



marathon
SCHOLARS



Mentor Handbook

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Program Overview

Program History

Marathon was founded in Portland, Oregon, by eight friends on September 11, 2002. These friends were united by their desire to make a meaningful difference in their community. Struck by the low high school and college graduation rates among children from low-income families, they developed a simple model of a long-term, one-on-one relationship between a child ("Scholar") and an adult ("Mentor"). "Marathon" signifies the long journey toward educational achievement. Mentors encourage Scholars to envision themselves as college-bound and they provide further encouragement and guidance.

Mission Statement

To bring together caring adults and talented, under-resourced children to make the dream of a college degree a reality.

Vision Statement

Marathon Scholars believes that higher education is life changing and should be accessible to all who aspire. We believe that personal, long-term relationships have the ability to transform the lives of both our Scholars and their Mentors.

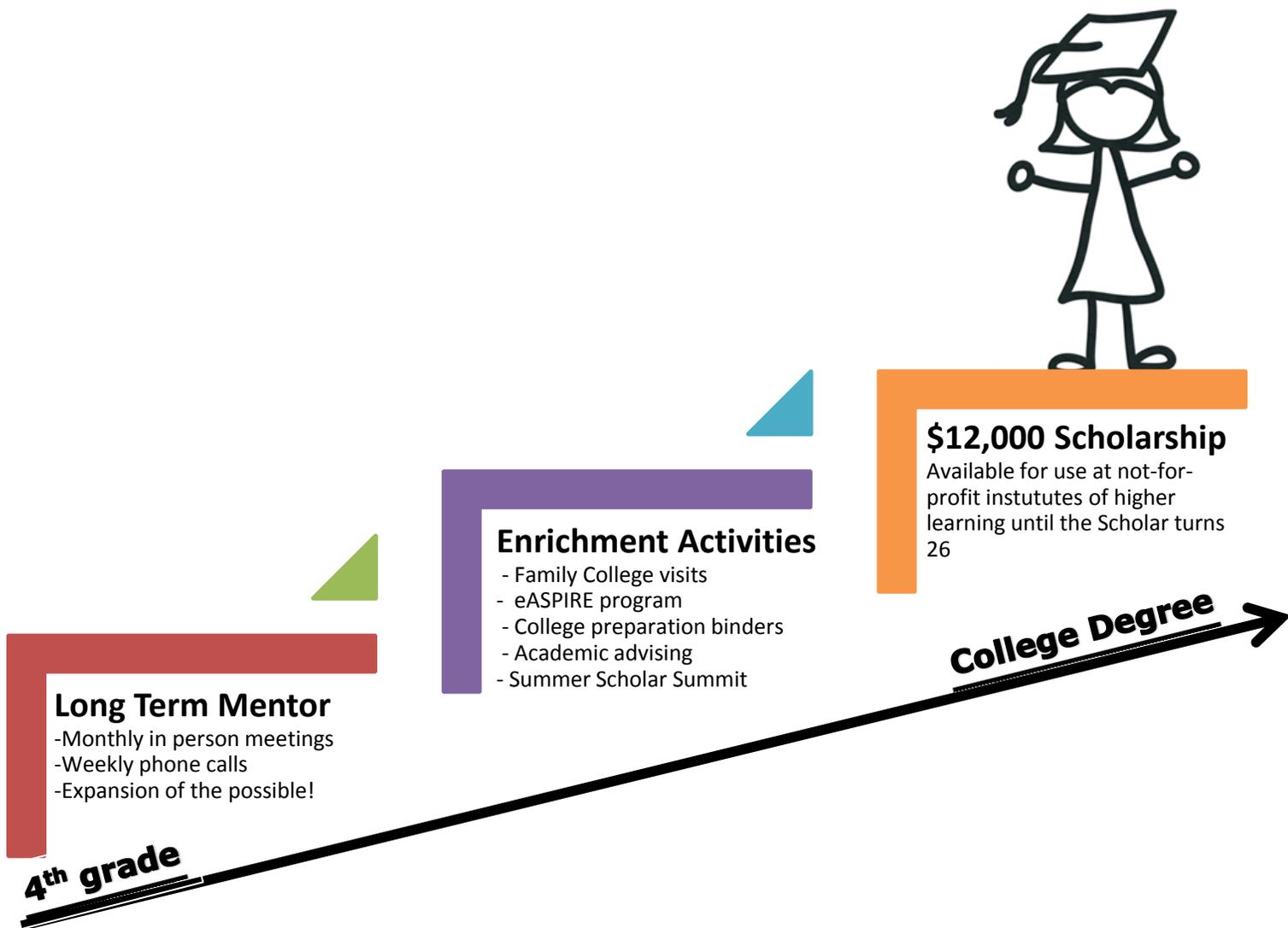
Values

- We believe that opportunity can change a life.
- We desire to share experience and good fortune with kids who have less.
- We believe in the need to act; not just discuss.
- We desire to have a direct, long-term impact on the life of a child.
- We desire to expand a child's view of the possible.
- We believe that a Mentor's participation will benefit the Mentor as much or more than the Scholar.

How Marathon Works

Marathon supports college-bound students from low-income, under-resourced families in their marathon journey to and through higher education. Our program uses three pieces to support our students from 4th grade to college completion:

1. The power of **long-term mentorship**,
2. An early incentive \$12,000 **college scholarship**,
3. College-access **enrichment activities** to support our Scholars



At the heart of our program are Marathon Mentors and Sponsors. Each incoming 4th grade Scholar is matched with a Mentor who acts as a Scholar's long-term mentor and a Sponsor who donates \$12,000 to their class scholarship fund.

1. Long-term Mentorship

The most important part of Marathon's program is the mentoring relationship between a youth and an adult. This relationship becomes the core of all Marathon's college access activities. The Mentor is the main source of encouragement, support, and ongoing success in each child's marathon. Marathon supports our mentoring relationships with ongoing support such as transition meetings at key stages of the relationship, regular phone calls or emails, pit-stops for relationship challenges, and an Annual Summer Celebration!

Transitions

When a Marathon Mentor enters the program, they commit to connecting with a child every month for about 4 years. Most Marathon Mentors continue their relationship for over 10 years until the Scholar graduates from college. Marathon facilitates meetings with Scholars, Parents, and Mentors at crucial transition points to ensure all parties are ready for the next stage of their relationship. If a Mentor and Scholar match will not move on to the next stage of their relationship, the transition meeting provides a venue for all parties to reflect on their time together and prepare the Scholar to be introduced to their next Marathon Mentor.

First Year Transition – Mentors and Scholars spend the first year building their relationship and getting to know each other. At the one year mark, Marathon arranges a meeting to check that the relationship is developing and all parties are ready to be matched for the next several years.

High School Transition– The summer before 9th grade, Marathon Scholars and Mentors are invited to their high school transition meetings. Prior to the meeting, Marathon Staff determines whether the match will continue together in the program or if they are ready to close their match. If they decide to stay matched, the Mentor commits to another 4 years in the program with their Scholar. If they decide to end their match, Marathon oversees a closure meeting and begins the process of re-matching the Scholar with a new Mentor.

