

MENTOR HANDBOOK

2019-2020



read ahead
share a page in a child's life

WELCOME



Dear Mentor,

I am thrilled to welcome you to Read Ahead. You are joining over 1,400 mentors united by an extraordinary commitment to the children of New York City. This year alone, 1,000 children across Brooklyn, Manhattan, and Queens will benefit from caring mentorship through your combined efforts.

As the daughter of a public school teacher, I saw firsthand the incredible importance of committed adults in the lives of young children. The magic of mentoring is that you don't need to be a superhero. As a caring, trusted, and consistent mentor you have the opportunity to have a profound impact on a child's life.

I am excited to begin a new school year with you, and wish you a year of joy, learning, and growth. Thank you for again making this extraordinary commitment.

With gratitude,

KRISTEN BALDWIN

Read Ahead Executive Director

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The purpose of this handbook is to complement your training and to provide you with useful information about mentoring with Read Ahead.

Please keep this handbook handy to look back over when you're mentoring and feel free to make notes and ask questions.

Current version updated on 8/15/2019

READ AHEAD OVERVIEW

Vision

Read Ahead's vision is that our students have the opportunity to unlock their full potential through mentoring relationships based on a love of reading.

Mission

Read Ahead's reading-based mentoring develops in students the social-emotional skills essential for academic and life-long success.

Values

- Students First: Students' best interests are at the heart of our work.
- Relationships: Our work is built upon trusted and committed relationships among all our communities—our students, boards, staff, mentors, schools, partner organizations, and supporters.
- Growth: We value continuous growth and improvement—personal and professional—for students, our volunteers, and all our stakeholders.
- Opportunity: We believe that access to opportunities can positively alter life trajectories.
- Empowerment: We believe in empowering children to build a vision for their futures with the support of dedicated mentors.
- Joy: Joy, fun, and laughter are essential to our culture.



Theory of change

THE CHALLENGE

NYC struggles with poverty.

Of the 1.1 million children enrolled in New York City public schools, 73% come from low-income households.

Poverty negatively impacts social-emotional development.

The adverse effects of poverty imprint on a child. Beyond the physical lack of essentials, the stress induced by poverty can limit a young child's social and emotional development at a critical time.

Adults can increase a child's chances for healthy development.

Young children need positive relationships with adults to thrive. Through the support of caring adults, children can build the skills they need to successfully manage the challenges of their daily lives.

THE SOLUTION

Who we serve.

We partner with teachers and principals to identify NYC public school students in grades K-5 (approximately ages 5-12) who would benefit from individualized mentoring and reading.

Program model.

Our program connects children early in life to caring, trusted, consistent mentors in a fun, kid-friendly environment. Centered around the foundational experience of reading together, mentors provide individualized attention and role modeling and ample opportunity for mentee voice and choice.

Impact.

Through positive mentoring relationships, mentors contribute to the healthy development of social-emotional skills and give their mentees the support, confidence, and motivation to succeed in school and in life.

