

THE Engaged

Scholar MAGAZINE

At the Early Learning Institute young children on the autism spectrum can learn and grow with their typically developing peers, with the goal of preparing them for kindergarten.



children and youth

Joshua Plavnick, associate professor in the Department of Counseling, Educational Psychology, and Special Education, works with a child at MSU's Early Learning Institute. SEE PAGE 6.



VOLUME 12 • 2017

The Engaged Scholar Magazine is published annually by University Outreach and Engagement, Michigan State University. The magazine focuses on collaborative partnerships between MSU and its external constituents—partnerships forged for mutual benefit and learning, with an emphasis on research.

All issues of *The Engaged Scholar Magazine* are available online at engagedscholar.msu.edu. If you would like to be added to our mailing list, send a request to esmag@msu.edu.

 *The Engaged Scholar Magazine* is printed on recycled paper made from 10 percent post-consumer waste.

PUBLISHED BY:

University Outreach and Engagement
Kellogg Center
219 S. Harrison Road, Room 93
East Lansing, MI 48824

Phone: (517) 353-8977
Fax: (517) 432-9541
E-mail: engage@msu.edu
Web: engage.msu.edu

Copyright © 2017 Michigan State University
All rights reserved

Associate Provost
Hiram E. Fitzgerald

Director, Communication and Information Technology
Burton A. Bargerstock

Editor
Linda Chapel Jackson

Contributing Writers and Editors
Amy L. Byle
Matt Forster
Ghada Georgis
Carla J. Hills

Designer
Kelly Hansen

Contributing Photographers
Khalid Ibrahim
Paul Phipps

FOREWORD



Michigan State University has a long history of interest in promoting the healthy development of children and youth. From the establishment of Extension's 4-H clubs more than 100 years ago to the new MSU–Hurley Pediatric Public Health Initiative in Flint, MSU has stood in the forefront of Michigan's efforts to improve life choices and chances for its children and families.

From then-and-there to here-and-now, a wide array of MSU programs and initiatives has targeted every aspect of child and youth development. Some of these programs, like the one on preventing childhood obesity featured in this issue of *The Engaged Scholar Magazine*, are part of a long-standing research trajectory. Others, such as an app developed to help teens manage diabetes and an early education program for children with autism, also featured here, reflect an approach made possible by recent advances in technology and in understanding of the psychological as well as the medical ramifications of disease.

We look at the social and educational development of youth in stories about an innovative literacy and music composition program in Detroit, a program that is helping K-12 students in Lansing strengthen their cultural identity, and a new curriculum for bringing tough conversations about power and racial identity into the classroom.

We also hear commentaries from a law professor who specializes in advocating for nontraditional families and an expert on the interplays between risk and resilience as children grow and develop into full members of society.

All of the research, teaching, and service programs reported here depend heavily on partnerships within the communities where they take place to achieve mutual goals of academic learning and community empowerment. And our partners are often quite clear about what they value and want from the University.

James Averill, the state veterinarian of Michigan, who is currently involved in a collaboration with MSU Extension to alert young 4-H'ers to the dangers of animal-human disease transfer, said it best. Addressing faculty who might be open to partnership opportunities, he observed: "Just be present, doing what you do best—ask questions, be a listening ear. New partnerships can result. I like that old quote, 'The world is run by those who show up.' So be out there. Make that connection."

We hope this issue of *The Engaged Scholar Magazine* inspires you to think about how you might become more active in the MSU engagement enterprise.

Linda Chapel Jackson
Editor



CONTENTS

PAGE 2	► Rebuilding Flint's Future: The MSU–Hurley Children's Hospital Pediatric Public Health Initiative
PAGE 6	► Growing With Their Peers: Giving Kids on the Autism Spectrum Access to Inclusive Learning
PAGE 9	► Preventing the Spread of Zoonotic Disease
PAGE 12	► The Simply Dinner Study: Preventing Childhood Obesity
PAGE 14	► MSU Extension: Serving Michigan's Children and Youth for More Than 100 Years
PAGE 16	► Diabetes Management and Technology: Mobile App Links T1D Tweens and Teens With Their Parents
PAGE 21	► Learning to Belong: Programs Help Lansing Students Strengthen Cultural Identity
PAGE 24	► Telling Their Own Story: Detroit Youth Find Their Voice in the Verses Project
PAGE 27	► Outreach and Engagement Snapshot at MSU
PAGE 28	► African American Language, Power, and Identity
PAGE 30	► Children and Nontraditional Families
PAGE 32	► Children and Adversity
PAGE 34	► MSU Awards Honor Engaged Scholarship
PAGE 40	► News and Notes

PHOTO CREDITS

Cover: Courtesy of MSU University Advancement. • Rebuilding Flint's Future: Courtesy of MSU Communication and Brand Strategy (p. 2); courtesy of Steve Woit for Farm Flavor Media (p. 3). • Growing With Their Peers: Courtesy of MSU University Advancement (pp. 6-7); courtesy of MSU Communication and Brand Strategy (p. 8). • Preventing the Spread of Zoonotic Disease (pp. 9-11): Courtesy of MSU Extension. • The Simply Dinner Study (pp. 12-13): Courtesy of MSU Building Early Emotion Skills Lab. • MSU Extension (pp. 14-15): Courtesy of MSU Extension. • Diabetes Management and Technology (pp. 16-20): By Khalid Ibrahim. • Learning to Belong (pp. 21-23): Courtesy of MSU Residential College in the Arts and Humanities. • Telling Their Own Story: By Harley J. Seeley Photography (pp. 24 and 26); courtesy of MSU Community Music School–Detroit (p. 25). • African American Language, Power, and Identity (p. 29): By Paul Phipps. • Children and Nontraditional Families (p. 30): By Khalid Ibrahim. • MSU Awards Honor Engaged Scholarship (pp. 34-36): Courtesy of awardees and MSU University Outreach and Engagement.

Rebuilding Flint's Future

By Carla Hills

The Michigan State University–Hurley Children's Hospital Pediatric Public Health Initiative was established in the wake of the Flint water crisis that emerged three years ago. Lead and other contaminants found in the water triggered a public health emergency that drew media attention from around the world.

Mona Hanna-Attisha, associate professor of pediatrics and human development in the College of Human Medicine, is now regarded as a champion public health advocate for Flint's children and their families because of her dogged pursuit of answers about lead in the water and what it was doing to those in the community. Widely and affectionately

known as “Dr. Mona,” she has accepted a new challenge to lead an initiative that establishes interventions for prenatal through teen years. It is hoped that the tools developed by the initiative will mitigate children's exposure to the contaminated water supply.

Crisis in the Making

Citizens in the United States have enjoyed reliable access to sanitary water for more than 150 years. Since the enactment of the Federal Water Pollution Control Act of 1848,

there have been relatively few concerns about U.S. drinking water, especially in Michigan where 3,000 miles of shoreline frame the Great Lakes.

In April 2014, Flint's water supply was switched from the Detroit system to the Flint River in a management decision aimed at saving costs. Flint had come under emergency management from the state of Michigan in 2011 due to an estimated \$25 million budget deficit. Flint residents

Mona Hanna-Attisha dialogues with a four-year-old Flint resident.



THE MSU-HURLEY CHILDREN'S HOSPITAL PEDIATRIC PUBLIC HEALTH INITIATIVE

began to complain of discolored and foul-tasting tap water after the switch, and then detrimental health symptoms began to emerge in children and adults. As tension rose in the community, people sought information and demanded action.

After Hanna-Attisha became aware of the potential lead exposure in the water, she conducted an analysis measuring children's blood lead levels before and after the water switch. On September 24, 2015, she released a study showing that children younger than five years of age who were tested had lead levels in their blood that were nearly double after the 2014 change from Lake Huron to the Flint River as their water supply. The percentage of children with elevated blood lead levels increased after the water source change.

Investigations determined that state and federal water quality measures were not implemented to treat pipe corrosion, causing poisonous levels of lead and other contaminants to leach into the water supply—water that Flint residents drank, cooked with, and bathed in.

The Center for Disease Control and Prevention (CDC) predicted in July 2016 that approximately 99,000 Flint residents were affected. Of those, approximately 7,000 children were initially tested. Since that time, unfolding events have brought issues to the forefront that involve health, governmental management, environmental science, social justice, and civil and criminal laws.

The MSU-Hurley Children's Hospital Pediatric Public Health Initiative (PPHI)

The federal government declared the water crisis in Flint to be an emergency in January 2016, formally acknowledging that Flint drinking water posed a threat to public health. Hanna-Attisha and representatives from MSU and Hurley Children's Hospital had already been at work with community

partners since late 2015 to develop a framework for addressing children's needs, both during the current situation and in the future. It was officially submitted via the CDC Emergency Operations Center (EOC).

The initiative brings together experts in pediatrics, child development, epidemiology, nutrition, toxicology, geography, education, psychology, and community and workforce development. The MSU College of Human Medicine, MSU Extension, MSU College of Education, several other MSU faculty and specialists spanning the University, Hurley Hospital, and various community stakeholders joined together to create the initiative.

"It's really a crisis on top of a crisis," said Hanna-Attisha. "Since the 1970s and early 1980s Flint has experienced hardship—in some cases extreme hardship—caused by unemployment, poverty, and crime."



The MSU-Hurley Children's Hospital Pediatric Public Health Initiative encourages Flint families to eat healthy. The Flint Farmers Market features fresh fruits, vegetables, and locally-sourced products.

Much of the work began with a focus on developing scientific metrics and evaluations for long-term interventions and assistance. One critical component is the Flint Water Crisis Registry, a public health effort that will identify, track, and support Flint water crisis victims.

The Michigan Department of Health and Human Services awarded a one-year grant of \$500,000 during the first part of 2017 for planning the registry. In March 2017, Nicole Jones was named the registry's director. Jones is a lifelong resident of Genesee County who received her Ph.D. in epidemiology and postdoctoral training in perinatal epidemiology at Michigan State University. Prior to her appointment, she was part of the team working with Hanna-Attisha to lay the groundwork for the registry.

In August 2017 it was announced that legislation championed by Michigan's congressional leaders the previous year produced a four-year, \$14.4 million grant from the Centers for Disease Control and Prevention to help build and maintain the registry. The first installment is

(continued on page 4)

(continued from page 3)

Rebuilding Flint's Future THE MSU-HURLEY

\$3.2 million and will go toward establishing the registry. Enrollment is expected to begin in early 2018.

"We begin with prenatal care and follow these children. We know that childbearing-age women who consumed the Flint water may not be testing high right now, but the lead can be absorbed into bones and leach out again when their body experiences



Prenatal screenings play an integral role in pediatric health.

stressors later on. Pregnancy can be one of those stressors, and then it is potentially passed on to their baby," said Hanna-Attisha.

The foundation for the initiative is the College of Human Medicine's 48-year-plus medical education collaboration with Hurley Medical Center, which leverages MSU's 2014 Flint expansion of its Division of Public Health. The collaboration is designed to bring new public health researchers to Flint to study the community's most pressing public health needs.

The initiative's design is based on a new eco-bio-developmental model of human health and disease. According to the American Academy of Pediatrics, scientific advances have brought about an integrated framework that addresses both early social and environmental experiences (ecology), and genetic predispositions (biology). Those factors influence the development of adaptive behaviors, learning capacities, lifelong physical and mental health, and future economic productivity. This means

that early childhood experiences build a strong foundation for a lifetime of learning, health behaviors, and wellness.

"I'm a doctor and I think health care is obviously important, but I think the real need is for early education. A child's brain doubles in size from zero to two, and when their developing brain is affected like it is with the lead and other contaminants in the water, then it impacts the entire trajectory of learning. We need this pediatric public health initiative to offer all kinds of interventions," said Hanna-Attisha.

Sheldon Neeley represents the 34th State House District, which includes most of the city of Flint. He was elected to the Legislature in 2014, after serving nine years on the Flint City Council, Sixth Ward.

"Our citizens are traumatized, and I'm focused on recovery dollars that can provide the necessary tools for short, medium, and long-term assistance," said Representative Neeley.

Neeley is supportive of the collaborative efforts put forth by MSU and a variety of community stakeholders. He is a strong supporter of higher education and the role it plays working in the Flint community.

"We have Mott Community College, Kettering University, Michigan State University, and the University of Michigan—that's more students per capita than any other Michigan city. They are invested in Flint, and they have been here with us. Higher education has a more cerebral approach to solutions. They see the whole dynamic and can address problems holistically rather than looking out for one dimension," said Neeley.

According to Neeley, the academic approach will benefit his constituents and others affected by the water crisis: "Working together will be the key to success. Partnerships are the key to success."

FIVE WORK TEAMS UNDER THE MSU-HURLEY CHILDREN'S HOSPITAL PEDIATRIC PUBLIC HEALTH INITIATIVE

- Child Health and Development
- Nutrition
- Exposure Assessment
- Health Informatics
- Child Health Policy and Advocacy

These teams work closely with the PPHI Parent Partner Group and the PPHI Flint Kids Advisory Group.

A blend of governmental and philanthropic sources now support many of the recommended interventions, including:

- Expanded maternal-infant support programs
- Universal home-based early intervention
- A new high quality early education center, with another opening in 2018
- Family and parenting support programs
- Massive investment in early literacy and two-generation literacy initiatives
- Universal preschool
- School health services
- Mindfulness programming
- Breastfeeding support
- Nutrition prescriptions
- WIC colocation with primary-care mobile grocery stores
- Trauma-informed care
- Health care expansion via Medicaid waiver

Hanna-Attisha acknowledges that the scope of the effort has its challenges, including how to build, maintain, and

CHILDREN'S HOSPITAL PEDIATRIC PUBLIC HEALTH INITIATIVE

manage a database of citizens, and then steering those citizens into interventions that will help address their needs.

"As I've said before, it's like building a plane while you're flying it," said Hanna-Attisha. She stresses that there is a long way to go and this intervention initiative will require years of generational follow-up.

Catholic Charities of Shiawassee and Genesee Counties has a 75-year history in Flint, and their staff members have participated in widespread efforts to meet the challenges produced by the contaminated water.

"We serve 16,000 meals per month. Try making, serving, and cleaning up that much food with bottled water," said Vicky Schultz, president and CEO. "I know there are recommendations for fresher fruits and vegetables, but our budget is stretched with all the extra responsibilities we have encountered in the past three years."

Schultz's staff and volunteers distribute 4,000 cases of water per day, which she says is more than the fire department. They have managed the added responsibilities of unloading, reloading, and delivering water. In addition, they have installed filters, tested water, and monitored water in homes. The need for baby and baby wipes soared, along with requests for showers and water bill assistance. All of it was in addition to services for counseling, prevention, and child welfare, soup kitchens, sack lunch programs, foster care, and a community closet. Schultz is aware of the need for both immediate and long-term care due to the water crisis.

"I've been in my current position for 10 years, and I didn't think things could get any more basic for this community. But then the water crisis hit, and things became even more basic," said Schultz.

The initiative's interventions are rolling out while individuals and organizations are still grappling with the day-to-day reality.

"There are trust issues for sure," said Schultz. "So if Mona Hanna-Attisha is leading the initiative then it solves one thing, because the community trusts her."

