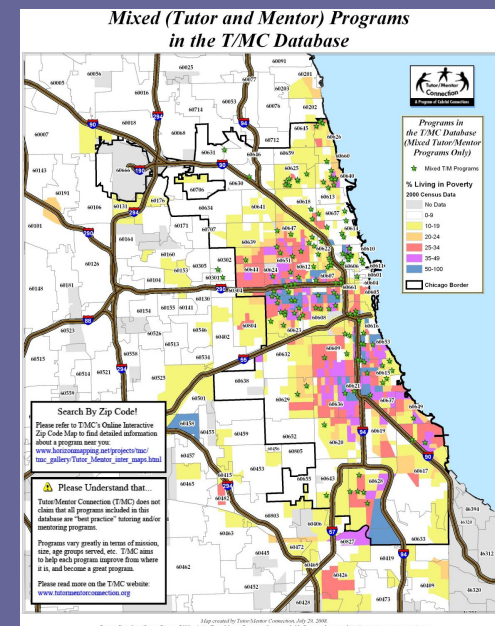


TUTOR/MENTOR CONNECTION A CAPACITY-BUILDING NETWORK

Supported by Tutor/Mentor Institute, LLC, A Social Benefit Enterprise



Our Goal: Enabling youth/adult connections to take place in every neighborhood with high poverty.



Who keeps memories alive after media stop telling the story?

This is a story from the October 15, 1992 *Chicago SunTimes*

It's typical of many media stories where public interest is at a peak because of an unusually tragic event.

It is not unusual.

Poverty in Chicago is not a new problem. This story is from 1994!

While media stories occasionally use maps, these are not intended as advertising, to draw volunteers, donors and leaders to support needed youth development, mentoring and jobs programs in neighborhoods of high poverty

Chicago Tribune

Thursday, March 31, 1994

Chicago Sports Final
50c Newsstand
40c Home Delivery

★★

CAUGHT IN VIOLENCE AND POVERTY

City kids at risk

Chicago can be a cruel place in which to grow up. More children than ever face poverty; more areas are beset by violence

THE THREAT OF HARDSHIP

240,000 kids in poverty's grip

■ Half of Chicago's poor people are children, and a new report, while calling for immediate action, sees little hope that will change soon

By Louise Kiernan
TRIBUNE STAFF WRITER

Addressing the needs of Chicago's poor children is more important than

almost half the people living in poverty, although they are just one-fourth the city's population.

About 240,000 children live in poverty, virtually the same number as in 1980, even though the city's population of children dropped from 860,000 to 723,000 in 1990.

One out of every five firstborn children in Chicago is born to single teen-

into action. To that end, about 100 people gathered Wednesday to discuss solutions.

"We hope that people will understand that we can respond to the needs of children by looking at where the problems are most prevalent—not by throwing up our hands and saying things are impossible," said Voices president Jerry Stermer. "We want a

Neighborhoods at risk

First-time teen mothers have risk factors that make them more vulnerable to hardships that increase the chances of child abuse and neglect.

In 1991, these Chicago areas had more than 20 percent of first-time mothers with three risk factors:

1. Single
2. Teenager
3. Lacking high school diploma

By neighborhood

- 20. Hermosa
- 22. Logan Square
- 23. Humboldt Park
- 24. West Town
- 25. Austin
- 26. W. Garfield Park
- 27. E. Garfield Park
- 28. Near West Side
- 29. North Lawndale
- 31. Lower West Side
- 35. Douglas
- 38. Grand Blvd.
- 39. Kenwood
- 40. Washington Park
- 42. Woodlawn
- 43. South Shore
- 46. South Chicago
- 49. Roseland
- 51. South Deering
- 53. West Pullman
- 61. New City
- 67. West Englewood
- 68. Englewood
- 69. Greater Grand Crossing
- 71. Auburn Gresham

Children in poverty

The 1990 census defined annual poverty income for a family of four as \$12,674. Child poverty has increased dramatically; children are now poorer than any other age

These maps and more are hosted at <http://www.tutormentorexchange.net>

August 17, 1993

12 CHICAGO SUN-TIMES, TUESDAY, AUGUST 17, 1993

Study: Poverty Digs In

Efforts in City Called
Sincere But Scattered

By Leslie Baldacci
Staff Writer

Chicago neighborhoods that were poor 20 years ago are even more entrenched in poverty today because the city lacks a comprehensive battle plan, according to a study released Monday by Northwestern University.

Areas of so-called "persistent poverty," clustered on the city's West and South sides, have accumulated risk factors over the years: declining population, high unemployment, low education levels. Some have seen a tripling of female-headed households. The elderly and children are particularly hard-hit.

"Chicago has a greater proportion of children living in poverty (33.9 percent) than the total U.S. (20.6 percent)," the report said. "Chicago also has a higher proportion of elderly in poverty (15.9 percent) than the U.S. (12.2 percent)."

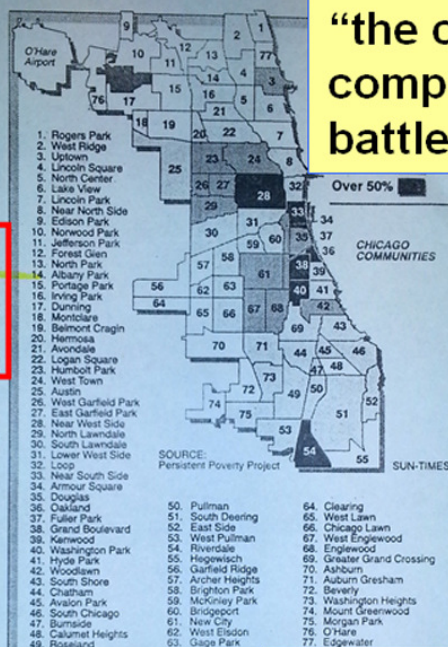
One-third of the children in Chicago live in families with incomes below the poverty line. Broken down by race, 47.1 percent of Chicago's black children live in poverty, along with 30.6 percent of Hispanic children and 16.7 percent of white children. The figures compare to national rates of 44.8, 38.4 and 15.9 percent, respectively.

The study, compiled by the Center for Urban Affairs and Policy Research, compares U.S. Census data from 1970, 1980 and 1990. Chicago's poverty rate is at or below average for a sample of the nation's largest cities.

The study found a 20-year legacy of poverty in 12 communities with rates above 40 percent in 1990: Oakland (72.3); Grand Boulevard (64.7); Riverdale (62.9); Near South Side (62.5); Washington Park (58.4); Near West Side (54.5); Douglas (49.4); Fuller Park (49.2); North Lawndale (48.4); East Garfield Park (48.1); Englewood (43.2); and West Garfield Park (40.8).

"It is true the city of Chicago has done a number of spotty things over the years to attack poverty, but no one coordinated effort," said Deborah Blank, president of the Persistent Poverty Project.

THE POOR IN CHICAGO



"the city lacks a comprehensive battle plan."

While Chicago has "had all these sincere people making good efforts, one group working on poverty, one on education reform, one on community policing, these problems are too interwoven and too immense. The city needs all anti-poverty efforts "at the same table"

Chicago Sun Times, Nov. 1, 1992.

"Many Americans hoped that, some how, the stubborn dilemmas of crime and poverty that so dehumanize urban life would be tackled with a renewed public will."

"Yet except for a flurry of local efforts, nothing much has happened."

Los Angeles Times article by Jonathan Peterson

Chicago Sun Times, Nov. 1, 1992.

"L.A. Riots' Wake-up Call Fell Mostly on Deaf Ears."

"We are not very good as a country in dealing with long-term problems, except when they present themselves as a crisis."

-Stuart Eizenstat, domestic policy adviser to President Jimmy Carter

Los Angeles Times article by Jonathan Peterson

Chicago Tribune, October 28, 1992
Column written by Eric Zorn

Best precaution: Just don't forget.

If the story of the murder of 7-year old Dantrell Davis.....sounded vaguely familiar, it might have been because it had strong parallels to the storyof the murder of 9-year old Laketa Crosby in 1985.

Do The Planning.