College Transition – The summer before a Scholar begins college, Marathon Scholars and Mentors are invited to college transition meeting. Prior to the meeting, staff determines what kind of relationship the Mentor and Scholar will have moving forward and helps establish clear expectations for contact, activities, and support. If both parties are ready to end their match, Marathon oversees a positive closure meeting. If a Marathon Scholar requests a new Mentor to mentor them through college, Marathon will begin the process of re-matching the Scholar with a new Mentor.

Match Support Phone Calls

Every quarter, Marathon staff calls each Mentor, Scholar, and Parent or guardian involved in the Marathon program. The purpose of these phone calls is to monitor the progress of a relationship, ensure safety, and provide resources.

Pit Stops

When a Mentor and Scholar run into relationship challenges, Marathon will facilitate a Pit Stop between all parties to get them back on track. These meetings help with everything from personality conflicts to life changes. They are also especially helpful if a match loses contact with each other and needs help restarting their relationship.

Scholar-Mentor CONNECT Events

Each month, Marathon facilitates free activities for Mentors and Scholars to attend together. We expect Mentors and Scholars to select 2-4 CONNECT activities to attend together each year.

Annual Summer Event

The Summer Event takes place each June. It's a chance for Marathon to celebrate our graduating College and High School Scholars, gather our community, and congratulate all our participants for another awesome year in Marathon! Attendance is highly encouraged for all Mentors and Scholars.

2. College Scholarship

One hundred percent of the money donated to the Marathon Scholarship Fund goes directly to Scholarships for Marathon Scholars in the form of a college scholarship. A Scholar is eligible for their Marathon Scholarship when they graduate from high school and enroll in a not-for-profit institute of higher learning. In order to be eligible for their scholarship they must:

1. Be under 26 years of age
2. Maintain a 2.0 GPA
3. Stay enrolled in school with 3/4-time credit (unless otherwise authorized)
4. File their FAFSA
5. Complete a scholarship application each summer, due in July.

The Marathon scholarship can be used for books, tuition, and other student fees processed through their school's student account. Some books and supplies may be purchased through their school bookstore or Amazon. For more information about the college scholarship, ask Marathon Staff for the Scholarship Application.

3. Scholar Enrichment

While much of the Marathon program is about the Mentor-Scholar connection, the Marathon Staff also plays a huge role in helping Scholars prepare for college. In addition to facilitating long-term mentors and college scholarships, Marathon staff provides direct services to Scholars through the Scholar Enrichment Program. This program includes socio-emotional learning activities hosted in schools, college-access activities designed to help Scholars earn a college degree.

School Visits

Program manager will visit schools where three or more Scholars attend. The program staff plans enrichment activities or match support activities during the meeting, but the meeting is mainly to connect with students in person on a consistent basis, establish relationships with schools, and provide Scholars with organizational support.

Family College Days

Marathon will organize quarterly college visits for Scholars and their whole families. The visits may involve sporting events, campus tours, or other enrichment activities. Visits should target different age groups and interests throughout the year. Mentors are invited to join their Scholars for college visits if they are interested and available.

eASPIRE Program

When Scholars begin high school, they are invited to sign up for the eASPIRE online mentoring program through Marathon Scholars. This program will pair each participating high school Scholar with a volunteer e-mentor who will commit to helping students prepare for college. Volunteer commitment is for one school year. The eASPIRE program is administered in conjunction with the Oregon Student Access Commission and adheres to all policies and procedures as outlined in their organization's manual.

Academic Advising

Each Marathon Scholar will receive a College Prep binder and create a portfolio with their college preparation. Scholars will be encouraged to schedule quarterly meetings with the Program Coordinator during their Junior year and semi-Monthly meetings during their Senior year.

Mentor Job Description

- Take the lead in supporting a young person through an ongoing, one-to-one relationship
- Serve as a positive role model and friend
- Build the relationship through consistent, long-term communication
- Communicate with Scholar at least monthly by phone, mail, e-mail
- Plan in-person activities with Scholar 2-8 times each year.
- Strive for mutual respect
- Build self-esteem and motivation
- Help set goals and work toward accomplishing them

Participation Requirements

- Be at least 21 years of age
- Reside in the Portland Metropolitan area.
- Be willing to adhere to all Marathon Scholars policies and procedures
- Agree to an initial 4-year commitment to the program, with the hope of a 10 year relationship,
- Commit to connecting to their Marathon Scholar once a month through e-mail, phone, or mail, and meeting at least 2 times per year in person.
- Complete the screening procedure
- Agree to attend mentor trainings as required
- Be willing to communicate regularly with the program coordinator and submit quarterly meeting and activity information
- Have access to an automobile or reliable transportation
- Have a current driver's license, auto insurance, and good driving record
- Have a clean criminal history
- Have never been accused, arrested, charged, or convicted of child abuse or molestation
- Not be a convicted felon. If the applicant has been convicted of a felony then they may be considered only after a period of seven years with demonstrated good behavior and an appropriate and corrective attitude regarding past behaviors.
- Not be a user of illicit drugs
- Not use alcohol or controlled substances in an excessive or inappropriate manner

Desirable Qualities

- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual differences
- Understand the importance of higher education

Benefits

- Personal fulfillment through contribution to the community and individuals
- Satisfaction in helping someone mature, progress, and achieve goals
- Training sessions and group activities
- Mileage and expenses are tax deductible
- Personal ongoing support, supervision to help the match succeed
- Mentor/Scholar group activities, complimentary tickets to community events, participant recognition events

Application and Screening Process

- Written application
- Driving record check

- Criminal history check: state, child abuse and neglect registry, sexual offender registry
- Personal interview
- Provide three personal references
- Attend two-hour mentor training

AN EQUAL OPPORTUNITY EMPLOYER
Minorities and Women Encouraged To Apply

Sponsor Job Description-Scholar Scholarships are contingent on community members taking on this role. Please let Marathon Staff know if you can take on this role.

- Provide an early incentive Scholarship to a motivated, low-income students by donating \$12,000 over 10 years to the Marathon Scholarship Fund
- Receive updates on the Scholar class you sponsor
- Receive invitations to Marathon's Annual Community Event

Sponsor Eligibility Requirements

- Be willing to adhere to all Marathon Scholars policies and procedures
- Commit to donating \$100 a month for 10 years to the Marathon Scholarship Account, totaling \$12,000.
- Keep Marathon updated with any contact or payment information changes

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Minorities and Women Encouraged To Apply

Resources for Mentors

1. **Tips for Effective Mentoring Relationships**
2. **Guidelines for Mentors**
3. **Marathon Mentor Do's and Don'ts**
4. **Tools Getting to Know your Scholar**
5. **Stages of the Mentor-Scholar Relationship**
6. **Discussing Delicate Issues**
7. **Communication Tips for you and your Scholar**
8. **Discussing Delicate Issues: Guidelines for Mentors**
9. **Cultural Sensitivity**
10. **Activity Ideas and Suggestions**

Tips for Effective Mentoring Relationships

What is an effective mentoring relationship? In a study of four Linking Lifetimes programs, Public/Private Ventures attempted to define effective adult/mentee relationships and determine whether such relationships do in fact develop in an intergenerational setting. Based on this study, the following are recommended strategies for interacting with your mentee.

