



**2010-2011**  
**Reading Mentor Handbook**

**Everybody Wins! Atlanta**  
**Power Lunch Program**



Dear Mentors,

Everybody Wins! Atlanta warmly welcomes you to the Power Lunch Program. We hope the experience of mentoring and reading to your child partner will be one of enrichment and reward.

Please take the time to read through this manual carefully. It contains practical information for you as a Reading Mentor, such as how to get in touch with your child if you will be away, and is also an excellent guide to understanding your role and responsibility as a mentor in the year ahead. We have included tips on choosing books, examples of questions to ask while reading, and other guidelines which will enhance your volunteer experience.

Thank you for your commitment to Atlanta's children as we work to inspire a love of reading and a successful future for those we serve. You are helping to change lives one mentor, one child, one book at a time.

Sincerely,

Janet Kinard  
Program Director  
Everybody Wins! Atlanta  
jkinard@everybodywinsatlanta.org  
404.745.2584

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## **The Mission of Everybody Wins! Atlanta**

Everybody Wins! is a national nonprofit literacy organization devoted to promoting children's literacy and love of reading through shared reading experiences with caring mentors, enhancing children's self-esteem and expanding their possibilities for success in school and life. Everybody Wins! programs currently serve thousands of children in 62 cities across the country. Established in 1997, Everybody Wins! Atlanta has served thousands of students with our primary reading initiative, Power Lunch.

### **Power Lunch Literacy and Mentoring Program**

Power Lunch is a weekly one-on-one read aloud program that takes place at lunchtime in Title I (low-income) public elementary schools across the city. The program pairs students with volunteer Reading Mentors who meet with them the entire school year. A U.S. Department of Education evaluation revealed that Power Lunch imparts notable benefits to participants, especially in reading attitudes, improved self-esteem, expanded vocabulary, improved comprehension and better overall academic performance.

- **Students** learn that reading is fun and benefit from the consistent, mentoring relationship with a caring adult whose attention is focused solely on them.
- **Volunteers** positively impact the life of an at-risk child and enjoy an enriching, company supported volunteer experience--missing little or no work or family time.
- **Corporate Partners** offer employees a rewarding volunteer experience and provide a valuable community service without assuming any administrative burden. This turnkey program offers companies a simple, time-efficient way to contribute resources and employee time, while benefiting from enhanced employee morale through the collaborative volunteer experience.
- **Schools** reap the benefits of an enrichment program that helps their students become interested in and successful in reading without assuming additional costs or administrative burden.

### **StoryTime Program**

StoryTime is an arts based program which targets Title I public elementary school students in grades 1-3 who are exposed to few, if any, reading and arts enrichment activities. Professional performers, authors and storytellers from a variety of community resources--such as local theatres, storyteller associations and performance art theatres--will use their creative talents to expose children to the world of literacy through action of the written word. The goal is to challenge imaginative thought, create intrigue, and offer a visual connection to inspire the reading for pleasure activity.



## **2009-10 Power Lunch Program Schools**

**Everybody Wins! seeks to serve a geographically, culturally and socio-economically diverse population, but primarily targets at-risk children whose needs are the greatest.**

