



Projects for Summer 2024



National **MCH** Workforce
Development Center
Advancing Health Transformation



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Please note that internship project details (tasks, deliverables, work setting) may be subject to change depending on agency priorities or COVID-19 precautions.

Florida Department of Health, Community Health Promotion, Maternal and Child Health Section

Location: Tallahassee, FL

Project Description

Addressing the significant racial disparities in infant mortality is a pressing concern in Florida, where current statistics reveal 5.9 infant deaths per 1,000 live births, with a notable gap between White (4.2) and Black (11.3) infants. As a strategic initiative to contribute to the reduction of this gap, as part of the summer internship program, two students will develop and present a targeted Quality Improvement (QI) protocol focused on adequacy of prenatal care mainly in one large county but potentially considering a small county as well. Aligned with the proven effectiveness of the Quality Improvement Model and the use of the Institute for Healthcare Improvement (IHI) guide to develop QI protocols (**see attached**) we intend to help drive a positive change and help close this disparity in Florida.

The process begins with a thorough analysis of infant mortality disparities in Florida, specifically targeting counties with high rates. Subsequently, the students will craft a QI protocol for a particular intervention approach related to prenatal care adequacy (in other words, students will focus on strategies to improve access to quality prenatal care). This sequential process ensures a meticulous understanding of the root causes of prenatal care inadequacy before the students present a targeted and evidence-based Quality Improvement initiative(s) to the Agency staff. One key advantage of our approach is exploring potential correlations and/or associations between key correlates of inadequate prenatal care, including the relationship between low rates of adequate prenatal care as measured by the Adequacy of Prenatal Care index and the availability of obstetricians in the counties. This strategic contribution aims to address and possibly reduce racial and ethnic gaps in infant mortality. While the impact on infant mortality rates may not be immediate, the evaluation of the QI intervention focused on prenatal care adequacy, if implemented after the summer, could provide valuable insights into reducing the identified gap."

We have chosen to center our project on two key counties: Orange County and Alachua County. Each county presents distinct challenges and opportunities in the realm of prenatal care adequacy and its relationship to infant mortality. We aim to comprehensively address issues related to prenatal care access and quality (e.g., transportation issues, provider availability issues, care coordination, availability of home visitors and care coordinators, health literacy etc.), utilizing a Quality Improvement (QI) approach. Focusing the work in these two counties reflects our commitment to improving maternal and child health outcomes across diverse settings, ultimately reducing disparities, and fostering healthier outcomes for families in Florida.

Overall Project Objectives:

1. To examine disparities in Infant Mortality in two Florida counties: Identify and address the causes of disparities in infant mortality, with a focus on underserved communities in Orange County and Alachua County, including Hispanic, Black, and other minority populations.
2. To examine access to adequate prenatal care in two Florida counties: Enhance access to and the quality of prenatal care services, specifically in counties with disproportionately high infant mortality rates and inadequate prenatal care. This includes strategies to increase the availability of obstetricians, improve the quality of prenatal care, and reduce other barriers to care.
- 3 To develop a comprehensive Quality Improvement protocol, following Institute for Healthcare Improvement (IHI) guidelines, with specific aims to improve adequacy of prenatal care. Develop a comprehensive data-driven approach to help reduce racial/ethnic disparities in infant mortality in Florida, through the creation of educational materials and formulating public policy recommendations based on the project's findings related to strategies to increase access to prenatal care. The aim is to provide essential knowledge and resources to enhance maternal and child health outcomes, contributing to necessary changes in healthcare policy.

How does this project relate to your Title V agency's priorities?

This project is directly related to the State Priority: Reduce Infant Mortality and Morbidity and the National Outcome Measure NOM#1: % of Women who received prenatal care in the 1st trimester.

Describe how the proposed project centers equity.

The proposed project places a central emphasis on equity by directly addressing racial and ethnic disparities in infant mortality through a root cause analysis and subsequent preparation of a QI protocol proposing interventions to improve prenatal care adequacy aimed at reducing these disparities. Throughout the entire project, transparency and accountability will be embedded, underscoring our commitment to maintaining equity as a central focus.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 Project objectives along with the corresponding activities and deliverables for the proposed project above.

<p>Objective 1: To perform data analysis and assessment by collecting and analyzing infant mortality, prenatal care, and other maternal and child health data for Orange County and Alachua County, identifying key factors (root causes) contributing to infant mortality disparities among others.</p> <p>Share findings with healthcare experts and community stakeholders for insights and validation.</p>	<p>Objective 2: To develop a comprehensive Quality Improvement (QI) protocol, following Institute for Healthcare Improvement (IHI) guidelines, aimed at a root cause/factor associated with adequacy of prenatal care. The protocol must include: a cause-effect diagram, a driver diagram, a failure mode and effect analysis, necessary flowcharts histograms, and Pareto charts. It will also include a PDSA worksheet, project planning form, expected run charts to be developed and scatter diagrams as part of the QI protocol.</p>	<p>Objective 3: To organize and compile project materials and educational resources described in the QI protocol, for easy access. Develop a clear plan for obtaining approvals from MCH staff while ensuring that proposed initiatives and materials adhere to strict standards such as HIPAA, communicated State Department Regulations governing healthcare initiatives, and ethical guidelines, and compliance with any communicated legal and ethical requirements.</p>
<p>Activity 1: Using multiple secondary data sources, analyze infant mortality, prenatal care adequacy, and maternal and child health data for Florida State, Orange County and Alachua County.</p>	<p>Activity 1: Align the QI protocol with IHI guidelines and create cause-effect diagrams, flowcharts and driver diagrams.</p>	<p>Activity 1: Compile project materials, including the QI protocol and educational resources, and develop a clear plan for obtaining approvals from MCH staff.</p>
<p>Deliverable 1: Gap Analysis Report summarizing key findings, including maternal clinical metrics documented in the Vital Stats files and demographics and disparities in prenatal care use.</p>	<p>Deliverable 1: Quality Improvement 1st version Protocol outlining QI methodology and steps.</p>	<p>Deliverable 1: Repository to serve as a centralized location for project-related materials.</p>
<p>Activity 2: Using multiple secondary data sources (e.g., birth data, PRAMS data) identify key factors contributing to prenatal care disparities, including maternal demographics, barriers to care, and healthcare provider availability.</p>	<p>Activity 2: Obtain Stakeholder internal feedback on Version #1 of the QI protocol aimed at improving prenatal care adequacy,</p>	<p>Activity 2: Organize project documentation to ensure accuracy, completeness, and compliance with provided feedback including any legal and ethical standard feedback provided by our legal office.</p>

Deliverable 2: Provide an updated Report with identified correlations and contributing factors to prenatal care disparities and the role of prenatal care adequacy in infant mortality disparities.	Deliverable 2: Updated Quality Improvement protocol , incorporating stakeholder feedback, a failure mode and effect analysis, and a project planning worksheet.	Deliverable 2: Update QI protocol including the Project Plan documented with steps, responsible parties, and timeline for approval processes milestones.
Activity 3: Engage with stakeholders to share findings from the infant mortality and prenatal care disparities analysis.	Activity 3: Review and refine the QI protocol to ensure alignment with project goals and guidelines.	Activity 3: Updated protocol version including project materials, links for easy access and project plan to streamline the milestones.
Deliverable 3: Prepare a conference ready Poster with Introduction, Aims, Methods, Results and discussion, limitations, and next steps.	Deliverable 3: Revised QI Protocol reflecting improvements and stakeholder feedback incorporating sample size estimation, timeline, proposed histograms, Pareto and Run charts expected to be developed as part of the Plan, Do, Study, Act (PDSA) cycle process.	Deliverable 3: Final Presentation of QI protocol to FDH Title V staff and key stakeholders

What skills are required for the project?

- Students must be familiar with Quality Improvement processes prior to the internship.
- SAS/SPSS/STATA: Students must be able to conduct statistical analysis using a statistical software package.
- Microsoft Excel, Word, and PowerPoint
- Project Management
- Program Planning
- Program Evaluation
- Literature Review
- Community Assessment
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Statistical methods and test used in Quality Improvement Studies (i.e., Run Charts, Pareto Charts, Histograms, Stratification).
- Facilitation skills
- Synthesis of Information
- Communication Skills
- Presentation skills
- Social Media skills
- Survey Development
- Other:
- Recommended Basic Certificate on Quality from the Institute of Healthcare Improvement (IHI).

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

All interns participating in this project will be provided with government-required forms related to the use and management of sensitive data, including but not limited to Health Insurance Portability and Accountability Act (HIPAA) forms, as applicable. In addition to the completion of these forms, interns will undergo mandatory training on privacy, security, and ethical considerations, designed to ensure the responsible handling of confidential healthcare data and sensitive information. This training will encompass key principles, legal requirements, and best practices to safeguard patient privacy, data security, and ethical standards. It is imperative that all interns understand and adhere to the highest standards of ethical conduct and data protection throughout the duration of this project. Training will be supervised and facilitated by the primary and secondary preceptors, ensuring that interns are well-equipped to carry out

their responsibilities in a manner consistent with all legal and ethical obligations.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency?

The Student Affiliation Agreement must be completed by the student's academic institution and returned to us to obtain Legal approval. No signatures are to be collected; we will use DocuSign to collect all signatures.

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Illinois Department of Public Health, University of Illinois Division of Specialized Care for Children

Location: Springfield, IL

Project Description

This project will be completed as part of the 2025-2030 Title V Needs Assessment Cycle to focus on Illinois' MCH capacity to address universal National Performance Measure (NPM) 17: Percent of children with and without special healthcare needs, ages 0-17, who have a medical home. A medical home is not a building or place, but an approach to receiving comprehensive care. The interns' project will examine Illinois' strengths and capacity to address access to a medical home for children and youth with special healthcare needs (CYSHCN). Title V (Illinois' MCH CYSHCN) role in improving access to the medical home can be completed via the following known strategies:

- care coordination
- collaboration between Title V and Medicaid
- outreach to communities and families
- expansion of partnerships (healthcare providers, schools, other state entities that serve CYSHCN)

Through literature review, the interns will explore innovative strategies to improve medical home access for CYSHCN and if possible, the process and outcome measures that align with those identified strategies. These strategies and measures could be used in the Illinois Title V Action P with respect to increasing access to a medical home. Students will produce a report which will include current strategies and measures other states are using if they are addressing medical home access within their MCH programs.

The second part of the interns' project will be to complete a landscape analysis that outlines Illinois' MCH CYSHCN current strengths, resources, and gaps in our ability to improve access to medical homes. To start the landscape analysis, interns will review available qualitative and quantitative data and look at trends. Already analyzed data will come from the National Survey of Children's Health's questions related to the medical home components related to family-centered, comprehensive, continuous, and coordinated care as these align with the identified strategies above. If available, interns may be able to analyze additional data and trends related to an innovative strategy they identified; this is dependent on the data source and preceptor's ability to obtain access within a timely fashion. Interns will also have the opportunity to assist in gathering and analyzing qualitative data by working with their preceptor on the development of interview guides and by observing focus groups and key informant interviews with care coordination staff and selected community partners (including healthcare providers and health plans) that are being conducted by the preceptor over the summer (July 2023).

The landscape analysis will also include a systems exploration based on a discussion with Illinois' CYSHCN program leadership to understand 'the big picture' of how to improve medical home access. Interns will prepare for and lead a guided discussion with the CYSHCN leadership surrounding:

- Roles: Who are the stakeholders involved in the system to improve access to medical home via the identified strategies?
- Relationships: What are Illinois' relationships with those identified stakeholders (actual and desired)?
- Resources: What are the resources available to the Illinois MCH CYSHCN program including budgetary, personnel, data, reputation, etc. ?
- Rules: What are the rules governing the Illinois MCH CYSHCN program and its ability to address medical home?
- Results: What are the important "big picture" issues that will help Illinois MCH CYSHCN understand how the system is functioning to meet medical home access?

After this meeting, the interns will use all of the collected data and develop a report that will provide an overview of the problem regarding medical home access, the methods used to collect qualitative and quantitative data, a synthesis of the data collected and key findings, and recommended next steps. The interns will also create an infographic regarding the landscape analysis and recommended steps. The interns' reports will be shared via presentation and their summary will be helpful in selecting priorities for the upcoming five-year action plan.

Interns will work with University of Illinois Division of Specialized Care for Children (UIC-DSCC) preceptor Dr. Ebonie Zielinski. UIC-DSCC is a key Title V partner that is responsible for Illinois' statewide CYSHCN programs. UIC-DSCC's mission is to partner with Illinois families and communities to help CYSHCN connect to services and resources. UIC-DSCC also raises awareness of issues impacting CYSHCN and their families, provides care coordination, and addresses systemic barriers and issues affecting this population throughout the state both directly through our own programs and by leveraging relationships with various organizations and programs serving children, including CYSHCN.

How does this project relate to your Title V agency's priorities?

As UIC-DSCC will be working on their 2025-2030 Title V Needs Assessment this summer, this project will assist in understanding the medical home landscape for CYSHCN in Illinois. This project will assist in action planning for the new universal NPM, 17 percent of children with and without special healthcare needs, ages 0-17 who have a medical home.

Describe how the proposed project centers equity.

