

EHDI Infrastructure Plan Guidance

EHDI National Network





Guidance Overview



This guidance is designed to help state/territory Early Hearing Detection and Intervention (EHDI) programs develop a comprehensive infrastructure plan. It corresponds directly with the EHDI Infrastructure Plan requirements outlined in the *HRSA-24-036 State/Territory Notice of Funding Opportunity* (NOFO), page 11.

As part of the overarching goal of strengthening EHDI systems of care, each section of the plan should reflect support and meaningful engagement of families in EHDI systems. Each section includes a brief overview of required content and guiding questions to serve as a starting point for your infrastructure plan. For additional tips and resources, refer to [Appendix B: Tips & Resources](#).

Guidance Key

-  Brief overview of required content
-  Guiding questions

1. Executive Summary (2 paragraphs maximum)

-  Provide a brief overview of your state/territory infrastructure plan. Highlight the key strengths, challenges, and proposed strategies for building and sustaining an infrastructure that supports the 1-3-6 benchmarks (screening, identification, and enrollment in early intervention [EI]) and improved language outcomes for deaf and hard of hearing (DHH) children.
 - How are you incorporating equity into your EHDI infrastructure plan?
 - What strategies will you implement to address the needs identified in your data?
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 - What steps will you take to report baseline data on language outcomes by Year 5?

2. Assessment & Analysis of Current Infrastructure

2A. Overview of Current Infrastructure



Describe your current state/territory EHDI system, focusing on the infrastructure supporting 1-3-6 benchmarks.

Key Partners & Roles:

- Who are the key partners in your EHDI system (e.g., hospitals, audiologists, EI providers, family leaders, DHH adults, universities) and how do they contribute to achieving the 1-3-6 benchmarks?
- What formal partnerships (e.g., referral process, MOU, data sharing, cross-training) do you have in place?
- Are there existing collaborations with MCHB-funded programs (e.g., Title V, LEND, Family-to-Family Health Information Centers, Maternal, Infant, and Early Childhood Home Visiting or MIECHV program) that contribute to these efforts? How are you incorporating equity into your EHDI infrastructure plan?



Baseline Screening, Follow-Up, & Enrollment in EI (1-3-6) Data:

- 1: What percentage of newborns receive screening within the first month of life? What are the protocols for follow-up if screening is missed or inconclusive?
- 3: What percentage of children who do not pass their hearing screening are identified/diagnosed as DHH by 3 months of age? What protocols exist to ensure timely identification/diagnosis for children needing follow-up?
- 6: What percentage of children identified as DHH are referred/enrolled in EI services within 6 months? Are there formal referral pathways, protocols, or agreements in place with EI providers to facilitate timely enrollment? How does your program track and ensure follow-up for children referred to EI services?

2B. Assessment of Infrastructure Gaps

- i Outline specific gaps in the screening, identification, and enrollment processes leading to early intervention (EI) services for children up to age 3.
 - Where are the “leaks” in the EHDI pipeline?
 - What barriers (e.g., geographic, staffing, data-sharing) limit your program’s effectiveness at each benchmark (1-3-6)?
 - ? Are there infrastructure or logistical challenges (e.g., telehealth access, transportation barriers) impacting timely service delivery?
 - What, if any, changes need to be made to your EHDI Information System to obtain the required data and track project performance?
 - Which gaps do your state/territory consider the highest priority to address? How are you incorporating equity into your EHDI infrastructure plan?

3. Readiness & Capacity Assessment

- i Describe your readiness to implement activities to achieve your state/territory identified objectives/priority areas.

Capacity to Implement Objectives:

 - Does your EHDI Information System (IS) effectively track and report data across partners, supporting timely monitoring of the 1-3-6 benchmarks?
 - Are enough skilled personnel available (e.g., audiologists, EI providers, family support specialists) to meet the needs of DHH children and their families? If not, what staffing shortages exist? What strategies could address these gaps?

? *Interoperability and Data Sharing:*

 - How well does your EHDI system integrate with other databases and what challenges do you face in data integration across sectors?
 - Are data sharing agreements in place with key partners (e.g., hospitals, EI programs, FBOs, etc.)? If yes, have there been any challenges (e.g., timely referrals) and how will these challenges be addressed?

