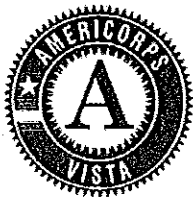


Tutor Handbook

Created by Oregon Coast Community College Tutoring Center



OREGON COAST
COMMUNITY COLLEGE



Dear Tutor,

Welcome to the Oregon Coast Community College Tutoring program. At OCCC we are committed to providing high quality student support services, and the Tutoring Program is a critical component of these. Students are the central focus at the Tutoring Center, and we make every effort to create a supportive environment that facilitates active learning with minimal distractions.

In choosing to be a tutor, you have accepted a very important responsibility. There may be students who will meet with you only a few times in order to overcome academic hurdles as well as others that may be seeking a long-term learning relationship for the duration of their degree.

Your role as a tutor involves not only the command of an academic subject area, but also strong interpersonal skills. The Tutor Handbook provides guidance that may help you ask the right questions, listen actively, work with different learning styles and navigate learning disabilities. Included in this handbook, are 10 steps to effective tutoring and tips for tutoring individually or in a group setting. I have included faculty contact information for specific college departments and a Lincoln County resource directory.

This material is designed to inform you and help you achieve the best results possible so that your experience as a tutor is enriching and rewarding. On behalf of the students, staff and faculty at Oregon Coast Community College, we would like to thank you for your dedication to our community. Together, we can fulfill our shared vision by shaping the future through learning.

Sincerely,

Jody Becker

Tutor Coordinator/Career Coach
Oregon Coast Community College

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Welcome to Oregon Coast Community College

Oregon Coast Community College is here to serve Lincoln County's students and the community. Students can complete the first two years of a bachelor's degree at Oregon Coast, earn an associate's degree, attend courses to obtain employment, prepare to start a small business, get a GED, learn English as a second language, or take courses for personal enrichment. Students may explore career ideas, retrain or update job skills, pursue a personal interest, or broaden horizons. Students may attend full or part-time. Oregon Coast offers credit and non-credit courses at its centers in Lincoln City, Newport and Waldport. Students may also take courses online as part of our distance education program.

OCCC Vision:

Shaping the Future Through Learning

OCCC Mission:

At Oregon Coast Community College we equip students for success by providing educational pathways and support in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.

OCCC Values:

- o ***Accountability:*** We accept responsibility for our actions and commit to transparent practices.
- o ***Collaboration:*** We purposefully build partnerships to achieve common goals.
- o ***Excellence:*** We hold ourselves to the highest standards and are committed to continuously improving the work we do.
- o ***Inspiration:*** We show curiosity, illuminate new possibilities, and ignite the joy of thinking well.
- o ***Integrity:*** We act with honesty and authenticity to foster a culture of ethics and respect that embodies our work and serves the community.
- o ***Learning:*** We celebrate the life-long process of developing valuable knowledge and skills.
- o ***Sustainability:*** We are responsible stewards of our financial, material, natural and human resources.
- o ***Equity:*** We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.

Volunteer Position Description

Title: Volunteer Tutor

Purpose: The purpose of the Tutoring Center at Oregon Coast Community College (OCCC) is to improve students' success by providing free academic support in the form of tutoring.

Results: Volunteer Tutors will support students and enable students to reach their identified academic goals.

Activities: Volunteer Tutors will meet with students one-on-one or in a group at a set time every week to provide academic support. Volunteer Tutors may also staff walk-in tutoring hours at a set time every week where they will provide academic support to students as needed.

Measures: Success of the Tutoring Center will be measured by whether or not students meet their identified academic goals. Volunteers are instrumental to achieving these goals and will be kept informed on the success rates of each term.

Qualifications:

- Volunteer Tutors will need to have enough knowledge of a subject area that they are able to teach students. This can include a variety of college course, college prep course, GED prep courses, or ESOL courses.
- Volunteer Tutors will need exceptional interpersonal and communication skills.
- Volunteer Tutors will need to be able to work with students and staff from a variety of racial, cultural, and economic backgrounds.

Time Frame: Volunteer Tutors will need to be able to commit at least an hour a week for at least one full term (approx. 11 weeks). The day of the week and time of day are flexible and are dependent on the student's and Volunteer Tutor's schedules.