Hanna-Attisha views the PPHI as an opportunity. "It's an opportunity to recommit to kids and to Flint residents. It's a recommitment on MSU's part, too. Michigan State University has a century-old footprint in this community, and that's a long history of caring about—and working with—the Flint community. We can do this." 🌱



MONA HANNA-ATTISHA

Associate Professor

Department of Pediatrics and Human

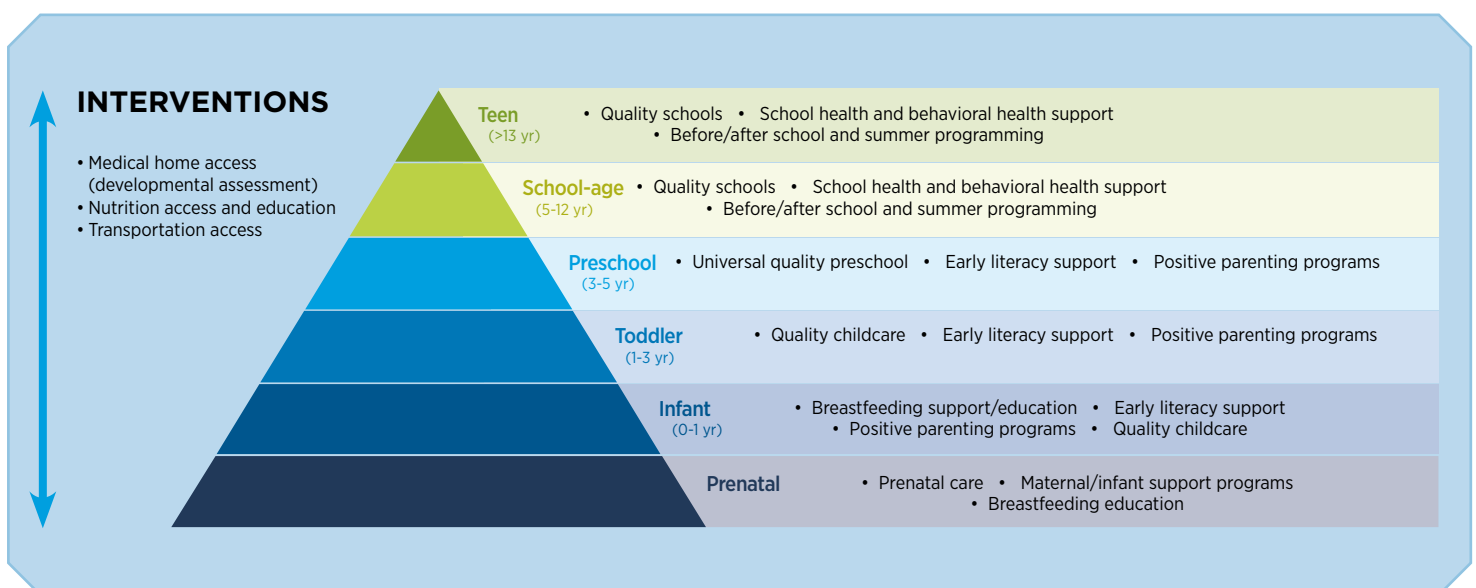
Development, College of Human Medicine

Director, MSU–Hurley Children's Hospital

Pediatric Public Health Initiative

Director, Pediatric Residency Program,

Hurley Children's Hospital



Source: Michigan State University, College of Human Medicine. (n.d.). About MSU–Hurley Children's Hospital Pediatric Public Health Initiative. Retrieved from humanmedicine.msu.edu/pphi/About.html

MSU's Early Learning Institute delivers inclusive, evidence-based therapy to young children on the autism spectrum.

GROWING WITH THEIR PEERS

Giving Kids on the Autism Spectrum Access to Inclusive Learning

By Amy Byle

MSU's Early Learning Institute (ELI) offers a unique opportunity to children in mid-Michigan who have autism spectrum disorders (ASD). Utilizing a model developed by ELI director Joshua Plavnick and his colleagues in the Colleges of Education and Social Science, ELI provides an inclusive learning environment in community-based settings, where young children on the autism spectrum can learn and grow with their typically developing peers, with the goal of preparing them for kindergarten.

Through the services offered and research conducted at ELI, Plavnick hopes to reach a greater diversity of children, including those with more severe autism and those of lower socioeconomic status.

"We've kind of set ourselves apart in that we work extensively with families on Medicaid, so that we have a range of children in the program, and so that we meet the needs locally," said Plavnick. "And

we do not restrict the kids in the program based on any kind of a prescreening language assessment. We try to take kids in the order they're referred, regardless of the severity of the disability."

A Model of Inclusive Learning

ELI uses the principles of applied behavior analysis (ABA), an evidence-based system of applying interventions with the goal of improving socially significant behaviors. For children who attend ELI, ABA therapy is given in a unique, inclusive setting four days a week.

At the beginning of a typical day at one of ELI's three centers, a child is greeted by a behavior technician who works with that child throughout the day, providing one-on-one, individualized therapy in each activity and setting: the intensive therapy classroom, small groups, the inclusive classroom, lunchtime, and recess. Every activity is structured to meet that child's individual social behavioral objectives.

"From a research perspective, what we're looking at is trying to deliver evidence-based practices across a range of contexts for each child," said Plavnick. "The idea is to break things down into component parts and isolate ways of teaching these parts within each environment that should bring about social or communication behavior or play with other children."

The Birth of ELI

ELI's first of three locations is housed within MSU's Child Development Laboratory (CDL) on Grand River Avenue in East Lansing. CDL director Laurie Linscott knew of a child attending the CDL who had to go to three different locations each week to receive the ASD services he needed. She began to think about the possibility of offering inclusive services at the CDL.

"It was really serendipity that Josh and I ran into each other and started talking about what that could look like," said Linscott. "What could an autism therapy program look like in a setting where they could get therapy and then really be able to transfer and utilize those skills in an inclusive setting?"

Dr. Kate LaLonde, ELI clinical director, is a board certified behavior analyst (BCBA) responsible for training the technicians who are implementing the therapy with the children each day. She has also been integral to ELI's development. She said one of their goals was to make the Institute as much like a regular preschool as possible.

"I think that's one of the unique characteristics of our program, and something we have a lot of fun being innovative about," said LaLonde. "How can we provide the best therapy possible and make it feel like a typical preschool? So that's been really fun and challenging, but we're having good success with it so far."

She believes having fun is an essential component of the ELI experience. "Many children with ASD don't prefer to be around people," said LaLonde. "So a big thing that we push at the center is, people have to be fun. The children have to want to be around adults and other kids, and so we have a lot of fun there!"

As plans for ELI took shape, they began to receive support from private donors like Mike and Kathy Bosco, who provided money for the renovation work, as well as from the University. "The University was very supportive of the program," said Linscott. "And in a very short time—I think it was less than a year from when we started talking about it until it really launched—we were able to start the Early Learning Institute."

Training Advocates of the ELI Model

Students are key to ELI's programming, and the Institute's innovative approach is drawing them in. Ana Dueñas is a second year doctoral student from San Diego who works as both a clinician and a researcher at ELI. She says she was drawn to MSU because of ELI.

"This is why I came here, because there are not a lot of programs like this intensive, early intervention program embedded in the community, anywhere in the country," she said. "The ELI program is very rich in terms of its components and is very comprehensive, so I knew that there would be a part in it that I could play. It's been also a big part of my development as a researcher and as a clinician, and there are continuous opportunities to try new things, not just research-wise, but clinically, and in constant collaboration, because we are in the community and have been expanding fairly rapidly."

When asked what she will take from her experience at ELI: "Everything! This program has definitely shaped me as a researcher," said Dueñas. "The Early Learning Institute being embedded in the community has solidified my belief that research, eventually, should always be applied, and the social validation of what we do is very important, especially in education. So I hope to take everything that I've learned and will continue to learn to wherever I end up."

(continued on page 8)

EARLY LEARNING INSTITUTE LOCATIONS

**Michigan State University
Child Development Laboratory**
325 W. Grand River Avenue
East Lansing, MI 48823

**Grand River Elementary Magnet
School, CACS Head Start Program**
1107 E. Grand River Avenue
Lansing, MI 48906

**Holt Public Schools
Midway Early Learning Center**
4552 Spahr Avenue
Holt, MI 48842

ELI director Joshua Plavnick demonstrates research-informed technology used with children in ELI's program.



(continued from page 7)

GROWING WITH THEIR PEERS

Giving Kids on the Autism Spectrum Access to Inclusive Learning

Growing to Reach More Kids

Since 2015, ELI has experienced rapid growth, expanding into locations in Lansing and Holt. Plavnick had been doing collaborative research with the Holt Public Schools for a number of years, and this fall, the Midway Early Learning Center in Holt became the home of ELI's third site. Wayne Abbott, the special education director for Holt Public Schools, facilitated the connection and is part of the team coordinating the logistics of opening the ELI classroom at Midway. He believes ELI is a good fit with the Holt Public Schools' special education programming.



Children in ELI's program receive individualized therapy in a variety of contexts each day, including in the one-on-one intensive therapy classroom, as well as in the inclusive classroom.

"In Holt, our philosophy for students with ASD emphasizes independent functioning and social skills," said Abbott. "We also adhere to evidence-based practices for students with ASD. The ELI program will complement our district guiding principles for students

with ASD by delivering high quality, evidence-based programming at the preschool level. They will also provide an added benefit of distributing quality care in our community."

Looking to the future, Plavnick would like to see even more kids benefit from the ELI approach, and believes the ELI model is well-suited for broad implementation in a number of communities. "They don't need to start something new or unique, because everybody has an early childhood center—every county, agency, and city," said Plavnick. "So from that perspective, the feasibility of implementation with eight children in one site, we feel is a unique component that we hope will lead to broader implementation." 🌱

For more information about the Early Learning Institute, visit earlylearning.msu.edu. To learn more about research being done at ELI, please view the following YouTube videos: *Helping More Kids With Autism* – Joshua Plavnick and *Taking New Perspectives* – Brooke Ingersoll.

MASTER OF ARTS IN APPLIED BEHAVIOR ANALYSIS

MSU's Master of Arts in Applied Behavior Analysis (MA-ABA) program, started in fall 2016, prepares students to be highly competent behavior analysts with in-depth knowledge and applied competence in the development and delivery of behavior analysis programming to improve the quality of life of children with autism, intellectual, and neuro-developmental disabilities. Students who complete the MA-ABA program at MSU will be eligible to take the examination to become a Board Certified Behavior Analyst.

This program is relevant for persons interested in pursuing careers in behavior analysis that require the Board Certified Behavior Analyst (BCBA) credential. This is a hybrid program, offering the convenience of online coursework combined with on-campus instruction and a small cohort. Practicum fieldwork is supervised directly by MSU faculty.

Please see education.msu.edu/cepse/maaba for more information.



JOSHUA PLAVNICK
Associate Professor
Director, Early Learning Institute
Department of Counseling,
Educational Psychology and
Special Education,
College of Education



KATHERINE LALONDE
Assistant Professor
Clinical Director, Early
Learning Institute
Department of Counseling,
Educational Psychology
and Special Education,
College of Education



LAURIE LINSOTT
Director, Child
Development Labs,
Department of Human
Development and
Family Studies,
College of Social
Science

PREVENTING THE SPREAD OF ZOOONOTIC DISEASE

By Matt Forster

Each year in Michigan, more than 80 fairs are held featuring animal exhibitions—this includes county fairs, community fairs, and 4-H fairs. Many feature carnival rides and games, tractor pulls, and monster trucks. Others offer an opportunity for young people and agriculturists to show off their skills in the animal arena. This adds up to thousands of visitors pouring into fairgrounds across the state. At some point, many make their way to the livestock barns to see rabbits, roosters, and rams. There might even be a petting zoo where children get up close and personal with animals they may only know from the Fisher-Price farm back home.



While fun and educational, those up-close-and-personal interactions are also an opportunity for humans and animals to swap germs—both animals to people and people to animals. Even after the initial exchange, these germs continue their travels as animals and humans make their way back to their respective homes and barns after the event—spreading the germs much farther than the fair.



Because of this opportunity for germ transfer, biosecurity has become an important topic for those who care for livestock and those who manage fairs and exhibitions. Thanks to a collaboration between Dr. James Averill, Michigan's state veterinarian (an office housed in the Department of Agriculture and Rural Development; MDARD), and MSU Extension, thousands of 4-H children and youth and others understand the risk of zoonotic disease—any disease that can affect both animals and people—and have been trained in best practices for preventing germ and disease spread. Now when they bring animals to show at the fair, they are aware of their role in helping to fight the spread of germs.

Targeting children and youth with this education and training campaign was not accidental. The Center for Disease Control and Prevention and the Center for State and Territorial Epidemiologists had already been educating adults working with livestock on these issues. However, youth biosecurity education was not consistently covered. So the organizations put together a grant to fund outreach to this group, focusing on the state's leading youth development program—MSU Extension's 4-H—to reach this critical audience.

(continued on page 10)

Left: Signs inform fair-goers about the best ways to prevent the spread of zoonotic disease. Above: 4-H'ers create models to explore the various germs that infect humans and animals.



(continued from page 9)

PREVENTING THE SPREAD OF ZOO NOTIC DISEASE



The Campaign

Leading the grant effort was MSU Extension 4-H livestock educator Julie Conover. The first piece she developed was an educational toolkit, which was shipped out to 4-H clubs around the state. She had anticipated that they would need about 900 kits to fill demand, but closer to 2,000 were requested by 4-H groups as they eagerly looked for educational resources on the topic. Each kit contained activities that introduced kids to zoonotic disease and how they could implement best practices to avoid zoonotic disease transfer.

"The program grew from a pilot program that Julie Conover adapted from the University of Georgia," Averill said. "I showed it to my staff, who really wanted to get involved, and the project was expanded with help from the Michigan Department of Health and Human Services (DHHS). Julie got a grant from the CDC to increase outreach, and it's been very successful in educating youth about the role of bacteria in animals and humans."

The plans, activities, and handouts in each kit were organized into three lessons: What is a Pathogen; Diseases: Words You Need

to Know; and Basics of Biosecurity. Children used Play-Doh to make models of viruses, bacteria, and parasites to understand their relative sizes. A matching card game helped kids identify certain pathogens.

Averill and Conover also spoke to various audiences, like the Michigan Association of Fairs and Exhibitions and MSU Extension's 4-H program coordinators, about the importance of biosecurity.

Another prong of the program was the signage campaign. Posters and banners were designed to reinforce the lessons

Students learn about the tools needed for working safely with animals.





Toolkits were used by 4-H groups across the state to teach kids about zoonotic disease. Below: Dr. Averill talks to a group of students.

taught through 4-H and inform the public about the importance of hand washing, not eating in the livestock areas, etc. These signs have gone out to fairs and exhibitions and the Michigan State University south campus farms.

The initial grant was \$20,000. When that expired, the CDC stepped forward with another \$75,000 to expand the program's reach and impact. Some of those resources are being used to simply do more of what's been done already, but the team is also looking at ways to make the education more effective. For example, they are now distributing biosecurity kits with disposable gloves, disposable boots, and hand sanitizer.

Indicators of Progress

Two years into the effort, Averill points to impacts he has seen grow out of this partnership, in terms of benefits to public health and to his own work.

"The most valuable thing is that we're raising awareness," he said, "getting youth thinking about biosecurity and empowering them to take the initiative and put good biosecurity practices in place for their

project. Additionally, they influence their parents, which further increases knowledge and awareness about biosecurity."

"This is a strong partnership because we draw on each other's strengths," he said. "We collaborate, not only with our scientific experts, but with how we effectively get messages out to fair personnel, exhibitors, and veterinarians."



Another benefit highlighted by Averill and Conover is the network that has been created around biosecurity.