See ideas at

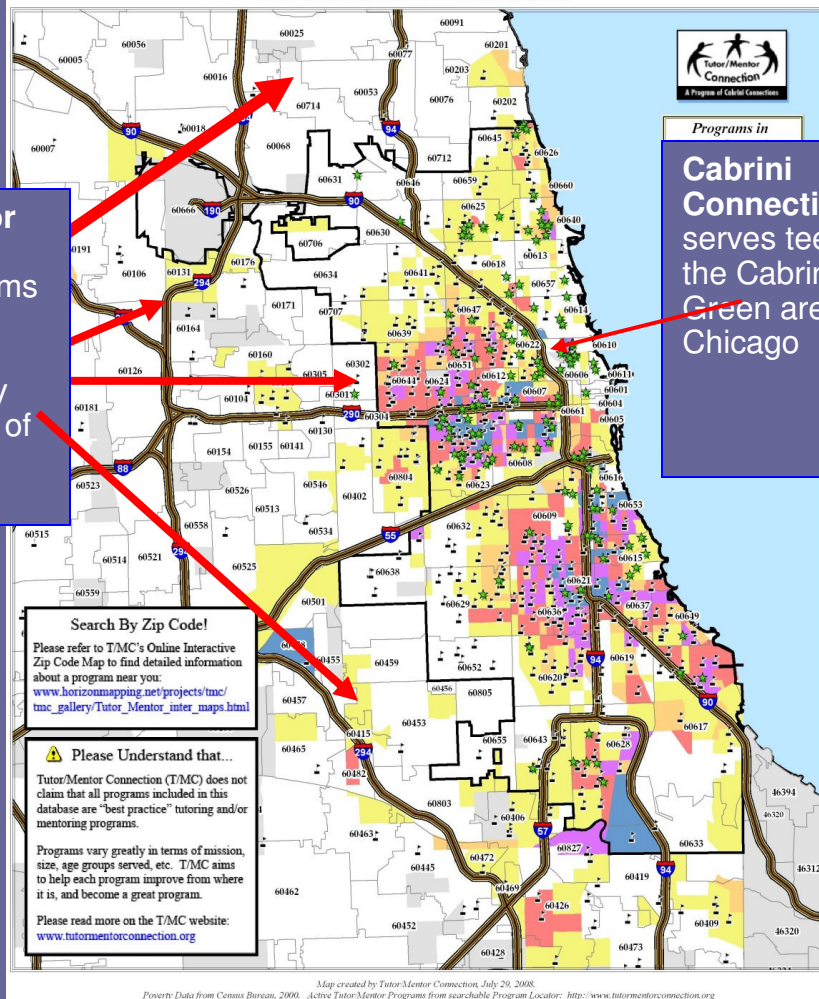
<http://www.tutormentorexchange.net>



While operating a single tutor/mentor program in one neighborhood...

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

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.

Pink and purple areas have poverty concentrations of 20% or higher. . green stars are organizations that offer various forms of volunteer-based tutoring or mentoring.

Flags are locations of poorly performing schools.



LOGIC MODEL

1



Connecting youth with adult mentorS and extra learning is good thing to do.

** Helping volunteer learn ways to have positive impact is necessary work.*

Looking for someone to love you for your mind?



2



A 'tutor/mentor' program is a place where many volunteers with different backgrounds can connect with hard to reach youth.

** Helping programs find resources, recruit volunteers and support youth and volunteers on a weekly, and continuing level of involvement helps each program be more effective.*

All programs have same needs:



3

Helping 'tutor/mentor' programs reach youth in all parts of a city should be a goal of leaders from many sectors.

** Building marketing, advertising, resource development, talent sources and leadership strategies in every industry, faith group, political and media sector supports the growth of tutor/mentor programs in more places.*

Visit <http://www.tutormentorexchange.net> to read more and get involved.

Goal of Tutor/Mentor Institute, LLC.

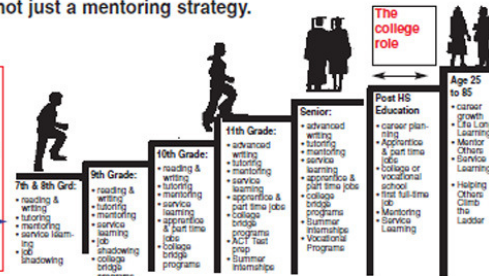
Mentoring Kids to Careers

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.

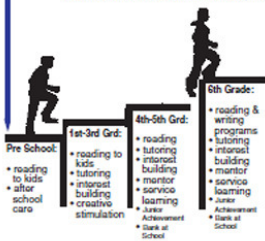
That's the goal of the Tutor/Mentor Connection.



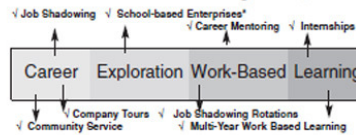
Schools, tutor/mentor programs and parents are part of a **PUSH SYSTEM** with limited ability to motivate youth as they age.



BUSINESS NEEDS TO BE INVOLVED, USING VOLUNTEERS, JOBS AND DOLLARS TO **PULL KIDS TO CAREERS**



Education to Careers Chart Activities for Learners of All Age Groups



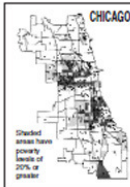
Investment in youth should be continuous throughout the K-16 years, if more youth born in poverty are to be starting jobs and careers by age 25. A study by James Heckman, a Nobel-Prize winning economist at the University of Chicago and an expert on early childhood education, now shows for the first time 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 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

ALL Time Frames must have service

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

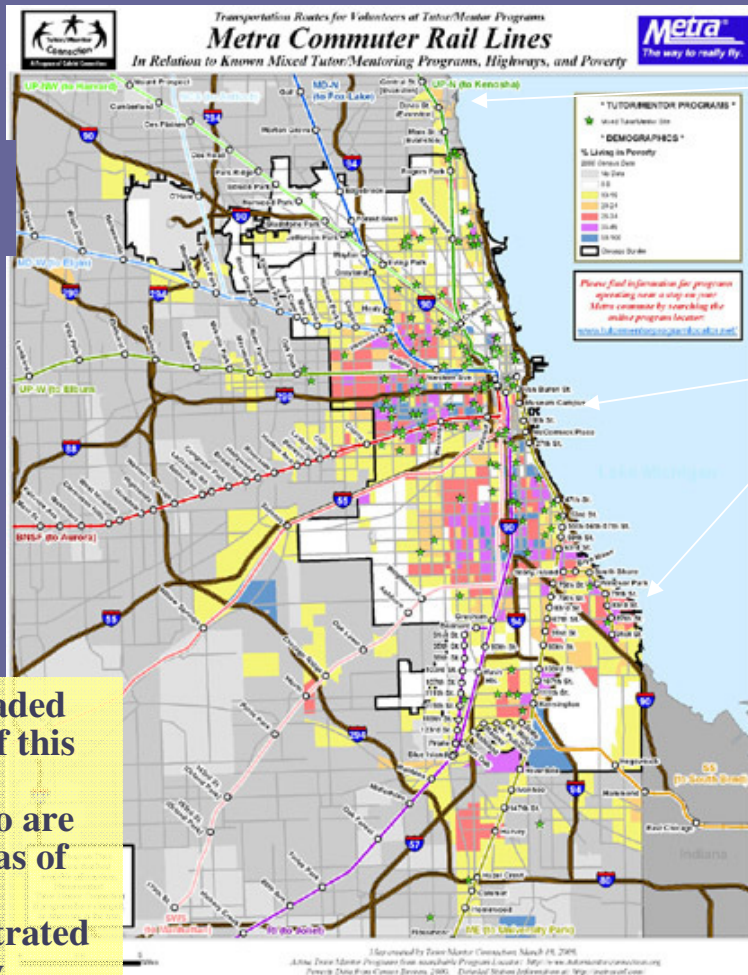


Students and alumni at various universities take ownership of Tutor/Mentor Connection role, focusing on the growth of volunteer-based tutoring and/or mentoring programs in the neighborhood, or city, where the university is located.