### **ATHERTON ELEMENTARY**

DeKalb County School System  
1674 Atherton Drive  
Decatur, GA 30035

### **MARY BETHUNE ELEMENTARY**

Atlanta Public School System  
220 Northside Drive  
Atlanta, GA 30314

### **BRUMBY ELEMENTARY**

Cobb County School System  
1306 Powers Ferry Road NE  
Marietta, GA 30067

### **CENTENNIAL PLACE ELEMENTARY**

Atlanta Public School System  
531 Luckie Street  
Atlanta, GA 30313

### **ED S. COOK ELEMENTARY**

Atlanta Public School System  
211 Memorial Drive, SE  
Atlanta, GA 30312

### **DRESDEN ELEMENTARY**

Dekalb County School System  
2449 Dresden Drive  
Chamblee, GA 30341

### **HILL-HOPE ELEMENTARY**

Atlanta Public School System  
112 Boulevard  
Atlanta, GA 30312

### **OAKLEY ELEMENTARY**

Fulton County School System  
7220 Oakley Industrial Blvd  
Union City, GA 30291

### **STRIPLING ELEMENTARY**

Gwinnett County School System  
6155 Atlantic Boulevard  
Norcross, GA 30071

## Why We Should Read Aloud to Children



*“The initial reasons (for reading) are the same reasons you talk to a child -- to reassure, to entertain, to inform or explain, to arouse curiosity, AND to inspire --and to do it all personally, not impersonally like a machine.”*

*Jim Trelease*

Our program found its roots when Arthur Tannenbaum heard Jim Trelease, author of *The Read Aloud Handbook*, speaking at a conference. In his book, he cites a finding from a study called *Becoming a Nation of Readers* which states that the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. In other words, the experts were saying that one of the cheapest, simplest and oldest tools of teaching was being promoted as a better teaching tool than anything else in the home or classroom! Trelease declares that “every time we read to a child, we’re sending a ‘pleasure’ message to the child’s brain. You could even call it a commercial, conditioning the child to associate books and print with pleasure.”

Trelease further states that becoming more skilled at reading is a simple, two-part formula:

- The more you read, the better you get at it; the better you get at it, the more you like it; the more you like it, the more you do it.
- The better you read, the more you know; and the more you know, the smarter you grow.

Schools spend large amounts of time and money to teach children *how* to read.

What we hope to achieve with this program is to motivate the child to *want* to read.

**By spending time reading and talking about books with your student on a consistent, weekly basis, you are helping your student cultivate a desire for reading and improve his ability to read.**

## Goals of Power Lunch

### Encourage a child's interest in reading by...

- Generating enthusiasm for books and reading
- Helping a child overcome apprehension of reading
- Building listening skills, comprehension of words and vocabulary
- Increasing attention span/concentration
- Encouraging the child to read at home

### Expand a child's opportunities for success by...

- Providing a mentor who will act as a positive role model
- Exposing the child to new information and experiences
- Helping to articulate thoughts
- Enhancing imagination, insight and independent thinking
- Building self-esteem and confidence

### Facilitate meaningful volunteer contributions by...

- Matching children one-to-one with caring adults within a structured relationship
- Creating a link between schools and organizations
- Requiring minimal volunteer preparation and time commitments

**Note: Improving the child's ability to read aloud or to decode words lies beyond the scope of the Power Lunch goals.**



# The Role of a Good Reading Mentor

Tips for Effective Communication:

**Listening** - Listening is not passive. It can be as active as talking if done correctly. To listen effectively, you should:

- Pay attention
- Do not think ahead to what you are going to say
- Do not interrupt
- Listen for feelings underneath the words
- Keep an open mind – do not judge immediately

**Looking** - People communicate with verbal and body language. Pay attention to the whole person. Take note of facial gestures and body movements.

- Make eye contact
- Show that you are listening by leaning forward in your chair
- Check out what you are understanding – repeat back what you heard
- Ask if that is what the mentee “said”

**Leveling** - Leveling means being honest about what you are feeling and thinking.

- Be honest in what you say
- Speak for yourself: Use “I” statements instead of “you” statements.
- Deal with the other person’s feelings. Do not give unwanted advice or try to change someone’s feelings. Listen and try to understand.



# The Mentoring Life Cycle

A mentor can be defined as somebody, usually older and more experienced, who provides advice and support to, and watches over and fosters the progress of, a younger, less experienced person. Most mentoring relationships pass through these 4 phases. Use these guidelines to place and develop your mentoring relationship and to evaluate your progress.