"This past year provided some 4-H youth and fair personnel with an opportunity to put their biosecurity education into

practice," said Conover. "We had a few fairs that had swine influenza outbreaks and, because of the close partnership and working relationship between MSU Extension, MDARD and DHHS, as well as the diligent biosecurity practices our fairs and 4-H'ers had implemented, we were able to keep those outbreaks to a minimum."

Partnering With Michigan State University

This isn't Averill's first partnership with the University. His office in MDARD and Michigan State University collaborate often.

His office has worked closely with the MSU Veterinary Diagnostic Laboratory and the College of Veterinary Medicine on bovine tuberculosis. They have worked with the MSU Product Center at the College of Agriculture and Natural Resources to answer economic questions. The Department of Animal Science has also been a reliable resource. "Their expertise helps us with livestock issues. I'm on their advisory committee," Averill said.

Addressing faculty who might be open to partnering with the community, Averill observed: "There are always opportunities to help. Just be present, doing what you do best—ask questions, be a listening ear. New partnerships can result. I like that old quote, 'The world is run by those who show up.' So be out there. Make that connection." 🐾



JAMES AVERILL
State of Michigan
Veterinarian
Michigan Department
of Agriculture and Rural
Development



JULIE CONOVER
4-H Livestock and
Veterinary Science
Educator
Michigan State
University Extension

By Linda Chapel Jackson

THE SIMPLY DINNER STUDY

Preventing Childhood Obesity

Nearly 25 percent of American preschool-aged children are overweight or obese, a condition that can lead to all sorts of health issues later in life. Over the past few years, obesity prevention strategies have zeroed in on family mealtimes as an opportunity to improve dietary quality. Several studies have confirmed the modest effectiveness of programs like classes on meal planning and preparation to help parents gain the skills to feed their families wisely.

However, that's not the end of the story. Holly Brophy-Herb of MSU's Department of Human Development and Family Studies, whose team has conducted many of these studies, noticed that too little attention was being paid to the difficulties some families face when trying to carry out recommended changes. "Many programs don't address the practical resources that enable parents to implement family meals," she said. "There is a striking lack of evidence about what

level of resources that parents, especially low-income parents, need to do this."

Addressing Barriers to Change

Accordingly, Brophy-Herb and her research team (see list of partners at end of article) set out to determine what supports might be most helpful to low-income families, who often face a number of stressors that make implementing family meals more challenging. Beginning with barriers to family meals that had been reported by participants in other studies—such as limited time for meal preparation and challenges with cooking—she and the team developed a list of six interventions that seemed most likely to address these problems effectively, and a plan to test them.

From most to least intensive, the interventions are: (1) home delivery of pre-made meals (most intensive assistance); (2) home delivery of healthy-meal ingredients; (3) community kitchens



Brittany Motz, Mara Stein, and Emily DiGiovanni prepare a meal for delivery. This menu has baked apples as the fruit/dessert portion of the meal.

where parents can put together nutritious ingredients with recipes to cook at home; (4) healthy eating classes; (5) cooking demonstrations; and (6) home delivery of cookware and flatware (least intensive assistance). Recipes are included with all activities except cookware delivery.

The Simply Dinner Study: Phase 1

In collaboration with two Head Start partner programs (at Capital Area Community Services [CACS] and the Community Action Agency [CAA], both in Michigan), the team recruited families to participate in the study. The Head Start community partners also helped to develop and review recipes for the interventions. "The parents enjoyed all aspects of the program, especially having the meals delivered," said Lucy McClintic, director of CACS Head Start. "They also liked the recipes. I was impressed that the group stayed together for cooking lessons over the grant period."

Elizabeth McClain, director of program development and evaluation manager



SIMPLY DINNER: WHAT PARTICIPANTS ARE SAYING

"It is really awesome because every week I save time making dinner and am able to spend more time helping my kids with homework. These meals keep us eating together!"

"Huge hit with the kids! Even the picky six-year-old loved it! The meals have been a huge help with time for us."

"Really liked it, will make recipe again, love learning new recipes."



at CAA, added, “This program helps our program families receive nutritious meals. In addition it allows families to try new things that they typically would not, being on a restricted budget. Families also learn about how to properly prepare food and about food safety. Families that have participated have all truly enjoyed being in the study.”

MSU Extension educators with training in health and nutrition, including a registered dietitian, delivered the community kitchen, healthy eating classes, and cooking demonstration components (interventions 3-5) of the study.

Mildred Horodyski, professor emeritus with the College of Nursing and a coprincipal investigator on the study, said that one intent of the project is to provide a model for community participation concerning a highly significant problem.

The interventions ran for five cycles, each eight weeks long, during academic year 2016-2017. The last cycle will be finished in fall 2017. Outcomes of interest in Phase 1 of the study are the frequency of family meals and dietary quality. The team also wants to evaluate participants’ use of and satisfaction with the supports offered.

At the end of the fifth cycle, in December 2017, they will test the main, additive, and interactive effects of the intervention components to determine which components or combinations of components are associated most robustly with outcomes.

Then the real fun begins.

Multiplying Successes: Phase 2

The intervention components or combinations of components from Phase 1 that show the most promise for success will be bundled into a more complex intervention package for further testing in Phase 2, which begins in spring 2018. Decisions about what to include in the “best of” bundle will be made using a relatively new approach known as the Multiple Optimization Strategy (MOST).

The MOST experimental design maximizes the statistical power to estimate the effects of each program component separately, as well as interactions between the components. However, said Brophy-Herb, “Decisions will not always be based purely on statistical significance or effect size. We will also examine cost. Some components, like meal delivery, are quite expensive. In order to justify including them in the bundled intervention, we will require them to have a larger effect size relative to cost.”

Phase 2 will ask the question: Will receiving these optimized supports contribute to improved body mass index (BMI) for children? The researchers will also mine their data for insights about various other secondary effects.

Brophy-Herb believes that the Simply Dinner study will provide important information about the types of interventions that are most closely associated with improving children’s dietary quality and obesity indices. “Policy makers will have a better basis for deciding where to allocate limited resources for the greatest benefit,” she said. 🍎



HOLLY E. BROPHY-HERB
Professor
Department of Human
Development and
Family Studies
College of Social Science



THE SIMPLY DINNER TEAM

Michigan State University

College of Social Science
Department of Human
Development and Family Studies
Holly E. Brophy-Herb
Mara Stein
Brittany Motz

College of Nursing

Mildred A. Horodyski

College of Agriculture and Natural Resources

MSU Extension

Dawn Contreras
Sheilah Hebert
Erika Prine
Candace Gardiner

College of Human Medicine Traverse City Campus Department of Epidemiology and Biostatistics

Jean Kerver

University Outreach and Engagement

Laurie A. Van Egeren

University of Michigan

Center for Human Growth and Development

Niko Kaciroti
Hannah Jong Lee
Julie C. Lumeng

Capital Area Community Services Head Start

Lucy McClintic

Community Action Agency

Elizabeth McClain

MSU EXTENS

SERVING MICHIGAN'S CHILDREN AND YOUTH FOR MORE THAN 100 YEARS

By Matt Forster

During his talk for the MSU Global Engagement Speaker Series in February 2017, Dr. Shawn Wilson of Southern Cross University in Australia argued that relationship-building is the primary job for engaged researchers. Few examples of this level of relationship-building are as comprehensive as the work done by Michigan State University Extension (MSUE) offices across the state. With personnel in every county, Extension has close relationships with communities and community leaders everywhere.

Extension's Children and Youth Institute

MSUE's Children and Youth Institute serves children and youth from birth through age 19, focusing on early childhood education and youth development. In 2016, the Children and Youth Institute provided 212,000 kids with Extension-sponsored youth programming (requiring the participation of 17,000 volunteers and numerous community partners). Most of those connections were carried out under the banner of 4-H.

Julie Chapin is the director of the Institute. "Our staff in the county offices work with 4-H volunteers and other community partners," she explained. "They partner with schools, with boys and girls clubs, with Big Brothers Big Sisters, with United Way and the Department of Health and Human Services in working with kids in foster care, foster care families, kids aging out of foster care, and some of those kinds of situations."

The goal is to provide services for all children and youth, without duplicating the

efforts of other organizations. So partnerships are unique to each community, based on the organizations already at work.

Extension 4-H also works with adults who have a hand in the lives of children and youth—from parents and caregivers to educators and 4-H volunteers. Some of this engagement takes the form of professional development with organizations and communities.

The institute has also received federal grants for early childhood education. "We partner with faculty in human development and family studies around an early childhood research project using the Building Early Emotional Skills curriculum that Holly Brophy-Herb [of MSU's Department of Human Development and Family Studies] has developed," Chapin said. "We've been piloting that in some rural and urban communities in the state. We're in year four of that grant, looking at various delivery models, working with parents and child care providers with the curriculum, both face to face and through online trainings."

Extension's contribution to that project is providing staff who are recruiting audiences and delivering programs in local communities.



Youth at 4-H Great Lakes Natural Resources Camp learn about ecological concepts such as coastal ecology, fisheries management, limnology, invasive species management, and forestry.

ION



Participants in Oakland County's Michigan 4-H Tech Wizards, a small-group mentoring program with a focus on science, technology, engineering, art, and math, enjoy a night of fun at 4-H Day at the Breslin Center.

"Holly has developed the curriculum," Chapin said. "We have worked with her to revise that curriculum for delivery in community-based settings as opposed to formal education arenas. And we helped prepare the curriculum to be delivered online, because that had not been an approach. We have found that with the online component, participation and completion of the program is higher than the face-to-face component."

A Dispersed but not External Partner

The Children and Youth Institute currently has a staff of 150, primarily located in county offices across the state. The largest component of that staff are 4-H program coordinators. MSUE staff work in 82 of Michigan's 83 counties. They work at the community level with volunteers, and they

"I think one of the things that most faculty on campus don't understand about Extension is that the educators who are based across the state are master's- and Ph.D.-level people. They have the capability to engage in applied research," Chapin said. "They also bring to the table those community connections and relationships. I would like us to think about how we can better partner to inform the work of research faculty that are campus based, and meet the needs of communities through a partnership and a connectedness, because we're all MSU."

Chapin believes that collaborating with faculty helps faculty research. Extension staff understand the concerns of local communities across the state. MSUE recently completed a needs assessment process to identify emerging issues in communities.

"We're still digging through the data," Chapin said. "We know that one of the areas that is important for communities is workforce development, helping prepare kids for employment in the state. There's a particular interest in agricultural employment,

because agriculture is a big component of our economy. We also know that basic living-skills education for youth is a big interest and need. And then there's early childhood education, helping prepare young children and their families for school."

Analysis of this data will help Extension direct resources—resources that could give Head Start, for example, greater capacity to help prepare low-income children for school.

"If we can enhance that and connect that with some community-based programs, where we're doing parent education, where we're doing childcare provider education, which is our primary focus in Extension, it just increases the ability of people to help their own children," she said. "Adding that community-based component, which we have the capability to do, and the staff with the expertise to do, just enhances that safety net." 🍀



Youth compete in a 4-H regional robotics competition, in which they design and build a robot that must complete a prescribed task.

form partnerships with schools. They take programming into the schools as well as design programs that are intended to extend in-school learning to out-of-school environments.



JULIE CHAPIN
Director, Children and Youth Institute
Michigan State University Extension
College of Agriculture and Natural Resources



Cell phones play a vital role in helping Alexia (Lexi) Zaffarano and her mother, Jennifer, manage the early teenager's Type 1 diabetes.

DIABETES MANAGEMENT AND TECHNOLOGY

By Carla Hills

As any parent in recent history can tell you, many kids start asking for cell phones long before adults think it's necessary. But what if your child has a serious medical condition?

Bree Holtz of MSU's Department of Advertising and Public Relations conducts research that utilizes communication technologies to enhance and improve health care access and delivery. She leads a study to develop and test a mobile phone app for 10- to 15-year-olds with Type 1 diabetes that links them with a complementary app developed for their parents. The goal is to help those young people transition to self-management and positive self-care, and simultaneously provide parents with the oversight and input necessary to ease their concerns.

The American Diabetes Association awarded a three-year, \$593,042 grant to develop the app. In addition to Holtz and the MSU team, partners include Sparrow Health System, University of Michigan Medical School, and University of Alabama-Birmingham.

Questions that the researchers hope to answer include: If you provide an adolescent with an app on a cell phone, can that app help to better manage the diabetes? Is there a possibility that using the app can be fun? Can it promote better communication between the child and parent, especially when they are apart? Does it provide information that eases parental concerns?

What Is T1D?

According to the JDRF (formerly the Juvenile Diabetes Research Foundation), Type 1 diabetes can emerge in children and adults at any age. Unlike Type 2, it has nothing to do with diet or lifestyle.

When a healthy person eats, the pancreas releases insulin and the body makes energy out of the sugars in carbohydrates (also known as glucose). It is a life-functioning part of a body's metabolism.

Type 1 diabetes is an autoimmune disease. It occurs when a person's immune system attacks beta cells, destroys them, and causes the pancreas to stop producing insulin. Without that process working correctly, excess blood sugar in a human body can lead to nerve damage, eye damage, amputation, kidney failure, stroke, and other serious medical problems. Dangerously low blood sugar can cause seizures, loss of consciousness, or coma.

Insulin is a hormone that works as a transportation escort in the bloodstream to help glucose get into the cells. Cells that don't get enough insulin are starving while the blood sugar levels are fluctuating between high and low depending on what food—and type of food—is eaten or not eaten.

A healthy lifestyle for anyone with diabetes requires daily vigilance. T1D patients must learn to measure food, count carbohydrates, and eat their food. They also need to factor in exercise, eating times, and daily activities. To balance it all, they need to monitor their blood sugar levels multiple times each day by pricking their finger and testing blood drops in a glucose monitor.

Adults might consider these irritating but necessary facts. Adolescents, however, can feel burdened and overwhelmed with finger pokes to check blood sugar levels, insulin injections, or pump infusions. In addition, they often want to avoid drawing attention to themselves or



MyT1DHero

The app is called MyT1DHero. Kids using it receive an avatar and earn points to redeem items for their avatar, such as costume pieces and accessories. The rewards are earned by checking their glucose numbers and recording the information.

Parents have a complementary app on their mobile phone that lets them view their child's information. This provides feedback about whether the adolescent is in tune with what needs to be done, and whether they should be concerned.

"The first goal is to develop an app that the kids want to use," said Holtz. "The next goal is to develop the app so that parents can see whether or not their son or daughter is doing the necessary self-management. The third goal is to create a communication process between them that reduces conflict."

Project manager Katharine (Katie) Murray works with Holtz to juggle details with T1D kids and parents, web developers, and researchers. Project partners include Julie Dunneback with Sparrow Health System and Michael Wood with the University of Michigan Health System, along with MSU colleagues Denise Hershey, Shelia R. Cotten, and Amanda Holmstrom.

The grant is in the second year of a 2016-2018 timeline. During the first year, the prototype was developed from focus groups

(continued on page 18)

Mobile App Links T1D Tweens and Teens With Their Parents

having their friends witness their health maintenance. Parents are protective and hesitant to release responsibilities to their adolescent because of the seriousness of lapsed or miscalculated management.

According to the JDRF, children diagnosed at an early age must have parent involvement to manage their diabetes. As time progresses, those kids typically want, and need, evolving independence. That requires crucial self-care responsibilities for the young person, and added stressors for their parents and other adults in their life.