Site: The site of tutoring is flexible and will be determined based on the Volunteer Tutor's and student's location. Possible sites include OCCC Newport Campus, OCCC Lincoln City Center, OCCC Waldport Center, or any Lincoln County public libraries.

Supervision: Volunteer Tutors will be supervised by the Tutor Coordinator.

Benefits: The benefits of becoming a Volunteer Tutor include: the satisfaction of helping students reach their academic goals, access to many of OCCC's resources (including the Career and Transfer Readiness Center, the Small Business Development Center, the computers in the Commons, and free printing), and valuable experience tutoring adults of all ages that can be included on resumes and applications.

Support Provided: Volunteer Tutors will be supported by the Tutor Coordinator who will: provide them with an orientation, match them with appropriate students based on subject and level, provide them opportunities for additional training, provide them with an end of term assessment, and give them the opportunity to share feedback on the Tutoring Center in the form of a survey at the end of every term. Volunteers will be provided with contact information for OCCC staff and faculty who will be able to answer questions about students' classes. Volunteer will be provided with a list of community resources to refer students to if needed.

The Tutoring Center

Room 7

Oregon Coast Community College

400 SE College Way

Newport, OR 97366

tutoring.center@occc.cc.or.us

541-867-8502

Process of Becoming a Volunteer Tutor:

Step 1: Apply

- Applications can be found online at www.oregoncoastcc.org/volunteer-tutor-program or outside the Tutoring Center
- Submit your application to the Tutoring Center by email, mail, or in person
- Tutor Coordinator will contact you to set up an informational interview

Step 2: Attend an orientation

- Orientation will take place at the center you would like to tutor from (Newport, Lincoln City, or Waldport) and will take approximately one hour
- Orientation will cover background on the Tutoring Center and OCCC, procedures and policies of the Tutoring Center, a tour of the facilities, and any additional questions
- If you have no experience teaching/tutoring you will be matched with a tutor mentor at the orientation and will spend the first two weeks of volunteering with your mentor

Step 3: Get matched with a student

- Tutor Coordinator will email you student name, subject, and times they are available
- Reply all to first email (to student and Tutor Coordinator) and set up the time, location, and duration of your first tutoring session

Step 4: Arrange meeting time and place

- If initial session is a success, you and the student will arrange weekly or biweekly time and place to meet
- Report scheduled days and times of meeting to Tutor Coordinator (Example: Monday and Wednesdays 3-4 pm)

Step 5: Submit a Tutoring Log

- Tutoring Log can be found online at www.oregoncoastcc.org/volunteer-tutor-program or outside the Tutoring Center
- Tutoring Log is due at the end of every term
- Submit your Tutoring Log to the Tutoring Center by email, mail, or in person

Expectations:

The Tutor Coordinator will:

- Support volunteer tutors
- Facilitate connections between volunteer tutors and students
- Provide supplemental resources and materials if needed

A Volunteer Tutor will:

- Be on time for tutoring sessions
- Be respectful of student
- Maintain student's confidentiality
- Communicate with student about any necessary changes to the scheduled tutoring sessions in a timely manner
- Communicate concerns to Tutor Coordinator
- Turn in Tutoring Log at the end of each term

The Student will:

- Be on time for tutoring sessions
- Be prepared for tutoring sessions
- Be respectful of volunteer tutor
- Keep an open mind
- Communicate with volunteer tutor about any necessary changes to the scheduled tutoring sessions in a timely manner
- Communicate concerns to Tutor Coordinator

Vets Tutoring Vets

The Tutoring Center seeks to ease the transition from service member to college student by giving student veterans the option of being matched with a tutor who is also a veteran. This option will provide student veterans with the benefits of peer support. These benefits include the credibility and trust created through shared experiences, increasing the students' support network, and empowering the students.