A T/MC helps ALL programs in its area get needed resources

Chicago area

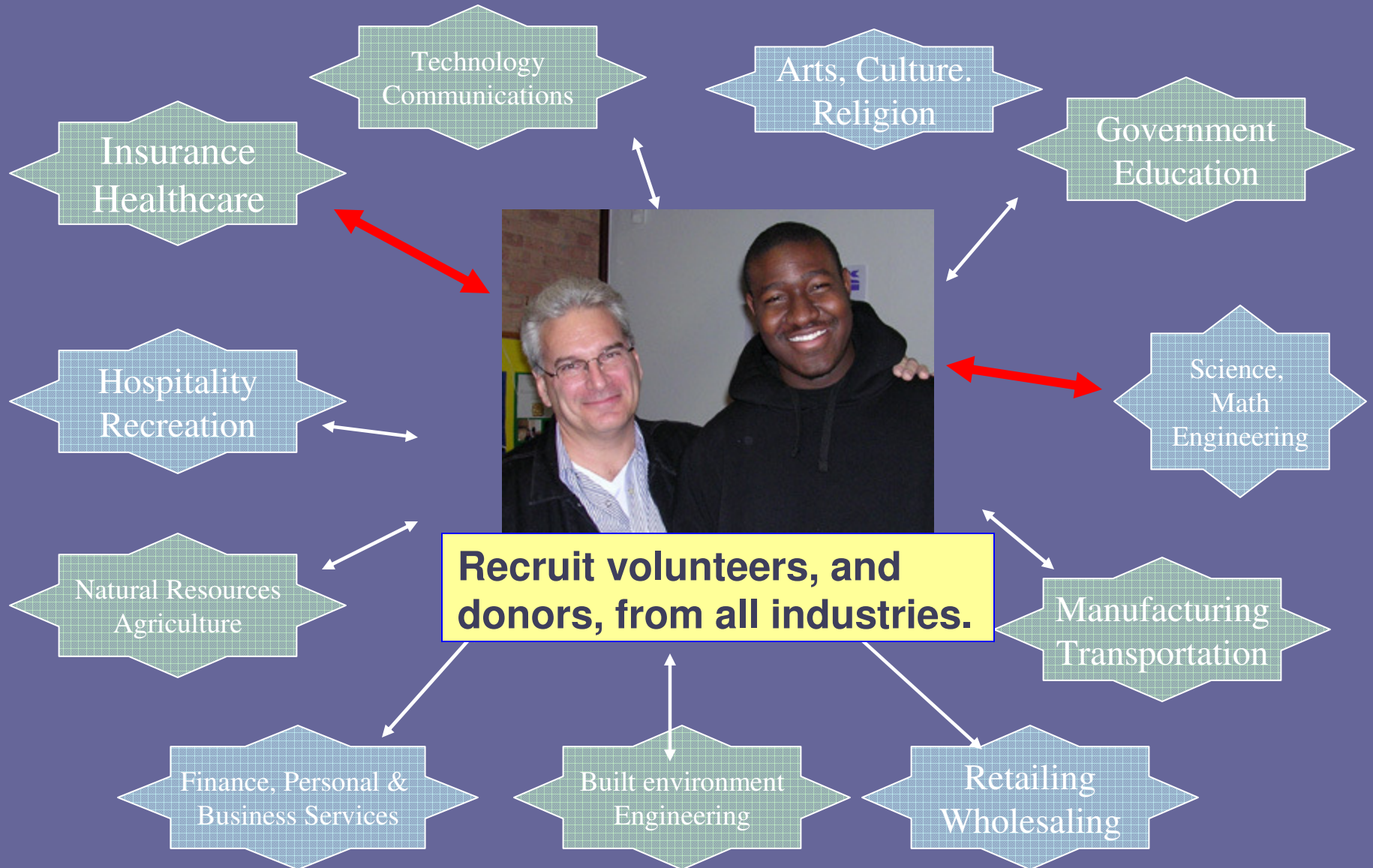


The shaded areas of this map of Chicago are the areas of most concentrated poverty.

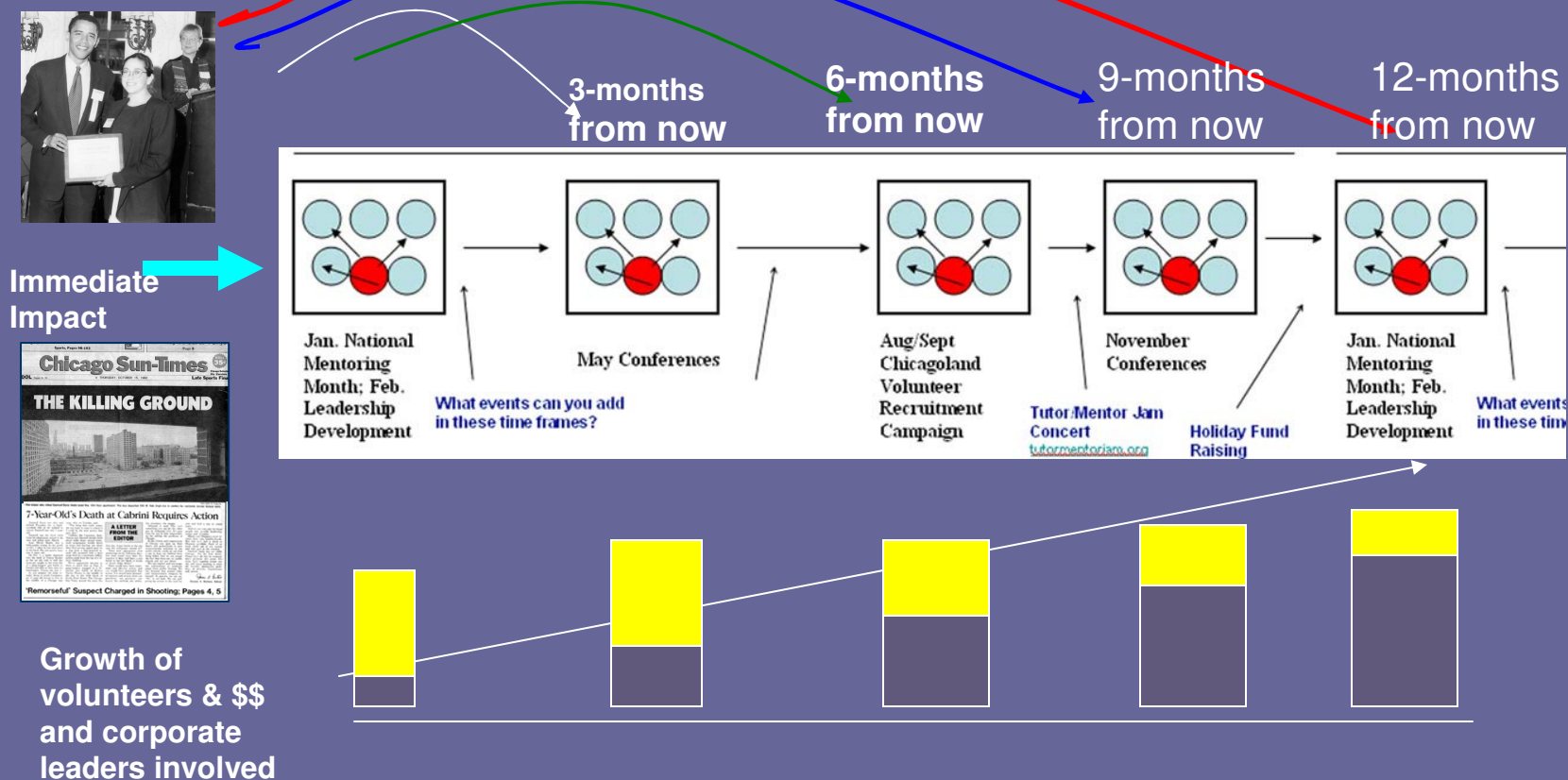
Educate stakeholders in region so they become customers/supporters of tutor/mentor programs in area.

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

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

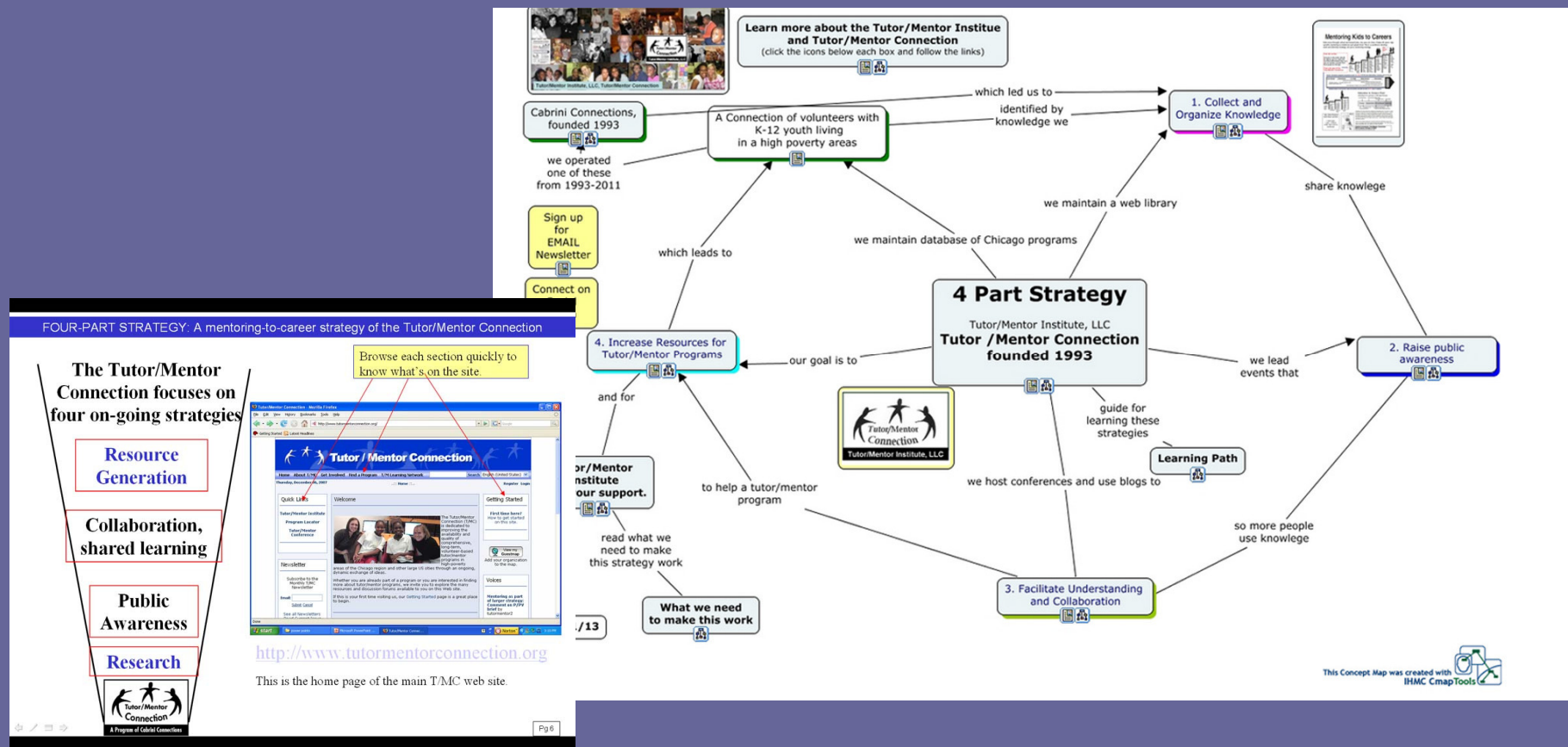


A T/MC Leads This Strategy and Encourages others to Get Involved.