That's where the cell phone enters the picture. Holtz and the team are designing a mobile app that will encourage kids to enjoy positive rewards for sticking to their T1D plan, provide oversight for parents so they can see their child's glucose numbers, and provide communication prompts and messages that keep dialogue going between the two.

(continued from page 17)

DIABETES MANAGEMENT AND TECHNOLOGY

Mobile App Links T1D Tweens and Teens With Their Parents

involving T1D kids and their parents who were recruited to supply feedback on the proposed mobile app. The team has just finished testing the prototype and is now getting ready for their intervention trial/study.

“One thing we have learned about is ‘sugar number nagging,’ where a parent constantly asks the child, ‘Have you tested? What’s your number? Have you done what you need to do to correct that number?’ We have implemented message prompts that remove the parent from that responsibility so the child can dialogue with the app to answer those questions. We are testing an effective way to improve communication and relieve some of the strain on both of them,” said Holtz.

What It’s Like to Have T1D When You Are 12 Years Old

Alexia (Lexi) Zaffarano was a sixth grade student in the Metro Detroit area when she was diagnosed with T1D in June 2016, approximately two weeks before her 12th birthday. She has been pressed into responsibilities for her health that are far beyond her age level. Lexi and her mother Jennifer participated in testing the MyT1DHero prototype.

“I can hold my pancreas in my hand,” said Lexi, pulling out her insulin pump from a clip on her waistband.

She fluently describes the contents of her constant companion, an unassuming black bag that looks like a middle-aged woman’s purse rather than a middle schooler’s lifeline. It contains blood sugar testing supplies, extra batteries for her continuous glucose monitoring system (CGM) and Medtronic insulin pump (i.e., the “pancreas in her hand”). There are Skittles, fast-acting insulin, ketone test strips, extra syringes, and other items essential for daily use or emergencies.

It is coming up on a one-year anniversary for Lexi’s diagnosis. She experienced the fatigue, irritability, excessive thirst, and other symptoms that accompany Type 1 diabetes. “My friends told me that I wasn’t myself,” said Lexi.

Diagnosis led to a considerable amount of education for Jennifer, Lexi, and their family members. Lexi has learned to calculate carbs, test her blood sugar levels throughout the day, and maintain or self-correct her numbers with food and insulin. She just completed seventh grade, is approaching a birthday where she will become a teenager, and is absorbed in all kinds of activities.

“I can hold my pancreas in my hand,” said Lexi.



“When I am at cheerleading I want to be like my friends. They don’t think about what they have to eat before or after they cheer, but I do. We were at a competition one day and everyone was eating these huge muffins. I kind of planned—and worked really hard—to do everything else I had to do so I could have one, too,” said Lexi.

One of the tougher challenges about diabetes is living with the unpredictability.

“We have learned that Lexi can do everything correctly, but then her blood sugar level can still go way low after she goes to sleep,” said Jennifer. “That can be frustrating.”

Lexi holds her insulin pump, which helps her keep her blood glucose levels within her target ranges. Insulin pumps deliver rapid- or short-acting insulin 24 hours a day through a catheter placed under the skin.

“Or, something might work really good but then you can have a day when nothing seems to be working,” said Lexi. “My friends notice it when I get quiet or I’m in a bad mood. That means my sugar is going high or going low.”

As Jennifer recalls, she saw the notice about participants needed for MyT1DHero prototype testing on either the JDRF website or the Facebook page.

“We said, sign us up. We figured that it was a good way to learn more about managing T1D. It’s complicated, and I was hoping this would be a good way for Lexi and I to work together,” said Jennifer. “She is in school, I’m at work. She is cheerleading and going different places with friends while maybe I’m home with her sister and brother. I want her to do these things, but I also want to be able to help her when she needs something.”

Lexi said, “I especially liked it because I liked my avatar. I kept saying that I needed to check my numbers so I could enter them in the app and get my points for the rewards.”

Jennifer’s participation was limited by technology issues because she uses an Apple iPhone. “I really like what the app’s purpose is about, and it was good to see Lexi using it because she found it fun and encouraging. I had trouble with the technology because I have an



Lexi carries her bag filled with T1D supplies everywhere she goes.

SAMPLE PRE-PROGRAMMED MESSAGES IN THE MYT1DHERO APP

From kids to parents:

- Can you order me supplies?
- Will you check my blood glucose with me?
- I need help managing this today.
- I’m feeling down today.
- Can I have a hug?
- Can we spend time together today?

From parents to kids:

- Is there anything I can do to help?
- How are you feeling about diabetes today?
- What was something that made you laugh today?
- What would you rate your day on a scale of 1 to 10? Why?

Parent responses to getting the child’s blood glucose number:

- Thanks for the number!
- You’re doing a great job at tracking your numbers!
- Your number looks a little above/below range, how are you feeling?
- I know you would rather be doing something else, so thank you for entering your number, it means a lot to me!

iPhone, but I understand they are addressing that now. I hope to be able to use it after they get the bugs worked out,” she said.

Mother and daughter each see research as the most promising way to contribute toward better management of T1D. Lexi is a JDRF ambassador and prolific young fundraiser. She, family, and friends have organized a lemonade stand, baked goods sales, and pop bottle drives that have contributed more than \$5,000 to JDRF.

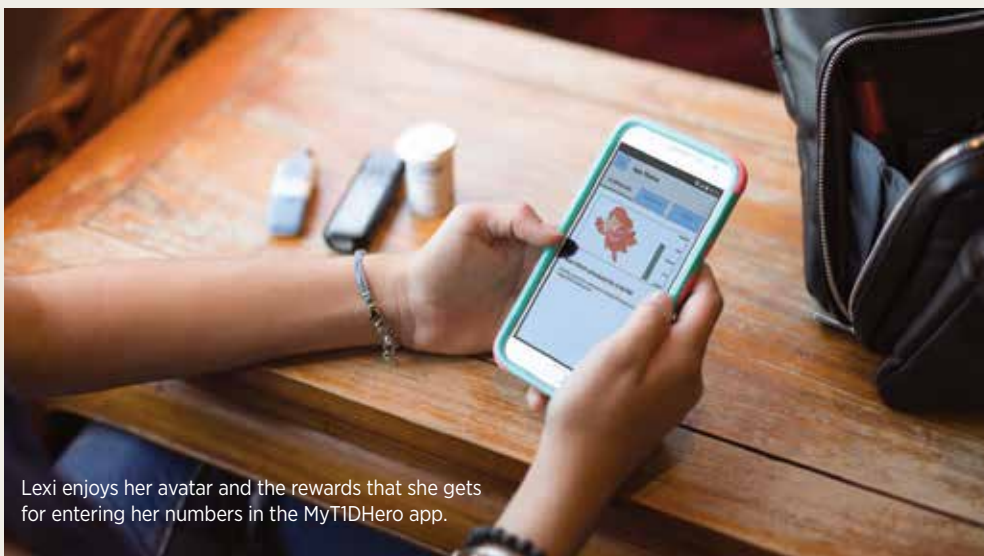
“We liked the MyT1DHero project and were very glad that it was research that could help us, and also others, communicate a little better. Lexi understands how important it is to keep making new discoveries that help kids with T1D,” said Jennifer Zaffarano.

(continued on page 20)

(continued from page 19)

DIABETES MANAGEMENT AND TECHNOLOGY

Mobile App Links T1D Tweens and Teens With Their Parents



Lexi enjoys her avatar and the rewards that she gets for entering her numbers in the MyTIDHero app.

MYTIDHERO TEAM

Michigan State University

College of Communication Arts and Sciences

Bree E. Holtz and Katharine Murray, Advertising and Public Relations

Shelia R. Cotten, Media and Information

Amanda Holmstrom, Communication

Amol Pavangadkar, Sandbox Engagement

College of Nursing

Denise Hershey

University of Michigan Medical School

Michael Wood, Pediatrics

Sparrow Health System

Julie Dunneback, Pediatric Endocrinology Clinic

University of Alabama, Birmingham

Joshua Richman, Surgery

A Community Partner With a Lifetime of Professional Experience

MSU and Sparrow Health System have deep collaborative roots that have further developed during the past several years.

Julie Dunneback, a nurse practitioner at Sparrow's Pediatric Subspecialty Endocrinology Clinic, connected with the MyTIDHero project through her professional contacts in the MSU College of Nursing.

Dunneback has more than 30 years of experience working with T1D children, tweens, and teens. She saw the value of a research project that could alleviate the strain between youth and their parents as they navigated the complexities of diabetes management.

"Participating with this project gave me the opportunity to apply what I have learned during years of working with young T1D patients," said Dunneback. "I still focused on my priorities and responsibilities at the clinic, but it was manageable because everyone at MSU valued the content contributions that I made as a longstanding practitioner in pediatric endocrinology."

Much of what Dunneback offered came from years of interaction with kids.

"I'm always focused on the young person. I ask them 'How are you doing' before I ask them 'How is your diabetes today?' It was beneficial to place some distance between the T1D young person and their parents when the app was being developed. That young man or young woman is more than their diabetes, and they want the opportunity to be treated that way," Dunneback said.

The app includes pre-programmed message prompts that offer dialogue in a neutral tone between kids and parents.

"We are paying close attention to customization, interactivity, and rewards that will encourage long term use of the app," said Holtz. "The 10- to 15-year-olds are super motivated by mobile phones and technology, and this may offer one of the best options for engaging kids and their parents with a fresh perspective on health care, technology, and communications."

"I feel like the knowledge I possess and the information I contributed was useful. I've been able to make a difference in some modest way, and that means a great deal to me," said Dunneback. 🌟

If you are interested in more information about the MyTIDHero Project, visit their website at myt1d.org and sign up for the monthly e-newsletter.



BREE HOLTZ

Assistant Professor
Department of
Advertising and Public
Relations
College of
Communication Arts
and Sciences

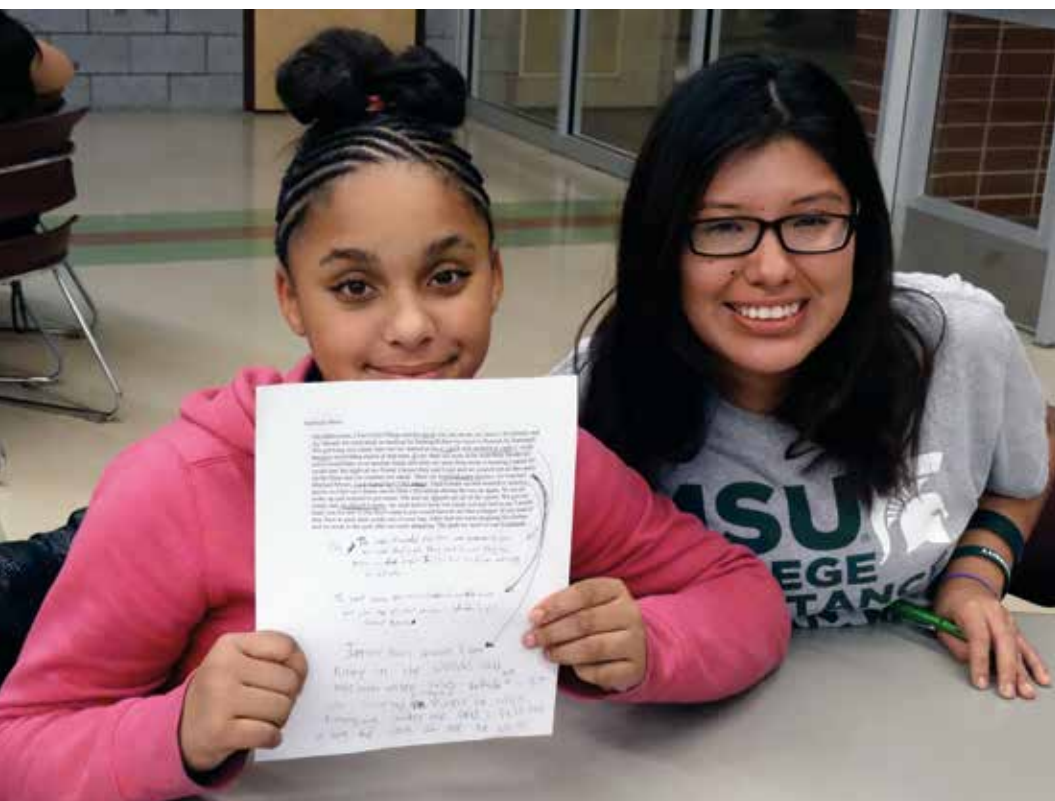
Learning to Belong



PROGRAMS HELP LANSING STUDENTS STRENGTHEN CULTURAL IDENTITY

By Matt Forster

When Estrella Torrez, an associate professor with the Residential College in the Arts and Humanities, came to Michigan State in 2008, she wanted to find ways to support Lansing's Native American and Latino communities. Her early inquiries led her to make connections with organizations like MSU's College Assistance Migrant Program, the Lansing School District, and Ingham County, and eventually resulted in, among other things, the development of two programs that aim to help Lansing elementary students connect with their ethnic communities.



A Nuestros Cuentos student shares a work in progress.

Indigenous Youth Empowerment Program

Native American students in the Indigenous Youth Empowerment Program (IYEP) meet after school throughout the year, attend a summer enrichment camp, and participate in a full calendar of community events. The aim of these activities is to build up local Indigenous communities, communicate traditional knowledge, and help students become more aware of their culture so they can become leaders in the community.

The program is a collaboration between Michigan State University's American Indian and Indigenous Studies program, the Lansing School District's Title VII Native American Program, MSU's Residential College in the Arts and Humanities, the Ingham County Health Department, Fenner Nature Center, and Lansing Community College (LCC).

Torrez codeveloped the program with Becky Roy, who was the Lansing School

(continued on page 22)

(continued from page 21)

Learning to Belong

PROGRAMS HELP LANSING STUDENTS STRENGTHEN CULTURAL IDENTITY

District Native American Program Coordinator, and Ashley Harding, who was the Native American Advocate for the Ingham County Health Department.

Jaclynn M. Lloyd currently oversees the Native American Outreach Program (NAOP) for the Ingham County Health Department and is one of IYEP's codirectors. She, Ramona Henry, Emily Sorroche, and Torrez coordinate the K-12 after-school programs and summer enrichment camp for urban Native youth in the Greater Lansing area.



Young Indigenous and Latinx authors proudly display their published books at the 3rd Nuestros Cuentos book reception hosted by MSUFUCU.

The program promises benefits beyond the student experience. "IYEP creates a space for the community to gather and gives the NAOP the opportunity to meet face to face with community members," said Lloyd. "This is helpful for connecting individuals to community supports and helps build rapport."

She also points to the program's community-building

activities: "IYEP's community feasts have impacted the extended Indigenous community of Ingham immensely," she said. "These monthly potlucks came out of a conversation with the elders about feeling like they were left out from a lot of the activities that were geared towards kids. Now, people of all ages are able to come together over food and form relationships."

Nuestros Cuentos

The other project Torrez helped create is Nuestros Cuentos ("Our Stories"). Nuestros Cuentos is an after-school program that teaches fourth- through sixth-grade Latino students the art of crafting stories as a way of affirming their cultural identities. Students from Mt. Hope Elementary School and Pattengill Academy meet twice a week with high school and college mentors who help them develop the story they want to tell. At the end of the semester, the stories are put into a professionally produced book that is designed and illustrated (with the help of faculty and students from MSU) and unveiled at a reception hosted by the MSU Federal Credit Union, where stories are read out loud to family, friends, and community leaders.

