

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, November 4, 2022 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** The Lincoln Marriott Cornhusker Hotel
Yankee Hill III
333 South 13th Street
Lincoln, NE 68508
- Web Streaming:** Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html
- Lunch:** On Friday Friday, November 4, 2022, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board will take a 45 minute recess at or after 12:00 p.m.)
President Koch Johns
 - 1.1. Roll Call
President Koch Johns
 - 1.2. Pledge of Allegiance
President Koch Johns
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Koch Johns
 - 1.4. Meeting Protocol
Commissioner Blomstedt
2. SPECIAL PRESENTATIONS
President Koch Johns

2.1. Omaha North's STEM Program and Pathways Program
Michelle Porter and students from Omaha North High School, Omaha, Nebraska

3. COMMISSIONER'S REPORT
Commissioner Blomstedt

3.1. Agenda Overview and Consent Agenda Process
Commissioner Blomstedt

3.1.A. Commissioner's recommendations and items to be removed from consent agenda
Commissioner Blomstedt

4. PRESIDENT'S REPORT
President Koch Johns

5. CONSENT AGENDA
President Koch Johns

5.1. Board Member Out-of-State Travel Approval

5.2. Committee Appointments

5.2.A. Authorize the Commissioner to appoint the recommended individual(s) to fill vacancies on the Special Education Advisory Council (SEAC)
Amy Rhone

5.3. Contract Approvals

5.4. Grant Approvals

5.5. Lease Approvals

5.5.A. Authorize the Commissioner to enter into a revised lease agreement between the Department of Administrative Services (DAS), State Building Division, and the Department of Education, Nebraska VR/Assistive Technology Partnership (ATP), for office space in Lincoln, Nebraska for the period of 1/1/23 through 5/31/23
Tobias Orr and Lindy Foley

5.6. Minutes of the Previous State Board of Education Meeting

5.7. Miscellaneous Approvals

5.7.A. Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act
Bryce Wilson

- 5.7.B. Authorize the Commissioner to approve the 2022-23 Trust Fund Budget for Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI)
Amy Rhone and Tanya Armstrong

6. STANDING COMMITTEE REPORTS

President Koch Johns

- 6.1. Executive Committee
President Koch Johns

- 6.2. Budget and Finance Committee
Maureen Nickels

- 6.2.A. Monthly Board Travel Expense Report

- 6.2.B. In-State Travel Authorization Reports

- 6.2.C. Action Item: Authorize the Commissioner to enter into a contract with a selected qualified vendor to migrate the ADVISER System from the Nebraska Education Service Unit Coordinating Council (ESUCC) network to Microsoft Azure cloud platform
Kristin Yates and Jill Aurand

- 6.2.D. Action Item: Authorize the Commissioner to approve a continuation grant to the Nebraska Children and Families Foundation to continue the Nurturing Healthy Behaviors/Rooted in Relationships program
Melody Hobson

- 6.2.E. Action Item: Authorize the Commissioner to contract with the ESUCC to support schools and districts in implementing high-quality instructional materials
Shirley Vargas and Marissa Payzant

- 6.3. Planning and Evaluation Committee
Patti Gubbels

- 6.3.A. Discussion Item: Adopt the annual plan for the Nebraska statewide assessment and reporting system
Jeremy Heneger and Trudy Clark

- 6.4. Rules and Regulations Committee
Lisa Fricke, Vice Chair

- 6.4.A. Report On Rules

- 6.4.B. Discussion Item: State Board's Legislative and Regulatory Priorities
Lane Carr and Ryan Foor

7. SPECIAL COMMITTEE REPORTS

President Koch Johns

7.1. Report from the Ad Hoc Search Committee

Chair Patti Gubbels

8. ADDITIONAL BUSINESS

President Koch Johns

9. INFORMATION ITEMS AND REPORTS

President Koch Johns

9.1. Contracts Approved by Commissioner

9.2. Grants Approved by Commissioner

9.3. Contested Case Update

9.4. Written Public Comment

10. GOOD OF THE ORDER

This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda items or introduce new agenda items.

President Koch Johns

11. ADJOURNMENT

President Koch Johns

The next regularly scheduled meeting of the State Board of Education will be held on Friday, December 2, 2022, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, December 1, 2022 in Lincoln, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on October 27, 2022. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda

page: www.education.ne.gov/StateBoard/Agendas.html. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*

College & Careers: Academies and Pathways

Omaha North High School

Amanda Gutierrez, Curriculum Specialist

Michelle Porter, Curriculum Specialist



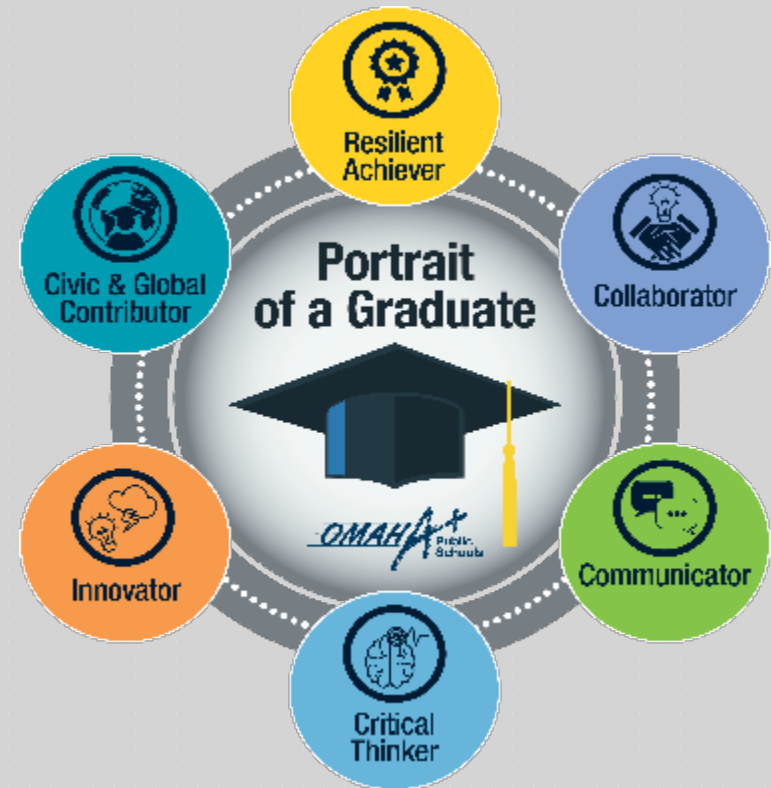
Omaha North High School





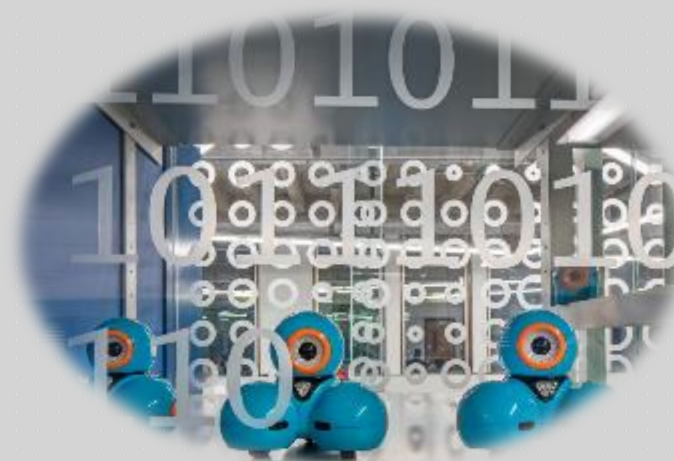
LEADING THE WAY

- ▶ 25 Advanced Placement Courses
- ▶ 36 Dual Enrollment Courses
- ▶ Most Advanced Math Courses in Nebraska
- ▶ Class of 2022: \$15 Million in Scholarships





North High School COMPUTER SCIENCE & TECHNOLOGY ACADEMY



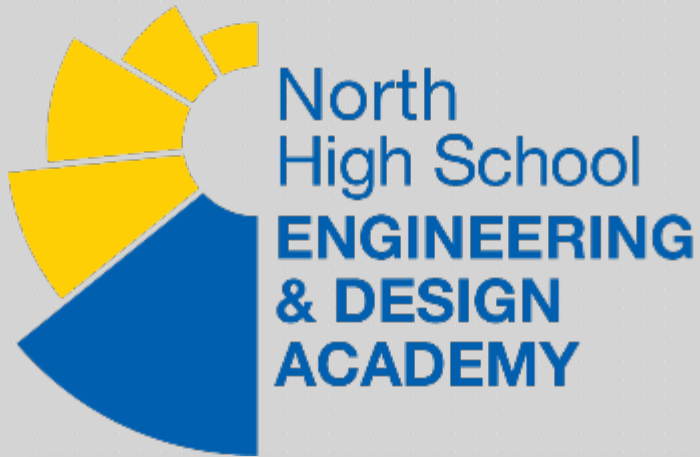
▶ Pathways

- ▶ PLTW Computer Science
- ▶ Computer Networking
- ▶ Cybersecurity & Coding
- ▶ Audio Video Production

▶ Clubs & Activities

- ▶ UNO Computer Science Bowl
- ▶ PBS Student Reporting Lab
- ▶ Skills USA





▶ Pathways

- ▶ PLTW Engineering
- ▶ Precision Machining
- ▶ Mechanical Design
- ▶ Robotics

▶ Clubs & Activities

- ▶ ACE Mentor Program
- ▶ SAME Competition
- ▶ Robotics Competitions
- ▶ TSA Teams





North High School **SCIENCE & RESEARCH ACADEMY**

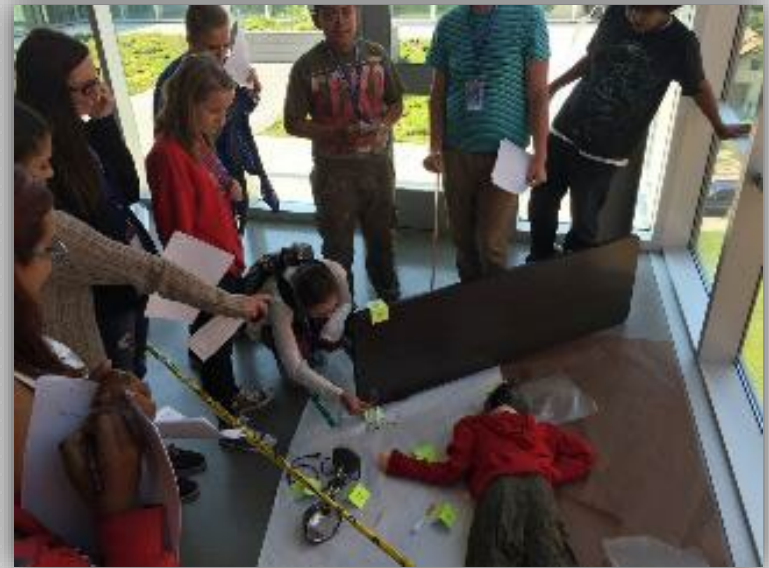


▶ Pathways

- ▶ PLTW Biomedical Science
- ▶ Medical Research & Health Informatics
- ▶ Natural & Environmental Sciences
- ▶ Teaching as a Profession

▶ Clubs & Activities

- ▶ Science Club
- ▶ Science Olympiad
- ▶ HOSA: Future Health Professionals



Contact Information

- ▶ Collette Nero, Principal
 - ▶ collette.nero@ops.org
- ▶ Amanda Gutierrez, Curriculum Specialist
 - ▶ amanda.gutierrez@ops.org
- ▶ Michelle Porter, Curriculum Specialist
 - ▶ michelle.porter@ops.org



Out-State Travel Authorization Reports - November

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request</u> <u>(i.e. 1st, 2nd,</u> <u>Other)</u>
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

Out-State Travel Authorization Reports - November

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request</u> (i.e. 1st, 2nd, Other)
Patsy Koch Johns	(NONE)			
Patti Gubbels	(NONE)			
Maureen Nickels	(NONE)			
Robin Stevens	(NONE)			



PROPOSED AGENDA ITEM RATIONALE

DATE: September 29, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to appoint the recommended individual(s) to fill vacancies on the Special Education Advisory Council (SEAC)

RATIONALE/BACKGROUND INFORMATION: The State Board approves all SEAC members. Due to the early resignation of two members, one who represented higher education representative, and the other private schools and public charter schools, the total number of member vacancies is 2. To meet the requirements of the federal special education law, the Individuals with Disabilities Education Act (IDEA), it is necessary to fill these vacancies. Members chosen represent all eight of the State Board of Education election districts. The Council voting membership shall not be fewer than 15 members nor more than 30 members.

Below is listed the recommended new representative of private and public charter schools. The completed application for the recommended member is on file in the Special Education Office, available upon request; not included due to IDEA confidentiality requirements.

Name

Representation

Shannon Watkins (vii)

Director of Student Services/Resource Teacher at St. Patricks Catholic School

**State Board District 4*

Shannon is Director of Student Services and a Resource Teacher at St. Patricks Catholic School. In addition to this, she also recently became a member of Statewide Special Education Working Group (SSEWG) and served on the Student Service Advisory Committee (SSAC) for five years. During this time, SSAC provided opportunities for professional development for resource teachers, co-wrote SAT guide for the Arch Diocese of Omaha and a document to support teachers and administrators in understanding more about special education. She is a Cadre graduate and coach for Assistive Technology, A-Z Certified Reading Instructor, SCEC TEACH training for students on the autism spectrum and has completed various trainings in SPED/Early Childhood.. Shannon is familiar with MTSS, PBiS and has provided many workshops/teacher trainings on the SAT process using the NeMTSS Framework. Lastly, Shanon currently collaborates with public schools to coordinate services for non-public students.

PROPOSED BOARD MEETING (MONTH/YEAR): November 2022

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:



PROPOSED AGENDA ITEM RATIONALE

DATE: October 18, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Lindy Foley, Office Administrator, Nebraska VR
Tobias Orr, Director, Assistive Technology Partnership

PROPOSED AGENDA ITEM:

Authorize the Commissioner to enter into a revised lease agreement between the Department of Administrative Services (DAS), State Building Division, and the Department of Education, Nebraska VR/Assistive Technology Partnership (ATP), for office space in Lincoln, Nebraska for the period of 1/1/23 through 5/31/23.

RATIONALE/BACKGROUND INFORMATION:

Nebraska VR/ATP Lincoln field office had a lease with Center for People in Need from 4/1/09-3/31/19. DAS negotiated the first lease renewal for 4/1/19-6/30/21, the second lease renewal for 7/1/21-6/30/22, and a third renewal of the lease for 6 months, 7/1/22-12/31/22. The renewal rate for 20,000 sq. ft. is at \$18.43 psf.

PROPOSED BOARD MEETING (MONTH/YEAR):

November, 2022

ESTIMATED COST:

Space Allocation Agreement — \$18.43 per square foot=\$368,600

2% Administrative Fee — \$7,372

Total — \$375,972

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: 110 state/federal funds
- New or Renewal: Renewal
- If renewal, date of first approval: 4/1/19

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: n/a
- Rationale for method of procurement: n/a
- Rationale for contractor selection: n/a

State Board of Education Work Session

Thursday, October 6, 2022

The Venue at Highlander Accelerator, 2120 North 30th Street, Omaha, NE 68111

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

Publicized notice of the business meeting was given by posting notice on the Department's website and emailed to news media requesting notification, which gave the date, time, and location of the meeting.

STATE BOARD WORK SESSION, Thursday, October 6, 2022, 3:00 p.m.

1. CALL TO ORDER

President Koch Johns called the meeting to order at 3:10 p.m.

1.1 Roll Call

Roll Call showed the following attendance:

Robin Stevens
Deborah Neary

Patsy Koch Johns
Lisa Fricke

Patti Gubbels
Jacquelyn Morrison (arrived
at 3:56 p.m.)

Commissioner Blomstedt was also in attendance.

Absent: Maureen Nickels

1.2. President Koch Johns led the Pledge of Allegiance.

1.3. President Koch Johns announced the placement of the Open Meetings Act.

1.4. Meeting Protocol

Commissioner Blomstedt asked members of the public to be considerate of the proceedings of the meeting.

2. BOARD TRAINING

The State Board engaged in a work session with Shirley Vargas, Lane Carr, Jeremy Heneger and Vicky Munoz, NDE Representatives on the Statewide Accountability System.

Kirk Penner left at 4:30 p.m.

3. ADJOURNMENT

President Koch Johns adjourned the meeting at 5:22 p.m.

The State Board of Education will reconvene Friday, October 7, 2022, at 9:00 a.m. at The Venue at Highlander Accelerator, 2120 North 30th Street, Omaha, NE 68111.

STATE BOARD OF EDUCATION MEETING, Friday, October 7, 2022, 9:00 a.m.

1. CALL TO ORDER – President Patsy Koch Johns called the meeting to order at 9:03 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Patti Gubbels	Robin Stevens	Patsy Koch Johns
Lisa Fricke	Kirk Penner	Deborah Neary
Jacquelyn Morrison (arrived at 9:38 a.m.)		

Commissioner Blomstedt was also in attendance.