On a quarterly basis, a T/MC can organize events in its part of the city, while connecting stakeholders from its neighborhood or city with similar groups in other parts of the city and state. This creates greater public awareness and motivates more people to get involved.

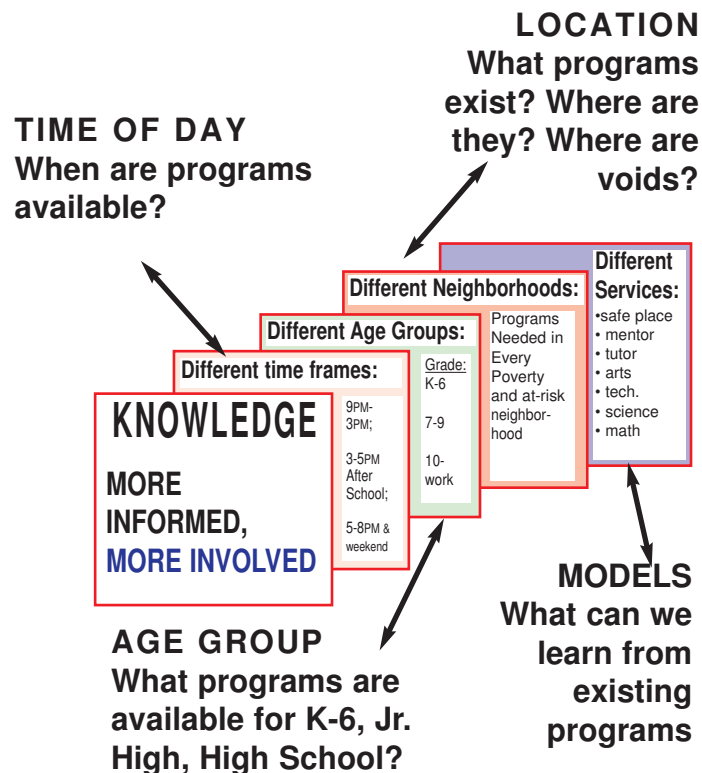
What does a T/MC do?



Four Part Strategy - <http://tinyurl.com/TMI-4-Pt-Strategy>

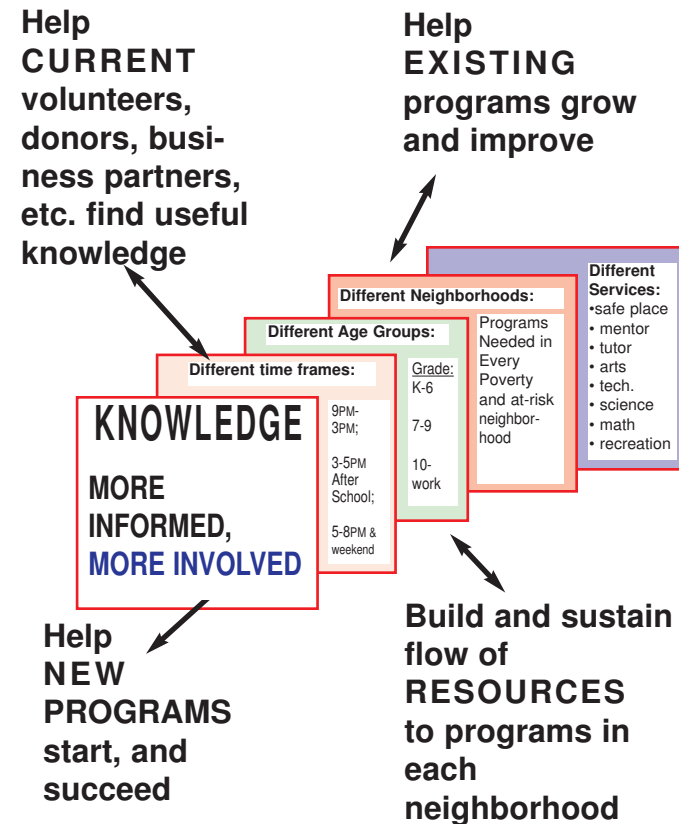
What does a T/MC do?

UNDERSTAND NEEDS



OUR GOAL IS TO HELP EVERYONE IN THE MENTORING-TO-CAREER ECOSYSTEM LEARN FROM THIS INFORMATION.
WE DON'T WANT TO DO THE RESEARCH; WE WANT TO FIND IT AND MAKE IT AVAILABLE TO OTHERS

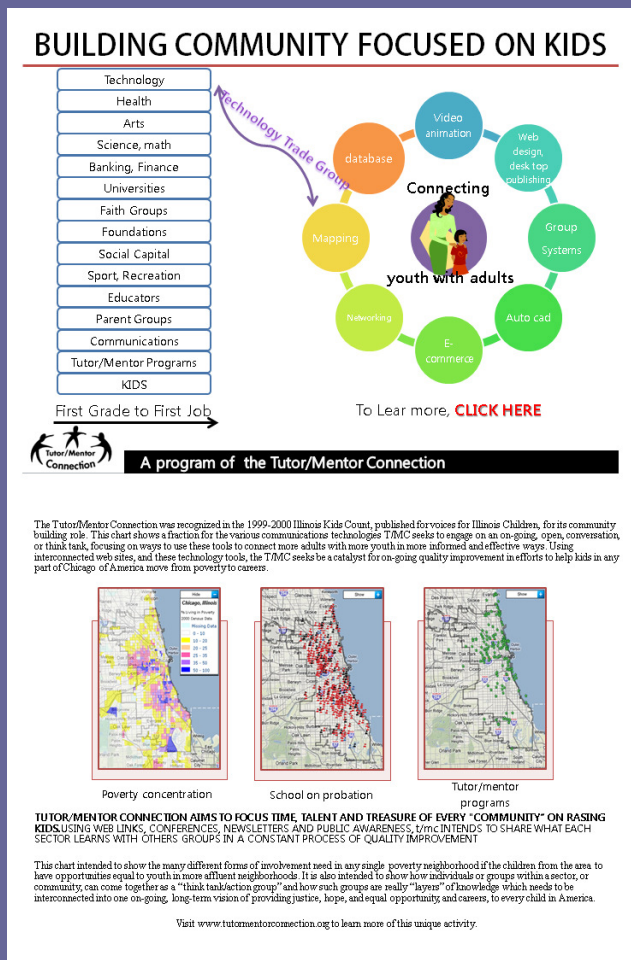
T/MC Knowledge Sharing Goal...



RESOURCE CENTER & MEETING PLACE

Browse sections of <http://www.tutormentorexchange.net> to learn what a T/MC does.

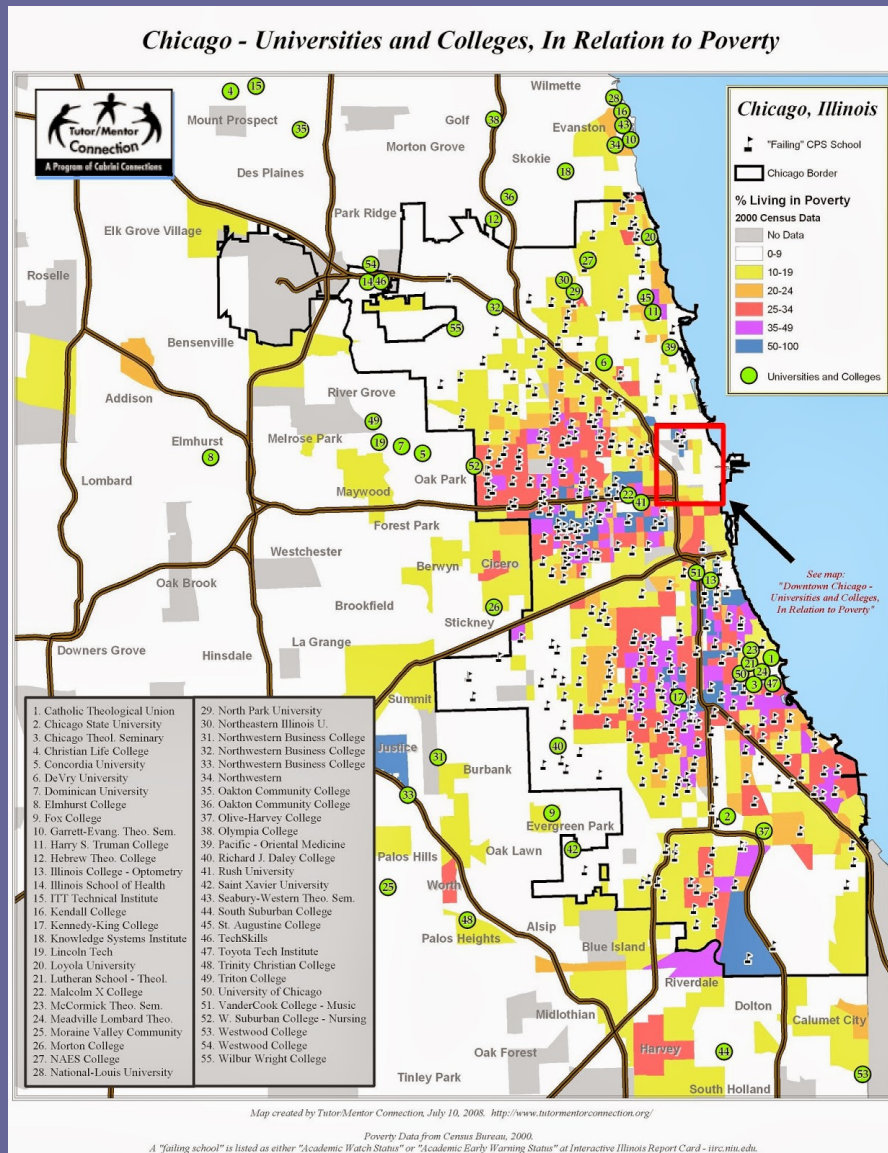
Form a team. Duplicate What T/MC has been doing. As Each Team Learns, It Shares What It is Learning with Teams from other Universities



The actions of the T/MC in Chicago are the model that each team will learn from. As the T/MC focuses on key events in different times of the year, local chapters will focus on the same events and the actions needed to duplicate that event locally.

