

MCHB Graduate Education Programs Support State Title V Block Grant Transformation: Collaboration to Advance Shared Goals

December 2015

The Maternal and Child Health Bureau (MCHB) Division of MCH Workforce Development (DMCHWD) supports Training Programs to train future leaders in maternal and child health. A key component of each Training Program is to partner with state Title V programs to address regional, state, and local MCH needs and priorities through technical assistance, consultation, continuing education and training, and workforce and leadership development. Each Training program encompasses unique expertise that supports the Title V MCH Services Block Grant Transformation. There is a long history of collaboration between Training Programs and state Title V agencies. This fact sheet provides an overview of the MCHB Graduate Education Training Programs, outlines their distinctive expertise and experience in providing technical assistance (TA) and consultation relative to supporting Title V transformation, and shares examples of recent collaborative activities.

DMCHWD training programs collaborate with State Title V agencies or other MCH-related programs on activities in areas of service, training, continuing education, technical assistance, product development, and research. The programs collectively provide areas of expertise within the six National Performance Measure domains: Maternal/Women’s Health, Perinatal and Infant Health, Child Health, Adolescent Health, Children and Youth with Special Health Care Needs, and Life Course. Table 1 highlights Graduate Education Training Program expertise as it aligns with the new state Title V Block Grant National Performance Measures.

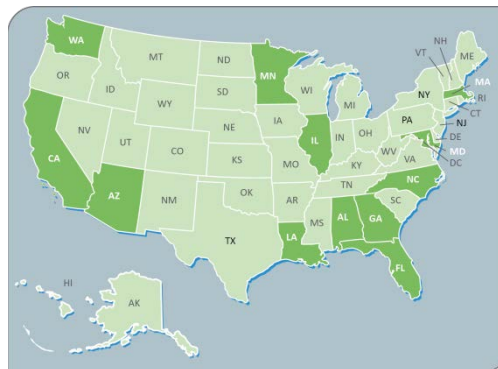
TABLE 1. MCHB GRADUATE EDUCATION PROGRAMS’ AREAS OF EXPERTISE

MCHB Graduate Education Programs	Areas of Expertise*	MCH 3.0 Areas/ Performance Measure Addressed
MCH Leadership Education in Developmental Behavioral Pediatrics (DBP)	Developmental Screening, Behavioral Pediatrics	PM 6
Leadership Education in Adolescent Health (LEAH)	Adolescent Health, Physical Activity, Bullying, Preventive Medical Visits	PM 8, PM 9, PM 10, PM 12
Leadership Education in Neurodevelopmental and Related Disabilities (LEND)	Children with Special Health Care Needs, Adolescent Health, Developmental Screening, Transition to Adult Healthcare, Medical Home	PM 6, PM 11, PM 12
MCH Pipeline Training Program	Workforce and Leadership Development	ALL
MCH Public Health Catalyst Program	Workforce and Leadership Development, Life Course Approach to MCH	ALL
MCH Nutrition Leadership and Education Training Program	Nutrition, Physical Activity, Breastfeeding	PM 4, PM 8
MCH Interdisciplinary Education in Pediatric Pulmonary Centers (PPC)	Children with Special Health Care Needs, Medical Home, Transition	PM 11, PM 12
Centers of Excellence in MCH in Education, Science and Practice (COE)	Workforce and Leadership Development, Applied Research, Life Course Approach to MCH	ALL

*This is not an inclusive list. Individual programs offer additional expertise beyond the National Performance Measure areas

MCHB Graduate Education Programs

Centers of Excellence in MCH in Education, Science and Practice (COE) prepares students for careers in maternal and child public health practice, research, planning, policy development, and advocacy. Programs emphasize leadership training, applied research, and technical assistance. The 13 schools of public health collaborate with Title V-funded MCH graduate training programs to provide technical assistance to State and local Title V programs and related MCH initiatives in communities, states and regional groups.



