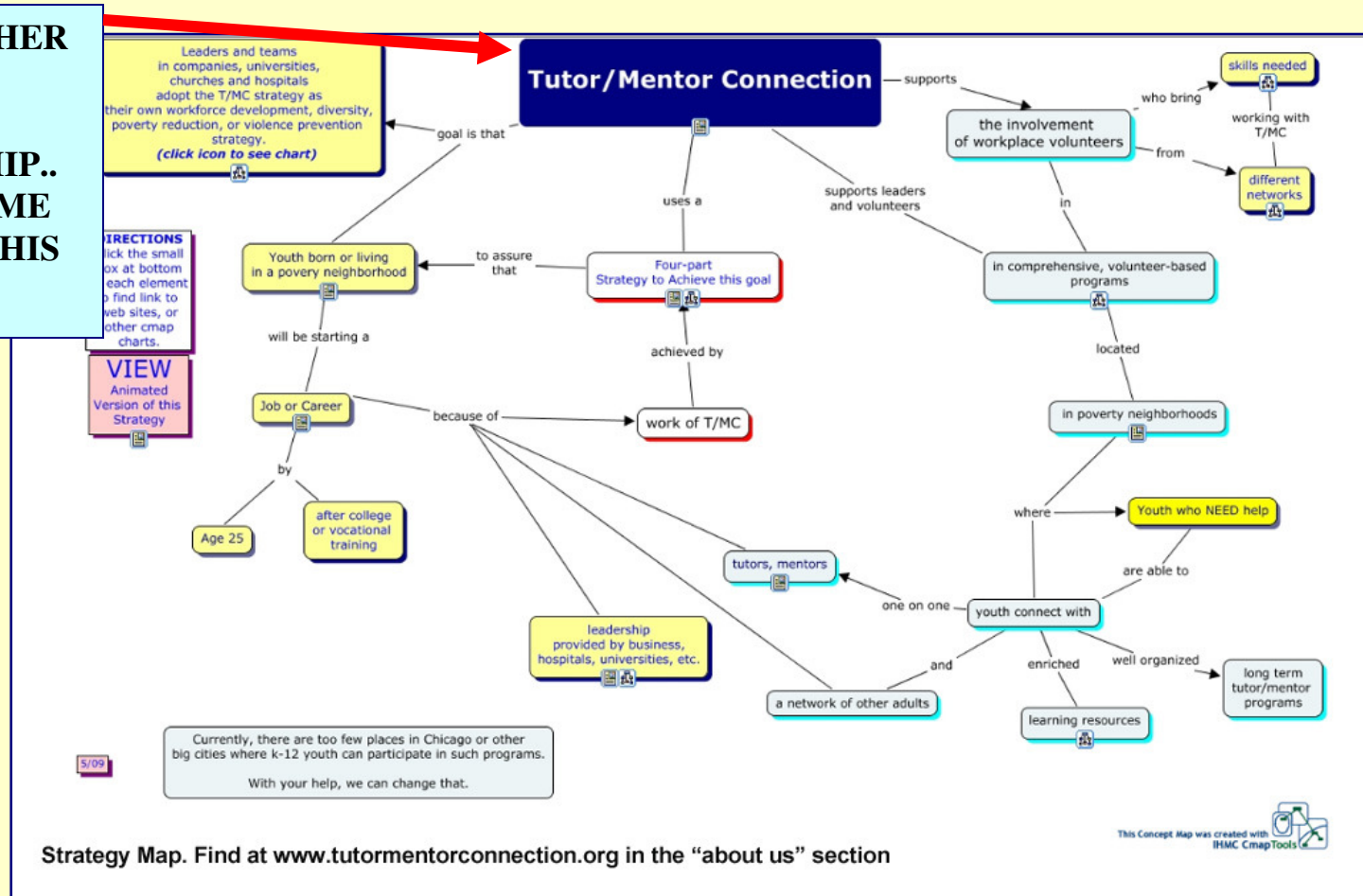
**Banks, Insurance, Walgreens, CVS - businesses in and around Auston.**

**Note location of 290 Expressway**

We can zoom into specific parts of the city, and build overlays showing where tutor/mentor programs are most needed, based on poverty, or poorly performing schools. If there are non-school tutor/mentor programs operating in these areas, we don't have them in our database.

