Get comfortable with your program nickname, EHDI (pronounced like the name, Eddie).

**Know Your Primary Responsibilities:**

- Do you have a law and/or administrative rules that govern newborn hearing screening (NBHS)? If so, familiarize yourself with them. These documents are likely what your organization thinks they are paying you to do. If you don’t know, visit [https://infanthearing.org/legislation/](https://infanthearing.org/legislation/)
- Find out if you have a Health Resources and Services Administration (HRSA - pronounced her-sa) EHDI grant and/or Centers for Disease Control and Prevention (CDC) EHDI cooperative agreement. See next page for more info on these.
- Read over the most recent Joint Committee on Infant Hearing (JCIH) Position Statement ([http://www.jcih.org/posstatemts.htm](http://www.jcih.org/posstatemts.htm)). This document sets national standards for infant hearing.

**You Are Not Alone:**

The EHDI community encourages you to “share seamlessly, steal shamelessly” and has many resources available to you. Additionally, there are people in place ready to support you in your new role. Don’t be shy about asking for explanations, help, and ideas for your program. Below are some resources and people ready to help you.

DSHPHWA: dis-pish-wa) is comprised of individuals who are responsible for directing and developing speech-language and/or hearing programs in state and territorial health and welfare agencies. DSPHSHA holds seats on various groups of interest to EHDI (e.g., ASHA committees, JCIH). Go to: [http://www.dshpshwa.org](http://www.dshpshwa.org), or look for DSHPSHWA on Facebook or Twitter.

- The National Center for Hearing Assessment and Management (NCHAM: en-cham) is the national resource center for EHDI and can answer many of your questions. For today, bookmark this page: [http://www.infanthearing.org/coordinator_orientation/](http://www.infanthearing.org/coordinator_orientation/). These are resources earmarked for new coordinators to help them understand the many aspects of EHDI. There is more than a couple of days worth of reading here, so set a schedule for yourself to work through these documents.
- There is an NCHAM Regional Technical Assistance Network consultant covering each region available to support you. Go to [http://www.infanthearing.org/tas/network.html](http://www.infanthearing.org/tas/network.html) to contact the consultant for your region.
- NCHAM organizes an annual National EHDI Conference, plan on attending, learn more at [www.ehdiconference.org](http://www.ehdiconference.org)
- The EHDI coordinators hold phone conferences every other month called “EHDI Chats.” The purpose of these calls is to discuss issues, concerns, and ideas. To get notified of the calls, send your name and email to [EHDIchats@hotmail.com](mailto:EHDIchats@hotmail.com). This email can also be used to send questions out to your EHDI coordinator peers for help.
- Parents are an important partner with EHDI programs. Most states have a Hands & Voices Chapter that provides parent support for families of children who are Deaf or hard of hearing. Contact your chapter to discuss how you will be collaborating: [http://www.handsandvoices.org/chapters/starts.htm](http://www.handsandvoices.org/chapters/starts.htm)
- The American Academy of Pediatrics (AAP) has an EHDI chapter champion in most states. The chapter champion is a primary partner in EHDI programs working in a variety of capacities including, participating on the state’s EHDI advisory committee, representing EHDI related issues in their AAP chapter, and working with state EHDI programs to improve outcomes. To get contact information for your chapter champion, please contact [nchamhelp@usu.edu](mailto:nchamhelp@usu.edu).
If you have a HRSA Grant:

- Today, read over your work plan attachment. By next week, read over the whole document (narrative, budget, attachments). This is what your program is getting funding from HRSA for.
- Project Director changes and annual Performance Reports need to be done in the HRSA Electronic Handbooks, so you will need to get access. Go to grants.hrsa.gov, click the applicant/grantee link and create an account.
- Notify HRSA of any changes to the Project Director (if it will be you) as soon as possible to be sure you get any emails and notifications about due dates. See the EHDI orientation guide (noted above), Section 14, for detailed instructions.

If you have a CDC Grant:

- Today, read over your Work Plan attachment. By next week, read over the whole document (narrative, budget, attachments). This is what your program is getting funding from CDC for.
- Notify CDC of any changes to the Principal Investigator (if it will be you) as soon as possible to be sure you get any emails and notifications about due dates. See the EHDI orientation guide (noted above), Section 14, for detailed instructions.

- All current HRSA EHDI grants require your program to have Quality Improvement (QI) activities that you should have noted in the work plan you reviewed. To learn more about the basics of QI go to: http://infanthearing.org/ehdi-ebook/2017_ebook/26%20Chapter26QualityImprovement2017.pdf.

  Additionally, NCHAM has QI advisors dedicated to assisting states and territories with their QI activities and a QI Virtual Learning Community to collaborate on projects, and share documents. To get access to these resources, please contact Alyson Ward at alyson.ward@usu.edu

- There is an EHDI QI Virtual Learning Community, which is a shared space to collaborate on projects, coordinate tasks and schedules, and build a knowledge base. Follow this link to get access: https://nchamqi.bitrix24.com/?current_fieldset=SOCSERV

  Set up an account at www.grants.gov in order to access and submit future grants.

- All current HRSA EHDI grants require your program to partner with the Family Leadership in Language and Learning (FL3) project goal is to ensure that EHDI systems incorporate certain elements that support the families, parents and caregivers of deaf or hard of hearing infants/children identified through newborn hearing screening in optimizing language, literacy, and social-emotional development. For more information, visit: http://www.handsandvoices.org/fl3/press-release2017.html