2018-19 Key numbers



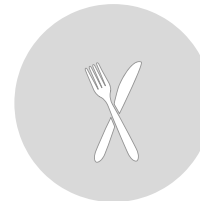
1,000+ children



1,400+ mentors



40+ corporate and community partners



19,000 lunch hours



15 public elementary schools in Manhattan, Brooklyn and Queens

Partner schools

Harlem

P.S. 36: The Margaret Douglas School
Partner since 1998

P.S. 125: The Ralph Bunche School
Partner since 1998

Manhattan

P.S. 111: The Adolph S. Ochs School
Partner since 1997

P.S. 51: The Elias Howe School
Partner since 1999

P.S. 33: Chelsea Preparatory School
Partner since 1995

P.S. 130: The Hernando De Soto School
Partner since 1995

P.S. 1: The Alfred E. Smith School
Partner since 1994



Manhattan

Ella Baker School
Partner since 1998

P.S. 59: Beekman Hill International
Partner since 1994

P.S. 116: The Mary Lindley Murray School
Partner since 1991

P.S. 110: The Florence Nightingale School
Partner since 1996

P.S. 134: The Henrietta Szold School
Partner since 2016

Brooklyn

P.S. 287: The Bailey K. Ashford School
Partner since 1996

P.S. 67: The Charles A. Dorsey School
Partner since 2017

Queens

P.S. 92: Harry T. Stewart School
Partner since 2001

Organizational chart

Board of directors

Read Ahead is governed by a Board of Directors, including representatives of some of our longest-standing corporate partners. The Board is responsible for steering Read Ahead towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure Read Ahead has adequate resources to advance its mission (definition from the National Council of Nonprofits).



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Associate, Development Operations

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Senior Director, Program Operations,
Design, & Evaluation

Emily Williams
Senior Manager, Program Operations

Courtney Wong
Director, Strategic Partnerships

16 Program
Coordinators

MENTOR OVERVIEW

Onboarding process

HOW TO BECOME A MENTOR

STEP 1: SUBMIT YOUR MENTOR APPLICATION



While submitting your online mentor application, we also encourage you to visit our mentor resource center and mentor FAQ to get more information about Read Ahead.

STEP 2: REVIEW OUR ONLINE ORIENTATION



Once your application is approved, you will receive our one-page orientation to review with more information about our program, and our mentors' commitments/ expectations. This will give you the opportunity to decide whether or not the program is the right fit for you.

STEP 3: ATTEND OUR 90-MIN IN-PERSON TRAINING



Attending our 90-min in-person training is required for all new mentors before they start mentoring. The link to sign up for a training session will be communicated after you have reviewed our orientation.

STEP 4: COMPLETE A BACKGROUND CHECK (for University Students only)



If you are a University Student, you will be required to complete a background check. The link to fill out the online form will be sent after you attend the training.

STEP 5: GET MATCHED WITH A MENTEE



Once you are eligible to start, our on-site Program Coordinator will match you with a mentee. This step can take up to a few weeks.

HOW TO BECOME A PAGE TURNER MENTOR

STEP 1: SUBMIT YOUR MENTOR APPLICATION



While submitting your online mentor application, we also encourage you to visit our mentor resource center and mentor FAQ to get more information about Read Ahead.

STEP 2: REVIEW OUR ONLINE ORIENTATION



Once your application is approved, you will receive our one-page orientation to review with more information about our program, and our mentors' commitments/ expectations. This will give you the opportunity to decide whether or not the program is the right fit for you.

STEP 3: SCHEDULE A PHONE CALL



A Read Ahead representative will schedule a 15-min phone call to learn more about you and answer any questions you may have.

STEP 4: SIGN UP FOR OUR PAGE TURNERS PROGRAM



You will receive a follow-up email with the link to join our Page Turners monthly giving program.

STEP 5: ATTEND OUR 90-MIN IN-PERSON TRAINING



Attending our 90-min in-person training is required for all new mentors before they start mentoring. The link to sign up for a training session will be communicated once you have joined our Page Turners program.

STEP 6: COMPLETE A BACKGROUND CHECK



As a Page Turner mentor, you will be required to complete a background check. The link to fill out the online form after you attend the training.

STEP 7: GET MATCHED WITH A MENTEE



Once you are eligible to start, our on-site Program Coordinator will match you with a mentee. This step can take up to a few weeks.

Volunteer position description



READ AHEAD MENTOR

Program description

Read Ahead connects children from underserved communities with caring, trusted, consistent mentors in a fun, kid-friendly environment. Centered around the foundational experience of reading together, mentors give their mentees the support, confidence, and motivation to succeed in school and in life. Our signature program annually matches over 1,400 volunteer mentors from over 40 corporate and community partners with NYC elementary public school students for weekly mentoring sessions throughout the school year.