NPM 17, percent of children with and without special health care needs, ages 0-17, who have a medical home was selected as a universal NPM to drive improvement in the core CYSHCN outcome, NOM 18, a well-functioning system of care, as well as access to quality healthcare for all children and adolescents. If systems of care work for all CYSHCNs, then they work for all children. Additionally, this project will also center equity by looking at the data from the National Survey on Children's Health and possibly other data sources through a health equity lens by stratifying (when available) by race/ethnicity, geography, and insurance. This information will increase understanding of current resources, who is getting the resources and what populations are not benefitting from current resources so as to better meet the needs of these populations and reduce inequities.

What is the preferred work setting for the student interns based on the project's needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above.

<p>Objective 1: Research and summarize available evidence-based strategies for increasing access to a medical home for CYSHCN, including implementation, and evaluation.</p>	<p>Objective 2: Prepare, conduct, and synthesize results of a landscape analysis that outlines Illinois' MCH CYSHCN current strengths, resources, and gaps in its ability to improve access to medical homes for CYSHCN.</p>	<p>Objective 3: Dissemination of project deliverables from Objectives 1 and 2.</p>
<p>Activity 1: Literature review of evidence-based strategies for increasing access to a medical home for CYSHCN, including implementation, and evaluation.</p>	<p>Activity 1: Review current data from the National Survey of Children's Health and possibly other data sources that highlight medical home components related to family-centered, comprehensive, continuous, and coordinated care.</p> <p>Assist preceptor with development of interview guides and observe</p>	<p>Activity 1: Develop PowerPoint for presentation to key stakeholders based on objectives 1 and 2. Stakeholders include Illinois MCH CYSHCN and Child Health leadership and project management staff.</p>

	focus groups and key informant interviews with care coordination staff and selected community partners (including healthcare providers and health plans) focused on medical home access.	
Deliverable 1: Brief report highlighting evidence-based strategies for increasing access to a medical home for CYSHCN, including implementation (and associated process measures) and medical home evaluation (and associated outcome measures).	Deliverable 1: Analysis and synthesis of quantitative data collected. Data will be stratified when available by race/ethnicity, geographic area, and insurance to highlight state disparities. Analysis and synthesis of qualitative data using simple methods such as EXCEL.	Deliverable 1: Deliver presentation to key stakeholders based on activities 1 and 2.
Activity 2: Review other states' (outside of Illinois) strategies to increase medical home access for CYSHCN, and associated process and outcome measures.	Activity 2: Conduct systems exploration with Illinois MCH CYSHCN staff to understand 'the big picture' with respect to how to improve medical home access. This exploration will be conducted via a structured interview with IL CYSHCN staff facilitated by the interns.	Activity 2: Create final report that will include problem statement, literature review and state scans completed in objective 1, as well as a description of the quantitative and qualitative methods/analysis, and key findings and recommendations based on objective 2. An appendix of resources from objective 1 and infographic from objective 2 will also be included.
Deliverable 2: Written summary documenting the strategies and measures used by other states (outside of Illinois) to increase access to a medical home for CYSHCN. This information will be added to the brief report described above (see objective 1, activity 1, deliverable).	Deliverable 2: Interns will develop facilitation guide and lead Illinois MCH CYSHCN staff in discussion regarding needed inputs, benchmark outputs, and desired impact on identified strategies related to medical home access.	Deliverable 2: Final report that will be disseminated to Illinois MCH CYSHCN staff.
Activity 3: Creation of a 1- or 2-page reference document which includes a clickable link to each strategy and associated measures.	Activity 3: Develop recommendations for improving medical home access. Interns will review evidence-based strategies, current analyzed data, and information from systems exploration activity. Interns will document what is currently working well and where are the gaps/opportunities to develop their recommendations.	
Deliverable 3: A reference document that will be an appendix in final report.	Deliverable 3: Infographic of strategies and recommendations that Illinois MCH CYSHCN can utilize	

	<p>to improve medical home access. This will be shared with those who completed systems exploration activity.</p>	
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What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Program Planning
- Literature Review Skills
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Qualitative Methods (Analysis)
- Facilitation Skills
- SAS/SPSS/STATA
- Communication Skills
- Presentation Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

Personal computer with video conferencing capabilities. Familiarity with Zoom and Web Ex Virtual Platforms. Ability to access a library to retrieve articles generated during literature search. Comfortable utilizing shared document platforms such as Google or Box.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student’s academic institution and your agency?

Yes, students will need to pass a background check

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Location: Des Moines, IA

Project Description

Iowa hopes to have a student team work on a project focused on a multi-level prioritization plan for the Title V Needs Assessment. The student team will review and analyze available MCH data including county-level Community Health Assessment - Community Health Improvement Plan (CHA-CHIP) results for MCH-related priorities. By using the qualitative and quantitative CHA-CHIP information, the students will be able to describe the needs of diverse populations across the state. In addition to the CHA-CHIP analysis, the students will analyze results of a survey of identified partners (contract staff, HHS internal staff, physicians, general stakeholders, etc.) which will be conducted prior to the internship and provide a summary and recommendations for Title V needs prioritization. They will have the opportunity to work alongside the Title V epidemiology team, who will help guide them through this process. The students will plan and facilitate stakeholder meetings to share available MCH data, CHA-CHIP results, and survey results, and obtain input from stakeholders and community members on identified priorities. They will work with the Title V Block Grant Coordinator and the Maternal Health and Family Planning Executive Officer 2 to complete this task.

How does this project relate to your Title V agency's priorities?

This project will align closely with the Title V Needs Assessment as students will work alongside the internal state team to identify and rank MCH priorities at the county level and summarize these data to develop overall recommendations for the state.

Describe how the proposed project centers equity.

Equity is a goal of HHS and Iowa's Title V program. There is a plan for enhanced equity within this 5-year needs assessment. Students will be helpful in operationalizing health equity within the Title V program. Within this project, staff plan to examine data looking at urban/rural as well as racial and ethnic differences in both health service and health status indicators.

What is the preferred work setting for the student interns based on the project's needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Review and analyze county level qualitative and quantitative CHA-CHIP results, as well as other MCH data to identify MCH-related needs. Data analysis will be conducted in Excel.</p>	<p>Objective 2: A survey focused on identifying gaps between current and desired conditions for children, families and pregnant women will be developed and disseminated for use in Iowa's Title V Needs Assessment prior to the arrival of interns by the epidemiology team. The interns will analyze the results of the survey and provide a summary and recommendations for prioritization of Title V needs.</p>	<p>Objective 3: Plan and facilitate stakeholder meetings to share results from Objectives 1 and 2. Obtain input from key stakeholders and community members focused on Iowa's MCH priorities.</p>
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Activity 1: Using CHA-CHIP reports, rank MCH needs to establish priorities across the counties.	Activity 1: Analyze survey data and compile findings to be presented to stakeholders including MCH Advisory Council, Early Childhood Iowa, and other identified partners.	Activity 1: Identify groups and stakeholders to be included in the meetings.
Deliverable 1: Create a ranking rubric to rank county needs.	Deliverable 1: Develop presentation of survey results to be shared with stakeholders (Objective 3).	Deliverable 1: List of participants, draft invitations, meetings scheduled.
Activity 2: Gather the CHA-CHIP reports from across Iowa's 99 counties and compile the needs and priorities associated with state/federal MCH priorities into a report to be presented to internal staff.	Activity 2: Provide recommendations for prioritization of Title V needs based on analyzed survey results.	Activity 2: In addition to previously developed dissemination vehicles outlined in Objectives 1 and 2, develop discussion questions to be used to share data with stakeholders. Obtain and summarize stakeholder feedback.
Deliverable 2: Report of ranked compilation of identified needs aligned with priorities based on CHA-CHIP and other MCH data.	Deliverable 2: Report of recommendations for prioritization of Title V needs which includes one page data briefs.	Deliverable 2: (Note: presentations and other dissemination vehicles were developed in Objectives 1 and 2). Discussion questions for stakeholder meetings.
		Activity 3: Analyze feedback from stakeholders.
		Deliverable 3: Summary document of feedback received.

What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Community Assessment
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Qualitative Methods (Analysis)
- Facilitation Skills
- Synthesis of Information
- Communication Skills
- Presentation Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

The CHA-CHIPs are publicly available. An agency-specific email will be required and Google platform knowledge will be helpful. HHS is transitioning to Microsoft Teams but unsure if that will happen prior to this internship.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency? If yes, please note these requirements below. Prior to answering this question, please consult with your HR department.

No

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Kansas Department of Health and Environment, Bureau of Family Health

Location: Topeka, KS

Project Description

The interns will work with other Title V staff to plan and conduct a community mapping assessment/landscape analysis of father-serving organizations across the state of Kansas. This work is designed to inform the Title V five-year Needs Assessment. The interns will assist in identifying programs and agencies that work with fathers or partners of birthing persons to create a resource inventory and map of the services/programs offered to fathers and where they are located. The next step will be for the interns to conduct Key Informant Interviews (KII) with the leadership of agencies and programs serving fathers or other partners of birthing persons. Finally, the interns will work jointly with the Title V MCH director to conduct focus groups with fathers and other partners who have participated in these programs to explore what is going well and where there are gaps in the system. The interns will participate in the data cleaning and simple analysis of the data collected through the focus groups. The interns will not be required to do any sophisticated analysis but can observe this work if desired. This project is designed to lay the groundwork for Title V in Kansas to expand its services to support fathers and other partners of birthing persons and to inform our selection of priorities moving forward. This information will be shared with other key partners as well as with the agencies that participated in the Key Informant Interviews.

How does this project relate to your Title V agency's priorities?

Kansas is gearing up to conduct its next Title V five-year Needs Assessment. The Needs Assessment helps us to prioritize goals and objectives for Title V funding. There has consistently been a lack of focus on fathers and the important role they play in the life of the birthing person and their child. It is our intent to better engage with fathers by taking these initial steps and integrating fatherhood work into our next Kansas Title V Action Plan.

Describe how the proposed project centers equity.

Kansas Title V has an ongoing commitment to health equity and family engagement. This project is designed to increase capacity for engaging with fathers and other partners around their needs, their role in the pregnancy and postpartum period, and help identify where strategic financial investments should be made to better serve this population and help improve the health of the birthing person and child at the same time. This work will help provide a clear direction for Title V to move forward with this particular type of engagement.

What is the preferred work setting for the student interns based on the project's needs and the anticipated summer 2024 work environment?

No Preference

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

Objective 1: Conduct Community Mapping/Landscape Analysis of Fatherhood focused programs in Kansas.	Objective 2: Conduct Key Informant Interviews of organizations that serve fathers.	Objective 3: Conduct Focus groups with fathers.
Activity 1: Explore fatherhood services in Kansas and create a Resource Inventory and Resource Map of programs and locations in which fathers are served.	Activity 1: Develop a KII guide, coordinate meeting details, and assist in conducting the Key Informant Interviews.	Activity 1: Develop focus group guide, coordinate meeting details, and assist in leading focus groups.

Deliverable 1: Resource Inventory and .Map as referenced above.	Deliverable 1: Documentation of KII guide and notes taken during the Key Informant Interview.	Deliverable 1: Documentation of focus group guide and notes taken during sessions.
	Activity 2: Clean and organize the KII data and develop themes based on the analysis.	Activity 2: Clean and organize the focus group data and develop themes based on the analysis.
	Deliverable 2: Draft of report based on the findings from the Key Informant Interviews.	Deliverable 2: Draft of report based on the findings from the focus group analysis.

What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Literature Review Skills
- Community Assessment
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Qualitative Methods (Analysis)
- Facilitation Skills
- Synthesis of Information
- Communication Skills
- Presentation Skills

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student’s academic institution and your agency?

Yes, please describe: -- We have a few documents that the student will be required to complete prior to starting. Please find them attached.

You identified a preference for an in-person internship with your agency. Student interns will need to find housing in your locale. Is there affordable temporary housing available for the students near your agency?

Yes

What is the typical cost of a furnished short-term rental or sublet near your agency per month?

\$500-\$700/per person

Is your agency easily accessible by public transportation?

No

Are services such as Lyft or Uber available near your agency?

Yes

Please include 2-3 sources where students may find temporary housing. Examples include listservs or universities close by that may have sublease websites or dormitory housing available

- Washburn University--may have subleasing available
- Baker University--may have subleasing available

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Massachusetts #1 Department of Public Health, Division of Surveillance, Research, and Promotion of Perinatal Health

Location: Boston, MA

Project Description

Research has shown that severe maternal morbidity is five times more common among people whose pregnancies end in a stillbirth than those who had a live birth. In addition, the loss of a baby in utero (i.e., a stillbirth) or after delivery (i.e., neonatal or infant death) can have devastating effects on maternal mental health; studies have found that following a perinatal loss, mothers have significantly higher rates of psychological distress, lower self-esteem and significantly elevated levels of anxiety and depression. There is a significant racial and ethnic disparity, with the rate of stillbirth being more than twice as likely among non-Hispanic Black women and non-Hispanic Native Hawaiian or Other Pacific Islander compared with non-Hispanic White women.