COLLABORATIVE EFFORTS WITH TITLE V:

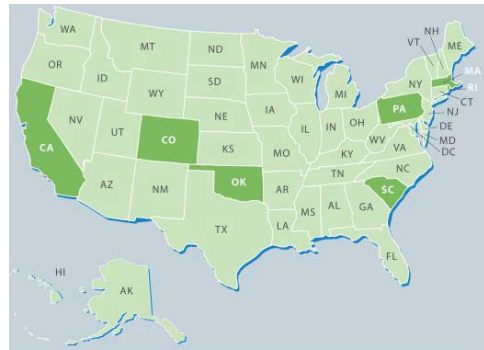
COE grantees are required to provide TA/consultation to the field, and have experience providing TA/consultation in areas such as data and research, evaluation and knowledge translation, program planning and implementation, systems development and improvement, workforce and leadership development, and policy development.

Recent examples of training program collaboration with State Title V agencies include:

- ▶ *Tulane University MCH School of Public Health training program assisted the Louisiana Team of the Association of Maternal and Child Health Programs (AMCHP) Life Course Metrics Project. The State Title V Director and a Tulane MCH faculty member co-led a team representing a range of disciplines to develop a list of potential indicators to measure progress using the life course approach to improve maternal and child health. This process included a literature review, consultative meetings, and discussion of available data sources.*
- ▶ *The University of North Carolina at Chapel Hill MCH Interdisciplinary Leadership Consortium has invited representatives of the NC Title V program to participate each year in leadership training alongside trainees from LEND, Public Health, Social Work, and Communication Disorders, and four parents of children with special health care needs. For the 2012-13 academic year, a Title V Family Liaison Specialist and a Public Health Minority Outreach Consultant, participated, gaining many skills, disseminating their experience among their Title V colleagues.*
- ▶ *The MCH Epidemiology Program and the MCH Training Program at the UIC School of Public Health collaborate extensively with the Illinois Title V Program. Faculty has served as data leads for the CoIIN strategy teams and provided epidemiologic and policy leadership. Specifically, UIC provided guidance for the process of using birth certificate data to assess the extent of early elective deliveries, including development and production of hospital reports. For the CoIIN team related to safe sleep practices, UIC has assisted with development of measures and provider surveys. For the Social Determinants of Health (SDoH) CoIIN team, UIC faculty have provided leadership in developing strategic approaches, including a virtual SDoH-infant mortality toolkit to provide resources for local health agencies and others to address SDoH. UIC faculty have also provided support to an initiative to improve birth certificate accuracy that was an outgrowth of the early elective delivery CoIIN work, developing the sampling protocol for assessing birth certificates as well as assisting with report design. Beyond CoIIN, UIC faculty provide leadership and support to the Title V performance and outcome measurement process, to the Every Mother and AIM initiatives and sit on the Statewide Quality Council which is the data subcommittee of the Regionalized Perinatal Program.*

Additional examples of TA/consultation by the COE grantees can be found [here](#)

MCH Leadership Education in Developmental Behavioral Pediatrics (DBP) enhances the behavioral, psychosocial, and developmental aspects of general pediatric care. The programs support fellows in behavioral pediatrics to help prepare them for leadership roles as teachers, researchers, and clinicians. The ten DBP Training Programs provide pediatric practitioners, residents and medical students with essential biopsychosocial knowledge and clinical expertise.



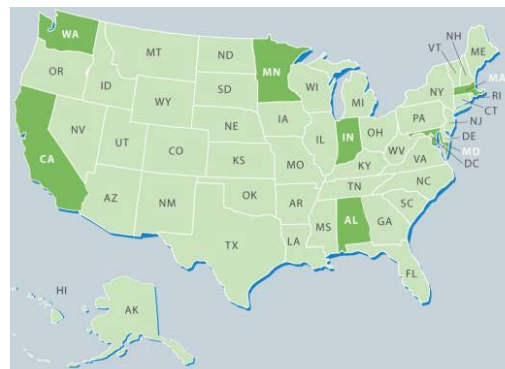
COLLABORATIVE EFFORTS WITH TITLE V:

DBP grantees are encouraged to maintain active relationships with State Title V MCH programs. Such collaboration includes consultation, in-service education, and continuing education geared to the needs of one or several states. DBPs offer technical assistance and consultation on the broad range of behavioral, psychosocial, and developmental issues that present in primary care pediatric practice.

