



***MCH Graduate and Undergraduate Student Internship Program  
in State Title V Programs  
Summer 2014: Improving Access to Care***

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## Background

Major transformations in health care offer unique opportunities for improving public health systems, state and community health care delivery, and ultimately, key health outcomes for maternal and child health (MCH) populations. A new [National MCH Workforce Development Center at UNC Chapel Hill](#), in cooperation with the Maternal and Child Health Bureau (MCHB), and in partnership with AMCHP and other national experts in MCH innovation and quality improvement, will deliver training, collaborative learning, and technical support to state and territorial Title V leaders in four core areas:

1. improving **access to care in the context of the changing health and health care environment**,
2. using **quality improvement** tools to drive transformation,
3. fostering **systems integration** within public health and across organizational boundaries,
4. furthering **personal leadership development**, including effective change management and collective action skills.

## Pipeline Practica Project: Summer 2014

As part of the efforts of the National Workforce Development Center, the University of Illinois School of Public Health and Howard University will launch the *Pipeline Practica Project* beginning in Summer 2014. Through the *Pipeline Practica Project*, graduate MCH students from 13 HRSA-funded SPH training programs and undergraduates from the Howard University MCH pipeline program will be supported in undertaking “paired practica” projects identified by state Title V programs (One undergraduate student will be paired with one graduate student for each Title V project). While this effort will be aligned with the four core areas, during the first project year the *practica* will be organized specifically around the **theme of improving access to care in the context of the changing health and health care environment** through capacity building and infrastructure support.

## Leadership Training

All students (graduate and undergraduate) participating in the Pipeline Practica will be required to participate in leadership training throughout their practica experiences during the spring/summer of 2014. This will include initial training on the Affordable Care Act and working in teams as well as journaling, taking a self-assessment to determine leadership strengths, team coaching, and monthly group discussions (conference calls). These activities are aimed at increasing the students’ leadership and team building skills.

## Goal

The aim of the “paired practica” is to assist state Title V agencies in implementing projects focused on improving **access to care in the context of health reform**. Examples of such projects include:

- designing a statewide education and social marketing campaign focused on access to health care for women and children
- integrating primary care and prevention services by enhancing collaboration between Title V and non-traditional partners
- assessing gaps and other implications of expanding Medicaid for Children and Youth with Special Health Care Needs.

## Stipend & Availability

The National MCH Workforce Development Center will provide the student interns with a stipend to support summer living expenses. We expect to provide stipends to **five teams of graduate (MPH or doctoral) and undergraduate students** during Summer 2014. Students should be available from approximately May 19<sup>th</sup> to August 11, 2014. MPH and undergraduate students are generally expected to work 360 hours (or 9 weeks); there is no particular limit for doctoral students.

# Applications by State: Florida, Iowa, Kentucky, Maryland and Oregon

*Students should review the following state applications and select the two states they prefer to work with this summer. Please note that we can't guarantee that an applicant will be matched with their top choice.*

## Florida

**1. Briefly describe the specific project in which the student team will be involved and how you see their role/contribution with the project.** The Title V Maternal Child Health (MCH) Needs Assessment (NA) will be due in 2015 and the Florida Department of Health (DOH) will have approximately 24 MCH issue areas to be prioritized. In 2010, the MCH areas had "issue" papers written and all of them need to be updated to reflect the current situation in Florida and the nation. The students would be responsible to review and update at least 10 of the existing issue papers and to create one new issue paper that has been identified (substance exposed newborns). The 2010 issue papers included a definition and general description of the issue/problem, the magnitude of the problem, the severity/consequences, trend, if the issue was a national goal, the Florida DOH's capacity to address the issue and if the issue was currently a state priority or objective. Since 2010, there has been health care reform and the issue papers will need to also include an additional section on how health care reform has impacted the specific MCH issue. In order to accomplish the project the paired practicum students would be working with Florida DOH's MCH leadership, epidemiologists and research and training consultants who have expertise in data collection and analysis.