Commitment and location

Read Ahead mentors commit to mentor once per week (or every other week if choosing to co-mentor) during the child's lunchtime for the duration of the school year (early October-early June). Mentoring sessions take place at the child's school and are 35-50 minutes between 10:30 am and 1:30 pm, with specific times depending on the school site. The total weekly (or biweekly) commitment including travel is approximately one hour for most mentors. Mentors are encouraged to continue mentoring the same child for multiple years because longer relationships are shown to increase the positive impact of mentoring.

Qualifications

- Sincere desire to make an impact in a young child's life
- Willingness to meet a child where s/he is and greet every session with an open mind
- Strong listening skills
- Flexibility and patience
- Sensitivity and openness to people of different educational, economic, cultural, and racial backgrounds
- Ability to make a weekly or biweekly commitment for the duration of the year (early October-early June)

Responsibilities

- Make a commitment to developing and maintaining a mentoring relationship with a child
- Attend a mandatory in-person training session led by Read Ahead
- Meet with the mentee on a weekly or biweekly basis at the school as per the program calendar, and arrive on time for each session
- If applicable, communicate with a co-mentor to maintain an alternating schedule to ensure the child has a mentor each week

Responsibilities (continued)

- Communicate with the on-site Program Coordinator in case of any scheduling conflicts, both on a weekly/biweekly basis and especially if unable to continue the mentoring relationship mid-year
- Participate in group and one-on-one mentoring and reading activities led by the Program Coordinator
- Ask the Program Coordinator for support when needed
- Immediately report to the Program Coordinator if the mentee mentions anything to indicate that the safety or well-being of the individual child or others at the school may be at risk
- Refrain from contacting or seeing the child outside of the established parameters and supervised sites where the program takes place
- Complete occasional surveys or questionnaires from Read Ahead to track student progress and program satisfaction

Training/support provided

New mentors are provided with a 90-minute in-person training led by Read Ahead. Additional online resources are available throughout the year via our mentor resource center. Mentors also receive ongoing logistical and scheduling support from a Read Ahead staff who can guide and enrich the mentee-mentor relationship. A Program Coordinator is available on site during every session to answer questions and provide assistance.

Support system

Read Ahead Program Coordinator

The Program Coordinator is your primary contact person. He/she manages all logistics with respect to student and volunteer schedules, space, and supplies. He/she is also responsible for enforcing all program policies and ensuring that volunteer mentors and mentees are satisfied with sessions.

- Supports mentors and offers assistance when needed: Please bring any comments, ideas, problems and suggestions to the attention of your Program Coordinator. Do not be afraid to ask for assistance; we will do whatever we can to resolve the situation!
- Monitors all sessions: during each weekly session, the Program Coordinator may check in with pairs to ensure that sessions are running smoothly.
- Ensures the comfort and safety of the mentors and mentees.
- Notifies mentors if their mentee is absent or if the program is canceled due to school field trips or weather related school closings.

Read Ahead Manager, Volunteer Engagement

- Guides volunteers through the process of becoming a Read Ahead mentor.
- Recruits, screens, and trains mentors.
- Collaborates with Program Coordinators to identify needs for mentors and provides ongoing support.
- Provides online and in-person resources to support mentors throughout the school year.
- Creates opportunities for mentors to meet and learn from each other.

Read Ahead headquarters staff members also provide additional support for mentors.