# This is one of many “idea maps” on the T/MC site.

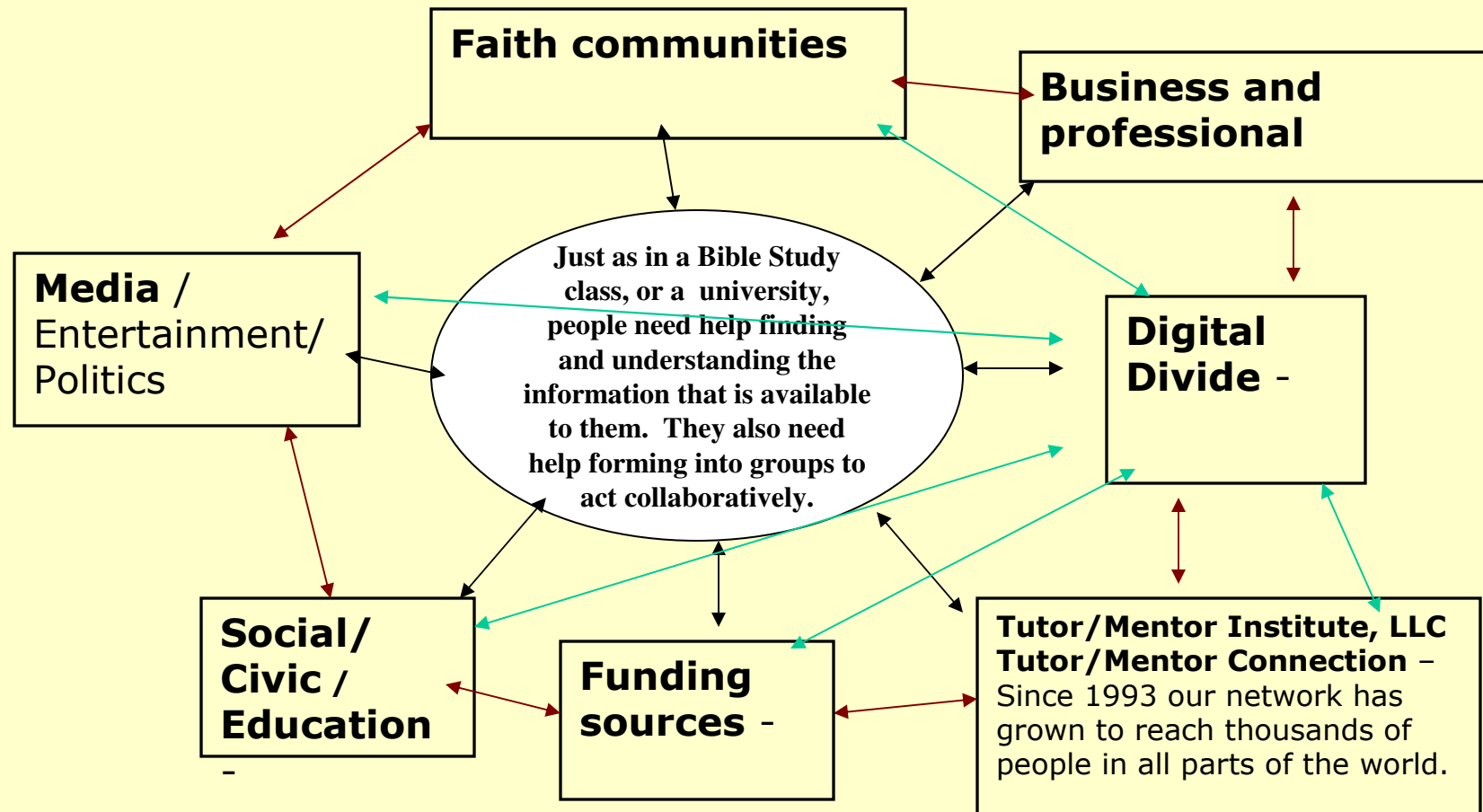
**WHEN OTHER LEADERS TAKE OWNERSHIP.. THEIR NAME GOES IN THIS BOX**



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

Read <http://tutormentor.blogspot.com> articles to understand more about these ideas.