**2. List three to five overall project objectives and then describe how you see a student team contributing to achievement of these objectives.**

- Completion of at least 10 re-writes of the issue papers (students may complete as many as possible but 10 is the minimum)
  - Undergraduate student will contribute by scheduling meetings with appropriate DOH staff to discuss the expectations for each of the issue papers and by identifying the potential research/journal articles/data sources that would be helpful in making revisions to the policy brief; undergraduate student will assist the Graduate student with the revisions as time allows.
  - Graduate student will contribute by incorporating new information into the existing issue papers, deleting outdated information, collaborating with the appropriate DOH staff and submitting drafts to the assigned DOH staff.
- Undergraduate and Graduate students will gain insight into the process of conducting a statewide MCH Needs Assessment by participating in revising the priority issue papers, attending MCH NA meetings, talking with MCH staff and leadership, epidemiologists and research and training consultants.
  - Undergraduate student will contribute by assisting with drafting agendas for MCH NA meetings, scheduling meetings and taking meeting notes.
  - Graduate student will share with the meeting attendees what they have learned from the revision of the issue papers.
- Students and Florida DOH staff will have an increased understanding of how health care reform has impacted MCH issues in general and specifically in Florida

- Undergraduate student will set up and participate in meetings with the graduate student and identified MCH and DOH leadership to discuss health care reform and Florida's MCH system of care
- Graduate student will lead an "interview" with identified DOH leaders to discuss Florida's MCH system of care and the changes that have and will/may occur for women and children

**3. Provide a brief description of the specific activities that the student team will be engaged in to carry out the project.**

Undergraduate student responsibilities will include:

- Schedule key informational meetings with appropriate DOH staff to discuss issue papers (observe and take notes)
- Assist graduate student in the analysis of key informational interview data
- Conduct academic literature reviews for each issue paper
- Assist graduate student with identifying and updating data and content for each issue paper
- Assist graduate student in analysis of data for each issue paper (as needed)

Graduate student responsibilities will include:

- Review, revise and write issue papers
- Attend meetings with appropriate DOH staff to discuss issue papers
- Conduct academic literature reviews
- Identify and update data and content for each issue paper
- Analyze data for each issue paper
- Conduct 2-3 interviews with MCH leaders regarding health care reform

**4. Describe the deliverables expected from the student team by the end of the summer (even if the project will be ongoing).** The students will be responsible to review and update at least 10 of the existing issue papers and to create one new one that has been identified (substance exposed newborns).

**5. Identify the students' primary and secondary mentors, their backgrounds, and their availability to act as preceptors during the summer of 2014.**

- Primary Mentor: Daniel Thompson, MPH, will serve as the primary mentor. Mr. Thompson has worked as a researcher and data analyst for the MCH section at the Florida Department of Health since 2001. Prior to that, he worked for 13 years as a computer systems analyst, and four years as the program administrator for the Chronic Disease Epidemiology program at the Florida Department of Health. Mr. Thompson has published several articles in peer reviewed journals and has authored many other research articles posted on the Florida Department of Health web site. Mr. Thompson has a strong educational background and extensive experience in statistical methods, statistical computer programming, epidemiology and scientific writing. He is available to act as a preceptor during the summer of 2014.
- Secondary Mentor: Christina Canty, MPA, CPM, will serve as the secondary mentor. Ms. Canty is presently the supervisor of the Budget, Procurement, Grants and Data Analysis unit in which Mr. Thompson works and will provide oversight for the MCH project.

**6. Indicate whether housing is available for the students. Please indicate whether it is free and if not, how costly.** Housing will need to be found by the student. Tallahassee, Florida has extended stay hotels @ \$299 / week but could possibly be negotiated to a lesser amount; there are two universities in Tallahassee that might have some type of dormitory availability.

