

OUTREACH LINKAGES

Published by the Office of the Vice Provost for University Outreach



UNIVERSITY
OUTREACH

ENGAGING COMMUNITIES

MSU faculty and students participate in mutual learning

In each issue of Linkages we write articles that highlight outreach activities and models fostered by the office of the vice provost for university outreach as well as those outreach initiatives across the university that illustrate faculty engagement within communities. This issue adds a new feature — students involved in outreach.

We would like to tell your outreach story. If you are developing curriculum for a particular off-campus population; assisting a community organization, government agency, or business;



Robert L. Church,
Acting
Vice Provost
for University
Outreach

conducting applied research in collaboration with others; involving students in service-learning projects; or participating in other forms of outreach programs — and you would like to have your work highlighted in an issue of Linkages— please contact the editor, Patricia Miller, at mille193@msu.edu.

A hearty welcome to new faculty to Michigan State University! Linkages is produced each term to demonstrate the different ways MSU engages with individuals, communities, and organizations in using our scholarly resources to address pressing issues.



Assets Approach Develops Young Peer Health Educators

by Patricia Miller

MSU Outreach Partnership faculty are collaborating with local organizations in Battle Creek and Albion to train groups of African-American males as peer educators on health issues that affect the choices, lives, and personal development of young males.

Based on a strategy of building collaborative relationships among community-based organizations, schools, and churches in Calhoun County, Project HELP (Health Empowerment through Local Partnerships) is designed to identify the internal and external assets necessary for youth to make good health-conscious decisions. The project is supported by the state of Michigan Office of Minority Health (the primary funder), ADS (Applied Developmental Science) graduate programs and Outreach Partnerships at Michigan State University, S.P.G.B. Services of Battle Creek, the Battle Creek Community Foundation, Partnerships for Drug Free Communities, the United Way of Battle Creek, and with support from the W.K. Kellogg Foundation (primarily in-kind services with funding for project dissemination).

Taking an assets approach, the project supports positive youth development and emphasizes strengths and potential. This approach represents a shift in emphasis from diagnosing and treating problems to developing and nurturing the individual. "Assets" are defined in this context as resources that help youth make good decisions about such issues as high self-esteem, support from family and community, and positive peer influences.

Hiram Fitzgerald, Ph.D., University Distinguished Professor, Department of Psychology and Director, Applied Developmental Science Graduate Programs, says, "Project HELP provides an example of true empowerment. Youths are learning skills that will enable them to focus on assets and community change at the peer group level. If Project HELP works to impact youth development, it will be because youth made it happen."

The project involves three phases. Phase One, the planning phase, was completed in May 1998. Project

HELP staff targeted a group of 40 African-American males aged 9 to 16 with high to moderate academic achievement who completed two survey instruments. These young men were known to live healthy lifestyles and to abstain from the use of alcohol, tobacco, and other drugs. They were recommended by their school or community as being role model youth.

The surveys were part of a strategy developed by William A. Donohue, Ph.D., MSU Department of Communication, called the Community Asset Development for Youth (CADY) Strategy. The Youth Attitudes and Behaviors questionnaire provided information regarding assets and deficits as recognized by the youth. A sample external youth asset might be "my parents would be mad if I got into a physical fight." A sample deficit-measuring item might be "parties aren't much fun unless people are drinking."

The top five assets revealed by this sample were caring attitudes toward others, parental rejection of substance abuse, personal attitude against substance abuse, parents setting limits for youth, and strong self-esteem. There were some differences in the rankings of youth assets based on the age groupings, but one asset was strong across the sample: parental rejection of substance abuse.

In Phase Two, the implementation phase, a new type of sample group was recruited by the youth of Phase One. Sixty-five youth were recruited in Albion and 56 in Battle Creek from churches, schools, social organizations, and sports clubs. This sample was a more general grouping of males without the delimitations of high achievement and behavior standards that applied to the first sample.

The top five assets across all ages from this sample were parental rejection of substance abuse, caring for community, personal attitudes against substance abuse, positive peer influence, and parental rejection of violence. Three of these top five assets are external, suggesting that the youth in this sample are more strongly influenced by their parents and peers and less influenced by their own internal asset development. A consistent finding was that caring for others and communication competence were important to all age levels. Overall, the findings

suggest that programs designed to prevent substance abuse might be most effective if they involved the youths' families and friends.