T/MC seeks to recruit partners, [and leaders](#), in universities and in industry who are learning and teaching elearning and collaboration strategies, and who will adopt the T/MC as a strategy to help others learn to collaborate via a distance learning platform.



**A few people taking the role of a T/MC can be a resource to millions of people in all parts of the world.**



# T/MC Program Locator

T/MC Programs Login | T/MC Programs Help

WebSTAT  
Free Web Stats

Home ▶ Interactive Map Asset Map Government Map Rest Of Story Program Locator Introduction

Home > Asset Map Galleries > Asset Map

Search this interactive map to find locations of volunteer based tutoring and/or mentoring programs in the Chicago area.

Results: T/MC programs Match Count =192

Poverty	Programs	Zipcode
Banks	DrugStore	Insurance
Places of Worship	Colleges	Hospitals
Cities	Boundaries	Schools

**Boundaries**

Select any one of the Following Boundaries by check the check box

☐ County

☒ Chicago Community Areas

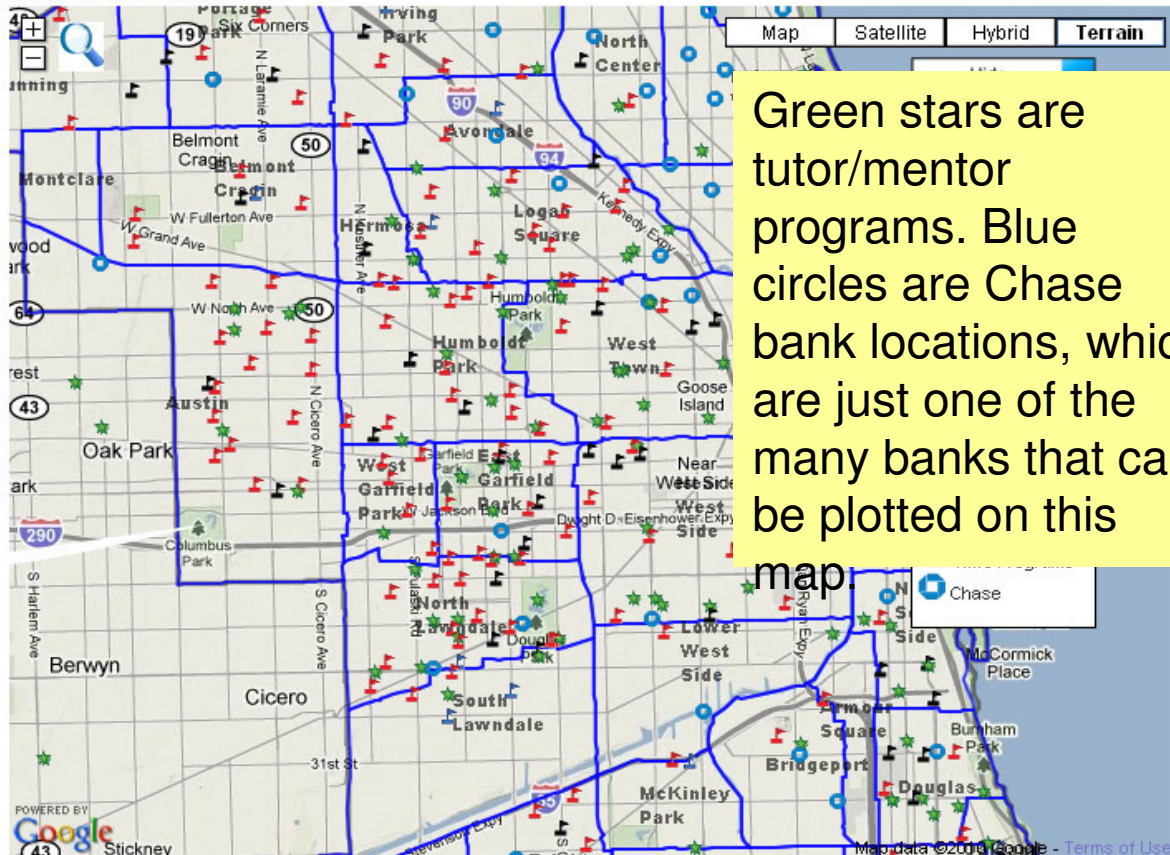
☐ Zipcode

If the County chosen, the county boundaries will be displayed on the map

If the Community chosen, the community boundaries will be displayed on the map

If the Zip code chosen, the zipcode boundaries will be displayed on the map. Once you click the zip code on the map you can view the particular zipcode with high level zoom

**Austin area**



Green stars are tutor/mentor programs. Blue circles are Chase bank locations, which are just one of the many banks that can be plotted on this map.