# Iowa

**1. Briefly describe the specific project in which the student team will be involved and how you see their role/contribution with the project.** The Iowa Department of Public Health (IDPH) Bureau of Family Health (BFH) is seeking an intern team to conduct and analyze results of focus groups for the 5-year needs assessment for the Title V MCH Block Grant and to assess/evaluate the education or professional development needs of local MCH grantees. The needs assessment and professional development/workforce activities are related to health care reform due to the changing needs of states and the need to align Title V and other funding sources with federal priorities. During this internship, the candidates will conduct 5-7 focus groups of MCH populations, including maternal health clients, child health, adolescents and children with special health care needs. The interns will analyze the results and submit a final report of findings to the Title V director and grant coordinator. The interns will also survey local MCH contractors on the education/professional development needs of local MCH staff and provide recommendations to the Title V director and grant coordinator.

**2. List three to five overall project objectives and then describe how you see a student team contributing to achievement of these objectives.**

- Conduct 5-7 focus groups based on the plan developed by the previous UIC intern.
- Develop an analysis report of the findings of the focus groups, including a SWOT analysis of Iowa's MCH program.
- Evaluate the education/professional development needs of staff of Iowa's MCH contract agencies and provide recommendations of training topics.

**3. Provide a brief description of the specific activities that the student team will be engaged in to carry out the project.**

- *Skills that you expect the student team to have.*
  - Understanding of how to translate public health data into actionable information
  - Exposure to statistical software such as SAS, willingness to learn SAS as needed.
  - Familiarity with current and emerging maternal and child health issues
  - Excellent MS Office applications (Word, Excel, PowerPoint) skills
  - Excellent attention to detail
  - Ability to work independently
  - Strong organizational skills
  - Effective oral and written communication skills
  - The ability to work with an interdisciplinary team
- *Specific activities you expect the undergraduate student to be engaged in.*
  - Assist grad student and MCH staff in implementation of 5-7 focus groups (e.g., observe and take notes)
  - Assist grad student in analysis of focus group data (e.g., coding)
  - Help format report based on key themes/SWOT analysis.
  - Assist graduate student with the development and analysis of survey focused on Educational/Professional Development needs of local MCH staff (e.g., search literature to develop survey questions, produce simple frequencies).
- *Specific activities you expect the graduate student to be engaged in.*
  - Provide leadership and facilitate the focus groups.
  - Analyze focus group data and develop key themes/SWOT analysis.
  - Develop report based on key themes/SWOT analysis.

- Present findings to the MCH needs assessment team.
- Develop and analyze survey focused on Education/Professional Development needs of local MCH staff.

**4. Describe the deliverables expected from the student team by the end of the summer (even if the project will be ongoing).**

- 5-7 focus groups conducted
- Focus group analysis, including a SWOT analysis
- Development of Education/Professional Development Survey
- Analysis of the Results of the Education/Professional Development Survey

**5. Identify the students' primary and secondary mentors, their backgrounds, and their availability to act as preceptors during the summer of 2014.**

- *Primary Mentor:* Debra J Kane, PhD, RN, PHCNS-BC. Dr. Kane is an MCH Epidemiologist assigned to the IDPH – BFH by the Centers for Disease Control and Prevention. She has over 20 years of experience serving as a mentor, preceptor, and teacher. Since coming to Iowa in 2005, Dr. Kane has recruited and mentored interns from the GSIP program, Des Moines University, and the University of Iowa – College of Public Health. She is also an adjunct professor at Des Moines University and has served on dissertation committees for University of Illinois -- Chicago doctoral students. Prior to seeking her PhD in 2003, Dr. Kane held a variety of community and public health nursing positions including, at the City of Milwaukee Health Department, as a volunteer health team member in Chiapas, Mexico, and at the Wisconsin Division of Health. While a public health nurse at the City of Milwaukee Health Department, Dr. Kane served as a preceptor for student nurses in public health from the University of Wisconsin – Milwaukee. Also while in Milwaukee, she was an adjunct professor of community health nursing at Marian College of Fond du Lac, WI.
- *Secondary Mentor:* Marcus Johnson-Miller, BS, Title V Grant Coordinator. Mr. Miller-Johnson has over 10 years of experience working as a community health consultant in programs such as the Early Childhood Program, the EPSDT Program, and as the Title V MCH Block Grant Coordinator. He also served as the Fiscal Manager for the Title V MCH Block Grant.