In 2023, the Division for Surveillance, Research, and Promotion of Perinatal Health (DSRPPH) at the Massachusetts Department of Public Health (MDPH) implemented the *Count the Kicks* campaign, which aims to prevent stillbirths by educating expectant parents to track their infants' fetal movements. In Iowa, through the support of Count the Kicks, the stillbirth rate dropped nearly 32% in 10 years and stillbirth rates for Black families dropped 39% in the first 5 years of the campaign. In addition to prevention efforts, families who have experienced a fetal or infant loss need appropriate support to prevent prolonged grief disorder or long-term psychosocial morbidity. The types of supports offered to families can vary widely across hospitals.

The Division seeks a Title V Internship team to conduct an environmental scan of birthing facilities across Massachusetts to assess current practices that facilities engage in after the loss of a fetus or an infant to better understand procedures around fetal/infant loss and supports offered to birthing people and their families. The team would begin by developing a survey to better understand the practices that birthing facilities have in place when a stillbirth or in-hospital infant loss occurs; in developing the survey, the internship team would receive iterative feedback from mentors and others in the Bureau. After finalizing the survey, the team would create a REDCap database to house the survey. They will then distribute the survey link to birthing facilities and also offer to conduct interviews to support being able to collect data from all facilities. The internship team will synthesize the data and present the results to various internal and external groups, including the Perinatal Neonatal Quality Improvement Network and the Maternal Health Task Force. Through these engagement activities, they will identify potential changes in practices that birthing facilities can implement to improve support for grieving families.

How does this project relate to your Title V agency's priorities?

The loss of a baby can adversely affect families in many ways, including affecting their mental health, as well as increasing the risk of severe maternal morbidity (for fetal loss in particular). For this reason, understanding how to enhance the support provided to families after a loss intersects with multiple Title V priorities. Specifically, this project aligns with the Massachusetts Title V priorities for 2020-2025 to strengthen the capacity of the health system to promote mental health and emotional well-being, as well as to reduce rates of and eliminate inequities in maternal morbidity and mortality.

Describe how the proposed project centers equity.

There is a significant racial and ethnic disparity in stillbirth and infant death in MA and nationwide, with the rate of stillbirth among non-Hispanic Black women and non-Hispanic Native Hawaiian or Other Pacific Islander more than twice the rate of stillbirth among non-Hispanic White women. Similarly, the infant death rate is three times as high for non-Hispanic Black infants compared to non-Hispanic White infants in MA. It is likely that not only are these families experiencing higher rates of fetal and infant loss but that they are also not receiving appropriate emotional support for their losses given the known discrimination and racial bias that is present in healthcare settings. By conducting an environmental scan of all birthing facilities, we can begin to work towards ensuring that all facilities, regardless of the

community they serve, provide equitable support to families. This project centers equity because the ultimate goal is to implement practices at birthing facilities that will support families consistently and equitably across the state. These supports could vary, and examples include social worker support, connecting families to bereavement doulas or ensuring every hospital has cuddle cots available for families to use (cuddle cots are cradles that preserve the baby and allow grieving families time to say their goodbyes). However, in order to ensure equitable access, we need to better understand the current landscape.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Develop survey questions to understand current practices on how birthing facilities support families after the loss of a fetus or infant.</p>	<p>Objective 2: Conduct environmental scan of hospitals via implementation of a survey in all MA birthing facilities.</p>	<p>Objective 3: Share survey findings and identify potential practices that birthing facilities can implement to improve support for grieving families who had a stillbirth (if time allows, will also do for data related to infant death).</p>
<p>Activity 1: Read background information on stillbirth and infant loss to become acquainted with the outcomes and conduct brief literature review to identify recommended practices for supporting families during delivery and afterwards.</p>	<p>Activity 1: Identify the point of contact in each birthing facility and distribute REDCap survey link to hospitals, and follow -up as needed. Offer hospitals opportunity for an interview if they do not have capacity to complete the survey on their own.</p>	<p>Activity 1: Develop an information dissemination plan.</p>
<p>Deliverable 1: Produce an outline summary of the literature and materials reviewed.</p>	<p>Deliverable 1: Introductory follow-up script to provide information about the purpose of the survey, instructions/timeline for completing it, and plans for use of the data.</p>	<p>Deliverable 1: List of key partners with whom information will be shared and plan/timeline for presenting the findings.</p>
<p>Activity 2: Draft questions for survey, share survey with DPH team, and incorporate feedback.</p>	<p>Activity 2: Conduct data analysis of survey results, preferably in SAS. Synthesize the results of the survey for the responses focused on stillbirth (if time allows, synthesize results for infant deaths).</p>	<p>Activity 2: Conduct presentations with internal and external key collaborators and solicit feedback from those who attend the presentations.</p>
<p>Deliverable 2: Final version of the survey ready for distribution.</p>	<p>Deliverable 2: Written summary of findings from the survey focused on stillbirth (if time allows, synthesize results for infant deaths).</p>	<p>Deliverable 2: List of people who attended the presentations and written notes summarizing feedback received during each presentation.</p>
<p>Activity 3: Program the survey into REDcap data collection tool.</p>	<p>Activity 3: Develop a presentation for internal and external partners to review survey findings and develop guiding questions to solicit input and feedback about the findings.</p>	<p>Activity 3: Based on feedback obtained during the presentations, revise list of recommendations for best practices to support grieving</p>

		families after a fetal loss/infant death.
Deliverable 3: REDCap database developed and survey link ready for distribution to hospitals.	Deliverable 3: A PowerPoint presentation of results which includes discussion questions.	Deliverable 3: A final PowerPoint presentation which can be shared with internal and external collaborators that contains results of original analysis plus synthesis of feedback with identification of key themes and potential change ideas.

What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Literature Review Skills
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Qualitative Methods (Analysis)
- Synthesis of Information
- Communication Skills
- Presentation Skills
- SAS/ SPSS/ R (SAS preferred)
- Survey Development

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project. Examples include: need for agency-specific emails, PC-only requirements, firewalls that they will need to receive approval for, access to agency level folders and networks, competence in Zoom/Microsoft Teams, etc.

Need for MDPH network and email access, Office 365 access (including Microsoft Teams), VPN to access agency level shared folders

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student’s academic institution and your agency? If yes, please note these requirements below. Prior to answering this question, please consult with your HR department.

No

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Massachusetts #2 Department of Public Health, Division for Children & Youth with Special Health Needs

Location: Boston, MA

Project Description

In Massachusetts there are approximately 340,000 children with special health care needs (CYSHCN) (NSCH 2022). This includes children and youth with chronic medical, physical, developmental, behavioral, or emotional conditions. Massachusetts Title V and the Division for Children and Youth with Special Health Needs (DCYSHN) have long focused on improving health-related outcomes for CYSHCN and would like to advance their work around emergency preparedness planning. Emergency preparedness is very important for families with CYSHCN, as their children may have durable medical equipment, routine medication schedules or complex needs that make it difficult and dangerous to go without electricity or water for periods of time, be forced to leave their home, deal with environmental dangers, or be in the care of people who are unfamiliar with their health needs. These emergencies may include climate and weather crises, disease and illness for the child and their extended family, household and population-based crises such as housing and food insecurities, domestic and mass violence, and more to be determined.

Interns will perform a needs assessment and write a report to the DCYSHN with recommendations on how to better support families with CYSHCN around emergency preparedness planning. The interns will conduct a needs assessment that would include an environmental scan, starting with a full literature review. They will then interview key informants internally/externally to determine what effective emergency preparedness practices exist and what are the evidence informed strategies for such planning and practices. They will then engage families via focus groups to understand families' needs around emergency preparedness. Finally, they will submit a report to the DCYSHN summarizing the needs assessment and proposing how to address these needs and respond to their findings, and advice on the DCYSHN workforce capacity to meet these needs.

DCYSHN webpage: <https://www.mass.gov/orgs/division-for-children-youth-with-special-health-needs>

DCYSHN Emergency Care Planning Page: <https://www.mass.gov/emergency-care-planning-for-children-youth-with-special-health-needs>

How does this project relate to your Title V agency's priorities?

The DCYSHN is starting the process of conducting a needs assessment for their upcoming five year Massachusetts Title V Block Grant application. This project and report will inform potential Block Grant priorities but will also support the named priorities of the new DPH Commissioner Robbie Goldstein, and Governor Maura Healey and her administration.

Describe how the proposed project centers equity.

CYSHCN are often overlooked and face a healthcare and social system that is not designed for them, but rather creates barriers and siloed care. This project will help support families with CYSHCN to prepare for emergencies in a way that many other families without CYSHCN do not have to consider. This project will additionally center racial equity and disability justice in all that it does. This will include using a racial equity lens, engaging with families of different races, ethnicities, backgrounds and regions, and ensuring that the recommended activities will meet the needs of *all* families of CYSHCN. The project will intentionally focus on the systemic barriers that create these inequities in health and health care.

What is the preferred work setting for the student interns based on the project's needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one

graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Perform background research to inform an environmental scan including a literature review and a review of internally/externally existing resources and information related to emergency preparedness planning.</p>	<p>Objective 2: Conduct qualitative research based on the work plan.</p> <p>Key Informant Interview panels: Possible interviewees include Division leadership, family leaders, and state emergency preparedness personnel.</p> <p>Focus groups: Interns will conduct one or more family focus groups (to be determined).</p>	<p>Objective 3: Prepare a report based on Objectives 1 and 2 and propose actionable recommendations.</p>
<p>Activity 1: The initial task of the interns will be to become familiar with the organizational structure, functions, and staff within the Division for Children & Youth with Special Health Needs (DCYSHN). The interns will be provided with supervision, guidance, and support from the primary, secondary, and backup preceptors while receiving a general orientation to the agency, especially specific trainings required by the Massachusetts Department of Public Health for all personnel and interns. Orientation will also include familiarization with the social, political, and cultural environment for CYSHCN in Massachusetts. Meetings will be arranged to orient the interns with broad awareness about Title V MCH priorities.</p>	<p>Activity 1: Interns will develop an interview guide for conducting key informant panel interviews with internal/external stakeholders.</p> <p>Interns will conduct key informant panel interviews with Division leadership who work directly with families to determine what work is already being done around emergency preparedness and how are staff currently working with families of CYSHCN regarding this topic.</p> <p>Interns will also conduct external interviews with family leaders from <u>The Federation for Children with Special Needs</u> and with the <u>DPH Office of Preparedness and Emergency Management</u>.</p> <p>Interns will compile their results and present them to the team.</p>	<p>Activity 1: Interns will compile the findings from Objectives 1 and 2 and create a report for the DCYSHN that proposes ways to address the barriers, and support the needs of families and youth around emergency preparedness planning.</p>
<p>Deliverable 1: Completion of orientation.</p>	<p>Deliverable 1: Interviews with internal staff/stakeholders.</p>	<p>Deliverable 1: Final report.</p>
<p>Activity 2: Interns will perform background research to inform an environmental scan, including a literature review and a review of internally/externally existing resources and information related to emergency preparedness planning. Interns will explore available research and evidence informed practices for emergency</p>	<p>Activity 2: Interns will develop a focus group interview guide for focus groups with families and youth served by DCYSHN.</p> <p>Interns will hold one or more focus groups with families and youth served by the DCYSHN to understand their needs around emergency preparedness. This will include</p>	<p>Activity 2: Interns will present their work and recommendations to the DCYSHN staff and leadership.</p>

preparedness in general, and specifically for CYSHCN. As part of their research, interns will identify checklists and other tools/toolkits available in other states or at the national level.	learning about emergencies the families have faced in the past, emergencies they anticipate in the future, and specific needs of their child and family. Interns will meet with families across Massachusetts, of different racial and ethnic backgrounds, and who have children with diverse special health needs.	
Deliverable 2: Brief report explaining the landscape and highlighting any key tools/resources that exist.	Deliverable 2: Focus groups with families and youth.	Deliverable 2: Final presentation.
Activity 3: Summarize findings and develop a workplan detailing the scope and feasibility of qualitative data collection via interviews (internal and external key informants) and focus groups (families).	Activity 3: Interns will code and summarize the qualitative data from the key informant interviews and focus groups using Microsoft EXCEL and develop key themes and recommendations for the five-year Title V Block Grant application.	
Deliverable 3: Summary and workplan for qualitative data collection.	Deliverable 3: Summary of qualitative results with key themes and recommendations.	

What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Program Planning
- Program Evaluation
- Literature Review Skills
- Community Assessment
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Qualitative Methods (Analysis)
- Facilitation Skills
- Synthesis of Information
- Communication Skills
- Presentation Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

Students will be expected to be familiar with Microsoft Office. Interns will be expected to have access to a personal computer and follow DPH privacy rules as laid out in their orientation.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency?

No

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Mississippi State Department of Health, MCH Engagement and Coordination Office

Location: Jackson, MS

Project Description

The Office of Health Services in the MSDH strives to improve the health of women, men, infants, children, adolescents, and families by using available resources and services to enhance the knowledge and skills of both consumers and their health care providers. The MCH Engagement and Coordination Office of the Mississippi State Department of Health (MSDH) would like the Title V MCH Internship team to undertake two projects.