Using **Tutor/Mentor Program locator** we can create maps showing areas where tutor/mentor programs are needed, existing programs, and community assets, such as business or faith groups, who might help provide space, volunteers, dollars, etc. Visit <http://www.tutormentorprogramlocator.net> to use this service.



# **A Tipping Point is an action, or set of actions, that changes everything else that happens**

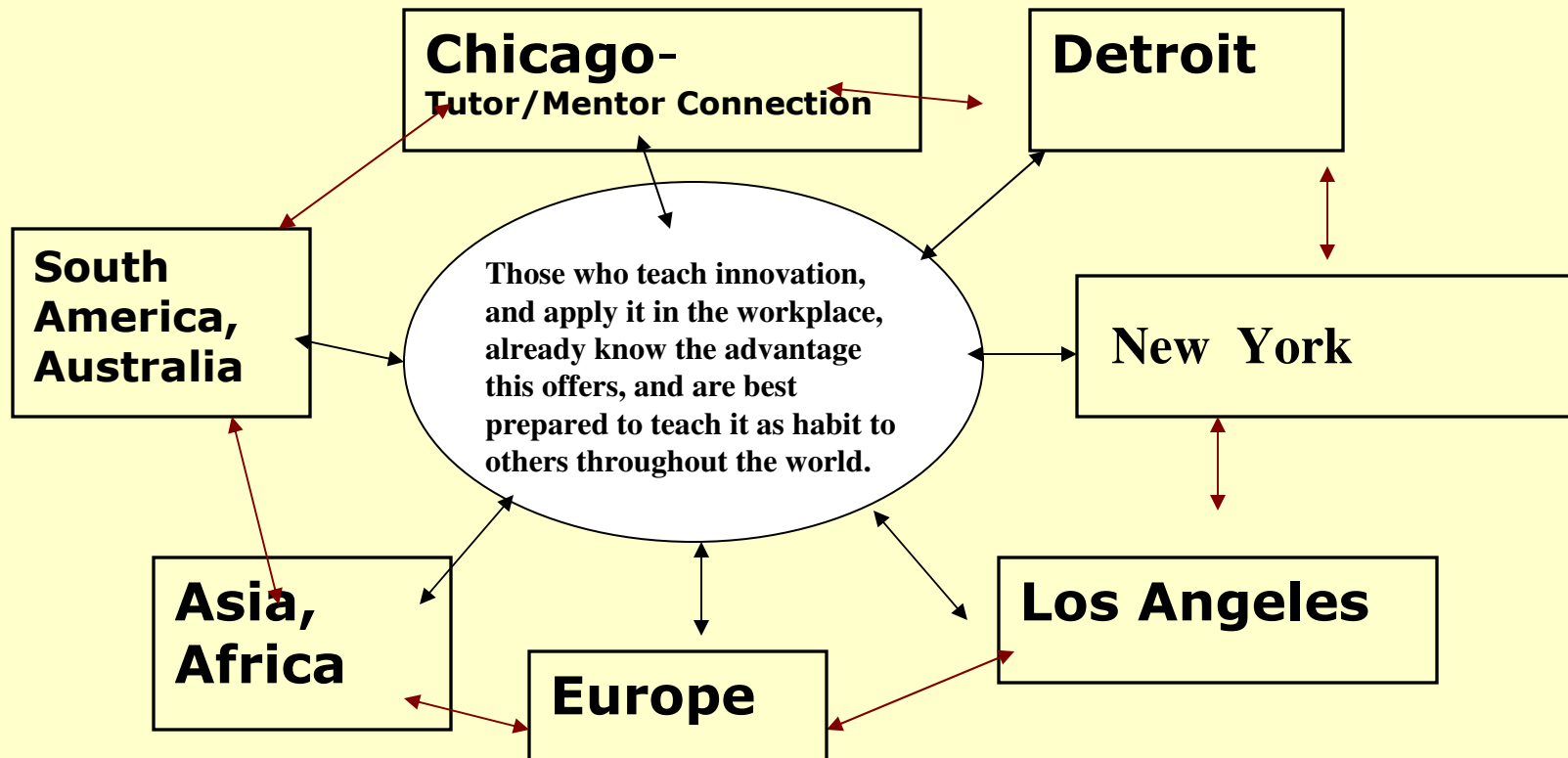
**If an industry established “tutoring mentoring” directories** as a suggested choice for workplace payroll deduction donations, this would change the flow of revenue into tutor/mentor programs