As the learn from this process, they share what they learn with each other, and with the Chicago T/MC. We learn and improve by helping each other.

Universities in Chicago Region



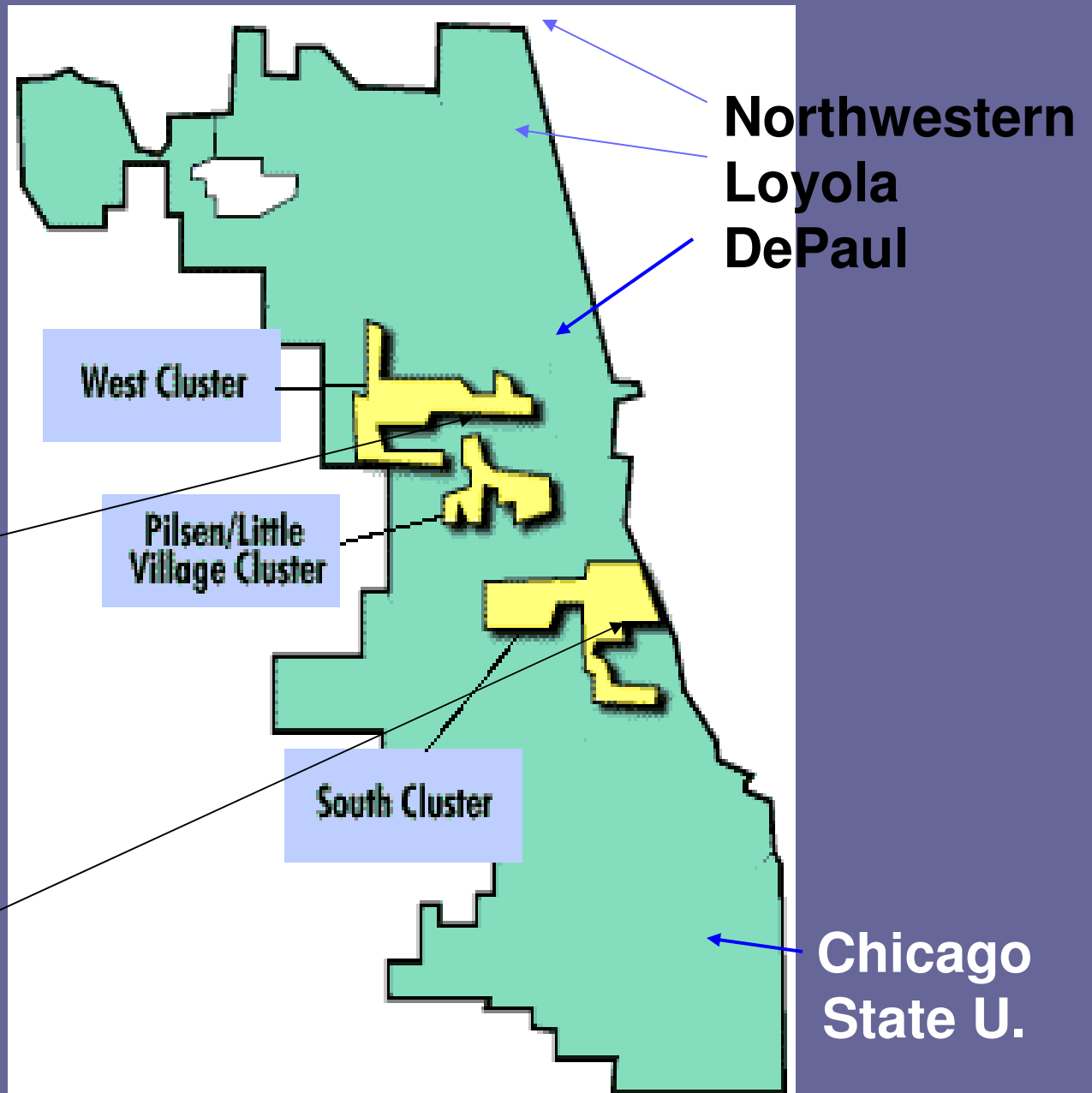
T/MC teams can

- Collect info on programs in area of university.
- Draw consistent attention to these programs.
- Collect and share information that helps programs grow
- Share with teams in other locations

Any university can form and lead a Tutor/Mentor Connection that benefits an entire city...or the area surrounding the university.

University of Chicago at Illinois

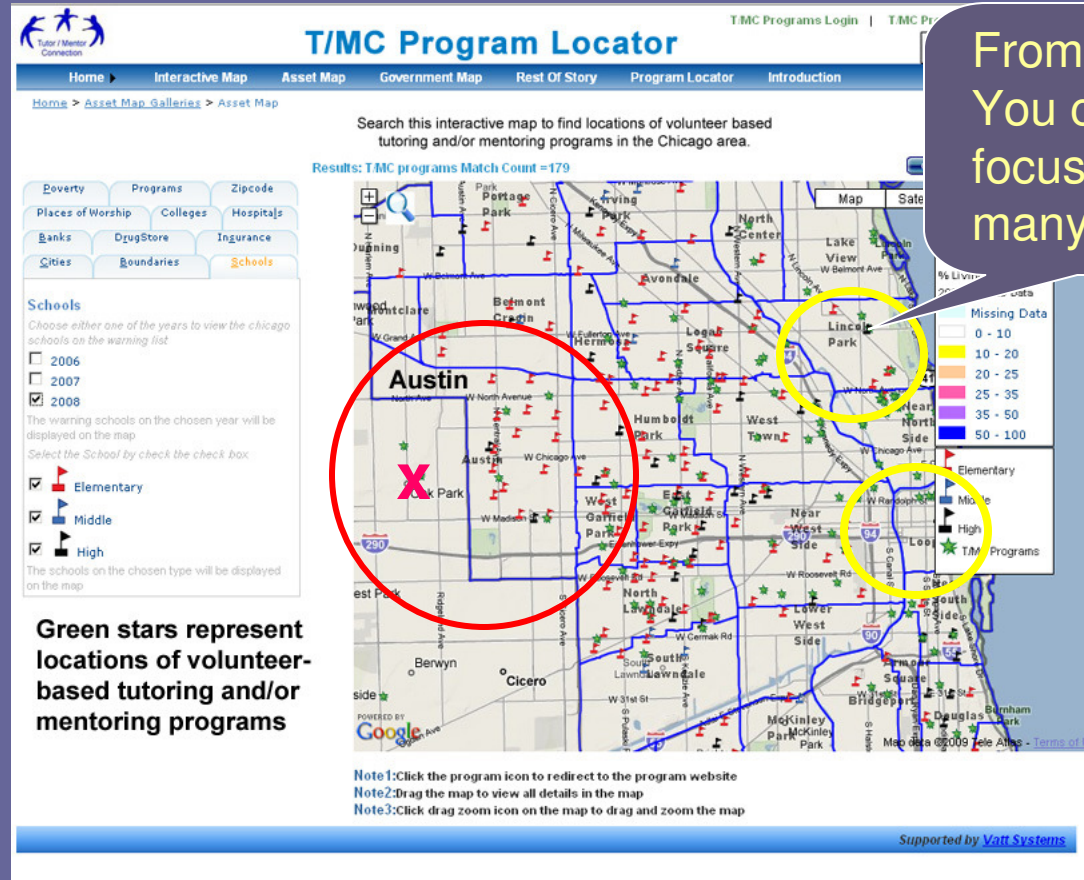
University of Chicago



[illegible]

This map was created by alum from Northwestern University. See <http://chrispip.blogspot.com/2009/07/mapping-northwestern-university-for.html>

If you were at Concordia or Dominican University in Oak Park, you might focus on program growth in Maywood and Chicago's West Side.



From DePaul
You could focus on many areas.