MENTOR POLICIES & PROCEDURES

Photos & social media

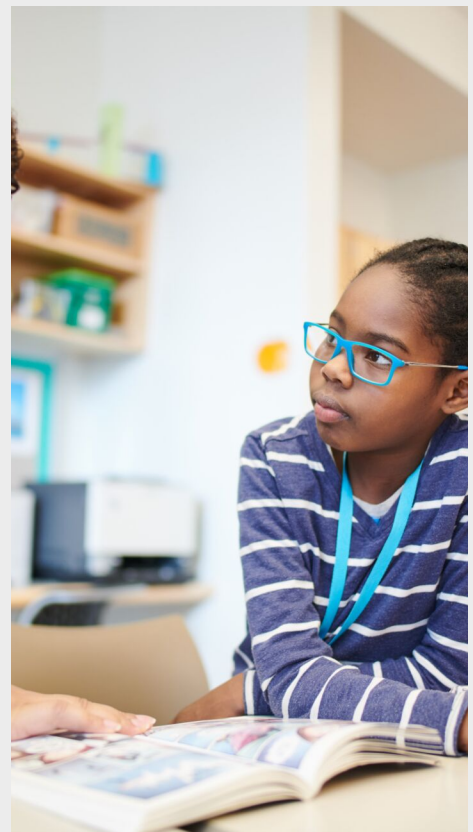
Read Ahead staff and mentors may take photos of students whose guardians have authorized photos for the purposes of promoting Read Ahead. You may only take a photo of your student, for your own personal use, if his/her guardian has authorized you to do so. The guardian must sign a release for you to be allowed to take and use photos of your student. Your Program Coordinator(s) will let you know if your student's guardian has not signed this. If a guardian has signed off and you choose to share photos of Read Ahead students on social media, please be smart and safe to protect your student. It's best not to post identifying information about the student, but if you do, only first names and the student's grade are allowed. Please also tag Read Ahead in your posts! If you would rather share your photo or video with Read Ahead, we would be happy to post on Read Ahead social media. You are welcome and encouraged to share or repost Read Ahead's posts, provided that no additional identifying information is included. Our first priority is the students' safety, while also wanting you to be able to share your wonderful mentoring experiences with your friends and family!

Consistency & communication

It is important that you are at Read Ahead every week (or every other week if you have a co-mentor) on the same day for your designated time. Please be sure to arrive on time, as program time is limited and students often get anxious when their mentors haven't yet arrived. Elementary school children do well with standardized routines, so we do our best to ensure our program is as consistent as possible for the students.

We do understand that there may sometimes be extenuating circumstances, so if you must be absent or late one day please let the Program Coordinator(s) know ASAP (before the day of or at least an hour in advance, whenever possible). This ensures that the student and teacher can be informed before the start of the program time, so the student is less likely to be disappointed.

Please communicate with Read Ahead staff with any questions or any other information we should know to keep Read Ahead running smoothly.



Attendance

On time and consistent program attendance is key to a successful mentoring experience for youth. The following attendance policy is made with this priority in mind:

Tardiness at 3 or more mentoring sessions is unacceptable. Mentors should strive to be on time to all sessions and are highly encouraged to arrive a few minutes early. Mentors are expected to notify the Program Coordinator if they are running late so that their status can be communicated to the mentee.

No-shows are unacceptable. Mentors are expected to communicate in advance with the Program Coordinator in cases of cancellation.

Cancellations should be limited. Weekly mentors should not cancel more than 5 times per year; bi-weekly mentors should not cancel more than 2 times per year. Mentors are encouraged to co-mentor if they are concerned about missing more than 5 sessions in a year. Note that you can ask your Program Coordinator about rescheduling your session day, which is available at some Read Ahead schools. Mentors who are present for fewer than 70% of their sessions may be denied application for the following year.

Read Ahead staff may contact mentors at any time during the program year to discuss program participation and/or to take action in cases of consistent tardiness, no-shows, and/or unsatisfactory attendance.

Being present & cell phone usage

Being present and engaged with your student during your time together is crucial for the student's self-confidence and the success of your relationship. We ask that you limit your cell phone while with your student to emergencies and occasionally to show your mentee something interesting. Also, please focus your attention on your student, not on other students or fellow volunteers, unless participating in a group activity.

No individual gifts

Your time with your student is your biggest gift to them! Please do not give gifts to your student, as we want to ensure that all students have an equal and fair experience. If you would like to give a book that you think your student would enjoy, we greatly appreciate that and ask that you donate it in your student's honor to the Read Ahead book cart/library. If you choose to do this, you and your student can inscribe the book with a special message and note that it was given in the student's honor.

