



H&V Family Leadership in Language and
Learning Center Webinar

Building and Fostering Connections

Between your FBO and EHDI Programs

Presented by Carrie Balian and Ginger Mullin



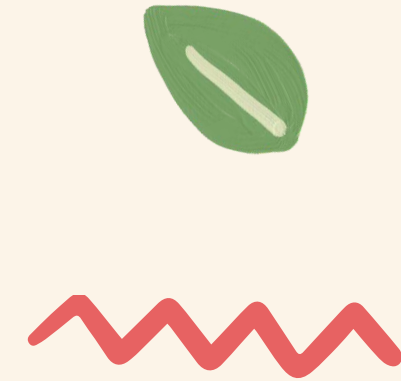
Objectives

1. Participants will be able to identify 3 different activities that support the partnering between FBO's and EHDI programs.
2. Identify at least two recommendations that participants can act on within the next week to establish or deepen the connection between EHDI programs or parent partners.
3. Create a plan for the parent-to-parent support programs to provide process/outcome measure documentation (a.k.a DATA) that supports EHDI program funding.





MEET THE GROUP



GBYS Coordinator



Carrie Balian

EHDI Coordinator



Ginger Mullin

ILHV Exec. Director



Andrea Marwah

EHDI Support Staff



Kate Jordan



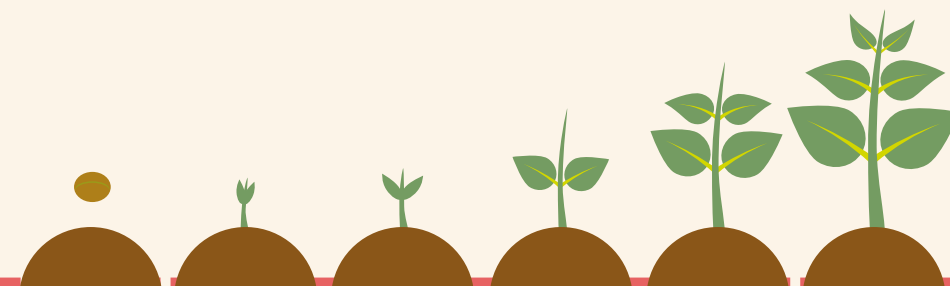
BACKGROUND

General Overview

Both programs have objectives that they want to meet. Many of these intersect. Through an understanding that we can freely brainstorm our "wants" and "dreams" we are able to determine where to start.

History

When we first started over 15 years ago it was before our FBO was even started. We met at an event and worked on a small task force within our state.



OPPORTUNITY FOR GROWTH

"As a parent I have the opportunity to be part of something bigger, to make a difference for those who come after me. It didn't matter what my background or skills were I knew I had something to contribute."

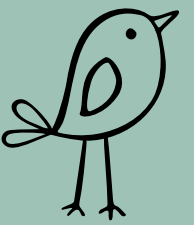


TABLE OF CONTENTS



Contents

01

Communication

What does this look like currently?
Do you know how to reach each other?
Intimidated? Unsure?

02

Connecting

Have they met your team?
Has your team met them?
Do you work together on other projects?

03

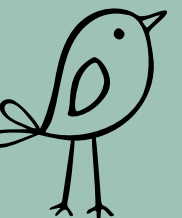
Partnering

Do you participate as a parent
representative?
Do you attend stakeholder meetings?

04

Funding

What grants do they receive?
What time frame do they run?
What are the grant objectives?



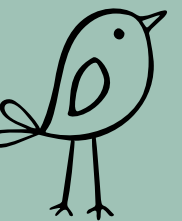
01

COMMUNICATION

"Communication works for those that work at it"

- John Powell

Chapter 1

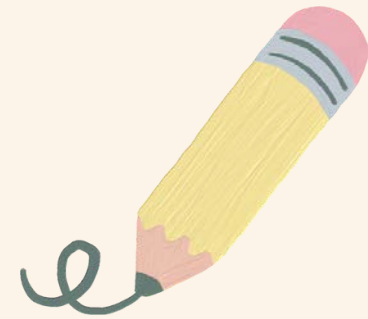


COMMUNICATION BASICS

- What does this look like currently?
 - Frustrated – because there is no communication?
 - Joyous – because there is...
- Do you know how to reach each other, what is preferred? Don't assume.
- Intimidated? Unsure? Maybe they are too!