Absent: Maureen Nickels

1.2. President Koch Johns led the Pledge of Allegiance.

1.3. President Koch Johns announced the placement of the Open Meetings Act.

1.4. Meeting Protocol

Commissioner Blomstedt asked members of the public to be considerate of the proceedings of the meeting.

2. SPECIAL PRESENTATIONS

No Special Presentations

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

3.1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt provided an overview of the Consent Agenda process

3.1.A. No Consent Agenda Items were requested to be removed.

4. PRESIDENT'S REPORT

President Koch Johns delivered the President's Report.

5. CONSENT AGENDA

Motion by Deborah Neary, second by Patti Gubbels to approve the Consent Agenda.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

6. STANDING COMMITTEE REPORTS

- 6.1. **Executive Committee** – Robin Stevens, Vice Chair, reported on the Committee meeting.
- 6.2. **Budget and Finance Committee** – Kirk Penner, Vice Chair, reported on the meeting of the Committee.

6.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item

6.2.B. Review In-State Travel Authorization Reports

There was no further discussion on this item.

- 6.2.C Action Item: Authorize the Commissioner to renew existing contracts and enter into new contracts with the Office of the Chief Information Officer (OCIO), individuals and vendor partners for staff augmentation services and other technology supports surrounding the NDE Statewide Longitudinal Data Systems (SLDS), technology initiatives and systems modernization

Motion by Kirk Penner, second by Patti Gubbels authorize the Commissioner to renew existing contracts and enter into new contracts with the Office of the Chief Information Officer (OCIO), individuals and vendor partners for staff augmentation services and other technology supports surrounding the NDE Statewide Longitudinal Data Systems (SLDS), technology initiatives and systems modernization.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 6.2.D. Action Item: Approve the participation of the Nebraska Department of Education (NDE) as a partner in the Nebraska application for a federal Preschool development Grant Birth -5 planning grant

Motion by Kirk Penner, second by Robin Stevens to approve the participation of the Nebraska Department of Education (NDE) as a partner in the Nebraska application for a federal Preschool development Grant Birth -5 planning grant.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 6.2.E. Action Item: Authorize the Commissioner to approve the listed estimated dollar allocations for payment of special education programs, transportation, residential services and Interim School Programs in 2022-23

Motion by Kirk Penner, second by Lisa Fricke to authorize the Commissioner to approve the listed estimated dollar allocations for payment of special education programs, transportation, residential services and Interim School Programs in 2022-23.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 6.2.F. Action Item: Authorize the Commissioner to approve a contract with Public Consulting Group, LLC for October 2022-March 2023

Motion by Kirk Penner, second by Robin Stevens to authorize the Commissioner to approve a contract with Public Consulting Group, LLC for October 2022-March 2023.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

- 6.2.G. Action Item: Authorize the Commissioner to contract with Eric Snyder to serve as the State Advisor for the Educators Rising Career and Technical Student Organization

Motion by Kirk Penner, second by Deborah Neary to contract with Eric Snyder to serve as the State Advisor for the Educators Rising Career and Technical Student Organization.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

- 6.2.H. Action Item: Approve the grant to the Nebraska Supreme Court in the provision of federally required IDEA Part C duties

Motion by Kirk Penner, second by Patti Gubbels to approve the grant to the Nebraska Supreme Court in the provision of federally required IDEA Part C duties.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

- 6.2.I. Action Item: Authorize the Commissioner to accept the grant award from the US Department of Education for the Competitive grants for State Assessments Program (CGSA) and to contract with edCount, LLC for the tasks/activities on the award

Motion by Kirk Penner, second by Deborah Neary to authorize the Commissioner to accept the grant award from the US Department of Education for the Competitive grants for State Assessments Program (CGSA) and to contract with edCount, LLC for the tasks/activities on the award.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

- 6.2.K. Action Item: Authorize the Commissioner to submit the Department's deficit budget request for the fiscal year 2022-23 on behalf of the State Board of Education

Motion by Kirk Penner, second by Lisa Fricke to authorize the Commissioner to submit the Department's deficit budget request for the fiscal year 2022-23 on behalf of the State Board of Education.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

- 6.2.J. Action Item: Authorize the Commissioner to accept the State Personnel Development Federal Grant Award

Motion by Kirk Penner, second by Patti Gubbels to authorize the Commissioner to accept the State Personnel Development Federal Grant Award.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

6.3. **Planning and Evaluation Committee** – Patti Gubbels, Chair, reported on the meeting of the Committee.

6.3.A. Action Item: Approve the Rule 11 Teacher Waiver Request for Walthill Public School

Motion by Kirk Penner, second by Robin Stevens to approve the Rule 11 Teacher Waiver Request for Walthill Public School

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

6.3.B. Action Item: Authorize the Commissioner to extend the current 2022-2023 NWEA contract for statewide assessment services to include the 2023-2024 year

Motion by Deborah Neary, second by Patti Gubbels to authorize the Commissioner to extend the current 2022-2023 NWEA contract for statewide assessment services to include the 2023-2024 year.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

6.3.C. Action Item: Authorize the Commissioner to extend the current 2022-2023 DRC contract for statewide assessment services to include the 2023-2024 year

Motion by Patti Gubbels, second by Lisa Fricke to authorize the Commissioner to extend the current 2022-2023 DRC contract for statewide assessment services to include the 2023-2024 year.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes

Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

6.4. **Rules and Regulations Committee** – Lisa Fricke, Vice Chair reported on the meeting of the Committee.

6.4.A. Report on Rules

There is no action on rules.

7. SPECIAL COMMITTEE REPORTS

7.1. Report from the Ad Hoc Committee on Board Policy Manual Revision – Patti Gubbels reported on the meeting of the Committee.

7.1.A. Action Item: Adopt the Resolution to revise the State Board of Education Policy Reference Manual

Motion by Patti Gubbels, second by Lisa Fricke to amend the motion on the floor to read adopt the resolution to revise the State Board of Education Policy Reference Manual

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	No
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	No
Kirk Penner	Yes

The motion passed.

7.2. Report from the Ad Hoc Search Committee – Patti Gubbels reported on the meeting of the Committee.

President Koch Johns called for a break at 10:04 a.m. The meeting resumed at 10:19 a.m.

6.3.D. Discussion Item: Provide an update on the Learning Community of Douglas and Sarpy Counties and the Community Achievement Plan

Shirley Vargas, NDE Representative, provided an update on the Learning Community of Douglas and Sarpy Counties and the Community Achievement Plan.

8. ADDITIONAL BUSINESS

8.1. Adopt a resolution declaring the State Board's support for LR335, the state's postsecondary attainment goal

Motion by Lisa Fricke, second by Patti Gubbels to adopt a resolution declaring the State Board's support for LR335, the state's postsecondary attainment goal

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

8.2. Career and Technical Education (CTE) Funding

Board Member Penner updated the Board on Career and Technical Education (CTE) Funding.

8.3. Accept the resignation of Commissioner Matthew L. Blomstedt, effective January 3, 2023

Motion by Robin Stevens, second by Jacquelyn Morrison to accept the resignation of Commissioner Matthew L. Blomstedt, effective January 3, 2023.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

8.4. Designate Deputy Commissioner to carry out any duties imposed by law upon the Commissioner in accordance with §79-301 (3) when such vacancy occurs

Motion by Patsy Koch Johns, second by Lisa Fricke that this Board designate Deputy Commissioner Deborah Frison to carry out any duties imposed by law upon the Commissioner in accordance with §79-301 (3) when such vacancy occurs.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Absent
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

10. INFORMATION ITEMS AND REPORTS

10.1. President Koch Johns referred Board Members to review information items and reports.

11. GOOD OF THE ORDER

(NONE)

9. PUBLIC COMMENT PERIOD

9.1. The following individuals from the public spoke against the Health Standards: Amber Parker, Don Fletcher, Gwen Easter, Haile Kucera, Katheryn Russell, Marni Hodgen

Jackie Egan spoke about student teachers having access to Educators Rising.

Justin Thiel spoke about a Board Member's campaign page activity.

Denise Bradshaw spoke about a Board Member's meeting on firearms and not inviting anyone from the Nebraska Firearms Association.

Vicki Johnson spoke about the NDE withholding subpoenaed evident which incriminates Westside school and the NDE.

Stephen Bader spoke about inappropriate materials in school libraries.

Tiffany Carter spoke about inappropriate materials in school libraries.

9.2. Written Public Comment

Submitted written public comments are linked through SPARQ in Board Agenda item number 9.2., SBOE Written Public Comment October 2022.

12. ADJOURNMENT

President Koch Johns adjourned the meeting at 1:45 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, November 4, 2022, at 9:00 a.m. in Lincoln, Nebraska.



PROPOSED AGENDA ITEM RATIONALE

DATE: October 20, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Bryce Wilson, Administrator, Office of Financial & Administrative Services

PROPOSED AGENDA ITEM: Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act.

RATIONALE/BACKGROUND INFORMATION:

Distance Education Courses

Proposed Board Action: Approve the exclusion amount for Distance Education Courses for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received from educational entities for providing distance education courses through the Educational Service Unit Coordinating Council to such educational entities. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Insurance Settlement

Proposed Board Action: Approve the Insurance Settlement listed on the attachment as a Special Grant Fund.

Rationale/Background information: The State Board, pursuant to provisions of State Statute Section 79-1003(39), has designated Insurance Settlements as a special grant fund for budget limitation purposes. The Insurance Settlement listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund. If approved, the school districts may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Interfund Loans

Proposed Board Action: Approve the Interfund Loan listed on the attachment as a Special Grant Fund.

Rationale/Background information: The State Board, pursuant to provisions of State Statute Section 79-1003(39), has designated Interfund Loans as a special grant fund for budget limitation purposes. The Interfund Loans listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund. If approved, the school districts may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Retirement Contribution Increase

Proposed Board Action: Approve the exclusion amount for a Retirement Contribution Increase for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(e)&(f) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for a retirement contribution increase. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Short-Term Borrowings

Proposed Board Action: Approve the Short-Term Borrowing listed on the attachment as a Special Grant Fund.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Special Supplementary Grant

Proposed Board Action: Approve the grant listed on the attachment as a Special Supplementary Grant.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Special Supplementary Grants from Corporations, Foundations, or Other Private Interests as special grant funds for budget limitations purposes. The individual grant listed on the attachment has been reviewed by Department Staff and appears to qualify as a special supplementary grant per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Voluntary Termination Agreements

Proposed Board Action: Approve the exclusion amount for Voluntary Termination Agreements for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1) (g), (i), (j), (k), provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for expenditures for voluntary termination agreements. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

PROPOSED BOARD MEETING (MONTH/YEAR): November 2022

ESTIMATED COST: None.

**Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
For the 2022/23 School Year
November 4, 2022**

Recommendation 1

Distance Education Courses [Section 79-1028.01(1)(d)]

County-District Number	School District Name	Amount to be Approved
24-0101	Sumner Eddyville Miller Schls	\$23,000

Recommendation 2

Insurance Settlement [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved
80-0567	Centennial Publics School	\$880,316

Recommendation 3

Interfund Loan [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved
79-0011	Morrill Public Schools	\$300,000

Recommendation 4

Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

County-District Number	School District Name	Amount to be Approved
01-0018	Hastings Public Schools	\$775,441
06-0001	Boone Central Schools	\$132,494
21-0180	Callaway Public Schools	\$59,960
30-0054	Shickley Public Schools	\$53,680
33-0021	Cambridge Public Schools	\$67,518
56-0037	Hershey Public Schools - Correction	\$109,712
63-0001	Fullerton Public Schools	\$75,665
87-0013	Walthill Public Schools	\$98,012
89-0003	Fort Calhoun Community Schools	\$132,045

Recommendation 5

Short-Term Borrowings [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved
79-0011	Morrill Public Schools	\$600,000

Recommendation 6

Special Supplementary Grant [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved	Source
79-0016	Gering Public Schools	\$500,000	Federal FFA Aviation Grant
		\$1,000,000	BJA Stop School Violence Program
		\$500,000	COPS SVPP Award

Recommendation 7

Voluntary Termination Agreements [Section 79-1028.01(1)(g)]

County-District Number	School District Name	Amount to be Approved
30-0025	Fillmore Central Public Schools	\$64,076
33-0021	Cambridge Public Schools	\$463,475
79-0016	Gering Public Schools	\$32,040



PROPOSED AGENDA ITEM RATIONALE

DATE: October 19, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Amy Rhone and Tanya Armstrong

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve the 2022-23 Trust Fund Budget for Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI)

RATIONALE/BACKGROUND INFORMATION: Nebraska Revised Statute 79-318 (15) establishes the State Board's responsibility to administer any device, donation, or bequest to NCECBVI. The Finance Committee has been designated as the Board committee to review annually the staff recommendations for expenditure of the Department's trust funds. Approval of the Trust Fund Budget will allow the Department to access the trust funds during the 2022-23 for support of NCECBVI as outlined in the Trust Fund Budget Proposal (see supplemental document).

PROPOSED BOARD MEETING (MONTH/YEAR): November 2022

ESTIMATED COST:

Unrestricted Trust Funds: \$50,000

Williams Restricted Trust Funds: \$105,000

Markussen Restricted Trust Funds: \$500

Jay Unrestricted Trust Funds: \$20,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Trust Funds as indicated above

- New or Renewal: N/A
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

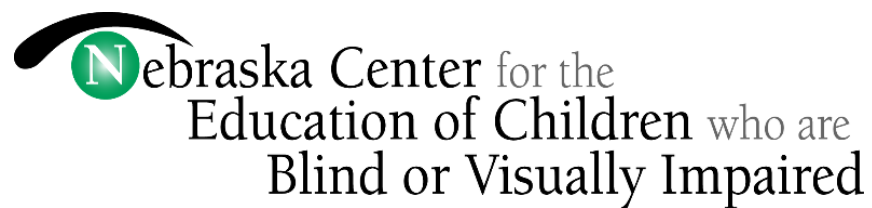
- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

NEBRASKA STATE BOARD OF EDUCATION

October 14, 2022

**TRUST FUND
BUDGET PROPOSAL**

November 2022-October 2023



Tanya Armstrong, Ph.D.

UNRESTRICTED TRUST FUND 2023 BUDGET

Estates: Lucile E. Huber, James E. Labertew, Herman Wolf, Ralph E. Fulton, John S. Knepper, Eva M. Fischer, Lorraine L. Hight, Pansy M. Behrens, Louis A. Lembach, Merle M. Hargen, Irvin Schapaugh, Irma I. Scheitel, Mollie Schaefer, Lena Johnson, and Anna Wilcox

Purpose: No restrictions other than to benefit the Nebraska Center for the Education of Children who are Blind or Visually Impaired

Current Amount: \$540,204.48

Previous Projects Funded: Primarily facility improvements, repairs, and maintenance

Proposed Projects:

Printing and Publishing	\$ 0
Repair and Maintenance of Office and Computer Equipment	\$ 0
Professional Development	\$ 0
Facilities Maintenance, Repair, and Expenses	\$ 35,000
▪ A Grasshopper mower was approved for purchase earlier in the year but due to supply chain delays, it has not been received/expended at this time.	
TSB-State Vehicle Expenses	\$ 0
Emergency Building Expense	\$ 15,000
TOTAL PROPOSED FUNDING:	\$ 50,000

RESTRICTED (WILLIAMS) TRUST FUND 2023 BUDGET

Estate: F.D. Williams

Purpose: To contribute to the expense of poor and needy students and to worthy graduates who desire to continue their education upon graduation.

Current Amount: \$1,091,642.05

Previous Projects Funded: Educational and diagnostic equipment and supplies for students who are blind or visually impaired.

Proposed Projects:

Educational/Recreation Supplies \$ 10,000
▪ Ex: Braille Library Books, Orientation & Mobility Supplies

Student Need Items (Learning Devices and Sensory Materials) \$ 5,000
▪ Some sensory materials were approved for purchase earlier in the year but due to supply chain delays, they have not been received/expended at this time.

Low Vision Clinics \$ 10,000

Medical Supplies/Student Needs \$ 7,000

Assistive Technology \$ 53,000

Repair/Maintenance of Student Technology and Devices \$ 5,000

National Events for Students \$ 15,000
▪ Ex: Braille Challenge, APH Art Contest

TOTAL PROPOSED FUNDING: \$105,000

RESTRICTED (MARKUSSEN) TRUST FUND 2023 BUDGET

Estate: Karen Markussen

Purpose: To be used to assist Nebraska teachers who are pursuing their degree to teach children with visual impairments.

Current Amount: **\$8,949.93**

Projects Funded: Annual \$500 scholarship to be given to a Nebraska teacher.

Proposed Projects:

Scholarship \$ 500

TOTAL PROPOSED FUNDING \$ 500

UNRESTRICTED (JAY) TRUST FUND 2023 BUDGET

Estate: Lyle Dean Jay Trust

Purpose: No restrictions other than to benefit the Nebraska Center for the Education of Children who are Blind or Visually Impaired.