How Vets Tutoring Vets Works:

Step 1: Apply

- Applications can be found online at www.oregoncoastcc.org/volunteer-tutor-program or outside the Tutoring Center
- **Check the box on the application that indicates that you are a veteran and are interested in tutoring student veterans**
- Submit your application to the Tutoring Center by email, mail, or in person
- Tutor Coordinator will contact you to set up an informational interview

Step 2: Attend an orientation

- Orientation will take place at the center you would like to tutor from (Newport, Lincoln City, or Waldport) and will take approximately one hour
- Orientation will cover background on the Tutoring Center and OCCC, procedures and policies of the Tutoring Center, a tour of the facilities, and any additional questions
- If you have no experience teaching/tutoring you will be matched with a tutor mentor at the orientation and will spend the first two weeks of volunteering with your mentor

Step 3: Get match with students

- Tutor Coordinator will email you student name, subject, and times they are available
- **Tutor Coordinator will indicate in the introduction email that the student is a veteran and has opted in to the Vets Tutoring Vets program (We encourage you to remain open to tutoring non veteran students as well to ensure that your skills are used even when there are no student veterans seeking tutoring in your subject area)**
- Reply all to first email (to student and Tutor Coordinator) and set up the time, location, and duration of your first tutoring session

Step 4: Arrange meeting time/place

- If initial session is a success, you and the student will arrange weekly or biweekly time and place to meet
- Report scheduled days and times of meeting to Tutor Coordinator (Example: Monday and Wednesdays 3-4 pm)
- **Be open to providing the student veteran with peer support**

Step 5: Submit Tutoring Log

- Tutoring Logs can be found online at www.oregoncoastcc.org/volunteer-tutor-program or outside the Tutoring Center office
- Tutoring Logs are due at the end of every term
- Submit your Tutoring Log to the Tutoring Center by email, postal mail, or in person
- **Complete a Vets Tutoring Vets Survey at the end of the term to provide feedback in order to improve the program**

How you can support a student veteran:

- Create a safe, non-judgmental space for student veterans to learn and share experiences or struggles.
- Share information about resources available in the community.
- Empower student veterans by showing them their potential.

Additional advice for participants in Vets Tutoring Vets:

- It is important to keep in mind that the primary goal of the Tutoring Center is to connect student veterans with effective tutors.
- Veterans make up a very diverse population, often with very different experiences. Tutors who are veterans must recognize that the student veteran's experiences may not be the same as their own and that mutual respect and cooperation is the goal.
- A volunteer tutor is not a professional counselor, and some students may have needs beyond the scope of the peer support of Vets Tutoring Vets and require professional support.

The Impact of Volunteer Tutors

Students share how volunteer tutors have made a difference in their educational success:

"I have received a great deal of support from my trigonometry tutor. He listens to what I ask of him, he knows how to stay within the rules set by the teacher and he repeats and rephrases things if I don't understand them at first. I am thankful that he lets me do the work without directing my choices which has enabled me to feel more confident about my own knowledge of the subject. He has always maintained a positive attitude which gives me room to feel safe, no matter how scared of math I am. I've received enormous benefits from the OCCC tutoring program. The evidence is in my grades; I was awarded an A in college algebra and a high B in trigonometry. I am thankful to my tutor and to our tutor coordinator for providing a service that has made a recorded improvement to my math skills, confidence and grades."

-Jennifer LePine

"I entered the tutoring program a few weeks ago, unaware of what to expect. In this short amount of time, my writing has improved. I have learned the proper structure of an essay. Also I have become a more descriptive writer and have learned to support my ideas and statements. Overall, it has given me confidence. I no longer fear writing essays. The tutoring program has been a great experience. I highly recommend this to all students."

-Meghan Prioste

"There are many ways the tutor program has helped me. First, I was given the chance to help myself to achieve anything. The one-on-one teaching approach helped me because I could ask questions when I struggled. The tutor explained and demonstrated the skills I needed to pass the test. The Tutor Coordinator helped me with getting plenty of study time and other life troubles. The help I received changed my view on learning and how much people really care. I'm grateful for the help and thank OCCC for this amazing program. Hopefully others will benefit as much as I did."

-Kalani Trujillo

Tutors share why they volunteer their time and skills:

"I've had a lifelong interest in Mathematics. I went to Community College in California just like these students and I transferred to a 4 year school after I got my AA. I eventually got a BA in Applied Mathematics and an MA in Teaching Mathematics. Over the years I substitute taught in High Schools and Community College. I retired to the Oregon Coast in 2012 and began tutoring at OCCC the fall of 2013 after I saw a sign in the Newport Campus.