- **View your purpose in the program as being available to give**, understanding that, at least initially, the relationship will be one-directional.
- **Offer reassurance and support.** It's important to offer reassurance and kindness to your Scholar and remind him/her that you're available to talk at any time. Don't be afraid to tell your Scholar that you care about and believe in him/her. Too many young people rarely hear those words.
- **Suggest ways to solve problems.** Try to listen carefully and offer possible solutions without passing judgment. Practical suggestions rather than criticism or preaching are usually most helpful for your Scholar. Whenever possible, try to think together of ways to solve a problem, rather than tell your Scholar what you think she/he should do.
- **Identify the Scholar's interests and take them seriously.** Try to include your Scholar in determining both the activities you engage in and the areas in which you offer help.
- **Do not force the Scholar to talk about personal issues.** Delving into your Scholar's personal or family life, particularly early in the relationship, is usually not productive. It's unwise to ask Scholar to discuss information they may be ashamed of, such as poor school performance, criminal record, or abusive family behaviors. If your Scholar resists sharing information, don't push. Silence does not necessarily mean rejection. It's important not to measure a relationship's success by the extent of the Scholar's disclosure. On the other hand, you may be surprised by how much your Scholar shares with you early on without any prompting or inquiry from you. It's important to determine why this information is being given so early and fully. There is the possibility your Scholar may be testing you to see if you are "shockproof."
- **Have realistic expectations.** Although you certainly will have an impact on your Scholar, it is unlikely that she/he will be totally transformed by their relationship right away. Gains may seem small, but they are nonetheless signs of progress. Adjusting your expectations and understanding that your Scholar may not always express gratitude directly will help prevent Mentor "burnout" and frustration.
- **Try to relate to your Scholar's personal experiences.** Although you may not have faced the same problems as your Scholar, try to remember some of the difficulties you had growing up.
- **Attempt to understand your mentee's family, social class, and culture.**

* Adapted from Mentor Handbook: The Wisdom of Age (www.mentoring.org/downloads/mentoring_1217.pdf)

Guidelines for Mentors

The primary goal of this project is to provide college-access support to underserved students through the development of a meaningful relationship with an older adult. Over time, your relationship will grow and trust will develop. The following are some basic guidelines for your relationship.

1. Be reliable.

One of the most important things you can do as a Marathon Mentor is keep your word. Each time you do what you say you will do, it builds trust and strengthens your relationship.

2. Be consistent.

It's best to make consistent contact, even if it's short. Schedule monthly contact with your Scholar to be sure you stay connected. It's great to schedule reminders into your calendar to be sure you stay on track with staying connected.

3. Focus on your Scholar.

You may end up spending time with parents, siblings, and other family members, but try to make most of your time together all about your Scholar. The more you focus on them, the more they will see you as their advocate.

4. Respect the family.

Scholars come from all kinds of families and backgrounds. Be sure to respect their priorities and wishes, even when you don't agree with them.

5. Praise your Scholar.

Tell your Scholar how proud you are of their accomplishments any chance you get.

6. Spend wisely.

Be mindful of your spending habits with your Scholar and avoid any confusion around boundaries with money. Try to set up clear and functional expectations about money.

7. Respect cultural differences.

Culture influences our concepts of time, hygiene, gifts, interactions with adults, and so much more. Allow room for these differences, and ask questions when you suspect cultural differences are causing a misunderstanding between you and your Scholar.

8. Set limits.

Be clear about your expectations and limits. If you feel like your Scholar is taking too much or too little interest in your relationship, be clear about what you need from them to maintain a healthy relationship that works for you both.

9. Include Scholar in developing plans.

Let your Scholar make plans for some of your meetings, or sit down to develop a plan together. When they feel like an equal stakeholder in the relationship, they are more likely to value and enjoy your time together.

10. Keep Marathon up to date.

Please stay in touch with us! We will call you quarterly to check in. Be sure to return calls, reach for advice when you need it, and keep us informed of your relationship.

* Adapted from Mentor Handbook: The Wisdom of Age (www.mentoring.org/downloads/mentoring_1217.pdf)

Marathon Mentor Do's and Don'ts

During the course of your match, you will likely play many roles in your Scholar's life. Here's a brief outline to which roles you should avoid and which roles you should take on.

You are...

A FRIEND

Being available, consistent, open to discussion, and sincere with your Scholar will allow you both to form a positive and unconditional friendship.

A ROLE MODEL

Your behavior influences your Scholar. Try to demonstrate positive values, healthy behavior, and good habits.

A GUIDE

Your Scholar will likely embark on experiences that are new to them (and sometimes their family). You have the opportunity to help them navigate new territory.

A SUPPORTER AND ADVOCATE

At times you may need to speak on behalf of your Scholar and help them access resources to support their education and growth.

A CHALLENGER

Encourage your scholar to maximize their potential by challenging them to try new things.

You are not...

AN AUTHORITY FIGURE

If your Scholar demonstrates behavior or disappoints you, find ways to encourage them rather than condemn their behavior. Avoid punishing or guilt-tripping Scholars in order to get them to do what you want.

A LEGAL GUARDIAN

You may check in with Scholar's teachers or pick them up from activities a few times a year, you are not lawfully required to provide food, shelter, or clothing for a child.

A TEACHER

While you do have the opportunity to guide your Scholar through new experiences, you are not responsible for their education as a whole. You are in their life to support their development and

A THERAPIST

Your Scholar may share personal troubles or difficult information with you, but you are not there to fix their problems. Listen to your Scholar, and help them find resources if problems arise that you believe need to be addressed by a professional.

A BABYSITTER

While we hope you see your Scholar in person 2-6 times a year, you should never feel obligated to care for a child when you are not available.

AN ATM

If you begin to feel uncomfortable about the cost of outings or gifts, have an honest conversation with your Scholar about money. Do not feel obligated to give your Scholar money, gifts, or pay for every outing. Marathon arranges free activities and opportunities to connect. The program guideline limits gifts to \$250 a year, but you are not expected to give any money to your Scholar.

Tools for Getting to Know your Scholar

Carefully plan your first outing with your Scholar

- Focus activities around the youth's interests.
- Think ahead about what you will say
- Do not force your Scholar to talk about intimate details of his/her life, family, or problems.
- Meet in a neutral setting (shopping mall, restaurant, library, community center, agency, etc.) until you feel comfortable and safe in each other's environment.
- Call your Scholar the day before to verify the date and time of your meeting.
- Focus on the positive accomplishments of the Scholar, no matter how small they might be. Pay compliments regularly.
- Keep alert for clues about what motivates your Scholar. This will help you plan for future activities.

Share information about yourself to stimulate conversation.