Supportive Policies & Regulations: What state/territory policies or regulations hinder or support your ability to address system-level gaps?

4. Reaching Underserved Populations & Communities



Describe your plans for identifying and addressing the needs and gaps experienced by underserved populations¹ and communities in your state/territory. Propose performance goals to improve outcomes for underserved communities identified in this assessment. Describe any strategies to disaggregate data to set these goals.



- How is your state/territory EHDl program currently assessing gaps in services and supports within the EHDl system, particularly for minoritized/underserved communities?
- Are there specific underserved sub-populations that you would like to engage, but have not yet engaged?
 - If so, how do you plan to engage these populations?
 - What barriers might be encountered in engaging these sub-populations and how might your EHDl program overcome these barriers?
- How is your state/territory addressing the unique needs of its underserved populations within your state/territory EHDl system? What successes have you had? What challenges remain?
- Are there specific frameworks or models that you plan to follow to help advance health equity in your state/territory (e.g., Blueprint for Change, Center for Implementation Science)? How do you plan to incorporate these frameworks or models in your work?

5. Needs of Families Served



Describe your plans to strengthen family engagement in your EHDl system including providing every family with an equitable opportunity to enroll in family-to-family supports and services, potentially including DHH adult-to-family supports and services.



- How will your program collect data on the needs of families and how will this inform your work?
- How is the identified EHDl Family Engagement Liaison and/or Family-based organization involved in developing the family support priorities in your program's workplan?

- Do families have equitable access (all families are directly referred from EHDI) to family-to-family support services and/or to DHH adult-to-family support services? If so, what is working well? What can be improved?
- What family-to-family support practices are in place for your EHDI program/EHDI Family Engagement Liaison and/or Family-Based Organization (e.g., training curriculum provided to all family-to-family support providers, established family support data collection measures, established direct referral process, etc.)?

6. Building Capacity to Screen Children Up to Age 3



The EHDI Program is vital in building statewide capacity to screen children up to age 3 through collaboration with other government agencies or organizations. Describe how your program builds and supports statewide capacity to screen children up to age 3 (or beyond in some states and territories). If applicable, build on the 0-3 expansion plan submitted in the previous grant cycle.



- How has your EHDI program effectively ensured supported statewide/territory-wide capacity to enhance screening efforts for children up to age 3 (or beyond)?
- What data collection and reporting mechanisms are in place to monitor the progress of statewide/territory-wide screening, diagnosis, and intervention efforts for children up to age 3?
- Are there state/territory policies or regulations that hinder or support your ability to support screening up to age 3 (or beyond)?
- Where do you see the greatest challenges or gaps in your current EHDI program efforts in this area?

7. Mechanisms to Increase Access to Language Supports



Outline your EHDI program's mechanisms to increase access to language supports in DHH children, such as an accessible referral system to early intervention programs, emphasis on language milestones in EHDI materials, family support for language acquisition, and training for EI providers and/or medical professionals. If applicable, build on lessons learned/successes from

HRSA EHDI Language Acquisition supplements and/or CDC Outcomes and Developmental Data Assistance Center for EHDI (ODDACE) projects.

- What mechanisms exist to increase language access support for DHH children? What are barriers, if any, to accessing these mechanisms?
- What EHDI resources do you have that emphasize language milestones?
- What resources or programs are available to families to support language acquisition in DHH children? How do these resources engage families in understanding the importance of tracking language milestones?
- What training do early intervention providers and medical providers receive regarding language development for DHH children? Are there opportunities for continuous education?
- How are you approaching partnerships and collaborating with those collecting language acquisition data in your state/territory?

8. Logic Model

Develop a logic model to illustrate how your program's planned activities will help achieve your state/territory program goals and objectives. See sample logic model templates included in [Appendix B – Section 8 Resources](#). Include your Logic Model as Attachment 1.

- What is the overarching goal of your state/territory EHDI program, and specifically what you hope to accomplish through the implementation of your infrastructure plan? Does this goal reflect what is meaningful to families/caregivers?
- What are the expected results or outputs/products of your activities?
- What are the desired short-term (1 year), intermediate (2-3 years), and long-term (4-5 years) outcomes that you hope to achieve? What do you hope to change within your state/territory EHDI system or amongst your target audience?
- How will your program inputs/resources, activities, and outputs help you achieve your short-term, intermediate, and long-term outcomes?