## Phase I

### Building Trust

- Planning initial meeting
- Learning to communicate
- Bridging differences

## Phase II

### Exploring Possibilities

- Setting goals
- Choosing activities
- Celebrating accomplishments

## Phase III

### Navigating Rough Spots

- Knowing your limits
- Remaining in control
- Seeking outside support

## Phase IV

### Continuing Cycle

- Reaping the rewards
- Expanding the movement
- Beginning again

## Setting Goals

Setting goals with your student will give the student ownership of the goals and help them learn how to set their own achievement levels in the future.

**A good goal should have the following characteristics:**

- |                         |                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Be realistic.</b>    | An overly difficult goal may lead to frustration and defeat.                                                   |
| <b>Be challenging.</b>  | If it is not challenging, then there is little incentive to achieve a goal and little reward in getting there. |
| <b>Have a deadline.</b> | With no deadline there will be a tendency to put off completing a goal.                                        |
| <b>Be specific.</b>     | Specifics keep you focused so that you know what you want to accomplish.                                       |
| <b>Be measurable.</b>   | Provides a way to gauge progress throughout the year.                                                          |

**Remember that you must be committed to your goal. The best goal will never be achieved unless there is a real commitment. Some appropriate goals may be reading a certain number of books by a certain date, reading a certain number of books by a particular author, reading a book on a certain number of different topics, etc.**

## **Power Lunch Rules**

### **1. Share a Room**

Reading Mentors may not be alone with their students at any time. Our program prohibits unsupervised contact between volunteers and students.

### **2. No contact outside of Power Lunch**

Reading Mentors are not allowed to have contact with their students outside of Power Lunch school hours because of liability issues. Although the temptation is strong to give your student amenities they may not otherwise have, Principals have asked that mentors not contact students or families outside of program. You are allowed to attend school assemblies or special programs that include your student which are held during school hours.

### **3. No Game Playing**

Reading Mentors should only participate in reading related activities during lunch.

### **4. No Gifts or Food**

Mentors and students may not exchange gifts or food. This detracts from the true purpose of the program which is sharing time, friendship, and enjoying books. In fairness to every student in the program, Everybody Wins! Atlanta will distribute gifts throughout the school year so that every child is treated equally. Know that if you “sneak” presents to your students, other students will always know about it and you will diminish the joy of the program for others.

### **5. One to One**

Each Mentor (or mentor pair) must read with the same student each week. Power Lunch is about building one-to-one relationships between students and mentors. Additionally, weekly changes disrupt the School Coordinator’s administration of the program.

### **6. Stay with Student**

Mentors must stay with their students for the duration of the Power Lunch. In order to protect both the students’ safety and the volunteers’ liability, students must be supervised at all times.

## Reading Mentor Standards

Reading Mentors should maintain the following high standards:

***Be reliable and maintain a regular schedule, committing to the same lunch hour every week until the end of the school year.***

One of the greatest assets of Power Lunch is the confidence and self-esteem the weekly visits give the participating students. Evaluations show that consistency results in a greater interest in reading and learning for the student.

***Faithfully notify the School Coordinator before your scheduled lunch time if you must cancel or change your schedule.***

If you cannot meet your student on your assigned day, inform the School Coordinator and he/she will make every effort to reschedule your reading for another day that week. If possible, send a personalized note to your student by fax or send it with a co-worker. (see page 10)

If you permanently change your schedule, will be absent for several weeks, or need to resign, please notify the School Coordinator. Mentors are encouraged to have a final meeting with their student before he/she is matched with a new mentor. (see page 16)

***Work in a classroom with other Reading Mentors without being disruptive.***

Reading Mentors cannot be alone in a classroom with their student. Because you are sharing a room, be mindful of what you do and how it may affect the other reading pairs. For example, talking loudly, playing games or reading with 2 students distracts other pairs.

Also, be considerate of the teacher. Leave all classroom materials in their places, do not move desks, and keep everything neat and clean.

## When to Fax Your Student

**Please send a fax to your student when you:**

- Will be late for your Power Lunch session.
- Need to change your reading day.
- Need to cancel your reading session for the week.
- Want to send your student a message of encouragement.