No food

Read Ahead and our partner schools have a strict no-food policy for volunteers while in the schools. You may not bring open containers of food into the school due to allergies and other concerns. Sometimes your student may be eating lunch while you are together, but you may not do the same. Food may be provided on occasion for the whole group as part of a celebratory activity, in which case all are welcome to enjoy!

Relationship with mentee

Read Ahead is structured such that mentors and students see each other only during designated Read Ahead sessions in the presence of a Read Ahead staff member, generally at school and during the school day exclusive of infrequent Read Ahead special events. A mentor should never be in a room alone with a student or group of students. Read Ahead's capacity and structure does not facilitate or condone out-of-school contact or communication between mentors, students, and/or parents.

Physical contact with students

Physical contact with students is discouraged for the safety and well-being of both child and adult. Additional guidelines to protect all participants include:

- A mentor should never be alone in a room with a student.
- Students are not allowed to sit on a mentor's lap.
- Mentors are not allowed in student bathrooms, and a mentor should never be in any bathroom with a student.
- If a student initiates a hug, attempt to have a side embrace, high five, or fist bump. High fives and fist bumps are encouraged as good alternatives for communicating empathetically in place of hugs or other touch.
- Any questions or concerns about inappropriate physical contact should be directed to the on-site Program Coordinator.

Policy for reporting concerns and grievances

Concerns about the safety or welfare of a child in Read Ahead should be reported immediately to the Read Ahead Program Coordinator or another Read Ahead staff member. Read Ahead will follow the school's policy to escalate the issue appropriately.

Any concerns or grievances regarding the program or host school should be reported directly to the Read Ahead Program Coordinator. If concerns remain, escalate the issue by contacting Read Ahead's headquarters staff or Executive Director directly.

Leaves of absence

Read Ahead's mentoring approach prioritizes consistent program attendance, keeping matches together for one program year or longer, and balancing the specific mentoring needs of the youth who participate in Read Ahead.

Leaves of absence (continued)

The following leave policy is made with these priorities in mind:

If you know you will need to take a leave of absence when you are applying to Read Ahead:

- Mentors should inform Read Ahead staff of an expected leave of absence from the program when applying to mentor.
- First-time mentors should not apply if they expect to take an extended leave of absence of 6 or more weeks during the program year and are encouraged to instead apply for the following year.
- Returning mentors who can commit to returning to the program after an expected leave of absence of 6 or more weeks should discuss their specific situation with Read Ahead staff when re-applying.

If you learn after the program has started that you will need to take a leave of absence:

- Mentors should provide Read Ahead staff with a minimum of 3 weeks notice of an expected leave of absence from the program, or as soon as possible.
- For an unexpected leave of absence of 6 or more weeks during the program year, the mentee will be rematched and the mentor encouraged to return to Read Ahead the following year.
- For mentors and mentees that are in their second year or more together, the mentor and Read Ahead staff should discuss their specific situation.
- Mentors should communicate with their mentees in advance about their anticipated leave and provide an opportunity for healthy closure if they may not return.

Exceptions to this policy are at the discretion of Read Ahead staff in consultation with the mentee and their teachers and/or parents.

Leaving Read Ahead

As a Read Ahead mentor, your commitment to your student is from October – June. However, we understand that unforeseen circumstances (such as a move, significant change in job responsibilities, etc.) may arise that require you to leave Read Ahead before the close of the school year. In these circumstances, it is extremely important that there is closure for your student so that s/he understands that there is a good reason for your departure and you both have the opportunity to say goodbye.

Please give your Program Coordinator(s) as much notice as possible regarding your departure, so that ideally you can have a final session with your student. If that's not possible, you and the Program Coordinator(s) can determine another way to appropriately close out your mentoring relationship and say goodbye, such as through a card or a verbal message.

Note: If you become no longer affiliated with the Read Ahead partner organization through which you volunteer partway through the year, we encourage you to finish out the year with your student, if possible.

As of June 2019 - please visit readahead.org for updated policies and procedures

MENTOR AGREEMENTS

Below is a copy of the commitments you agreed to when filling out our online mentor application. They ensure a productive and successful mentoring experience for you and your mentee.