**If a university, such as Oxford, or Duke, or Illinois Wesleyan, established a multi-discipline curriculum intended to prepare students to take life long roles in tutor/mentor programs,** this would change the availability of leadership, and would improve the flow of resources. Such a curriculum would prepare some students for careers leading tutor/mentor programs, while preparing others for roles of supporting such programs with time, talent, dollars and leadership. It would teach elearning concepts so that alumni would stay connected with each other, and with the knowledge provided by the university to support their on-going efforts.



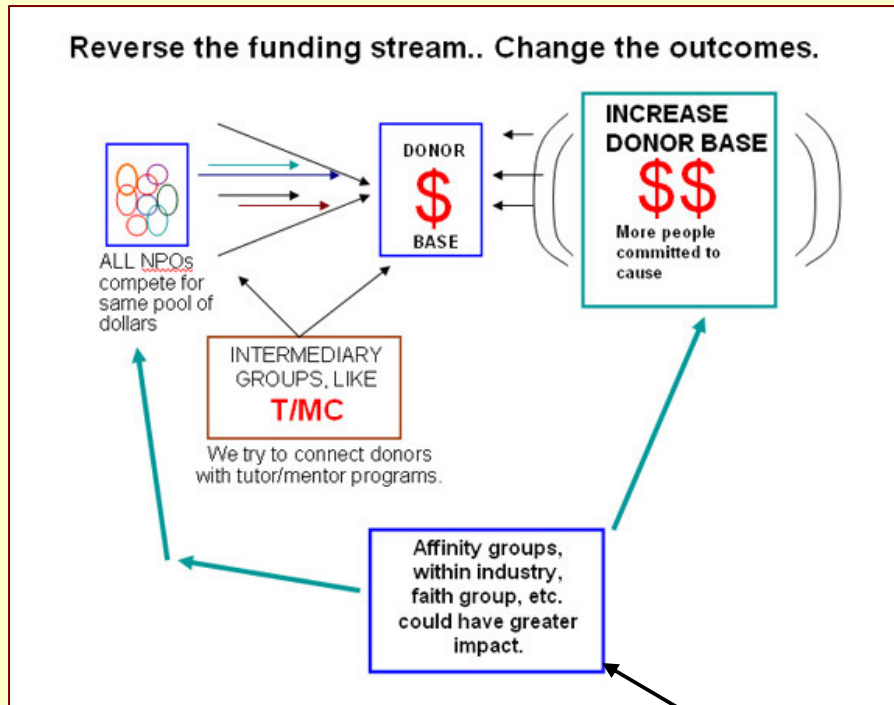
# Creating Innovation as a habit, not an accident.

Linking innovators from around the world with each other and with knowledge and facilitation can lead to a more consistent process of identifying “tipping points” and innovating solutions that change the entire operating system, not just a few programs.



Is your company one of these innovators? Are you trying to turn your workforce into an elearning and collaboration community? Support the T/MC with your R&D and innovation dollars and recruit employees to volunteer with the T/MC innovation strategy. As workers learn collaboration habits through community service activities, they will apply them more readily in their jobs and careers.

# If we can identify the “tipping points” in the Tutor/Mentor world,



We can find solutions by applying concepts of innovation and e-collaboration, we can apply this same form of problem solving to any other issue.