- To "jump-start" a conversation with your Scholar, you may want to share some personal details about yourself (e.g., your age, your neighborhood, information about your family).
- Try to discover similarities between your family and your Scholar's. Feel free to discuss those "strange people" in your family. This can help your Scholar feel that he or she is not the only person who has family members who are "different."
- Discuss your career and what kind of education and training you needed to do your job. If you feel comfortable, also talk about your growth in salary over the years, working hours, and your feelings about your job environment. This is a good time to throw in the "work ethic" notion without preaching about responsible behavior. Use this discussion to initiate conversation about your mentee's career plans and how she/he can get there.
- Talk about your regrets in life as well as those things that make you proud.
- Talk about your faults and your strengths.
- Talk about successes that were not easily obtained and hardships you have faced and overcome.

Work on included worksheets that explore your similarities and differences

- Complete the "What's Hot and What's Not" handout together to explore your different tastes and personal styles
- Take the Multiple Intelligence Inventory to find similarities and differences in the way you and your Scholar learn new things.
- Brainstorm three unique things each of you can share with the other in the coming months.

Set Relationship Goals for the next few months

- Use the included worksheet to establish clear goals for how you will communicate, what you will work on, and what types of outings you will have in the coming months.

* Adapted from Mentor Handbook: The Wisdom of Age (www.mentoring.org/downloads/mentoring_1217.pdf)

What's Hot and What's Not

Understanding the world in which young people live is important for the development of a meaningful relationship. Keeping up with teen fads is a challenge. Just when you thought you understood the latest styles, they change on you. Brainstorm with your Scholar "what's hot and what's not."

Clothing _____

Music _____

Entertainment (movies, video games, books, magazines, etc.)

Hairstyles _____

Food _____

Transportation: _____

Other: (e.g., Twitter, Facebook)

* Adapted from Mentor Handbook: The Wisdom of Age. www.link.com

Goal Setting

After you and your Scholar have gotten to know each other, you can begin to discuss developing short- and long-range goals. Goals can be changes in behavior or working toward something as ambitious as becoming class president. You can have goals for your relationship, or goals just for your Scholar

A goal should be....

Realistic

(If it is too difficult, it will lead to frustration.)

Challenging

(If it is too easy, there is little incentive to achieve it.)

Specific

(You need to know what you want to do.)

Measureable

(You need to know when you have accomplished it.)

Timely

(It should have a deadline so you won't put it off.)

Use the worksheet on the following page to brainstorm your relationship goals for the coming year. You can return to this sheet every year, or just use it as a tool when you're starting out together.

The generic goal setting worksheet will be helpful for Scholar-specific goals, like passing English class or getting in to college-prep courses next year.

* Adapted from Mentor Handbook: The Wisdom of Age. www.link.com

Scholar-Mentor Goal Setting Worksheet

Scholar: _____ Mentor: _____

Current Year: _____ Matched Since: _____

How often will you be in touch this year?

(Be specific about how you plan to be in touch, what to do if one of you falls out of contact, and multiple methods of communication in case one of you changes your phone number/e-mail/etc.)

How many times do you hope to meet in person this year?

Try to be realistic! Do you think you'll see each other every month? Every other month? Once or twice?

Pick at least 3 things you would like to explore together this year.

This can be anything, from learning how to make sushi to attending Marathon CONNECT events. Brainstorm some cool things you would both enjoy exploring. Check out the included CONNECT calendar to see if any of the events sound great to you.

Choose one college-related activity to work on together this year.

Visit a college, take an online tour of a far-away university, or research scholarships...anything to help get you prepared!

What is one thing you (Mentor) can help your Scholar with this year?

Could you use help researching math tutors? Need to find a great guitar teacher? Want a good reference for your first job? Brainstorm one thing you could use help with from your Mentor.

Steps in Goal Setting

Have your Scholar identify some positive things she/he would like to accomplish. This might be something like getting a driver's license, finding an after-school job, passing an English course, or attending school every day.

Select one or two goals to work on.

Help your Scholar select goals that are realistic and achievable. You want your Scholar to set his/her sights high but also be assured of some success.

Discuss with your Scholar how his/her parent or guardian may feel about these goal plans.

If a parent counts on your Scholar for babysitting during the school day, regular school attendance may not be a goal supported by the family. If the Scholar's efforts are not supported or understood by the family, achieving the goal will be more difficult.

Brainstorm ways to reach the goal.

Brainstorming is a process that involves thinking of as many ideas as you can for reaching a goal, even if some may seem silly or unrealistic. You and your Scholar should write down all of your ideas. Later, you can help him or her select the best ones.

Identify small steps for reaching the goal.

Most goals require more than one step to complete. Recognize the Scholar's attainment of each small step to reach his or her goal.

Identify obstacles that might prevent completion of the goal.

This will need to become part of the action plan for accomplishing the goal. For example, if a parent objects to the Scholar's getting a driver's license, your Scholar will have to think of ways to approach the parent to obtain permission. If no one can teach your Scholar to drive and she/he does not have money for lessons, what else can be done to accomplish this step?

Decide on a deadline for accomplishment and reevaluation of the goal.

This is an important step. If the process drags on too long, your Scholar may get discouraged and quit. A deadline gives him/her something to work toward. Opportunity for reevaluation gives you a chance to check his/her progress. Encouragement from you may be all that is needed to keep your Scholar on course.

* Adapted from Mentor Handbook: The Wisdom of Age (www.mentoring.org/downloads/mentoring_1217.pdf)

Goal Setting Worksheet:

My Goal is:

My target date is:

To reach my goal,
I will do these
things:

I will know I have
reached my goal
because:

Two things that
will help me stick
to my goal are

Stages of a Mentoring Relationship



Phase 1 Initiations: Developing Rapport and Building Trust

This "getting to know you" stage lays the groundwork for the relationship.

- Predictability and consistency
 - ✓ Critical and makes everything else possible
 - ✓ Modeled by the mentor (your mentee probably will not be predictable or consistent)
- Testing and boundary setting
 - ✓ Remember it is healthy and natural to be cautious about starting a relationship with a stranger.
 - ✓ Adults and youth negotiate boundary setting differently.
 - ✓ Pay particular attention to money, time, habits, self-disclosure.
 - ✓ An example: a mentee might test a mentor by not coming to match meetings.
- Confront your expectations
 - ✓ About closeness
 - ✓ Your motivations for mentoring
- Establish confidentiality
 - ✓ This doesn't mean "tell me your secrets" – it means you show you're trustworthy.
 - ✓ Explain what you must report so that the mentee understands the limits of your confidentiality from the beginning.
- Rely on match support.