I've tutored folks of different ages and skill levels. Usually the recent High School graduates only need help to get over a concept or section in the book. Returning students often want scheduled help every week during the quarter. I've enjoyed both groups but feel the best helping returning adults struggling with Math 20 or Math 60 who haven't worked a math problem in 30 years."

-Paul Pardi

Resources for Volunteer Tutors

Role of the Tutor

The tutor plays a vital role in supporting students' academic learning.

- ***The tutor as support***

The tutor's job is to inspire students to learn and problem solve on their own. Instead of just giving the answers, help the students to begin making progress toward a solution. Learning is a process of comprehension, application, analysis, synthesis, and evaluation. In order to help students become actively involved in the learning process, tutors need to teach students to:

- Know the type of problem being solved
- Understand and use the vocabulary of the subject
- Practice the application of principles
- Realize that all learners make mistakes, but that learning from ones mistake is a very effective way to learn
- Perform the work themselves
- Verbalize what they have learned

- ***The tutor as a "model student"***

Tutors are successful students, not experts. You demonstrate the thinking, study skills, and problem solving skills necessary to learn new information. Tutors exemplify the behaviors expected from those they tutor as well as a model student.

- ***The tutor as a Tutoring Center volunteer***

As a volunteer, tutors help to preserve the reputation of the Tutoring Center at OCCC. Tutors follow the expectations outlined by the Tutor Coordinator. During the term tutors should report any problems or concerns to the Tutor Coordinator. Tutors are respectful to students as well as staff and faculty at OCCC.

The 10 Steps of Tutoring

Step 1: Greeting and climate setting

- Greet the student by name
- Be warm and friendly, setting a positive tone with eye contact and a smile
- Arrange seating to facilitate interaction between you and the tutee

Your goal is to set the session up for success.

Step 2: Identify the task

- Encourage the student to initiate and identify the focus of the session
- Follow up with questions to clarify the student's main concern
- Restate what the student wishes to work on so that the purpose is clear

By keeping the student involved in the organization of the session, they are in charge of the learning that will take place. It also continues to foster their independence.

Step 3: Breaking the task into parts

- Provide an opportunity for the student to break the task into manageable pieces
- Restate the steps the student suggests

This approach reinforces the idea that the task requires distinct pieces to accomplish and suggest there is a sequence to accomplishing them.

Step 4: Identifying the underlying thought processes

- Have the student clarify the problem solving approach learned in class
- Help the student discover how to approach learning the type of task in which he/she is having difficulties
- Help the student understand/use information sources like textbooks, handouts, notes, etc.

This is a very important step in the tutoring process. It helps the student develop a learning strategy for problems of this type and it gives them practice applying their strategy.

Step 5: Setting an agenda

- Discuss with the student the amount of time necessary to complete each part of their task

In a drop-in center the agenda is a flexible one since you must circulate around the room helping all students. This step helps to keep the student on task while they are in the center.

Step 6: Addressing the tasks

- Encourage the student to do most of the talking and writing
- Use appropriate responses, but do not interrupt the student's thinking
- Ask leading questions of the student and allow for sufficient response time

It is at this step you conduct the tutoring session and help the student learn the information. Remember that you are not the sole source of information. The course resources should also be utilized to help the student become proficient in using them.

Step 7: Student summary of content

- Give the student the opportunity to summarize what they just learned. ("Ok, let's review. What did we just learn?")
- Wait for the student to finish his or her explanation before you interrupt or correct them
- Use this summary to determine if the student really understands what was just discussed
- If necessary return to addressing the task to clarify and misconceptions

Having the student summarize what they just learned allows them to convert the information from short-term memory to long-term memory. Once in long-term memory the student can begin to recall the information independent of tutoring.

Step 8: Student summary of underlying thought process

- Have the student summarize the process of addressing this type of task

This step is the companion to step four and it is necessary to have the student summarize the thought process as they understand it. Often you must act to make this step happen.

