

**Class Hours: Mondays & Wednesdays: 9:35-10:50 a.m. (CPS Building, Room 208)**

**Instructor: Oluyomi A. Ogunnaike (Ph.D.)**

Office: Room 448, CPS Building

Office Hours: 1-2 (Tues & Wed); & By Appointment

Phone: 715-346-4742

**COURSE TEXTS:**

- ✚ Grant, K.B. & Ray, J.A. (2013): Home, School, and Community Collaboration: Culturally-Responsive Family Engagement. 2<sup>nd</sup> Ed (2013)

- ✚ Supplementary Readings: Distributed in Class & on Electronic Reserve

**Course Description:** This course examines the relationship between the Home, School, and Community (Agencies) using Maslow’s Hierarchy of Needs and Epstein’s Framework on Home-School-Community Collaboration. The course also examines the role of fathers, school and home relationships, working with families, especially those from diverse cultural backgrounds, communication, and curriculum of local community agencies.

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**Essential Questions** Guiding the Course

- *What are those challenges currently experienced by the Home, School, & Community Agencies?*
- *How do the ideas proposed by Maslow and Epstein help us to understand and support the relationship between Home, School, & the Community?*
- *How can we support Home (the family), School, & Community (Agencies)?*

**Enduring Understandings:** The student will understand that

- Changes in family structure and socio-economic status affect the Home, School, & Community Agencies.
- Maslow reinforces the importance and significance of basic needs while Epstein underscore practical steps in communicating and connecting with families.
- Respect for diverse families and the uniqueness of their needs serve as a starting point for supporting homes, schools, and the community.

**Student’s Learning Outcomes (SLO):**

- Students will be able to identify and describe different types of families, and suggest how schools & community agencies can best meet the needs of these families.
- Students can identify and describe how specific types of fathers perceive themselves in their respective families.
- Acting as Agents of Change, students will prepare a “Framework of Action” that outlines step by step, how they plan to provide much needed support to homes, schools, and community (agencies) based on specified needs.
- Students can identify and describe how the ideas of Maslow’s Hierarchy of Needs and Joyce Epstein’s Keys of Communication are used in supporting home, school, and community (agencies).