Both Dr. Kane and Mr. Miller-Johnson will be available to provide guidance and support to a summer intern. In addition, the BFH offers a welcoming and supportive environment through which emerging public health professionals can learn and grow. Many prior fellows and interns have opted to remain as employees of the Iowa Department of Public Health– after having completed their assignment. Others have used their IDPH experience to launch their public health careers or to go on the doctoral programs. IDPH interns have been successful in having abstracts of their work accepted for presentation at national conferences such as AMCHP, MCH Epidemiology Annual Conference, and the National Oral Health Conference. On another level, the BFH values interns for the teaching and learning opportunities they bring to the BFH. Just as the BFH welcomes the intern, the Bureau welcomes the fresh ideas and insights that interns bring to the public health issues we face every day. At the BFH, internships and fellowships are seen as an exchange of teaching and learning, rather than a one-way exchange of experience and knowledge. If you would like to hear about working in the one of the Bureaus, from the perspective of a former intern or fellow, we would be happy to provide you with their contact information.

**6. Indicate whether housing is available for the students. Please indicate whether it is free and if not, how costly.** We will assist the student in finding housing. Students have been successful subletting apartments from Drake University students or using Craig's list to obtain housing.

# Kentucky

**1. Briefly describe the specific project in which the student team will be involved and how you see their role/contribution with the project.** Kentucky is implementing the ACA, but the downside from a funding standpoint is that “savings” are being taken away from health departments, thinking that with more of their clients covered, they will use less of the public funds, and get more of their reimbursement from billing Medicaid and other third parties. At the same time, health departments are trying to move away from direct clinical services and towards population health. The whole public health system is shrinking and trying to reform as the “new face of public health”, more focused on population health and policy. At the LHD level, MCH services are being minimized since they are not a money-maker, and LHD’s are following NACCHO’s lead in not recognizing MCH as part of essential public health services.

Our pipeline student project would investigate and make recommendations for which MCH populations and services Kentucky local health departments consider essential for maintaining and improving health in their communities. This information would be analyzed and developed into a report that will inform the State’s Title V Needs Assessment process.

This project will provide opportunities for both quantitative and qualitative work. We envision this process starting with a literature review, followed by a survey sent to all KY LHD directors and nurse leaders. Analysis of that survey would then inform the development of a question guide for Key Informant Interviews, with 8-10 key leaders from geographically distinct areas of the state selected for participation. Additional data sources to inform the interviews would include the Community Health Assessments conducted by non-profit hospitals, and Community Health Assessments conducted by Local Health Departments where that data is available. Information from the Key Informant interviews will be analyzed through qualitative analysis software and compiled. The final project would be a report summarizing all of this information with state-specific recommendations to the Title V program on what the “new face of public health” and a “package of minimum essential MCH services” would look like for Kentucky MCH. Since KY is one of few states with expanded Medicaid and a Health Information Exchange, we would anticipate this project may be worthy of submitting an article for publication related to the findings.

**2. List three to five overall project objectives and then describe how you see a student team contributing to achievement of these objectives.**

- Identify the MCH population activities and services that LHD directors and staff consider as local health responsibilities.
- Compare those perceptions with national literature, e.g., the IOM Reports on Public Health.
- Determine and make recommendations on which MCH populations and activities/services should be considered part of a package of minimal services required of every health department (minimal services to include foundational capabilities and basic programs).