We can lower the operating costs of hundreds of individual programs if we can identify products/services that can be made available at low/no costs to hundreds of users.

Find idea graphics like this in articles of <http://tutormentor.blogspot.com>

**A tipping point would happen when a company, faith group, or elected official took this role.**

## **A Tipping Point can be an action that lowers the costs of operation for hundreds of programs**

**In the for profit sector mergers of businesses** are done to achieve economies of scale or to create a larger portfolio of products or services. Many non profits have merged to provide similar cost savings in administrative, marketing and training functions.

**The Tutor/Mentor Connection does not propose the merger of programs** because we believe it is the passion and commitment of the local program leader that keeps a youth or volunteer connected for multiple years.

**However, we do believe that small groups could innovate products and services and make them available to large numbers of programs at low or no cost.** Rather than providing a one-size fits all set of services, we propose creating a menu of services that individual programs can choose from when services that support the growth of hundreds of tutor/mentor program locations around the world.

# Products / Services that could lower costs and improve quality

**Web site templates** - Many programs do not have web sites. Many web sites do a poor job of attracting volunteers and donors. Many do not link to other programs and resources in the same neighborhood, in ways that build traffic to all programs in the same area. A small group of innovators could create web site templates and contract with ISP providers so that individual programs could have professional web sites, which they tailor to their own mission, at a fraction of the cost of each program developing their own web site.

**Leadership Development** - one or more institutions could take the role of human resource developer for all volunteer based tutor/mentor programs. Just by building a body of knowledge and training students to be leaders (volunteer and staff) of tutor/mentor programs, we increase the availability of trained leaders for all programs, and lower the costs of hiring, training and retaining good leaders.

*Join a conversation in the [www.tutormentorconnection.org](http://www.tutormentorconnection.org) portal an help identify other economies of scale that could benefit tutor/mentor programs.*

**Government Policy that encourages people to take on leadership roles, focusing on collective actions in high poverty areas.**



Provide tax incentives to support long-term, involvement in projects that serve economically disadvantaged communities, and contribute to workforce development in Illinois

*This village map illustrates that poverty is a issues for many groups of people, but it's often approached from different perspectives, and from silos, rather than collaborative actions.*

*Tax incentives and public recognition can encourage idea sharing, collective actions, and a focus that distributes resources to all poverty areas, not just the high profile areas.*

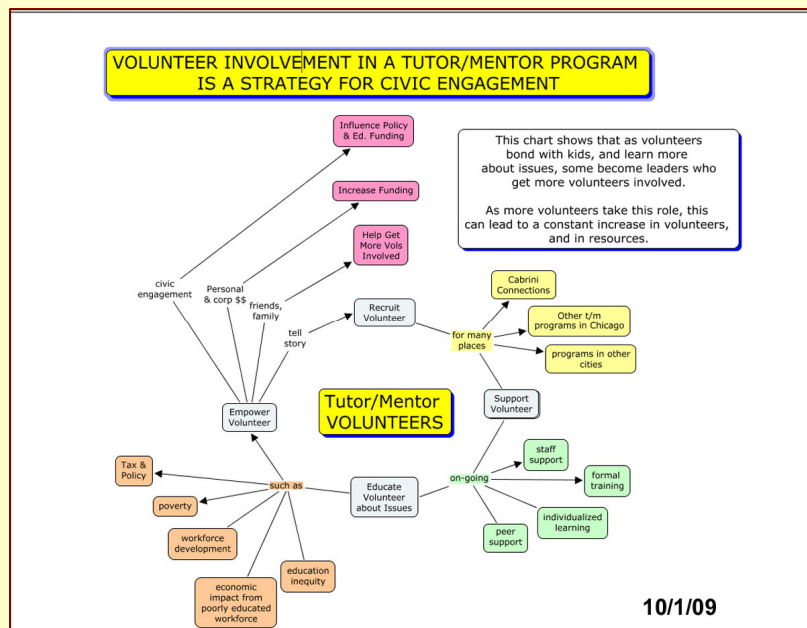
T/MC Village C-Map web link:

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



# Government Policy that could lower costs and improve quality

Provide tax incentives to support long-term, involvement in projects that serve economically disadvantaged communities, and contribute to workforce development in Illinois