**Current
Amount:** \$40,313.34

**Proposed
Projects:**

Furniture and Housing (Dorm) \$ 4,000

Facility Expenses \$ 12,000

Technology Expenses \$ 4,000

TOTAL PROPOSED FUNDING: \$ 20,000



STATE BOARD OF EDUCATION
BUDGET AND FINANCE COMMITTEE REPORT

Date: November 3, 2022

“The Committee on Budget and Finance reports that...

Committee members Kirk and Jacquelyn reviewed the three action items with NDE staff. At the direction of the two Committee members present, NDE staff summarized each of the action items and provided additional details as requested. At the direction of the Committee NDE staff will be providing additional information on the ESSER information technology investments for the Committee to review at a future meeting. All three action items were recommended to be brought forward to the full board by Kirk and Jacquelyn.

The two members of the Committee present also reviewed the monthly board expense report and in state travel authorizations and did not note any issues.

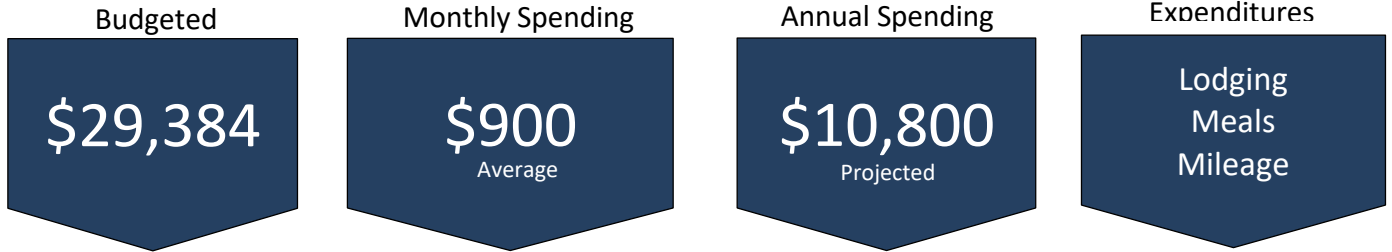
This concludes the Budget and Finance report.”

Kirk Penner, Vice- Chair

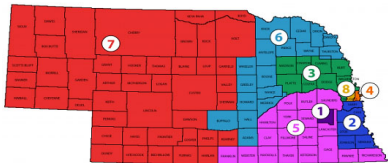


2022-2023 Board Travel

At-A-Glance



Even under pandemic conditions, the Nebraska Board of Education has retained the ability to attend meetings, conferences and conventions, sustain meaningful and dynamic work in addition to engaging in new opportunities provided through innovation and virtual technology during unexpected circumstances.



Board Member Activity

District	Board Member	Current Year July 2022-June 2023		Prior Year July 2021-June 2022		Variance	
		October	Year-To-Date	October	Year-To-Date	October	Year-To-Date
1	Patsy Koch Johns, President	\$52	\$356	\$76	\$449	-\$24	-\$93
2	Lisa Fricke	\$52	\$715	\$76	\$680	-\$24	\$35
3	Patti Gubbels <i>Appointed Jan. 2021</i>	\$52	\$722	\$268	\$1,244	-\$216	-\$523
4	Jacquelyn Morrison <i>Appointed Jan. 2021</i>	\$52	\$388	\$172	\$653	-\$120	-\$265
5	Kirk Penner <i>Appointed Dec. 2021</i>	\$52	\$235	\$0	\$0	\$52	\$235
5	Patricia Timm <i>Outgoing Nov. 2021</i>	\$0	\$0	\$0	\$434	\$0	-\$434
6	Maureen Nickels	\$52	\$427	\$172	\$779	-\$120	-\$352
7	Robin Stevens, Vice President	\$52	\$330	\$268	\$1,105	-\$216	-\$775
8	Deborah Neary	\$52	\$429	\$76	\$490	-\$24	-\$61
		\$413	\$3,600	\$1,106	\$5,834	(\$693)	(\$2,234)
Annual Budget		\$29,384		\$29,384			
Over/(Under) Budget		(\$25,784)		(\$23,550)		88%	

2021-22 vs. 2022-23
Expenditures by Month



Historical Annual Expenditures - FY2022 (\$17,026); FY2021 (\$11,000); FY2020 (\$35,000); FY2019 (\$48,500)

In-State Travel Authorization Reports - November

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E
Jacquelyn Morrison	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E
Deborah Neary	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E
Kirk Penner	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E

In-State Travel Authorization Reports - November

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Board Bylaw B16 Code A-F</u>
Patsy Koch Johns	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E
Patti Gubbels	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E
Maureen Nickels	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E
Robin Stevens	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E



PROPOSED AGENDA ITEM RATIONALE

DATE: October 24, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Kristin Yates, Information Systems Officer
Jill Aurand, Administrator-Data, Research and Evaluation

PROPOSED AGENDA ITEM:

Authorize the Commissioner to enter into a contract with a selected qualified vendor to migrate the ADVISER System from the Nebraska Education Service Unit Coordinating Council (ESUCC) network to Microsoft Azure cloud platform.

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Department of Education (NDE) has implemented the ADVISER system as its primary K-12 student data collection, validation, processing, and reporting system. The ADVISER system is used to collect data from school district's student information systems and allows districts access to custom validation processes, reports, and dashboards so the district data administrators can view, verify, and certify student data. The data collected via ADVISER system is then used by NDE's data warehouse and other applications. The ADVISER system is currently hosted in the ESUCC on-premises data center. NDE is in the process of modernizing their infrastructure and has chosen the Microsoft Azure cloud platform for that purpose. The selected vendor will focus on activities including the planning, analysis, technical requirements, and implementation of NDE's on-premises data to the cloud environment.

PROPOSED BOARD MEETING (MONTH/YEAR): November 2022

ESTIMATED COST: Up to \$500,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal SLDS Grant, Federal ESSER Grants
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
RFP with Competitive Negotiation. The RFP for this project can be accessed here:
[State of Nebraska \(State Purchasing Bureau\)](#)
- Rationale for method of procurement:
Solicitation of multiple proposals from qualified technical vendors allows NDE to benefit from a variety of technical perspectives in selecting the best solution for NDE's desired outcomes.
- Rationale for contractor selection:
Consistent with the principles of the competitive negotiation model, the rationale for contractor selection is based on hiring the individual or entity who can best complete the tasks required while taking into account the contractor's total cost and any other factors relevant to the scope of the particular contracting application (e.g., continuity of project timeline and required services, opportunity cost of replacement).



PROPOSED AGENDA ITEM RATIONALE

DATE: October 13, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve a continuation grant to the Nebraska Children and Families Foundation to continue the Nurturing Healthy Behaviors/Rooted in Relationships program.

RATIONALE/BACKGROUND INFORMATION: During the 2014 legislative session, the Nebraska Legislature appropriated \$400,000 within the state budget for the Nebraska Department of Education (NDE) to expand the Nurturing Healthy Behaviors program across the state. This annual appropriation was to be used to expand programs and services for early childhood mental health. No funding was appropriated for NDE to administer local grants; therefore, the NDE Office of Early Childhood issued a request for proposals for a single provider with the capacity to coordinate the project and to cultivate programs across the state. The Nebraska Children and Families Foundation was the chosen provider based on their application and organizational capacity. This grant is a continuation grant to the Nebraska Children and Families foundation to continue the work in identified communities and to begin work in additional areas of the state. The Nebraska Children and Families foundation secured private donations to begin or add to work in communities and expand the reach of state funding.

The grant renewal recommendation is based on the following:

Rooted in Relationships/Nurturing Healthy Behaviors supports community teams to plan strategies for early childhood systems of care. These may include any or all of the following:

- a. Parent engagement activities,
- b. Public awareness activities about children's social-emotional needs, implementation of the Pyramid Model for promoting the social-emotional competence in young children,
- c. Promoting the importance of high-quality childcare.
- d. Planning and implementation of Circle of Security™ -Parenting (COS-P).

Rooted in Relationships/Nurturing Healthy Behaviors is evaluated annually and continually shows positive outcomes. The 2022 evaluation will be available by April 2023. The 2021 evaluation is attached.

PROPOSED BOARD MEETING (MONTH/YEAR): November, 2022

ESTIMATED COST: \$400,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State General Funds
- New or Renewal: Renewal
- If renewal, date of first approval: 2014

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: NA
- Rationale for method of procurement: NA
- Rationale for contractor selection: NA



Activity Report to the Nebraska Department of Education

Activities Utilizing Nurturing Healthy Behaviors Funds

Prepared by: Lynne Brehm, Sami Bradley, Christen Million,
Nikki Roseberry-Keiser, Stacy Scholten, and Molly Rosenberg
Reporting Period: January 1, 2021-December 31, 2021



Acronym Index Rooted in Relationships Annual Report

ARPA	American Rescue Plan Act
BECF	Buffett Early Childhood Fund
CARES Act	Coronavirus Aid, Relief, and Economic Security Act
CCDF	Child Care Development Fund
CCFL	Center for Children, Families, and the Law
CCT	Coach Collaboration Team
CCRN	Child Care Referral Network
CDN	Coach Development Network (previously called Coach Development Team)
C4K	Communities for Kids
C4K+	Communities for Kids Plus
COSI	Circle of Security International
COSP	Circle of Security Parenting
CPP	Child Parent Psychotherapy
DHHS	Department of Health and Human Services
ECCC	Early Childhood Community Coordinator
ECICC	Early Childhood Interagency Coordinating Council
ECMH	Early Childhood Mental Health
ELCCC	Early Learning Connection Coach Consultants
FAN	Facilitating Attuned Interactions
MMI	Munroe-Meyer Institute; located at the University of Nebraska Medical Center
MTSS	Multi-Tiered Systems of Support
NAIMH	Nebraska Association for Infant Mental Health
NC	Nebraska Children and Families Foundation
NCAPF	Nebraska Child Abuse Prevention Fund Board
NCRP	Nebraska Center on Reflective Practice; part of Nebraska Resource Project for Vulnerable Young Children; located at the University of Nebraska-Lincoln, Center for Children, Families and the Law
NDE	Nebraska Department of Education
NeAEYC	Nebraska Association for the Education of Young Children
NEP-MAP	Nebraska Partnership for Mental Healthcare Access in Pediatrics
NHB	Nurturing Health Behaviors
NRPVYC	Nebraska Resource Project for Vulnerable Young Children; located at the University of Nebraska-Lincoln, Center for Children, Families and the Law (CCFL)
NYCI	Nebraska Young Child Institute
PCIT	Parent Child Interaction Therapy
PIWI	Parents Interacting with Infants
PDG	Preschool Development Grant
PSLT	Pyramid State Leadership Team
REDI	Race, Equity, Diversity, Inclusion
RiR	Rooted in Relationships
SUTQ	Step Up to Quality
TPITOS	Teaching Pyramid Infant-Toddler Observation Scale-Revised
TPOT	Teaching Pyramid Observation Tool-Research Edition
TOT	Training of Trainers
UNL	University of Nebraska at Lincoln
UNMC	University of Nebraska Medical Center

Rooted in Relationships Pyramid Model Implementation and Community Systems Work

During this reporting period Rooted in Relationships (RiR) supported eleven collaborative hubs in various stages of the initiative inclusive of planning, implementation and expansion: Buffalo, Dakota (Dixon and Thurston), Dawson (Frontier), Dodge, Hall, Keith (Chase, Lincoln, Perkins and Red Willow), Lancaster, Madison, Saline (Jefferson and Gage), Platte and Panhandle (Box Butte, Cheyenne, Dawes, Deuel, Garden, Morrill and Scottsbluff), that are implementing the Pyramid Model in center-based and family child care homes. The supported communities also embed community systems strategies focused on social emotional development into their work plans. For a current map of RiR implementation see (Appendix A). The multi-year implementation process for Rooted in Relationships is outlined in the graphic included as (Appendix B).

Funding for this project is provided by the Buffett Early Childhood Fund (BECF) beginning in 2013, Nurturing Healthy Behaviors (NHB) funding through a grant award to Nebraska Children (NC) following a state funding appropriation to the Nebraska Department of Education (NDE) in 2014 and Nurturing Healthy Behaviors Child Care Development Funds (NHB-CCDF) beginning in 2019. Additionally, as part of the Preschool Development Grant (PDG), planning was completed in the south Omaha area and a social emotional pilot project began in 2021. Stakeholders chose to implement the Pyramid Model after considering several options for ways to increase quality. In 2021, Rooted in Relationships wrote a proposal and were awarded funds from NDE-Special Education-American Rescue Plan Act (ARPA) to expand social emotional work in Douglas County, inclusive of Circle of Security Classroom and reflective practice. This work will begin in January 2022.

In an effort to reach additional child care providers with the Pyramid Model more quickly, an expansion method was adopted in 2015. When a community is approximately halfway through year two of Pyramid implementation, they are offered the option of expanding their Rooted work to include additional providers during year three. A decision-making guide was developed in 2020 to walk communities through the process of determining their readiness for expansion. This expansion can occur within the county where the initiative started or in surrounding areas. A readiness tool is utilized and facilitated by Rooted staff to assist communities in making the decision of whether to expand. A stakeholder survey is also used to determine community stakeholder satisfaction with the local collaborative process. This method was chosen based on lessons learned regarding the overlap of implementation of year three and year one Pyramid training and coaching in the first communities that implemented Rooted. If a community chooses not to expand in year three of implementation, they are offered the opportunity to expand again the following year. Additionally, communities are offered limited funds to support providers in year 4 to assist with sustainability. Community providers and coaches collaborate to develop a plan for year 4 tailored to meet their specific needs. The expansion model described above has been extremely successful and as it has been implemented, we recognized that saturation would occur in some communities and further efforts for communities to engage in sustainability planning was needed. Rooted in Relationships Community Implementation Progression document was created in 2021 and shared with Community Coordinators and Lead Coaches in July. This document, which can be found as (Appendix C), outlines the points during implementation that trigger the need for adjustments, this may mean moving the hub and providing a mini grant to ensure sustainability in a community.

The table included as (Appendix D) outlines, by year, how Rooted in Relationships has expanded and represents current efforts underway in each community supported by the combined funding listed above.

Outcome Data

Munroe-Meyer Institute (MMI) at UNMC continues to collect and analyze data through a contract with RiR on both Pyramid Model implementation and community systems work. An annual report regarding Rooted in Relationships implementation is expected in March 2022 and evaluation data for 2021 implementation will be

shared at that time. In early 2021, the 2020 evaluation annual report of Rooted in Relationships was completed, some highlights included:

- Pyramid Model coaches supported center and home-based child care programs to implement high-quality social emotional practices. In 2020 the initiative supported 38 coaches, 215 center and home-based providers in 118 programs which impacted over 2,120 children.
- With each year of participation in RiR, programs demonstrated increased fidelity to the Pyramid Model. Home-based providers made great strides in implementing the Pyramid Model. Before coaching and training, 26% of Pyramid Model practices were in place. In year 2 they met fidelity, on average, in three subscales and by the end of Year 3, providers, on average achieved fidelity well above the program goal in all 8 subscales.
- Providers have demonstrated significant improvements in their ability to use Pyramid practices to support children's social-emotional development.
- Circle of Security Parenting™ (COSP) was effectively implemented across communities with parents demonstrating significant increases in parent-child interaction, improved relationships with their children and decreased parenting stress. The 2019-2020 biennial COSP report can be found here: <http://www.necosp.org/resources>.
- RiR and partners continue to standardize processes for coach training, methods of communication among coaches, strategies for reducing coaching overload, and alignment of coaching processes and practices across initiatives.

To view the Rooted in Relationships 2020 Annual Report or the Executive Summary visit:
<http://rootedinrelationships.org/resources>.

The Rooted in Relationships team continues to partner with state level initiatives to embed a systems infrastructure to support early childhood mental health work inclusive of coaching and training. The attached matrix indicates areas that Rooted began to build and have been transitioned for ongoing support at the state level. Please see (Appendix E) to view transitions that have occurred and are in process.

Pyramid Model Training Modules

In 2019, RiR contracted with an individual to research, conceptualize, and develop a Pyramid Model Training of Trainers (TOT) for infant/toddler and preschool modules. This work was done in collaboration with the Pyramid State Leadership Team (PSLT) and specifically with Nebraska Department of Education (NDE) so that the training modules were designed to be used for all Pyramid initiatives in the state. Plans to complete another TOT in 2020 and 2021 were postponed due to the pandemic. Two TOTs will take place in 2022, which will produce up to 70 more trainers.

In 2021, the RiR team was funded through the Preschool Development Grant (PDG) to work with the south Omaha area and several community partners to build a social emotional infrastructure. Community partners chose to implement the Pyramid Model. A cohort of Spanish speaking providers were recruited and voiced the need for training to be provided in their primary language, rather than having an interpreter. RiR used funds from the PDG to translate the Nebraska Pyramid modules so Spanish speaking early childhood providers across the state can access Pyramid training. All modules should be translated by the end 2022.

Originally year 3 trainings were left to be individualized based on specific community cohort needs. Through experience we learned that this was not an effective strategy for all communities. Therefore, in 2020, Rooted collaborated with UNL Extension to conceptualize and prepare 3 additional trainings that would be available to communities in their 3rd year of implementation. Communities are able to choose 2 of the 3. The titles of the 3 trainings are: "Using Mindfulness in the Early Care and Education Setting," "A Trauma-Sensitive Approach in Early Care and Education," and "Effective Family Engagement Strategies in Early Care and Education."