COMMUNICATION

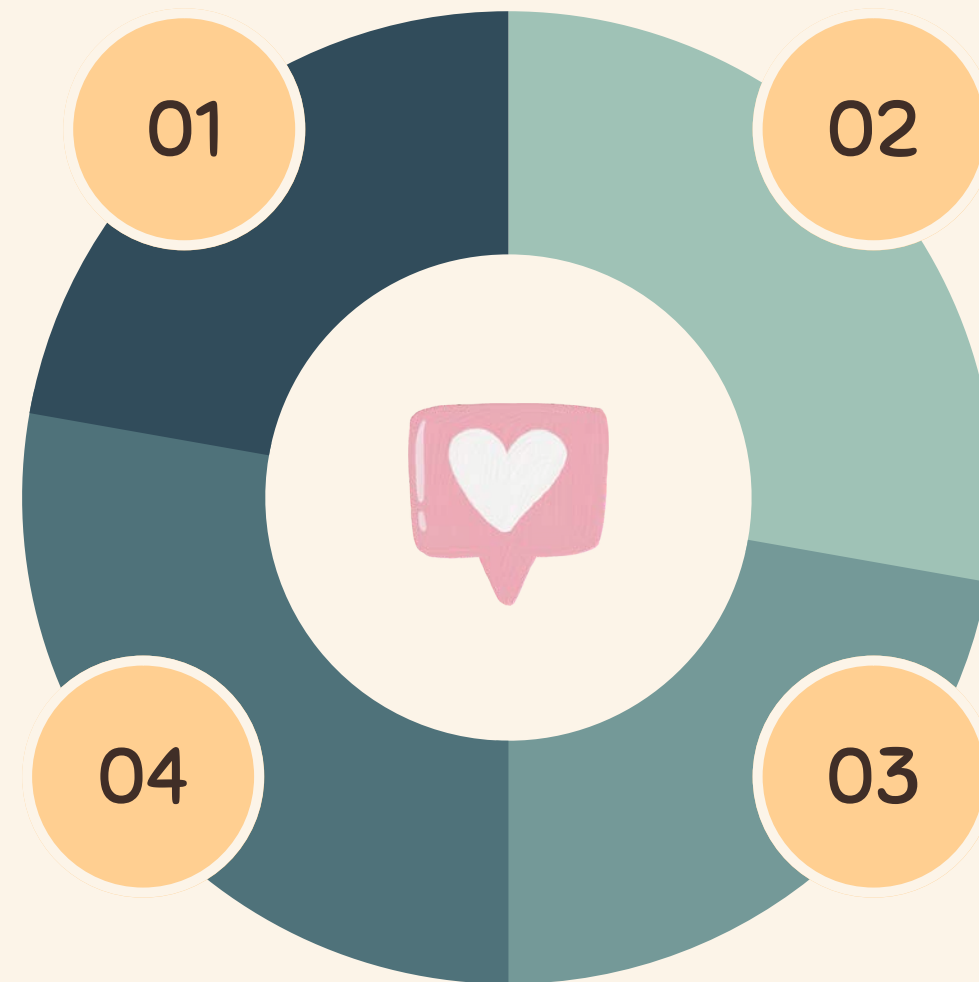


Be Intentional

- Ask for a meeting/set up ongoing meetings
- Brainstorm
- Create goals

Follow Up

- If you promise something, do it and be honest when you can't
- Pick up where you left off
- Don't be afraid to be the "driver"

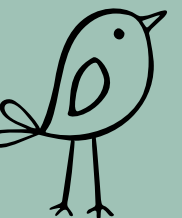



Share

- What is happening in your program / your goals
- Outreach opportunities – can you put in a word for them?
- Reports/Newsletters

To the Point

- Don't beat around the bush!
- Share goals – where do they intersect?






02

CONNECTING

"Eventually everything connects – people, ideas, objects.
The quality of the connections is the key to quality, per se"
– Charles Eames



Chapter 2



MAKING CONNECTIONS

01

Introductions

- Do they even know who you are? Don't assume.
- Intro card – visual learning
- Show some personality, it's less intimidating, shows life.
- Share what you can do for them.
- Woo-hoo's and Boo-hoo's

03

Build Trust

- Have each other's back.
- Offer something
 - Including flier in parent mailings
 - Grand Rounds to share about EHDI/parent support

02

Invite

- Have they met your team?
- Has your team met them?
- Give them opportunities to meet children who are DHH.
- Do you work together on other projects?

04

Check in

- Don't wait to connect until you need something.
- Be genuine, ask how things are going.
- Offer support, ask how you can help.





03

PARTNERING

"Partnership is not a posture but a process – a continuous process that grows stronger each year as we devote ourselves to common tasks"

– John F. Kennedy



Chapter 3



PARTNERING BASICS

Let's start here:

- Do you participate as a parent representative on committees?
 - Do you look for and share parent opportunities?
- Do you attend stakeholder meetings?
 - Do you ask your FBO to share an update at the stakeholder meeting?





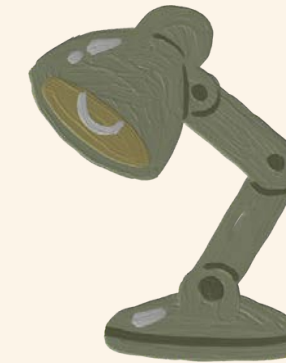
TAKING STOCK



	Representation	Availability	Opportunities	Celebrating
Not doing				✓
In progress	✓	✓	✓	
Completed				



PARTNERING



Representation	Availability	Opportunities	Celebrating
Advisory Committees - share responsibility	Be flexible, outside of "office hours"	QI workgroups/Focus Group The parent voice	Motivate providers Healthy competition
More than one - include others, develop leaders	You're busy, we get it Boundaries are healthy	Newsletters/Reports Slip right into their grant	Awareness of both programs goals
Outreach - underserved communities	Step in for them when they can't	Resources / Materials Use parents to create	Accomplishments of each other

So where are you as an FBO, as an EHDI team in partnering?
Not doing? In Progress? Completed? What three interest you?