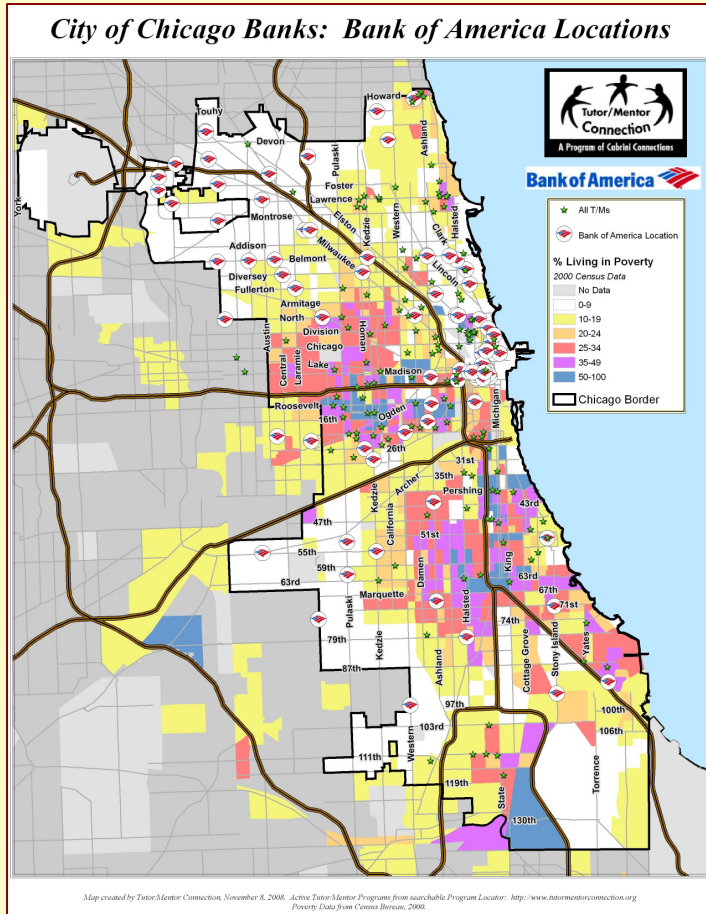


*a) tax credit for volunteer's hours in non profits providing tutoring, mentoring, youth development, etc. in high poverty areas of Illinois*

If volunteers stay involved for multiple years, they learn more about the problems, and they become leaders themselves. They also have more influence on student thinking and aspirations. If volunteers are still involved when kids are looking for jobs, they can open doors that would not be available. Finding ways to encourage this long-term involvement with tax policy, would be a good thing to do.

See this graphic in Blog article at :  
<http://tutormentor.blogspot.com/2009/10/transforming-adults-involved-in.html>

## Government Policy that could distributed on-going resources to all poverty areas



Provide tax incentives to support long-term, involvement in projects that serve economically disadvantaged communities, and contribute to workforce development in Illinois

*b) provide extra tax incentives to businesses who strategically support volunteer service in programs that focus on youth development, education, workforce development in high poverty areas*

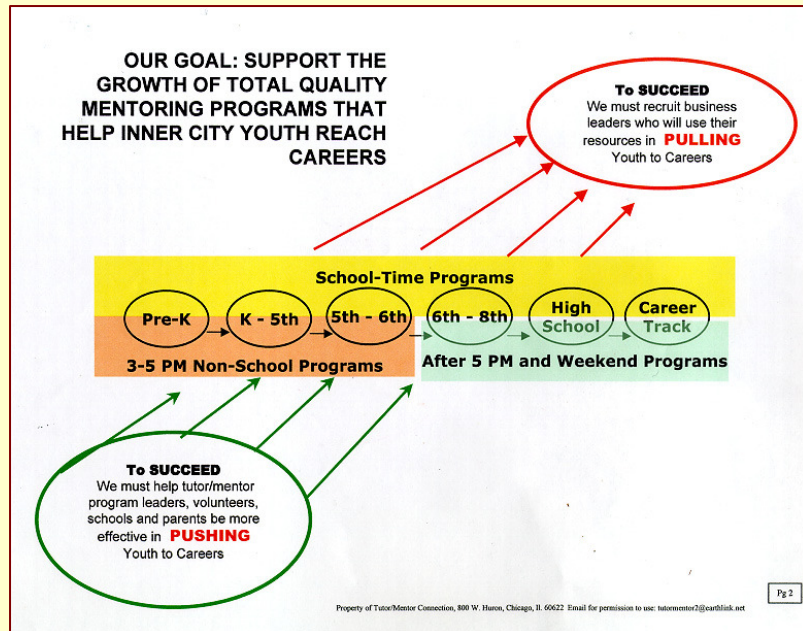
Use TIFF type incentives to support research and innovation that engages business talent, technology, jobs, and leadership in neighborhoods where they do business, where employees live, or that employees drive past as they come and go to work each day.