UNL Extension trainers deliver these trainings in communities. RiR staff are currently working with UNL Extension to ensure these trainings are also made available in Spanish.

The RiR training curriculum content includes a three-hour module designed specifically for center directors. The intent is to provide evidence about key components for implementation success that can and should be supported by the director. The director training is delivered in the first year of each new cohort, this timing was based on feedback received from child care directors. Additionally, there is a six-hour module designed for RiR providers to be completed as the final training in year 2 of implementation. This module, called “Practice, Practice, Practice”, is designed to provide opportunities for providers to practice their skills and knowledge obtained during the two years prior.

Rooted in Relationships Video Project

Rooted has supported continued development of community videos based on positive feedback from communities and stakeholders. These videos help tell the story of success in implementation of Rooted in Relationships (both systems and Pyramid Model). The first eight Rooted communities now have completed videos they can utilize to inform stakeholders and recruit new participants. Several additional videos were planned for development, however the pandemic made it impossible to develop new content as many child care programs were not allowing visitors in and it was often unsafe to communicate in close proximity without masks. Additional videos are planned during the coming year. All videos highlighting RiR work can be viewed here: <http://rootedinrelationships.org/resources/videos>

Coaching Supports

A new coaching documentation platform was introduced in the spring of 2016 to facilitate more efficient use of coaching data by the coaches themselves, as well as the community coordinators and ultimately the NC staff for evaluation purposes. A joint effort across early childhood coaching projects in the state supported by the cross-system Coach Development Network (CDN) continues to provide Coach Booster Sessions at least twice a year. The topics of the sessions are chosen based on feedback from coaches; all state coaching initiative coaches are invited to the booster trainings. In 2021 three Coach Booster Sessions were offered to coaches. The January Booster regarding an Introduction to The Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice took place virtually with three sessions. The April Booster regarding Data-Informed Coaching took place virtually with two sessions. The October Booster titled “A Closer Look at Domain 1: Setting the Foundation” took place virtually with three sessions. 2022 Coach Boosters plan to include “A Closer Look” at the remaining domains for the Nebraska Early Childhood Guidebook: Competencies for Professional Practice, as well as additional boosters based on feedback and needs assessment data from coaches.

Lead coaches from each community have participated in regularly scheduled conference calls with the Rooted in Relationships coach coordinator to provide a forum for sharing ideas and to seek feedback about components of the Rooted initiative, including sustainability of implementation.

Reflective consultation meetings for coaches have been a valuable support in all Rooted communities, the current six reflective consultants meet either in person or via web technology every month with their respective communities. All the reflective consultants have completed training in the Facilitating Attuned Interactions (FAN) model and are considered Level II consultants. They have also been meeting every month to collaborate about the reflective consultation process and receive support from each other for this work.

Rooted has also continued a training process in collaboration with Step Up to Quality (SUTQ) and Munroe-Meyer Institute, to get all initiative coaches trained in the Reflective Consultation model. This is a 6-month training model where they will attend a total of 3 days of training and participate in ongoing mentoring to achieve Level 2 status with the Erickson Institute in the FAN Model. This will give coaches the opportunity to build their

capacity in coaching by being able to understand the importance of reflection and to assist childcare providers with this practice. Thus far 34 Rooted coaches have completed, and 4 more are currently in process. In addition, Rooted continues to include child care center directors and Rooted Community Coordinators when space and resources allow.

Rooted in Relationships Coordinator Calls

To more fully support the local community coordinators who are doing this work, we launched coordinator calls in 2016. Following that meeting we have continued to have virtual meetings quarterly. The coordinators decide the main topic for the meeting and have a chance to share what is working well in their community and what challenges they are facing and to get ideas and input from the other communities. In 2017, coordinators asked to have the opportunity for a joint call with lead coaches to discuss challenges they face with Pyramid Model implementation. As a result, there are now four coordinator calls annually with every other conference call including lead coaches so issues that involve both individuals can be addressed simultaneously. Annually, coordinators and lead coaches are brought together for a face-to-face full day meeting with RiR staff to connect, receive updates about Rooted, and enhance the work they are doing by sharing ideas with each other. This year we launched a survey for coordinators asking them for feedback about the quality of support they receive from RiR staff and to assess the impact of multiple early childhood initiatives in their community. They shared many successes and some limitations. Some of their feedback resulted in RiR staff adapting and making changes, such as updating the website to be more user-friendly, and designing a “New Coordinator Checklist.” To see the feedback and the RiR team’s response, please view (Appendix F).

Social Emotional Enhancement Grants

Social Emotional Enhancement Grants continue to be offered and were accessed more readily by providers across all communities this year. Providers asked for a wide range of items to assist them in meeting their coaching Pyramid goals. Some of the items that are commonly requested are social emotional curricula (such as Second Step or Baby Doll Circle Time), and items to help set up the environment to be more conducive in supporting the social emotional needs of children (e.g., area defining circle rugs, adaptable storage units, etc.). Providers are also requesting more materials that can encourage children to play and interact together. Rooted staff continue to support coaches and providers by attending provider collaboration meetings and providing constructive feedback to grant applications to build capacity among participants. These grants continue to be a very appreciated support to their implementation of the Pyramid Model strategies they are learning in training and working to implement with support from their coaches. They also help build the providers confidence and capacity to apply for additional grants beyond Rooted in Relationships.

Statewide Capacity to Support Early Childhood Systems of Care

Much of the Rooted in Relationships staff time is spent on technical assistance to the communities implementing RiR and providing continuous quality improvement as processes are refined and early childhood work in communities is aligned (i.e.: Communities for Kids (C4K), Multi-Tiered Systems of Support (MTSS), etc.). Additionally, staff collaborate with state level entities to build statewide capacity to support early childhood systems of care. Please see (Appendix G) for additional detail regarding capacity building efforts.

Coach Collaboration

Ongoing collaboration is occurring with other coaching initiatives, such as Step Up to Quality and NDE Office of Special Education, to align coach trainings, reduce duplication of services, and increase the capacity of coaches in each initiative. In addition, staff are involved in the cross-systems Coach Collaboration Team, the Systems Infrastructure Group, and the Coach Development Network (CDN) (a subgroup of the Coach Collaboration Team). The mission of the Coach Collaboration team is to encourage the optimal development of young children in Nebraska by supporting high quality child care, home, and educational environments and experiences

through the provision of effective on-site coaching. Its purpose is to coordinate the development and sustainability of cross-system early childhood professional development in Nebraska focusing on coaching as one delivery mechanism.

In 2020, the Coach Development Network (CDN) finalized the Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice, which serves many purposes including providing an outline of a common set of principles or standards for coaching in early childhood education settings as well as serving as a reflective tool for coaches to assess their own competencies in the following areas: Setting the Foundation, Co-Creating the Relationship, Facilitating Learning Through Coaching Strategies, and Assessing the Success of the Coaching Partnership. In 2021, the CDN unanimously decided to revisit the document and analyze possible gaps related to equity in early childhood coaching. The CDN worked with the Coaching for Equity group to rework the existing domains and principles to ensure specific standards focused on equity and inclusion. Additionally, the CDN agreed to add a 5th domain that specifically focused on and outlined equity and inclusion practices. This section will be called “Coaching for Equity”. The CDN is in the process of completing this 5th domain. Upon completion, additional training opportunities will be offered to coaches focused on each domain of the competencies.

The Coach Development Network met with marketing experts from EmSpace in 2021 to create a dissemination plan around the Coach Competencies. A website and branding materials were created and will be revealed to the public in 2022. This website will house the Coach Competencies, the Early Childhood Coaching Initiatives document (created in 2020), and several other resources for coaches across all initiatives.

NDE is beginning to implement Pyramid differently, rather than the cohort system that they have managed for many years, Pyramid supports will be embedded as part of the Multi-Tiered System of Support (MTSS) that is being developed regionally. Ongoing collaborative meetings have been held this year to develop this system in a way that will align and support all Pyramid practices in communities no matter what setting (child care, school, Head Start). This change has affected the current coach system and will build on the Early Learning Connection Coach Consultants (ELCCC) that have now been hired statewide as part of the Preschool Development Grant. Rooted in Relationship staff have continued to partner with the Early Learning Connection Coach Consultants and the MTSS Pyramid Facilitators to ensure alignment with Pyramid supports and resources. Additionally, the NDE Office of Early Childhood hired a Coach Collaboration Specialist. This individual will co-lead the Coach Collaboration Team with Rooted in Relationships staff.

Child Parent Psychotherapy

Rooted in Relationships initially supported two training cohorts for Child Parent Psychotherapy (CPP), an evidence-based counseling modality geared towards children birth-5 and their families in which 70 mental health providers completed training. The training process coordinated by UNL-Center for Children, Families, and the Law (CCFL)'s Resource Project for Vulnerable Young Children (NRPVYC) has become self-sustaining and continues to provide training on a yearly basis. RiR encourages and if needed helps to support community mental health providers attend training.

There are currently 128 clinicians in Nebraska trained to provide CPP (an increase from 95 therapists on October 1, 2018). The 2021-22 CPP training cohort began in April 2021 with 21 trainees and held its first Intensive Training in October 2021. Trainings are being held over half days through Zoom due to COVID-19 related restrictions. As of November 1, 2021, there are 15 clinicians participating in the 2021-22 cohort.

Parent Child Interaction Therapy

In 2019, RiR was tasked with supporting work that has been led/supported by the Nebraska Child Abuse Prevention Fund Board (NCAPF), specifically related to Parent Child Interaction Therapy (PCIT) and Parents Interacting with Infants (PIWI). Staff have been meeting with UNL-CCFL's NRPVYC to explore creation of a similar system of support for training and support around PCIT that has been implemented successfully with CPP. Core to this support structure is a training system within Nebraska so therapists do not have to travel out of state for training and that will enable the development of a greater number of therapists proficient in this therapy modality. Through a contract with NRPVYC, the first PCIT training cohort began its 12-month training program with Initial Training on September 21-25, 2020. Eight trainees and the Nebraska trainer candidate participated virtually. The three-day Part 2 training was completed on March 22-24, 2021. The second cohort of ten new clinicians began in August 2021 and Part 2 will be held in February 2022. Clinicians were recruited from the community collaboratives across the state before being opened to the public. Most of the baseline fee of the training has been funded by System of Care Division of Behavioral Health funding. The Nebraska trainer completed the training program in 2021, which now allows the NRPVYC to provide additional, regular PCIT training cohorts in partnership with Project Harmony. NRPVYC will continue to partner with System of Care stakeholders in building and sustaining its CPP and PCIT training programs.

An additional component of supporting PCIT infrastructure includes NRPVYC enhancing its webpage on PCIT, which includes a map of PCIT therapists. A list of PCIT therapists, similar to that of the CPP registry list, has also been built. The webpage also includes a link to the PCIT International list of certified PCIT therapists.

<https://www.nebraskababies.com/ecmh>

Lastly, the NRPVYC team and Nebraska Children staff met several times during 2020 to discuss the development of PCIT evaluation as well as modifications of the general Early Childhood Mental Health (ECMH) evaluation plan. Changes were made to simplify the existing PCIT plan to encourage therapist engagement and increase data collection. Data collection efforts will be reviewed in early 2022 to determine if the changes made in 2020 were successful in increasing the number of evaluation packets received by the communities.

Parents Interacting with Infants

Parents Interacting with Infants (PIWI) is an evidence-based set of practices based on beliefs (a “philosophy”) about families, children, and helping relationships. The objective of PIWI is to increase confidence, competence and positive relationships for parents and children ages 0-2. It does so by keeping the parent-child relationship at the center and by supporting responsive, respectful parent-child interactions. The primary method for delivering PIWI is parent-child groups, but it is also used in home visitation and other settings. PIWI has been successfully used in community-based Head Start, early intervention and other settings with a diverse range of parents and children. The Nebraska Child Abuse Prevention Fund Board (NCAPF) funded communities to support PIWI facilitation for several years. In 2019 Rooted in Relationships was tasked with developing infrastructure to support expansion of PIWI classes more broadly in Nebraska. An experienced team of three trainers now lead the process of training PIWI facilitators in Nebraska. One virtual training of facilitators was held in February 2021 the PIWI trainers conducted a training of facilitators for 25 Blue Valley Community Action Head Start employees including family advocates, site leaders, and engagement specialists. A second PIWI training of facilitators was held November 2021 for 13 interested persons across the state, with the largest group in the Omaha area, including Bethlehem House and Child Saving Institute. Overall, very few sites conducted PIWI classes during the year due to COVID making it unsafe to engage families with small children who cannot be vaccinated.

The team of PIWI trainers are working on completing new video clips to support the training as the current clips needed updating. It was planned initially that the video clips would be completed this year, however the pandemic made it impossible for PIWI classes to continue safely, so the video project has been put on hold until classes can resume. The four communities that had received three or fewer years of funding from the Child Abuse Prevention Fund Board were provided up to \$4000 from Rooted to continue their infrastructure development around PIWI practices in their communities.

Circle of Security Parenting

Rooted has continued to provide a level of support for Circle of Security Parenting (COSP) facilitators through building a stronger statewide website, developing common evaluation, and marketing tools, and supporting additional training of facilitators. Rooted staff leads the Circle of Security Leadership Team in Nebraska. Local capacity for reflective consultation to support facilitators via a pilot process approved by Circle of Security International (COSI) continues to expand. In 2021, peer reflective consultation sessions were offered to all COSP facilitators every other week while they were facilitating a class. RiR also supported a session of Fidelity Coaching for five interested facilitators. Fidelity coaching was developed to help each facilitator deepen their understanding of the COSP model to deliver the model with fidelity. Each session can support up to five facilitators and is completed weekly over a nine week timespan while facilitators are actively facilitating a group.

Progress has been made collaborating with the Department of Health and Human Services (DHHS) to streamline a system to reimburse facilitators for court-ordered parents to be able to participate in the program. The process is currently being managed by the Nebraska Association of Education of Young Children (NEAEYC). Additionally, Nebraska Child Abuse Prevention Funds and NDE ARPA funds are also being utilized to support COSP Programs across the state. Funding was recently secured in November to begin to train 18 new facilitators located in areas of the state without support, as well as building capacity in tribal communities and additional languages. Circle of Security International released an enhancement to traditional COSP, called COSP-Classroom. This enhancement is designed to make the program even more applicable to all early care professionals. So far, Nebraska has 30 facilitators that have completed the Master Course. A new evaluation package, updated materials, and resources for facilitators have been developed.

Early Childhood Mental Health Community of Practice

In 2019, a new Early Childhood Mental Health (ECMH) Community of Practice was developed, organized by the University of Nebraska Center on Children, Families and the Law with input from Rooted staff, Options in Psychology, Child Savings Institute, Children's Hospital and Medical Center, Woodhaven Counseling Inc, and the University of Iowa. In 2020, the decision was made to hold the event virtually, approximately 275 professionals from across the state attended. Special sessions were tailored to attendees specializing in Child Parent Psychotherapy, Parent-Child Interaction Therapy, and Circle of Security-Parenting. The intent is to hold this event annually to connect and support those that work in the early childhood mental health field. In 2021 the direction of the group turned to focus on supporting the Nebraska Association for Infant Mental Health (NAIMH) as they joined the Alliance for the Advancement of Infant Mental Health. Next April Nebraska will have an Endorsement for Infant Mental Health, and this group will transition to supporting the Competencies needed for those who are connected to the work. In addition, they continue to offer more skill-based trainings to support practitioners working in ECMH. The planning group is now more interconnected with NAIMH and has shifted to be more diverse, including representing a variety of disciplines and individuals geographically spread out across Nebraska.

Nebraska Center on Reflective Practice

Recognizing the need for reflective practice, both consultation and supervision, and building on a training that was held in September 2015 with Linda Gilkerson from the Erikson Institute, we have continued to support the Nebraska Center on Reflective Practice (NCRP). The Center is housed within the Nebraska Resource Project for Vulnerable Young Children, located within the Center on Children Families and the Law at UNL and is a being collaboratively funded by Nebraska Children and Families Foundation (through RiR), NDE, UNMC and UNL. We continue this collaboration with plans to support evaluation of this training process and explore cost effective ways to expand. Expansion was included in the Preschool Development Grant which was awarded to Nebraska in 2020.

The Center has focused on supporting a train the trainer process using the FAN Model (Facilitating Attuned Interactions) developed by Linda Gilkerson. So far, 8 trainers have completed the process to become an approved trainer, and 3 more are in process. One individual employed by the NCRP was approved by the Erikson Institute to become a Trainer of Trainers and completed this process in 2021. This enables NCRP to train more trainers as needed without having to contract with out of state trainers. Rooted continued to support Reflective Consultation groups for home based childcare providers. In 2021, 33 home based providers participated in the groups, with 12 of them participating 6 months consecutively.