Recent examples of DBP program collaboration with State Title V agencies include:

- ▶ **The Children’s Hospital of Philadelphia (CHOP)** DBP staff work closely with Title V funded Sickle Cell and Spina Bifida programs, providing case specific consultation, developing resource directories, and providing technical assistance regarding transition to adulthood planning.
- ▶ **The Medical University of South Carolina (MUSC)** DBP staff serve on the South Carolina MCH Title V Needs Assessment Advisory Council. Regular meetings with the Department of Health and Human Services have occurred with the goal of working in tandem to provide assessment and treatment services to individuals with developmental and behavioral disorders, to eliminate redundancy, and to improve access. Due to this close working relationship, the MUSC developed a contract with the SC Department of Health and Environmental Control (DHEC), which includes Title V activities, and the SC DHHS for clinical services with the responsibility of monitoring efficiency of service delivery and outcomes.
- ▶ **Brown University DBP** collaborates with Title V MCH partners to implement elements of the Rhode Island Autism Summit Logic Model. The DBP program has partnered to sponsor a regional Autism Summit, to bring Race to the Top Early Learning Challenge Funds to Rhode Island as well as evidenced-based ASD interventions to Rhode Island Early Intervention, to support Home Visiting and early practice based literacy promotion throughout Rhode Island.

Leadership Education in Adolescent Health (LEAH) prepares professionals from a variety of health care disciplines to be leaders in clinical care, research, public health policy, and advocacy as it relates to adolescent health. The seven LEAH training programs are designed to integrate biological, developmental, mental health, social, economic, educational, and environmental issues within a public health framework.



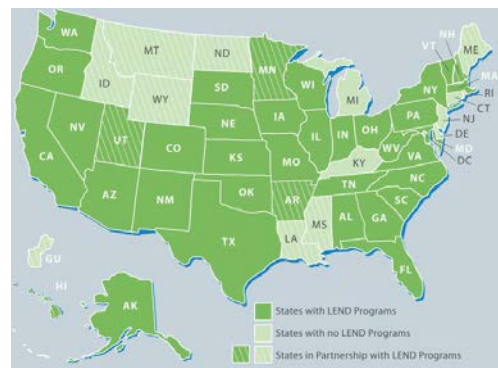
COLLABORATIVE EFFORTS WITH TITLE V:

LEAH faculty engage fellows and trainees in providing technical assistance to Title V in the development of new adolescent health programs and in the application of innovative techniques affecting the health care system. Collaboration / technical assistance with State Adolescent Health Coordinators is a priority.

Recent examples of LEAH program collaboration with State Title V agencies include:

- ▶ **Indiana University LEAH** provides technical assistance to the Indiana Title V program to prevent teen pregnancy, including programs to prevent repeat pregnancies among parenting teens and the Indiana State Adolescent Health Coordinator. An Indiana University LEAH core faculty member and a long-term trainee provided direct consultation to evaluate IN-PACT Indiana Proud and Connected Teens and STAR Strong Teens Acting Responsibly projects, serve as advisory board member for Brds-z-Bzs Indy and iKNOW text messaging programs, testify to Indiana State legislature's finance committee for cost effectiveness and evidence based programs in adolescent pregnancy prevention, and reviewed Talk-2-Protect parent text messaging program for medical accuracy.
- ▶ **University of California San Francisco LEAH** provided consultation to State Adolescent Health Coordinators, local Title V Programs, and the State of California Coalition for Children with Special Health Care Needs. A core LEAH faculty member worked with a task force to develop a transition for the phase-in of managed Medi-Cal for children with special health care needs in 2015.

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) trains future leaders in a variety of disciplines to improve the health of children who have or are at risk of developing neurodevelopmental disabilities or other conditions such as autism and intellectual disabilities. There are currently 43 LENDs in 37 states. Collectively, they form a national network that works together to address issues of importance to children with special health care needs and their families, exchange best practices and develop shared products.