Phase 2 Cultivation: Consistency Creates Trust

A growing sense of familiarity and consistency fosters trust. Fun times create friendship and you may start to notice those "Kodak moments"

- Closeness
 - ✓ Trust is being established
 - ✓ Developed rhythm – you two "get" each other more than you did before
- Affirm the uniqueness of your relationship
 - ✓ Celebrate your friendship and have fun!
- Continuation of themes from phase one
 - ✓ Continue to be consistent, predictable
 - ✓ Continue to incorporate your mentee's choice and voice into all decision-making, activity-planning, etc.
 - ✓ Show Kindness & reassurance
 - ✓ Avoid criticizing or lecturing
 - ✓ Maintain boundaries
- Rocky or smooth
 - ✓ Every relationship has ups and downs.
- Continue to rely on match support.

Phase 3 Transformation: Opportunities for Growth

A solid foundation provides opportunities for growth.

- Increased confidence
 - ✓ Mentee may seek new experiences
 - ✓ Come up with ideas for activities that teach new skills and provide new experiences
- Continuation of themes from phase two
 - ✓ Give social & emotional support
 - ✓ Continue to incorporate your mentee's choice and voice into all decision-making, activity-planning, etc.
 - ✓ Help develop self-esteem and sense of accomplishment
- Great time for Goal Setting
 - ✓ Achievable goals for the relationship NOT for the youth to do alone
 - ✓ Plan these together
 - ✓ Developmental – Have fun!
 - ✓ This is great modeling of goal setting, and it is an excellent transition to stage 2

Phase 4 Closure: Time for Reflection

Honor this time for reflection and empowerment

- Identify natural emotions
 - ✓ Modeling what you're thinking and feeling can help mentees express their own emotions
- Prepare for the changes in level of support
 - ✓ Don't make closure a surprise
 - ✓ Prepare the youth weeks (or months) in advance
- Say Goodbye in a healthy, respectful, affirming way
 - ✓ Tell your mentee in person
 - ✓ Reflect together
 - ✓ Celebrate where you've come
- Address appropriate situations for staying in touch
 - ✓ Find out your program's policy on future contact
 - ✓ Consider multiple forms of communication (email, phone, Facebook)
 - ✓ Make sure your plan for staying in contact is mutually agreed upon by you and your mentee, and the parent understands that the program is no longer supervising the relationship.
 - ✓ Don't make promises you aren't sure you can keep.

Stage	Characteristics	Effective Communication
<p>Beginning of the Match The beginning of any relationship is often awkward, and mentoring relationships are no exception. Your first few months will focus on getting to know each other, exploring and starting to form norms and bonds that will shape the rest of your first year together. During this phase mentors should work with their mentees to set parameters for the match, such as when to meet and for how long, what kinds of activities will take place, and how to contact each other.</p>	<ul style="list-style-type: none"> • Getting to know each other • The first impressions • Trying to see the positive in the relationship • Bonding 	<ul style="list-style-type: none"> • Ask open-ended questions • Use body language that is open and not guarded • Active listening • Demonstrate empathy • Avoid “prescriptive” communication • Speak with language you feel comfortable with • Don’t be afraid of silence
<p>Challenging and Testing Once the mentoring relationship is off the ground, it is normal for your mentee to start testing boundaries of the relationship. Though you've spent time affirming that you appreciate and enjoy your mentee, he may still want to see how far your commitment really goes. Because mentees often come from situations in which adults can't always be relied on, trusting another adult is difficult for them, and they may even try to sabotage the relationship by “acting out.”</p>	<ul style="list-style-type: none"> • Mentee challenges • Testing phase • Rethinking first impressions • Difficult feelings or emotions may surface 	<ul style="list-style-type: none"> • Be consistent in your communication, even if it is difficult • Demonstrate respect • Build in problem-solving techniques in your open-ended questions • Raise sensitive issues at the beginning of your interactions • Make sure to separate behaviors from who the mentee is • Disclosure of personal feelings and experiences when appropriate

Stage	Characteristics	Effective Communication
<p>“Real” Mentoring In this stage, the mentoring relationship has reached full maturity. Trust and closeness have been established and the match is comfortable having fun and relating to one another. It is during this phase that mentors can use the trust they have built to move their mentees along the developmental pathway-asking them to think about goals or try new things. There may still be testing or behavioral issues, but they do not jeopardize the relationship itself. Mentors that reach this stage must be prepared to maintain this hard-won status-this is where the real impact of mentoring happens.</p>	<ul style="list-style-type: none"> • Preparing for closure • Relationship may become deeper or mentee may start pulling away • Reflection 	<ul style="list-style-type: none"> • Find common language to sum up your feelings • Provide feedback that describes growth that you observed • Be prepared to listen and affirm fears that your mentee may have.
<p>Transition (toward closure) The transition toward closure can be a difficult time for both mentors and youth. There may be many strong feelings about the match ending and it is important to not let the process of ending the match negate the many positives it provided to everyone involved. As the end of your match approaches, work closely with your match supervisor to end on a high note and make sure that the transition leaves the youth feeling positive and fulfilled about the experience.</p>	<ul style="list-style-type: none"> • Preparing for closure • Relationship may become deeper or mentee may start pulling away • Reflection 	<ul style="list-style-type: none"> • Find common language to sum up your feelings • Provide feedback that describes growth that you observed • Be prepared to listen and affirm fears that your mentee may have.

Stages of the Relationship

Every mentoring relationship is unique as it's based on the experiences and interests of the mentee and mentor; however, most mentoring relationships develop in four phases which can be compared to the process of building a house.

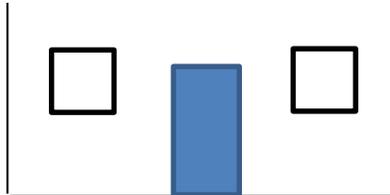
- **Laying the foundation** – This is the introduction of the relationship when the youth and mentor are first getting to know one another.



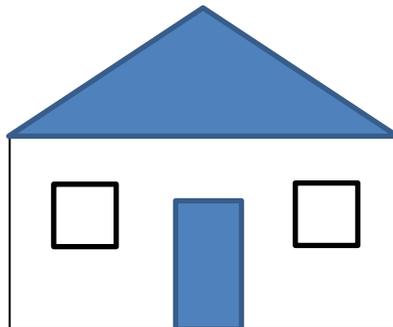
- **Developing Supporters** – Through spending consistent time together and having fun, the match can start to establish trust to support one another, like the walls of a house.



- **Making the Relationship Unique** – Once a youth and mentor get to know each other, they can support each other to practice strengths, set goals, and try new things.



- **Lay the Roof** – This is the final stage of the relationship. The youth and mentor have met program expectations and can decide to graduate from the program and celebrate or continue the formal mentoring relationship. Like putting a roof on a house, participating in a closure process will help matches protect and value all that they've learned from the relationship.



Discussing Delicate Issues: Guidelines for Mentors

When you establish trust with your Scholar, they may want to discuss uncomfortable topics with you. Here are some tips for how to address delicate topics with your Scholar, should they arise...

