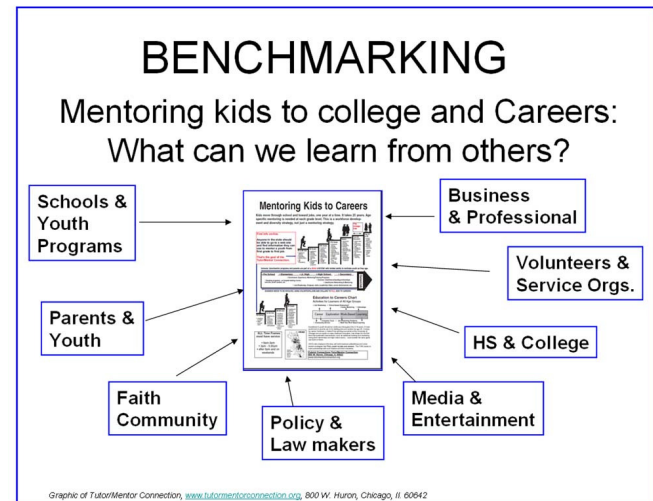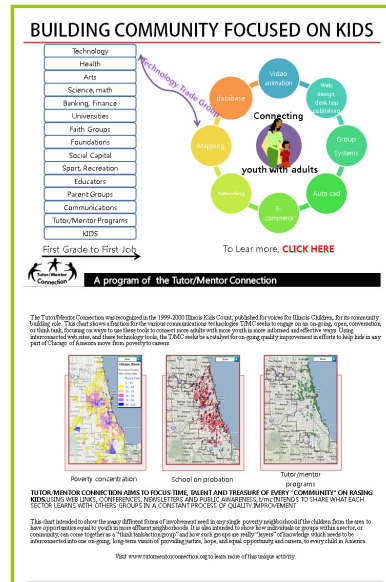# Involving high school and college students from many campuses in creating strategy visualizations and building community collaborations.

Kathy Engelken, Campus Compact w/D. Bassill

I created the Tutor/Mentor Connection in 1993 to help increase attention for volunteer-based tutor/mentor programs in every neighborhood, so volunteers and donors would seek out programs.

All programs have same needs:

Metra Commuter Rail Lines

Chicago area

We need these resources every day, in every neighborhood:

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

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

Pg 4

Property of Tutor/Mentor Connection, 800 W. Huron, Chicago, Il. 60642 Email for permission to use: tutormentor2@earthlink.net

I've used maps to show where programs are needed and where they are located.
http://mappingforjustice.blogspot.com

I've been able to generate numerous media stories as a result of events like the conferences. See samples at
http://www.tutormentorexchange.net/news-pr

However, this is not nearly enough. Thus, my goal is to help Tutor/Mentor Connection type leadership organizations form in high schools, colleges, faith groups and businesses.

When someone goes on my web sites they are overwhelmed with information. If someone has not spent 10 to 20 years thinking of ways they could support the growth of tutor/mentor programs, or other needed social, health and environmental services in a geographic area, they don't immediately know what I'm talking about when I say "become a tutor/mentor connection".

Introduction of web quest

http://michaelcnt.blogspot.com/2013/02/new-assignment-quest.html

Thus, my suggestion is to start a process of discovery.
Learn what the Tutor/Mentor Connection is, what the strategies are, and ways you might apply those strategies in a smaller region of the Chicago area, or in a different city than Chicago. This can take place in many locations.

Student visualizations can interpret this information to others.
Visualizations: http://www.tutormentorexchange.net/definition-of-issues/ideasanimation

Problem Solving Strategy

Students from various colleges have taken this role for the past 8 years.

So, leaders can borrow ideas from many places, not just T/MC model.

I'll introduce the 8 steps to create this network. We called this a Tutor/Mentor Learning Network (TMLN).

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

Building Better Understanding of Needs, Opportunities

Actions that increase the flow of resources to each program

Building a network of tutor/mentor leaders

Volunteer Mobilization

Database

Strategy Tree of Tutor/Mentor Connection

Do you want to help us?