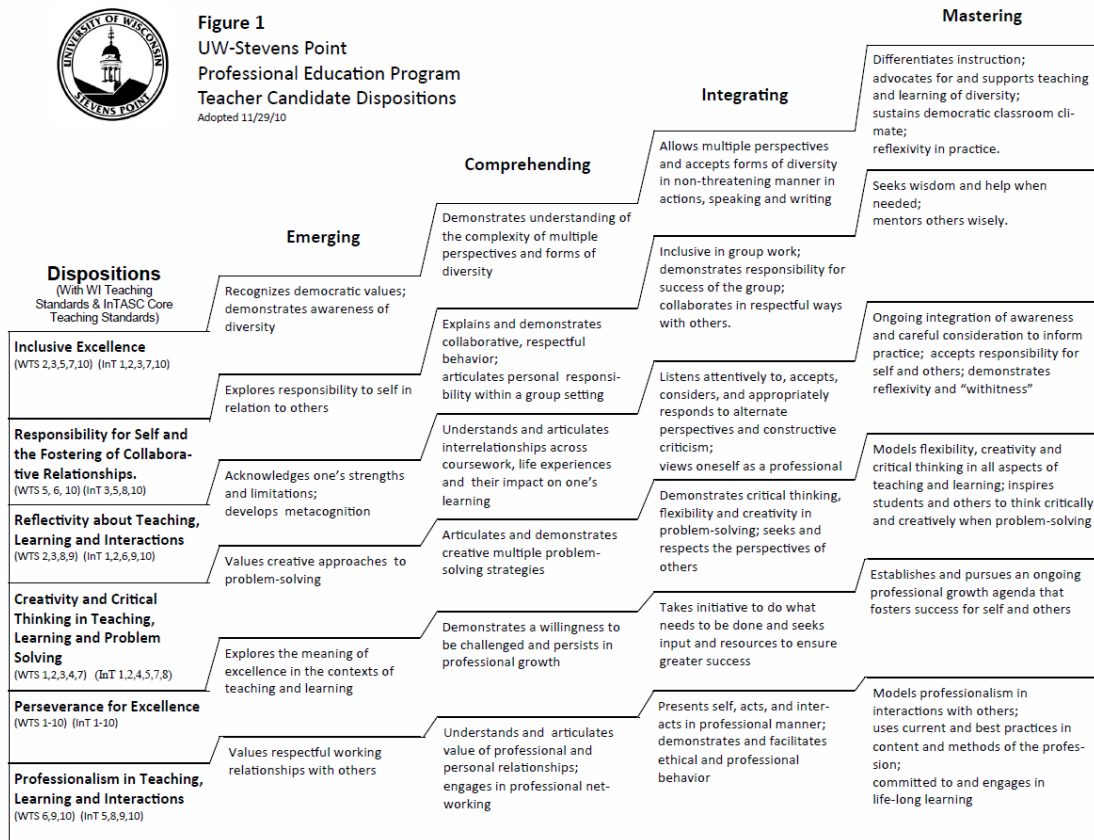
**SOE Dispositions**

As a teacher, I align my policies and choices with my department's expectations. The School of Education in 2010 adopted the Professional Education Program Teacher Candidate Dispositions (see below). Dispositions are an integral facet of professional preparation and influence one's success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting. Should the need arise; a tiered-approach is available and individualized to individual students.

InTASC 10:

*-The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (Disposition).*

*-The teacher embraces the challenge of continuous improvement and change (Disposition).*



**UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Detailed information about the InTASC Standards relevant to this course *ECE 460 – Home, School Community Agencies*, can be found on D2L space for ECE 460.

**POLICY: ATTENDANCE, PARTICIPATION & ASSIGNMENTS,**

✓ **Attendance Policy**

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

✓ **Class Climate & Honoring Difference**

The School of Education strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a group – based one conducted in a Safe Zone for everyone regardless of race, beliefs, and values. I will not condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

✓ **Assignments: General**

- (i) I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible.
- (ii) Late assignments will not be accepted. If you anticipate any problems or concerns regarding the completion of specific assignments, please talk to me about these before due dates.
- (iii) A successful completion of each assignment counts toward your final grade. Students are therefore advised to complete all assignments to the best of their ability.
- (iv) Rubrics are carefully prepared to guide the successful completion of each assignment.
- (v) To ensure a fair evaluation of your assignment, attach designated rubrics to each assignment.

Specific: ECE 460 assignments: Each group is responsible for the following:

- a. Paying careful attention to instructions and directions for completing all assignments
- b. Submitting designated Forms & Rubrics along with specific assignments to ensure fair grading;
- c. Ensuring that all assignments are submitted promptly on the due dates;

d. Ensuring that all papers are prepared as follows:

- **Double-space,**
- **Font size 12,**
- **Past tense**
- **<fewer than 10 spelling errors.**

Please note the following carefully:

- ✚ The grades outlined in this document are final and they decide the outcome of individual performances in this course.
- ✚ Revised Versions of ALL Signature Assessments must be posted by **end of March.** Send links to Dr. Ogunnaike ASAP
- ✚ Completion of PTO & Interview Assignments is affected by School Schedule.

### **Integrity Policy**

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations, I expect you to contact me and others affected (e.g., your colleagues) as soon as possible. Such a meeting will be used to discuss a clear & fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I do not expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment. I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

✓ **Attendance: Worth = 20 points**

- Inform me ahead of time in class and/or via voicemail (preferred) @ 715-346-4742. E-mail should be the last resort
- The course is largely group – oriented. Students who are absent should consult their group members to obtain missed class materials

✓ **Participation: Worth =30 points**

Each student is required to participate in class meetings, group work/discussions, and course assignments by doing the following:

- Sharing your ideas in class respectfully
- Contributing to group discussions & projects in and outside the class
- Communicating with others in your group
- Ensuring fairness, honesty, and professionalism.