The goal of Phase Three, called SEED Phase Intervention (Study, Educate, Equip, Develop), is to effectively strengthen the youths' assets and help them develop skills that will increase their ability to abstain from drug, alcohol, and tobacco use. This goal will be accomplished by a year-long preventive education program that trains ten young males to be Peer Health Educators. The education program includes visits to colleges, exercise gyms, and clinics where the group learns the physical, social, and familial effects of drugs, alcohol, and tobacco use and ways to promote abstinence; the benefits of proper nutrition and physical fitness; Red Cross CPR skills; as well as public speaking skills, persuasion techniques, and communication competencies. The youth are also involved in one community service project each month in order to strengthen their caring assets.

Using word-of-mouth communication as an effective way to move information through community life and influence opinions, the young males may be able to strengthen assets in their friends, educate them in healthy choices, and improve their chances for positive life outcomes. The young educators will help create and implement a drug and alcohol abstinence campaign, participate in activities to increase their peers' commitment to abstinence, develop a drug prevention production for schools and faith-based groups, and develop a drug prevention rap.

Fitzgerald says, "Project HELP provides an exemplary model for outreach research: An MSU undergraduate initiated the project through the Summer Research Opportunities for Minority Students (Darya Bonds, now a graduate student at Notre Dame); an MSU graduate student continues to provide leadership (Jennifer Smith, Department of Psychology); and young men in Battle Creek and Albion are learning leadership skills that should help them to effect changes in attitudes toward drugs and violence among their peers."

The Outcomes-Assets Impact Model

by Robert Brown and Celeste Sturdevant Reed

The Drive to Demonstrate Impact and Effectiveness

The Outreach Partnerships division of University Outreach is committed to community-based research and development efforts, in partnership with broad-based collaborators, to link university knowledge, faculty, and expertise to resource people within the community who are working on societal improvements. Robert Brown, Coordinator, Outreach Partnerships, and Celeste Sturdevant Reed, M.S.W., MLIR, building on existing research and with input from partnership faculty and staff, have developed a new program planning and evaluation model that clearly links individual and community assets, program outcomes, and community-wide impacts.

Robert Brown says, "This new Model provides a way to understand complex and interrelated situations while focusing on the contributions that individual, family, agency, service system, and community outcomes make toward achieving larger desired community impacts. Its strength comes from the synergy between outcomes and assets."

Project funders, elected officials, and citizens are demanding accountability from education, health, and human service organizations (Wholey, Hatry, Newcomer, 1994). In the age of accountability, professional judgment and opinion no longer have wide-spread acceptance as a means to confirm program effectiveness. Public and private funders are demanding evidence of program outcomes in terms of the human benefits that result from intervention strategies (Horsch, 1996). The Outcomes-Assets Impact Model for evaluation of human services combines the benefits of outcome evaluation with the benefits of the assets or strength-based approach to create a new framework in which to understand, plan, and evaluate programs.

The Outcomes Trail

Building evaluative capacity within organizations is a key to demonstrating effectiveness (Plantz, Greenway, Hendricks, 1997). Launched in 1997, CHECK POINTS — a joint training program of University Outreach Partnerships and United Way of Michigan — is designed to increase the capacity of health and human service organizations to evaluate their program outcomes. All partners are committed to defining outcomes in client-centered terms. The use of logic models in training provides a way to help participants move from thinking of their activities with consumers to thinking about how their clients might change as a result of those activities. The logic model approach is particularly helpful in distinguishing among short-term outcomes (i.e., changes in an individual's knowledge, skill, attitudes, or opinions), intermediate outcomes (changes in behavior or practice), and long-term outcomes (changed condition or status).

Two different approaches for developing logic models are presented in the training: The United Way of America (UWA, 1996) method and Targeting Outcomes of Programs (TOP, 1995). UWA has introduced member agencies across the country to outcomes using a simple format that links program resources step-by-step to program outcomes. The TOP model, developed by and for Extension educators, uses a visual presentation that links program design and program evaluation decisions and, in the process, clarifies the distinction between process and outcome evaluation efforts.