Torrez's work on Nuestros Cuentos came after a few years of working on IYEP. In discussions with Sergio Keck, director of Special Populations and Programs for Lansing Public Schools, and others, Torrez observed that the topic of Latino students not feeling like they belonged kept coming up. As Torrez explained, "The reality is that there is a significant population of Latino students in the Lansing School District who aren't immigrants, whose family are third and fourth generation, and may not speak Spanish. These students just weren't seeing themselves fit in."

"So we asked ourselves, wouldn't it be great if these kids told their own stories?" she said. "If they shared what it means to be Latino in this time, in this place? And got those stories shared and disseminated so that others could understand that the Latino experience is a complicated experience?"

From the MSU student perspective, the program is structured around a community engagement class Torrez teaches in the Residential College in the Arts and Humanities (RCAH). Students from RCAH enroll for it, as do students from the College Assistance Migrant Program.

"We meet twice a week and go over content, because a lot of these students might not have formal training to work with mentoring youth. So we go over that in the class," she said.

Since its inception in 2014, the program has been continually changing. The focus of the class changes, as do the participants.



“Last spring was interesting because it included graduate students from the Department of Writing, Rhetoric, and American Cultures who integrated improv and different forms of community-building activities, international students from LCC, and then Latino high school students from Eastern High School,” Torrez said.

For the school district, the benefits of the program are evident. As Sergio Keck explained, “The beauty about this program is that they’re improving their writing skills through a culturally appropriate and interesting topic to the children.”

Keck describes a two-pronged benefit for the participants: “First, the students learn how to tell the story of how they got here, or who was here before them. How did their family travel here? What was the family like? They learn about the story first, and then they tell it. Then, as they mature and get older, they have something already documented that they’re able to go deeper into. They tell their background when they’re kids, they learn a little bit about it, and then as they get older it’s the foundation for more deep research into their own families.”

As with IYEP, Nuestros Cuentos has value for the larger community—family and friends in particular, but also for community leaders. “For the students that participate in the program it has a very big impact on them and their family,” Keck said. “Everybody’s very proud of it, and every parent and grandparent likes to know, and feels good, when their kids talk about them. They’re not forgotten.”

Milagro Davaloz attends Lansing’s Everett New Tech High. For three years—fourth grade through sixth grade—she participated in the Nuestros Cuentos program. She described the program as “a place where Latino and Native American kids can show their capability to be creative and have fun while, at the same time, helping the community around us learn more about our culture.”



“My mother absolutely loves Nuestros Cuentos,” Davaloz said. “Ever since I was little I would tell my mom stories I made up from the top of my head, and if she let me I could make a story hours long. And she loves it because it allows me to have a place to jot these stories down and let others have the chance to hear and read my stories.”

“I would love to come and help younger students in the future with Nuestros Cuentos because being a growing writer it helps me get other points of

Nuestros Cuentos students are excited to put their stories down on the page.

INDIGENOUS YOUTH EMPOWERMENT PROGRAM PARTNERS

Michigan State University

American Indian and Indigenous Studies Program
Residential College in the Arts and Humanities
Estrella Torrez

Office of Cultural and Academic Transitions
Emily Sorroche

Ingham County Health Department

Jaclynn M. Lloyd (IYEP Codirector)
Ashley Harding

Lansing School District

Ramona Henry
Sergio Keck
Becky Roy

Fenner Nature Center

Lansing Community College

NUESTROS CUENTOS PARTNERS

Michigan State University

Residential College in the Arts and Humanities
Estrella Torrez

College Assistance Migrant Program

College of Arts and Letters
Department of Writing, Rhetoric, and American Cultures

Lansing School District

Sergio Keck

Lansing Community College

MSU Federal Credit Union

view, and also being a veteran of Nuestros Cuentos it makes me smile to see children that are now in my fourth- and fifth-grade shoes having fun and letting all the creative juices flow.”



ESTRELLA TORREZ

Associate Professor
Residential College in the Arts and Humanities



Verses program participant performs original music for a recording session.

Telling Their Own Story

DETROIT YOUTH FIND THEIR VOICE IN THE VERSES PROJECT

By Amy Byle

Proving that statistics don't always tell the whole story, researchers from MSU's Colleges of Music and Education, in collaboration with the Community Music School-Detroit and teacher-artists from the Detroit community, are showing that youth in Detroit have much to contribute to the area of literacy. They are seeking to nurture this capacity through an innovative program called Verses: Exploring Literacy Through Lyrics and Song. Funded by the Marshall Mathers Foundation and Carhartt, Verses is an out-of-school literacy curriculum that integrates literacy instruction with

music composing, performance, and recording techniques, guided by local community artists and focused on skills youth have already gained in their own lived experiences.

Juliet Hess, assistant professor in MSU's College of Music and former schoolteacher in Toronto, is principal investigator on the Verses Project. "We look at what youth are bringing to the table themselves, in terms of what they are already doing musically and what they are already doing in terms of literacy, and how to help them bring that out and develop it," she said.

Vaughn Watson, also a Verses principal investigator, is an assistant professor in MSU's College of Education and former high school English teacher in Brooklyn, New York. He worked closely with Hess to develop the initial Verses curriculum. "We're really interested in literacy as a social practice," said Watson, "extending youths' identities and ways in which youth are making meaning of notions of place, particularly Detroit, and how they're extending identities as participants and contributors in their communities."

The Verses Curriculum

Verses Project participants meet once a week for 15 weeks during the spring and fall semesters, as well as during two week-long summer camps. Some of the kids come to all 30 weeks during the year and to the camp. Next year the program will be adding a second night a week. In fall semester 2016, the program served 117 youth from 46 public schools in the Detroit area. The program is offered free of charge to youth, ages 12 to 15, through MSU's Community Music School-Detroit (CMS-D).

Paul Rosenberg, MSU alumnus and representative for the Marshall Mathers Foundation, along with Carhartt, worked with MSU to develop the program.

Jill Woodward is the director of CMS-D and facilitates the program. "The future of Detroit is very important to Marshall Mathers," said Woodward. "We felt that this program, which combines the language arts with music—which happens to be the intellectual currency of young people today—is absolutely a creative way to reach them and help them learn to express themselves both through the written word, as well as through the music that they're creating."

Each Verses class period is divided into three sessions. During Open Mic time, students perform their own creative expressions, such as a section of poetry, a few lines of a song, or an instrumental piece. During lesson time, a teaching artist works with the youth on such topics as poetry, language arts, lyrics, and beat making. Finally, during the group time, students meet in a band or other group and compose a song that will be studio recorded and become part of a CD.

Each session is led by a teacher-artist from Detroit. Will Langford is a Detroit native, an MSU alumnus, an educator, and a poet. He teaches literacy programs in Detroit schools and works with the Community Music School-Detroit as a teacher-artist in the Verses Program, conducting weekly creative writing workshops focused on poetry and song lyrics.



Juliet Hess, assistant professor in the College of Music, works with Verses students during lesson time.

VERSES PROJECT PARTNERS

Michigan State University

College of Music

Juliet Hess

Mark Sullivan

Community Music School-Detroit

Jill Woodward

Elizabeth Lanni

Alex Way

Jessica Clements

College of Education

Vaughn Watson

Matthew Deroo

Marshall Mathers Foundation

Paul Rosenberg

Carhartt, Inc.

Teacher-Artists

Jon Dixon

Jennie Knaggs

Will Langford

Conrad Reeves

He also guides the Open Mic sessions, one of his favorite parts of the program. "Open Mic is something that has changed my perspective on the power of poetry," he said. "We spend a lot of time developing the students, both as performers and as an audience."

He and the other teacher-artists work with the kids on building a skill set geared toward developing an understanding, appreciation, and practice of using language to build their own literary presence: brainstorming, performing, composing, recording, wordsmithing, and, especially, how to work as a team.

"More than the performances, I think it's inspiring to see these kids supporting each other," said Langford. "They come from schools all over Detroit, all different backgrounds, and they're nurturing their own creative community."

Speaking Into the Narrative of Their Place

Out of this literary training ground, Verses collaborators are seeing the emergence of confident, engaged young citizens, eager to promote and speak to a positive narrative of Detroit.

"This type of work, of enacting literary presence, helps us to think about and build on the most recent literature that talks about literacy practices as civic engagement," said Watson. "The youth see themselves as readers, writers, speakers, and listeners. They enact these practices in their communities and in their homes. And they draw attention, in this really interesting and nuanced way, to what it means to be a member of a community—in this case, what it means to be from Detroit—and to talk about that in an affirming way."

The desire to present a positive narrative of Detroit is shared by many of the youth in Verses. Matthew Deroo, one of Watson's graduate

(continued on page 26)

(continued from page 25)

Telling Their Own Story

DETROIT YOUTH FIND THEIR VOICE IN THE VERSES PROJECT

students in the College of Education, is witnessing how Verses is providing a way for youth to speak to the larger narrative that's happening historically, such as through the Black Lives Matter movement, and express what that means for youth in Detroit today.

"With so many negative framings of Detroit, the students are trying to recapture a positive image," Deroo said. "They express thoughts like: 'We know that Detroit has issues and problems, but we're not going to focus on that. We're going to highlight and speak to the really wonderful things that our community gives us and allows us to do.'"

Teaching the Next Generation of Teachers

This past February, at the request of CMS-D program manager Elizabeth Lanni, the youth from Verses had the opportunity to visit the MSU campus in East Lansing. Watson chose three of them to take what they had learned in Verses and teach it to the students in his senior-level TE 408 class, Crafting Teaching Practices.

According to Watson, the youth did a phenomenal job, not only teaching and engaging the college students, but creating and performing—on the spot—an original poem, song, and rap. The youth were thrilled with the experience, and according to Deroo, one said, "This is my first time on a college campus, and today I'm the professor!"

Future semesters of Verses will incorporate curriculum that includes college-going preparedness. And Watson's now-graduated teacher education students will be heading into careers as teachers with some fresh ideas about how much kids are able to contribute to the learning process, and ultimately, to the narrative of their own lives.

Verses Project researchers Hess, Watson, and Deroo have published articles this year documenting the empowering outcomes of the Verses experience.

"By producing this music, youth are able to define themselves and their lives on their

own terms," said Hess. "And I think that there's potential to shift some of the larger perceptions that really limit what these youth are capable of. There's really something special about what is going on at CMS-D right now."

Woodward, CMS-D director, agreed. "I truly believe that this is a life-changing experience for them," she said. "We have some kids here who are so passionate about telling their stories, about writing their songs, and making their beats. I cannot wait to see what they do when they grow up. To be given these kinds of tools in a program like this is a one-of-a-kind opportunity." 🎧

For more information about the Verses Project, visit cms.msu.edu/detroit/children/versesproject.php

Listen to original recordings created by Verses participants at soundcloud.com/user-586734206



JULIET HESS
Assistant Professor
College of Music



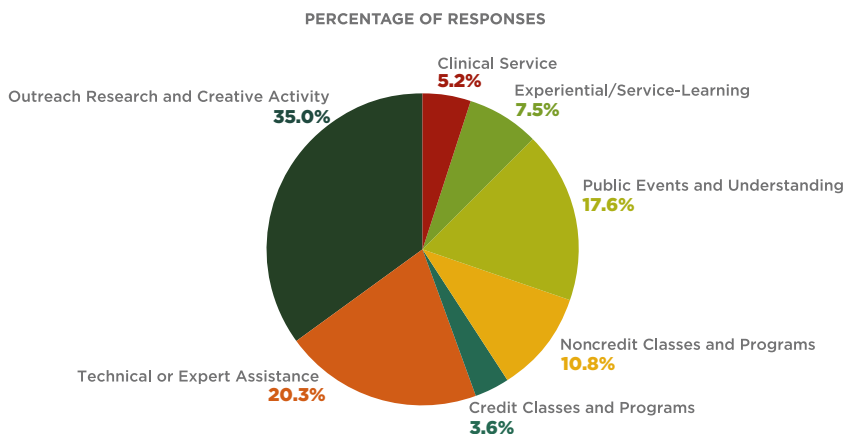
VAUGHN WATSON
Assistant Professor
Department of Teacher
Education
College of Education

Teacher-artist and poet-in-residence Will Langford engages with Verses students during a weekly creative writing workshop.



Sponsored by MSU's National Collaborative for the Study of University Engagement (NCSUE), the Outreach and Engagement Measurement Instrument (OEMI) gathers data about the outreach and engagement activities of MSU faculty and academic staff. The information is self-reported and participation in the annual survey is voluntary. Data for 2016 were collected between January and April 2017 and represent the 13th year of data collection; 884 faculty and academic staff responded to the survey. Since 2004, 4,170 distinct (nonduplicative) respondents have reported their outreach and engagement through the OEMI. For this snapshot, OEMI data are augmented with data from the service-learning and civic engagement student registration system.

Forms of Engagement Reported by MSU Faculty and Academic Staff in 2016



OEMI results for 2016 include the following:

\$14,852,293

Value of salary investment by MSU faculty and academic staff in addressing issues of public concern (data from those reporting outreach activities on the OEMI)

95.0%

Respondents whose outreach contributed to achieving Bolder by Design (BBD) imperatives:

- 71.0%** Enhanced the student experience
- 79.2%** Enriched community, economic, and family life
- 41.2%** Expanded international reach
- 59.2%** Increased research opportunities
- 49.6%** Strengthened stewardship
- 69.1%** Advanced our culture of high performance

619

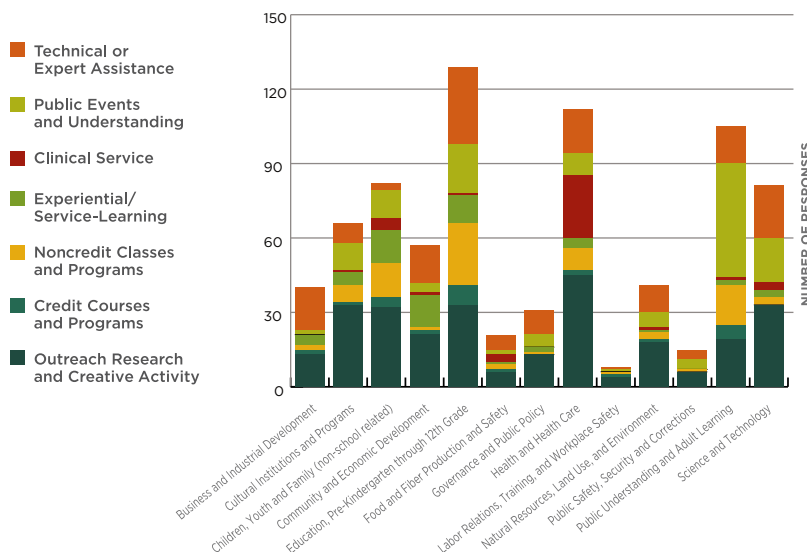
Number of specific projects/activities reported
Of the respondents who described specific projects/activities:

- 79.1%** Reported working with external partners
- 61.1%** Reported having created intellectual property and scholarly outcomes
- 55.1%** Reported that their outreach work impacted their scholarly or teaching practices

32,223

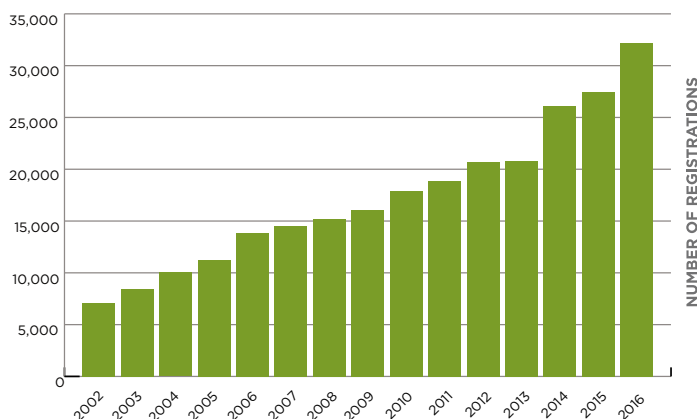
Number of students who participated in community-engaged learning and/or community service during the 2016-2017 academic year. Of those students, 35% (11,137) were registered in community engaged learning as part of an academic course or program and 65% (21,086) participated in cocurricular community service.