Communities for Kids

Rooted in Relationships is working closely with Nebraska Children's initiative, Communities for Kids (C4K), to maximize early childhood community planning efforts and resources. We continue to strategize on how to sequence our work in communities to streamline efforts and avoid duplication. A small work group focused on tribal early childhood efforts is working together to determine next steps as early childhood coordination support is scheduled to be offered to tribal communities; this provides an opportunity to strategically plan sequencing of early childhood offerings in communities. The addition of the Early Childhood Community Coordinators (ECCC) through Communities for Kids Plus (C4K+) funded by the PDG has also assisted in supporting sustainability efforts and enhanced coordination. Several communities utilize support from C4K+ and RiR to hire a full time early childhood coordinator which enables early childhood initiatives to be under one "umbrella" in a community and create a single early childhood work plan supported by numerous funding sources and initiatives. This alignment has provided continuity within communities that supports an early childhood system rather than viewing funding as initiative specific with separate work plans and strategies.

COVID-19

As COVID-19 struck in 2020, Rooted in Relationships staff mobilized to quickly assist providers and programs. Rooted remains committed to problem solving and supporting community members as the pandemic continues to affect individuals in a variety of ways. Rooted in Relationships has been flexible in adapting the Pyramid package requirements to meet needs of child care locations who have closed for extended periods (some began the year doing refresher trainings), as well as providing adaptations around data collection as needed to ensure safety and honor current COVID status in communities.

Nebraska Children and Families Foundation began hosting a meeting of child care stakeholders, initially meeting every morning to assist in responding to needs being relayed from child care providers and parents. This group continues to meet twice a month with 50+ consistent participants.

Rooted in Relationships staff assisted in the development of:

- Nebraska Child Care Referral Network (CCRN) designed to enable families to locate licensed childcare providers in communities across the state. Providers include both family care, center-based care, pre schools, and school-age-only providers. [NEchildcarereferral.org](https://nechildcarereferral.org)
- COVID-19 Child Care Resource website-continual updating as rapidly changing research and guidance needed to be communicated to the field.
- Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funds distribution assistance
- Mental Health Workgroup that specifically researched needs related to Workforce Well-Being and then disseminated information
- Ongoing Development of materials for child care providers with partners: <https://bit.ly/NAIMHresources>

Support of equitable and inclusive practices

Nebraska Children and Families Foundation pursues individual, programmatic, and system-level change with the goal of ensuring equitable access to supports which promote well-being and positive outcomes for all. While this has been the mission always, of late NC, inclusive of Rooted in Relationships, has committed to an intentional focus on race, equity, diversity and inclusion.

Professional Development and Exploration

- Nebraska Children’s Race Equity Diversity Inclusion (REDI) Team has been establishing a way for staff to provide continuous feedback, have an open dialogue, and ask questions about NC’s role and work to promote diversity, equity & inclusion and to address disparities in outcomes for children and families from different racial and ethnic groups. This includes a monthly open meeting for discussion.
- Quarterly sharing of professional development, learning around REDI-all NC staff.
- Rooted staff attended Race Equity Institute
- Year 3 training: UNL Extension is developing an additional training focused on equity which is scheduled for completion and use in 2022 entitled; “Equitable Teaching in Early Care and Education: Reflection and Practices”.
- Sponsoring Keynote and Workshop presenter as part of the Nebraska Young Child Institute (NYCI), June 2022. Dr. Walter Gilliam will present:
 - o Keynote topic: Suspensions, Expulsions, and the Role of Implicit Bias in Early Childhood Settings
 - o Intensive Workshop: Constructive Ways to Understand and Communicate the Concept of Bias
- The day following the NYCI, Dr. Gilliam will provide 6 hours of training to early childhood coaches:
 - o Topic – Helping Coaches Identify and Coach Through Biases

The Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice

- Rooted in Relationships staff is highly involved the Coach Development Network, a subgroup of the Coach Collaboration Team. In 2021 this group began making edits to the newly published Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice in an effort to include coaching strategies and practices that are specific to ensuring equity and inclusion in early childhood settings. Additionally, a 5th domain of the competencies titled “Coaching for Equity” is being added to the document in 2022.

Evaluation

- As part of Rooted data collection, expulsion and suspension data inclusive of race, ethnicity and gender, is tracked. While these numbers are small, we continue to monitor and work individually with communities to address disparities that may be noted.
- The Rooted team, collaboratively with evaluation staff, continue to review evaluation tools completed by Rooted providers and coaches to consider ways that additional information could be collected that would help Rooted staff, coordinators, and coaches to better understand issues that may impact equity in their communities.

Statewide Leadership Team

- The Pyramid State Leadership Team, which is co-lead by RiR staff, identified three members to participate in a national training series through The National Center for Pyramid Model Innovations called “Equity and the Pyramid Model”. This four-part series allowed the identified members to participate in a presentation by The Children’s Equity Project on their recent report, “Start with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education” and go through a series of reflection tools and collaboration with other states. The presentation was recorded and shared with the entire State Leadership Team. The Leadership Team had been using a variety of documents and resources to evaluate and edit their existing work plan to include specific strategies focused around equity and the Pyramid Model.

Intentionality around language

- Intentional focus on translation of materials, as stated previously in process of translating Pyramid Modules to Spanish and embarking on translation of other Rooted materials.
- Active recruitment of bilingual coaches to ensure materials and coaching available in home language.

The Rooted in Relationships website is regularly updated with information to assist the communities in their work (see <http://rootedinrelationships.org/resources/process-guide>). In 2021, the website was revamped to make it more user-friendly in accordance with recommendations from community coordinators. The RiR website also includes general information on social-emotional development, contact information for communities, and other available resources. For an update on activities that were planned for 2019-2021, see (Appendix G).

As the initiative has grown and changed, the need to understand how many communities one staff can provide technical assistance to while successfully managing other systems work became apparent. To that end, RiR staff created a weighting system to determine this with several criteria which has given us guidance on our capacity to expand and support community implementation successfully. Please see (Appendix H) which outlines the scope of work planned for 2022-2024 inclusive of community expansion.

Appendices

Appendix A: RiR Growth Map

Appendix B: RiR Package Flow Chart

Appendix C: RiR Community Implementation Progression

Appendix D: RiR Community Update Table

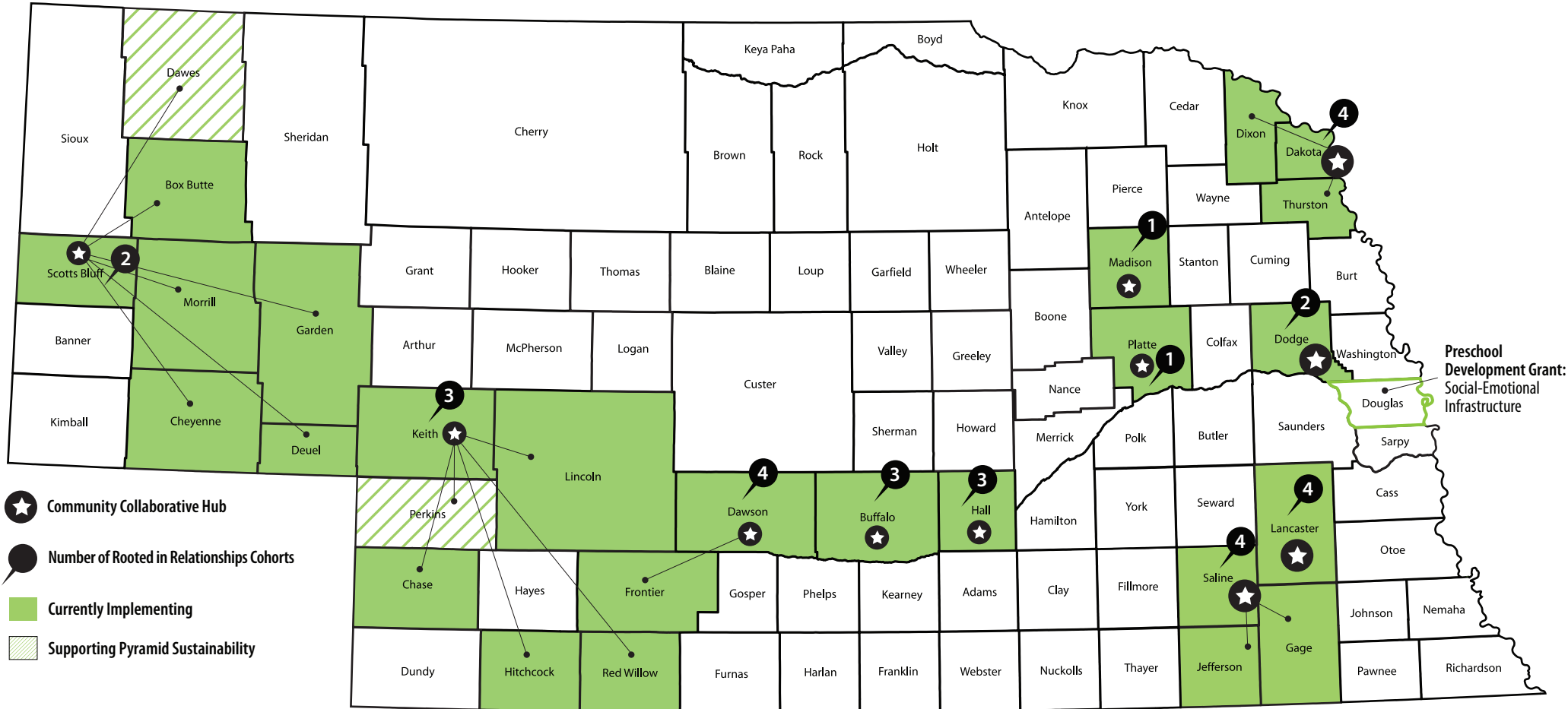
Appendix E: Statewide Infrastructure Transitions

Appendix F: RiR Coordinator and Lead Coach Feedback

Appendix G: Scope of Work Update 2019-2021

Appendix H: Scope of Work Outline 2022-2024

Rooted in Relationships Growth Map (Current)



Community Data Gathering

To identify strengths, assets, and critical gaps in community services and systems for young children in order to make informed recommendations for action and to build community awareness.

Timeline: Ongoing through planning period

Who participates: Community Stakeholder Team and Others as Needed

Selection of a Systems Priority

To select a systems priority and implement evidence-based practices that will address the needs identified through community data analysis.

Timeline: By the end of Year 1

Who participates: Community Stakeholder Team

Pyramid Model Planning

To plan for the three year Pyramid Model implementation cycle, including recruiting and training a community-based coaching team, recruiting participating child care providers, and setting up the infrastructure supports necessary to ensure fidelity to the Model.

Timeline: Ongoing through the planning period

Who participates: Community Stakeholder Team

Community Work Plan

Early Childhood Systems

Implementation of Systems Strategies

To influence change in the early childhood systems within the community that affect social emotional outcomes by implementing the systems strategies outlined in the community work plan.

Timeline: Ongoing throughout the grant period

Who participates: Community Stakeholder Team and others as needed

Pyramid Model Implementation

Training

To share the Pyramid Model framework and content in order to support provider readiness for implementation of practices and application of knowledge and skills.

Frequency:
4 Trainings and Director Training in Yr 1
3 Trainings in Yr 2
2 Trainings in Yr 3

Who participates: Providers, Directors and Coaches

Coaching

To promote growth and change the knowledge and skills of providers in order to effectively implement and sustain Pyramid Model practices.

Frequency:
• 2.5 hrs/mo in Yr 1
• 1.5 hrs/mo in Yr 2
• Min. of 6 hrs/ max. of 12 hrs completed throughout Yr 3

Who participates: Providers

Coach Consultation

To ensure high-quality coach support to the provider by identifying the coach's thoughts, feelings, and experiences related to coaching and how they affect the coaching relationship.

Frequency: Monthly
Who participates: Coaches with Rooted in Relationships Reflective Consultants

Provider Collaboration Meetings

To promote a community of peer learning which leads to sustainability and continuous quality improvement in practice.

Frequency:
• Minimum of 6/ maximum of 12 meetings per year
Who participates: Providers and Coaches



ROOTED IN RELATIONSHIPS COMMUNITY IMPLEMENTATION PROGRESSION

Initial Selection and Offer	Planning (1 year)	Implementation	Winding Down	Sustainability
<p>Rooted Advisory Group makes the decision about which community to offer the opportunity to implement Rooted based on:</p> <ul style="list-style-type: none"> • Community Capacity • Community prioritization of social-emotional work • Other NC initiatives present • Data showing need <p>Rooted is offered to the community. If they accept, the stakeholder group determines the best fit for a fiscal agent and hires a coordinator.</p> <p>This community is considered a Rooted in Relationships Hub.</p>	<p>The community stakeholder group:</p> <ul style="list-style-type: none"> • Completes the Early Childhood System of Care Assessment or equivalent – The determination about equivalent assessments will be made by the community and their technical assistant • Determines strategies to address gaps in their community ECMH system • Recruits and hires coaches • Recruits and selects child care providers • Develops a community work plan including evaluation and corresponding budget for implementation 	<p>9-15 community child care providers in each cohort attend training and are coached on implementing the Pyramid Model in their home or center for 3 years.</p> <p>Expansion opportunities are offered in year 2, such that year 3 for one cohort and year 1 of the next cohort happen simultaneously. If a community chooses not to expand, they are offered the opportunity to add more providers again in year 3.</p> <p>Once they feel they have offered the opportunity to all available providers in their community, Hub communities are encouraged to expand to providers outside their community. These other areas covered by a hub are called spokes.</p> <p>One or more systems strategies are implemented and evaluated in the community to enhance early childhood systems related to ECMH.</p>	<p>After a center has sent providers through in two separate cohorts, the coordinator will have conversations with that center about how to sustain Pyramid, such as:</p> <ul style="list-style-type: none"> • Training the center director or other staff as a coach • Training the center director or other staff in Reflective Consultation <p>If they haven't already, community stakeholder groups should consider educating themselves on sustainability strategies such as partnering with schools, Head Start, or other community agencies. They should also consider attending policy training to better understand how to engage state and local leaders on EC issues.</p> <p>When communities begin to have fewer new centers/homes apply, conversations with the community may begin regarding the move to sustainability and plan for continuation of implementation and coordination in spoke communities.</p> <p>The conversation about sustainability may also begin when communities have built significant capacity and/or the community has embedded systems strategies.</p>	<p>When a hub has moved to a new community, stakeholders in the old hub community are encouraged to continue meeting to work on early childhood goals and systems in their community.</p> <p>The stakeholder group is offered the opportunity to apply for a mini-grant of no more than \$10,000 to sustain social-emotional professional development opportunities and continue systems building.</p> <p>Applications for mini grants will be submitted annually and, upon review, may be funded between 1-3 years following completion of the last Pyramid cohort.</p> <p>Application information and guidance on allowable expenses are provided by Rooted staff upon request.</p>

Cohort 1 Communities: Implementation began in 2014

Dakota County

Backbone Agency: Siouxland Human Investment Partnership (SHIP)

Pyramid Model	Systems Work
<ul style="list-style-type: none"> • 2014-2017 - Initial provider group completed • 2016-2019 - 2nd provider group completed • 2017-2020 - 3rd provider group completed • 2019 4th provider group (Double), currently in year 2/3: 5 centers (7 lead teachers, and 11 assistant teachers) 1 director • Two coaches (1 mental health practitioner, 1 early childhood specialist) • Serving Dakota, Dixon, and Thurston Counties 	<ul style="list-style-type: none"> • Parent engagement strategies include offering a variety of parent engagement opportunities and classes, including the creation of social-emotional area at library & community book walk • Focus on early childhood social-emotional screening that is taking place in a more coordinated way in partnership with the school system • Strategy with health systems. Physicians “prescribing” reading at well child checks-Rooted providing SE books. • Positive Solutions for Families Pyramid Parent Modules offered

Dawson County

Backbone Agency: Two Rivers Public Health Department

Pyramid Model	Systems Work
<ul style="list-style-type: none"> • 2014-2017 - Initial provider group completed • 2016-2019 - 2nd provider group completed • 2018-2021 - 3rd provider group completed • 2020 - 4th provider group, currently in year 2; 6 providers and 4 directors • Two coaches (1 early childhood specialist, 1 mental health specialist) • Serving Dawson and Frontier County 	<ul style="list-style-type: none"> • Parent Engagement via Circle of Security Parenting classes offered on a routine basis within the county inclusive of classes offered in Spanish and Positive Solutions for Families Pyramid Parent Modules offered. • Public Awareness Campaign— social-emotional backpacks in library to check out • Collaborating to support building the capacity of a Spanish-speaking coach with 4 new providers

Saline County

Backbone Agency: Public Health Solutions

Pyramid Model	Systems Work
<ul style="list-style-type: none"> • 2014-2017 - Initial provider group completed • 2016-2019 - 2nd provider group completed • 2018-2021 - 3rd provider group completed • 2020 - 4th provider group, currently year 2: 2 child care centers (3 providers), 5 family home child care providers, 1 preschool teacher from Central Elementary School • 4 coaches (3 early childhood specialists, 1 Mental Health provider) • Serving Saline, Jefferson and Gage Counties 	<ul style="list-style-type: none"> • Continue to partner with Sixpence CC Partnerships to offer communities the opportunity to engage in best practices and increase quality in center-based child care settings • Community coordination of early childhood screening with Sixpence • Public Awareness Campaign—print materials, radio spots, presence at community events to share why social-emotional development is important. “Pyramid Week” held during the first week of school • Partnering with Fairbury Public Schools to support implementation of the Pyramid Model birth through age 8

Cohort 2 Communities: Implementation began in 2015

Dodge County

Backbone Agency: Fremont Area United Way

Pyramid Model	Systems Work
<ul style="list-style-type: none"> • 2015 - 2018-Initial provider group completed • 2018 - 2nd provider group, currently in year 4: 4 child care centers (3 providers, 1 director) 1 family child care home • Three coaches (all early childhood specialists) 	<ul style="list-style-type: none"> • Continue to partner with Sixpence CC Partnerships to offer communities the opportunity to engage in best practices and increase quality in center-based child care settings • Working to connect early childhood providers and the community collaborative partners to support the social emotional well-being of all young children in the community.