04

FUNDING

"Opportunity is missed by most people because it dresses in overalls and looks like work"

- Thomas Edison

Chapter 4

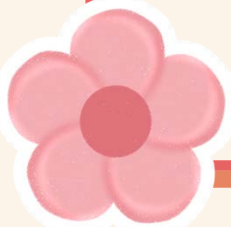





IT ALL ADDS UP




Grants

- What grants are applied for?
 - What time frames do the grants run?
 - What is the timeline?
- 

Objectives

- What is the purpose of the grant?
 - Where does it all intersect?
 - What can the FBO do, share the load!
- 

Data

- What data is wanted?
 - What data can you provide?
 - Do you have a process in place to collect and share?
- 

TAPPING INTO TALENTS

01

Parents are Professionals

Backgrounds in social work, education, graphic design, grant writing, editing, marketing, translation

02

Connecting

Where do personalities and passions match or drive others to grow and make the best use of their time?

03

Retaining Talents

Supporting parent professionals in their growth by offering opportunities in needed directions

04

Resources & Timing

One program may have the ability to make things happen in a more timely fashion without barriers



WHAT IS FEHDI?



FEHDI Data
Definitions



FEHDI Tracking
Spreadsheet

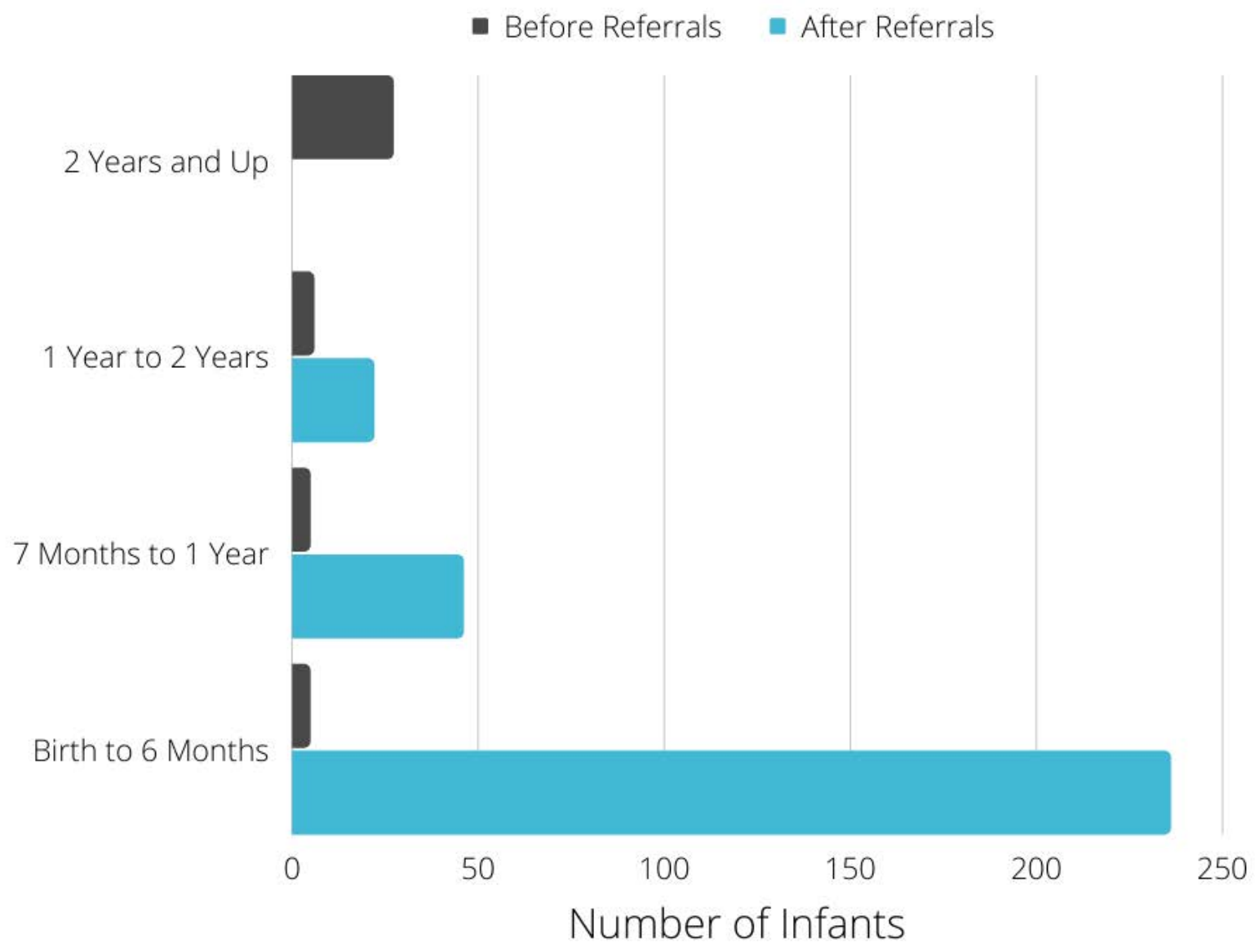
How do we measure enrollments in parent support and keep it consistent nationwide?