Both the UWA and TOP models proved valuable in CHECK POINTS training. They helped us clarify assumptions about how programs work and increased our understanding of the difference between outputs and outcomes. Both models clarify differences between short-term, intermediate, and long-term outcomes. They also demonstrate how short-term outcomes lead to intermediate outcomes, which in turn lead to long-term outcomes. In addition, the models helped us think about individual and family outcomes. Lastly, with some practice, they are easy to use.

These models do, however, have some weaknesses. They do not promote thinking about outcomes on an agency, service-delivery system, or community level. Participants whose consumers were other agencies, or citizens in general, had difficulty working with these models. Nor do the models clarify how outcomes on one level influence outcomes on another level. Finally, neither model helps to clarify our understanding of how outcomes produce long-term impact.

As we work within the CHECK POINTS training program and with agencies in several communities, it has become apparent that outcomes for individuals might be contingent on interventions and outcomes at other than the individual level. In addition, some interventions are directed at changing agencies or the interagency system or the community, with the intent to change situations for individuals. Others have also recognized that outcomes can occur at many levels, not just for the individual. Young and her colleagues, in their work to develop better service integration, identified five levels at which outcomes could occur (1994):

- individual
- family system or group
- agency or organization
- interagency system
- community

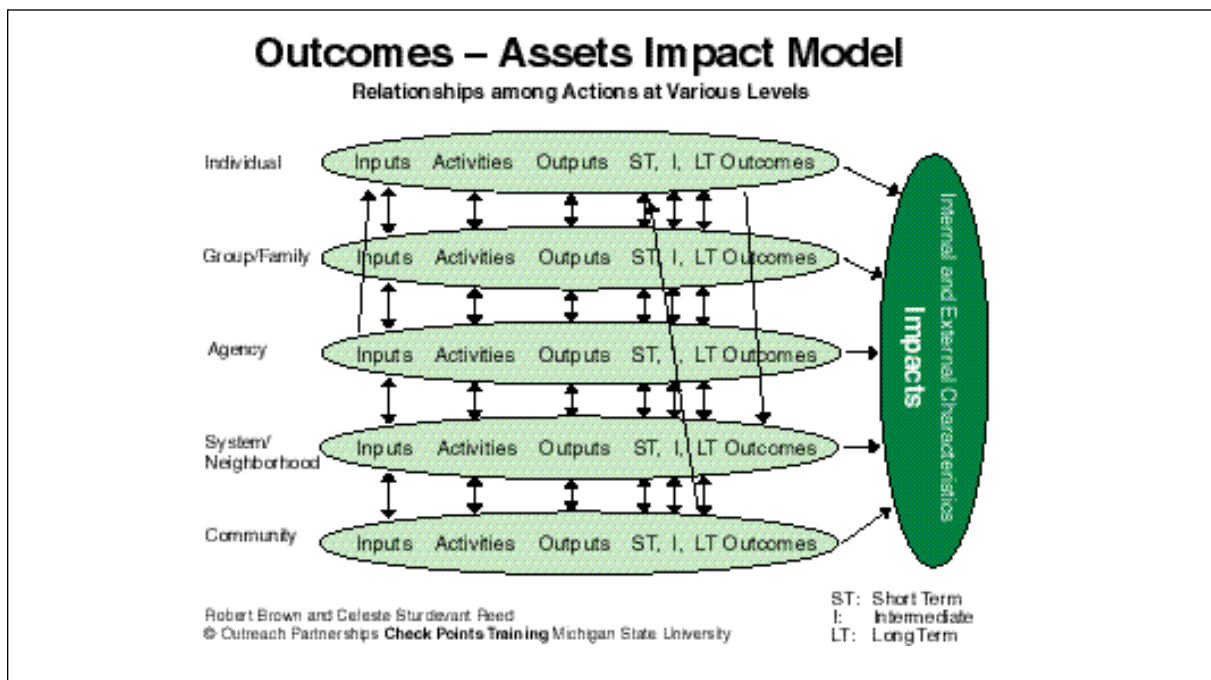
We use this multiple-level outcomes approach to assist participants whose organizations focused on agency, system, or community change. We view the five levels of outcomes as a hierarchy unto itself.

positive asset characteristics to describe impact. Thus impact could be stated as "people who are self-sufficient and whose basic needs are met" with such external characteristics as "household income provides basic needs" or "has health insurance" and such internal characteristics as "sense of family unit" or "open to learning." Also, we saw that the picture became fuller if we then linked the outcomes of the five levels to those characteristics. These two practices — outcomes evaluation and an assets/strength-based approach — combine to offer a powerful tool for exploring and understanding impact and program effectiveness. The Outcomes-Assets Impact Model is the resulting hybrid.