Almost anyone can help

- volunteers
- donors, foundations
- businesses, professionals
- hospitals
- faith groups
- universities, educators
- media
- artists, writers, film makers
- elected leaders
- celebrities
- youth
- seniors

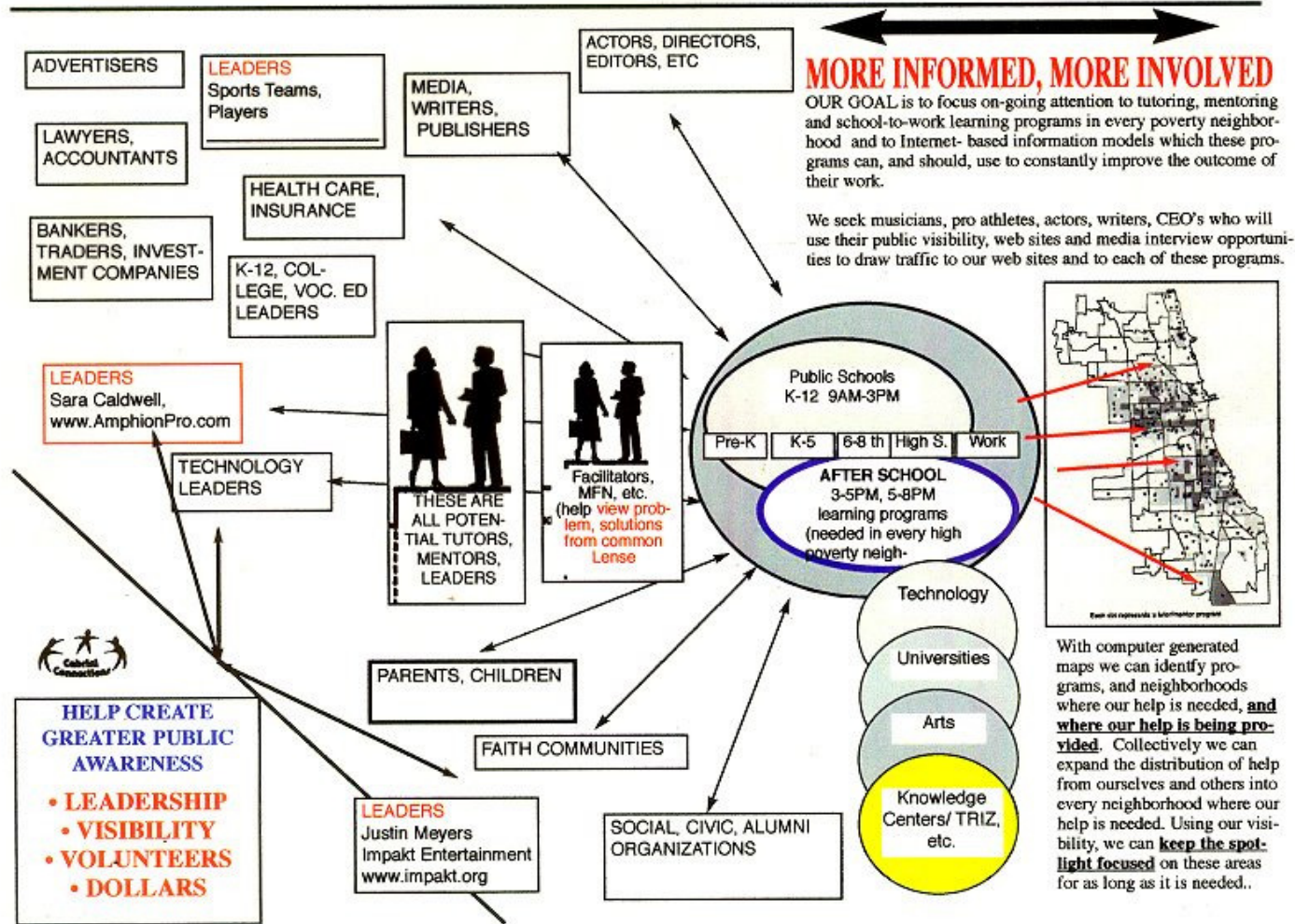
T/MC
Tutor/Mentor
Institute, LLC

Those
Who Need
help

Without leadership and encouragement, those who can, don't offer help on a regular basis. Nor do they distribute it to programs in every poverty neighborhood.

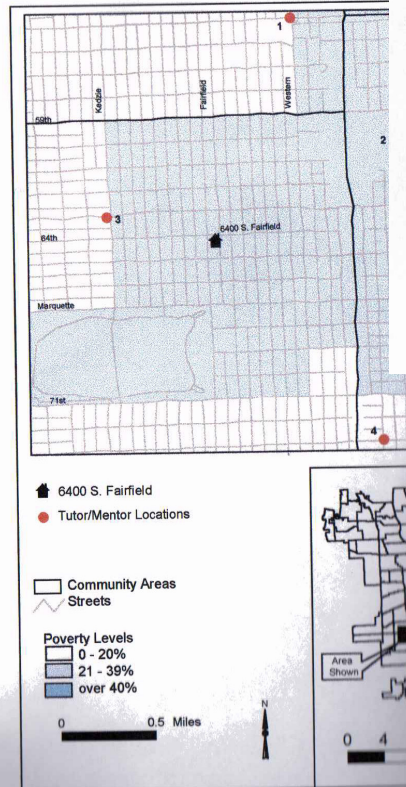
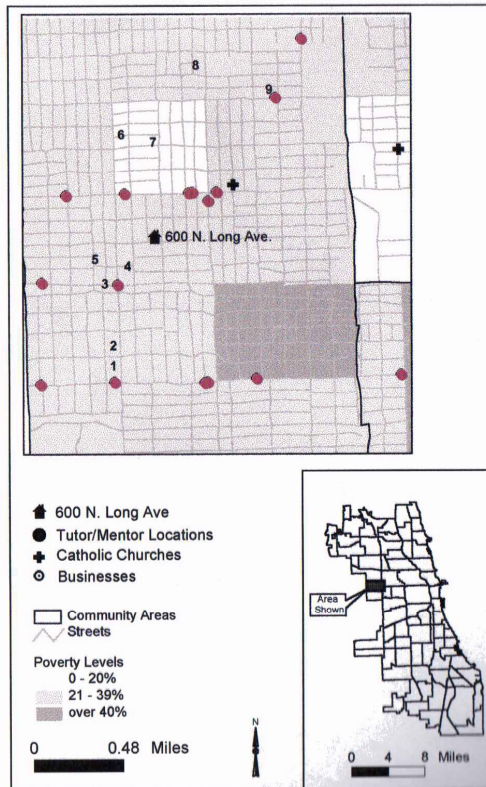
A T/MC connects
“those who can help”
with youth orgs in its
focus area.

HOW CAN WE GROW THE % OF PEOPLE/ORGANIZATIONS STRATEGICALLY INVOLVED IN RAISING KIDS?



As students and alumni from each university take this role, they build greater visibility and greater involvement in tutor/mentor programs in each city. This reflects positively on all who are involved.

Learn to follow negative news with map stories that tell “The Rest of the Story”. These aim to draw operating resources and volunteers to youth tutor/mentor programs growing in these areas.



Slain children mourned: ‘When will this end?’

By MAUDLYNE IBEHRIKA
STAFF REPORTER

A child dies. A family grieves. Two young children and a teenage girl die senselessly within 24 hours on opposite ends of this city—victims of gang violence.

A city struggles with why. “You read about it. You see it on TV. You hear about it. I never thought it would happen to me,” Ossie Williams said Saturday.

Her baby, Gentelle Harron, 6, was caught in gang crossfire in the West Side Austin neighborhood Friday, walking home with his mother and two young cousins, clutching his McDonald’s meal and talking about basketball, his favorite pastime.

Gentelle almost made it home in the 600 block of North Long Avenue. A brown teddy bear taped to a fence—two houses down from his—peers at the blood-stained sidewalk where Gentelle fell.

Police say several shots were fired from a passing car. Police have no suspects. Gentelle lived three blocks from the 15th District police station, but that hasn’t mattered in a neighborhood where gunfire is constant and gangs rule the streets, said Gentelle’s family and their neighbors.

“Why? Why aren’t our children protected from this? Why are we held hostage in our own homes?” neighbor Katie White asked.

“And why does no one care?”

In the aftermath, Gentelle’s mother holds on to what sustains her.

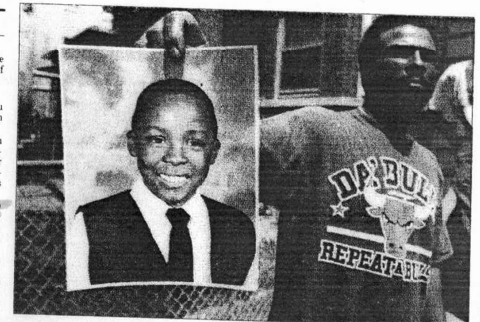
“It could have been all of us. We could have all been dead,” she said.

Donnetta Poole, 9, was an honor roll student at Jacques Marquette Elementary School.

She was shot in the chest Friday outside her home in the 6400 block of South Fairfield Avenue, in the Southwest Side Marquette Park neighborhood.

She, too, was caught in gang crossfire. And the arrest Friday night of a 15-year-old in the shooting hasn’t helped Brenda Poole understand why her daughter is gone.