Hall County

Backbone Agency: Grand Island Public Schools

Pyramid Model	Systems Work
<ul style="list-style-type: none"> • 2015-2018 - Initial provider group completed • 2019 - 2nd provider group, currently in year 3: 3 centers (6 providers and 3 directors) and 1 home based provider • 2021- 3rd provider group (double), currently in year 1: 5 additional centers (24 providers and 4 new directors) and 3 home based providers. • Four coaches (three early childhood specialists and one mental health practitioner) 	<ul style="list-style-type: none"> • Coach collaboration across initiatives in Hall County – EDN, Sixpence, Step up to Quality and Rooted • Child Care Director Collaboration meetings • Professional development for center directors to attend training • Provider mental health and self-care through professional development and reflective consultation • Parent Pyramid Modules

Lancaster County

Backbone Agency: Nebraska Association for the Education of Young Children (NeAEYC)

Pyramid Model	Systems Work
<ul style="list-style-type: none"> • 2015-2018 - Initial provider group completed • 2017-2020 2nd provider group completed • 2019 - 3rd provider group (double), currently in year 3: 8 centers (9 lead, 2 assistant, and 6 directors) 1 family child care home • 2021- 4th provider group, currently in year 1: 3 additional centers (6 lead teachers, and 3 additional directors), 2 family child care homes • Four coaches (2 mental health practitioners, 2 early childhood specialists) 	<ul style="list-style-type: none"> • Support system coordination and evaluation for Circle of Security Parenting within the County • Coordinate the work of the Rooted in Relationships initiative within the Access to Quality Childcare workgroup of the Lincoln Early Childhood Network (LECN) • Develop a process to pilot in partnership with the Regional Early Childhood Coach Coordinator to support directors/internal coaches in three child care centers to address sustainability of the Pyramid Model • Support parent engagement through provision of Positive Solutions for Families Pyramid Parent modules • Partner with the Lincoln Children’s Museum to create a Social/Emotional “School Readiness Checklist” that children can participate in with their families at the museum • Develop and distribute social-emotional backpacks that are provided, with a short training, to any Lancaster County provider that is interested after attending a Social Emotional Early Learning Guidelines Training

Cohort 3 Communities: Implementation began in 2017

Buffalo County

Backbone Agency: Buffalo County Community Health Partners

Pyramid Model	Systems Work
<ul style="list-style-type: none"> • 2017-2020 - Initial provider group completed. • 2019 - 2nd provider group (double), currently in year 3: 3 family child care homes, 7 child care centers (13 providers, 6 directors) • 2021- 3rd provider group, currently in year 1: 1 family child care home, 4 additional centers (11 lead, 4 assistant, and 1 additional director). • 4 coaches (3 early childhood specialists, and 1 mental health practitioners) 	<ul style="list-style-type: none"> • Academic Detailing Model to work with pediatricians and physicians to encourage discussion of the importance of social emotional health. • Public Awareness campaign about social emotional development in children birth-8, specifically focused on parents, physicians • Circle of Security Parenting infrastructure • Director Collaboration Group (Additional support for directors, mirroring the Providers Collaboration Group)

Keith County

Backbone Agency: Educational Service Unit (ESU) #16

Pyramid Model	Systems Work
<ul style="list-style-type: none"> • 2017-2020 - Initial provider group completed • 2019 - 2nd provider group (double), currently in year 3: 5 family child care homes, 8 centers (10 providers, 3 directors) • 2021- 3rd provider group, currently in year 1: 2 family child care homes, 7 additional centers (10 lead teachers and 4 directors) • 5 coaches (4 early childhood specialists, and 1 mental health practitioner) • Serving Keith, Chase, Lincoln, and Red Willow Counties 	<ul style="list-style-type: none"> • Parent engagement, supporting Circle of Security Parenting, Parent Pyramid Modules, and other family oriented events in Keith/Lincoln/Red Willow Counties • Directors Collaboration Group (Additional support for directors, mirroring the Providers Collaboration Group) • Coordinating of work with Head Start. Have included an internal coach in their coaching team to support Head Start classrooms in the area

Cohort 4 Communities: Implementation began in 2018

Nebraska Panhandle

Backbone Agency: Panhandle Partnership

Pyramid Model	Systems Work
<ul style="list-style-type: none">• 2018-2021 - Initial provider group completed.• 2021 - 2nd provider group, currently in year 1: 1 home based provider, 5 centers (11 providers)• 1 coach (1 main "Rooted" coach who is early childhood specialist, a coach support that is a mental health provider)	<ul style="list-style-type: none">• Connected with the 0-8 subgroup of the Panhandle Partnership• Supporting parent engagement with the use of the Parent Pyramid Modules

Cohort 5 Community: Implementation began in 2020

Madison County

Backbone Agency: Norfolk Family Coalition

Pyramid Model	Systems Work
<ul style="list-style-type: none">• 2020-Initial provider group, currently in year 2: 3 family child care homes (6 providers), 1 child care center (3 providers, 1 director)• Two coaches (1 early childhood specialist, 1 mental health provider)	<ul style="list-style-type: none">• Partner with communities for kids on enhancing quality• Parent pyramid modules• Social-emotional backpacks

Cohort 6 Community: Implementation to begin in 2021

Platte County

Backbone Agency: Community and Family Partnership

Pyramid Model	Systems Work
<ul style="list-style-type: none">• 2021-Initial provider group, currently in year 1: 5 family child care homes, 5 child care centers (8 providers, 1 director)	<ul style="list-style-type: none">• ASQ-SE Training• Provider recognition• Early Childhood Career path work with schools

Douglas County

Backbone Agency: OneWorld

Pyramid Model	Systems Work
<ul style="list-style-type: none">• 2021-Initial provider group, currently in year 1: 9 family child care home providers, 2 centers (5 providers, 2 directors)• Four coaches (2 early childhood specialists, 2 mental health providers)	<ul style="list-style-type: none">• Translating Pyramid modules and some Rooted documents into Spanish• Will begin planning for parent pyramid modules in 2022 to deliver in 2023 (depending on translation timeline)



Statewide training infrastructure		
Task	Who leads now	Future lead
Pyramid Training of Trainers (ToT)	RiR	RiR /NDE Co-Lead
Pyramid Modules	RiR houses modules, RiR provides and monitors access	ECTC houses modules and provides access, RiR/NDE Co-Lead access monitoring
TPOT/TPITOS Trainings	RiR	RiR/NDE Co-Led
Pyramid Module Training	RiR in communities	ELC Partners sponsor training posts, RiR in communities support new staff in centers

Statewide coaching infrastructure		
Task	Who led previously	Who leads now
Coach Collaboration Team	RiR	RiR /NDE Co-Lead
Task	Who leads now	Future lead
Coaching Hub for Statewide Implementation	Coach Collab. Team Co-led NDE/RiR	NDE Regional Implementation
Coach Training (EC, Pyramid, SUTQ, Boosters)	RiR	NDE Coach Collaboration Specialist in partnership with Systems Infrastructure Group
Coach Development Network	Co-led by partners; Backbone support RiR	Co-led by partners, Backbone support by NDE Coach Collaboration Specialist

Statewide evidence-based practices infrastructure		
Task	Who led previously	Who leads now
Pyramid Hub for State Wide Implementation	Pyramid Leadership Team Co-Led by NDE/RiR	Pyramid Leadership Team Co-Led by NDE/RiR, Four workgroups Co-Led by RiR and partners
COSP	RiR	RiR and COSP Leadership Team
Task	Who leads now	Future lead
Reflective Practice	RiR and Nebraska Reflective Practice Center	Nebraska Reflective Practice Center
Ongoing Infrastructure support to CCFL-NRPVYC (PCIT, CPP, Community of Practice)	RiR and CCFL-NRPVYC	CCFL-NRPVYC
Parents Interacting with Infants (PIWI)	RiR	RiR/CWB Co-Lead

Rooted Coordinator and Lead Coach Feedback/Concerns and RiR Staff (TA) Response

Feedback and concerns were expressed in the coordinator survey or during the coordinator/lead coach meeting in July 2021 and Rooted staff share how they have responded

Feedback/Concern	Rooted Response
Greater support and more check-ins with new coordinators	Rooted staff in communities that have new coordinators will work on checking in more often and/or setting up recurring meetings. Coordinators are encouraged to reach out with questions at any time or to request a meeting to check in.
Additional written guidance for new coordinators on what is expected	There is a new coordinator checklist that will be provided to all new coordinators to help them get started. RiR staff will be adding a section about due dates for reports, etc. to help new coordinators structure their time. A new coach checklist has also been created and distributed to all coordinators and is available on the website. https://rootedinrelationships.org/resources/process-guide/selecting-providers-and-coaches.html
The RiR website is not easy to navigate	RiR staff completely overhauled the Process Guide to make it more user-friendly and to categorize documents in a way that should make them easier to find. There is also now a direct link to the Process Guide from the Rooted homepage. If you have any feedback about the website please let your TA know and we can continue to tweak the design to make it as easy as possible to use. We plan to continue to evaluate other parts of the website and update over time.
Would be nice to have a more concise idea of what initiatives are working on the same types of projects in the community in order to make the most impact.	Rooted encourages collaborative work at the community level which is one way to learn of the various initiatives underway. We do our best to share information about opportunities/projects in communities but may not always know ourselves. Communicating on an ongoing basis with the regional Early Learning Connection Coordinators as well as the Early Learning Connection Coach Consultants may be helpful. Additionally, if we have specific “asks” from communities, we are happy to gather information.
Working across initiatives to encourage Step Up to Quality or Sixpence CCP first, then implementation of Rooted	Rooted continues to engage in conversations with these partners regarding the sequencing of initiatives to create the greatest impact and reduce duplication. Some ideas have been piloted (such as CPP-Rooted in Panhandle) with success that can be replicated, and other ideas are under development. We encourage community collaboratives to utilize partners inclusive of child care providers & parents to inform this work and design community work plans accordingly.
Starting new providers in the middle of summer is a challenge due to people's summer schedules	RiR understands that summer can be a difficult time to start providers in some communities, however we have received feedback that starting at other times of the year would also be difficult. Because our funding cycle runs July-June, for now Rooted will continue to start providers in July, though we encourage flexibility in the first month or two of coaching, if needed, to work around difficult schedules.
Funding and support available to train in-house coaches for child care centers	Rooted has provided funding for training of coaches within a program/center. There are many factors to consider but RiR has always been open to remaining flexible about what might work in a given area or program/center. It is not a one size fits all approach that has been taken on this topic. We ask communities/coaches to work with their TA to design a plan tailored to their area. Rooted has also created a new document that may help to outline ideas on how to support internal coaches.

	https://rootedinrelationships.org/file_download/inline/77a5af1c-9667-41fb-9122-7dbb89042676
More specific feedback from providers to coaches regarding their coaching strategies	RiR is working with Munroe Meyer (MMI) evaluators to create a tool that communities can use to collect feedback from providers about their experiences with their coach. At this time, we will continue to collect anonymous data from providers as we want to ensure providers feel comfortable sharing positive and negative experiences without concern. Although we do utilize that data to address issues that may have been shared.
TPOT/TPITOS observations in child care homes	These tools were not designed to be used with mixed age groups, so additional work needs to be done to ensure the tools can be adapted to work in a home environment. We continue to investigate observation tools that may work in home environments.
More consistent program-wide implementation within centers	It has always been Rooted position that communities make decisions about which providers they choose during the recruitment phase. There are pros and cons to going program-wide with Rooted. These considerations are outlined in a document in the process guide. https://rootedinrelationships.org/resources/process-guide/selecting-providers-and-coaches.html If a community chooses a program-wide approach, that is acceptable, however we do not require it.
Training and resources available in Spanish	The Nebraska Pyramid modules are in process of being translated. There is anticipation that the Director’s training and all 4 modules for Year 1 will be translated by the end of the summer in 2022. These trainings and the corresponding handouts will be uploaded to Box as they become available. A new sub-folder labeled “Spanish Pyramid Modules” has been created in the “Pyramid Module Trainings” folder. Please reach out to Stacy Scholten or your Rooted TA with any questions. NCPMI has also released the e-modules in Spanish as well; however, these are not ideal for training as providers do not receive training hour credit for completing them.
Additional funding could also be used in supporting the cost associated with services needed by the child and/or their family.	There are a variety of funding sources available to access, depending on what service is needed. All communities in Nebraska should now have access to Community Response funds which may be appropriate. https://www.nebraskachildren.org/what-we-do/community-prevention-systems/community-contacts.html Additionally, Rooted has always had funding available to support higher end mental health services if a child needs this and no other payment source can be located-please work with your TA regarding this if encountered.

2019-2021 Project Scope (Three Years)

RED-2019 Report of Activities

BLUE-2020 Report of Activities

GREEN-2021 Report of Activities

Activity 1: Maintain and Expand Pyramid Model Implementation in Child Care Settings

- 1a. Support communities as they expand to serve additional providers in their county or neighboring counties. New providers will be engaged for another three-year implementation cycle. It is expected that four established communities will expand twice, and three established communities will expand once. In 2019 four existing communities expanded and due to additional funds through CCDF, those communities were able to double the number of providers receiving training and coaching around the Pyramid Model. In 2020 two communities expanded and added another cohort of child care providers, two communities eligible to expand chose to wait a year due to several factors. In 2021 five communities expanded to a new cohort of child care providers, one community that was eligible chose to wait until the following year.
- 1b. Expand Rooted in Relationships to two new communities. To manage this workload, we will maintain 4.0 FTE staff to provide technical assistance. Planning began in one new community in 2019 with another scheduled to begin planning in 2020. In 2019 Rooted hired an additional FTE for a total of 5.0, this was done in anticipation of further expansion. Planning began as anticipated in 2020 in a new community and due to the receipt of the Preschool Development Grant planning is underway in an additional community which was not originally anticipated. In 2021 upon completion of the planning year one new community began implementation. RiR expanded to three new communities during this proposal cycle.
- 1c. Training of additional coaches will be supported to continue to build local capacity and maintain sustainability of practices over the long-term. The Early Childhood Coach and Pyramid Coach trainings will be offered twice a year in partnership with NDE (Step Up to Quality and Part B-619). Coach Trainings were offered twice in 2019 and are scheduled collaboratively, dates for 2020 have been determined. The spring 2020 dates were cancelled due to the pandemic. Time was needed to transition the coach training to a virtual format and Rooted contracted with trainers to complete this with support from Rooted staff. Virtual training took place this fall for both Early Childhood and Pyramid Coach trainings. Partners agreed that due to the pandemic, both Early Childhood and Pyramid Coach trainings will be held virtually in 2021, dates have been scheduled for spring and fall. Three EC Coach trainings were held in 2021, and two Pyramid Coach trainings were held in 2021. The spring EC Coach Training started the Train the Trainer process for two more training teams. The two new training teams facilitated the fall 2021 EC Coach Trainings, completing their Train the

Trainer process. At the end of 2021 there are 3 separate training teams that are able to provide the EC Coach Trainings, which begins the regional system of training planned. Trainings for 2022 are currently being scheduled all virtually, with anywhere from 3-6 taking place. This increase will help meet the need across the state for more Early Childhood coaches. State partners are collaborating and brainstorming ways to increase the training team for the Pyramid Coach Trainings, so they can be offered more than twice a year as well.

- 1d. Continued development and refinement of standardized Pyramid Model training modules for providers inclusive of birth – 5 in both home and center-based child care settings. In 2019 RiR contracted with two individuals to refresh the training modules and provide a training of trainers. 39 trainers attended that were invited if they were current Pyramid trainers or potential trainers to ensure geographic representation. Another Training of Trainers was scheduled for 2020 but had to be cancelled due to the ongoing pandemic and it was felt that this training did not lend itself to a virtual format. New training dates were set for 2021. Due to the continued risks posed from the COVID-19 pandemic, the Training of Trainers for 2021 was cancelled again. A Training of Trainers will take place in 2022 due to the many trainers in the state that will be required to train on Pyramid per their contract. RiR is working with and coordinating with the trainers and other state partners to determine dates and working through logistics to ensure a Training of Trainers can happen safely in the spring of 2022.