COLLABORATIVE EFFORTS WITH TITLE V:

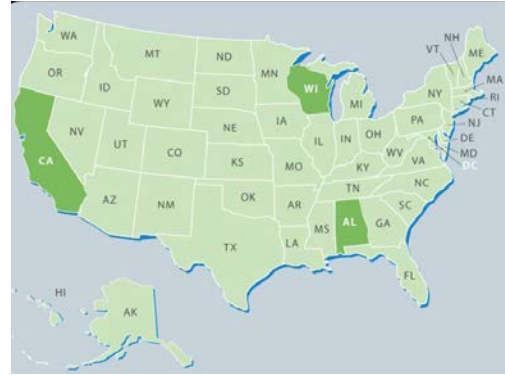
LEND curricula include collaborative activities with State Title V MCH Programs that focus on the leadership and development of comprehensive systems for Children with Special Health Care Needs.

Recent examples of LEND program collaboration with State Title V agencies include:

- ▶ **The Positive Behavior and Visual Support (PBVS) Project** is a collaborative effort between the Georgia State University LEND Program and the MCH Section of the Georgia Department of Public Health. The goal of the project is to assist families in improving communication and social interaction skills, as well as provide families with strategies to address challenging behaviors. Participants in the pilot program were identified by the MCH Part C Early Intervention team based on the child having a diagnosis of autism or combined delays in social-emotional development and communication skills. The PBVS program content was designed to supplement and complement services being delivered to children in Georgia's Part C Early Intervention Program who met the criteria. Based on the initial success of the project, MCH is looking to embed the work as a part of core services for the birth to three (3) populations. The MCH program and Georgia State are currently developing a train-the-trainer model to ensure sustainability and scalability.
- ▶ **The Co-Director and Family Faculty member of the Utah Regional LEND** serve as members of an administrative team that guides collaborative efforts between Utah's Children with Special Health Care Needs, Medicaid, the University of Utah Department of Pediatrics, the Center for Persons with Disabilities at Utah State University, Utah Family Voices, and the Utah Family-to-Family Health Information Center. Key activities of the project

included development of the Utah Integrated Services State Plan, quality improvement and collaborative innovation through a cross-state learning community, expansion of the Medical Home Portal and enhancement of systems to provide effective care coordination.

MCH Pipeline Training Program promotes the development of a culturally diverse and representative health care workforce by recruiting, training, and retaining students from under-represented minorities. The four training programs aim to educate, mentor, guide and provide enriching experiences to increase students' interests in MCH public health professions.



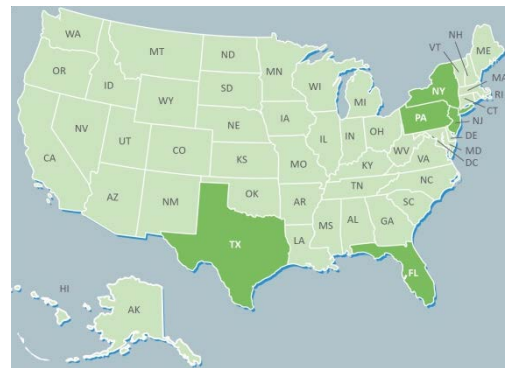
COLLABORATIVE EFFORTS WITH TITLE V:

Pipeline Training Programs collaborate with Title V agencies in a number of different ways including the joint development of program content and joint participation in leadership development events and activities for program faculty and staff.

Recent examples of Pipeline program collaboration with State Title V agencies include:

- ▶ **The University of California Los Angeles MCH Pipeline Training Program** works closely with the local Title V funded Maternal, Child and Adolescent Health (MCAH) office, both for summer internship placements as well as on community projects. One such example is the collaboration between the MCAH office and the Office of Minority Health for students in the Pipeline program to become Peer Pre-Conception Counselors on campus.
- ▶ **The Howard University Pipeline Program** partners with the MCH Workforce Development Center to support the Paired Practica Program. The Program supports teams of students working in internships hosted and designed by state Title V agencies. Each team consists of one MCH graduate student (from one of the 13 Centers of Excellence training programs) and one MCH undergraduate student from the (from the Howard University Pipeline Program). Each graduate/undergraduate student pair works as a team to complete a scope of work related to health transformation within the Title V agency. All students participating in the MCH Paired Practica program receive training in leadership, team building, and mentoring as well as exposure to a variety of resources and learning modules focused on Title V, the Affordable Care Act, and methods and approaches for health transformation.