FINAL GRADES WILL BE BASED ON THE FOLLOWING:

Assignments	Due date	Whom or Where	Points - Total	InTASC Standards
<b>**Weekly Reviews &amp; Presentations by groups</b>	Weekly, 1 per group	<i>Class Presentation &amp; facilitation</i>	<b>20 – group efforts</b>	# 9
<b>Special Assignment #1 POVERTY</b>	<b>2/28</b>	<i>Presented in class &amp; submitted to Dr. O</i>	<b>30</b>	#1, 2, 3,9, & 10
<b>*PTO Meeting Report</b>	<b>2/ - OPEN</b>	<i>D2L</i>	<b>20</b>	#1, 9, 10
<b>Special Assignment # 2 - Community Agencies Interview</b>	<b>2/26</b>	<i>Presented in class</i>	<b>10</b>	#10
<b>*School Interview</b>	<b>2/</b>	<i>D2L</i>	<b>50</b>	#1, 9, 10
<b>Summary of School Involvement</b>	<b>3/5 – 3/7</b>	<i>D2L</i>	<b>20</b>	#9, 10
<b>-Agents of Change Project</b>	<b>3/21</b>	<i>Presented in class</i>	<b>50</b>	# 1,9, 10
<b>-Revised PTO, Interview, &amp; Summary in Portfolio</b>	<b>D2L - 3/23</b>	<i>D2L</i>		
<b>Attendance</b>			<b>20</b>	ALL
<b>Participation</b>			<b>30</b>	ALL
<b>TOTAL</b>			<b>250 points</b>	

**COURSE GRADING OUTLINE**

241 - 250 = A  
 231 - 240 = A-  
 221 - 230 = B+  
 211 - 220 = B  
 201 - 210 = B-  
 191 - 200 = C+  
 181 - 190 = C/C-  
 <180 = D (fail - will need to repeat the course)

Students must receive a C- or better in all education, early childhood, & physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

\* Submission of PTO report & Interview findings is OPEN to accommodate differences in schools' PTO schedules.

\*\* Each group is expected to complete class readings and be ready to share findings when called upon. A total of 20 points can be earned for consistency, clarity, & depth.

**ECE 460 INTERNET RESOURCES**

**SUGGESTED WEB SITES & TOPICS**

- [www.urban.org/](http://www.urban.org/) (Social Policy on Families)
- [www.childrensdefense.org](http://www.childrensdefense.org) (policy on children)
- [www.naeyc.org](http://www.naeyc.org) (policy in early childhood, child care)
- <http://nccic.org> (welfare & other child care issues)
- [www.ecdgroup.com](http://www.ecdgroup.com) (early childhood/family issues)
- [www.eduplace.com](http://www.eduplace.com) (parents/teachers/children)
- [www.fathersnetwork.org/mn/index1.html](http://www.fathersnetwork.org/mn/index1.html) (Fathers & Special Needs)
- [www.fatherhoodproject.org/](http://www.fatherhoodproject.org/) (Fathers)
- [www.responsiblefatherhood.org/](http://www.responsiblefatherhood.org/) (Fathers)
- [www.ncoff.gse.upenn.edu/](http://www.ncoff.gse.upenn.edu/) (Fathers)
- [www.welfareinfo.org](http://www.welfareinfo.org) (welfare information)
- [www.edutopia.org](http://www.edutopia.org)
- [www.pthvp.org](http://www.pthvp.org)

**COURSE OUTLINE (TENTATIVE - subject to change)**

- ✓ Tentative outline; can be modified anytime
- ✓ Groups: Prepare weekly reviews + other Assignments
- ✓ Supplementary Materials: *Class Distribution* or/and *Electronic Reserve*