Use asset maps on Tutor/Mentor Program Locator, <http://www.tutormentorprogramlocator.net> to do this planning.

See Business Maps in Tutor/Mentor Map Gallery

<http://tinyurl.com/tmc-map-gallery-business>

# Government Policy that leads to “every child born today be starting 21<sup>st</sup> century career by age 25”.



See this Graphic in ROLE OF LEADERS:

<http://tinyurl.com/tmc-role-of-leaders>

Provide tax incentives to support long-term, involvement in projects that serve economically disadvantaged communities, and contribute to workforce development in Illinois

*c) use tax reports to build statewide history showing distribution of volunteer hours in high poverty areas, and in workforce development focused programs*

*The information generated from such reports can provide marketing guidance that state leaders can use to encourage a better distribution of volunteer services to areas where there is greater need. While the focus on workforce development provides a connection between education, youth development, violence prevention, civic engagement programs working under a united vision of “every child born in Illinois will be in a job/career by age 25”.*

*Use the Tutor/Mentor Connection on-line Program Locator and maps as a resource, and as a model that can be duplicated in other parts of Illinois.*

<http://www.tutormentorprogramlocator.net>

## **It only takes a few people to change the world.**

If we can find donors to support the creation of tipping points, their contributions will have a larger impact than could be achieved by dividing donations to individual programs who are redundant in creating these same products/services in many places.

If we can find investors, who will look on our efforts as a social enterprise, we can capitalize our efforts, and innovate new solutions.

**Do you want to be one of those people who help change the tutor/mentor world?**

# Read the other essays in the Tutor/Mentor Institute Library to expand your understanding of this strategy.

If you browse through the T/MC web sites you'll see that the Tutor/Mentor Connection is already creating “tipping points”.

<http://www.tutormentorexchange.net>

<http://www.tutormentorconnection.org>

<http://www.tutormentorprogramlocator.net>

<http://www.tutormentorconference.org>

<http://tutormentor.blogspot.com>

<http://mappingforjustice.blogspot.com>

[http://debategraph.org/mentoring\\_kids\\_to\\_careers](http://debategraph.org/mentoring_kids_to_careers)

## **Why Tutor/Mentor Institute, LLC and Tutor/Mentor Connection (T/MC)?**

From 1993 to June 2011 the T/ MC operated as partner to the Cabrini Connections tutor/mentor program in Chicago, under one 501-c-3 non profit board of directors. Due to financial pressure the T/MC was separated from the Cabrini Connections program in June 2011 and the Tutor/Mentor Institute, LLC was created to provide alternative strategies for generating revenue to continue to operate the Tutor/Mentor Connection in Chicago while helping similar intermediary structures grow in other cities. The names will be used interchangeably in many of our materials since both focus on the same mission.

**Become a volunteer, partner, sponsor or investor. Email [tutormentor2@earthlink.net](mailto:tutormentor2@earthlink.net)**

**While we operate as a social enterprise and do not have a non-profit tax structure, the money we raise covers the costs of the work we are doing. If you want to support this process with a financial contribution, send your gift to Tutor/Mentor Institute, LLC, Tutor/Mentor Connection, Merchandise Mart PO Box 3303, Chicago, IL 60654**





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

“If this (initiative) is accepted and acted upon, it can change the way philanthropy and charities work together in America and throughout the world. It can change the future for millions of kids born into poverty each year.”

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

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