**3. Provide a brief description of the specific activities that the student team will be engaged in to carry out the project.**

- *Specific activities you expect the undergraduate student to be engaged in.*
- *Skills that you expect the undergraduate student intern to have.*
- *Specific activities you expect the graduate student to be engaged in.*
- *Skills that you expect the graduate student intern to have.*

### Undergraduate Student:

**SKILLS:** We would expect the undergraduate student to be self-motivated and able to complete tasks once assigned with minimal supervision. Skills for Undergraduate Intern would include: Knowledge in conducting literature reviews; Technical Writing Skills; Experience working with Microsoft Office products including Excel, Word and PowerPoint

### **RESPONSIBILITIES:**

- Literature Review – Undergraduate student (primary) and graduate student (secondary)
- Dissemination and Tracking of Surveys – Undergraduate student
- Analysis of Survey Data – Undergraduate student (primary) and graduate student (secondary)
- Review/Summary of Hospital Needs Assessments – Undergraduate student
- Development of Key Informant Interview Script – Graduate student (primary) and undergraduate student (secondary)
- Key Informant Interviews - Graduate student (primary) and undergraduate student (secondary)
- Development of a White Paper Summarizing Work - Graduate student and undergraduate student – each summarizing their components of the project, but producing a single report
- Development of PowerPoint Presentation Summarizing Work – Graduate student and undergraduate student – each summarizing their components of the project, but a single presentation of the whole project
- Presentation of Work - Graduate student and undergraduate student – each summarizing their components of the project

### Graduate Student:

**SKILLS:** We would expect the graduate student to be able to follow the project analysis plan with technical assistance from our staff but not require daily supervision. Specific skills for Graduate Intern: Knowledge in conducting literature reviews; Technical Writing Skills; Informal supervision and coordination with the undergraduate student; Experience working with Microsoft Office products including Excel, Word and PowerPoint; Experience with Qualitative Data Analysis; Experience with Conducting Key Informant Interviews; some knowledge of how to prepare material to submit for publication

### **RESPONSIBILITIES:**

- Institutional Review Board (IRB) Application (with assistance from primary mentors) – Graduate student
- Local Health Department Survey Development – Graduate student
- Literature Review – Undergraduate student (primary) and graduate student (secondary)
- Analysis of Survey Data – Undergraduate student (primary) and graduate student (secondary)
- Review/Summary of Local Health Department Community Assessments – Graduate student
- Development of Key Informant Interview Script – Graduate student (primary) and undergraduate student (secondary)
- Key Informant Interviews - Graduate student (primary) and undergraduate student (secondary)
- Development of White Paper Summarizing Work - Graduate student and undergraduate student – each summarizing their components of the project, but producing a single report
- Development of PowerPoint Presentation Summarizing Work – Graduate student and undergraduate student – each summarizing their components of the project
- Presentation of Work - Graduate student and undergraduate student – each summarizing their components of the project, but a single presentation of the whole project

- Assess for potential submission as a journal article – Graduate Student as lead author

**4. Describe the deliverables expected from the student team by the end of the summer (even if the project will be ongoing).** Deliverables would include: data from the research activities; summary report from the literature review; report of data analysis from the survey and Key Informant interview data; recommendations for a package of minimal services; white paper/issue brief that summarizes all findings. There is also the potential to submit findings as a journal article for publication.

**5. Identify the students' primary and secondary mentors, their backgrounds, and their availability to act as preceptors during the summer of 2014.** Primary mentors would be Dept. for Public Health MCH Division Epidemiologists, including Dr. Joyce Robl and Tracey Jewell. Secondary mentor would be Dr. Lorie Chesnut, University of Kentucky. However, we expect this student pair to be able to follow a project outline and need periodic but not daily guidance. There will be regular supervision with the mentors, such as weekly meetings, to be determined in initial discussions with the team. There will also be opportunities to observe the regular workings of the Division of Maternal and Child Health, including attending meetings of interest to the students.