I agree to the best of my ability to be a caring, trusted, and consistent mentor to my Read Ahead mentee, including a commitment to:

- Mentor for a full school year from early October – early June.
- Inform the Program Coordinator (and my mentee, as applicable) as soon as possible if I am running late, must be absent, or am no longer available to mentor.
- Attend my scheduled mentoring sessions consistently and limit rescheduling or canceling to no more than 5 times per year as a weekly mentor or 2 times per year as a co-mentor.
- Limit cell phone use during sessions to emergencies or occasionally to show my mentee something interesting such as photos or new words.
- Prioritize relationship-building and providing a supportive, caring relationship to my mentee over reading and academic goals.

I agree to abide by all Read Ahead and school rules to protect the safety and well-being of all mentees, including a commitment to:

- Protect and not share personal and/or identifying information (e.g. full name) that I learn about the mentee with whom I am matched or of any children at the school.
- Not take photos or videos of my mentee or any children at the school where I volunteer unless their guardians have signed a release.
- Follow all social media guidelines provided by Read Ahead to protect the safety of the mentee with whom I am matched or of any children at the school.
- Not bring in gifts (including food) for my mentee or any children in Read Ahead.
- Not eat or bring open containers of food into the school.

MENTOR FAQ

General
questions
about Read
Ahead

Who can become a Read Ahead mentor?

Employees, members, or students of our partner organizations/universities and members of our Page Turners program.

Where would I mentor?

Mentoring takes place at our schools, located in Brooklyn, Manhattan, and Queens, and every partner organization has a designated school, based on proximity. Check out our map to see if we have a school near you!

When does Read Ahead take place?

Program takes place during the school day, October-June, following the NYC DOE schedule. Session times and lengths vary by school, but are typically 35-50 minutes between 10:30 am – 1:30 pm.

What is the weekly time commitment?

Sessions are 35-50 minutes, depending on the school. For mentors affiliated with our corporate or community partners, the total time (including travel) is approximately an hour. Travel might take a bit longer if you are part of our Page Turners program.

How many years of mentoring are expected in Read Ahead?

Mentors must commit to participating for one full school year. We highly encourage you to consider mentoring your mentee for multiple years, which increases the impact of your mentoring relationship.

What if I don't feel confident in my ability to commit to Read Ahead every week?

You can sign up as a co-mentor. This is when 2 mentors work with the same child and alternate weeks throughout the year. This reduces the time commitment for each co-mentor, and the idea is that if something comes up, your co-mentor would cover for you so that the child doesn't miss a session! This is a great option for mentors whose schedules may be too busy and would prefer a bi-weekly, rather than weekly, commitment.

Can I choose my co-mentor?

If you decide to co-mentor, we give you the option to partner with a specific co-mentor. You can specify your co-mentor's name and email in your mentor application. Each co-mentor must submit a mentor application and coordinate their school, session days, and times in order to co-mentor the same mentee. If you would like to co-mentor but don't have a specific co-mentor in mind, in that case we will do our best to match you with one. Please note that it may take a bit longer to make your match.

How old are the mentees?

We work with children in kindergarten through 5th grade, about ages 5-12. You may indicate on your mentor application if you have a preferred mentee age range and we will do our best to accommodate your request.

How are mentees selected?

Most are nominated by a teacher or other school staff member. They are chosen for a variety of reasons but most are children who could benefit from one-on-one attention from an adult mentor or need support becoming excited about reading.

What if I can't make it on my scheduled day?

Keeping to your scheduled day is preferred as the consistency is beneficial for your mentee. However, at most schools, you may be able to reschedule to another day that week, if needed, provided there's space and your mentee is available. The on-site Program Coordinator at your school can help you with rescheduling.

What if I move/change jobs/etc. during the school year?