9. Mechanisms to Sustain Project



Phase II of EHDl program HRSA funding (HRSA-24-036) takes place in years two through five. This phase will focus on implementing and sustaining activities prioritized in your EHDl program's statewide infrastructure plan. Outline mechanisms to sustain project funding once HRSA funding ends.

- What resources and partners might exist in your state/territory to support sustainability efforts beyond project funding?
- What elements are included in your sustainability efforts? These may include:
 - Defined sustainability goals
 - Strong local capacity and ownership
 - Diversified funding sources
 - Articulated values and impact
 - Ability to adapt to changing needs and contexts
 - Established exit plan or transition strategy



10. Work Plan



Please share a summary of your work plan that outlines prioritized activities and identifies processes and outcome measures to reach state-determined objectives. Include your Work Plan as Attachment 2.



- What are the key objectives set by the state/territory?
- What are the most critical activities that must be prioritized to achieve the state's/territory's objectives? What resources are allocated to these activities?
- Are there any standardized procedures or frameworks guiding your approach?
- How will you ensure efficiency and effectiveness in your processes?
- What indicators or metrics will you use to track progress?
- What is the timeline for completing the prioritized activities?

- How will you engage and collaborate with the stakeholders (internal and external) throughout the process?
- What risks could impact the achievement of the objectives?

APPENDIX A: Requirements & Submission Instructions

State/Territory Infrastructure Plan Requirements

- **Page Requirements:** There is no minimum page limit. However, there is a maximum page limit of up to **15 pages**, excluding attachments such as the logic model and work plan.
- **Required Attachments:**
 - Attachment 1. Logic Model
 - Attachment 2. Work Plan
- **Formatting & Organization Requirements:** This guidance suggests a format to help organize your plan based on NOFO requirements. However, programs may use any format that works best for their programs, as long as all required NOFO elements are addressed.

Submission Instructions

- Grantees will submit State/Territory Infrastructure Plans in the Electronic Handbooks (EHB) for HRSA Project Officer review. HRSA will then share these plans with the EHD National Network.

APPENDIX B: Tips & Resources

Section 2: Tips & Resources

- **Leverage Existing EHD Program Data & Reports:** Source relevant information and data from your recent HRSA application, HRSA Progress Reports, CDC Progress Reports, Hearing Screening Follow Up Survey (HSFS) data, and similar sources.
- **Leverage Existing State/Territory Data & Reports:** Source relevant information and data from state/territory programs, like Vital Statistics or [Title V Information System \(TVIS\)](#).

- **Visual Aids:** Consider including visuals such as a state/territory EHDl roadmap, partnership maps, or charts showing progress on 1-3-6 benchmarks over time.
- **Resources:**
 - Use existing tools (e.g., surveys, focus group questions, data toolkits, frameworks) to assess your infrastructure, such as the [MCH Needs Assessment Toolkit](#), [system mapping](#) tools, or SWOT analysis.
 - *MCH Needs Assessment Toolkit:* [Selecting Priorities](#) covers tools for selecting priorities and strategies with partners, such as concept mapping, prioritization matrices, and impact matrices

Section 3: Tips & Resources

- **Leverage Existing Partnerships:** Consider how your existing internal and external partners (e.g., Title V, FBOs, advisory committee members, etc.) can support your work in planning and implementing strategies to address gaps in your state/territory system.
- **Resources:**
 - *ECTA Center:* [EHDl and Part C Data Sharing Agreements](#)
 - *DaSY Center:* [Technical Assistance and Resources](#)
 - *Highlighted Resources from MCHB EHDl & Part C Webinars:*
 - [Dear Colleague Letter on Early Hearing Detection and Intervention and Part C Programs](#)
 - [Data Sharing Agreement Template](#)
 - [Data Sharing Agreement Checklist](#)
 - [OSEP-approved data sharing template](#)
 - [Resources on data privacy & confidentiality](#)
 - [Crosswalk tool on IDEA & FERPA](#)
 - [September 2023 Webinar](#) from Department of Education representatives on navigating IDEA & FERPA
 - OSEP Webinar on EHDl/Part C Collaboration [Recording](#)
 - [Part C Technical Assistance Implementation Guide on Child Find](#)