MCH Public Health Catalyst Program provides a focus on fundamental MCH content and competencies within schools of public health where no concentration currently exists. The program provides MCH content exposure to an increased number of public health students, introducing students to careers in the maternal and child health field. There are five Catalyst Programs.



COLLABORATIVE EFFORTS WITH TITLE V:

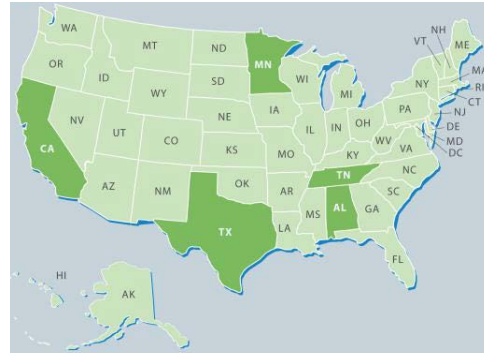
Catalyst Program grantees are encouraged to collaborate with Title V by: 1) adopting a program philosophy that is geared towards the preparation of diverse students to enter careers in state Title V MCH programs and local public health agencies 2) educating students on the historical, legislative, and public health systems knowledge base regarding Title V and related programs in the United States 3) incorporating participation of state Title V practice professionals and diverse stakeholders as curriculum advisors and as faculty and 4) providing practicum opportunities for students in state Title V agencies.

A recent example of Catalyst program collaboration with State Title V agencies includes:

- ▶ *The Catalyst Program at SUNY-Albany has a unique co-project director model, where one director is a faculty member in the school of public health and the other is the NY State Title V Director. The Title V Director serves as a primary liaison between the New York State Department of Health/Title V program and the school of public health for this program.*

MCH Nutrition Leadership and Education Training

Program promotes public health nutrition for children, adolescents, women, and families by 1) providing graduate training to nutritionists and registered dietitians and 2) short-term training focused on clinical and public health approaches regarding maternal and child nutrition to professionals from a variety of fields. MCH Nutrition students receive specialized training in core MCH public health principles, epidemiology, environmental approaches to population intervention, leadership skills, and the development and evaluation of nutrition-related, cost-effective interventions for specific populations. There are six MCH Nutrition Training Programs.



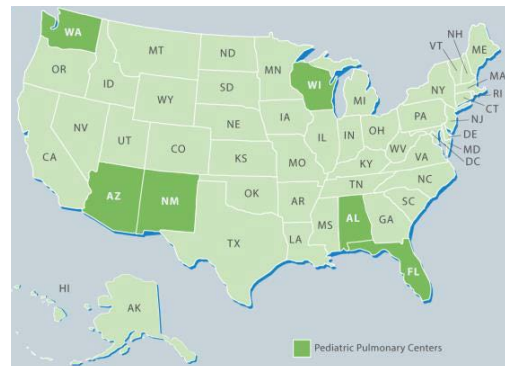
COLLABORATIVE EFFORTS WITH TITLE V:

MCH Nutrition grantees are required to develop and/or maintain mutually beneficial partnerships with state Title V programs. Additionally, curriculum emphasizes appropriate didactic and experiential content relative to MCH/Title V and related legislation.

Recent examples of MCH Nutrition program collaboration with State Title V agencies include:

- ▶ *University of Tennessee's MCH Nutrition Training Program faculty and funded trainees delivered a cultural and linguistic competency workshop for Tennessee Title V and MCH-related personnel. The "Interactions that Make a Difference" workshop was offered four times in 2014 and will continue through 2018 with the objective to train 30 or more Title V and MCH staff annually. Core faculty also attended a stakeholders meeting for the Title V MCH Program for the State of Tennessee to discuss state MCH priorities and select the performance measures that were most relevant to the State.*
- ▶ *University of California Berkeley MCH Nutrition Training Program staff and trainees meet annually with an Advisory Board, which includes local Title V staff, to solicit feedback on workforce training needs and to develop new ways to engage trainees in projects and initiatives. For example, the Advisory Board worked with a trainee on a secondary data analysis project which examined trends, prevalence, and associations between household food insecurity and maternal and infant health outcomes, including adverse birth events, maternal weight gain, and chronic conditions.*

MCH Interdisciplinary Education in Pediatric Pulmonary Centers (PPC) prepare health professionals to develop or improve community-based, family-centered health care for children with chronic respiratory diseases, such as asthma. The rigorous interdisciplinary training provided by the six PPC training programs enables professionals in the disciplines of pediatric pulmonary medicine, nursing, social work, nutrition, and family-centered care to address pediatric pulmonary issues in an interdisciplinary, family-centered, and culturally competent manner.