Outcomes - Assets Impact Model Explanation

The Outcomes-Assets Impact Model (see Model) offers a comprehensive framework for understanding, planning, and evaluating the complex and interrelated activities that must be enacted to successfully achieve a desired impact. This model draws on earlier academic work (Andrews & Suvedi, 1996; Plantz, Greenway & Hendricks, 1996; Taylor-Powell, Rossing & Geran, 1998; Young, Gardner, Coley, Schorr & Bruner, 1994) and fieldwork by the CHECK POINTS team. The Model suggests that:

- Outcomes occur on five levels: individual, group/family, agency, service delivery system or neighborhood, and community.
- There is an interrelationship between and among the five levels. The exchange may occur between any elements; that is, agency level resources may be inputs at the individual level or short-term



The Assets Trail

Other Outreach Partnerships colleagues have simultaneously developed training materials to help community agency staff understand positive human development approaches and apply those concepts to their work with clients and within their own organizations. They have adapted a broad array of asset- or strength-based work (Benson, 1997; Keith & Perkins, 1996; Kretzmann & McNight, 1993) as they design training programs that focus on human development, organizational development, and community development in asset-oriented terms. We have worked with them to design evaluation techniques for their training programs and, in the process, became conversant with the philosophy and language of the internal (within the person) and external (outside the person) characteristics of assets.

A Synthesis of Outcomes and Assets

As we continue to work with people to frame the ultimate impact of their outcomes, a new picture has emerged. We began to realize that a powerful picture could be drawn if we thought of impacts as people-centered. This allowed us to describe the characteristics of those impacts in internal and external terms. In other words, we could use the language of

outcomes at the individual level may contribute to short-term outcomes at the neighborhood level. In addition, interrelationships across two or more levels may occur: a short-term outcome at the individual level may make possible an intermediate outcome at the neighborhood level.

- Most situations are so complex that, in order to achieve impact, outcomes at all five levels must be realized.
- The impacts of our outcomes can be phrased in terms of changed individual characteristics. The assets language provides a way to describe those characteristics.

How the Model Advanced Our Understanding

The Model highlights the necessity of simultaneously achieving outcomes at multiple levels. Good short-term program outcomes — changes in participants' knowledge and skills — may be blocked from achieving intermediate outcomes — behavior change — because no opportunity exists to apply the skills. For example, women trained for work cannot use their skills if no jobs are available. A youth leadership program may develop new skills in

(Continued on page 4)

Student Outreach through Service-Learning Projects

by Patricia Miller

A primary role of a university is to educate students in a chosen discipline, to inspire a love of learning that will last throughout their lifetime, and to prepare them to assume their roles as productive workers, family nurturers, and leaders within community. The role of community leader/participant is enhanced and enriched by service-learning opportunities offered at the undergraduate and graduate level. The roles of worker and family member will benefit from the discipline and learning that take place as the student applies knowledge gained in university classes to opportunities for service in community. While many service-learning experiences are volunteer community service projects, Michigan State University is increasingly emphasizing the link of a student's course work to outreach projects, to the mutual benefit of both student and community.

The Service-Learning Center (SLC) was established as the Office of Volunteer Programs in 1967 and renamed the SLC in 1987 to reflect the integration of active learning through career and civic development. The mission of the SLC — to prepare students for career and civic involvement through community service — is expressed in its motto “Linking Education with Service and Experience.” More than 5,000 students applied for 1,000 local area opportunities to serve during the 1999-2000 year. The SLC informs and supports both the “Active Learning” and the “Advance Community within Diversity” MSU Guiding Principles by strengthening

connections between classrooms and student life and promoting involvement with diverse populations in community settings. Students report that service experience increases their motivation to learn, to succeed in pursuit of their dreams, and to engage in civic endeavors.

The Service-Learning Writing Project (SLWP) is a joint endeavor of MSU's College of Arts and Letters, the Department of American Thought and Language, the Service-Learning Center, and the Writing Center. The course unites challenging intellectual content centered on public culture studies, effective writing instruction, and community-based service-learning assignments into an innovative and humanistic educational experience. The project was developed with the assistance of a Federal Title B2 Higher Education Generation Grant, a national initiative to promote public and community service sponsored by the Commission on National and Community Service. The Corporation for National Service provides continuation funding through its Serve and Learn Program.

