**2021 EHDI Coordinator and Parent Leader Mid-Year Meeting**

**Description and Agenda**

**Thursday November 18 2-5 ET**

[**ZOOM Room**](https://us02web.zoom.us/j/81007522121?pwd=cEQ4U1o3bWFMaWpoQkFweVVBT1Q1QT09)**, Meeting ID:** **810 0752 2121, Passcode:** **416345**

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**Meeting Logistics and Meeting Login:**

We will be using the ZOOM platform for this meeting. To ensure you have the best experience joining the meeting and to have full meeting functionality:

* Ensure you have the [latest version](https://support.zoom.us/hc/en-us/articles/201362233-Upgrading-Zoom-to-the-latest-version) of ZOOM
* Restart your computer before the meeting starts
* Make sure all other applications are closed and only zoom is open (this includes email, google)
* If you are having challenges with ZOOM, text or call Gunnar Thurman #208-881-7343

**Join the meeting using this** [**link**](https://us02web.zoom.us/j/81007522121?pwd=cEQ4U1o3bWFMaWpoQkFweVVBT1Q1QT09)**, the meeting ID is 810 0752 2121 and passcode is 416345.**

**Meeting Purpose:**

The purpose of the 2021 EHDI Coordinator and Parent Leader Mid-Year Meeting is to develop an understanding of how the structure of EHDI Systems affects the demographics of families/children served, and how this can potentially create disparities in the EHDI pipeline. Using data from the EHDI IS and other data sources such as enrollment into family support, we will discuss equity of EHDI services for families from diverse backgrounds.

**Meeting Objectives:**

* Establish, deepen, and sustain partnerships between EHDI Coordinators and Parent Leaders.
* Review and interpret your state/territory demographic data to understand disparities.
* Discuss how disparities affect the process of 1-3-6, including enrollment in family support and diversity of Parent Leaders.
* Develop 1-3 action steps that will help contribute to your EHDI Program’s goal, as described in HRSA-20-047, to *“By the end of year 2, develop a plan to address diversity and inclusion in the EHDI system to ensure that the state or territory’s EHDI system activities are inclusive of and address the needs of the populations it serves, including geography, race, ethnicity, disability, gender, sexual orientation, family structure, socio-economic status.”*

**Meeting Attendance and Description**:

The state/territory EHDI Coordinator (or EHDI Program staff that best fits this topic area) and a Parent Leader who has ongoing responsibilities for implementing shared EHDI family engagement and support activities are strongly encouraged to attend as a team. All participants must have [registered](https://usu.co1.qualtrics.com/jfe/form/SV_aaXHElAsh6dDsmW) to attend the Mid-Year meeting.

As part of this meeting, we will be hearing from [Dr. Maria Mercedes Avila](https://www.uvm.edu/cnhs/csd/profiles/maria_mercedes_avila_phd). Dr. Avila is a professor of pediatrics at the University of Vermont and leads the Vermont LEND program. Dr. Avila has advocated tirelessly for incorporating diversity, equity, and inclusion in public health programing. To this end she has done countless trainings and testified to state and national political leaders.

**Meeting Preparation**

We recognize that there is a lot of variation between EHDI Programs and Family-Based Organizations in understanding their demographic data as well as their ability to develop and implement a diversity and inclusion plan. The meeting preparation and the meeting itself are designed to be flexible in helping all programs along the continuum.

* Watch this helpful, [20 minute- video](http://infanthearing.org/flashplayer/hd_videos.htm?file=http://www.infanthearing.org/flashvideos/coordinator_toolkit/Vicki_Hunting_Presentation_Captioned.mp4) presentation about how EHDI Coordinators and Parent Leaders both can collect demographic data for your programs to help better understand the populations you serve. This data can be numbers or stories and can come from a variety of sources.  We understand that there may be limitations on data available to you and these are just suggestions to start a discussion and brainstorm ideas to decrease disparities.
* To get the most of the meeting, it would be helpful if Coordinator/Parent Leader teams could connect and begin the discussion around disparities in your EHDI and family support systems. Below are some questions to help guide the discussion.
* Dr. Avila will be sharing information about CLAS standards, and we will be using the CLAS standards checklist during the meeting. If possible, review the [checklist](https://thinkculturalhealth.hhs.gov/assets/pdfs/AnImplementationChecklistfortheNationalCLASStandards.pdf) prior to the meeting.