The students will work closely with the Title V MCH Coordinator to support the MSDH's Title V MCH Block Grant programs' need assessment plan. The goal of the statewide needs assessment is to improve maternal and child health outcomes by aligning evidence-based strategies with the identified needs of the MCH population. The interns will assist in the revision of the MS statewide Title V MCH Needs Assessment survey aimed at MS residents over 18 years of age, MS teens and young adults between ages 13-26, teens with disabilities or special health care needs and their families, and MS health care providers who serve women, children, and families. Interns will not be conducting key informant interviews because the needs assessment will be executed in 2025. The interns will only be part of the Needs Assessment execution planning process. These execution planning activities will include:

- Use Title V Information System (TVIS) to identify all U.S 50 States' Title V MCH Needs Assessments for the current Title V five-year grant period and store them in a usable database.
- From the Needs Assessment inventory, identify states that used statewide input surveys to reach stakeholders and obtain at least 10-15 surveys used by other states for their MCH Needs Assessments focusing on women/maternal health, perinatal/infant health, child health, adolescent health, and children/youths with special care needs.
- Interview MS State Department of Health Title V program directors and work with epidemiologists to identify possible questions for the next MS MCH Needs Assessment survey to address priority needs.
- Create needs assessment promotional flyer to encourage stakeholders to complete the MCH Needs Assessment survey in 2025. The promotional flyer is aimed at MS residents over 18 years of age, MS teens and young adults between ages 13-26, teens with disabilities or special health care needs and their families, and MS health care providers.

The second project is to work directly with the MCH Engagement and Coordination team to re-design an evidence-based, public health course to have a Maternal and Child Health (MCH) focus. The re-design will entail literature reviews, finding MCH examples to use within the course, and identify data to support the literature. Searches for examples to be used in the course will focus on both programs and health status outcomes including WIC, CYSHCN, maternal morbidity, infant mortality, pregnancy case management, and child health issues. With the assistance of the MCH Engagement and Coordination Office Liaison Coordinator, the intern will research examples, and re-design the following sections within the course:

- Assessments of the community - identifying a need
- Engaging the community in public health projects
- Developing a problem statement
- Data collection/assessment of current scientific data/lack of data and literature
- Developing an intervention
- Building and monitoring the Action Plan
- Evaluating the project
- Writing summary reports regarding the project

The purpose of the course re-design is to add MCH examples to the material and provide evidence-based training to strengthen the skills of MCH staff regarding implementation of evidence-based interventions.

How does this project relate to your Title V agency's priorities? The MSDH Title V programs use the Title V Maternal and Child Health Block Grant Needs Assessment to identify and select priority needs for each MCH population domain. Aligning with the existing national performance measures, each MCH program will develop state specific measures to address specific Mississippi populations. As measures are identified, the MCH program staff focus on evidence-based strategy measures with targets and action plans that describe what the Title V program will do to improve population outcomes and how they will measure success, evaluate progress and trends, implement and execute work plans, and address emerging MCH issues. As Public Health has evolved over the past few years, with retirements and resignations of tenure staff, new Public Health professionals are emerging. To support the above work and staff, the MCH Engagement and Coordination Office is also working to re-design an already existing Evidence-Based Public Health course – changing it from a general preventive health focus to a Maternal and Child Health Focus. Through this project, we are providing the framework and foundational skills regarding Maternal and Child Health for new Public Health professionals.

Describe how the proposed project centers equity.

Engaging individuals facing the most significant health risks can often pose the greatest challenge. To genuinely incorporate underserved and low-income communities, as well as communities of color, into the process of collecting data, we engage directly with individuals in underrepresented communities rather than solely relying on those who traditionally advocate on their behalf. Collaborating with community partners who already hold trust and respect within a neighborhood provides an effective means to build on existing relationships and establish new ones. It's important to move beyond county-level indicators in order to identify disparities among priority groups within the community. Input from residents and stakeholders from a statewide MCH Needs Assessment survey can further pinpoint groups that are at heightened risk for specific health issues and will provide information to determine whether resources are accessible to all MS women, children, and families. Evaluating health indicators based on factors such as zip code, race/ethnicity, age, gender, or income can illuminate significant disparities in health outcomes and facilitate the development of strategies to address prominent health concerns.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Revise the MS statewide Title V MCH Needs Assessment survey aimed at MS residents over 18 years of age, MS teens, and young adults between ages 13-26, teens with disabilities or special health care needs and their families, and MS health care providers who serve women, children, and families. The purpose of the MS Title V MCH survey is to obtain input from residents and stakeholders so the MS Title V program can further pinpoint groups that are at heightened risk for specific health issues and will have information to determine whether resources are accessible to all MS women, children, and families.</p>	<p>Objective 2: Re-designing an already existing Evidence-Based Public Health course with an MCH focused – 100% Virtual</p>
<p>Activity 1: Use TVIS to gather all U.S states’ Title V Needs Assessments used for the current five-year grant period and store them in a usable database. Document Needs Assessment surveys previously used by states. The surveys of interest are</p>	<p>Activity 1: Identify national and state maternal and child health evidence-based interventions, data for such interventions, and scientific literature to support interventions. Research will include the following topics: WIC, CYSHCN, maternal morbidity,</p>

those focused on the identification of state MCH issues and priorities. Weeks 1 – 4.	infant mortality, pregnancy case management, and child health issues.
Deliverable 1: Database containing all States Needs Assessments and spreadsheet which documents the states that used a statewide MCH issues and priority survey in their last Title V MCH Needs Assessment.	Deliverable 1: The deliverable will be a revised Evidence-Based Public Health course which includes MCH examples.
Activity 2: Interview MS State Department of Health Title V program directors and work with epidemiologists to identify possible questions for the next MS Title V NA survey to address priority needs. Weeks 5 – 7.	
Deliverable 1: Interview guide for interviews with MS State Department of Health Title V program directors. Deliverable 2: Conduct interviews with MS SDOH Title V program directors. Deliverable 3: Simple analysis of the interview data with documentation of general feedback provided.	
Activity 3: Interns will reach out and obtain 10-15 surveys used in other states during the last five-year Needs Assessments. Weeks 8 – 9.	
Deliverable 1: Spreadsheet of identified and specific needs assessment questions which MS Title V epidemiologists will use to develop the MS MCH Needs Assessment survey.	
Activity 4: Create needs assessment promotional flyer to encourage stakeholders to complete the surveys in 2025. Promotional flyer is aimed at MS residents over 18 years of age, MS teens and young adults between ages 13-26, teens with disabilities or special health care needs and their families, and MS health care providers who serve women, children, and families. Week 10.	
Deliverable 1: Promotional flyer.	

What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Literature Review Skills
- Community Assessment
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Qualitative Methods (Analysis)
- Facilitation Skills
- Synthesis of Information
- Communication Skills
- Presentation Skills
- Other, Please specify: -- zoom; TEAMS; communication via computer, phone and virtual setting

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

Interns will be asked to use their own computer and internet. Interns will be provided with an MSDH Teams account,

MSDH email and electronic copy of the current course.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency?

Yes, please describe: -- will need an MOU for students

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Nevada Department of Health and Human Services, Division of Public and Behavioral Health

Location: Carson City, NV

Project Description

The project entails three main objectives: Objective 1) extracting data on priority MCH topics for Nevada, stratified by year and selected demographic characteristics; Objective 2) creating infographics on Nevada's priority areas identified from the most recent assessment of the needs of women, infant, children, and adolescents based on the data pulled in Objective 1; and, Objective 3) conducting key informant interviews with MCH program staff who are working to improve Title V's efforts related to the following National Performance Measures (NPMs) in Nevada's 2021-2025 Title V MCH Block Grant 5-year cycle:

- Improve preconception health among adolescent and women of childbearing age. The associated National Performance Measure (NPM) is **NPM 1: Well Woman Visit**
- Promote breast feeding. **NPM 4: Breastfeeding**
- Promote Safe-Sleep. **NPM 5: Safe Sleep**
- Increase developmental screenings for children 9-35 months. **NPM 6: Developmental Screening**
- Improve care coordination among adolescents. **NPM 10: Adolescent Well-Visit**
- Promote establishment of a Medical Home Portal for children. **NPM 11: Medical Home**
- Increase transition of care for adolescents and children and youth with special health care needs (CYSHCN). **NPM 12: Transition**
- Reduce substance use during pregnancy. **NPM 14.1: Smoking - Pregnancy**
- Increase the percent of adequately insured children. **NPM 15: Adequate Insurance - children**

The student(s) can pull data from Nevada's Data Dashboard, which publicly displays Title V Federally Available Data (FAD). The dashboard includes Nevada trends, comparisons to national benchmarks, and breakouts by indicators such as race and ethnicity and urban-rural residence for all Title V MCH national performance measures and national outcome measures. The dashboard is updated annually in April to coincide with the publication of the updated FAD.

Useful links:

- Description of the program where the project will be embedded: [https://dpbh.nv.gov/Programs/Maternal, Child and Adolescent Health \(MCH\)/](https://dpbh.nv.gov/Programs/Maternal, Child and Adolescent Health (MCH)/)
- Nevada MCH Services Title V Block Grant, Fiscal Year (FY) 2023 Application/FY 2021 Annual Report: <https://mchb.tvisdata.hrsa.gov/Admin/FileUpload/DownloadStateUploadedPdf?filetype=PrintVersion&state=NV&year=2023>

The infographics and key informant interviews will be used as a resource for Nevada's MCH program staff, leaders, and partners to assess: 1) whether the outcomes related to the identified priority areas have improved or worsened overtime; and, 2) facilitators and barriers to achieving health equity. This information will help to guide the upcoming needs assessment to be in the summer of 2024.

How does this project relate to your Title V agency's priorities?

This internship project is directly related to our agency's Title V priorities. Nevada's MCH Title V program is dedicated to improving the health of families, with an emphasis on women, infants, and children, including CYSHCN. Title V funding supports health education and prevention activities, increasing access to health care services, developing and leveraging key partnerships and collaborations, and planning and implementing program components that reach focus populations. Efforts are carried out in collaboration with community-level partners (stakeholders, coalitions, sub-grantees/contractors, etc.). The students' work will help to give us a current understanding of where these key MCH public health issues stand in Nevada. Also, key informant interviews with Nevada MCH program staff will help to identify challenges in meeting goals, lessons learned, and input on future direction. The scope of this project will afford interns

the opportunity to interact with programs across each of the Title V population domains within our FFY 2021-2025 Title V State Action Plan.

Describe how the proposed project centers equity.

According to the American Public Health Association (APHA), health equity is when “everyone has the opportunity to attain their highest level of health.”¹ The NV DPBH Title V program works to center equity in all efforts, recognizing that to advance health equity, we must address structural and social determinants of health, including race/ethnicity, gender, employment, housing, education, public safety, and access to care. The data used in this project will help to identify health disparities, which in turn, subject matter experts can use to identify barriers to health equity among identified focus populations. For example, disparities observed in NPM 12 or transition of care for adolescents and CYSHCN may lead to experts taking a closer look at referral and care coordination activities to help identify ways this adolescent and child population and their families can have a fairer chance at getting their needs met. The key informant interviews with MCH program staff can be used as a tool to start the discussion about health equity facilitators and barriers for each of the NPMs. 1. Health Equity. (2023). American Public Health Association (APHA). Retrieved from <https://www.apha.org/topics-and-issues/health-equity>

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

No Preference

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Extract MCH Nevada data on priority areas/associated NPMs from an existing dashboard and stratify by year and selected demographic characteristics.</p>	<p>Objective 2: Create infographics based on Nevada’s priority areas/associated NPMs based on the data pulled in response to Objective 1.</p>	<p>Objective 3: Conduct key informant interviews with staff from Nevada’s MCH programs whose work aligns with the priority areas/NPMs in Nevada’s FFY 2021-2025 Title V State Action Plan.</p>
<p>Activity 1: Week 1: Student interns will learn about the needs and expectations of the project and the preceptors will learn about the student’s expectations of their internship experience. Preceptors will orient the interns to the organizational structure, functions, and personnel of DPBH. Students will take the required online DBPH security trainings and review Nevada’s Title V needs assessment, including its national performance measures.</p>	<p>Activity 1: Week 1: Student interns will receive basic training in Canva, the tool that will be used to create the infographics, if needed.</p>	<p>Activity 1: Weeks 3-4: Student interns will identify questions to ask interviewees and develop key informant interview guide.</p>
<p>Deliverable 1: Certificates for completed trainings.</p>	<p>Deliverable 1: N/A</p>	<p>Deliverable 1: List of questions and key informant interview guide.</p>
<p>Activity 2: During weeks 2-4, student interns will pull together data for each of the priority areas/associated NPMs and meet with the primary</p>	<p>Activity 2: During weeks 4-8, the student interns will meet with the primary preceptor weekly to discuss</p>	<p>Activity 2: Weeks 5-6: Student interns will interview key decision makers in DPBH, partners, and other stakeholders to obtain feedback on</p>

preceptor weekly to discuss the data and interpretation.	the infographic design, creation, editing, and progress to completion.	the existing NPMs, in preparation for the next needs assessment for the 2025 Title V MCH Block grant application. Students will also solicit feedback on how to improve or achieve health equity with respect to Nevada's priority areas/associated NPMs.
Deliverable 2: A summary of the data pulled for all priority areas listed above in a Microsoft Word (or Excel) document.	Deliverable 2: Infographics created based on Nevada's priority areas/National Performance Measures.	Deliverable 2: Analysis of the transcripts of the key informant interviews; student interns will generate key themes using EXCEL or another simple method for extracting themes.
		Activity 3: Weeks 7-10: Student interns will compile information from all three objectives into a comprehensive final report and give a PowerPoint presentation to the key DPBH staff to share findings.
		Deliverable 3: 1) Comprehensive report containing the data, infographics, and themes derived from the key informant interviews; and, 2) PowerPoint presentation.