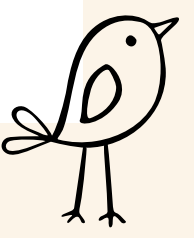
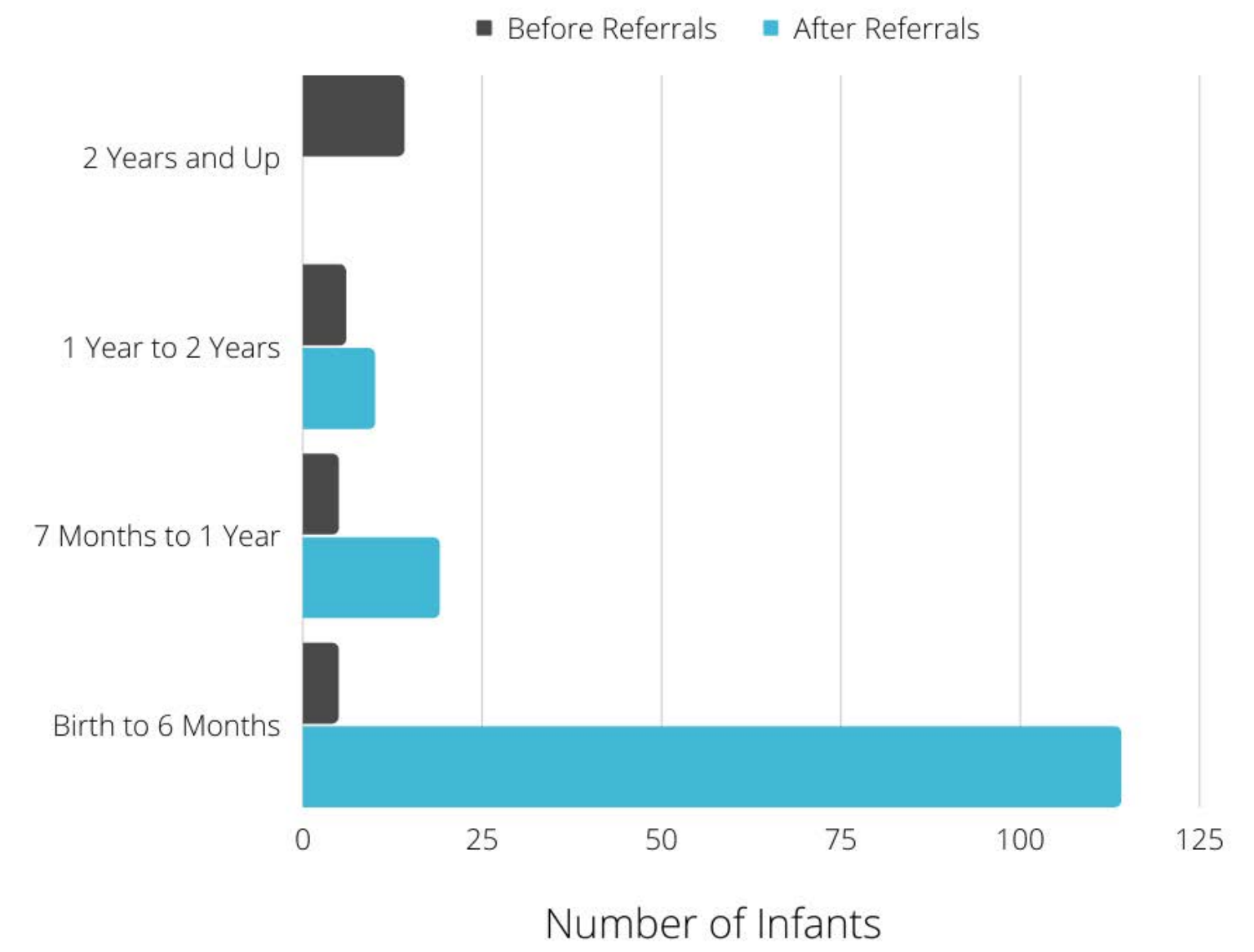
CHANGES IN AGE OF INFANT AT REFERRAL AND ENROLLMENT