**Questions to Consider Before, During, and After the Meeting**

These questions are meant as a guide and are not prescriptive. We will also use these questions to guide breakout sessions during the mid-year meeting.

What data sources for state/territory-wide demographics are available in your state/territory to assess your program’s reach (e.g., demographic data)? What barriers exist in accessing this data?

Have you identified underrepresented, underserved, and/or marginalized communities in your EHDI and Family Support systems? If so, how did you arrive at these communities? If not, what is your plan to identify these communities and gaps?

What do you know about the families in your state/territory that are possible barriers for them in receiving services? Have you looked at the similarities and differences between families who do and do not access services?

Consider where you are in the process of developing your EHDI Program’s Diversity and Inclusion (D&I) Plan. Are there state, national, or organizational resources that have been helpful to your program as you begin to develop your plan? Does your organization already have a diversity and inclusion plan that you could refer to, use, or expand upon to make it specific to your EHDI program’s needs? How can EHDI programs and family-based organizations work together in creating and implementing the D&I plan?

**Breakout Room Assignments**

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| --- | --- | --- |
| Room # | States | Lead |
| 1 | AK, LA, ME, MD, MN, MT | Karen Putz |
| 2 | CT, DC, KY, MH, NJ, PW | Jeanne Albano |
| 3 | CA, GA, MI, SD, VT, WI | Terri Patterson |
| 4 | AS, IL, KS, MA, MO, OH | Karl White |
| 5 | AZ, HI, NM, TN, WA, WY | Janet DesGeorges |
| 6 | CO, ID, ND, PA, SC, UT | Patricia Ellsworth |
| 7 | AR, FSM, GU, NY, RI | Mandy Jay |
| 8 | FL, IA, NH, OK, OR, VA | Rosabel Agbayani |
| 9 | DE, CNMI, MS, NE, NV, TX | Candace Lindow-Davies |
| 10 | AL, IN, NC, PR, VI, WV | Vicki Hunting |

**Agenda**

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| 2:00-2:10 | Welcome  Review agenda  Meeting logistics |
| 2:10-2:25 | Reflections on demographic data (Vicki Hunting)   * Have you identified underrepresented, underserved, and/or marginalized communities in your EHDI and Family Support systems? If so, how did you arrive at these communities? If not, what is your plan to identify these communities and gaps? |
| 2:25-3:10 | Introduce Dr. Avila  Presentation: Foundations in Equity |
| 3:10-3:20 | Break |
| 3:20-3:25 | Breakout 1 instructions |
| 3:25-3:50 | Break out 1  What were the Coordinator & Parent Leader takeaways from Dr. Avila’s presentation?   * What do you know about the families in your state/territory that are possible barriers for them in receiving services? Have you looked at the similarities and differences between families who do and do not access services? * What are other resources and supports that can help inform your work in identifying and serving families from disparately affected populations? * How can you use the [CLAS checklist and standards](https://thinkculturalhealth.hhs.gov/assets/pdfs/AnImplementationChecklistfortheNationalCLASStandards.pdf) to inform your D&I work? |
| 3:50-4:25 | Presentation: Strategies to reach disparately affected populations |
| 4:25-4:30 | Breakout instructions |
| 4:30-4:55 | Break out 2  Based on Dr. Avila’s presentation:   * What strategies seem appropriate for your target population(s)? How will you test these strategies? * How will you measure your impact/know you have made a difference? * What do you see as your next steps? Think starting small—what can you do by next week, next month? |
| 4:55-5:00 | Closing and final remarks |