What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Facilitation Skills
- Synthesis of Information
- Communication Skills
- Presentation Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

The student(s) will need an agency-specific email address, access to the network, and competence in Zoom/Microsoft Teams.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency? If yes, please note these requirements below.

No

You identified a preference for an in-person internship with your agency. Student interns will need to find housing in your locale. Is there affordable temporary housing available for the students near your agency?

Yes

What is the typical cost of a furnished short-term rental or sublet near your agency per month?

\$1100-\$1300/per person

Is your agency easily accessible by public transportation?

No

Are services such as Lyft or Uber available near your agency?

Yes

Please include 2-3 sources where students may find temporary housing. Examples include listservs or universities close by that may have sublease websites or dormitory housing available.

www.airbnb.com

<https://www.apartments.com/carson-city-nv/short-term/>

<https://www.collegerentals.com/off-campus-housing/nv/carson-city/sublets/>

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New Jersey Department of Health, Family Health Systems

Location: Trenton, NJ

Project Description

The mission of the NJ Department of Health (NJDOH), Division of Family Health Services (FHS) is to improve the health, safety, and well-being of families and communities in New Jersey. FHS collaborates with families, professionals, healthcare organizations and local, regional and state entities across varying sectors to promote and protect the health of mothers, children, adolescents, and at-risk populations, and to reduce disparities in health outcomes. While many Maternal Child Health (MCH) - related services are delivered throughout the state of New Jersey, assessment of relevant resources is still needed in order to best understand the scope and nature of what is working and where gaps in services exist.

Furthermore, with the goal of increasing equity in healthy births in New Jersey, a preliminary assessment of strategies being implemented across the state to address birth equity in prenatal, delivery and postpartum care is warranted. The foundational philosophy of birth equity orients providers toward creating equitable and inclusive organizational policies, collecting data to drive action, hiring a diverse group of leaders who represent the communities which they serve, and attending to patient and service-recipient needs in a culturally appropriate way. For these reasons, our team has decided to develop a project related to the assessment of birth equity in prenatal, delivery and postpartum care in clinical service spaces which the prospective Title V interns will work on to support the Title V Needs Assessment process.

The interns will jointly oversee completion of a preliminary landscape analysis by conducting interviews and focus groups with clinical providers in NJ birthing hospitals to better understand how equitable delivery of prenatal, delivery and postpartum care is understood and executed throughout the state. In addition, individuals who have recently received clinical perinatal care will be interviewed to assess their perspectives on the clinical care they have received and the extent to which they experienced respectful care. Particular attention will be paid to voices that have historically been marginalized or absent in the information gathering phase of assessment including people of color and people for whom English is not their heritage language.

The Title V internship students will support the process by identifying two distinct populations to interview:

1. Clinical providers in NJ delivery hospitals; and,
2. Postpartum persons regarding how they perceive the perinatal care they are receiving or have received.

*It is important to note, that the proposed process of gathering information from providers and postpartum persons is not considered a research activity that meets the requirement for an IRB. The information gathered during this process will support the creation and modification of approaches to MCH goals and priorities; as a quality improvement effort, an IRB process is not necessary.

How does this project relate to your Title V agency's priorities?

The NJDOH is engaged in ongoing needs assessment and planning for MCH to improve the health outcomes of those in the communities it serves. This proposed project aligns with New Jersey's overall goal of increasing equity in healthy births by assessing the specific ways in which providers function within a *Health Equity Model of Care* when delivering services, and how recipients of care perceive the care they receive. Moreover, Title V staff in New Jersey have collaborated across sectors to implement culturally responsive public health interventions to reduce disparities in health outcomes; this project also aligns with the commitment to engage with a diverse group of New Jersey residents.

Describe how the proposed project centers equity.

The proposed project supports the activities of the Title V Program Needs Assessment. This project focuses on the formal ways in which perinatal health care providers deliver services that center health equity, specifically, on the

delivery of perinatal care and the extent to which care for pregnant and postpartum persons is respectful and free of implicit bias. During the information gathering phase from clinical providers in NJ hospitals and persons who are receiving or recently received perinatal services, the interns will contact both clinical providers in NJ hospitals and interview recipients of perinatal services throughout the state whose voices have been historically underrepresented in feedback and needs assessment activities. Additionally, all steps taken to engage community members will use a health equity approach, which will ensure that all participants are protected and respected and that data collected will be used to benefit those interviewed.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above.

<p>Objective 1: 1a) Identify perinatal service providers (approximately 10-15) and postpartum persons (approximately 10-15) to recruit and engage as member of focus groups/key informant interviewees. 1b) Prepare for interviews with clinical providers and postpartum persons.</p>	<p>Objective 2: 1) Analyze and synthesize (using informal methods or EXCEL) collected information to understand perspectives on both the delivery and perception of the delivery of equitable care in the perinatal care space. 2) Develop themes based on the data, and produce a report based on information from providers and birthing people and create a resource inventory report.</p>	<p>Objective 3: Communicate findings to stakeholders.</p>
<p>Activity 1: Weeks 1-3: General/Project Orientation. Initially, interns will spend time getting to know the NJDOH structure, functions, and personnel in the various units under the Family Health Systems Division. The interns will be provided with supervision, guidance, and support from preceptors, including weekly check-in meetings with the primary preceptor. During this orientation phase, interns will conduct literature reviews to become familiar with scholarship regarding evidence-based health equity practices in clinical care settings, intersectional, respectful, and trauma-informed care, and birthing experiences for women of color. During this initial phase, interns will also be provided reading materials, access to state library research databases and will attend meetings to learn about the</p>	<p>Activity 1: Weeks 6-8: Interns will synthesize collected information from clinical providers in NJ hospitals and postpartum persons.</p> <p>Interns will create a report describing approaches used by OB/GYN service providers to deliver a Health Equity Model of care including the perceptions of those who were/are the recipients of such care.</p>	<p>Activity 1: Weeks 6-8: Interns will develop communication plan and materials for dissemination.</p>

MCH programs in New Jersey and the genesis of the New Jersey priority needs in MCH.		
Deliverable 1: Literature Review on respectful and trauma informed perinatal care in clinical settings.		Deliverable 1: Dissemination Plan related to Findings.
Activity 2: Weeks 2-3: Planning In consultation with preceptors and mentors, interns will: 1) identify providers/stakeholders in NJ hospitals (e.g., nursing staff, laborists, etc.) from whom to gather information regarding OB/GYN and perinatal care in NJ and determine ways in which data will be gathered regarding clinical settings that are health-equity focused; facilitate information meetings, attend perinatal advisory groups that have already been established and identify key informants to interview. 2) To capture information about the birthing experiences of populations who are disproportionately underrepresented, identify postpartum persons for key informant interviews, oversampling people of color and those for whom English is not their heritage language.		Activity 2: Weeks 8-10: Interns will disseminate findings to target audiences.
Deliverable 2: Develop instruments (e.g., key informant interview guide, focus group guide) for collecting information from clinical providers and postpartum individuals with lived experience.		Deliverable 2: Prepare and present on MCH interview/ focus group results regarding presence or absence of Health Equity Model of Care associated practices in the perinatal healthcare space, and present recommendations for the FHS moving forward; disseminate findings to stakeholders and DOH Leadership.
Activity 3: Conduct Key Informant Interviews and/or Focus Groups weeks 3-6. (Focus groups/KII will be audio-recorded so students can relisten to the interviews).		
Deliverable 3: Completion of data collection.		

What skills are required for the project? Check all that apply.
Microsoft Excel

Microsoft PowerPoint
Program Planning
Program Evaluation
Literature Review Skills
Community Assessment
Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
Qualitative Methods (Analysis)
Synthesis of Information
Communication Skills
Presentation Skills
Other, Please specify: -- *Spanish language fluency in reading, writing, speaking and comprehension desired
Survey Development

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency?

No

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North Carolina Department of Health & Human Services, Division of Public Health, Title V Office

Location: Raleigh, NC

Project Description

The Title V Office in the NC Division of Public Health conceives of needs assessment as a continuous process in which useful data, both quantitative and qualitative, relevant to the broad mission of the Office are continuously being gathered and analyzed with an eye to adjusting the program priorities and activities as appropriate. The 2020 Needs Assessment process afforded the Office the opportunity to reexamine priority needs that had not changed substantially since 2005 and resulted in eight new priority needs that were more in alignment with current Division and Department priorities. During the 2025 Title V Needs Assessment process, the Office plans on using a variety of data collection methods to obtain feedback from community members and partners to help reassess these priority needs and inform the revision of the NC's Title V State Action Plan.

The MCH Title V interns will help the Office in its efforts by jointly participating in both the creation and implementation of these data collection tools. The students will create a user-friendly, at-a-glance MCHBG summary to share information about Title V more broadly and to be used in conducting community focus groups. They will create a Focus Group Guide and conduct virtual focus groups of community members in six different perinatal care regions of the state. A method of recruiting focus group participants and the primary themes for these groups will be identified by the Title V Needs Assessment Team in the spring of 2024. They will provide a comprehensive analysis of the information gleaned in the focus groups. They will assist in creating an **online survey** to be shared with local health directors, members of state professional medical organizations (e.g., NC Pediatric Society), non-profit advocacy organizations (e.g., NC Child), and other partners. As time permits, they might also develop a Key Informant Interview Guide to be used to conduct interviews with key partners with whom Title V currently works. More information about the NC Title V MCH Block Grant Program is available at: <https://www.dph.ncdhhs.gov/programs/title-v-maternal-and-child-health-block-grant-program>.

How does this project relate to your Title V agency's priorities?

The mission of the NC Title V MCH Block Grant Program is to support and promote the health and well-being of NC individuals including mothers, infants, children, youth, and their families to reduce inequities and improve outcomes. The 2025 NC Title V MCH Needs Assessment will build on the 2020 Needs Assessment which used a life-course framework and was driven by a whole person integrated approach and a focus on health equity and the social determinants of health (SDOH) inclusive of racism, the elevation of family and consumer voice, and a commitment to data-driven and evidence-based strategies. Creating an at-a-glance MCHBG summary that is understandable by all families and consumers affected by Title V Program services and activities will help us to sustain our commitment to remaining family and consumer focused as we move into the next planning cycle and request input. In addition, collecting new quantitative and qualitative data from community members and partners will ensure that we are elevating partner and community voice as we develop the Title V priorities and action for the next period. This commitment is key to all of our Title V priorities which include improving access to high quality integrated health care services, using a reproductive justice framework, providing safe, stable, and nurturing relationships, and increasing health equity.

Describe how the proposed project centers equity.

While the NC Title V Program has one identified priority in the Cross-Cutting/Systems Building Domain of our Title V Action Plan to “increase health equity, eliminate disparities, and address social determinants of health,” in practice the Office, the NC Department of Health and Human Services (NCDHHS), and the NC Division of Public Health (DPH) attempt to incorporate health equity into all the work that we do. The first strategic goal of NCDHHS is to “advance health equity by reducing disparities in opportunity and outcomes for historically marginalized populations within DHHS and across the state.” Within the Title V Program, the Perinatal Health Strategic Plan (PHSP) is a driving force to advance health

equity. In addition, the Whole Child Health Section is participating in the CYSCHN Blueprint Learning Collaborative with four other states to begin implementation of the Blueprint for Change: A National Framework for a System of Services for CYSHCN, and equity is one of the four critical areas of this framework. The qualitative data collection and analyses conducted by the interns will help drive the work of both the PHSP and the CYSCHN Learning Collaborative as well as many other Title V initiatives and programs.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Create a user-friendly, at-a-glance MCHBG summary for the public.</p>	<p>Objective 2: Conduct virtual focus groups of community members in six different perinatal care regions of the state. The NC Title V Needs Assessment Team will determine the specific objective of the focus groups and will recruit participants during spring 2024 through partner engagement.</p>	<p>Objective 3: Conduct an online partner survey asking key overview questions that will help determine if the state’s current priority needs are still the most pressing according to our partners, and help identify emerging needs and gaps in services/systems.</p>
<p>Activity 1: Review MCH Block Grant Executive Summaries and other summary documents for public distribution available from other states in TVIS and public websites.</p>	<p>Activity 1: Create focus group guide after meeting with Title V Staff members to confirm key content areas and researching best practices for developing focus group guides for community members.</p>	<p>Activity 1: Complete a review of prior MCH Needs Assessment surveys and analyses conducted by WCHS and other states to identify critical questions for the current survey.</p>
<p>Deliverable 1: Spreadsheet with links to good examples of MCH Block Grant summary documents that are consumer friendly and a brief description of what makes them exemplars. Include information about best practices for readability that should be followed in developing a consumer-friendly document.</p>	<p>Deliverable 1: Focus Group Guide drafted and reviewed by Title V staff members.</p>	<p>Deliverable 1: Online Survey drafted in Survey Monkey and reviewed by Title V staff members.</p>
<p>Activity 2: Create new user-friendly At-a-Glance summary of the NC MCH Block Grant with data visualizations, icons, etc. (Massachusetts example) to enhance our ability to obtain meaningful public input.</p>	<p>Activity 2: Coordinate meeting details (set up Zoom links, send email invitations).</p>	<p>Activity 2: Create an email list of partners who will be invited to participate in the survey and an invitation to participate.</p>
<p>Deliverable 2: User-Friendly MCH Block Grant At-a-Glance summary document.</p>	<p>Deliverable 2: Flyer announcing focus group details and list of invitees to each focus group.</p>	<p>Deliverable 2: Email list of participants; invitation for both email and via social media outlets (with QR code to be shared on DPH accounts).</p>

	<p>Activity 3: Observe focus groups and take notes. Focus groups will be audio-recorded so interns can further review what was stated. Interns will use their notes and the audio-recordings to engage in an informal qualitative data analysis using EXCEL or some other simple approach to analysis.</p>	<p>Activity 3: Launch survey and monitor responses. Send reminders as necessary.</p>
	<p>Deliverable 3: Report based on findings of the Focus Group analyses with key themes identified.</p>	<p>Deliverable 3: Excel spreadsheet to track survey responses. Analysis of the survey may be conducted by Title V staff after the completion of the internship depending on how soon the survey can be launched during the course of the summer.</p>

What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Literature Review Skills
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Qualitative Methods (Analysis)
- Facilitation Skills
- Synthesis of Information
- Communication Skills
- Presentation Skills
- Social Media Skills
- Survey Development

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

Agency-specific email; Access to VPN so that they can access shared drive folders; Competence in Zoom/Microsoft Teams; Computer

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student’s academic institution and your agency?