**H-S-C** refers to: Home, School, Community /Community Agencies

<b>Date &amp; Topic</b>	<b>Readings</b>	<b>Class Activities</b>	<b>Assignments</b>
<p><b><u>1/22 (Monday)</u></b></p> <p><i>Course Introduction</i></p>	<p><i>None</i></p>	<p>Working Groups, Assignments, Final Projects Elementary schools</p>	<p><i>Groups come up with:</i></p> <ul style="list-style-type: none"> <li>-*4 PTO topics</li> <li>-*4 Interview Qs for school assignments</li> <li>-Review next class readings</li> <li>-Distribute Maslow's EDUTOPLA article</li> </ul>
<p><b><u>1/24 (Wednesday)</u></b></p> <p><i>- Overview of Family</i></p> <p><i>-Framework for HSC Connection Bronfenbrenner, Epstein, &amp; Maslow;</i></p>	<p>ALL Groups : Read- <b>Grant &amp; Ray (2013) Text</b></p> <ul style="list-style-type: none"> <li>- Chap 1 - 'Family Engagement &amp; the Responsive Educator'.</li> <li>-Chap 2 - 'Theories &amp; Models for Family Engagement'.</li> <li>-EDUTOPIA article on Maslow</li> </ul>	<p><i>Group 1 facilitates of discussion of Topic/ Readings</i></p> <ul style="list-style-type: none"> <li>-Discuss Framework: Similarities, Differences, &amp; Connections to HSC</li> <li>-Discussion: PTO – Group Ideas Interview – Group Qs</li> </ul>	<p><i>Readings &amp; Video on Home Visit</i></p> <ul style="list-style-type: none"> <li>All groups- i. Read TEXT- Grant &amp; Ray (2013) *page 285 -287</li> <li>ii. Watch the video on <i>Home Visit</i> on the *<a href="http://www.pthvp.org">www.pthvp.org</a> <i>Home visits &amp; academic parent-teacher teams: A winning combination</i></li> </ul> <p>You can also find it on youtube.com</p>
<p><b><u>1/29 (Monday)</u></b></p> <p><i>-Families: Working Relationships with Others</i></p> <p><i>Home VISITS</i></p>	<p>All groups: <b>Read:</b></p> <ul style="list-style-type: none"> <li>- "Involvement or engagement"? by <b>Ferlazzo, May 2011, Educ Leadership</b> E-Reserve</li> <li>-<i>Family partnerships that count: How can schools meaningfully engage families in supporting student learning'</i> <b>Allen, 2008;</b> E-Reserve</li> <li>-D2L: HOME VISITS article <i>Transformed My Teaching – through Yaafouri-Kreuzer (2017)</i></li> </ul>	<p><i>Group 2 facilitates of discussion of Topic/ Readings</i></p> <p><b>A</b> Watch video *=<a href="http://www.pthvp.org">www.pthvp.org</a></p> <p>* <i>Share charts</i></p> <p><b>B</b> Work on Dads' Project – <i>Topic &amp; 4 questions on topic (see next page for assigned Dads)</i> -Articles (decide on which ones)</p>	<p>Share thoughts &amp; questions:</p> <p>1.-<a href="http://www.pthvp.org">www.pthvp.org</a> <i>Home visits &amp; academic parent-teacher teams: A winning combination</i></p>