The Liberty Hyde Bailey Scholars Program is a 21-credit specialization in connected learning for undergraduates in MSU's College of Agriculture and Natural Resources. Focusing on whole-person development, the program encourages moral, ethical, cognitive, and social development of faculty and student scholars. A key feature of the program is faculty and student scholar participation in outreach activities in the college, the university, professional associations, and local and national communities.

America Reads and America Counts are federally funded initiatives that provide an opportunity for college students who are eligible for the federal work-study program to support teachers, complement parents, and help ensure that all children can read well and independently by the end of third grade and are prepared for the challenges of algebra and other high-level math concept courses at the end of eighth grade. MSU is committed to providing university student tutors for America Reads and America Counts to the East Lansing and Lansing schools.

Science in the City is a hands-on classroom and field trip program for Detroit inner-city high schools conducted by the MSU Center for Microbial Ecology, College of Natural Science. The undergraduate LINK program is a follow-up program for these students from the Detroit high schools as they study as undergraduates on the MSU campus. Goals are: to link first year undergraduates to campus resources and support programs; to link students back to their school communities for continuing support from their high school teachers and students; and to link students, in the Detroit Spartans internship program, to career options through summer community service in their home neighborhoods in Detroit.

We would like to know of other examples of MSU students in service-learning placements so that we may tell the story of student outreach more fully. Please contact Pat Miller at <mille193@msu.edu> with story ideas and we will be happy to conduct interviews and write stories for future issues of Linkages



I N S I D E O U T R E A C H

Best Practice Briefs Gain Attention and Recognition

Outreach Partnership's publication Best Practice Briefs¹ is issued monthly to assist those who are responsible for policy or planning, funding, and developing programs to improve outcomes for children, families, and organizations. It is written and edited by Betty Tableman, Outreach Fellow, with input from MSU faculty and staff. More than 300 subscribers in a range of human service organizations from Vermont to Kansas, California, and on to Hawaii, as well as a great many from Michigan, are benefiting from the expert, cutting-edge knowledge concisely summarized in topical issues of Briefs

The best feedback an editor can receive is a story from the field about the use and impact of the publication. Recently, Bob Brown, Coordinator, Outreach Partnerships, talked with an evaluator doing consulting work in Mexico with a human service agency who was trying in vain to explain to the group the concept of assets. He found that when he used the Best Practice Brief about assets as a guide and tool (Briefs #5), people were able to grasp the concepts and understand the potential applications, greatly simplifying his work and aiding in their learning process.

Another more local incident involved a conference with the Michigan Department of Education's Full Service, Full Day School Committee. Pat Farrell, Coordinator, Outreach Partnerships, was in attendance the day that Tableman presented information from her Briefs on Full Service Schools (Briefs #6 and 7). As she talked about the components of full service schools, Committee members were very interested in her information, particularly those insights about initiatives in other states. Farrell reports that Tableman's extensive experience in the human services field and in state government and professional associations added substantial weight to the technical information and made an outstanding presentation. The state coordinator of School Health and Early Childhood Programs stated later that this kind of research-based, objective information from the university will enable the committee to move ahead.

Yet another comment on the discussion of systems of care (Briefs #9) came from a community leader in

planning and fund distribution: “This is an excellent explanation of a concept that has taken me over a year to begin to understand. I am part of a group working on a grant for children with severe emotional disturbance and their families, so we are immersed in the system of care concept.”

Topics for future Briefs include case management to service coordination, service-learning, prevention of violence, and characteristics of effective home visiting programs. A subscription to Best Practice Briefs beginning in October at the start of the subscription year, costs \$25 for one year; single copies of past issues can be purchased for \$2.50 each, and a bulk rate is available. For a complimentary copy of the first issue and a topical list of Briefs to date, or if you wish to subscribe to Best Practice Briefs contact Betty Tableman by e-mail at <tableman@pilot.msu.edu> or call Outreach Partnerships at (517) 432-2500.

¹Best Practice Briefs are a product of Outreach Partnerships@Michigan State University, connecting university resources to the community, and the Council of Michigan Foundations (CMF). Briefs are reviewed by participating faculty, Outreach Partnerships staff, CMF staff, and an advisory group of potential users.