- 1e. Continue to support coaches in the development and refinement of coaching skills through the Coach Booster Training Series offered to coaches quarterly. Booster trainings are developed based on feedback from coaches as well as the latest research related to effective coaching. Ongoing professional development for coaches continues and is being supported by the Coach Development Team, a subgroup of the Coach Collaboration Team. Two Coach Booster training sessions entitled, Coaching to Support Meaningful Parent-Professional Partnerships were scheduled in the spring; however, due to COVID-19, these trainings were canceled, reworked to virtual format and rescheduled to occur virtually for two separate two-day sessions this fall. Three Coach Boosters were offered in 2021, with multiple sessions for each booster. All boosters were presented in a virtual format. In January 2021, “mini” coach booster sessions were offered that gave an overview of the newly developed “Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice”. In April, “Data-Informed Coaching” was the Coach Booster offered, and in October, “The Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice: Competency Domain 1: Setting the Foundation” was offered.

- 1f. Support coaches in use of their coaching data to facilitate fidelity to the coaching process. Coaches are required to attend an annual meeting facilitated by the initiative evaluation coordinator. The focus of the meeting is the use of the coach documentation system and how it can be used to inform coaching practices. Lead coaches are encouraged to use reports from the documentation system to facilitate discussion about individual coaching practices as well as the practices of coaching teams at the community level. The Pyramid State Leadership Team subcommittee that is focused on use of

data is working with the Coach Development Team to create a training that will help coaches better collect, understand, and use their data to inform their coaching practices. This training is scheduled to be held in 2021. A Coach Booster training was offered in the spring of 2021 titled “Data-Informed Coaching”. This Coach Booster session provided the opportunity to look at the real data that is collected for their initiatives and learn strategies to use it in collaboration with their coachees. Coaches specifically learned how to use their data for goal setting, planning, and tracking progress with coachees as well as evaluating individuals coaching practice. The Pyramid State Leadership Team will discuss continued supports for Pyramid coaches as they work with their data.

- 1g. Rooted in Relationships coaches and staff will attend the National Training Institute-Addressing Challenging Behaviors Conference annually to stay apprised of current research and practices. Community contractors are required to include funding in their budgets to send two coaches or providers to this conference. Rooted staff also attend the conference to stay current. The National Training Institute was cancelled in 2020 and 2021; The Pyramid State Leadership Team co-leads engaged with national partners for six months with the National Center for Pyramid Model Innovations (NCPMI) on a Sustainability & Scale up Workgroup. In lieu of an in-person conference in 2021, the National Center for Pyramid Model Innovations conducted a series called “Equity and the Pyramid Model”. Through this series, three members of the Pyramid State Leadership Team were able to attend and view a presentation by the Children’s Equity Project on their recent report: “Start with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education”. These three members were also given the opportunity to reflect on equity practices in the Pyramid Model across the state and identify gaps and barriers. This leads the Pyramid State Leadership Team towards re-evaluating and updating their workplan.
- 1h. Continue to participate and co-lead the State Pyramid Leadership Team to implement the Pyramid process consistently in a variety of settings. Ongoing; continue to work with other entities utilizing the Pyramid model to coordinate and plan trainings, encourage consistency, and plan for future growth/sustainability. Pyramid retreat was held December 6, 2019, at which the group completed the Benchmarks of Quality for State Leadership Teams that will lead to an updated workplan. Ongoing; the State Leadership Team is made up of four workgroups that are each focusing on a portion of the newly developed work plan. The State Pyramid Leadership Team is continuing to meet quarterly, with the four workgroups meeting throughout the year. In 2021, The State Pyramid Leadership Team began to re-evaluate their workplan to ensure that equity, diversity, and inclusion practices and goals were written in. A large group in-person retreat was planned for December but was moved to a virtual format due to the ongoing pandemic.
- 1i. Explore the concept of community wide Pyramid implementation; possible partners Sixpence and Head Start Child Care Partnership providers, schools, home and center-based child care. During 2019 a team of partners met regularly to discuss redesign of the Pyramid system, specifically how NDE has supported this process in the past and their desire to support it in a different way going forward. Pyramid will be embedded as part of the Multi-Tiered Systems of Support (MTSS) that NDE is implementing, and school systems can choose this as an early childhood support. This system will enable community-based opportunities for collaboration as there are now aligned Pyramid Modules

and a coach regional system is being designed. Ongoing; we continue to engage in partnership as the MTSS Pyramid Facilitators (currently in 2 regions) begin to offer support and tools to schools related to Pyramid. Continue to support communities as they explore community wide implementation. In several communities they are piloting work together with both the school, Head Start, and their child care centers. They are braiding funding so that additional providers can be supported. Additionally, Communities for Kids stakeholder groups have opted to utilize some of their funds to support additional providers to receive Pyramid with Rooted cohorts. Embedding trained coaches in communities, EC coordinators and MTSS Regional Pyramid Facilitators has had a profound impact on community spread of Pyramid. RiR staff has been asked to present at the National Training Institute on Community Pyramid Implementation April 2022.

1j. Study pilot implementation of Pyramid in Sixpence Child Care (CCP) Partnerships (currently in Panhandle) to determine feasibility of replication. Currently Munroe-Meyer evaluators are doing a deeper dive to look at data collected per request of RiR and Sixpence CCP. As part of this process focus groups will also be conducted. A three-page summary report was created as a result of the focus groups conducted by Munroe-Meyer, the following are insights and recommendations from that report:

- Do CCP first, RiR second after two years of CCP
- FAN training was extremely helpful and should be offered to coaches as early as possible to ensure strategies and techniques of reflective consultation can be utilized with providers from the start
- Reflective consultation including the follow-up phone calls and group experiences were advantageous to coaches
- Connecting providers across sites should be supported as it was productive. Both CCP and RiR have Learning Practice Events (LPE) and these should be promoted. Online groups for providers to share resources and support each other are also very valuable

We continue to explore with our partners how to sequence this work based on input from providers. Regular meetings are taking place with NECC, Step up to Quality and Sixpence to develop options.

1k. Explore support of training related to social emotional curriculums (e.g., Baby Circle Time, Second Step, etc.) that are being purchased with Social Emotional Enhancement Grants offered by Rooted in Relationships. This activity was not addressed this year due to other priorities. The focus of trainings has shifted temporarily to topics related to new and emerging issues specific to the pandemic and conversion of trainings to virtual format. Future exploration of this topic is planned, however current priorities have taken precedence. Same

(Not included in the original 3 year plan)

1l. Explore efforts underway and identify opportunities in Omaha to build upon to address early childhood social emotional community needs as identified in the Needs Assessment of the Preschool Development Grant. Assist the community in focusing on priorities and gaps and begin the process to identify an infrastructure and model to address these in a systemic way through collaboration and partnership. This activity was not a part of the original plan as the Preschool Development Grant was awarded to Nebraska in April 2020. In Year One of the grant, staff laid the foundation for the social emotional infrastructure activity work for the following years of the Preschool Development Grant. Early childhood stakeholders throughout the Omaha metro were identified and ongoing meetings took place to develop relationships and learn about how their work supports young children's social

emotional development. Research was completed on local, state, and national sources of data that informed staff and the community on the importance of focusing on young children's social-emotional needs. The zip code of 68107 was chosen to focus efforts on as partnerships were formed with KidSquad and OneWorld (who operates the Learning Community Center of South Omaha) and data was reviewed. Focus groups were conducted during the months of January and February with both parents of young children and early childhood providers in this specific zip code. By the end of the first year in April 2021, an advisory committee for a pilot promoting the social emotional development of young children was assembled. Focus group participants were invited to be members of the advisory committee. At the start of Year 2 of the Preschool Development Grant, the Parent-Provider Advisory Group (assembled in year one) chose to implement the Pyramid model with early childhood providers as a pilot in the South Omaha area to promote the social emotional development of young children. During the second year of the grant, infrastructure pieces were established for the pilot to succeed including hiring and contracting with the following bilingual personnel: a project coordinator, four early childhood coaches, and a Pyramid model trainer. Pyramid model training materials were also translated to Spanish in year two. The pilot officially began in October when sixteen providers and one director attended training and began to receive coaching. Access to social emotional supports through the Pyramid model was expanded to another population as all participants speak Spanish as their primary language.

Activity 2: Expand the Capacity for Delivery of Evidence-Based Practices influencing Early Childhood Mental Health

- 2a. Focus on building ECMH infrastructure through coordination of efforts with regional and state partners to adequately support and sustain implementation at the state, community, program, and family level. Ongoing work with partners as described in the year end report narrative and throughout this document describe the commitment RiR has made to development of infrastructure around ECMH services and supports. New partners are sought and included on various teams that are coordinated by Rooted and staff are regularly asked to participate in other partner led activities. Ongoing. The pandemic has highlighted the importance of organizations both at the state and local level working together to respond. Ongoing partnerships have led to heightened awareness of the importance of promoting social emotional competence and infant/early childhood mental health.
- 2b. Continue to partner and support training of additional therapists in Child Parent Psychotherapy (CPP) and explore training of trainers to expand NE trainer pool beyond the current four. CPP training is now self-sustaining and scheduled to begin training each year at the same time; UNL-CCFL's NE Resource Center for Vulnerable Young Children (NRCVYC) is coordinating this effort. The next training cohort will begin in Jan. of 2020 with 28 applicants. RiR is partnering with NRCVYC to establish a process with the CPP developers and current CPP sanctioned trainers to increase trainer capacity. Ongoing, there are currently 17 trainees in the 2020-21 cohort and a NE therapist, employee of NRPVYC has been sanctioned by the model developer to be a trainer, adding to the trainer cohort while two additional therapists in Western NE are going through the train the trainer process. There are currently 15 licensed clinicians in the 2021-22 CPP Training Cohort. Five clinicians

have dropped from the training since it began (the common reason was having an overwhelming schedule with one clinician from Alaska quitting his job). One trainer is nearly finished with her 3-year Train the Trainer process and two trainers are halfway through the process anticipating being fully trained in April 2022.

- 2c. In partnership, research the attachment and biobehavioral catch-up (ABC) intervention and consider training and implementation in NE to add to evidence-based trauma focused tools. RiR has contracted with NRCVYC to research ABC which has been completed. At this time there are no plans to move forward with bringing this to NE, though it has not been ruled out for the future. Same Same
- 2d. Continue to participate as members and co-lead of the Coach Collaboration Team to refine standardized processes for coach training (initial and ongoing), methods of communication among coaches, strategies for reducing provider coaching overload, and alignment of coaching processes and practices across initiatives. Ongoing-Rooted staff co-lead Coach Collaboration Team meetings quarterly with NDE. The Coach Development Team is a sub-group of the Coach Collaboration Team. Members of the team include several Nebraska early childhood coach experts. The work that this team does informs the work of the larger collaborative. Ongoing; this collaboration is especially important as the coach consultation regional system is built through support provided by the Preschool Development Grant. In 2021, the Coach Development Team, a sub-group of the Coach Collaboration Team, decided to change their name to “Coach Development Network”. One large goal of this sub-group in 2021 has been to finalize and disseminate the Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice. The group spent the last half of 2021 re-evaluating the guidebook to ensure equitable practices were built into the document and partnered with the Coaching for Equity workgroup to review and make edits.
- 2e. Continue work with Step up to Quality (NDE) to train and support coaches who are contracted for Step Up to Quality as well as Pyramid Model through Rooted in Relationships and continue the discussion regarding how Pyramid Model training and coaching fit into the Step Up to Quality framework. As part of the Preschool Development Grant (PDG), a team with RiR representation is reviewing Step Up to Quality framework. Additionally, Coaching Infrastructure has been a focus of the PDG and RiR has engaged in discussion of a coaching infrastructure able to support the various coaching initiatives. A pilot has begun and if awarded implementation funds for PDG will move forward quickly to cover the rest of the state. Ongoing; planning is underway at NDE to expand the pilot from two coach consultants to four in the first year of the PDG implementation. Monthly collaboration through the Coach Collaboration Team, Coach Development Network and Pyramid State Leadership Team work groups have continued to elevate coach systems development. Five Early Learning Connection Coach Consultants have now been hired to provide regional coaching support for all initiatives.
- 2f. Partner to build the statewide capacity for reflective consultation via additional training across systems. Continue to monitor (and support) the need for additional trainers in both the practitioner and supervision model. Supported two training cohorts in 2019, which gave the opportunity for

approximately 40 coaches/child care directors to become trained. Sixpence will be training two staff who can provide training and, if awarded PDG funds, two additional individuals will be trained as trainers, thus increasing capacity for provision of RC training. Two Sixpence staff along with another ECMH Professional are completing the process to become trainers. Eight mentors have also been trained across different disciplines which serves to support the training process. One individual in Nebraska was approved to become a Trainer of Trainers and will complete that process with the Erikson Institute sometime in 2021, which will continue to give Nebraska the opportunity to expand and grow Reflective Consultation. Rooted directly supported two training cohorts in 2020, approximately 36 coaches/child care directors were able to attend. We now have an approved Trainer of Trainers in Nebraska, who has started to train additional staff at the Nebraska Center for Reflective Practice to increase training capacity. Additionally, two Sixpence staff completed the training of trainers through the Erikson Institute and are working with our team to connect and offer RC training to more early childhood professionals, inclusive of Sixpence staff in programs across the state. Two early childhood training cohorts were completed in 2021 with approximately 40 individuals that were able to attend (early childhood coaches, directors, community coordinators).

- 2g. Continue to develop reflective consultation capacity within the state specific to COS-P implementation fidelity. In 2019, 24 (2x/month) sessions of reflective consultation were offered to current COS-P facilitators. In addition, a round of Fidelity Coaching, which utilizes reflective consultation strategies, was also supported. In 2020, this process continued, offering reflective consultation every other week to current COS-P facilitators. One round of Fidelity Coaching was also offered and completed by five facilitators. In 2021 this work continues. A new peer Reflective Consultant is being trained to help support facilitators statewide. Peer Reflective Consultation was offered every other week at a variety of times to meet the needs of facilitators.
- 2h. Lead the Circle of Security Parenting (COSP) Statewide Leadership Team by implementing the developed work plan to support parent facilitators in the field and develop necessary infrastructure to ensure success, this includes meeting with DHHS personnel across divisions to fund common strategies and coordinate access to COS-P at the community level. The COS-P Statewide Leadership Team continues to meet quarterly. Website enhancements were completed, and the Nebraska Association for the Education of the Young Child (NE AEYC) began managing referrals for the Department of Health and Human Services and collaborated frequently with Rooted staff to ensure that processes were completed as smoothly as possible. The Leadership Team added additional members from NE AEYC, so that planning could happen together. Several meetings with DHHS personnel have met with success as referrals are now happening across the state and DHHS is contributing funding for COSP implementation. Communities are encouraged to braid funding and there is flexibility in how payment is occurring. Support was offered to facilitators in a multitude of ways including updated evaluation materials, new website resources, and support via attendance at the early childhood mental health community of practice. Circle of Security Parenting planning and implementation continues to grow in Nebraska. Additional funding was obtained from IDEA-ARPA to support facilitators to be trained in Nebraska in regions currently lacking facilitators and in underserved populations. A new enhancement was completed by Circle of Security International,

COSP-Classroom, which makes COSP applicable to early care providers. Planning for this has taken place this year, including website enhancements, evaluation, and supporting facilitators to be trained. Referrals from DHHS for COSP more than doubled this past year.

(Not included in original 3 year plan)

In 2019 RiR was tasked with supporting work that has been led/supported by the Nebraska Child Abuse Prevention Fund Board (NCAPF), specifically, *Parent Child Interaction Therapy (PCIT)* and *Parents Interacting with Infants (PIWI)*

2i. Continue to partner and support training of additional therapists in PCIT and explore training of trainers in order to develop a NE trainer model. Through a contract with NRPVYC, training options are being explored and a partnership has formed with System of Care and Society of Care to fund PCIT training for individuals in NE in 2020. Ongoing work on a sustainability and a NE training plan. During 2020, NRPVYC developed a PCIT training plan specific to Nebraska with Dr. Beth Troutman and IoWA-PCIT. The first PCIT training cohort began its 12-month training program with Initial Training on September 21-25, 2020. Eight trainees and a NE trainer candidate participated virtually through Zoom. The three-day Part 2 training will tentatively be held on March 22-24, 2021. In 2021 the first training cohort of PCIT was completed. The second training cohort began in August 2021 and Part 2 will be completed in February 2022. Ten spots are available for clinicians to attend. The NRPVYC is offering CWB collaborations a chance to register MH providers in their area for the training first before they open the training to the general public. The PCIT training system is becoming self-sustaining like the CPP training system. In October 2021, an advanced workshop focused on PCIT coaching skills was offered for the Early Childhood Mental Health Community of Practice. Through the contract we hold with NRPVYC, a list of providers trained in CPP and PCIT is posted on their website and kept up to date.