Dates	Readings	Class Activities	Assignments
<p><b><u>1/31 (Wednesday)</u></b></p> <p><b><i>Families: Types, Influence, &amp; Challenges</i></b></p> <p>Groups 2-4: Find &amp; review articles on assigned families</p>	<p><b>-Group 1</b> - “<i>Supporting Transnational Families</i>” by <b>Cho, Chen, Shin (2010)</b>, <i>Young Children</i> -E-Reserve</p> <p><b>-Group 2</b> – Latino/ Hispanic Families</p> <p><b>-Group 3</b> - Hmong Families</p> <p><b>-Group 4</b> - Asian families</p> <p>ALL <b>Groups</b> read - ‘<i>Today’s families : Who we are</i>’. <b>King &amp; Haugen, 2013 p.46-52</b> (E-Reserve)</p> <p>-D2L article ‘<i>Families are changing</i>’ by <b>Cohen 2017</b></p> <p>- TEXT: Grant &amp; Ray (2013) Chap 4 ‘Structurally diverse families ‘</p>	<p><i>Group 3 facilitates Topic/Readings</i></p> <p>Discussion on Families</p> <p>Continue to work on Dads’ Project (<i>See Assignment Pamphlet</i>)</p>	
<p><b><u>2/5 (Monday)</u></b></p> <p><b><i>Parenting Influence: Role of Fathers</i></b></p> <p>Share instructions on Agent of Change Project</p>	<p>All Groups find an article on assigned Dads (see below)</p> <p>Grp 1: <u>Immigrant Dads</u></p> <p>Grp 2: <u>Teenage Dads</u></p> <p>Grp 3: <u>Single Dads</u> –by choice or resulting from divorce</p> <p>Grp 4: <u>Nuclear Dads</u></p>	<p>- Group Presents on DADS</p> <p>- Discuss <u>Agent of Change Project</u>:</p>	
<p><b><u>2/7 (Wednesday)</u></b></p> <p><b><i>Family/Parenting Challenges:</i></b></p>	<p>ALL Groups :</p> <p>TEXT- <b>Grant &amp; Ray (2013)</b></p> <p>Chapter 6- “Students of families in transition”</p> <p>Chapter 7 - “Families overcoming obstacles”</p>	<p>- <i>Group 4 facilitates Topic/Readings</i></p> <p>-Discuss Similarities in readings;</p> <p>-Connect to Maslow, Epstein</p>	

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Date & Topic	Readings	Class Activities	Assignments
<p><b><u>2/12 (Monday)</u></b></p> <p><i>Culture, diversity &amp; Involvement</i></p> <p><i>-Discussion of Final Project</i></p>	<p>ALL groups Read</p> <p>TEXT: Grant &amp; Ray (2013) Chapter 5 “Culturally-diverse families”</p> <p>D2L –<i>Family Values: An Immigrant teacher’s story</i>. Akosua-Kayser, 2017</p> <p><b><u>Optional Readings</u></b></p> <p>i. “<i>Learning from Latino Families</i>” Susan Auerbach (2011).</p> <p>ii. “<i>The Culturally Responsive Teacher</i>” Villegas &amp; Lucas (2007)</p>	<p><i>Group 1 facilitates Topic/Readings</i></p> <p>Video on: <u>Diversity &amp; Parent Involvement</u></p> <p>- Time to discuss <u>Agent of Change Project</u>:</p>	
<p><b><u>2/14(Wednesday)</u></b></p> <p><i>Home-School-Community Relationships: Focus: Working Together</i></p>	<p>ALL GROUPS: Read</p> <p><i>-Family gatherings that build partnerships</i>. Floyd 2013; 61-63</p>	<p>- <i>Group 2 facilitates Topic/Readings</i></p> <p>-Watch VIDEO: <u>"Cultivating roots - Home/School partnerships"</u> (NAEYC # 870)</p> <p>Prepare Qs for our Guest Speaker</p>	

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**H-S-C:** Home, School, Community/Community Agencies

