Athletes “Adopt a Neighborhood”

Through this program Athletes will become year-long cheerleaders for specific neighborhoods and the tutor/mentor programs in those neighborhoods. Using an annual draft, and city maps, will assure that every high poverty neighborhood has celebrity support. Athletes will learn to coach this process through “coaching clinics” led by veteran athletes, coaches and the Tutor/Mentor Institute, LLC.
<table>
<thead>
<tr>
<th>Tutor/Mentor Event</th>
<th>Athlete/Celebrity Action</th>
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<tbody>
<tr>
<td><strong>July</strong></td>
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<tr>
<td>Tutor/Mentor Directory annual update completed prior to start of new school year volunteer recruitment. On-line directory updated.</td>
<td><strong>Aug</strong></td>
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<td><strong>Sept</strong></td>
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<tr>
<td>Volunteer Recruitment Campaign begins with media stories, webinars, attention getting activities</td>
<td><strong>Nov.</strong></td>
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<td><strong>Sept</strong></td>
<td><strong>Oct</strong></td>
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<td>Volunteer recruitment ads/events in first two weeks of Sept spur decision of volunteers to sign-up for programs</td>
<td><strong>Nov.</strong></td>
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<td><strong>Oct</strong></td>
<td><strong>Dec.</strong></td>
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<td>Individual programs and/or groups in single neighborhoods, hold volunteer training and orientation events. Supported by webinars and on-line library of ideas</td>
<td><strong>Nov.</strong></td>
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<td>Tutor/Mentor Leadership and Networking Conference</td>
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Tutor/Mentor Event

Jan
National Mentoring Month draws national media attention to mentoring. Local activities point people to specific programs in every high poverty zip code.

Feb
“Talk to the Tutor” radio and social media campaign. A radio-call in format encourages volunteers to tell their stories, their frustrations, and the rewards of being a tutor/mentor. This re-energizes volunteers who joined in Sept and helps recruit new volunteers. It also begins to talk of “teamwork”, “practice” and other sports concepts intended to build constantly improving organizations with the help of volunteers, students and donors.

March

April
National Volunteer Week – local programs encouraged to recognize volunteers who serve as tutors/mentors as well as those who help strengthen the “team” infrastructure of non profit organizations.

May/June.

Spring Tutor/Mentor Week – Tutor/Mentor Leadership and Networking Conference

During this week we want to celebrate the work done by volunteers and youth and tutor/mentor programs. We also want to share ideas that work in some programs and can be duplicated in other programs. And we want to use maps and data to show that programs are needed in more places and to emphasize the need for kids to continue in age appropriate programs for consecutive years until they are through high school.

Tutor/Mentor Champions Dinner – recognizes leaders who support tutoring/mentoring and shares ideas that other leaders and other cities can emulate in the coming year.

Athlete/Celebrity Action

Jan
Athletes use social media to show support for all tutor/mentor programs in specific zip codes for full year.

Feb
Athletes use blogs, web sites, public speaking to show how great teams are built and to related this to the work needed to build great tutor/mentor teams in their adopted neighborhoods.

Mar
Spring Training – baseball players use sports analogies to “hit home runs for tutor/mentor programs”. Continued use social media and their own web sites to promote tutoring/mentoring.

Apr
Athletes support volunteer-recognition events with blogs, personal appearances, social media, etc.

May/June.

Coaching Clinics – Tutor/Mentor Playbooks – athletes and programs encouraged to develop and share “game plans” for how to operate successful tutor/mentor programs, how to build effective teams, how to motivate learning, etc. using metaphors from sports language, like “chalk talk, play book, coaching, etc.” This is intended to build more awareness for these ideas and encourage adoption of best practices across more programs.

A sports award format dinner gives awards to athletes for the way they have been a champion for their adopted neighborhood during the past year. Give visibility to the program and encourages athletes to “boast” of what they did to help build “strong tutor/mentor teams” in their adopted neighborhoods.

July
The attention given to tutor/mentor programs help build more awareness, greater funding and more participation. Also helps Tutor/Mentor Institute collect updated data on existing programs operating in a city, as well as volunteer and donor support for such programs.
Tutor/Mentor Institute Throughout the Year

Teams and Athletes

GAME DAY
Work with sports teams to develop one game in each sport during the season at which local tutor/mentor programs are recognized.

SERVICE PROJECTS
Encourage local programs and athletes to develop service projects in which youth, volunteers, donors and athletes work together on a community benefit project outside of the tutor/mentor program.

EMPATHY DISCUSSIONS
Develop webinars, training materials, etc. that enable programs, volunteers and athletes to discuss how volunteer-involvement in a tutor/mentor program expands the social network of support for kids – and programs – operating in high poverty neighborhoods. The library of ideas should grow each year.

SPONSOR OPPORTUNITIES
Teach athletes to use maps and coach area businesses to Sponsor tutor/mentor programs in each zip code. Share ideas for one-day fund raisers, tin can fund raisers, etc. and similar activities that business can sponsor that raise resources for local program throughout city.

HARD WORK/PERSONAL RESPONSIBILITY
Athletes spend countless hours in personal development, practicing their skills, studying film, studying the playbook, etc.

Athletes can share these concepts with youth, volunteers, leaders and donors so that more people work just as hard to learn ways to constantly improve the availability, quality and impact of youth-serving organizations operating in neighborhoods throughout the country.

Athletes at high school, college and pro level will become more involved in this brainstorming if they are led into this involvement by veteran athletes and coaches who are already involved. This can lead to many types of “coaching clinics” intended to teach athletes how to adapt concepts from sports and teamwork to what they do on an on-going basis to help social benefit organizations solve complex problems.

While our first priority is to fill all high poverty neighborhoods with mentor-rich programs that have constantly learning leaders and a full range of supporters, we also realize the youth outside of poverty can benefit from mentoring and many of the ideas we share on our web sites.

One goal of Adopt a Neighborhood will be that youth in affluent areas adopt inner city or suburban high poverty neighborhoods and that as they learn ways to help others, they also begin to build skills and networks that help themselves.
This is a “game plan” for helping youth grow from birth to work.

The 12-month Jan-Dec calendar is the same for all of us. We can put actions and events on this calendar where we work together to expand resources and make more programs available to help youth in high poverty areas.

The map of every city is the same for everyone who chooses to use it to help make sure that kids living in every high poverty neighborhood have a full range of supports to help them move through school and into jobs and adult responsibilities.

Leaders are needed to draw people together and to draw attention to information and ideas that can be used to support the growth of tutor/mentor programs throughout a city. Athletes have a unique ability to take this leader role.

Through the Tutor/Mentor Connection we’ve been sharing ideas to bring people together for nearly 20 years. Through the Tutor/Mentor Institute, LLC we continue do this work. Visit http://www.tutormentorexchange.net to learn more. Email tutormentor2@earthlink.net to get connected.