Step 9: Confirmation and feedback

- Confirm that the summaries of both content and thought process are correct
- Offer positive reinforcement and confirm that the student understands or has improved

This reassures the student that they can now do similar work independently and can be successful

Step 10: Closing and goodbye

- End session on a positive note
- Thank the student for their specific contributions toward the success of the session

Ending on a positive note encourages the student to continue to seek tutorial assistance. This continued assistance will lead to the student's academic independence, the ultimate tutorial goal.

Asking the Right Questions

As a tutor, you must learn to ask effective questions throughout a tutoring session. The more effective the questions, the better the response from the student.

Ask questions to determine problem areas for the student:

With more questions, the tutor is able to give more specific help and better diagnose the student's problem.

Ask questions to determine what the student knows:

A student's knowledge will not only help the tutor give more specific instruction and provide the student with some positive reinforcement, but also provide a better starting point for instruction.

Ask questions that help the student determine the right answer:

Generally, the student will always know more than he or she thinks, so it is often the tutor's job to show a student what he or she does know. The questions you ask will vary from situation to situation, but well asked questions are often the key to helping a student overcome anxiety and realize that he or she possesses the knowledge to solve the problem.

Ask questions to see if the student can apply new skills:

A very effective teaching tool is to have the student teach you. This practice reinforces the learning process for the student and allows both student and tutor feedback on the effectiveness of the tutoring session.

Ask questions to clarify something that is not clear:

When teaching a new skill the tutor should stop and ask "Do you understand this?" Students are often afraid to ask questions, even to a tutor, for fear of appearing incompetent. Continue until you reach the part or step in the problem that he or she does not understand.

Effective Tutoring Tips

Being an effective tutor means taking the time to understand the student you are working with. Here are some examples of questions to keep in mind before, during, and after tutoring a student. It is not necessary to ask these questions of the student.

- What does this student already know?
- What does this student need to know?
- What does this student hope to learn?
- How does the student feel about being tutored?
- How does the student feel about the subject in question?
- How can I best meet the student's needs without giving them the answer?
- How can I conduct myself so that I may make the tutoring experience a positive one?

Active Listening Strategies

How to listen so that you really hear:

Good listening skills are one of the most vital qualities of a tutor. The better you listen, the more you will understand. For a tutoring session to be successful, a non-judgmental atmosphere is critical, as is your ability to understand the other person's point of view.

Active listening:

Focus on the speaker in order to understand what he or she is really saying. Active listening is more than just hearing; it is hearing with focus placed on what the speaker is saying and reserving your reply until comprehension is complete. Once the speaker has finished, an active listener is able to paraphrase the speaker's remarks including both verbal and nonverbal cues.

Empathy:

Imagine oneself in another person's situation and experiencing that situation from their point of view. You try to become the other person so you can understand the reasons behind their feelings.

In summary, the process of actively listening and communicating empathy allows the student to control the direction, pace, and conclusion of the tutoring session. The student does most of the work which better equips him or her to answer similar questions in the future.

Learning Styles

Major learning styles:

There are four main learning styles: visual learners, auditory learners, read/write learners, and tactile learners.

Factors that influence learning:

Once a student has determined his or her learning style, it is important to consider the factors that can influence their learning both positively and negatively. For most people four or five of the following elements become important as we attempt to learn new, or difficult information:

- Environmental factors- sound, light, temperature, and room design
- Emotional factors- motivation, and responsibility
- Sociological factors- works individually, works with others, or works in a team
- Physical factors- time, transportation, and food intake
- Psychological factors- right/left brain, impulsive/reflective

Summary:

It is important for tutors to have fundamental understanding of each learning style. The knowledge of your own learning style and the learning style of your tutee will help you:

- Determine why you tutor the way you do
- Develop strategies to help tutor people with different learning styles
- Recognize how you affect others and how they affect you
- Recognize how your personality type affects your tutoring style
- Provide the most productive tutoring environment possible

Tips for Successful Group Tutoring

The advantages of group tutoring:

- Students benefit from helping each other
- The group benefits from a diversity of ideas and point of views
- It builds tolerance for differences in background, personality, and intellectual style

During group tutoring session:

- ***Provide inclusive seating.*** Arrange seating in a circle to include everyone.
- ***Face the blackboard*** and be sure everyone can see it.
- ***Don't give out the answers.*** Have students to explain answers, concepts, and definitions to each other.
- ***Equalize the talking time.*** Make sure everyone in the group gets a chance to participate. Control students ceding the floor to other.
- ***Praise*** students who come prepared to work
- ***Encourage all of the students to participate.*** Provide opportunities for quiet students to participate.
- ***Summarize the contribution of all students*** and integrate them into a whole. This reinforces learning and helps all to see their contributions and feel included.