Fostering Success: Girl Scout Partnership Goes National

A collaborative partnership among organizations brought together by their shared interest in the positive development of girls at risk has blossomed and grown into a national program. Girl Scouts of the U.S.A., 14 Michigan Girl Scout Councils, the United Way of Michigan, the Family Independence Agency of Michigan, and Outreach Partnerships@Michigan State University have participated in a complex alignment of sectors — public and private child welfare; charitable, nonprofit, youth-serving organizations; and higher education — to develop a demonstration project to deliver services to girls in foster care.

Fair Winds Girl Scout Council took the lead with a pilot program in Flint called “Fostering Success.” The C.S. Mott Foundation provided initial funding for the pilot. Collaborators were committed to “Fostering Success” and helpful in sharing successful strategies that could be used locally and nationally. Michigan Girl Scout Councils continue to benefit from opportunities for service delivery and possible

funding because of relationships forged from this partnership. MSU Outreach Partnerships is evaluating the long-term impact of the program on the girls.

Because the unique Michigan experience has implications for national replication, Girl Scouts of the U.S.A. has acknowledged the success of the initial partnership by funding the expansion of the statewide project. The collaborators will roll out a national publicity campaign in the near future to increase the initiative's visibility and potential for replication.

Outreach Director Lorilee Sandmann Departs

Lorilee R. Sandmann, Ph.D., has left Michigan State University to assume the position of Vice Provost for Institutional Effectiveness and Strategic Partnerships at Cleveland State University. In her new position she will provide leadership for demonstrating CSU's urban mission and for implementing strategies, including partnerships, to respond to the lifelong educational opportunities in northeast Ohio. Sandmann will continue to play a leadership role nationally to demonstrate outreach scholarship and to understand the dynamics of the “engaged university” relative to findings of the Kellogg Commission.

Sandmann served at MSU for nine years, first working as regional director for MSU-West in Grand Rapids and then moving to East Lansing to assume leadership in the work of outreach partnerships and scholarship. On campus, she led the faculty committee on Evaluating Quality Outreach and gave direction to a variety of community-university collaborations around the state. She served as associate professor in the department of educational administration.

University Outreach wishes Sandmann well in her new position at Cleveland State. We thank her for her role in developing outreach partnerships and for her dedication to furthering the role of quality outreach both internally at MSU and externally at other educational institutions and professional conferences and meetings.

Institute Develops Pesticide Information Network

by Michael Kamrin and Patricia Miller

Mention environmental impacts and toxicity in the same question and MSU's Institute of Environmental Toxicology (IET) can help with the answer. IET was established in 1978 to coordinate the MSU scientific community's response to pressing environmental concerns of Michigan citizens and businesses. The institute promotes public awareness of environmental issues as part of its mission and serves an outreach and service function to citizens, governments, and organizations across the state, nation, and the world by way of the Internet.

Fifteen years ago, a group of Extension faculty at universities who were responding to citizen concerns about environmental contaminants got together and discussed common interests and needs for current, accurate information. They recognized that very few faculty were engaged in this activity and that it didn't make sense for each one to work independently in developing understandable materials for the public on this broad topic. Thus, an informal consortium was established among these faculty whose background and experience covered a diverse range of expertise in toxicology and environmental chemistry.

The consortium broadened in 1986 to include both Extension and non-Extension members from MSU, Cornell University, Oregon State University, and University of California-Davis. The members decided to formalize this arrangement under the name EXTOWNET (Extension Toxicology Network) and to devote their energies to educating and informing the public about pesticides. One important impetus was the frequency of questions from the public about pesticides; the other was a small grant from the Environmental Protection Agency (EPA) to fund development of pesticide information materials written in layman's language.

Michael Kamrin, Ph.D., coordinator of Education and Outreach Programs, IET, leads the MSU effort for environmental toxicology. Kamrin says, "As citizens are given more and more responsibility for managing risks from pesticides and other potential hazards, it becomes increasingly important to provide them with credible, easily understandable information about these hazards."