<b>Date &amp; Topic</b>	<b>Readings</b>	<b>Class Activities</b>	<b>Assignments</b>
<p><b><u>2/19 (Monday)</u></b>  <b><i>H-S-C Relationships</i></b>  <b><i>Focus: A local School</i></b></p> <p>Guest Speaker:                      School Administrator                      TBA</p>	<p>All Groups:</p> <p><i>Looking out, looking in:                      A partnership approach -                      Pushor, 2011;</i></p> <p><i>Building partnerships                      through classroom events.                      By Zacarian &amp;                      Silverstone 2017</i></p>	<p>- <i>Group 3 facilitates                      Topic/Readings</i></p> <p>Discuss  <u>Agent of Change                      Project:</u></p>	<p>Begin discussing                      Poverty Assignment</p> <p>Groups- bring                      Assignment Pamphlet</p> <p><i>Dr. O will bring &amp; share                      HO on Communication</i></p>
<p><b><u>2/21 (Wednesday)</u></b></p> <p><b><i>Home-School-                      Community                      Relationships</i></b>  <b><i>Focus: Effective                      Communication                      Strategies</i></b></p>	<p>ALL Groups : Read</p> <p>TEXT : Chap 10 -                      “Teacher as                      communicator                      facilitator”</p> <p>D2L – <i>Engaging parents                      through better                      communication system.                      Kraft (2017)</i></p>	<p>- <i>Group 4 facilitates                      Topic/Readings</i></p> <p><b>Communication                      Game</b> – (if time                      permits)</p>	<p>Work on Poverty                      Assignment – bring                      Assignment Pamphlet</p>
<p><b><u>2/26 (Monday)</u></b>  <b><i>Home-School-                      Community                      Relationships</i></b>  <b><i>Focus: Effective                      Advocacy</i></b></p>	<p>ALL Groups : Read</p> <p>TEXT : Chap 12-                      “Teacher as a Family                      Resource &amp;                      Advocate” p.292-298</p>	<p>-Special Assignment 2</p>	<p><i>Special Assignment #2 on                      Community Agencies                      Presented in Class</i></p> <p><i>? Share group article on                      Poverty?</i></p>
<p><b><u>2/28(Wednesday)</u></b>  <b><i>POVERTY -                      Research &amp;                      presentation of                      findings</i></b>                      Special Assignment 1</p>	<p>See <b><u>Assignment                      Pamphlet</u></b> for                      description &amp;                      instructions</p>	<p>- Group Presentations                      on <u>Poverty</u></p> <p>Discuss  <u>Agent of Change                      Project:</u></p>	<p><i>Presentation of                      Assignment on Poverty</i></p>
<p><b><u>3/5 (Monday)</u></b></p> <p><b>NO CLASS</b></p>	<p>NONE</p> <p>ICB Placements &amp;                      visit</p>		<p><i>Summary of School                      Involvement DUE into                      D2L</i></p>

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<b>Date &amp; Topic</b>	<b>Readings</b>	<b>Class Activities</b>	<b>Assignments</b>
<b><u>3/7 (Wednesday)</u></b>  <b>NO CLASS</b>	NONE  ICB Placements & visit		<i>Summary of School Involvement</i> DUE <u>into D2L</u>
<b><u>3/12 (Monday)</u></b>  <i>Presentation of Final Projects</i>	<b>Presentations of group's School Summary</b>	Groups present: -School Summary	
<b><u>3/14 (Wednesday)</u></b>	<b>Present Final Projects</b>	-Final Projects	
3/19  3/21	<b>OPEN</b>  <b>OPEN</b>		Each student posts the following in her portfolio by <u>3/23</u> : - <u>Synopsis</u> - <u>Paper</u> i. Revised PTO Report, ii. Revised Interview Reports, & <b>iii.</b> Revised School Summary  -Send Links to Dr. O
3/26	<b>Spring Break</b>		
4/2	<b>ICB Experience begins</b>		

Some Community Agencies, Phone #s & Services

Below are names of some Community Agencies you might want to contact. Please feel free to find other agencies that are related to your topic of interest.

<b><u>Community Agencies</u></b>	<b><u>Phone #s</u></b>
Big Brothers & Big Sister	341-0661
Community Action Programs (CAP Services)	345-5200
Family Crisis Center	345-6511
Head Start Administrative Office	345-5200
PC Health & Human Services	345-5350
American Red Cross	344-4052

**PORTAGE COUNTY HEALTH & HUMAN SERVICES DEPT:** Provides a variety of services geared towards enhancing a better lifestyle. Services include intervention, family counseling, respite care, elderly care & developmental disability program.

*Address: 817 Whiting Avenue, S-P. Phone # = 345-5350*

**FAMILY CRISIS CENTER:** Intervention program that deals with domestic abuse, adolescent crisis, and other personal crises. *Address: 1616 West River Drive, S-P. (345-6511)*

**CAP (Community Action Programs) SERVICES:** A network of local organizations that provide a variety of services to low-income population. Examples of services include Education (Head Start), Economic & Business Development, and Transitional Housing.

*Contact CAP Services @345-5200*

**OTHER COMMUNITY AGENCIES**

- **Portage County Public Library**
- **Central Wisconsin Children's Museum**
- **Religious Institutions - churches**
- **Salvation Army**
- **Operation Bootstrap**