Tips for Working with ESOL Students

- Discuss the student's goals with him/her before getting started.
- Speak clearly and naturally and avoid using lots of slang.
- Ask students to repeat what you have just said to show understanding.
- If a student has trouble understanding you, write down what you are saying. If you have trouble understanding the student have him/her write down what they are saying for better understanding.
- Use lots of repetition.
- Put everything you study into context.
- Encourage each student to take an active part of the tutoring session; there should be "equal time" for the student to talk or ask questions and it is sometimes easy to forget to stop and wait for questions to be formulated. Sometimes you need to wait in silence before a question gets asked.
- Thank the student for questions. Some students are deathly afraid to ask questions, so praising a question is a good way to encourage more.
- Encourage students to make friends outside of class because this will improve their English.
- Don't treat students like children. English language proficiency does not indicate intelligence or ability level.
- Use plenty of examples.
- Don't act as if you understand the student if you don't.
- Don't be afraid to correct the student.

Techniques for Questioning ESOL Students

Within the tutoring session, frequently check students' comprehension to make sure they are fully understanding the concepts. Encourage participation and check their comprehension in non-threatening ways. Begin with the most difficult type of question. If these cannot be answered by the student, or group, try a less difficult level to help them understand what you, as the tutor, are asking. Then work toward more difficult levels of questions.

- Ask the students to give examples when explaining concepts.
- Ask students to become the tutor and explain the concept to you.
- Search for answers to question with the students.
- Use restatements to clarify students' responses: "I think you said..."
- Admit it if there is a communication problem: "I don't understand..."
- Write down words the student does know.

OCCC Contact Information

Tutoring Center:

541-867-8502

tutoring.center@occc.cc.or.us**Student Services:**

541-867-8501

studentservices@occc.cc.or.us**Disability Services:**

If you desire reasonable accommodation, please contact the Dean of Students and Section 504 Compliance Officer (400 SE College Way, Newport, OR 97366) at 541-867-8511 or at studentservices@occc.cc.or.us. Students are responsible for requesting, in a timely manner, accommodation and documenting the nature and extent of their disability.

General Educational Development:**Instructors:**

Patricia DiGiulio

541-867-8557

pdigiulio@occc.cc.or.us

Megan Miller-Morgan

megan.miller-morgan@occc.cc.or.us**Testing:**

Cheryle Burkhart

541-867-8505

cburkhart@occc.cc.or.us**English for Speakers of Other Languages:**

Will Quillian

541-867-8517

wquillian@occc.cc.or.us**Contacts for Instructional Departments:****Math:**

Marge Burak

541-867-8518

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Amanda Zerr

Amanda.zer@occc.cc.or.us**English:**

TBA

541-867-8529

College Prep English:

Laura Hamilton

541-867-8554

lhilton@occc.cc.or.us**Spanish:**

Ann Wales

541-867-8671

ann.wales@occc.cc.or.us**Psychology:**

Jeanne Quarles

541-867-8534

jquarles@occc.cc.or.us**Nursing/Nursing Assistant/Medical Assistant/Emergency Medical Technician:**

Linda Mollino

541-867-8513

lmollino@occc.cc.or.us**Criminal Justice:**

Gretchen Havner

gretchen.havner@occc.cc.or.us**Aquarium Science:**

Chris Spaulding

541-867-8678

chris.spaulding@occc.cc.or.us

LINCOLN COUNTY RESOURCE DIRECTORY

For a complete list of available services and providers
In Lincoln County dial 211/www.211