Within three years, EXTOWNET members, using EPA funding and support from their respective universities, developed profiles of 100 pesticides — profiles that brought together widely dispersed regulatory, human toxicology, fish and avian toxicology, and environmental fate information and organized it in an accessible format. To complement these profiles, brief summaries were developed of important concepts addressed in the profiles such as carcinogenicity. The profiles and briefs were published and widely distributed. As an example of this distribution effort, each county Extension office in Michigan received copies.

With additional funding through the USDA, EXTOWNET has published almost 200 profiles and 20 fact sheets that are available in hard copy and in a searchable, Web friendly format. About five years ago, EXTOWNET expanded to include a faculty member at the University of Idaho with expertise in food toxicology. With this additional expertise, the EXTOWNET Web site grew to include a large section of answers to "Frequently Asked Questions" about food safety, pesticides, risk assessment, and water quality. Currently, EXTOWNET receives more than 70,000 hits a month, and the site is a primary pesticide link on many other Web sites ranging from the EPA to the Society of Environmental Journalism.

The written materials are used by a variety of groups for educating their members. Here in Michigan, for example, the Southeastern Oakland County Resource Recovery Authority bought hard copies of the profiles and briefs and put them in public libraries and made subsets of profiles of pesticides for use in educational workshops such as those for gardeners. From correspondence and phone calls, it is clear that, in addition to citizens, a wide range of governments use these profiles to make pesticide use/registration decisions. These range from cities' deciding what pesticides to use for parks and roadsides to developing countries' deciding which pesticides to register for use. A good example is the Saginaw County Mosquito Control Commission that uses the pesticide profiles for information and for their educational programming.

EXTOWNET faculty initially focused on pesticides because of the frequency of public inquiries. As evidenced by the calls logged at IET, public interest and concern about pesticides continue to grow. One-third to one-half of the 200 calls, letters, and e-mails received each year reflect public concern about adverse effects of pesticides and their use and/or misuse. The EXTOWNET profiles and briefs provide an invaluable source of information that can be conveyed to callers to supplement responses to their questions. In addition, the continual exchange of information among consortium members provides a mechanism for ensuring that responses reflect the most up-to-date knowledge about all aspects of pesticides.

Kamrin says, "At a time when university resources have become increasingly limited, EXTOWNET serves as a model for utilizing these resources most effectively to provide outreach to a variety of audiences. It provides Michigan citizens, as well as those across the nation and the world, access to a broad range of university expertise. In addition, it provides government agencies with a place to turn for unbiased, scientifically accurate advice when faced with difficult decisions about environmental contaminants. For example, most recently, EXTOWNET members have provided USDA with extensive comments on implementation of the Food Quality Protection Act — legislation critical to a safe, nutritious, and abundant food supply for the public."

The Outcomes-Assets Impact Model (continued from page 2)

adolescents; if the community does not provide opportunities to exercise those skills, the program goal of moving youth to responsible adulthood is not achievable.

Using the Model focuses attention on the ultimate change desired. It clearly demonstrates the necessity for getting broad agency, interagency, and community participation in and agreement on important impacts. Increasingly, it has been accepted that no one agency or program is able unilaterally to achieve "healthy youth" or "strong families." Using what has become a common strategy, one community has taken its work on the impact model to stakeholder groups in the community to provide information about their work and get feedback on important community concerns that they may not have identified. The Model illustrates that, to achieve the characteristics of any impact, outcomes of activities on the individual, group, agency, interagency-system, and community level must all be aimed toward that end.

Celeste Sturdevant Reed says, "This model resonates with all types of people. Agency-based participants suddenly see the connections between outcomes they want for their consumers and program or policy actions that have to be taken by others. Our training participants have successfully used the Model with diverse groups from parents to other agency staff to county commissioners."

The Model was developed as an evaluation tool. It has become essential for evaluating complex efforts. For single programs or agencies, it identifies and highlights the other community supports or interventions that must be available to accomplish success. For system-wide or community efforts, it provides a means to view the comprehensiveness of, and coordination among, intervention strategies.



The implicit images of "U" and "O" form the University Outreach mark. The mark illustrates the vision of the Outreach staff — to link the university's resources, knowledge, and experience organizations, communities, and citizens in a scholarly effort to address pressing social problems, inform public policy debate, and discover new wisdom.