Section 4: Tips & Resources

- **Leverage Existing Efforts:** Build on your Diversity, Equity, and Inclusion (DEI) plan from the previous grant cycle, if applicable.
- **Refer to [Data Resource Center for Child & Adolescent Health](#):** Access data from the National Survey of Children’s Health on numerous indicators including equity-focused indicators such as those related to race/ethnicity, geographic location, etc. EHDl programs might use this as a data source to review/identify disparities in their states/territories.
- **Resources:**
 - AAP EHDl Extension for Community Health Outcomes (ECHO) Project recorded session “[Equity, Diversity, and Inclusion within the EHDl](#)”

[Community](#).” Faculty reviewed national level EHDI data and identified opportunities for improvements based on disparities.

- Hands & Voices Family Leadership in Language & Learning (FL3) [Advancing Diversity, Equity, Inclusion & Accessibility Guidelines](#)

Section 5: Tips & Resources

- *Highlighted EHDI Assessments:*
 - 2019 H&V FL3 EHDI Coordinator Survey: [Survey Report](#)
 - National Needs Assessment Report (FL3 and NCHAM): [2018 National Needs Assessment](#)
- *Highlighted Assessment & Planning Tools:*
 - [EHDI Grantee Phase 1 \(Year 1\) Planning Tools](#)
 - Evaluating Family Engagement in your EHDI System: [The EHDI System Self-Assessment Tool](#)
 - Team Reflection on Partnership: [H&V Partnership Continuum Tool](#)
 - FELSC: [Family Engagement in Systems Assessment Tool \(FESAT\) and Toolkit](#)
 - Impact of Family Support and Engagement (IFSE): [Question Bank of Family-to-Family Support Impact Questions](#)
- *Highlighted Guidelines:*
 - [Guidelines for Establishing and Maintaining Family-to-Family Support Programs for Families who Have Children who are Deaf / Hard of Hearing \(D/HH\)](#)
 - [Guidelines for Deaf And Hard of Hearing Mentor/Guide/ Role Model Programs](#)
 - [DHH PARENTS & ADULTS - TIPS FOR MEANINGFUL PARTICIPATION IN EHDI SYSTEMS](#)

Section 6: Tips & Resources

- NCHAM: [Early Childhood Screening Tools](#)
- EHDI-PALS: [Screening Resources](#)
- Minnesota Department of Health Screening Examples: [Child & Family Hearing History and *JICH Risk Assessment Questionnaire](#) and [Child & Family Hearing History and *JCIH Risk Assessment Questionnaire Skill Assessment](#)

Section 7: Tips & Resources

- See EHDI and Part C collaboration resources in Section 3.
- *Language Supports & Reporting Acquisition Outcomes:*
 - [American Society for Deaf Children](#)
 - [ASHA - Evidence-Based Practices for Evaluating Preschoolers Using LSL](#)
 - Clerc Center at Gallaudet University: [Resources for Families](#)
 - [Regional Early Acquisition of Language \(REAL\) National Project and Regional Centers](#)

- Hands & Voices [Language Resources](#)
- [Heritage Sign Language Center](#)
- [Hearing First](#)
- [Language First](#)
- [Outcomes and Developmental Data Assistance Center for EHDI](#)
- [Listening Together Language Sampling](#)
- *Highlighted Language Milestones Examples:*
 - California Department of Education [SB 210 Language Development Milestones](#)
 - [Indiana Center for DHH Milestones Tracking Checklist ASL and Spoken English](#)
 - [Indiana ASL and English Language Developmental Milestones - Parent Document](#)
 - [Indiana Spoken Spanish Language Developmental Milestones -Parent Document](#)
 - Hearing First [Developmental Milestones](#)

Section 8: Tips & Resources

- *CDC Library:* [Logic Models](#)
- *ACF:* [Logic Model Tip Sheet](#)
- *NACCHO:* [Logic Model Tips](#)

Section 9: Tips & Resources

- *AAP National Coordinating Center for Epilepsy:* [Sustainability Resource Guide](#)
- [Sustainability in Grant-Funded Projects: Strategies for Long-Term Impact and Success](#)
- [How to Answer Grant Questions About Funding Sustainability](#)

Section 10: Work Plan

- Please see corresponding resources based on topic sections above to inform work plan development.