Tutor/Mentor Connection

What is T/MC?

Details of Strategy

What is our idea?

Strategy

War on Poverty - video

When you think of helping kids in poverty, do you think of battlefield images?
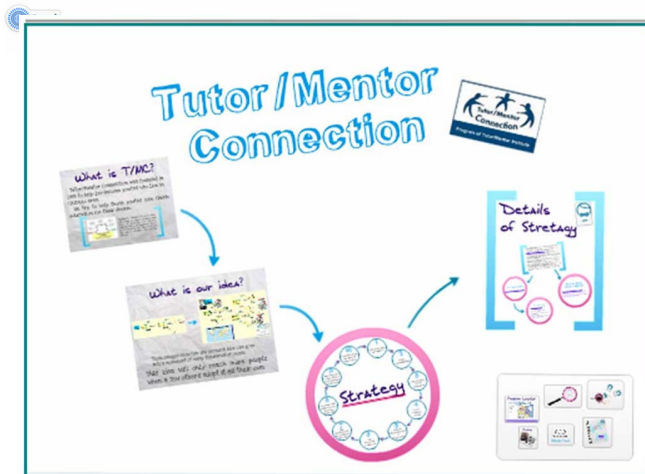
Fortunately, you have some examples you might follow. Since 2006 interns and fellows from different colleges have spent time building their own understanding of the T/MC. As they have done this they have shared their understanding with others, via blog articles, power point presentations and videos.

Here are a few examples:

Chris Warren- NU Public Interest fellow:
"one year later, what have I learned": http://chrispip.blogspot.com/2009/07/one-year-later-what-have-i-learned.html
"University partnerships" - http://chrispip.blogspot.com/2009/03/campuscatalyst-cabriniconnections_07.html
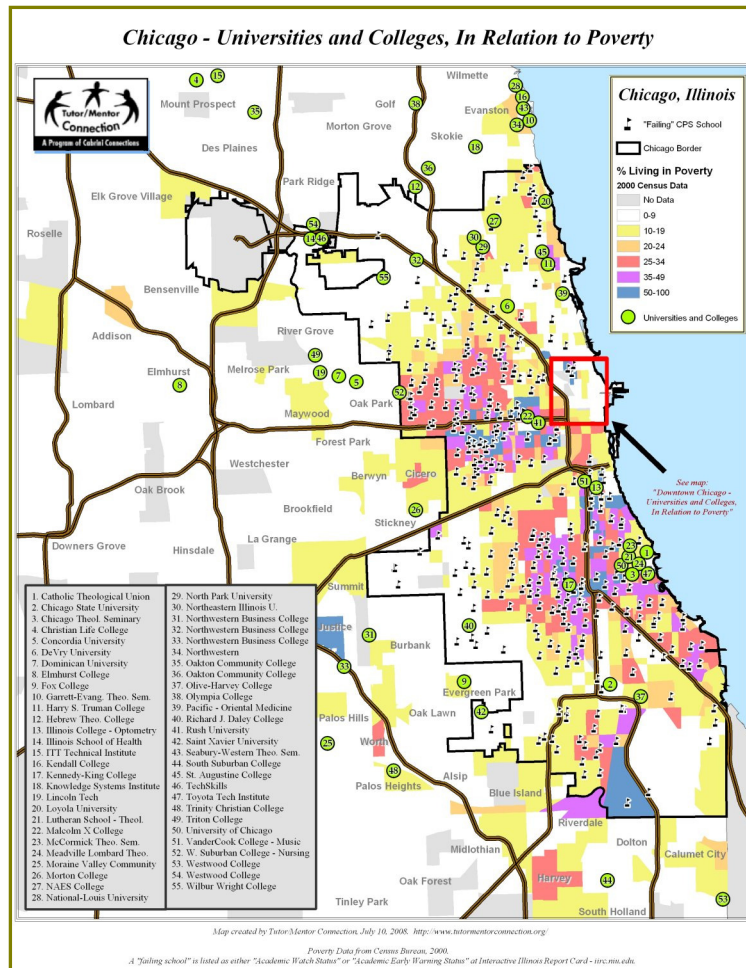"Public Health issue" chrispip.blogspot.com/2008/12/tutoringmentoring-at-risk-youth-is.html