Put the Scholar at Ease

- Stay calm.
- Use body language to communicate attentiveness (e.g., maintain eye contact, sit at the same level).
- Avoid judgmental statements such as “Why would you do something like that?” or “I thought you knew better.”
- Be honest if you are getting emotional or upset.
- Let your Scholar know that you are glad he or she came to you.
- Reassure the Scholar that his or her confidentiality will be honored.
- Use tact, but be honest.
- Allow the Scholar to talk at his or her own pace—don’t force an issue.
- Do not pry—allow the Scholar to bring up topics he or she is comfortable with.
- Do not collaborate with Scholar’s family to provide discipline.

Honor the mentee’s right to self-determination

- Focus on the Scholar’s feelings and needs rather than jumping to problem solving.
- When the issue has been discussed, ask, “What do you think you would like to do about this situation?” “How would you like me to help?”
- If you are not comfortable with what the Scholar wants to do, ask yourself why before you decide whether to say so.
- If what the Scholar wants to do is not possible, explain so gently and apologize.
- Ask what alternative solutions would make the Scholar comfortable.
- Encourage critical thinking through questions and reflections.
- Use the words “I don’t know—what do you think?”

Problem solve and offer resources

- Know your appropriate role as a Marathon Mentor.
- Be honest with the Scholar if you need to share confidential information with the program coordinator.
- If you don't know what to do, suggest that your supervisor may have some thoughts.
- Ask the Scholar if he or she would like to talk to the agency with you if necessary.
- Provide resources or options if the Scholar is unaware of them.
- Brainstorm with the Scholar and be creative in finding a solution—there is usually more than one way to handle a situation, and this process is educational for the Scholar.
- Offer to accompany the Scholar if he or she is uncomfortable with something he or she has decided to do.
- Be collaborative—you are a team.
- Follow through with any and all commitments.

* Adapted from Mentor Handbook: The Wisdom of Age (www.mentoring.org/downloads/mentoring_1217.pdf)

Cultural Sensitivity

You may or may not come from a background similar to your mentee's. If not, how you handle economic and cultural differences will greatly affect how your relationship develops.

Ethnic Diversity

Learn about the values and traditions of your Scholar's culture. Such things as the role of authority, communication styles, perspectives on time, and ways of handling conflict vary greatly among different ethnic groups. You might ask your Scholar to teach you things about his/her traditions and culture. Discussions with your program coordinator and other Marathon Mentors can further your understanding of your Scholar's behavior.

Socioeconomic Diversity

Your Scholar may live very differently from you. She/he may share small living quarters with many people, may not have a phone, or may not be able to go outside because safety in the neighborhood is such a serious problem. Your Scholar may move frequently or may move in with different relatives, perhaps every few months. This could make it difficult for you to stay in contact. It's important to be supportive of your Scholar and not judgmental about the way she/he lives. Modeling values and behavior will be far more productive than lecturing your Scholar about what she/he "should" do. Remember also that you cannot rescue your Scholar. Family connections can be very strong, even if they don't fit into your idea of how they are "supposed" to be. It's more important to provide a relationship that will nurture self-development and a sense of dignity and self-worth.

Youth Culture

From generation to generation, adults have viewed the young as being more rebellious and outrageous than they were at the same age. Although you may not approve of your Scholar's appearance or speech, it's important that you respect the Scholar's individuality while insisting on certain standards. Try to determine why your Scholar's behavior troubles you. Is it because it's not how you

Activity Ideas

Collected from Mentor.com

Feel free to change the activities to fit your Scholar's interest, or come up new activities! Here are just a few we thought up...

- "Scholars are teachers!" Let your Scholar plan to teach you something they are knowledgeable about, and let them teach it.
- "Go on a trip!" Not really of course, but choose a place you have always wanted to visit (Fiji, Greece, Disney World) find pictures and fun facts in magazines, books and online. When is the best time to go? What do you want see while you are there? Then make your own scrapbook or traveler's guide. A great way to explore and learn geography!
- Play the "Who, what, when, where, why, how" game. Rip 6 pieces of paper and on each write "who", "what", "when", "where", "why" and "how". Read a story, and take turns drawing one of the pieces of paper and answering a made up "who", "what", "when", "where", "why" or "how" about the story.
- "Learn a language!" Learn Sign language, Spanish, Latin or Pig Latin! Teach each other a new word or phrase at each session. Write them down to keep track and see how many you can remember.
- "Show and Tell!" You and your Scholar can both bring in photos or items that important to you.
- Set a goal together – silly or serious!
- "Act it out!" Go to the library find a play, and read it out loud.
- Make your own board game. (<http://www.wikihow.com/Make-Your-Own-Board-Game>)
- You can each make a list of 25 things you want to do or accomplish during your lifetime and share it with one another.
- "Write a letter together!" Talk to the program coordinator about finding a pen pal for you and your Scholar at their school (the principal or guidance counselor), abroad or with armed service member.
- "Serve!" Come up with a service project you can do together in your community. Plant flowers or plan to read to a lower grade.
- "Check mate!" Teach each other how to play chess or checkers, get a book from the library to figure out how.
- "Extra, extra!" Pretend you are a newspaper reporter and schedule to interview someone interesting in your community. Prepare a list of questions with your Scholar and prepare them to interview someone of interest.
- Make a bird feeder. Do your research on what types of birds are in your area. Find out about each bird's preferred habitat and diet. With the right food, you may be able to attract some birds that you don't normally see otherwise.
- "Story Swap!" Starts writing a story with your Scholar, then each take turns taking the story home and adding new fun twist and turns to the story. You can even write the story by mail or e-mail!
- "What is onomatopoeia? Find out!" Each of you seek out new and interesting English words and share them at your next session. Make your own book of definitions
- "What's your plan?" Make a timeline of your life over the next 5-10 years. What do you want to accomplish by the time you are 10, 16, 18 and 25?
- "Make a collage!" Choose a theme like: "What do I want in my future?", "What is fashion", "What I want to be", and find pictures and words in old magazines and glue them on paper. Check out SCRAP PDX for cheap crafting resources!

- “Play!” Learn how to play a new sport. Look up the rules, find clips, etc. of how to play cricket, hacky sack, or water polo.
- Make a kite
- Play Frisbee
- Make a scrapbook or photo album
- “Knit or Crochet!” Find books in the library or clips online on how to do it, and learn how together!
- Paper Airplanes! Find a book or website about how to make different kinds of paper airplanes, and have a contest to see whose goes the farthest!
- Discuss a current event.
- “Take a tour!” Let your Scholar give you a tour of their school or schedule a college visit at a local college.
- “Help wanted!” Fill out mock applications for jobs or help your Scholar create their résumé. (<http://sbandcompany.com/images/practice-employmentapp.pdf> or <http://jobsearch.about.com/od/jobappsamples/a/sampleapp.htm>) If the Mentor has a résumé you may want to bring it, and share it with your Scholar.
- “Solve it!” You and your Scholar both take time making up your own math worksheets, then swap sheets, set the timer and see how many each of you can get done. This is most beneficial as a skill/self-esteem building activity if the Mentor makes sure the math problems they create are on their Scholar’s math level. Your Scholar will get a kick out of making your problems as difficult as they can!
- Organize! Assist your Scholar in organizing school work and developing study schedules.
- Learn how to make Origami (<http://www.origami-instructions.com/>)
- Every day is a holiday! Make a card or draw a picture for any upcoming holiday like Arbor Day, or Talk like a Pirate Day!
- Write a haiku (<http://www.poetry4kids.com/blog/lessons/how-to-write-a-haiku/>)
- Write a rap or a different style of song, especially as a method to help them remember key facts for a test! (<http://www.wikihow.com/Write-a-Song>)
- Play 20 questions
- Put together a puzzle or make your own.
- Learn to play a new card game like “I declare war”, “Go Fish”, Hearts, Gin Rummy, Memory, Old Maid
- Play hangman
- Create a flip book
- Play Sudoku
- Practice positive imagery and relaxation techniques with your Scholar. Find an area you would like to work on or improve and use positive imagery to start to make it happen!
- Do a crossword puzzle or word search, or make your own!
- Take turns reading a page, paragraph or sentence from funny story aloud.
- Take a walk to find as many leaves as possible and then try to find which trees your leaves came from.
- Make your family trees.