Police say that while Gentelle was caught



Eddie Williams holds a photo of his nephew, Gentelle Harron, 6, one of three children slain in separate gang shootings across Chicago over a 24-hour period ending Friday night.

between opposing gangs, Donnetta was caught between members of the same gang. For Donnetta’s mother, there is no consolation.

“We heard the pop! pop! pop! It sounded like firecrackers. I heard the scream, turned me,” Poole said Saturday. “The last thing she said was, ‘The kids got guns, Mama. The kids got guns.’ Yes, kids got guns. And why? Why is this happening? Why my baby?”

Neighbors milled outside their homes, groping for reason.

“When will police put an end to this gang madness? When will this end? When will this end?” said neighbor Lillian May, rocking back and forth.

In the same 24 hours, gang violence also claimed the life Thursday of Kelly Velez, 17, of Hoffman Estates, who was visiting her old neighborhood of Northwest Side Humboldt Park.

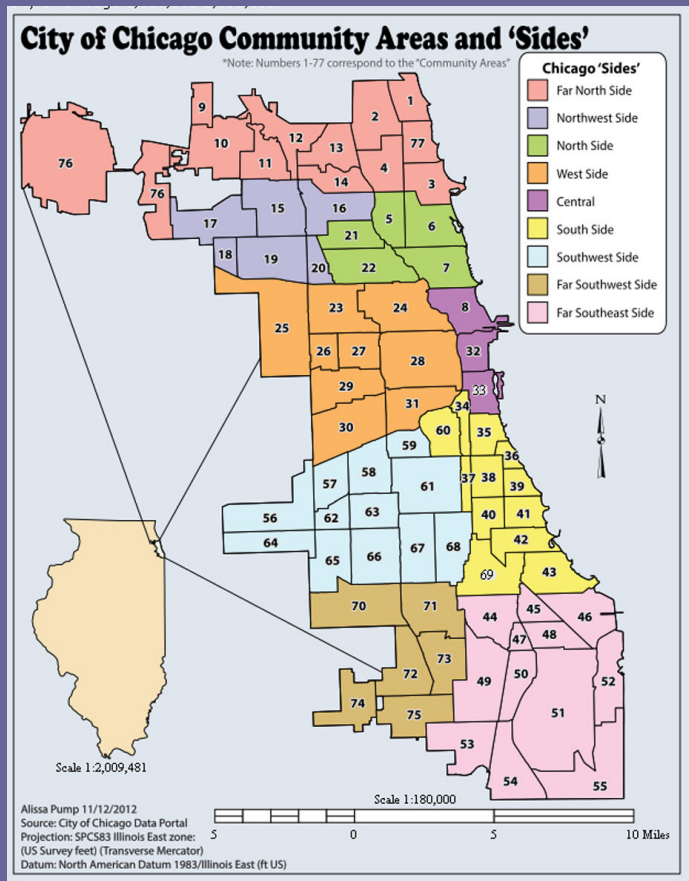
Police said Velez was caught in the crossfire of opposing gangs, the victim of a drive-by shooting. She was shot in the head and leg as she stood outside a gas station in the 3000 block of North Kedzie. Police had no suspects Saturday.

The suspect held in Donnetta’s death, Donnetta, 17, of the 6400 block of South Fairfield, has been charged with murder. He will be prosecuted as an adult, police said.

Contributing: Regina Robinson

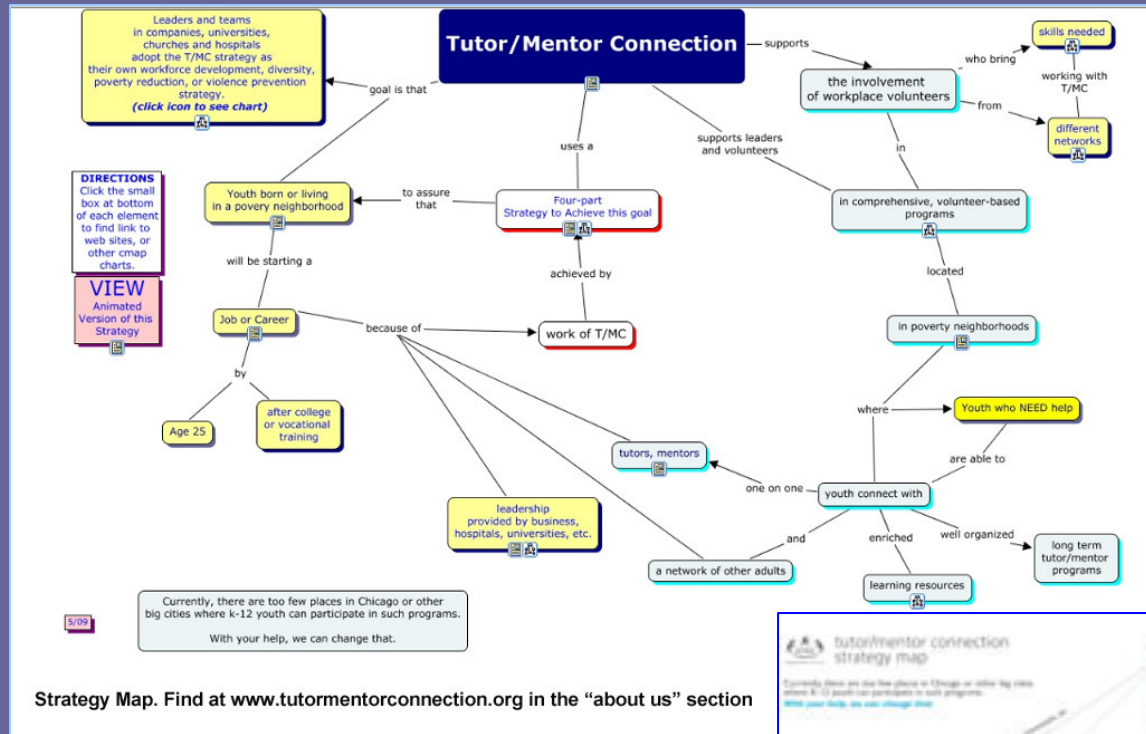
These maps were created in 1996, demonstrating a long term commitment to using maps to mobilize resources for high poverty areas of Chicago.

While focusing on event planning, teams focus on building understanding, and increasing involvement.



- *What is level of poverty and location of poorly performing schools in city*
- *What organizations engage volunteers in one-on-one activities with youth in these neighborhoods*
- *Where is information on these local organizations shared? T/MC Program Locator is sample*
- *How do we get more people to look at this information?*
- *How do we draw people into learning circles where they build understanding of the information*
- *How do we use this understanding to encourage more people to volunteer time, talent or donate dollars to these organizations*

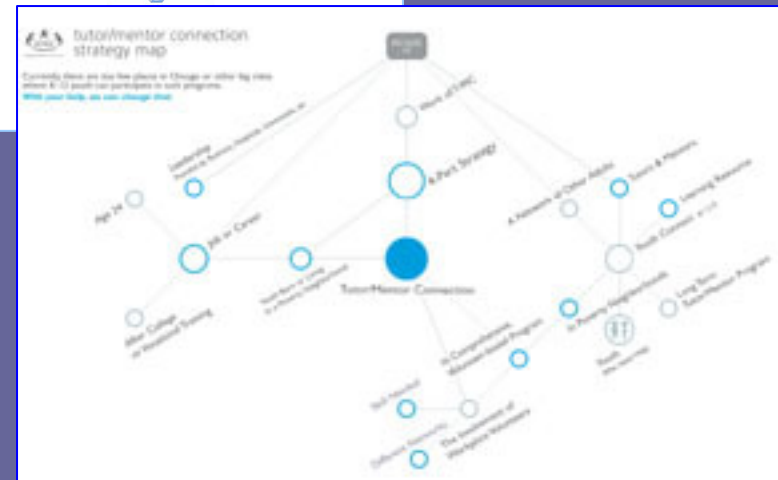
As students learn T/MC concepts, they can learn to communicate those ideas using video, animation, social media, etc.