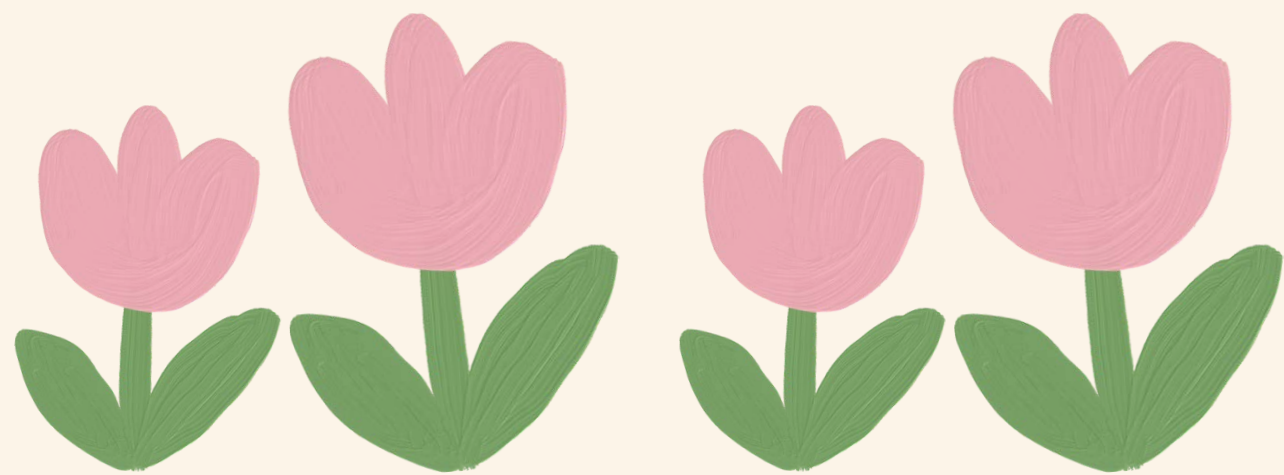
Age of Infant at GBYS Referral



Age of Infant at GBYS Enrollment

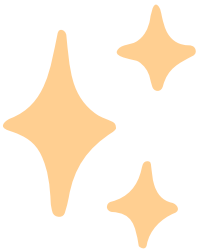


Enrolled in Parent-to-Parent Support



NO LATER THAN 6 MONTHS OF AGE

EARLIER SUPPORT



Before Direct Referrals

12%

Enrolled in GBYS no later than 6 months of age



After Direct Referrals

80%

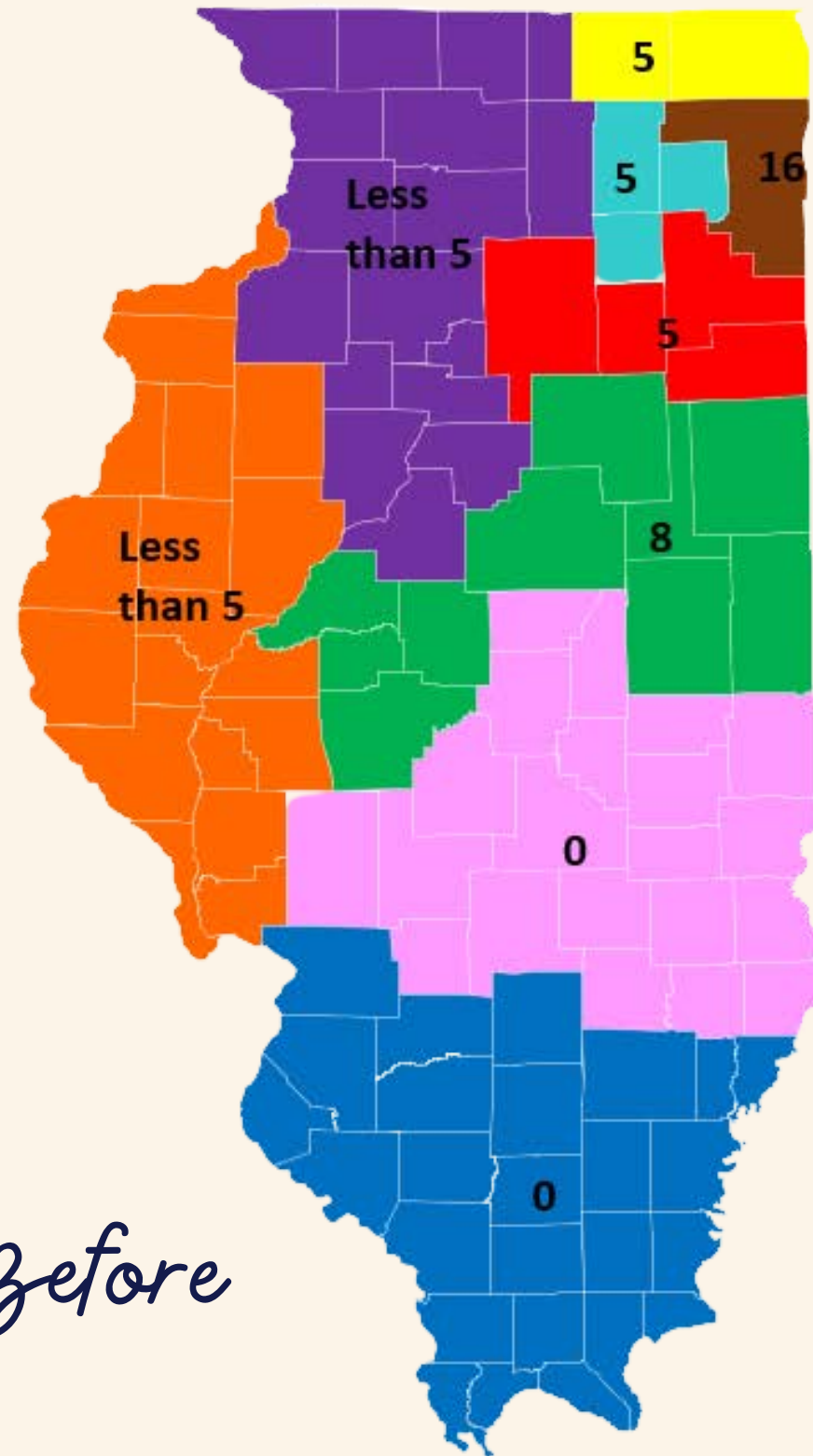
Enrolled in GBYS no later than 6 months of age

These percentages reflect infants who were enrolled in GBYS.