COLLABORATIVE EFFORTS WITH TITLE V:

PPC grantees work to improve access to pediatric pulmonary care by providing clinical consultation through a variety of mechanisms such as telehealth, phone consultation, and some in-person consultation. PPC programs often coordinate these clinical training opportunities with Title V programs and engage fellows and trainees in consultation, technical assistance and/or continuing education to State Title V / MCH agencies / other related programs in the development of new health programs and in the application of innovative techniques affecting the health care system.

Examples of training program collaboration with State Title V agencies:

- ▶ *The University of New Mexico (UNM) PPC collaborates with the NM State Title V Children’s Medical Services to support 25 rural outreach asthma clinics which serve families from surrounding rural/frontier area. Most of these clinics are at least 200 miles from the PPC site in Albuquerque. UNM PPC staff and trainees are flown to these remote public health clinics. Many of the clinics include a higher proportion of underserved American Indian patients. Each of these clinics is staffed with an interdisciplinary PPC team including a physician, nurse, pharmacist, and respiratory therapist. Professional education is also provided to local staff at the clinics.*
- ▶ *The University of Washington (UWA) PPC collaborated with Alaska’s Title V MCH consultant on strategies to centralize and coordinate pediatric specialty care for children and youth with special health care needs across hospital settings in Anchorage, AK and new programs in Fairbanks, AK. The UW PPC now provides lung function interpretation service to providers at AK Native Medical Center for all pediatric patients.*
- ▶ *The University of Wisconsin PPC collaborated with the Wisconsin Title V program to conduct a survey looking at parents’ perceptions regarding the healthcare that CYSCHN receive in schools, and is currently analyzing data and preparing manuscripts on the findings.*

As revealed by the examples outlined above, the MCHB Graduate Education Programs are supporting MCH priorities and implementation of the Title V MCH Services Block Grant. The Training Programs represent an expansive network of MCH experts. Collaborative efforts between the Training Programs and State Title V agencies can work together to ensure the health of the Nation’s mothers, women, children and youth, including children and youth with special health care needs, and their families.

For additional information about the MCHB Graduate Education Training Programs, please visit <http://mchb.hrsa.gov/training/>. MCHB staff can help facilitate connections between State Title V programs and Training Programs.

TITLE V MCH SERVICES BLOCK GRANT NATIONAL PERFORMANCE MEASURES:

1. Percent of women with a past year preventive medical visit
2. Percent of cesarean deliveries among low-risk first births
3. Percent of very low birth weight (VLBW) infants born in a hospital with a Level III+ Neonatal Intensive Care Unit (NICU)
4. A) Percent of infants who are ever breastfed and B) Percent of infants breastfed exclusively through 6 months
5. Percent of infants placed to sleep on their backs
6. Percent of children, ages 10 through 71 months, receiving a developmental screening using a parent-completed screening tool
7. Rate of hospitalization for non-fatal injury per 100,000 children ages 0 through 9 and adolescents ages 10 through 19
8. Percent of children ages 6 through 11 and adolescents ages 12 through 17 who are physically active at least 60 minutes per day
9. Percent of adolescents, ages 12 through 17, who are bullied or who bully others
10. Percent of adolescents with a preventive medical visit in the past year
11. Percent of children with and without special health care needs having a medical home
12. Percent of adolescents with and without special health care needs who received services necessary to make transitions to adult health care
13. A) Percent of women who had a dental visit during pregnancy and B) Percent of children, ages 1 to 17, who had a preventive dental visit in the past year
14. A) Percent of women who smoke during pregnancy and B) Percent of children who live in households where someone smokes
15. Percent of children ages 0 through 17 who are adequately insured