**6. Indicate whether housing is available for the students. Please indicate whether it is free and if not, how costly.** We do not have housing available through DPH

## Maryland

**1. Briefly describe the specific project in which the student team will be involved and how you see their role/contribution with the project.** The Maryland Department of Health and Mental Hygiene, Office of Family Planning and Home Visiting (OFPHV) intern will support the mission and purpose of the OFPHV which includes the delivery and support of activities that enhance, protect and promote the reproductive health of women and girls and improve the well-being and health of children. The OFPHV manages Maryland's Title V and X programs and an intern would be given specific duties in support of activities related to the work of the OFPHV. The OFPHV interns can expect to work on one primary project pertinent to OFPHV's service and project goals and objectives. Specifically, the interns will assist with the statewide Title V needs assessment activities, data collection and analysis and the development of reports and summary documents.

**2. List three to five overall project objectives and then describe how you see a student team contributing to achievement of these objectives.**

- During Summer 2014, the OFPHV interns will provide support to and work in collaboration with key staff in assessing MCH needs within Maryland.
- During Summer 2014, the OFPHV graduate intern will serve as a focus group co-facilitator and gather data from statewide key stakeholders and develop data briefs and other summary documents to be used to inform the final Title V state assessment.
- During Summer 2014, the OFPHV undergraduate intern will observe all focus groups and manage the audio recording and note taking for each group. The undergraduate will also assist in data gathering for the data briefs including literature reviews.
- During Summer 2014, the OFPHV interns will provide support to and work in collaboration with the OFPHV Director in the data collection, analysis, and final report writing.
- By August 2014, the OFPHV will have conducted the statewide maternal and child health needs assessment and understand health access and service gaps within the state.

- By August 2014, the OFPHV will have draft concepts for improving maternal and child healthcare in areas with identified need.

**3. Provide a brief description of the specific activities that the student team will be engaged in to carry out the project.**

Graduate student:

- Assist in the development of the interview protocols
- Conduct focus groups and key informant interviews
- Conduct literature reviews
- Gather qualitative and quantitative data
- Analyze data in written format and assist with summary reports

Undergraduate student:

- Support the development of interview protocols
- Serve as a note taker and observer during the focus groups and key informant interviews
- Assist the graduate student in transcribing interview notes
- Assist the graduate student with gathering additional quantitative and qualitative data (including data entry)
- Conduct literature reviews
- Assist the graduate student with developing evaluation summary documents and reports

Both students will serve on the state Title V needs assessment committee.

**4. Describe the deliverables expected from the student team by the end of the summer (even if the project will be ongoing).**

- Four focus groups conducted for the OFPHV Title V State Assessment.
- Up to five key informant interviews with Maryland health care providers, family service workers, and clinic representatives.
- Literature reviews results of, additional data analysis, and written summary document
- Qualitative data analysis results and written summary document

**5. Identify the students' primary and secondary mentors, their backgrounds, and their availability to act as preceptors during the summer of 2014.**

The OFPHV's primary mentor will be the Director of the office, Dr. Stacey Little. Dr. Little has over 20 years of experience in maternal and child health, community engagement, HIV/AIDS prevention, STD prevention, capacity building, health disparities, community health and research and evaluation. She has served as a senior public health professional for non-profit community-based and global organizations focusing on adolescent and women's health, STD/HIV prevention, and human development. Dr. Little will work closely with the intern and oversee both projects assigned to the student. Hourly weekly meetings will be scheduled for supervision and ongoing communication will be paramount to ensure completion of the proposed assignments.

The secondary mentor will be Ms. Yvette McEachern, the current Chief of the Title V Program under OFPHV. Ms. McEachern has over 25 years of experience in the field of public health and has worked with the Title V Agency in several capacities over the past 20 years. She led Maryland's Title V needs assessment activities for

both 2005 and 2010. Ms. McEachern will work closely with the intern on Title V needs assessment activities detailed in objectives 1 and 2.

**6. Indicate whether housing is available for the students. Please indicate whether it is free and if not, how costly.** The OFPHV has no housing available to offer student interns.