Forms of Outreach Cross-Tabulated with Societal Concerns for 2016



The number of "responses" is greater than the number of "respondents." Respondents were given the opportunity to describe their engagement activities for up to two areas of social concern; each description was counted as a separate response.

Number of Student Registrations for Service-Learning Received and Accommodated (2002-2016)



African American Language, Power, and Identity

By Linda Chapel Jackson

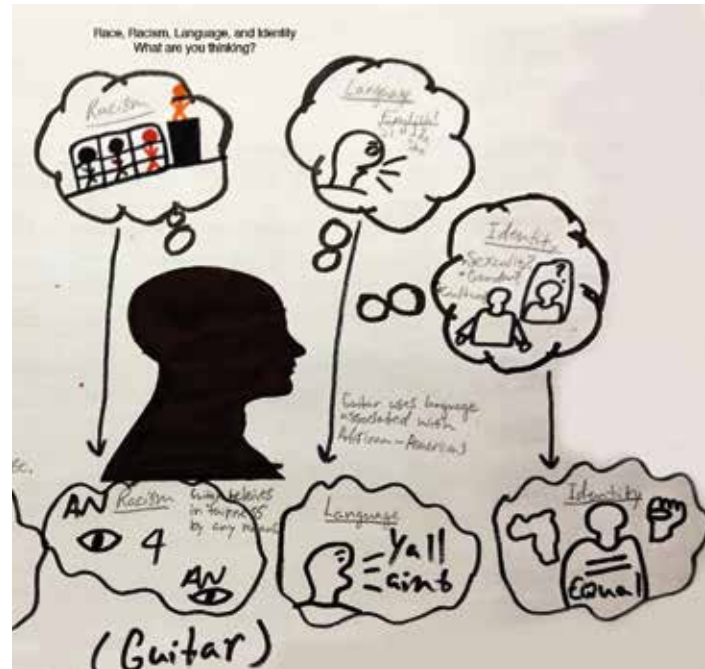
Davena Jackson is a student in the College of Education's Curricular Instruction and Teacher Education doctoral program. Three years ago she was a veteran high-school English teacher in Southeast Michigan. For 15 years, she taught a variety of English courses that included Advanced Placement English, Honors American Literature, and other courses. She loved teaching, loved the kids, and was basically satisfied with her life.

Then, about seven years ago, she went to a conference of the Michigan Council of Teachers of English and met April Baker-Bell, who was an MSU graduate student at the time and is now an assistant professor in MSU's Department of Writing, Rhetoric, and American Cultures. The two began talking about research, theory, and practice. Jackson was so impressed that she invited Baker-Bell to work with her and her students. They collaborated on a unit centering on African American language (AAL), power, and identity. "April strengthened my unit on language," said Jackson. "Prior to her coming to work with me, I did not include a section on AAL, which some of my students used in their discourse. The collaboration allowed opportunities for my students to interrogate dominant notions about the intersections between AAL, power, and identity."

Baker-Bell agreed. "This experience working with Davena illustrates how the collaboration between educators and researchers and the dissemination of pedagogically grounded language arts curriculum can be valuable in our efforts to align theory, research, and practice," she said.

Documenting How Effective Teachers Work

The MSU connection led Jackson to a meeting and collaboration with Django Paris, associate professor in the Department of Teacher Education, who is now Jackson's advisor. Paris documented ways in which Jackson's new pedagogy supported her students academically and intellectually while being culturally responsive. "Davena's work on sustaining her Black students' linguistic and cultural identities through the study of literature, literacy, and research helped me understand the possibilities of culturally sustaining pedagogy in new ways," he said. "As



Student artwork from the high school classroom Davena Jackson works with in Detroit.

Bringing Tough Discussions Into the Classroom

a researcher and teacher educator, Davena offers the field needed frameworks and practices for transforming English classrooms into sites of racial justice for students of color and their teachers."

The students' response was overwhelmingly positive. "We did this for a whole semester," said Jackson. "The culminating activity included the students touring MSU's campus. By the end of the semester I was fired up to go back to graduate school. I was looking to impact the schooling of youth in a different way. Pursuing a doctorate would allow me to work with and learn from professors, graduate students, and preservice teachers."

"I didn't leave K-12 because of any dissatisfaction," she said. "I just started wanting to have a more direct impact by working with preservice teachers."



I have collaborated with Davena across four semesters of undergraduate teaching and in the preparation of a proposal presented at the National Council of Teachers of English 2016 Annual Convention in Atlanta. Davena and two graduate teaching assistants coauthored and presented “Planning for Criticality: Re-imagining the Curriculum of a Secondary English Teacher Education Program” for a panel on promoting and sustaining critical and culturally responsive pedagogy with preservice teachers in urban settings. Davena and her colleagues reported on the experiences and outcomes of revising the Teacher Education course syllabi (TE 407-408) on teaching secondary English to diverse learners and redesigning readings, discussions, and assignments. They also reported on creating and implementing lessons and units across

a syllabus that envisions and enacts student learning and learning environments fostering equity, agency, and meaningful literacy experiences. Davena assisted the teaching and research team in conceptualizing how preservice teacher educators, entering their year-long teaching internship, may increasingly construct and navigate important curricular space toward examining understandings of equity through discussion of African American language.

VAUGHN W. M. WATSON

Learning to Address Critical Discussions

In teaching her undergraduate English Education methods courses at MSU, Jackson and Vaughn Watson, assistant professor in Teacher Education, assist students in creating lessons that will address many of the critical discussions that were taught in a seminar about literacy learning for their unit plans. One lesson in particular that Jackson teaches centers on the intersection of race, racism, and language, which also incorporates other concepts—such as identity and values, civic and literacy learning—into a wider theme of cultural justice.

Working With a Teacher-Partner

Now in her third year of graduate school, Jackson has been working with a high-school teacher in Southeast Michigan for the past year. “I did a survey around teachers’ practices,” she said. “Then the next semester I did a pilot study to observe if the teacher engaged in asset-based pedagogical practices. This teacher was so effective that I decided to do a case study to learn from her and her students.” She worked with the teacher over a semester to document her practices and the kinds of learning opportunities she created for her students.



Jackson is specifically interested in the ways in which African American youth engage in critical discussions about controversial topics (e.g., race, racism, and language). She is learning that these discussions are invaluable experiences for the students. “They enjoyed having the opportunity to talk and make meaning about constructs (race, racism, identity, language, etc.) that affect their lives,” she said. “I have evidence from student interviews: They like having an opportunity to talk about these issues. They said it helps them think about navigating school and society more broadly.”

One student commented during a survey interview, “I feel like when you have discussions like that, it’s not just for you to get your views out. It’s for other people to hear it as well, and then they find, like, new things that they never thought about or new views.”

“Look at the dynamics,” said Jackson. “They were really excited about this. I juxtapose this with the undergrads I’m teaching. Some have said that they just didn’t talk about critical topics that disrupt the status quo in high school.”

Enriching the Classroom Experience

Jackson plans to incorporate what she’s learned from her practicum into thinking about what she might do for her dissertation.

Her teacher-partner (who is not named here due to project confidentiality requirements) recognizes the importance of letting students know there is value in their culture and meaning-making, and talking about these topics. Jackson reported that “she said to me, ‘It’s important for students to talk about critical topics. I am driven by what’s happening in the real world, and I make connections to classroom learning.’”

Jackson agreed. “When teachers foster an environment that affirms students’ cultural identities, languages, and experiences, while at the same time providing opportunities so that students may interrogate and critique the dominant cultural norms, they have a much richer classroom experience,” she said. 🌱

DAVENA JACKSON

Doctoral Student

Curriculum, Instruction, and Teacher Education Program

College of Education



Melanie Jacobs works to establish legal recognition for nontraditional families.

CHILDREN

AND NONTRADITIONAL FAMILIES

By Matt Forster

Melanie B. Jacobs is a professor of law and the senior associate dean for admissions and international programs at the MSU College of Law. She works to establish legal recognition for nontraditional families and to educate stakeholders in the vagaries of family law as they pertain to parental rights. She has written in support of dual motherhood (now the law in almost 20 states) and laws that would recognize more than two parents (now recognized in California), and testified in state congress against the Michigan marriage amendment of 2004, which made it unconstitutional for the state to recognize or perform same-sex marriages or civil unions. (In 2015, a Supreme Court ruling overturned all such bans on same-sex marriage.)

We sat down in June to talk about the work she is doing—how it benefits the community and how the experience informs her own scholarship.

The thing that you've been working on—establishing legal recognition for nontraditional families—how do you describe nontraditional families?

My work focuses on how to establish parentage once you're outside of the nuclear family. When I give a PowerPoint, I usually show a slide (and now I'm dating myself even more than I usually do) of "Leave It to Beaver," the Cleaver family. Now granted, it's not like that show was on when I was growing up, but the Cleavers are still part of my consciousness.

If you think about a married couple with children, it's really simple to figure out who the parents are, in part because of various legal presumptions that say the husband of a child's mother is the child's father. The marital presumption operates so that when you have children born in an intact marriage, you know that the woman who gave birth is the mom because she gave birth and she's the genetic mom. And if she's married her husband is the dad and it's really simple.

But that's getting completely upended in many different ways, because 50 percent of children born to women 30 and under are now born out of wedlock. In some instances, the woman is part of a couple. Maybe they are cohabiting, maybe they will get married, but there are a lot of single women giving birth. How do we deal with so many non-nuclear families?

There's also the legal complication of same-sex couples. The 2015 Supreme Court decision recognizing marriage equality does not answer all of the questions about parentage for same-sex couples. How do you navigate that space? And then there are assisted reproductive technologies (ART). In the example I gave, it's obvious who the mom is—she is the birth mother and the genetic mother. That isn't obvious anymore. I could be married but a gestational surrogate. My husband shouldn't be the child's legal father, I shouldn't be the child's legal mother. Someone else is. How do we then come up with rules, or how do we use existing rules, to come up with the appropriate arrangements?

Should each of these be addressed separately, or is the hope that there could be a single overarching law or philosophy to guide courts on all these issues?

Every scholar is different. Quite a number of scholars will focus just on rules for assisted reproductive technology, how to come up with the establishment for legal parentage in that context. Other people write a lot about nonmarital families. I did draft a proposal a year or two ago, published in 2016, that suggested one method of parentage for all these scenarios. I argued that we should use parental intent at birth to determine parentage. But it is imperfect because circumstances change and people's "intent" changes. It's really hard to have one perfect rule that fits all of these situations.

The variables are endless.

They are. And now, California is the first state to recognize more than two legal parents by legislation. Some courts had recognized more than two parents, but California has legislation that says you could have more than two legal parents. That opens a whole can of worms,



but also can better protect children born to more than two adults who truly intend to parent the child.

So what does your engagement look like then? Because I understand you talk to a lot of different groups.

It comes in fits and spurts. I have several opportunities to talk with groups, and it's been really nice. Just last month, I spoke with two groups of physicians. I spoke with the Michigan section of the American College of Obstetricians and Gynecologists about the legal ramifications of ART. They know all the science. They can do lots of great things, but what happens after the science? What happens when you have that baby? I also gave a similar talk to a group in California, the Bay Area Reproductive Endocrinologists Society. The talk with the Michigan ACOG Group went well, because now I'm going to Grand Rounds at Sparrow Hospital to talk to the attendings and residents about these legal issues.

When you're giving talks, I would assume this opens up conversations with these folks. Do you learn from them as well?

I love that. It's so interesting, because of course I learn from them. It's sort of a reality check on both sides, right? It's useful for them to understand how their use of technology is impacting our society and what the effects are and what they need to consider. But it's also a good reality check for me with my scholarship—how the medicine influences the law—so that my arguments can be more realistic.

I taught Assisted Reproductive Technologies and the Law this past semester, and I had students writing about this issue and that issue. I was able to tell the physicians what was most intriguing to the law students, what they were most concerned about. Some of the physicians laughed and said, that's a great theoretical issue, but in practice, it's a one-in-a-thousand issue. Now I can bring that back to the students and tell them, "Here is what leading physicians are doing with this work, what leading fertility clinics in California have to say." 🐼

MELANIE B. JACOBS

Senior Associate Dean for Admissions and International Programs
MSU College of Law

Children and Adversity

By Hiram E. Fitzgerald

The expanding social, economic, and racial inequities in American society are linked to increases in negative outcomes for children via exposure to adverse childhood experiences (ACEs) or toxic stress.

Data compiled by Child Trends (Table 1) suggest that the number of children exposed to multiple forms of ACE increases over time. The net result is that during the time of the most rapid and comprehensive changes in neurobiological development, organization of human stress regulatory systems, interpersonal dynamics, and the emergence of embodied mental representations of self, children are experiencing multiple forms of risk.

Childhood sexual abuse is not directly listed in Table 1, but estimates now suggest that 1 in 3 girls and 1 in 5 boys experience some form of sexual abuse during childhood, and by age 18, 40% of females and 30% of males have experienced sexual molestation.

Because ACEs contribute so significantly to the development and maintenance of health risks, pediatricians Jack Shonkoff and Andrew Garner (2012) now assert that the basic science of contemporary pediatrics is anchored in epigenetics, neuroscience, and life-course science, including the social and behavioral sciences that address social and environmental sources of adversity.

Cascading Developmental Pathways

As sources of risk accumulate, they begin to coalesce or cascade into developmental pathways that push the individual toward the risk side of the risk-resilience continuum (see Figure 1). While all children are affected by ACEs, increasing evidence suggests that ACEs have different effects on brain development in boys and girls.

One such region of the brain, referred to as the insula, is involved in regulating emotions and empathy. Other evidence points to differences in the organization of the right hemisphere and its mediation of toxic stress and relationship dynamics (Schore, 2017), with boys particularly negatively affected by toxic stress.

Recently Paul Golding and I (2017) drew together a team of researchers to examine the extent to which ACEs contribute to risk pathways for boys, with a special focus on factors that contribute to instability in conduct and relationship disorders, antisocial behavior, and violence. We currently are assembling another international set of scientists to examine the early origins of violence in males, spanning the life course from prenatal development through adolescence.

While developmental scientists may have disagreements about developmental processes contributing to the organization of psychopathology, few contest the hypothesis that the origins are rooted in the prenatal-to-five age period. Moreover, because development is now firmly viewed as dynamic and synergistically

reflective of the organization of the individual in her/his environmental context, a deeper understanding of the need for more specialized prevention and intervention programs is emerging.

This understanding is reflected in five consensus understandings about prolonged or increasingly cascaded exposure to ACEs (National Symposium on Early Childhood Science and Policy; developingchild.harvard.edu).

1. Early experiences influence the developing brain;
2. Chronic stress can be toxic to the developing brain;
3. ACEs have negative effects on life-course health and well-being;
4. Early interventions can mute or eliminate long-term effects of ACEs; and
5. Exposure to caring relationships from infancy through adolescence provides resilience against factors detrimental to healthy development.