Not sure

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Ohio Department of Health, Child and Family Health

Location: Columbus, OH

Project Description

The Ohio Department of Health's Asthma Program (ODHAP) supports and encourages planning, coordination, and expansion of evidence-based asthma practices. Reduction of childhood asthma morbidity has been identified as a priority health outcome in the State Health Assessment (SHA) and has been included in the State Health Improvement Plan (SHIP) since 2017. The current SHIP, finalized in June 2020, is a tool to strengthen state and local efforts to improve health, well-being, and economic vitality in Ohio and continues to serve as a roadmap for asthma stakeholders to support a reduction in pediatric asthma hospitalizations. The SHIP provides a menu of evidence-informed strategies (e.g., utilization of NAEPP Guidelines and EXHALE Technical Package) and an evaluation plan to track and report progress on measurable objectives related to six priorities associated with three health factors (community conditions, health behaviors, and access to care) and three health outcomes (mental health and addiction, **chronic disease**, and maternal and infant health). Childhood asthma is included within the **chronic disease** priority health outcome as part of childhood conditions.

The Asthma Home Assessment Program (AHAP) is a comprehensive asthma management program at two Children's Hospitals (Dayton and Cincinnati) in Southwest Ohio. ODH in collaboration with the CDC's National Asthma Control Program (NACP) and its partners help people with asthma achieve better health and improved quality of life. The ODHAP works with Dayton Children's Hospital and Cincinnati Children's Hospital to identify extremely high utilizers of asthma care and to provide a Community Health Worker (CHW) to help families to address triggers and Social Determinants of Health (SDOH). In addition, a home remediation is provided, when applicable. Asthma home remediation refers to taking steps to make one's home environment more asthma-friendly and reduce triggers that can worsen asthma symptoms. Progress is assessed via bi-monthly reports consisting of metrics which measure the effectiveness of reducing asthma-related emergency department visits, in addition to overall asthma prevalence within Hamilton and Montgomery counties.

The CDC's National Asthma Control Program (NACP) developed EXHALE, a set of six strategies that each contribute to better asthma control: (E)ducation on asthma self-management; (X)-tinguishing smoking and exposure to secondhand smoke; **(H)ome visits** for trigger reduction and asthma self-management education; (A)chievement of guidelines-based medical management; **(L)inkages** and coordination of care across settings; and, (E)nvironmental policies or best practices to reduce asthma triggers from indoor, outdoor, or occupational sources.

As stated above, both AHAP projects at each hospital utilize a CHW to conduct home visits. This involves both **H and L** of the CDC's EXHALE strategies. At each home visit and follow-up contact, the CHW utilizes the EPA Asthma Home Environment Checklist with the caregiver to verify that best practices are followed to eliminate indoor asthma triggers. Each family receives a Child Asthma Control Test score. (H)ome visits are also used for asthma self-management education and trigger reduction via the CDC's EXHALE techniques. Metrics measured through AHAP include the number of ED visits, hospitalizations, asthma control test results, asthma medication ratio (AMR), and self-reported missed school days.

The Ohio Department of Health Asthma Program is offering an exciting internship opportunity for 2 motivated students who want to contribute to the enhancement and expansion of our asthma initiatives. Interns will play a pivotal role in the research and development phase of the expansion, tasked with creating essential supplemental materials for the statewide asthma program. The primary focus will be on designing forms, checklists, and observation forms necessary for the replication of successful asthma-focused projects in Ohio communities. Responsibilities will extend to crafting a comprehensive final report based on findings from previously conducted focus groups and listening sessions, which are part of our ongoing community asthma conversations designed to update and refine the program.

This internship offers a unique chance to engage in hands-on research and project design, with a specific emphasis on refining data collection instruments. Prior to the beginning of the internship, ODHAP will have conducted focus groups and listening sessions, gathering valuable insights. Students will be involved with data cleaning and straightforward analysis using Microsoft Excel, contributing to result synthesis, and aiding in the formulation of recommendations. This opportunity provides a dynamic learning experience at the intersection of public health, community engagement, and program development, offering a chance to make a meaningful impact on asthma management initiatives across the state of Ohio. The interns will not be required to conduct any sophisticated analyses. This formative evaluation will be made available to all partners and contractors to inform the larger body of work associated with Title V to center the needs of minority populations in the state.

How does this project relate to your Title V agency's priorities?

Ohio finalized our 2019 State Health Assessment and 2020 – 2022 State Health Improvement Plan (SHA/SHIP), which helps us prioritize goals and objectives for health, monitor trends, identify gaps and track progress. The SHA/SHIP uses a health equity framework, evaluating Family and Child Health data by key populations that have experienced historical injustice. Ohio’s previous Title V Needs Assessment identified assessment of the needs of minority populations as a targeted priority for future years. Additionally, health equity is a department-wide key priority area as identified within SHA/SHIP. It is our intent to highlight the needs of marginalized populations in a more robust and comprehensive manner than in past Title V needs assessments. This asthma focused initiative is one of many foundational steps that the Ohio Title V Bureau of Child and Family is embarking on to achieve health equity.

Describe how the proposed project centers equity.

The Ohio Department of Health, and especially Title V, has an ongoing commitment to health equity and family engagement. As noted in Ohio’s Title V Block Grant Application 2023, addressing health equity and eliminating disparities is a crosscutting priority area. This project is designed to increase capacity for evaluating the needs of marginalized communities and to equitably and comprehensively address the needs of Ohioans who are historically disadvantaged.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Develop Replication Materials for Asthma focused programs for Ohio communities.</p>	<p>Objective 2: Assist in data synthesis and analysis of qualitative information collected from community asthma conversations (focus groups and listening sessions) conducted prior to the internship.</p>
<p>Activity 1: Interns will conduct a thorough review of existing Asthma program materials and strategies.</p>	<p>Activity 1: Organize data from community conversations into the appropriate format using Microsoft Excel.</p>
<p>Deliverable 1: Based on the information collected, create an Asthma Toolkit containing resources, customized forms, and other tools and materials.</p>	<p>Deliverable 1: Cleaned and “coded”/“organized” dataset ready for analysis.</p>
<p>Activity 2: Interns will design additional forms, checklists, and observation tools tailored for Ohio's diverse communities to support implementation of asthma focused initiatives across Ohio.</p>	<p>Activity 2: Collaborate with team members to conduct data analysis in Microsoft Excel. Analyze the data for themes that reflect community needs related to asthma to inform priority areas.</p>

<p>Deliverable 2: Drafts of relevant materials as listed above with comprehensive documentation of the design process and stakeholder input.</p>	<p>Deliverable 2: Draft of a report based on the findings from the analyses.</p>
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What skills are required for the project? Check all that apply. Do you want any experience in developing training materials?

- Microsoft Excel
- Microsoft PowerPoint
- Program Evaluation
- Literature Review Skills
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Communication Skills
- Social Media Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

Agency-specific emails, competence in Microsoft Teams, PowerPoint, and Excel.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student’s academic institution and your agency?

No

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South Dakota Department of Health, Office of Child and Family Services

Location: Pierre, SD

Project Description

COMPREHENSIVE DATA ANALYSIS FOR THE TITLE V NEEDS ASSESSMENT FOR THE STATE OF SOUTH DAKOTA

Purpose of the Project

Every five years, the Maternal and Child Health branch of the Office of Child and Family Services (OCFS) of the South Dakota Department of Health performs a state-wide Needs Assessment that identifies the needs of pregnancy women, mothers, infants up to age one and children related to preventive and primary care services considering the environment and available resources of South Dakota. The Needs Assessment also seeks to identify specific services for Children with Special Health Care Needs (CSHCN). Needs are identified by collecting data from and interviewing community members, conducting focus groups with state stakeholders and representatives of community organizations, and by evaluating the capacity of the MCH branch/Title V program.

Findings from the Five-Year Needs Assessment serve as the cornerstone for the development of a five-year Action Plan for the State MCH Block Grant. As part of this Needs Assessment, the OCFS is implementing a community survey during first quarter of 2024. This survey will be the main primary data source of the SD MCH Needs Assessment. During the summer of 2024, we will be working on the data analysis for this already collected data.

Along with the survey analysis, we are also collecting and summarizing demographic descriptors and health status and utilization indicators related to maternal and child health available from secondary data sources, focusing on SD. We would like to receive the help of two interns to perform the data analysis for the community survey and integrate these results with other publicly available secondary data sources. Students would also help with preparing the report and presenting the findings to stakeholders.

Population served:

Women, infants, children, children with special needs, and adolescents of South Dakota

Project length: 10 weeks

Data analysis: 5 weeks

Report writing: 3 weeks

Communicating/Dissemination of findings: 2 weeks

Technology: A computer with at least 32 RAM of memory. SAS Enterprise Guide. Microsoft Office. ArcGIS (preferably, but optional). A good internet connection.

Required skills:

- A strong foundation in basic epidemiologic concepts and statistical analysis
- Basic knowledge and experience using SAS
- Good writing skills
- Optional: basic knowledge of ArcGIS

Products

- A formal report based on the survey data analysis.
- A compilation of publicly available health care data related to MCH indicators.

- Data briefs with survey findings and secondary data findings for media dissemination.
- A PowerPoint or video presentation of the community survey and secondary data findings for stakeholders.

Setting

The students may come to South Dakota or may work remotely. If the students come to South Dakota, they would be able to visit the main offices of the SDDOH (Pierre, Rapid City, and Sioux Falls) and collaborate with staff in those locations. If the student prefers to work remotely, we are able to provide supervision long distance as well.

How does this project relate to your Title V agency's priorities?

The needs assessment is a mandatory requirement to support the Maternal and Child Health Block Grant in South Dakota and will shape the priorities for our state for the next 5-year cycle (2026-2030).

Describe how the proposed project centers equity.

The survey includes specific questions to evaluate both Social Determinants of Health (SDOH) and disparities in health status outcomes of the MCH population in South Dakota. The secondary data reviewed can also be stratified by race/ethnicity, age, geography etc.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

No preference.

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

Objective 1: Data analysis of a Needs Assessment survey disseminated in Spring 2024.	Objective 2: Develop data reports, data briefs, and infographics based on the data analyzed/collected in Objective 1.	Objective 3: Presentation of findings to stakeholders.
Activity 1 Perform quantitative data analysis of a community health Needs Assessment survey (primary data source).	Activity 1 Write a summary report based on the findings of the primary data analysis, and brief description of the methodology used for analysis. Work with SD DOH Communications Office to meet branding requirements.	Activity 1 Prepare a presentation with key findings of the Community Needs Assessment survey and results of the secondary data analysis.
Deliverable 1 Documentation of the data analysis conducted to analyze the Needs Assessment survey data.	Deliverable 1 A report of the Community Needs Assessment Survey results, including a brief description of the methodology in common/lay language.	Deliverable 1 The presentation may be a PowerPoint and/or a short video.
Activity 2 Collect and summarize demographic descriptors and health status and utilization indicators related to maternal and child health available from secondary data sources, focusing on SD, years 2017-2022.	Activity 2 Develop summaries of the descriptors from the secondary data sources.	Activity 2 Assist in organizing stakeholders' meetings. Meetings will take place at the end of the internship. We anticipate that we will hold at least two meetings, one on the east and one on the west side of the state.