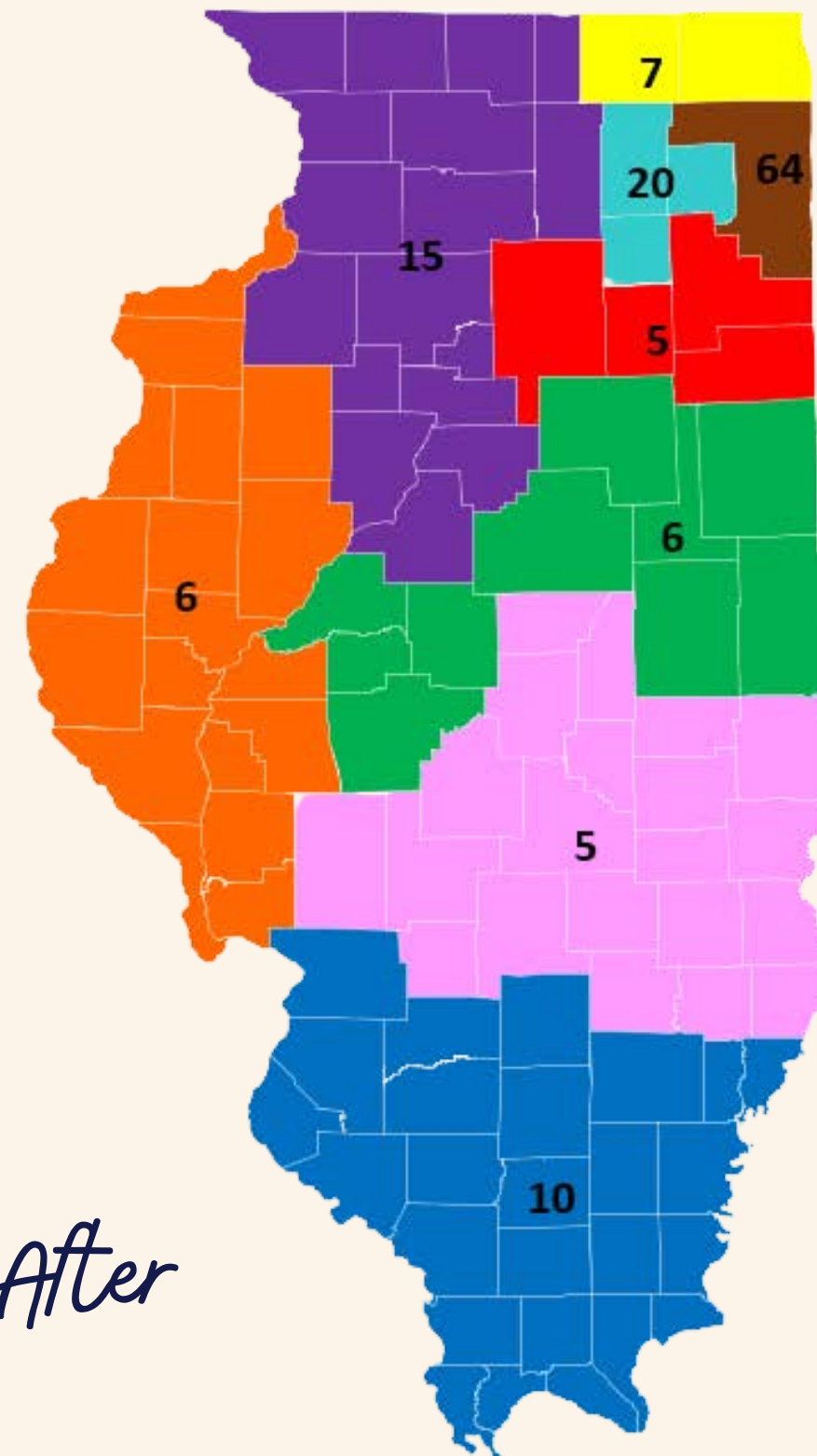
EQUAL ACCESS GEOGRAPHICALLY

- Direct Referrals Guide By Your Side Region Breakdown

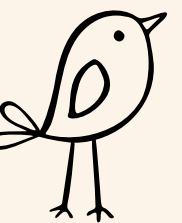


Before

- Direct Referrals Guide By Your Side Region Breakdown



After

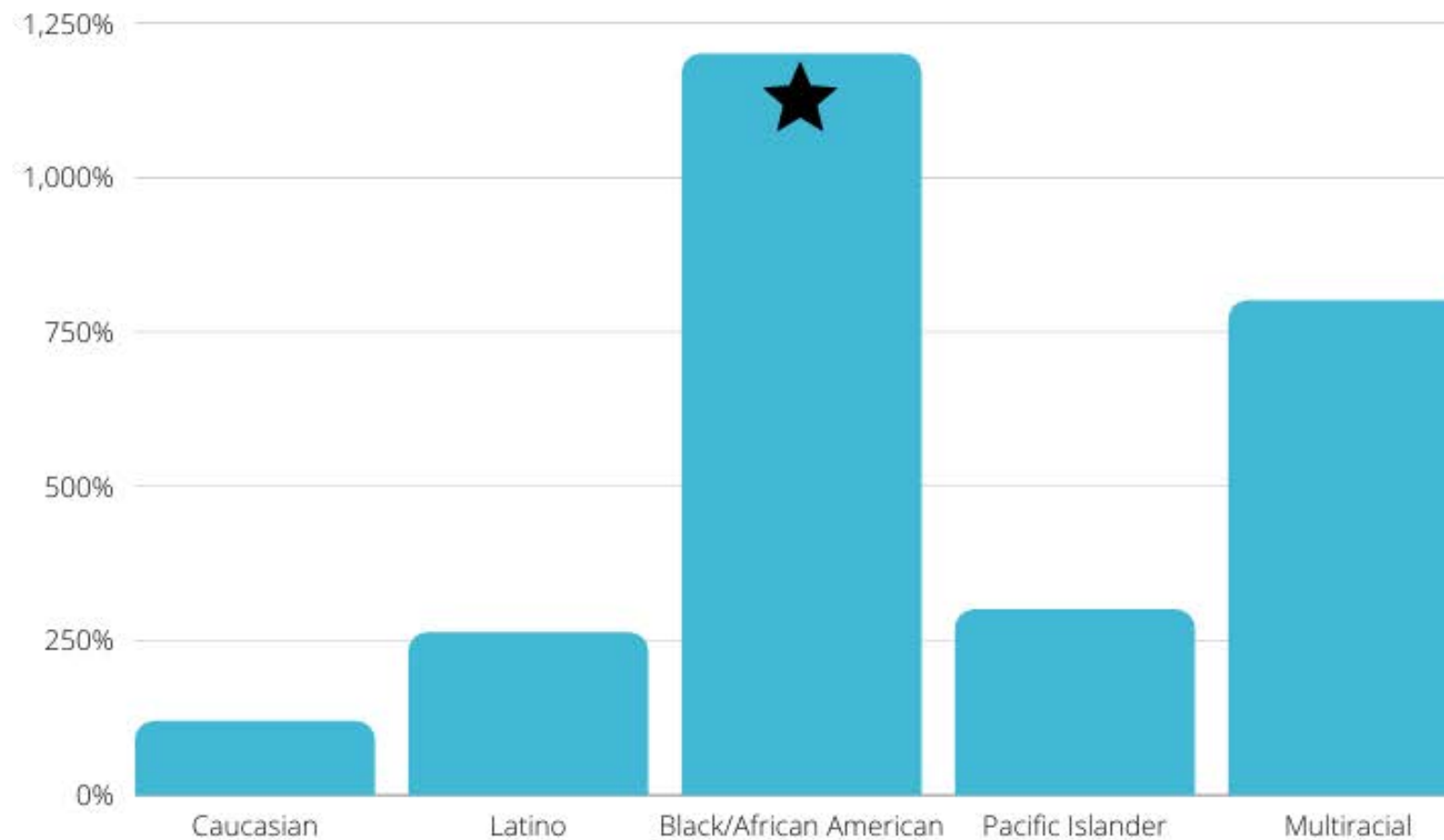


RACIAL EQUITY



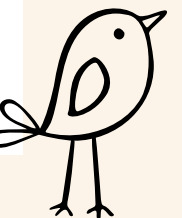
QR code links to our presentation on infanthearing.org

Percent Increase of Infant Racial Diversity of Infants Enrolled in GBYS



Of the infants enrolled in GBYS, infant race was analyzed before and after direct referrals.

Percent increase was calculated for each race. The biggest increase was seen in Black/African American infants.