Strategies for Evaluating Complex Models of Development

Investigators at Michigan State University spanning every college and nearly every discipline are actively involved in studying and evaluating complex models of human development, driven increasingly by transdisciplinary teams. Transdisciplinary teams attempt to understand the emergence and organization of complex systems that link brain development, neurobiological regulatory systems, gene-environment transactions, human relationship development, embodiment of sensory and perceptual processes, and the emergent sense of self in relation to experience that can guide children onto positive cascading pathways resulting in healthy well-being.

This issue of *The Engaged Scholar Magazine* captures some of this work, providing exemplars of the research and scholarly efforts of MSU faculty and academic staff to enhance the quality of life for the citizens of Michigan and beyond. Understanding the origins of ACEs and developing aggressive programs and policies to enhance children's exposure to positive life course experiences can significantly reduce costs to society related to remediation of the life-course outcomes related to childhood trauma. 🌱



HIRAM E. FITZGERALD
University Distinguished Professor
Department of Psychology
Associate Provost for University
Outreach and Engagement
Michigan State University

TABLE 1.

Prevalence of Specific Reported Adverse Childhood Experiences, Total and Age. Percent of Children Nationally With 0 (54%), 1-2 (35%), or 3+ (11%) Adverse Experiences (Ages Birth–17 Years)

Adverse Childhood Experiences	NATIONAL PERCENTAGE OF CHILDREN			
	All	0-5	6-11	12-17
Low income	26	25	26	26
Separation/divorce	20	10	22	28
Family alcohol/drug problems	11	6	12	15
Family mental illness	9	6	8	12
Witness neighborhood violence	9	3	8	14
Witness domestic violence	7	4	8	10
Parent incarcerated sometime	7	5	8	8
Parent who died	3	1	3	5

Adapted from Table 3 of Sacks, V. H., Murphey, D., & Moore, K. (2014). *Adverse childhood experiences: National and state-level prevalence*. Washington, DC: Child Trends.

FIGURE 1.

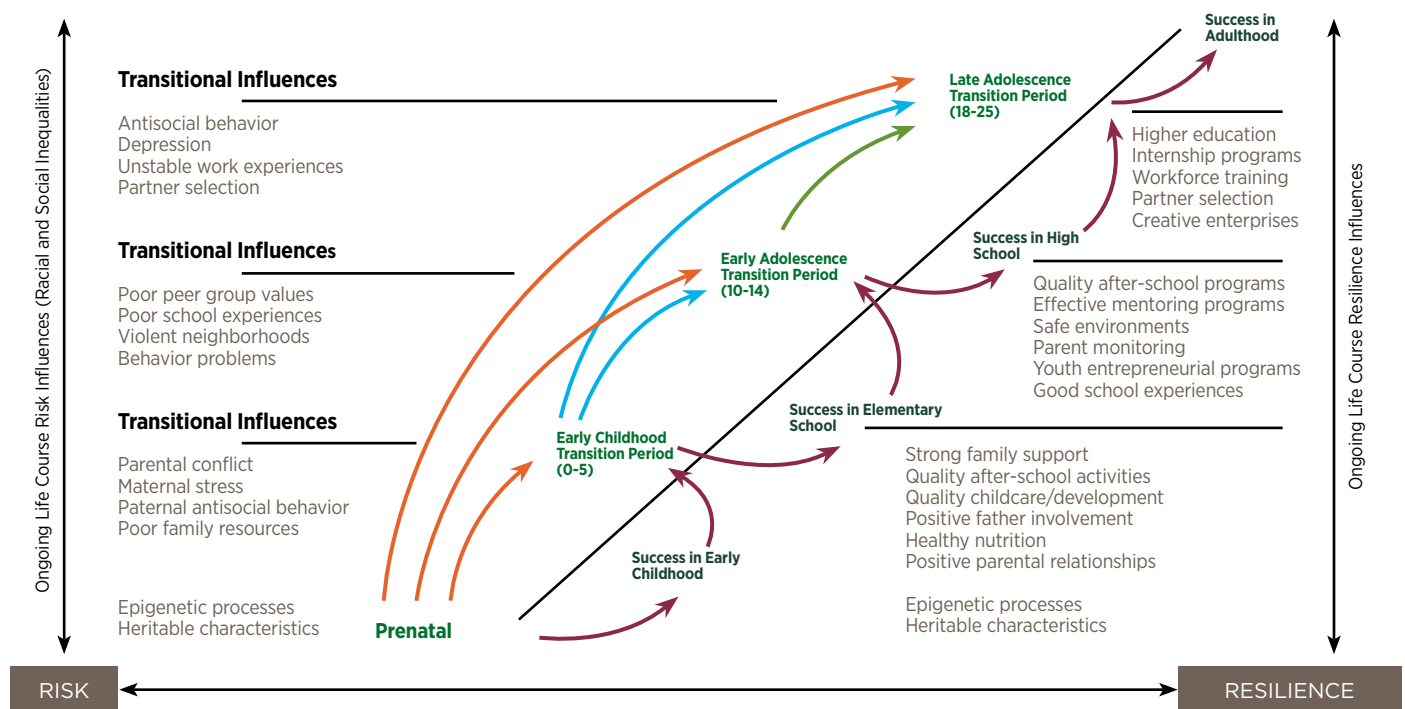


Figure 1. Risk-Resilience Continuum. Adapted from Fitzgerald, H. E., & Simon, L. A. K. (2012). The world grant ideal and engagement scholarship. *Journal of Higher Education Outreach and Engagement*, 16, 35-55.

References

- Fitzgerald, H. E., & Simon, L. A. K. (2012). The world grant ideal and engagement scholarship. *Journal of Higher Education Outreach and Engagement*, 16(3), 33-55.
- Golding, P., & Fitzgerald, H. E. (2017). Psychology of boys at risk: Indicators from 0-5. *Infant Mental Health Journal*, 38, 5-14.
- Schore, A. (2017). All our sons: The developmental neurobiology and neuroendocrinology of boys at risk. *Infant Mental Health Journal*, 38, 15-52.
- Shonkoff, J. P., & Garner, A. S. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*. doi:10.15542/peds.2011-2663.

MSU AWARDS HONOR EN

University Outreach and Engagement Awards Program

University Outreach and Engagement established its awards program to recognize highly engaged and scholarly community-based collaborations that positively impact both the community and scholarship.

2017 Recipients: UOE Awards

MSU COMMUNITY ENGAGEMENT SCHOLARSHIP AWARD (CESA)

The CESA recognizes exemplary engaged scholarship with a community partner. One scholar and her/his partner(s) share a stipend of \$5,000. The winning partnership also represents MSU in the competition for the regional W. K. Kellogg Foundation Community Engagement Scholarship Awards and the national C. Peter Magrath Community Engagement Scholarship Award cosponsored by the Association of Public and Land-grant Universities and the Engagement Scholarship Consortium. These are among the most prestigious recognitions of exemplary engaged scholarship in the United States.



Detroit Sexual Assault Kit (SAK) Action Research Project

Rebecca Campbell, College of Social Science
Wayne County Prosecutor's Office
Michigan Domestic and Sexual Violence Prevention and Treatment Board
Michigan State Police
Wayne County SAFE (Sexual Assault Forensic Examiners)

After the 2009 discovery of some 11,000 unprocessed and untested sexual assault kits in a police property storage facility in Detroit, Campbell, along with Wayne County Prosecutor Kym Worthy and partners, worked together for five years to understand why so many kits were not tested. They developed comprehensive testing plans to ensure all rape kits were tested for DNA and created trauma-informed support programs for survivors as their cases were reopened. Strategies and solutions developed in this project have been disseminated nationally to help other communities.

DISTINGUISHED PARTNERSHIP AWARDS

The Distinguished Partnership Awards comprise a series of four University-wide recognitions for highly engaged and scholarly community-based work that positively impacts both the community and scholarship. The awards are given in the categories of Research, Creative Activities, Teaching, and Service. Each award is jointly conferred on a faculty recipient and her/his community partner(s), and comes with a shared stipend of \$1,500. The four award recipients are also finalists for the CESA award.

Distinguished Partnership Award for Community-Engaged Research

Detroit Sexual Assault Kit (SAK) Action Research Project

Rebecca Campbell, College of Social Science
Wayne County Prosecutor's Office
Michigan Domestic and Sexual Violence Prevention and Treatment Board
Michigan State Police
Wayne County SAFE (Sexual Assault Forensic Examiners)

This partnership won MSU's 2017 Community Engagement Scholarship Award.



GAGED SCHOLARSHIP

Distinguished Partnership Award for Community-Engaged Creative Activity

Young Playwrights Festival

*Robert J. Roznowski, College of Arts and Letters
Williamston High School*

The playwrights festival is a juried competition that offers mid-Michigan high school students the opportunity to submit an original short play for production. The plays are then performed before a live audience at Wharton Center's Pasant Theatre, followed by a public reflection and assessment process. The program has developed deeply collaborative roots among the academic, professional, and community partners who participate in jurying, mentoring, producing, directing, and advising the young people. Since the program's inception, 67 mid-Michigan high schools have participated, with students submitting 1,703 plays; more than 650 Department of Theatre students and staff have contributed their time and expertise.



Distinguished Partnership Award for Community-Engaged Teaching

MIPlace™ Partnership Initiative

*Mark A. Wyckoff, College of Agriculture and Natural Resources
Michigan State Housing Development Authority
Michigan Municipal League*

MIPlace™ was created in response to the need to revitalize Michigan's downtowns. Through extensive place-making training based on a new curriculum and guidebook, as well as technical assistance provided to stakeholder groups and communities across the state, the initiative has educated nearly 15,000 about the importance of place-making and been instrumental in the planning and implementation of dozens of place-making projects throughout Michigan.



Distinguished Partnership Award for Community-Engaged Service

Building a Statewide Research Network Based on Community Engagement

*Jeffrey W. Dwyer, College of Agriculture and Natural Resources and College of Human Medicine
Mid-Michigan Health
UP Health System-Marquette
Munson Medical Center*

Jeff Dwyer has spent nearly a decade working with community partners to build a statewide research network affiliated with the campuses of MSU's College of Human Medicine. His goal is to align the expertise of health-focused professionals from the University with communities in need. This network supports community-engaged research and the development of collaborations. The project is funded by the National Institutes of Health and other sources.



(continued on page 36)

(continued from page 35)

MSU AWARDS HONOR EN

University Outreach and Engagement Awards Program

MSU COMMUNITY ENGAGEMENT SCHOLARSHIP LIFETIME ACHIEVEMENT AWARD

The Lifetime Achievement Award recognizes individuals of outstanding sustained accomplishment in community-engaged scholarship through research, creative activity, teaching, and/or service and practice over the span of a career.

Mildred A. Horodynski

College of Nursing

For more than 25 years, Horodynski has directed her research towards reducing the risk of childhood obesity. She and colleagues have developed and implemented innovative, evidence-based, multi-faceted curricula that empower parents to utilize appropriate nutritional guidelines and feeding practices.



SYNERGY AWARD FOR EXEMPLARY COMMUNITY LEADERSHIP IN UNIVERSITY-COMMUNITY PARTNERSHIPS

The Synergy Award recognizes individuals from public, nonprofit, or private sector organizations or the community at large for exemplary leadership in partnering with MSU faculty, staff, or students in community engagement activities.

Renee Leone

MSU Science Festival

The first MSU Science Festival, held in April 2013, attracted more than 11,000 attendees across 10 days, offered more than 150 unique presentations, and spanned the science spectrum from astronomy to zoology. With Leone's leadership, the festival continued to develop each year, growing in attendance and activities held around the state. It is supported by many businesses, nonprofits, MSU units, and student volunteers.



GAGED SCHOLARSHIP

Service-Learning and Civic Engagement Awards

The MSU Service-Learning and Civic Engagement Awards recognize individuals who have demonstrated innovative and/or sustained effort in the area of academic, curricular, or cocurricular service-learning/civic engagement that is specifically linked with the mission and efforts of their college. Recipients are selected from faculty and staff by the deans of each college.

2017 Recipients: CSLCE Awards

College of Arts and Letters

Alison Clare Dobbins



Alison Dobbins is the director and creator of Theatre Engine, an interdisciplinary project focused on exploring audience engagement in dance through the use of mobile applications. Collaborators are from three MSU colleges, Brigham Young University, University of Wisconsin-Green Bay, Colby College, University of Oregon, and St. Olaf College. Dobbins is also a coprincipal investigator on Dancing Computer, an interdisciplinary project focused on developing methods to teach dance and computer literacy to elementary school students, and creator of the Media Theatre Performance Laboratory, a partnership between MSU and Riverwalk Theatre to establish new methods of understanding, teaching, and developing media/theatre productions.

College of Communication Arts and Sciences

David Keith Poulson



David Poulson is the senior associate director of MSU's Knight Center for Environmental Journalism, where he teaches environmental news reporting and organizes local to international workshops for students, journalists, and others. He also teaches scientists how to translate their research and

make it relevant to the average person. Poulson created and built three Knight Center online environmental news services, including Great Lakes Echo, which regularly attracts hundreds of thousands of page views from across the world through its app, social media, and website. Under Poulson's supervision, students and professionals write podcasts, videos, and text stories that are reposted globally.

College of Human Medicine

Rae Lee Schnuth



Rae Schnuth has served as director of the Leadership in Medicine for the Underserved certificate program in the College of Human Medicine for over 10 years, mentoring hundreds of students engaging in structured, longitudinal, service-learning activities in the communities of Saginaw, Flint, and internationally across three continents. Her certificate students have served on one- and two-month-long rotations in Peru, Costa Rica, and Uganda. Service-learning partners include migrant clinics, public schools, health departments, and community organizations.

College of Law

Joshua Matthew Wease



Joshua Wease is the director of the Tax Clinic, which at any given time serves roughly 100-120 low-income clients in the Lansing area who are involved in a controversy with the IRS. The Clinic is staffed by second and third year law students. Under Wease's leadership, the clinic now provides services to more rural and small communities across Michigan and has redesigned its website, which has been translated into Spanish.

College of Music

Rodney T. Whitaker



Rodney Whitaker holds dear the unwritten directive of a true jazz musician as being a mentor to his students. In his first years at MSU, he began passing on the mentorship tradition with an outreach program to inner-city schools in Detroit and Lansing. These efforts have since grown into a Jazz Artist in Residence program supported by the MSU Federal Credit Union, where well-known jazz artists visit campus for a weeklong residency. Residency guests engage the campus community with public concerts and visits to local school systems, as well as tours across the state with Jazz Orchestra I.

(continued on page 38)

(continued from page 37)

MSU AWARDS HONOR ENGAGED SCHOLARSHIP

Service-Learning and Civic Engagement Awards

College of Natural Science

Pavel Sikorskii



Pavel Sikorskii leads the effort to transform mathematics gateway courses at MSU with an overarching goal of improving student success and reducing time to degree. He is the principal investigator on a BOSCH Community Foundation grant that supports the BOSCH/MSU High School STEM Success

program in Detroit area public schools, which combines online curriculum with in-person interactions to improve the college mathematics readiness of high school graduates.

College of Social Science

Joshua Sapotichne



Josh Sapotichne established and directs the InnovateGov service-learning program for the College of Social Science. The program provides assistance to the City of Detroit through student placements in key institutions. Students in the program also take a senior seminar course on urban public policy. In the first year, 10

students worked in the Detroit Mayor's Finance Office. In the second year, InnovateGov joined the Det x MSU initiative of the University. This summer the program is providing a service-learning opportunity for 50 students from all across the University, and its partnerships have expanded to include Wayne County and local nonprofits.