Always send the fax to the attention of the student and send it directly to the Power Lunch school fax number. A list of schools and fax numbers are listed below for your convenience. If you are not using the fax template provided for you by Everybody Wins!, it will be necessary to denote Everybody Wins! on the fax to ensure proper delivery. **Any faxes or messages sent to your student via the Everybody Wins! Atlanta main office will not reach your student or the School Coordinator.**

**Atherton Elementary**

Fax number: 678-874-0310

**Mary Bethune Elementary**

Fax number: 404-330-4655

**Brumby Elementary**

Fax number: 770-916-7072

**Centennial Place Elementary**

Fax number: 404-853-4089

**Ed Cook Elementary**

Fax number: 404-330-4299

**Dresden Elementary**

Fax number: 678-676-7210

**Hill-Hope Elementary**

Fax number: 404-330-4965

**Oakley Elementary**

Fax number: 770-774-4057

**Susan Stripling Elementary**

Fax number: 770-582-7586



## POWER LUNCH FAX

TO: \_\_\_\_\_

FROM: \_\_\_\_\_

FAX: \_\_\_\_\_ DATE: \_\_\_\_\_

MESSAGE:

PLEASE DELIVER AS SOON AS POSSIBLE—THANKS!



## **Building a Relationship with Your Student**

1. Make sure you learn your students' name and pronounce it the way she/he wants it pronounced. Learn to spell her/his name correctly. Make sure your student knows your name and can pronounce it correctly.
2. Understand your student in terms of her/his own background and values. These may be different from yours.
3. Show that you are interested in your student as a person. Listen carefully to what she/he says. Ask questions about favorite activities, family members, friends, hopes and dreams. By your words and actions, let your student know you care.
4. Be reliable. If you must be absent, call or fax a personal note and ask that your student be told that you cannot come that day. Your student may be disappointed, but she/he will be reassured by the fact that you cared enough to write a quick note.
5. Build self-confidence. Praise your student honestly and frequently. Remember attentiveness and effort can be as important as performance.
6. Know and observe school regulations (i.e. fire drills, walking in the right direction on staircases, using phones or vending machines). Adults may have special privileges in a school that students do not have. Do not take advantage of the privileges or offer them to your student.
7. Act as a role model for all students through your dress and behavior.
8. Understand that saying "no" is okay. Teachers repeatedly remind us that students respect and appreciate limits. Students may ask to walk around, play games or see their friends. Remember your goals and stick to them. Advice and assistance are always available.
9. If problems arise with your child, discuss them as quickly as possible with the School Coordinator. He/she may be able to gather additional information about the child that may lead to resolution.

## Helpful Read-Aloud Tips

**Our program was built upon a finding that states that the single most important activity required for building eventual success in reading is reading aloud to children. Reading aloud to your student helps them develop comprehension skills, listening skills, and expands their vocabulary.**

- **Your first goal in Power Lunch is to read aloud to your student!** Then do what feels comfortable for both of you. This may mean taking turns reading the pages, taking on the voice of specific characters or alternating every other paragraph. Your student is **not** required to read aloud to you.
- Before beginning a story, ask the child some questions that will help set the stage for the story. If the child needs background information in order to appreciate the story, spend a few minutes talking about it. Invite the child to share experiences with emotions or themes you think will be central to the story.
- Read with plenty of expression! Try to vary the tone of your voice when there is dialogue in the story.
- Encourage your partner to ask questions, find out the meaning of a word or make comments on the story.
- Have the child predict what the story is about from the title, pictures or the first page. Stop occasionally while reading the story and have the child predict what will happen next or discuss what has happened.
- Vary the pace of your reading to fit the story. Read a fast moving action scene quickly. Read a suspenseful part slowly, drawing out the words. Avoid long, descriptive passages, perhaps scanning them and retelling in your own words.
- Keep the student focused on the story. Many children have difficulty listening for any sustained length of time. If you find this happening, stop and have the child retell the story to you or start a conversation about an experience related to the story. Build the child's attention span by reading for a longer time each week.
- Have fun!