CONNECTION TO SERVICES



Enrolled - Have an active IFSP with EI

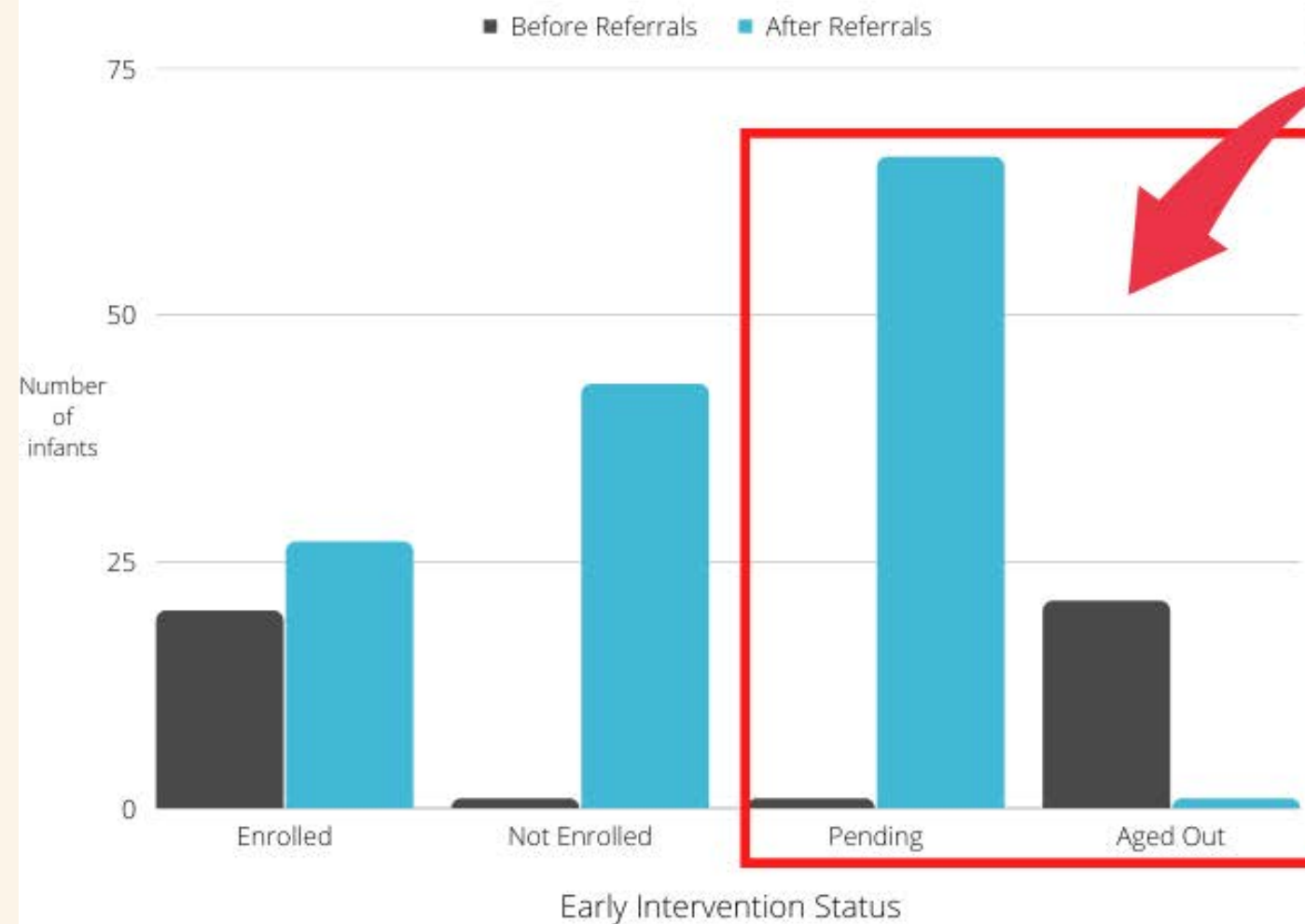
Not enrolled - Not connected with EI

Pending - Received paperwork and/or a call but no IFSP

Aged out - Child is too old for EI services



GBYS Enrollment: Early Intervention Status Change



Reaching families earlier than ever. No infants after referrals were aged out of Early Intervention by the time of GBYS enrollment.

The majority, 76%, of infants enrolled in GBYS were either pending or not enrolled in Early Intervention.



WHERE TO NEXT?



Fostering Joy

Focus Groups

Funding

Disparate Populations

More SNIPPETS

Collaboration of Low Incidence Sensory Programs

Sustainability Planning

Multimedia Education

DHH Adults

Translated Materials

Defining Language & Literacy Data Collection

Awareness about Late Onset

Celebrating

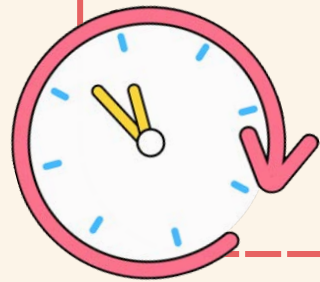




GETTING TO KNOW YOU



1. How can you "double dip"?
2. What hidden talents does your group have?
3. What are your "woo-hoo's and boo-hoo's"?
4. What is one small thing you can do by next Tuesday – supporting people, not just programs?

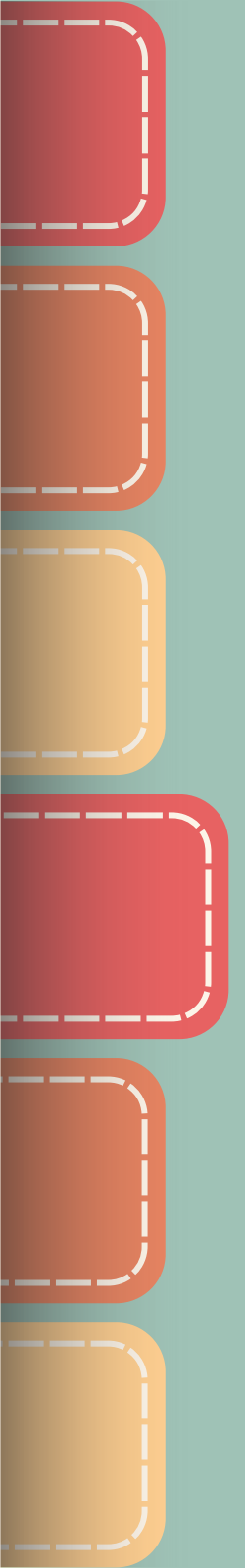
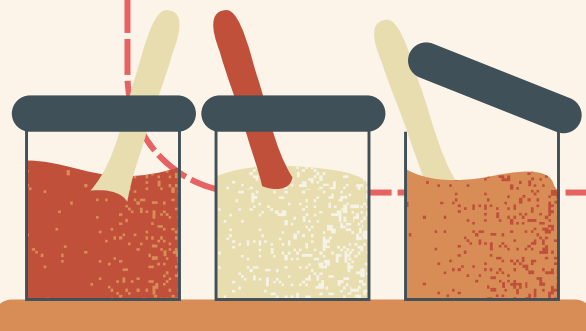


WHAT IS THE RECIPE?

FBO POV

EHDI POV

Trust
Encouragement
Flexibility
Respect
Vulnerability
Boundaries
Brainstorming in a safe space





Thank You

Carrie Balian, ilhvgbys@gmail.com
Ginger Mullin, Ginger.Mullin@illinois.gov