DIRECTORY

Outreach Administration and Advancement
216 Administration Building
phone: 353-8977 fax: 432-2069

Robert L. Church
 Acting Vice Provost for University Outreach
 e-mail: rchurch@msu.edu

Diane L. Zimmerman
 Director, Outreach Advancement & Administration
 e-mail: zimmerdl@msu.edu

Burton A. Bargerstock
 Coordinator, Outreach Research and Technology
 e-mail: bargerst@msu.edu

Lynne Devereaux, Executive Staff Assistant
 e-mail: lynnede@msu.edu

Cynthia Rositas, Secretary; e-mail: rositas@msu.edu

51 Kellogg Center

Patricia Miller, Coordinator, Outreach Communications
 phone: 432-0743 fax: 432-1327
 e-mail: mille193@msu.edu

Michael Spurgin, Director, Special Projects
 phone: 355-1660 fax: 432-1327
 e-mail: spurginm@msu.edu

Outreach Partnerships

6 Kellogg Center; phone: 432-2500 fax: 355-4565

Hiram Fitzgerald, Director, Applied Developmental Science; e-mail: fitzger9@msu.edu

L. Annette Abrams, Assistant Director, Outreach Partnerships and ADS; e-mail: aabrams@msu.edu

Robert Brown, Coordinator, Outreach Partnerships
 e-mail: brown23@msu.edu

Patricia Farrell, Coordinator, Outreach Partnerships
 phone: 355-4572 e-mail: farrellp@msu.edu

David Knaggs, Coordinator, Outreach Partnerships
 phone: 432-0744 e-mail: knaggsd@msu.edu

Lee Anne Roman, Coordinator, Outreach Partnerships
 e-mail: lroman@msu.edu

Betty Tableman, Outreach Fellow
 e-mail: tableman@msu.edu

Glenda Gatewood, Office Assistant
 e-mail: gatewood@msu.edu

Olga Olowolafe, Administrative Assistant
 e-mail: olowolaf@msu.edu

Outreach Instruction

51 Kellogg Center; phone: 353-0791 fax: 432-1327

Barbara Fails, Director, Outreach Instructional Programs
 e-mail: fails@msu.edu

Sandra Buik, Director, Off-campus Outreach Instructional Programs; e-mail: sbuik@msu.edu

Sherrie Loader, Coordinator, Outreach Marketing
 phone: 353-0856 e-mail: loadersl@msu.edu

Melissa Del Rio, Office Assistant and Enrollment Services Coordinator; e-mail: mdelrio@msu.edu

Dianne Dreffe, Office Assistant and Information Systems Coordinator; e-mail: ddreffe@msu.edu

Jane Voss, Secretary; e-mail: vossj@msu.edu

Outreach Instruction - Regional Offices

Southeast - Birmingham

phone: 248-645-5410 fax: 248-645-5412

Cecilia (Toni) Keating, Administrative Assistant and Office Manager; e-mail: keating@msu.edu

Ellen Braun, Secretary; e-mail: braune@msu.edu

Amy Byle, Secretary; e-mail: byle@msu.edu

Thomas Watson, Technology Coordinator

West-Central - Grand Rapids

Phone: 616-458-6805 fax: 616-458-6665

Merry Malfroid, Coordinator, Instructional Programs
 phone: 355-4997; e-mail: malfroid@msu.edu

Carla Nichols, Coordinator, Enrollment Services
 e-mail: nichol85@msu.edu

Dawn Meredith, Secretary and Receptionist
 e-mail: meredi17@msu.edu

Geraldine Harris, Receptionist; e-mail: harrisg6@msu.edu

North - Traverse City

phone: 616-929-3902 fax: 616-929-0454

Thomas P. Emling, Associate Director, MSUE North Regional Office; e-mail: emlengt@msu.edu

Mary Splitt, Coordinator, Student Services
 e-mail: splittm@msu.edu

Southwest - Kalamazoo

phone: 616-383-6465 fax: 616-383-6466

Laura Trombley, Project Coordinator
 e-mail: tromble1@msu.edu

East Central - Midland

phone: 517-839-8540 fax: 517-839-8504

Lou Anne Alexander, Administrative Assistant
 e-mail: alexandl@msue.msu.edu

Upper Peninsula - Marquette

phone: 906-228-4830 fax: 906-228-4572

Douglas Brahee, Director; e-mail: braheeu@msu.edu

Please visit University Outreach's web site at
<http://www.msu.edu/unit/outreach> for
 additional information on outreach resources.