Interns from IIT and South Korea
Problem Solving Strategy – Pprezi http://prezi.com/6l5imdjw1tyk/problem-solving-strategy/

Problem Solving Strategy – Vdeo http://www.youtube.com/watch?v=JLH87y1BPco#t=61

More projects done by interns: http://www.tutormentorexchange.net/definition-of-issues/ideasanimation

Chicago - Universities and Colleges, In Relation to Poverty

Chicago, Illinois
- "Failing" CPS School
- Chicago Border

% Living in Poverty
2000 Census Data
- No Data
- 0-9
- 10-19
- 20-24
- 25-34
- 35-49
- 50-100
- Universities and Colleges

1. Catholic Theological Union
2. Chicago State University
3. Chicago Theol. Seminary
4. Christian Life College
5. Concordia University
6. DeVry University
7. Dominican University
8. Elmhurst College
9. Fox College
10. Garrett-Evang. Theo. Sem.
11. Harry S. Truman College
12. Hebrew Theo. College
13. Illinois College - Optometry
14. Illinois School of Health
15. ITT Technical Institute
16. Kendall College
17. Kennedy-King College
18. Knowledge Systems Institute
19. Lincoln Tech
20. Loyola University
21. Lutheran School - Theol.
22. Malcolm X College
23. McCormick Theo. Sem.
24. Meadville Lombard Theo.
25. Moraine Valley Community
26. Morton College
27. NAES College
28. National-Louis University
29. North Park University
30. Northeastern Illinois U.
31. Northwestern Business College
32. Northwestern Business College
33. Northwestern Business College
34. Northwestern
35. Oakton Community College
36. Oakton Community College
37. Olive-Harvey College
38. Olympia College
39. Pacific - Oriental Medicine
40. Richard J. Daley College
41. Rush University
42. Saint Xavier University
43. Seabury-Western Theo. Sem.
44. South Suburban College
45. St. Augustine College
46. TechSkills
47. Toyota Tech Institute
48. Trinity Christian College
49. Triton College
50. University of Chicago
51. VanderCook College - Music
52. W. Suburban College - Nursing
53. Westwood College
54. Westwood College
55. Wilbur Wright College

See map:
"Downtown Chicago -
Universities and Colleges,
In Relation to Poverty"

Map created by Tutor/Mentor Connection, July 10, 2008. http://www.tutormentorconnection.org/
Poverty Data from Census Bureau, 2000.
A "failing school" is listed as either "Academic Watch Status" or "Academic Early Warning Status" at Interactive Illinois Report Card - iirc.niu.edu.

Students from many high schools and colleges could work on the same projects, focusing on the area around their campus.

Once the presentations are posted on their own blogs or YouTube pages, an aggregation can point visitors to work done by many students, creating more interest, better understanding, and greater adoption of the ideas. Some of these presentations can be delivered at future conferences and other gatherings where people are getting together to innovate ways to reduce poverty, violence and improve education and pathways to jobs and careers.

DISCUSSION –
Kathy Engelken, Campus Compact – Dan Bassill, Tutor/Mentor Institute, LLC

* Could students on different Campus Compact locations join this effort?

* Could that lead to formal organization, with youth leaders, working to support growth of tutor/mentor programs in their college community

Visit the websites below and learn more:

Let's find ways to connect and talk about this.

At the following Tutor/Mentor Institute and Tutor/Mentor Connection web sites you can see how we put these ideas to practice every day in our effort to support our goals.

http://www.tutormentorexchange.net

http://www.tutormentorconnection.org

http://www.tutormentorconference.org

http://tutormentor.blogspot.com

http://www.scribd.com/daniel-f-bassill-7291

http://www.pinterest.com/tutormentor/pins/

https://www.facebook.com/TutorMentorInstitute

Email **tutormentor2@earthlink.net** to follow up and talk more about ways to build teams that take ownership of this strategy in different places.

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