Policies, Rules, and Guidelines

Confidentiality Policy

It is the policy of Marathon Scholars to protect the confidentiality of its participants and their families. With the exception of the limitations listed below, program staff will only share information about Mentors, Scholars, and their families with other Marathon Education professional staff and the Board of Directors. Further, all prospective Mentors, Scholars, and parents/guardians should be informed of the scope and limitations of confidentiality by program staff. Additionally, Mentors are required to keep information about their Scholar and his/her family confidential.

In order for Marathon Education to provide a responsible and professional service to participants, it is necessary to ask Mentors, Scholars, parents/guardians, and other outside sources to divulge extensive personal information about the prospective participants and their families, including:

- Information gained from Mentors and Scholars, written or otherwise, about themselves and/or their families, in application to and during program participation
- Participants' names and images gained from participants themselves, program meetings, training sessions, and other events
- Information gained about participants from outside sources including confidential references, school staff, employers

Records are, therefore, considered the property of the agency, not the agency workers, and are not available for review by Mentors, Scholars, or parents/guardians.

Limits of Confidentiality

Information from Mentor or Scholar records may be shared with individuals or organizations as specified below under the following conditions:

- Information may be gathered about program participants and shared with other participants, individuals, or organizations only upon receipt of signed "release" forms from Mentors, Scholars, or parents/guardians.
- Identifying information (including names, photographs, videos, etc.) of Scholars may be used in agency publications or promotional materials only upon written consent of the Scholar's parent/guardian.
- Members of the Board of Directors have access to participant files only upon authorization by a formal motion of the board. The motion shall identify the person(s) to be authorized to review such records, the specific purpose for such review, and the period of time during which access shall be granted. Such members of the board granted access shall be required to comply with the agency policies on confidentiality and may use the information only for purposes stated by the approved action of the Board of Directors. Known violations shall be reported to the Board chairman. A

violation of the agency's confidentiality policy by a Board member shall constitute adequate cause for removal from the Board.

- Information may only be provided to law enforcement officials or the courts pursuant to a valid and enforceable subpoena.
- Information may be provided to legal counsel in the event of litigation or potential litigation involving the agency. Such information is considered privileged information, and its confidentiality is protected by law.
- Program staff and volunteers are mandatory reporters and as such must disclose information indicating that a Mentor or Scholar may be dangerous to or intends to harm him/herself or others.
- If program staff members receive information at any point in the match process that a volunteer is using illegal substances, there is a criminal history of any kind, or is inappropriately using alcohol or other controlled substances, the information will be shared with the parent and they will have the option to reject the prospective Mentor or close the existing match.
- At the time a Mentor or Scholar is considered as a match candidate, information is shared between the prospective match parties. Full names and addresses are shared with match mates only after the involved parties have met and agree to be formally matched. Each party shall have the right to refuse the proposed match based on the information provided to them. The information to be shared may include:
 - Mentors: age, sex, race, religion, interests, hobbies, employment, marriage or family status, sexual preference, living situation, reasons for applying to the program, and a summary of why the individual was chosen for the particular match. Results of driving records and criminal histories may also be shared.
 - Scholars: age, sex, race, religion, interests, hobbies, family situation, living situation, excerpts from Scholar application essay, and expectations for match.

Transportation Policy

It is the policy of Marathon Scholars to allow Mentors to transport Scholars in their own private vehicles. The program coordinator must ensure that all Mentors meet the following criteria prior to transporting the Scholar:

- All Mentors who will transport youth must own a car or have access to *reliable* insured transportation; all safety equipment including blinkers, lights, brake and back-up lights, seat belts, tires, and brakes must be in good operating condition.
- All Mentors must possess a valid driver's license and present proof of auto insurance; a record of insurance will be maintained in the mentor's file and will be updated every 2 years.
- All Mentors must undergo a driving record check and have a clean driving record for the last three years.
- Marathon Scholars requires that mentors obey all traffic laws, and use seat belts and headlights at all times.
- Mentors may not take medication or use any other substances that might impair their ability to drive.
- If an accident occurs while the Mentor is transporting a Scholar, it should be reported to the program coordinator promptly.

If any of the above policy is not followed, the Mentor will not be allowed to transport the Scholar in a private automobile or may face other consequences.

Overnight and Out of Town Visit Policy

It is the policy of Marathon Scholars to encourage Mentor/Scholar visits within their own community and to limit the number of overnight or out-of-town visits. However, overnight visits and out-of-town trips w/o parent or guardian present are permitted under the following conditions:

- Overnight visits and out-of-town travel are only permitted after three years of participation with a match.
 - During the first three years of the Mentor/Scholar match, overnight visits and out-of-town travel may occur only during organized events under the supervision of the program coordinator.
 - After three years, both overnight visits and out-of-town travel may occur only with permission of the parent and the program coordinator. All parties must report all such occurrences during their quarterly contact with Marathon staff, the nature of the activity, and the purpose.
- For any and all admissible out-of-town travel, the parent/guardian must write and sign a permission slip stipulating:
 - Their child is permitted to travel with the Mentor to the predetermined destination, specifying names and the location(s) being traveled to.
 - Permission for medical treatment in the case of a medical emergency.
- For any and all admissible out-of-town travel, the Mentor must write out or type a detailed itinerary of the trip, and provide this to the parent/guardian prior to leaving, and include the following:
 - The destination(s)
 - Phone numbers of their cell phone (optional), places being visited, and lodging
 - Times and dates of departure and arrival at each location being visited
 - Expected time of return
- For out-of-town trips of more than one day's duration, the Mentor must check in with the parent/guardian daily by phone, if possible.

During permissible out-of-town travel, the Mentor should review and abide by all terms outlined in the transportation policy.

Mandatory Reporting of Child Abuse and Neglect

It is the policy of Marathon Scholars that all staff, Mentors, and other representatives of the program must report any *suspected* child abuse and/or neglect of agency clients or program participants immediately. All such suspected reports must be made to appropriate state and/or local authorities. Program staff must follow the mandatory reporting of child abuse and neglect procedure.