## Developing Your Student's Reading Comprehension

Reading instructors stress that one way you can help improve student's comprehension is by stopping to ask questions about the book, then following the reading with thought provoking conversation starters. Here are some guidelines and examples.

In general:

- Give your student plenty of time to respond to your question.
- Share your own opinion about the question.
- Do not ask too many questions.
- Be engaged in your student's response.

Questions:

1. What do you think will happen next? Why?
2. Describe the main character. Find events in the reading that supports what you remember about the character.
3. Who is your favorite character in the reading? Why?
4. Describe the setting. Find passages that describe the setting.
5. What do you think is the most exciting (or interesting) part of the reading?
6. Who would you recommend this book to? Why?
7. What would you like to ask the author if you met him/her?
8. What does the main character learn during the book? What did you learn?
9. How does the reading remind you of something in your own life?
10. If you were the main character, what would you do and why?
11. What important message do you think the author wanted to tell the reader? Is there a lesson in the reading?
12. How is the reading like something else you have read?

**Note: Use these ideas sparingly. They will be special and motivating when you introduce them occasionally.**

## Instilling Self-Esteem in Your Student

Self-esteem is closely tied to family and environment, including social and economic background. When young people feel listened to, taken seriously, and genuinely cared for, their self-esteem will be high.

### Four Conditions Needed to Build Self-Esteem

1. **Connectedness:** Awareness of one's family and community, and being in touch with self, personal history, and culture enhances self-esteem.
  - Share with each other your interests, hobbies, stories about your family and life concerns.
  - Encourage participation in cultural programs and community service.
2. **Uniqueness:** Developing a special sense of self and recognizing uniqueness is important to self-esteem. A young person may be unique in appearance, talents, vocational interest, hobbies or interests.
  - Notice and affirm special characteristics.
  - Encourage your mentee to express ideas, even if they are different from your own.
  - Ask your mentee to use his/her special talents or interests to benefit others.
3. **Power:** Having the resources, opportunity and capabilities to control one's own life enhances self-esteem. Young people are empowered when they are taught to make decisions, set personal limits, take responsibility, solve problems, and teach others.
  - Encourage personal responsibility for one's own feelings.
  - Take your mentee through the steps of problem solving.
  - Encourage mentee to set goals both short and long term.
  - Emphasize strengths, not weakness.
4. **Models:** Good role models can affect self-esteem. Models serve as examples to help young people establish their own values, goals, ideals and personal standards. Being in contact with someone that you admire can make you feel good about yourself.
  - Help mentee to think through what is important to him/her.
  - Help mentee face the consequences of his/her behavior.
  - Share own values, goals, ideals, and personal standards.
  - Encourage discussions around values, belief and interests.

## Selecting and Reserving Books

Hundreds of entertaining and exciting adventures are waiting for you and your student on the Everybody Wins! mobile library cart. You will find classic chapter books from authors like Beverly Cleary and Matt Christopher, colorful Disney picture books--even more difficult books like the Harry Potter series. There will also be contemporary selections such as High School Musical, That's So Raven and Scooby-Do series books that the children find entertaining and contemporary. If you have a favorite book that you enjoyed as a child or if your child has a special interest and you found a book on that topic, feel free to bring your own book to read. Remember, the goal is to have fun!

To help guide you through the book selection process, all books have been color coded into three different categories:

- **Pink**--easiest degree of difficulty; includes picture books with less wording and easier vocabulary words.
- **Green**--medium degree of difficulty; mainly chapter books with vocabulary that most students in all grades are familiar with (though they may not truly know the meaning of) with story sequences that should be easy to follow.
- **Orange**--hardest degree of difficulty; usually longer books with vocabulary words that are more difficult and with passages that are more complex.

Students usually have opinions about which types of books appeal to them and which ones definitely do not! Choose books that both appeal to the student and that you can use to help them develop their vocabulary and listening skills. Refer to page 16, Read Aloud Tips, to assist you in this process.