<p>Some of the secondary sources we plan to analyze or report in the aggregate include the Pregnancy Risk Assessment Monitoring System (PRAMS); Behavioral Risk Factor Surveillance System (BRFSS); Census data; ChildStats from the Federal Interagency Forum on Child and Family Statistics; Federally Available Data, and March of Dimes Reports. Examples of descriptors we plan to summarize include population of women of reproductive age per year, counties with persistent childhood poverty; percentage of women who smoked during pregnancy, maternity care desert counties, etc.</p>		
<p>Deliverable 2: A compilation of publicly available health data sources related to MCH indicators, with information about available variables, periodicity of update, geographic breakdown level available (if indicator is only available state level, or also at county, zip code, or census tract) and last available update.</p>	<p>Deliverable 2: A brief report based on the secondary data analyses.</p>	<p>Deliverable 2: Presentation prepared by the students will be used during the meeting, and their input about meeting agenda and other aspects will be included in the planning, but the actual execution of the meetings is the responsibility of the Title V staff.</p>
	<p>Activity 3 Integrate findings from the primary survey with the secondary data and develop data briefs and infographics for dissemination.</p> <p>Work with SD DOH Communications Office to meet branding requirements.</p>	
	<p>Deliverable 3: Data briefs and infographics with key findings of the secondary data sources and the primary community needs assessment survey. Briefs and infographics can be used by the SD Department of Health for social media distribution and posted on the SDDOH website.</p>	

What skills are required for the project? Check all that apply.

Microsoft Excel and PowerPoint

SAS/SPSS/STATA. The SD DDOH has personnel available to support the development of SAS data analysis and codes, and the staff would be available to support the students.

Communication Skills

Presentation Skills

Other, Please specify: ArcGIS. As with SAS, the SD Department of Health has specialized personnel available to support the development of ArcGIS Maps, and the staff would be available to support the students if maps are desired.

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

Need for DOH-specific emails, computer with at least 32GB RAM memory, access to DOH folders and networks (will be provided by DOH), competence in Zoom/Microsoft Teams, competence in SAS Enterprise Guide and ArcGIS (optional).

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency?

Yes, please describe: -- Interagency Agreement between the DOH and the University (we will provide the model).

You identified a preference for an in-person internship with your agency. Student interns will need to find housing in your locale. Is there affordable temporary housing available for the students near your agency?

Yes

What is the typical cost of a furnished short-term rental or sublet near your agency per month?

Above \$1301/per person

Is your agency easily accessible by public transportation?

Yes

Are services such as Lyft or Uber available near your agency?

Yes

Please include 2-3 sources where students may find temporary housing. Examples include listservs or universities close by that may have sublease websites or dormitory housing available.

Apartment.com; zillow.com

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Tennessee Department of Health, Family Health and Wellness

Location: Nashville, TN

Project Description

The goal of this project is to complete an assessment of the state of maternal health of the incarcerated population in Tennessee. Little is known about the number of women who are incarcerated in local county jails at any point during their pregnancy or postpartum period in Tennessee. Even less is known about the access to and quality of prenatal and postpartum care for these women. This is an area that requires immediate attention and review. Included in the baseline needs assessment would be information about rates of mental health/SUD of incarcerated individuals, support services available during pregnancy or postpartum, access to menstrual hygiene products, and jail healthcare provider knowledge about maternal health warning signs.

How does this project relate to your Title V agency's priorities?

TDH has a priority of decreasing pregnancy-associated morbidity and mortality. Identifying the need for and quality of maternal health services in the incarcerated population is essential to understand how to prioritize and develop interventions for optimal maternal health outcomes.

Describe how the proposed project centers equity.

The incarcerated population, especially pregnant and postpartum women, is a disproportionately underserved population. This project would provide essential data necessary to begin the work to improve health equity and maternal health outcomes for this population.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Develop a landscape analysis of the state of maternal health and maternal health service delivery for the female population incarcerated in TN local county jails.</p>	<p>Objective 2: Develop an overview of legislative and administrative policies and best practices regarding incarcerated pregnant/postpartum persons in local county jails throughout the US and compare to TN’s policies and practices.</p>	<p>Objective 3: Summary of findings from Objectives 1 and 2 and dissemination of findings to key partners and stakeholders.</p>
<p>Activity 1: Work with Program Directors and epidemiology staff from the Maternal Health Innovation Program, Prevention of Violent Maternal Deaths Program, Maternal Mortality Review Program, and Maternal Mental Health and Substance Use Project to establish and identify relevant data sources already available as well as any additional data that needs to be gathered.</p>	<p>Activity 1: Conduct a review of relevant administrative policies and legislation highlighting best practices regarding maternal health for pregnant/postpartum persons incarcerated in local county jails.</p>	<p>Activity 1: Develop a report based on TN landscape analysis and review of best practices for birthing people incarcerated in county jails.</p>

Activity 2: Work with epidemiologists to establish connections with other agencies particularly, county jail administrators as needed for additional information.	Activity 2: Compare best practices regarding maternal health for pregnant/postpartum persons incarcerated in county jails identified in Activity 1 to current policies and practices in TN.	Activity 2: Develop one or more infographics based on landscape analysis and review of best practices for incarcerated birthing people.
	Deliverable 2: Crosswalk of best practices regarding maternal health for pregnant/postpartum persons with policies and practices in TN.	Deliverable 2: Dissemination of report and infographic(s) to key stakeholders and partners.
Activity 3: Conduct key informant interviews with 5-10 county jail administrators or county jail health care personnel using an interview guide developed with the program directors and epidemiologists.		
Deliverable 3: Simple analysis using EXCEL or another basic method to develop key themes from the KII.		
Activity 4: Collect and analyze relevant and available data by working with RWH epidemiologists.		
Deliverable 4: Landscape analysis of the state of maternal health and maternal health service delivery for TN's incarcerated female population.		

What skills are required for the project? Check all that apply.

- Microsoft Excel
- Microsoft PowerPoint
- Program Evaluation
- Literature Review Skills
- Qualitative Methods (Implementation) (includes key informant interviews, focus groups, photovoice, etc.)
- Qualitative Methods (Analysis)
- Facilitation Skills
- Synthesis of Information
- Communication Skills
- Presentation Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

They will need a personal computer and competent in Microsoft Teams.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency?

Not sure, (Note: we will need a final answer with respect to this issue before we can place student interns with your agency).

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Utah Department of Health and Human Services, Family Health

Location: Salt Lake City, UT

Project Description

The goal of this project is to help increase the number of infants who are ever breastfed, and increase the number of infants who exclusively breastfeed through 6 months of age by addressing common barriers to exclusive breastfeeding.

Interns will create breastfeeding educational materials such as infographics and data briefs to be available on the *Stepping Up for Utah Babies* website (<https://mihp.utah.gov/stepping-up-for-utah-babies>). *Stepping Up for Utah Babies* is a state-based program that helps birthing hospitals implement the WHO and UNICEF's 10 steps to successful breastfeeding. Facilities work to implement the 10 steps in order to be designated as Breastfeeding Friendly by the Utah Department of Health and Human Services. Facilities must recertify every two years by submitting six months of data to show that the 10 steps are taking place in their facility. In 2021, 61% of births in Utah took place in breastfeeding friendly facilities.

These newly developed materials will be available to the public, and hospital staff will be encouraged to use these materials to educate patients.

Materials for the general public will include topics such as breastfeeding multiple babies, breastfeeding babies with disabilities, breastfeeding with chronic maternal conditions, and other relevant breastfeeding topics. In addition, materials will be created for specific minority populations, which could include Latinx, Native American, Black, Pacific Islander, refugee, and LGBTQ+ families. There will be a focus on how certain cultural beliefs can benefit breastfeeding. The materials will address cultural barriers and misconceptions and provide problem solving suggestions.

This project will include collaboration with epidemiologists to understand breastfeeding data in Utah and meeting with community partners to understand breastfeeding needs.

How does this project relate to your Title V agency's priorities?

The Maternal and Infant Health Program (MIHP) supports the mission of the Utah Department of Health and Human Services to reduce illness, disability, and death among women of childbearing age, children, and youth in the state. Breastfeeding is an essential component of the health and well-being of mothers and infants in the state. Breastfeeding, specifically exclusive breastfeeding for 6 months of an infant's life, continues to be a priority goal of the Maternal and Infant Health Program. National Performance Measures 4a/b are measures that have been identified as a priority in our most recent statewide needs assessment. Our agency is working on improving exclusive breastfeeding at 6 months with our Title V funds.

Describe how the proposed project centers equity.

This project will help families in groups with typically lower breastfeeding rates understand the aspects of their cultures that positively impact breastfeeding. This project will help these groups have access to breastfeeding resources designed specifically for them. This information may help birthing persons initiate breastfeeding and breastfeed their children for longer periods of time. Materials will be trauma informed and address common cultural barriers and misconceptions in these populations.

What is the preferred work setting for the student interns based on the project's needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one

graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Assess the breastfeeding needs of minority populations in Utah.</p>	<p>Objective 2: Identify the educational needs of the groups identified in objective 1 in order to address the breastfeeding barriers and facilitators for each of these groups.</p>	<p>Objective 3: Develop educational materials according to the needs identified in objective 2.</p>
<p>Activity 1: Identify groups in the state with low breastfeeding initiation and/or continuation rates by working with MIHP epidemiologists to analyze Pregnancy Risk Assessment Monitoring System (PRAMS) data and reviewing published literature.</p>	<p>Activity 1: After identification of groups in the state with low breastfeeding initiation and/or continuation rates students will conduct key informant interviews with key community partners to identify the educational needs of these groups.</p>	<p>Activity 1: Create culturally appropriate materials that will be published on a state government website.</p>
<p>Deliverable 1: Students will create a report of state breastfeeding data with sections that highlight each identified minority population.</p>	<p>Deliverable 1: Students will develop a Key Informant Interview guide to interview community partners.</p>	<p>Deliverable 1: Educational materials such as data briefs and infographics in appropriate languages for their target audience. {Note: translation likely conducted by health department staff after the completion of the internship.}</p>
	<p>Activity 2: Students will conduct KII with approximately 10-15 community partners who are representative of groups with low breastfeeding rates.</p>	
	<p>Deliverable 2: Conduct of key informant interviews.</p>	
	<p>Activity 3: Students will analyze KII using simple methods (e.g., EXCEL) and produce a list of key themes that can help inform the development of educational materials for each group.</p>	
	<p>Deliverable 3: Themes derived from KII (Overarching and group specific).</p>	

What skills are required for the project? Check all that apply.

- Microsoft PowerPoint
- Microsoft EXCEL
- Program Planning
- Program Evaluation
- Community Assessment
- Communication Skills
- Presentation Skills
- Social Media Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

Students should have Gmail accounts, competence in creating infographics, and general graphic design.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency?

Students and preceptor will sign a best practices agreement.

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Wisconsin Department of Health Services, Division of Public Health

Location: Madison, WI

Project Description

Wisconsin's Title V team is currently working on a variety of activities to support the 2025 Needs Assessment. Students will support this work by collaborating closely with Wisconsin's Title V Director, the Health Equity Coordinator, and the Needs Assessment Steering Committee (Steering Committee) to analyze data gathered from previously conducted assessments as well as interpret and communicate the results for a variety of audiences.

Students will receive a compilation of data from the assessments. We anticipate that there will be two main data sources: 1) data resulting from assessment(s) distributed to local and Tribal health departments and agencies, statewide organizations, larger health systems, and federally qualified health centers; and 2) data resulting from assessment(s) distributed to local community-based organizations and individual community members. Both of these types of assessments will be conducted prior to the internship.

Note: The Wisconsin Title V team is intentionally waiting to design any assessments, including assessment format (survey, focus groups, community conversations, etc.) and the questions included, until the Steering Committee is assembled so that they can contribute to a co-creative process. Because these assessments will be created collaboratively by the Title V team and the Needs Assessment Steering Committee, the type of data collected (quantitative or qualitative) will not be finalized until early winter 2024. As such, students may have quantitative and/or qualitative data available for analysis during the summer internship.

The students will review the collected assessment data and work closely with Wisconsin's Title V Director to determine a data analysis plan, which we anticipate will involve both quantitative and qualitative data analysis. Students will implement their data analysis plan and work collaboratively with the Needs Assessment Steering Committee to help support the interpretation of the results from the analyses. Additionally, they will work with the Steering Committee to effectively translate and communicate the data in a way that is accessible for a variety of audiences.

The specific format of the resulting deliverable(s) from the data analyses will be collaboratively decided upon by the students, the Title V Director, the Health Equity Coordinator, and the Steering Committee. We anticipate that this could take the form of a report, a series of one-pagers, infographics, data dashboards, or data placemats (or perhaps even multiple dissemination formats can be developed). The resulting deliverable(s) will prioritize identifying areas of alignment across the various stakeholders that participated in the assessments and sharing a story of the data in a way that resonates with community members, community-based organizations, local and Tribal health agencies, and state-level agencies or organizations. Lastly, the deliverable(s) will be shared back with participants in the needs assessment as well as utilized by our internal staff and Steering Committee to help support the selection of priorities for the program's next cycle.

How does this project relate to your Title V agency's priorities?

Wisconsin Title V program's priority for the needs assessment is to center community voice, including individual community members and community-based organizations, with a focus on populations who are most impacted by the maternal and child health needs that the Title V program addresses. We have been working from an early stage to ensure representation is a key element in all parts of the needs assessment, including planning, design of assessments, implementation, interpretation of results, and selection of priorities for our next cycle. This proposed project would support Wisconsin's Title V team to ensure our priority populations are centered in data analyses, interpretation of results, and the communication and accessibility of the findings. The students' close collaboration with the Steering Committee will help us achieve success in these vital stages of the needs assessment process. By having this collaborative approach, the students will be able to help ensure that we are interpreting the results of the assessments and creating deliverables from the perspective of and that resonate with diverse Steering Committee members and not just our internal Title V team.