College of Veterinary Medicine

Daniel K. Langlois and John P. Buchweitz



Daniel Langlois treated animals suffering from lead toxicity in Flint and helped launch an investigation into screening for lead exposure. He held free public clinics at various locations to evaluate blood lead levels in dogs and developed information materials about lowering lead exposure, providing safe drinking water to pets, and signs of lead toxicity. He and his team spent numerous Saturdays holding lead screening clinics in the Flint area, evaluating dogs, interacting with residents, and answering their questions. The clinics were held in



partnership with community organizations, churches, and the Humane Society of Genesee County. John Buchweitz is a toxicologist who worked closely with Langlois on the project.

James Madison College

Louise Ann Jezierski



Louise Jezierski teaches almost yearly courses on Detroit that bring students to the city and engage them in socially-significant civic activities. In the past few years, she has also developed courses on Lansing and Flint. Students spend time in both cities, visit with local municipal authorities, nonprofit organizations, and entrepreneurs,

and then write research papers that, hopefully, will be of use to community stakeholders. Jezierski has also trained undergraduate students in how to gather and assess data in the community in order to examine the factors that contribute to the social capital that a neighborhood possesses.

Lyman Briggs College

Sara C. Fingal and Rebecca H. Lahr



Sara Fingal and Rebecca Lahr have incorporated water testing and research into graduate education and public outreach programs. Their project on understanding controversies related to children, environment, and scientific research probes how K-12 students learn about water and environmental sciences. By using commercial water testing kits, along with Lahr's newly developed drop evaporation analysis technique, area K-12 students have evaluated various chemical and particulate impurities in their community's water supply. Lahr's environmental engineering graduate students have been

designing additional water tests, keeping in mind cost affordability for effective citizen science in underprivileged communities, while Fingal has been training them in strategies for public science communication.

Residential College in the Arts and Humanities

Kevin Lamont Brooks



Kevin Brooks has taken a leadership role in creating the new RCAH College Colloquium on difficult issues and served on the RCAH Civic Engagement Task Force. He has created new partnerships with the Lansing Art Gallery; the Grit, Glam, and Guts Summer Conferences in Lansing, Flint, and Detroit; Peace and Prosperity Youth Action in Lansing; the My

Brother's Keeper program in Lansing and its statewide alliance; the Literacy Come to Life Program in Detroit; and the Ingham Community Health Improvement Plan Workgroup. He also has taught important civic engagement classes in RCAH, many of which involve these community partnerships.

Global Engagement

SPEAKER SERIES

The MSU Global Engagement Speaker Series is inviting individuals of distinction from higher education, global organizations, and philanthropies to share their thoughts, research, and practice with the MSU community. Advancing fundamental human rights and meeting basic human needs serve as the primary foci for the Series. Speakers highlight the role of higher education as a collaborator, working with civil societies, governments, and industry to enhance societal well-being.

Global Engagement Speakers for 2017-2018

OCTOBER 2017

Maryam Mohiuddin Ahmed

Founder and Director, Social Innovation Lab, Pakistan

NOVEMBER 2017

Thelma Awori

Founding Chair and Co-President, Sustainable Market Women's Fund, Liberia

FEBRUARY 2018

George Openjuru

Professor of Education and First Deputy Vice Chancellor, Guru University, Uganda

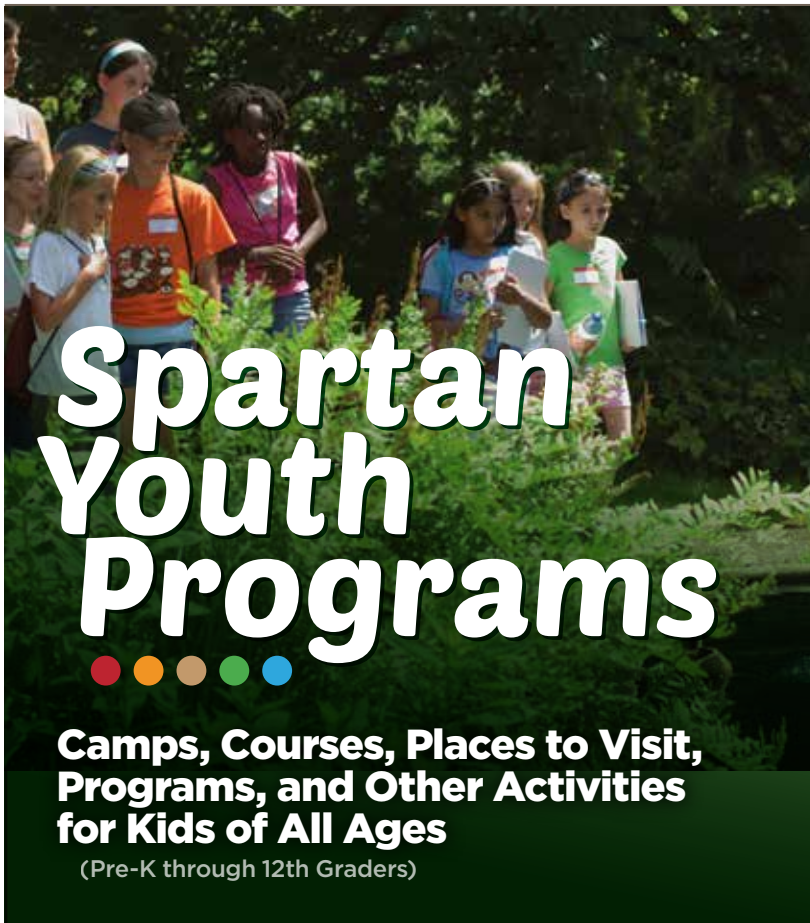
MARCH 2018

Nieves Tapia

Founder and Director, Latin American Center for Service-Learning, Buenos Aires, Argentina

Videos and transcripts from the 2016-2017 Global Engagement speakers are now available online. For more information or to register for an upcoming talk, visit gess.msu.edu.

JOINTLY SPONSORED BY INTERNATIONAL STUDIES AND PROGRAMS AND UNIVERSITY OUTREACH AND ENGAGEMENT



Spartan Youth Programs

Camps, Courses, Places to Visit, Programs, and Other Activities for Kids of All Ages
(Pre-K through 12th Graders)

What Is SYP?

SYP is a website that displays a wide range of **exciting opportunities for pre-K through 12th graders** to improve their knowledge and skills in specific subject areas. Pre-college programs are an excellent way for students to explore majors or careers while being introduced to the college environment.

With **over 200 listings** covering topics in agriculture, art, business, computers, engineering, math, music, science, sports, and writing, **MSU is sure to have a program for every student!**

You can search the SYP website for:

- summer and school year programs
- opportunities to earn college credit
- residential experiences on the MSU campus
- financial assistance
- study abroad possibilities

For more information visit spartanyouth.msu.edu

Awards and Honors



MSU President **Lou Anna K. Simon** received the 2017 John DiBiaggio Beacon Award for Presidential Leadership from Michigan Campus Compact (MiCC). The award honors a president or chancellor for his/her significant contributions to the institutionalization of community engagement; inspiring a vision for service on the campus and supporting faculty, staff, students, and campus-community partnerships; and for outstanding participation and leadership within the MiCC network.



Hiram E. Fitzgerald was presented with the Michigan Campus Compact (MiCC) Lifetime Achievement Award during the annual MSU Service-Learning and Civic Engagement Awards ceremony in April. Fitzgerald is University Distinguished Professor in the Department of Psychology and Associate Provost for University Outreach and Engagement (UOE). The award recognizes both the body of work accomplished during an individual's career

and the commitment and leadership that is demonstrated while doing it. The Center for Service-Learning and Civic Engagement and UOE have worked closely with MiCC to promote the education and commitment of Michigan college students to be civically engaged citizens.

University Outreach and Engagement received an Outstanding Contributions by a Unit award for 2016-2017 from the MSU Faculty Emeriti Association. The award recognizes an academic or support unit that does an outstanding job of creating opportunities for MSU faculty emeriti to participate in the life of the University.

New Ventures



The MSU Museum has received a \$100,000 planning grant from MSU's Alliance for African

Partnership. In its first-ever grant competition, the Alliance selected the Museum's **Ubuntu: Museums and Communities Connect** project as one of 15 winning proposals that exemplify AAP's mission of effecting positive change in Africa. All proposals are led by teams that include both MSU faculty and partners from African organizations, and have the potential to create or build on long-term, sustainable collaborations. MSU partners include Marsha MacDowell, Kurt Dewhurst, Aleia Brown, and Tiffany Caesar. Partners at Stellenbosch University, South Africa, are Bongani Mgijima, Masa Soko, and Ulrich Wolff.

Marsha MacDowell, Mary Worrall, Lynne Swanson, and Beth Donaldson received the 2016 Elli Kögäs-Maranda Prize, given by the Women's Section of the American Folklore Society, for their book *Quilts and Human Rights*. In honor of pioneering scholar Elli Kögäs-Maranda, the prize recognizes superior work on women's traditional, vernacular, or local culture and/or feminist theory and folklore.

New Appointments



Mark Auslander, a sociocultural anthropologist, has been appointed director of the Michigan State University Museum. Auslander comes to MSU from Central Washington University, where he oversaw the museum studies program and directed the university's Museum of Culture and Environment. He also served on the exhibition development core team for the Smithsonian National Museum for Natural History's permanent exhibition of the African Diaspora. His scholarly work includes papers on African witch-finding movements,

Zulu iconography in global contexts, popular narratives of slavery in the rural American South, and "living history" reenactments of traumatic events, including lynchings and slave auctions. His book, *The Accidental Slaveowner: Revisiting a Myth of Race and Finding an American Family*, received two national academic awards.



Graham Pierce has been promoted to assistant director of Usability/Accessibility Research and Consulting (UARC) at University Outreach and Engagement. Pierce has been instrumental in the success of UARC

over the past several years, both on grants and on accessibility consulting projects, and has represented UARC on a variety of committees, advisory panels, and working groups inside and outside the University.

About University Outreach and Engagement

University Outreach and Engagement facilitates university-wide efforts to create an ecosystem of engagement by supporting the engaged activities of faculty, staff, and students; fostering public access to university expertise and resources; and advocating for exemplary engaged scholarship, nationally and internationally.

In all of its work, UOE emphasizes university-community partnerships that are **collaborative, participatory, empowering, systemic, transformative, and anchored in scholarship.**

Hiram E. Fitzgerald
Associate Provost, University Outreach and Engagement

Laurie A. Van Egeren
Assistant Provost for University-Community Partnerships

Contact University Outreach and Engagement to learn how you can become more active in the MSU engagement enterprise.

engage.msu.edu

Arts and Cultural Initiatives **C. Kurt Dewhurst, Director**

ACI facilitates research collaborations between MSU faculty and community-based partners using arts and culture to foster effective inclusive communities and cultural economic development.

Urban Policy Initiatives **Arnold Weinfeld, Director**

UPI serves as a connector and boundary spanner for MSU faculty, community partners, and other agencies to develop community-university partnerships focused on urban and systems change.

Center for Community and Economic Development **Rex LaMore, Director**

Located in central Lansing, CCED works to improve the quality of life for people in distressed Michigan communities through responsive engagement, strategic partnerships, and collaborative learning.

Center for Service-Learning and Civic Engagement **Renee Zientek, Director**

CSLCE provides curricular and cocurricular service-learning and engagement opportunities for MSU students and helps faculty integrate service-learning into their courses.

Communication and Information Technology **Burton A. Bargerstock, Director**

CIT provides public access to information about university-wide outreach initiatives through the Internet, as well as consulting and product development services for websites, databases, publications, graphic design, and event management.

Community Evaluation and Research Collaborative **Miles McNall, Director**

CERC develops and sustains university-community partnerships that are mutually beneficial and impactful through community-based participatory evaluation and research.

Gifted and Talented Education **Susan Sheth, Director**

GATE promotes differentiated educational programs for students in grade school, middle school, and high school in order to provide educational experiences that benefit academically able students intellectually, cultivate social relationships, and encourage a global understanding of their world.

Julian Samora Research Institute **Rubén Martinez, Director**

JSRI conducts research on social, economic, educational, and political issues of Latino communities.

MSU Detroit Center **Jena Baker-Calloway, Director**

The Center is home to College of Education programs and Detroit internship headquarters; Community Music School-Detroit classes, programs, and events; and offices for admissions, advancement, and governmental affairs.

MSU Museum **Mark Auslander, Director**

The MSU Museum reaches a broad public audience through collections, field- and collections-based research, public service and education programs, traveling exhibits, and innovative partnerships.

National Collaborative for the Study of University Engagement **Burton A. Bargerstock, Director**

NCSUE promotes the study of university engagement through original studies and publications, measurement of outreach activity, creating opportunities to learn about the practice of community-engaged scholarship, consulting with other universities, and participating in national organizations.

Usability/Accessibility Research and Consulting **Sarah J. Swierenga, Director**

UARC conducts research and evaluates new interface technologies to ensure that they are useful, usable, accessible, and appealing to a broad audience.

Wharton Center for Performing Arts **Michael J. Brand, Executive Director**

Wharton Center educational programs connect students to the performing arts by offering a wide range of programs suited to a variety of learner needs.

MICHIGAN STATE
UNIVERSITY

University Outreach and Engagement
Michigan State University

Kellogg Center • 219 S. Harrison Rd.
Room 93 • East Lansing, MI 48824

Phone: (517) 353-8977

Fax: (517) 432-9541

E-mail: engage@msu.edu

2017-2018 CALENDAR • MSU OUTREACH AND ENGAGEMENT

Global Engagement Speaker Series

MARYAM MOHIUDDIN

October 2017 | MSU Kellogg Center
gess.msu.edu

Community-Engaged Scholarship Writing Retreat

October 19-20, 2017 | Pierce Cedar Creek Institute, Hastings, MI
engage.msu.edu/learn/faculty

PhotoVoice: Using Images to Tell Community Stories

October 27 (Part 1) and November 3 (Part 2), 2017 | MSU Kellogg Center
engage.msu.edu/learn/faculty

Global Engagement Speaker Series

THELMA AWORI

November 2017 | MSU International Center
gess.msu.edu

Michigan Pre-College and Youth Outreach Conference

November 6, 2017 | University of Michigan – Ann Arbor
ceo.umich.edu/mipcc/urgency

World Usability Day

November 9, 2017 | MSU Union
usability.msu.edu

Global Engagement Speaker Series

GEORGE OPENJURU

February 2018 | MSU Kellogg Center
gess.msu.edu

Global Engagement Speaker Series

NIEVES TAPIA

March 2018 | MSU International Center
gess.msu.edu

OTHER UPCOMING EVENTS

MSU University Outreach and Engagement Awards Ceremony

Held annually in late February
engage.msu.edu

MSU Science Festival

Held annually in April
sciencefestival.msu.edu

Michigan Science Olympiad State Tournament

Held annually in April
scienceolympiad.msu.edu

Summer Solstice Jazz Festival

Held annually in June
eljazzfest.com

International Association for Research on Service-Learning and Community Engagement (IARSLCE) Conference

July 2018 | New Orleans, LA
researchslce.org

Great Lakes Folk Festival

Held annually in August
greatlakesfolkfest.net

Innovate Michigan! Summit

Held annually in early September
reicenter.org/events

Engagement Scholarship Consortium Conference

Held annually in late September/early October
engagementscholarship.org/conference