Reading specialists at our schools ask that you encourage the child towards choosing books ON their grade level, even if their reading skills are being stretched. For the most part, **you** are reading **to** the student, so you will have the opportunity to navigate the student through difficult words and explain nuances of the story. For example, though it may be fun for a fifth grader to enjoy a fun Disney picture book with you once in a while, they should instead be focused on green level books and perhaps some orange level books—depending on their skill set.

It may not be possible to finish a book in one reading session, or even in two or three sessions. Therefore, the School Coordinator will provide each student with a book mark to place in your book with a special place to store it. When you come to read again, you will find your book waiting for you so that you can continue on with your adventure!

## Terminating Relationships

Termination of a reading relationship can occur for many reasons such as the departure of a Reading Mentor for personal or business reasons, reassignment of partners by Everybody Wins! due to lack of compatibility, or failure of a reading mentor or student to uphold standards.

When the decision has been made to end the formal mentoring relationship:

1. Set a specific date for your last meeting and inform your mentee that this will be the last time that you will be meeting with him/her.
2. Be honest, candid and supportive regardless of the reason for the termination.
3. Talk about your thoughts and feelings for the mentee and your feelings about the termination. Encourage the mentee to do the same.
4. Be positive and supportive, especially about what the future may hold for your mentee.
5. If it seems appropriate, talk to the School Coordinator about a replacement mentor for your mentee.
6. Do not make any promises that you cannot keep (e.g. that you will always keep in touch.)

**Note: Being sensitive to prior terminations when continuing with another Reading Mentor or when arriving as a new mentor is very important for both the student and the mentor. This will encourage constructive interaction among all parties.**

## **On Site Staff Support and Guidelines**

Mentors need on-going support in order to be successful and effective. You can find that support from your School Coordinator and other school contacts located at the school.

### **School Coordinator:**

The School Coordinator is responsible for the daily administration of Power Lunch and works from approximately 10:00 a.m.--2:00 p.m. each day the program runs. Those hours may vary depending on the school and operations times. He/She serves as a liaison between the school administration and our organization, maintains efficient Power Lunch operations and assists you in your mentoring role. Your School Coordinator is a good friend to have!

The School Coordinator's goal is to:

- Make sure that volunteers and students meet and go to assigned reading rooms.
- Reschedule meetings and missed appointments between volunteers and students.
- Notify volunteers when their student is absent from school.
- Identify and notify volunteers of school closings, class trips, etc.
- Monitor reading pairs throughout the lunch period to ensure safety.
- Ensure that program rules are upheld throughout the year.
- Provide support of the mentor/student relationship and assist volunteers with any special needs relating to the student, the reading partnership, or the program.

### **School Staff:**

The school counselor and personnel in the principal's office are available for other questions when/if the School Coordinator is unavailable. This should not happen very often, but you should familiarize yourself with the names of the principal and school contacts which are provided on your school's information sheet.

## **INSTRUCTIONS FOR SUSPECTED CHILD ABUSE**

Child abuse is defined as an injury or pattern of injuries that are non-accidental. Child abuse includes physical injury, physical neglect, sexual abuse, and emotional abuse.

If you suspect child abuse or neglect, notify the teacher, school counselor and/or principal immediately. Tell your School Coordinator and/or Program Director of your actions immediately.

Continue to treat the child as you would normally. Be sure to exercise confidentiality. **DO NOT** conduct your own in-depth investigation or attempt to contact the parent or family.

## Donate a Book to Everybody Wins!



One of the ways that you can make a lasting contribution to the program and honor your student at the same time is by making a donation to one of the mobile library carts at your school. Choose a book in a subject or by an author that your student especially enjoys. Or donate one of your favorites! The School Coordinator will provide you with a bookplate to inscribe the name of your student and your name as the donor.

Books should be focused on reading levels for grades three through five. Chapter or series books featuring characters such as Geronimo Stilton, Horrible Harry and Katie Kazoo are popular for the older grades. Disney Books are favorites with the younger groups. Please consider giving a multi-cultural book that could reflect your student's heritage. The School Coordinator can also provide you with a list of books or authors that are appropriate for donation.