Describe how the proposed project centers equity.

The Wisconsin Title V team is prioritizing and centering equity throughout our needs assessment process. One way that we are working to achieve this is by convening a diverse Needs Assessment Steering Committee. We have prioritized including members who are representative of the populations they serve and have close ties to their communities, as well as creating a balanced group that can reach the five public health regions in the state. The Steering Committee has been and will be involved in all aspects of the needs assessment, including, planning, implementation, interpretation of results, and selection of priorities for our next cycle.

The proposed project will support centering equity and representation of populations who are most impacted by the maternal and child health issues and concerns that the Title V program will address in the latter stages of the needs assessment process (interpretation of results and selection of priorities for our next cycle). In 2022, the Wisconsin Title V program revised their funding distribution process to ensure that equity was at the center of each step in the process. This effort led to 12 community-based organizations being offered funding for 2023 – a significant increase from the 3 community-based organizations who received Title V funding in 2022. We anticipate that our approach for this needs assessment and the impact of this student intern project will result in the inclusion of priorities in our next cycle that are informed by Wisconsin’s most impacted populations, and as a result we will partner with and be able to offer funding to more community-based organizations.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above. Please be mindful that, if selected, your Title V agency could be paired with two graduate students OR one graduate student and one undergraduate student. The project objectives, activities, and deliverables should be achievable in 10 weeks and appropriate for either type of team.

<p>Objective 1: Students will analyze data provided by the Wisconsin Title V program from the needs assessment(s) distributed to local and Tribal health departments, statewide organizations, larger health systems, and federally qualified health centers prior to the internship.</p>	<p>Objective 2: Students will analyze data provided by the Wisconsin Title V program from the assessment(s) distributed to local community-based organizations and individual community members.</p>	<p>Objective 3: Students will work collaboratively with the Title V Director, the Health Equity Coordinator, and Steering Committee to interpret results and identify the best dissemination approaches that center storytelling and accessibility for a variety of audiences.</p>
<p>Activity 1: Students will receive data compiled by the Wisconsin Title V team from the assessment(s) distributed to local and Tribal health departments and agencies, statewide organizations, larger health systems, and federally qualified health centers. They will review the data and meet with the Title V Director and/or other Title V data staff to agree on a data analysis approach. We anticipate that data analysis will utilize both quantitative and qualitative analysis techniques.</p>	<p>Activity 1: Students will receive data compiled by the Wisconsin Title V team from the assessment(s) distributed to community-based organizations and individual community members. They will review the data and meet with the Title V Director and/or other Title V data staff to agree on a data analysis approach. We anticipate that data analysis will utilize both quantitative and qualitative analysis techniques.</p>	<p>Activity 1: Students will regularly attend and participate in Steering Committee meetings to ensure their perspective is integrated into the process.</p> <p>Students will present the key findings from their data analyses to the Steering Committee and the Wisconsin Title V team. They will work collaboratively with the Title V Director, the Health Equity Coordinator, and Steering Committee to interpret the results</p>

<p>Students will meet regularly with the Title V Director throughout their data analysis, and they will present their key findings to the Steering Committee and the Wisconsin Title V team.</p>	<p>Students will meet regularly with the Title V Director throughout their data analysis, and they will present their key findings to the Steering Committee and the Wisconsin Title V team.</p>	<p>and identify the best format/type of deliverable(s) that center storytelling, accessibility, and can be shared with a variety of audiences.</p> <p>Students will create the deliverable(s). Depending on findings and student capacity, multiple deliverables may be developed.</p>
<p>Deliverable 1: PowerPoint presentation displaying key findings from data analysis. This presentation will be delivered to the Steering Committee and the Wisconsin Title V team.</p> <p>Data analysis will occur within the first five weeks of the internship. Students will present their key findings to the Steering Committee in their sixth week of the internship. They will take time during this presentation to facilitate a conversation with the Steering Committee around the interpretation of and story behind the results. This will begin a conversation to identify the best format/type of deliverable(s) that centers storytelling, accessibility, and can be shared out with a variety of audiences.</p>	<p>Deliverable 1: PowerPoint presentation displaying key findings from data analysis. This presentation will be delivered to the Steering Committee and the Wisconsin Title V team.</p> <p>Data analysis will occur within the first five weeks of the internship. Students will present their key findings to the Steering Committee in their sixth week of the internship. They will take time during this presentation to facilitate a conversation with the Steering Committee around the interpretation of and story behind the results. This will begin a conversation to identify the best format/type of deliverable(s) that centers storytelling, accessibility, and can be shared out with a variety of audiences.</p>	<p>Deliverable 1: Dissemination approaches to be determined collaboratively by the students, Title V Director, and Steering Committee. Potential options include: a report, series of one-pagers, infographics, data dashboards, or data placemats.</p> <p>Students will work on this aspect of the project from weeks six through ten of their internship.</p>

What skills are required for the project? Check all that apply.

Note: students will need both quantitative and qualitative data analysis skills.

- Microsoft Excel
- Microsoft PowerPoint
- Qualitative Methods (Analysis)
- Facilitation Skills
- SAS/SPSS/STATA
- Communication Skills
- Presentation Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

Competence in Zoom/MS Teams Experience with qualitative data analysis techniques; familiarity with thematic and/or content analysis. Experience with basic quantitative data analysis techniques.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student's academic institution and your agency?

No

You identified a preference for an in-person internship with your agency. Student interns will need to find housing in your locale. Is there affordable temporary housing available for the students near your agency?

Yes

What is the typical cost of a furnished short-term rental or sublet near your agency per month?

\$701-\$900/per person

Is your agency easily accessible by public transportation?

Yes

Are services such as Lyft or Uber available near your agency?

Yes

Please include 2-3 sources where students may find temporary housing. Examples include listservs or universities close by that may have sublease websites or dormitory housing available.

Uwsublets.com and Campusareahousing.wisc.edu are common places students go to find temporary housing. Also, temporary housing can range from \$500-\$1000, depending on whether the person is looking for a room or an entire unit.

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Wyoming Department of Health, Maternal and Child Health Unit, Public Health Division

Location: Cheyenne, WY

Project Description

In 2024, the Title V MCH Internship students will work on the 2025 Title V needs assessment, ensuring key elements are completed. Students will help design and conduct the MCH capacity assessment, conduct literature reviews, and draft introductory text explaining the links between various social determinants of health and population health status and outcomes. The interns will also recommend/develop criteria for the selection of Title V priorities for the 2026-2030 Title V Action Plan. This project will be couched within the larger Title V needs assessment to ensure integration and completion of these key elements. This project will help Wyoming MCH select priorities and develop a state action plan for Title V that is reflective of our rural MCH population's needs and Wyoming MCH's capacity.

How does this project relate to your Title V agency's priorities?

The Title V Maternal and Child Health Block Grant (MCH BG) requires states and jurisdictions to conduct a comprehensive, statewide needs assessment every five years to guide priorities and state action plans to support the health and well-being of all mothers, children, and families. The next assessment will be due in the Summer of 2025. This project will directly support Wyoming's assessment and guide the state's 2026-2030 priorities and Action Plan. The 2021-2025 Title V priorities include: Prevent Maternal Mortality Prevent Infant Mortality; Promote Healthy and Safe Children; Improve Systems of Care for Children and Youth with Special Health Care Needs; Prevent Adolescent Suicide; Promote Adolescent Motor Vehicle Safety; and, Strengthen MCH Workforce Capacity to Operationalize MCH Core Values. The next assessment will allow Wyoming MCH to determine if these priorities should remain or if new priorities emerge.

Describe how the proposed project centers equity.

Wyoming has historically been awarded just over \$1 million annually to combine with a state investment in programs to address the required 7-10 Title V priorities. The Wyoming MCH team consists of eleven full-time staff. In addition to looking at our resources and staff, we want to assess capacity around our core functions: Diverse and skilled workforce; Equity, justice, and accessibility; Partner, family, and community engagement; Data capacity, use, and evaluation; Health communication and education; Program and policy development; and, Funding and resource allocation.

Wyoming MCH serves a largely rural population. About 47% of people living in Wyoming live in frontier areas of the state, which is defined as fewer than 6 people per square mile. Frontier areas constitute 17 out of 23 counties in Wyoming. Of the remaining 6 counties, 4 are rural and only 2 are "urban." To ensure Wyoming MCH makes strategic decisions in prioritizing needs and serving our state's MCH population, we need to factor in our capacity. A capacity assessment will give us the opportunity to identify strengths to leverage, and areas in which we need to enhance our capacity to better meet the population needs.

Further, Wyoming MCH's 2025 Needs Assessment is taking an approach that looks not only at MCH population health status and outcomes, but also at social determinants of health (SDOH) that influence health outcomes. Wyoming is using the Healthy People 2030 SDOH domains, which are listed as: Economic stability; Education access and quality; Healthcare access and quality; Neighborhood and built environment; and, Social and community context. Including a focus on SDOH in our needs assessment process allows Wyoming MCH to more deeply understand how the social and economic environment influences MCH population needs and outcomes. Students working on this project will be tasked with reviewing the literature and research linking the social determinant domains listed above with population health outcomes. This effort will help us to demonstrate the influence of SDOH on access to opportunities and resources, health behaviors, and health outcomes. It will also help us explore a range of strategies that address these determinants, especially those that contribute to inequities.

What is the preferred work setting for the student interns based on the project’s needs and the anticipated summer 2024 work environment?

Remote

List 2-3 overall project objectives along with the corresponding activities and deliverables for the proposed project above.

<p>Objective 1: Conduct a capacity assessment with the Wyoming MCH Team.</p>	<p>Objective 2: Recommend/ develop criteria to guide Title V MCH priority selection.</p>	<p>Objective 3: Draft core elements of the Title V Needs Assessment report, namely the research-informed findings describing the relationship between the Social Determinants of Health and health outcomes.</p>
<p>Activity 1: General Orientation: The initial task of the student interns will be to become familiar with the organizational structure, function, and personnel of the Maternal and Child Health Unit, the Public Health Division, and the Wyoming Department of Health. General Orientation will include a familiarization with the landscape of MCH in Wyoming. Meetings will be arranged to orient the student interns and set the foundation for the capacity assessment.</p>	<p>Activity 1: Research Prioritization Methods and Criteria for Selecting Priorities in Public Health and/or as the Result of Needs Assessments: Student Interns will research various prioritization methods and criteria used in public health and in community needs assessment and planning processes. Students will review both peer-reviewed literature as well as public documents from other planning processes and needs assessments.</p>	<p>Activity 1: Conduct a Literature Review: Student interns will conduct a literature review of the research related to social determinants of health and their impact on access to resources, opportunity, health outcomes, paying particular attention to their influence across the life course.</p>
	<p>Deliverable 1: Summary of the literature and document search related to criteria for selecting priorities.</p>	<p>Deliverable 1: Brief written reports focused on each Healthy People 2030 SDOH domain: Economic stability; Education access and quality; Healthcare access and quality; Neighborhood and built environment; and, Social and community context</p>
<p>Activity 2: Project Orientation: The MCH Unit has existing data and/or a recently completed assessment that directly relates to the capacity and Core Functions of the unit. The interns will be introduced to the existing capacity data and assessments, and the overarching project concept, in the context of the broader needs assessment.</p>	<p>Activity 2: Develop Recommended Prioritization Methods and Criteria: Student interns will develop a written set of recommended criteria for use in the Title V priority-selection process. Rationale for their recommendations will be included and presented to MCH staff.</p>	<p>Activity 2: Draft Related Sections of the Needs Assessment Report: The student interns will use their literature review findings to draft the opening paragraphs for each social determinant of health domain presented in the Title V Needs Assessment.</p>
	<p>Deliverable 2: Presentation to MCH staff on recommended methods and criteria for selecting priorities.</p>	<p>Deliverable 2: Final presentation of all work conducted throughout the course of the internship for MCH staff and other public health partners (as applicable).</p>

<p>Activity 3: Develop Approach to Assess Capacity for Remaining Core Functions: Student interns will review the core functions, talk with staff, and develop recommendations for how to approach assessing the remaining core functions (or those for which we do not have existing data or assessments).</p>		
<p>Activity 4: Conduct Assessment: Student interns will then work with MCH staff to complete the capacity assessment and bring all elements of the assessment together in the form of a report.</p>		
<p>Deliverable 1: Capacity assessment report covering all MCH core functions.</p>		

What skills are required for the project?

- Microsoft Excel
- Microsoft PowerPoint
- Literature Review Skills
- Community Assessment
- Synthesis of Information
- Communication Skills
- Presentation Skills

Describe any required technology or technical knowledge necessary for the student interns to complete their tasks or project.

The student interns will need agency-specific emails, access to agency level folders and networks, and competence in using Google Suite products, to include but not limited to Google Meet platform, Google Docs, Google Sheets, and Google Slides.

Does your agency require a contractual agreement (e.g., memorandum of understanding, hiring paperwork, etc.) between a student’s academic institution and your agency?

An affiliation agreement is needed between a student’s academic institution and the Wyoming Department of Health, if the Wyoming Department of Health does not already have one in place with that institution.

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