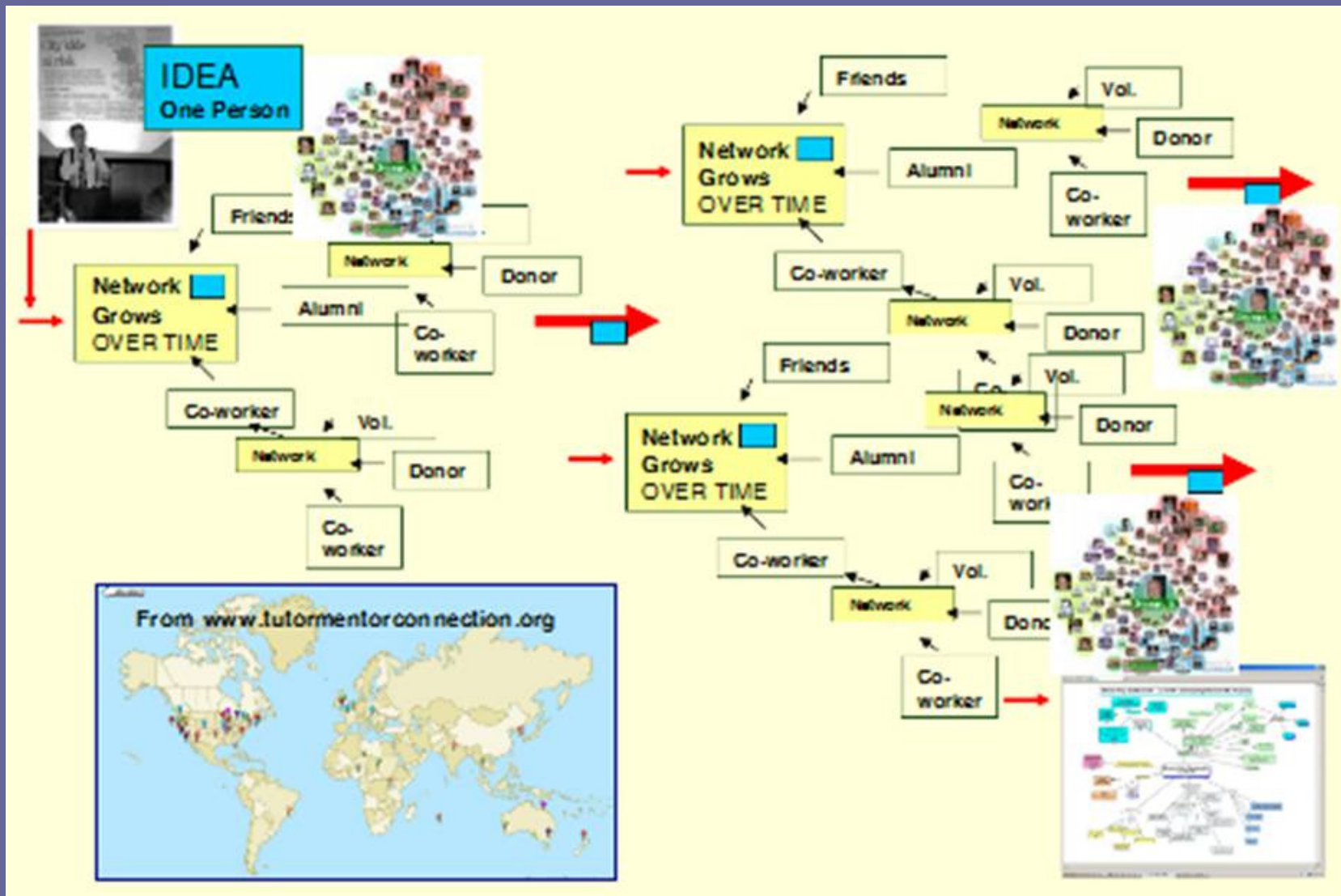
This shows use of concept map

This shows how intern from IIT in Chicago converted this to flash animation

<http://www.tutormentorexchange.net/images/flash/strategymap.swf>



Map the Network. Watch it Grow from Year-to-Year



Learn to use social network analysis and GIS mapping tools. Learn to build network.

See work interns have done with Tutor/Mentor Connection

<http://tutormentorexchange.net/defining-a-terms/215-interns-at-tmc>

Tutor Mentor Institute, LLC

My aim is to help communities create and sustain strong, effective tutor/mentor programs that make more and better use of the skills and talents of inner-city youth in high-poverty neighborhoods of Chicago and other cities. I'm Daniel Bassill. I have led volunteer-based tutor/mentor programs in Chicago since 1975. Learn more about me at <http://www.tutormentorexchange.net/dan-bassill>.

<http://tutormentor.blogspot.com>

2010/10/depaul-students-learn-about-tutormentor.html

Showing posts sorted by relevance for query **dePaul**. Sort by date Show all posts

THURSDAY, OCTOBER 14, 2010

● ● ● DePaul students learn about tutor/mentor programs

TIMC Program Locator

How do you find the best tutor/mentor program in your area? The TIMC Program Locator is a map of Chicago showing the locations of all the programs in the city. It's a great resource for finding a program near you.

Poverty levels and locations of poverty performing schools in Austin area

This fall an Explore Chicago class at DePaul University is learning about the gaps between rich and poor in Chicago, and the availability of tutor/mentor programs in different neighborhoods. As they learn, they are sharing this information on blogs like [this one](#), which talks about tutor/mentor programs in the Austin area on the far West Side.

Another group talks about the [far South Side](#), and another talks about the [South Shore area](#). You can also read about the [Near North](#), the [Northwest Side](#), and the [Southwest Side](#) of Chicago.

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Join our FREE Email Mailing List

Privacy by [SafeSubscribe](#)

For Email Marketing you can trust

SHARE IT

Tutor/Mentor Connection
Tutor/Mentor Institute, LLC

Connect knowledge, volunteers, youth and make a difference.

Main Invite My Page Members Photos Videos Forum Events Blogs Groups My Network

All Blog Posts My Blog Edit Blog Posts + Add

Jordan Merlo's Blog (40)

Send Message

Final Paper!

Part I - Learning Question...

Continue

Added by Jordan Merlo on April 28, 2010 at 9:43am — 1 Comment

★ Feature

Advice to Future Interns at Cabrini Connections, Tutor/Mentor Connection

After interning at Cabrini Connections for a little over 14 weeks I have learned several things. I would like to share my knowledge with you so that you can start off with knowledge that I wish I had begun with.

So, how do you make the most of your internship? Well with the help of some online sites and my own experience in interning at Cabrini Connections I have come up with 9 points you should...

Continue

Added by Jordan Merlo on April 26, 2010 at 4:15pm — No Comments

★ Stop Featuring

Latest Blog Posts

Final Paper!
Advice to Future Interns at Cabrini Connections, Tutor/Mentor Connection
Final Two-Week Report!
Weekly Report #6
What do mentors do?
Our Kids Are in Trouble
Weekly Report #5

Most Popular Blog Posts

The Benefits of Mentoring
Sponsorship
Final Paper!
Two Week Report #4
2010 Tutor/Mentor Leadership and Networking Conference
Tis the Season to Give!
1st Two-Week report

Northwest Side Chicago Stories

Blog About Us Resources

The Final Blog of the Northwest Side Group 2010

Published November 9, 2010 General information Leave a Comment

How many times have you turned on the television lately and seen numerous advertisements for the candidates of the recent election? On these advertisements candidates spent billions of dollars simply to attack their opponent. What if all that money was used to support tutor/mentor programs in different neighborhoods? To create more awareness on this issue, letters to the elected leaders on the need for funding and success stories on the programs would emphasize the need.

Upon researching the Northwest side of Chicago, we found that many of the centers were funded by the government with a small percentage of private donors. This showed us how important that government funding is to these programs. While government funding is very important, there are many regulations on how this money is spent. Private donations can be used for anything the center feels is necessary.

In order to get more active supporters in these programs, elected officials could supply more incentives to the private donors and volunteers. These incentives could include tax-deductions, proof of involvement, and inclusion in the program.

Our advice to the next group of students writing these blogs, would be really getting involved in the research. It is important to take an interest in what you are finding and keep an open mind through it all. The next focus for the group should be continuing these programs, volunteering and spreading the knowledge.

<https://isp111group2.wordpress.com/>

How Are These Programs Being Funded?

Northwest Side Story... Adobe Photoshop

Pages
About Us
Resources

search go

Recent Posts
The Final Blog of the Northwest Side Group 2010
How Are These Programs Being Funded?
Tutor/Mentor Programs
Education in the Northwest Side
The New Group Takes Over the Northwest Side

Archives
November 2010
October 2010
September 2010
November 2009
October 2009
September 2009

Other Chicago Areas
Far South Side
Near North Side
South Shore
Southwest Chicago Neighborhoods
Wild, Wild Southwest

These were short term projects, not part of multi-year commitment with leadership at the university.

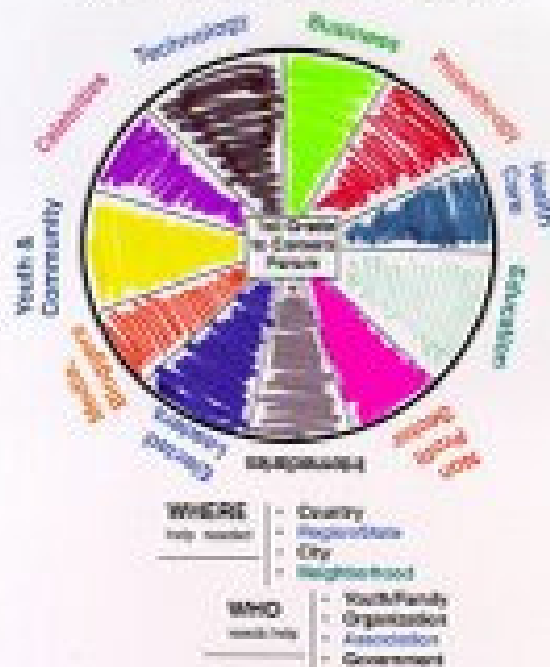
How to Start? What's the First Step?

Join the Tutor/Mentor Institute, LLC on <http://tutormentorconnection.ning.com>.

In this group the Chicago T/MC will coach those who get involved. There is no minimum enrollment, or maximum. We work with who ever chooses to get involved.

Talk to professors. Can this be an independent study project? A Masters or PhD program? A degree track program?

Leaders Invited.



It just takes two or three people on a campus to launch a 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.”

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