We understand that these things happen. If you know prior to the year's start that this is very likely for you, it's not the right time to become a Read Ahead mentor. If it happens unexpectedly, we encourage you to finish the school year with your mentee. If that's not feasible, it's important to let your Program Coordinator know as soon as possible and to have at least one last session to explain to your mentee that you need to end early.

Questions about becoming a Read Ahead mentor

Questions about being a Read Ahead mentor

Are you currently accepting new mentors?

Our mentor application period is typically during the spring/summer prior to each school year's start, and into the fall if mentors are still needed.

Is training provided and/or required?

Yes, training is required. Read Ahead provides a 90-minute in-person training for all new mentors. Sessions are offered multiple times a week over the summer and into the early fall. Returning mentors are also welcome to attend the in-person training required for new mentors. There may also be additional, optional training modules for all mentors provided throughout the year.

I attended the in-person training last school year but ended up not mentoring. Do I need to attend a new training session if I want to mentor this upcoming school year?

Yes – mentors trained last school year who didn't actually participate in our program must attend a new in-person training.

What If I arrive late at the training?

Our training is designed to last approximately 90 minutes and covers different topics to help you feel confident and succeed in your role as a mentor. If you arrive to the training later than 30 minutes after the session starts, you will need to reschedule a new in-person training session.

How long does the matching process take?

Mentor-mentee matching process begins in September of each school year and can take a few weeks. On-site Program Coordinators are in charge of making the matches based on availabilities, special requests, etc. After completing all the steps (including a background check for university student and Page Turners mentors), the Program Coordinator of your selected school will be in touch with you to give you more information about the timeframe. Please be considerate of the timing due to the large number of mentors onboarded around the same time (over 1,400 mentors).

What is a Read Ahead mentor's role?

Your role is to be a positive, consistent presence in your mentee's life! Mentoring is about exposing youth to new opportunities and life experiences as well as guaranteeing that there is someone who cares about them, assuring them they are not alone in dealing with day-to-day challenges, and making them feel like they matter. Your role isn't as a teacher or tutor, but rather a friend and someone who your mentee can look up to.

What makes a good mentor?

A good mentor is simply a caring, consistent, and supportive role model. Some qualities that make good mentors include being an active listener, patient, and open-minded.

How do you match mentors with mentees?

Read Ahead takes into account the interests, experiences, backgrounds, and schedules of our mentors and mentees when making matches.

How should my mentee and I spend our time during program?

You can spend your time talking, playing games, and/or reading books that your mentee wants to read. Following your mentee's lead and allowing him or her to choose the activities for the day are what's most important. Ask your Program Coordinator if you need ideas for engaging your mentee.

What do I do if I have a problem or challenge with my mentee?

You should talk to your Program Coordinator about any challenges with your mentee. The Program Coordinators will be able to provide guidance and suggestions for you for working with your mentee.

What if I'm concerned about my mentee's well-being?

If the child says, draws, or indicates anything that makes you concerned about his/her well-being, report it immediately to your on-site Program Coordinator. Read Ahead has processes in place to report concerns to the school.

Can I give a gift to my mentee?

No, gifts are not appropriate in Read Ahead. You are welcome to make a book donation to the Read Ahead book cart/library in honor of your mentee in lieu of a gift. Cards are also allowed.

Can I post photos of my mentee to social media?

Yes, as long as your mentee’s parent/guardian has authorized Read Ahead and his/her mentor to take and use photos, provided that no identifying characteristics about the child are included. Please do not include your mentee’s last name or school name. Your Program Coordinator will know if your mentee has photo permission.

Can I mentor over the summer?

No, because Read Ahead takes place during the school year, from early October to early June. We don’t currently have summer programs.

Can I meet with my mentee outside of program?

No, Read Ahead does not facilitate any outside of program contact between mentors and mentees. This includes phone and/or email communication, which is not appropriate for Read Ahead mentors and mentees.

KEY INFORMATION

Your Program Coordinator is your main point of contact at Read Ahead.

My assigned school is: _____

My Program Coordinator is: _____

Email: _____



For general questions about mentoring, training, and other mentor resources, please contact:

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