All employees, volunteers, and incoming Marathon Mentors are required to undergo training as to what constitutes child abuse and neglect, what the state statutes are, and how to properly report such cases.

Any staff, volunteers, or Mentors accused of child abuse or neglect will be investigated by the agency. Contact with program youth will be restricted or constrained and/or the person in question suspended from employment or program participation per the decision of the executive director and board of directors until such investigation is concluded.

Unacceptable Behavior Policy

It is the policy of Marathon Scholars to prohibit and discourage the use of drugs, alcohol, and firearms. Mentors and Scholars are prohibited from using drugs or alcohol or possessing firearms while engaged in the mentoring relationship. Any suspected violations should be reported to the program coordinator.

Alcoholic Beverages: No participant of the Marathon Scholars will possess or consume beer, wine, or other alcoholic beverages while actively engaged or prior to actively engaging in mentoring, nor shall any participant endorse the use of alcohol. Mentors and Scholars may go to a location where minors are allowed and alcohol is served provided that the Mentor and Scholar do not consume any alcohol.

Drugs: No participant of the Marathon Scholars program will manufacture, possess, distribute, or use any illegal substance while engaged in mentoring or otherwise.

Tobacco: The intent of Marathon Education is to create a smoke- and tobacco-free environment. To that end, smoking and the use of all tobacco products is prohibited during Marathon Education events and activities and those involved with the program must refrain from the use of such products while engaged in mentoring. The use of tobacco products includes but is not limited to cigarettes, cigars, pipes, chewing tobacco, snuff, or other matters or substances that contain tobacco.

Weapons, Firearms, and Other Dangerous Materials: The possession or use of firearms, firecrackers, explosives, toxic or dangerous chemicals, or other lethal weapons, equipment, or material while participating in mentoring activities is strictly prohibited.

Any violation of this policy will result in the immediate suspension and/or termination of the Mentor/Scholar match. In addition, violations of this policy may result in notification being given to legal authorities that may result in arrest or legal action, and may be punishable by fine and/or imprisonment

It is the policy of Marathon Scholars that unacceptable behaviors will not be tolerated on the part of Mentors or Scholars while participating in the program. This policy is in addition to behavioral requirements stipulated in other policies or procedures within this manual. This policy in no way is intended to replace or take precedence over other policies or procedures including, but not limited to, the following:

- Confidentiality Policy
- Transportation Policy
- Overnight Visits and Out-of-Town Travel Policy
- Mandatory Reporting of Child Abuse and Neglect Policy
- Use of Alcohol, Drugs, Tobacco, and Firearms Policy

A number of behaviors are regarded as incompatible with Marathon Scholars goals, values, and program standards and therefore are considered unacceptable and prohibited while participants are engaged in mentoring activities:

- Unwelcome physical contact, such as inappropriate touching, patting, pinching, punching, and physical assault
- Unwelcome physical, verbal, visual, or behavioral mannerisms or conduct that denigrates, shows hostility, or aversion toward any individual
- Demeaning or exploitive behavior of either a sexual or nonsexual nature, including threats of such behavior
- Display of demeaning, suggestive, or pornographic material
- Known sexual abuse or neglect of a child
- Denigration, public or private, of any mentee parent/guardian or family member
- Denigration, public or private, of political or religious institutions or their leaders
- Intentional violation of any local, state, or federal law
- Drinking while driving under the influence of alcohol
- Possession of illegal substances

Any unacceptable behavior, as specified but not limited to the above, will result in a warning and/or disciplinary action including suspension or termination from participation in the mentoring program.

Closure Policy

It is the policy of Marathon Scholars that all Mentors and Scholars must participate in closure procedures when their match ends. Closure is defined as the ending of a formal match relationship under the supervision of Marathon Scholars regardless of the circumstances of the match ending or whether they intend to have future contact informally beyond the match duration.

Closure can occur for any number of reasons including: the contracted match duration has ended, one or both participants do not want to continue the match, there are changes in life circumstances of either the Mentor or Scholar, or an individual no longer meets the requirements for program participation. Hence, the match may end at the discretion of the Mentor, Scholar, parent/guardian, and/or program coordinator. It is left to the discretion of the program coordinator whether an individual will be reassigned to another match in the future based upon past participation performance and current goals and needs of the program.

Future contact will be at the mutual and informal agreement of the Mentor, Scholar, and the parent/guardian. If future contact is agreed upon, Marathon Scholars will not be responsible for monitoring and supporting the match after the match has ended. The coordinator will verbally and in writing inform all parties—the Mentor, Scholar, and parent/guardian—that the formal match has ended and that Marathon Scholars will not be liable for any incidents that occur after the match has closed.

Grievance Policy

Marathon Scholars has adopted a model of continuous improvement and learning. We welcome feedback from our clients, our client's parents, and our partners in the community. We take concerns seriously, and we strive to give every grievance a thoughtful response and change program practices when applicable.

Grievance Procedure:

You are encouraged to file a grievance when you are unhappy with an aspect of Marathon Scholar's delivery of services. Marathon Scholar's will not seek any form of retaliation against you should you choose to file a grievance. If you decide not to take your grievance through the process outlined below, your grievance will be considered resolved according to the last reply or action performed in this sequence.

If you encounter a problem during your experience, you are first encouraged to discuss it informally with a program manager and come to a resolution.

If you are unsatisfied with the response or resolution proposed, you may present the written grievance to the Executive Director *Stephen Wasserberger* who is obligated to review the grievance, draft a written response and return it to you in a timely manner. You will receive a written decision within 10 business days of submitting a written grievance to the director.

Contact information for staff members:

- *Molli Mitchell*, Youth Program Manager, 503-235-2500 molli@marathonscholars.org
- *Brooke Adams*, College Program Manager, 503-235-2500 brooke@marathonscholars.org
- *Wendy Patton*, Executive Director, 503-235-2500 wendy@marathonscholars.org

Community Resources

For Emergency Mental Health and Safety Assessments

Mental Health Call Center

(503) 988-4888

Toll-Free: 1 (800) 716-9769

TTY: (503) 988-5866

The Mental Health Call Center is staffed 24 hours a day, seven days a week by a highly-educated, well-trained staff. The call center offers

- Crisis Counseling by phone, with translation services for non-English speakers
- 24/7 mobile crisis outreach for in-person assessment
- Referral to low-cost or sliding-scale agencies
- Help finding mental health providers, including those who have culturally linguistically specific services
- Information about non-crisis community resources

Other area Mental Health Crisis Lines

Clackamas County

(503) 655-8585

Washington County

(503) 291-9111

Clark County

(360) 696-9560

1-(800) 686-8137

Domestic Violence and Sexual Assault Resources

Crisis Services

Call to Safety (formerly Portland Women's Crisis Line)

503-235-5333 (24 hour crisis line)

El Programa Hispano

503-669-8350 (Linea de Crisis y de negocio)

Child Abuse and Neglect Hotline

Local: 503-731-3100

Toll Free: 800-509-5439