HOTLINES

AA	800-333-5051
Aids	800-642-8244
Alcohol & Drug	800-784-6776
Child Abuse	855-503-7233
Domestic Abuse	800-681-8663
Elder Abuse	800-828-6194
Oregon Road Conditions	800-977-6368
Pregnancy Hotline	800-550-4900
Oregon Crisis Line	866-266-0888
Suicide Prevention	800-273-8255

ADVOCACY

CASA	541-265-3116
Centro de Ayuda	541-265-6216
Children's Advocacy Center	541-574-0841
www.childrensadvocacycenter.net	

Disability Rights	541-992-1682
Family Promise	541-992-1682
Inter-Christian Outreach	541-264-7727
Legal Aid	541-265-5305
	800-222-3884
My Sister's Place	541-574-9424
Crisis Line	541-994-5959
Progressive Options	541-265-4674
Shangri-La	541-265-4015
Victim Assistance	541-265-3462

Coastal Families Together
<http://lincoln.parentedtogether.org/resources/county-home>
Parenting education classes, support groups

Healthy Families Oregon 541-265-0436

GENERAL ASSISTANCE

Animal Shelter	541-265-6610
Food Stamps	541-265-2248
SNAP, TANF, Employment Services	
Red Cross	541-265-7182
Heating Assistance	541-265-3293
Salvation Army	541-265-6814
Siletz Tribal	541-444-2532
Veteran's Services	541-574-6955
Employment Office	541-265-8891

Area Resources Call 211 for information on legal, jobs, healthcare, vet services, financial assistance

OSU Extension Office 541-265-2558

[Http://extension.oregonstate.edu/lincoln](http://extension.oregonstate.edu/lincoln)

Gardening, 4-H, Family Connections

HEALTH & HUMAN SERVICES

Lincoln County	541-265-4947
Mental Health	541-574-5960
24 Crisis	888-232-7192
Mental Health for Children	541-265-4179
Public Health	541-265-4112
WIC (Women, Infants, Children)	541-265-0414
Emergency Dental	541-758-3000
Newport Hospital	541-265-2244
Lincoln City Hospital	541-994-3661
Community Outreach	541-758-3000
Ollalla Center for Children	541-265-4179
National Alliance on Mental Illness (NAMI)	800-950-6264
NAMI Oregon	800-343-6264

ALCOHOL & DRUG TREATMENT

Alcoholics Anonymous

Newport 541-265-1953
 Lincoln County 541-765-3130

EMERGENCY FOOD ASSISTANCE

Food Share 541-265-8578
 Food Share Newport 541-992-5723
 Food Share Depoe Bay 541-270-3404
 Food Share Lincoln City 541-994-3699
 Food Share Siletz 541-270-4993
 Food Share Toledo 541-270-7921
 Food Share Waldport 541-270-7869
 Food Share Yachats 541-574-4599

Housing

Housing Authority 541-265-5326 x 317
 Samaritan House 541-574-8898
 Help Center 541-574-5824
 Community Services Consortium 541-265-8505
 Housing, Veterans, Energy Assistance

TRANSPORTATION

Easy Ride 541-265-8740
 County Transit 541-265-4900
 Dial-A-Ride 541-265-4900
 Valley Retriever 541-336-2254

VETERAN'S SERVICES

Lincoln County Vet Services 541-574-6955
 Veteran's Van 541-574-6955
 Vet Regional Office 800-827-1000 x 110

LAW ENFORCEMENT NON EMERGENT BUSINESS**All EMERGENCIES – CALL 911**

Lincoln County Sheriff 541-265-4277
 State Police Local Dispatch 541-265-5353
 State Police General Headquarters 800-452-7888
 Newport Police 541-265-4231
 Lincoln City Police 541-994-3636
 Toledo Police 541-336-5555

WEBSITE RESOURCES

Alzheimer's Disease & Education
www.alzheimers.org
 Northwest Americans with Disabilities
www.dbtacnorthwest.org
 Oregon Health Care Foundation
www.ohca.com
 Network of Care for Information & Resources
www.oregon.networkofcare.org
 State of Oregon Website
www.oregon.gov
 Health & Social Services Information
www.211info.org
 Oregon Ombudsman Program
www.tlombudsman.org
 Lawyer Referral Service Program
www.osbar.org/public/legalhelp.html
 American Cancer Society
www.cancer.org