## Oregon

**1. Briefly describe the specific project in which the student team will be involved and how you see their role/contribution with the project.**

The student team will do focus group and key informant interviews to assist Oregon in determining the state's assets and gaps of the following Title V measures:

- Percent of adolescents and young adults with a preventive services visit in past year
  - Note: Adolescent Well-Care Visits are an incentive measure for Coordinated Care Organizations in Oregon.
- Transition (Youth with special health care needs receive the services necessary to make transitions to all aspects of adult life, including adult health care, work, and independence)
  - Students will conduct focus groups with adolescents, including adolescents with special health care needs. Students will conduct key informant interviews with coordinated care organizations (CCO) administrators. [CCOs are Oregon's equivalent to Accountable Care Organizations.]

**2. List three to five overall project objectives and then describe how you see a student team contributing to achievement of these objectives.**

- Collaborate with Oregon Title V needs assessment team
- Conduct focus group interviews of 1-2 youth groups
- Conduct key informant interviews of at least 3 CCO administrators
- Prepare report on adolescent health indicators for needs assessment team

Student team will provide extra capacity for qualitative research in needs assessment team.

**3. Provide a brief description of the specific activities that the student team will be engaged in to carry out the project.**

- Specific activities you expect the undergraduate student to be engaged in.
  - Outreach to youth groups and CCO administrators to engage them in the Title V needs assessment process
  - Schedule focus groups and interviews
  - In collaboration with graduate student, conduct focus groups and key informant interviews
  - Prepare reports and analyze findings
- Skills that you expect the undergraduate student intern to have.
  - Experience conducting interviews and/or engaging with community groups
  - Good writing skills
  - Good speaking and listening skills
- Specific activities you expect the graduate student to be engaged in.
  - Finalizing focus group and key informant interview protocols
  - Leading focus groups and key informant interviews
  - Preparing reports and analyzing findings

- Skills that you expect the graduate student intern to have.
  - Qualitative research experience
  - Good writing skills
  - Experience conducting focus groups and interviews

**4. Describe the deliverables expected from the student team by the end of the summer (even if the project will be ongoing).** The student team will provide a report to the Title V needs assessment team outlining Oregon's gaps and assets in addressing the Title V measures related to adolescent well visit and transition to adulthood.

**5. Identify the students' primary and secondary mentors, their backgrounds, and their availability to act as preceptors during the summer of 2014.** We have three mentors who are available to act as preceptors during the summer of 2014:

- **PRIMARY MENTOR:** Jessica Duke, MPH, Manager, Adolescent and School Health Programs. Ms. Duke has over 24 years of experience in public health and health education. She has been with the Oregon Public Health Division for over 10 years. She currently manages a team of 16 working in the following areas: adolescent health policy; nutrition and physical activity; youth sexual health; coordinated school health; and school-based health centers.
- **SECONDARY MENTOR:** Marilyn Sue Hartzell, MEd, Director, Oregon Center for Children and Youth with Special Health Needs (OCCYSHN). Ms. Hartzell directs the Oregon Title V children with special health needs program administered through Oregon Health and Science University. Ms. Hartzell has a 30 year career as a program evaluator and program director. Ms. Hartzell places high importance on a full array program evaluation, needs assessment and assessment activities to support OCCYSHN's program planning and implementation of key strategies to improve the life of children and youth with special health needs.
- **TERTIARY MENTOR:** Kenneth D. Rosenberg, MD, MPH, MCH Epidemiologist. Dr. Rosenberg has been the Oregon Public Health Division's MCH Epidemiologist for the past 16 years. He has mentored many students and fellows. He has authored or co-authored many peer reviewed articles. He is the director of the Oregon PRAMS survey of postpartum women.

**6. Indicate whether housing is available for the students. Please indicate whether it is free and if not, how costly.** Summer rental housing is available in Portland. The applicant agency (the Oregon Public Health Division) is not able to provide any housing. The workplace is near public transportation. Apartments near public transportation are available for \$700 to \$900 per month.