If you would like to make a general donation of books to the EW! library please call the Program Director who can provide you with guidelines.

The following resources allow you to review various booklists and suggested titles:

- [Amazon.com](https://www.amazon.com) allows you to browse children's books by age level and interests, including a list of new books that have just been published.
- The American Library Association website, [www.ala.org](http://www.ala.org), has a Recommended Reading link that will allow you to research suggested books.
- The [www.cbcbooks.org](http://www.cbcbooks.org) (The Children's Book Council) Reading List tab will direct you to several categories of reading lists.
- The Horn Book Magazine, found at most bookstores and magazine stands, is an excellent resource to help guide to the right books.

## Share the Volunteer Opportunity with Others!

There are many students at each Power Lunch program school who are waiting for a Reading Mentor. To move these children off the waiting list and into a meaningful mentoring relationship, we are always seeking new volunteers.

- If you have a colleague, friend or family member who would like to learn more about Power Lunch, please have them contact our Program Director, Janet Kinard at 404-745-2584.
- If you know of a business or civic organization that would be interested in reading with children and learning more about Power Lunch, please have them contact Terri Beck, Executive Director, at 404-943-0404.

We would love to read to every willing child in Atlanta and, with your help, we are serving these children one mentor, one child, one book at a time. Thank you for your time and dedication to your student reading partner. The impact you have on a child is more than you can imagine!



Everybody Wins! Atlanta  
1100 Peachtree Street, Suite 2800  
Atlanta, GA 30309  
FAX: 404-815-6555  
EMAIL: [info@everybodywinsatlanta.org](mailto:info@everybodywinsatlanta.org)  
[www.everybodywinsatlanta.org](http://www.everybodywinsatlanta.org)



READING MENTOR APPLICATION

COMPANY: \_\_\_\_\_ Position/Dept.: \_\_\_\_\_

Name: \_\_\_\_\_ Drivers License No. \_\_\_\_\_

E-mail Address: \_\_\_\_\_ DOB: \_\_\_\_\_ Gender: F M

Phone: (work) \_\_\_\_\_ (h) \_\_\_\_\_

Address: (work) \_\_\_\_\_ (h) \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Days of the week that you are available to read (circle all that apply): M T W Th

Preferred lunch time (times to be determined by school): early lunch late lunch either

Preferred Power Lunch school: \_\_\_\_\_

I prefer working with a: boy girl no preference

If applicable, name of your last Power Lunch student partner: \_\_\_\_\_

Do you wish to continue with the same student this year? yes no

I want to alternate with another volunteer: yes no

Name of alternate: \_\_\_\_\_ This person must also complete an application.

If applicable, how many years have you been a Power Lunch mentor? \_\_\_\_\_

If applicable, would you like to carpool? Y N Can you drive a carpool? Y N



I hereby volunteer as a Reading Partner and agree to the following standards:

- 1. I will be reliable and maintain a regular schedule, committing to one lunch hour per week until the end of the school year.
2. I will faithfully notify the school coordinator at least one hour before my scheduled Power Lunch reading time of any cancellations and schedule changes.
3. I will work in designated reading areas with other reading partnerships and will never read alone with my student partner, seeing my student ONLY on school grounds during lunchtime read-aloud hours.
4. I assume any and all risks associated with EW! Power Lunch activities including any risks of civil and criminal liability, accident or injury to myself or to other persons, and damage to personal property.
5. I have never committed, been arrested for, charged with or convicted of a violent crime, child abuse or neglect, child pornography, child abduction, kidnapping, rape, any sexual offense, or any other criminal act relating to minors.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Return to: Everybody Wins! Atlanta, 1100 Peachtree Street Suite 2800, Atlanta, GA 30309

◆ Ph: 404.745.2584 ◆ fax: (404)-815-6555 ◆ e-mail: info@everybodywinsatlanta.org

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