2j. Develop an ongoing system to train facilitators to provide PIWI classes in communities. Rooted staff planned and Nebraska Children consultants conducted training for 10 new facilitators from six NCAPF grantee communities. To build training capacity, an experienced PIWI facilitator was identified to go through a process to become a trainer and she is scheduled to begin co-facilitating the PIWI training of facilitators in the Spring. In September 2020, a training of facilitators was held virtually with the goal of increasing the capacity for interested communities to provide PIWI to families in their area. Rooted staff planned and Nebraska Children consultants conducted training for 11 new facilitators. The experienced PIWI facilitator who was trained to be a trainer in 2019 had the opportunity to co-facilitate her first training of facilitators in 2020 and presented to a group of home visitors about the curriculum. Additionally, two Rooted staff were trained to be trainers. In February 2021 the three PIWI trainers conducted a training of facilitators for 25 Blue Valley Community Action Head Start employees including family advocates, site leaders, and engagement specialists. Overall, very few sites conducted PIWI classes during the year due to COVID making it unsafe to engage families with small children who cannot be vaccinated.

Activity 3: Support Policy Development that Directly Impacts Early Childhood Mental Health

3a. Continue participation in state level System of Care planning and implementation led through Nebraska DHHS, Division of Behavioral Health. Nebraska Children (NC) staff are leading or participating on every System of Care group. Rooted staff participate on the Implementation Team and the Training subgroup. At the request of the Governor, NC is co-leading this effort with DHHS-DBH. In 2020 RiR will partner with SOC and UNL NRPVYC to provide Parent Child Interaction Therapy (PCIT) in NE. Rooted staff continue to advance the work started through the system of care grant even though the grant has officially ended. Turnover this year within DHHS-Division of Behavioral Health has slowed down the efforts for continuing System of Care efforts. The position was filled at the beginning of October and conversations are taking place on prioritizing activities that will also mitigate or address the effects of the pandemic.

3b. Continue to collaborate with First Five Nebraska on a policy agenda. Ongoing collaboration with partners from First Five on a variety of teams (NE Early Childhood Partnership, RiR Implementation Team, PDG activities and teams, etc.). Ongoing; additionally, collaborating with First Five on the Pritzker Grant awarded to NE. We continue to partner with FFN and have monthly meetings to communicate about ongoing EC work and the importance of support for social emotional strategies.

3c. Continue to meet with the Nebraska Early Childhood Partnership to develop a policy agenda in NE related to supporting quality environments that include social-emotional components. Ongoing as mentioned above in 3b. Ongoing. Ongoing

3d. In partnership with NDE build upon existing Early Learning Connection Coordinator infrastructure for professional development to include coach training, coordination, and support at a regional level; similar to pilot occurring now in Omaha and Southeast areas. As mentioned previously meetings have been ongoing in 2019 developing ideas for this system and it has been proposed in the PDG implementation grant. Working with NDE partners to define role of the two ELC Coach Coordinators that are currently being piloted. With the PDG award, this work is moving forward, and ongoing communication and collaboration is occurring to ensure alignment and maximization of resources. In 2021, 3 additional Early Learning Connection Coach Consultants were hired, covering each region of the state for a total of five. Two of the ELC-Coach Consultants have become trainers for the EC Coach Training. Ongoing communication and collaboration are occurring to ensure alignment and maximization of resources. Leadership from NDE (IDEA Part B-619, Part C, Office of EC, Step up to Quality) and RiR meet monthly to continue development of infrastructure supports to ensure sustainability.

Activity 4: Engage in State Level Collaboration across Systems

- 4a. Lead the Rooted in Relationships Implementation Team which meets quarterly and includes cross-systems stakeholders who advise and collaborate regarding ECMH activities and initiatives statewide. The membership list for this team is found in Appendix D. **Ongoing, well attended meetings; continue to add partners as new initiatives emerge.** Ongoing meetings continue to be well attended and a helpful platform for partners to share important developments regarding ECMH statewide. Ongoing, meetings provide a forum for partners to engage in dialogue and promote efforts related to ECMH statewide, however since COVID began additional meetings and workgroups have been created to support many areas of early childhood and may overlap with the work of the implementation team. Further discussions about the purpose of this group will be undertaken with members of the Implementation Team to determine how often it should meet and if its purpose should shift.
- 4b. Participate on several early care and education groups to stay connected at the state and community levels. These include the: Early Childhood Interagency Coordinating Council, Early Learning Connection Coordinators state partners meeting, Early Childhood Data Coalition and NE Early Childhood Partnership. **Ongoing, RiR staff continue to participate and work to align activities/goals of these groups, as well as a variety of others. Rooted staff serve on the Nebraska Early Childhood Workforce Commission being coordinated by the BECI.** Ongoing as RiR staff continue to attend and actively engage with state and community groups to align goals and move forward together. Engagement continues and has expanded with the addition of the Preschool Development Grant as well as COVID related collaborative meetings.
- 4c. Participate on numerous teams at the state systems level to promote cross system supports for Rooted in Relationships and other initiatives. For example, NC provides the “backbone support” to a weekly one-hour meeting/conference call among state partners and NC staff across all initiatives. This team meeting referred to as “Connect the Dots”, has the purpose of keeping one another apprised of happenings and problem-solving cross system issues. It is well attended and comprised of Administrative Level Staff from NDE, DHHS (Health, Behavioral Health, and Children and Family Services-child welfare and economic support programs), Office of Probation, Supreme Court, Court Improvement Project, and Society of Care (inter-tribal). Additionally, NC’s President/CEO is a participant of the legislatively establish Children’s Commission and subcommittee chairperson for “community ownership of child well-being”. **Ongoing, NC continues to support cross system support for RiR and other initiatives.** Ongoing, NC continues to be involved in many cross-system initiatives and are often invited to lead or be part of cross system teams. Ongoing and expanding as new opportunities related to COVID relief funding present themselves. Partners are working together to ensure funds are utilized effectively and in a timely manner.

4d. Continue work with the Nebraska Association for Infant Mental Health (NAIMH). Rooted in Relationships staff are collaborating to ensure messaging around Infant and Early Childhood Mental Health has continuity and supports NAIMH to bring individuals from multiple disciplines together to discuss, collaborate, and strategize new ways to support infant and early childhood mental health across Nebraska. RiR and UNL Extension co-lead NAIMH and assist in planning a yearly retreat, with an additional meeting held semi-annually via zoom. Subgroups of NAIMH (including topics such as training, social-emotional awareness, early childhood mental health data) meet more frequently. In 2019 membership increased by over 35%. NAIMH membership continued to grow in 2020. The annual fall retreat was held this year via Zoom technology. During the COVID pandemic NAIMH co-leads and members came together to develop resources to support children and caregivers during the time of change and additional stress. RiR and UNL Extension continue to co-lead NAIMH. Through the Preschool Development Grant NAIMH was able to join the Alliance for the Advancement of Infant Mental Health. A Leadership Cohort has currently been identified and is working on their own Infant Mental Health endorsement so that they can support others in the state get their endorsement. A kick-off celebration is planned for April of 2022. NAIMH continues to develop needed resources around Early Childhood Mental Health.

4e. Continue to bring partners together to support a comprehensive system that supports social emotional development of children birth through age 8. Focusing on such functions as:

- Workforce/Professional Development across Systems (Early Childhood, Before/After School, and Mental Health)
- Tracking who is trained in various evidence-based practices for purposes of referring families to services.
- Braiding funds to build capacity to serve more families.
- Reflective Consultation for various EI/EB practices (COSP, CPP, Pyramid, PCIT, etc.)
- Fidelity to EI/EB Models and use of CQI to inform practice.
- Trauma Informed Practices across systems ranging from general awareness to in-depth effective practices (Training, Common Screening Tool, Assessment, Competent Treatment.)

Ongoing, we continue to work with multiple teams and partners as described above to integrate and build a comprehensive system that will support the social emotional development of young children. Ongoing; during the pandemic, the value of this work and already established working relationships has really been highlighted as a critical foundation. Ongoing and expanding as described throughout this document.

Activity 5: Engage in Continuous Quality Improvement

5a. Continue to contract with the Munroe-Meyer Institute to provide both process and outcome evaluation. Ongoing, Munroe-Meyer continues to provide both process and outcome evaluation. Annual Evaluation Report: <http://rootedinrelationships.org/resources/>. Ongoing, some adjustments

have needed to be made to the typical plan for observations due to the health risks associated with the pandemic. Despite this many workarounds have been successfully utilized to gather data whenever possible to continue to evaluate the Rooted initiative. Ongoing, while the pandemic continues, many solutions have been put in place to ensure that data can be collected safely from providers statewide. The expectation is that data will be collected for nearly all providers this year despite many hurdles created by the pandemic.

5b. Implement ongoing evaluation and continuous quality improvement (CQI) based on feedback from community stakeholders, coaches, and child care providers. Ongoing, we are continually utilizing feedback from stakeholders, coaches, and childcare providers to assist in determining the most functional way to complete ongoing evaluation as well as how to support quality improvement. Ongoing, the Rooted team meets regularly with evaluators to relay information from stakeholders including coaches, child care providers and community coordinators and discuss CQI. Ongoing, in July 2021 the Rooted team conducted a survey to solicit anonymous feedback from coordinators about strengths of the Rooted team and the initiative as a whole, improvements they would like to see, and how additional emphasis can be placed on equity within the Rooted model. The results from the survey were reviewed by the Rooted team and several changes were immediately implemented to resolve challenges or concerns expressed by the coordinators. A document was then developed and provided to coordinators outlining the challenges we heard from them, what had been addressed already and to continue to grow to alleviate concerns expressed.

5c. Refine data collection methods, especially those used in family child care homes. Ongoing, we are continuously seeking out best practices for collecting data. Ongoing. A cohort of family child care home providers in one community that began implementation in 2020 will pilot TPOT and TPITOS evaluations in the home setting with a trained observer from Munroe-Meyer completing the observations and providing feedback over time as to the strengths and weaknesses of the tools to be used in a home environment. Ongoing, the observations continue as the pilot community begins their second year of implementation in Rooted.

5d. Pilot the use of the Child Pyramid Observation Tool (CPoT) and the Toddler Pyramid Observation Tool (TodPoT); tools developed to assess child outcomes related to Pyramid teaching strategies. RiR piloted for two years these tools that Munroe-Meyer and RiR staff/coaches developed. It was determined that the tools were helpful for coaches to further coaching practice but will not be used to “measure” child outcomes. Same. Same

5e. Continue to build statewide capacity for Teaching Pyramid Observation Tool (TPOT) and The Pyramid Infant Toddler Observation Scale (TPITOS) assessments by supporting interested coaches to attend the necessary training and offering training twice a year. Trainings were held in 2019, led by UNMC evaluator; 23 attended TPOT and 31 attended TPITOS trainings. We now have NE capacity to implement these trainings regularly and they are on the 2020 calendar. Due to the COVID-19 pandemic the scheduled TPOT training for 2020 was postponed from October 2020 to April 2021. These trainings are best completed in person. Should the pandemic continue to pose health concerns the training may need to be postponed again. An additional TPITOS training will be

planned as safety protocols for meeting in person continue to be assessed. TPOT training was held in April 2021 in Omaha with 30 attendees from across the state. Some participants attend to learn the tool in order to perform observations while others attended to increase their knowledge of the tool in order to coach more effectively. The Rooted team, PSLT and MMI evaluators are working together to consider cost-effective options for continuing to train interested participants without requiring two full days in person.

5f. Continue use of evaluation tools and processes developed for COSP that are being utilized by Rooted in Relationships sites, Community Well-Being Collaboratives, Nebraska Extension Educators and COSP Facilitators across the state. In 2019, the 3rd separate annual COSP report was released. Due to consistent findings over the last several years, it was determined by the COSP Leadership Team that this evaluation report will be completed every other year going forward. Evaluation tools were updated in 2020, to include an online option for completion. In early 2021 the biennial COSP evaluation report was released, showing positive results once again. This work continues and has expanded to include Circle of Security Classroom. To view the most recent report: <http://www.necosp.org/resources>.

2022-2024 Project Scope (Three Years)

Activity 1: Maintain and Expand Pyramid Model Implementation in Child Care Settings

- 1a. Support communities as they expand to serve additional providers in their county or neighboring counties. New providers will be engaged for another three-year implementation cycle. It is expected that four established communities will expand twice, and seven established communities will expand once.
- 1b. Expand Rooted in Relationships (RiR) to three new communities. To manage this workload, we will maintain 5.0 FTE staff to provide technical assistance and 1 FTE to provide support and grants management.
- 1c. Develop regional Early Childhood and Pyramid Coach Training teams in partnership with Nebraska Department of Education (NDE).
- 1d. Training of additional coaches will be supported to continue to build local capacity and maintain sustainability of practices over the long-term. The Early Childhood Coach and Pyramid Coach trainings will be offered several times a year based on need in partnership with NDE (Step Up to Quality (SUTQ) and Part B-619).
- 1e. In partnership with NDE maintain training and support of the Pyramid Model training modules for providers inclusive of birth – 5 in both home and center-based child care settings which have been developed and are in standardized use across Nebraska.
- 1f. Continue to support coaches in the development and refinement of coaching skills through the Coach Booster Training Series offered to coaches at least twice a year. Booster trainings are developed based on feedback from coaches as well as the latest research related to effective coaching.
- 1g. Continue to support coaches to have the opportunity to attend Reflective Consultation training to enhance and develop coaching skills.
- 1h. Support the development and promotion of the Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice as a common set of principles or standards for coaching in early childhood education settings. Additional Coach Booster trainings that focus on the five domains of the competencies are offered to coaches throughout the year: Setting the Foundation, Co-Creating the Relationship, Facilitating Learning Through Coaching Strategies, Assessing the Success of the Coaching Partnership, and Coaching for Equity.
- 1i. Support coaches in use of their coaching data to facilitate fidelity to the coaching process.

- 1j. Rooted in Relationships coaches (communities select) and staff will attend the National Training Institute-Addressing Challenging Behaviors Conference annually to stay apprised of current research and practices.
- 1k. Continue to participate and co-lead the Pyramid State Leadership Team (PSLT) to implement the Pyramid process consistently in a variety of settings.
- 1l. Continue to explore and document community wide Pyramid implementation; identify infrastructure needs to be addressed and creative intersections communities discover that can be replicated.
- 1m. Continue to partner with Sixpence Child Care Partnerships to offer communities the opportunity to engage in best practices and increase quality in center-based child care settings.
- 1n. Focus on development of integrated early childhood work plans in communities across initiatives.

Activity 2: Expand the Capacity for Delivery of Evidence-Based Practices influencing Early Childhood Mental Health (ECMH)

- 2a. Focus on building ECMH infrastructure through coordination of efforts with regional and state partners to adequately support and sustain implementation at the state, community, program, and family level.
- 2b. Continue to partner and support training of additional therapists in Child Parent Psychotherapy (CPP) and Parent Child Interaction Therapy (PCIT) as well as offer additional opportunities for them to enhance their skills and receive support as a practitioner.
- 2c. Continue to participate as members and co-lead of the Coach Collaboration Team (CCT) and engage on both subgroups (Systems Infrastructure and Coach Development Network (CDN)) to refine standardized processes for coach training (initial and ongoing), methods of communication among coaches, strategies for reducing provider coaching overload, and alignment of coaching processes and practices across initiatives.
- 2d. Partner to build the statewide capacity for reflective consultation via additional training across systems. Maintain the current group of 8 (soon to be 11) trainers and offer additional opportunities for those to both be trained in and/or receive reflective consultation. Continue to monitor (and support) the need for additional trainers in both the practitioner and supervision model.
- 2e. Continue to support Circle of Security Parenting (COSP) implementation fidelity through the use of reflective consultation, fidelity coaching, and additional training opportunities.

- 2f. Lead the COSP Statewide Leadership Team by implementing the developed work plan to support facilitators in the field and develop necessary infrastructure to ensure success, this includes meeting with Department of Health and Human Services (DHHS) personnel across divisions to fund common strategies and coordinate access to COSP at the community level.
- 2g. Develop tools and support for Circle of Security Parenting-Classroom. Expand the current group of facilitators that have this endorsement and offer support so that early care professionals can participate.

Activity 3: Support Policy Development that Directly Impacts Early Childhood Mental Health

- 3a. Continue to participate and bring recognition to early childhood mental health (ECMH) systems needs in state level System of Care planning and implementation led through Nebraska DHHS, Division of Behavioral Health.
- 3b. Collaborate with First Five Nebraska on a policy agenda related specifically to early childhood mental health/social emotional development.
- 3c. Continue to meet with the Nebraska Early Childhood Partners to develop a policy agenda in Nebraska related to supporting quality environments that include social emotional components.
- 3d. In partnership with NDE, continue to build upon existing Early Learning Connection Coordinator and Early Learning Connection Coach Consultant (ELCCC) infrastructure for professional development to include coach training, coordination and support at a regional level as well as embedding Pyramid training at a regional level.

Activity 4: Engage in State Level Collaboration across Systems

- 4a. Transition the quarterly Rooted in Relationships Implementation Team meeting that includes cross-systems stakeholders who collaborate regarding ECMH activities and initiatives statewide to NAIMH meetings.
- 4b. Participate on various collaborative groups across systems to stay connected at the state and community levels. These include but are not limited to the: Early Childhood Interagency Coordinating Council (ECICC), Early Learning Connection Coordinators state partners meeting, Child Care Referral Network (CCRN) collaboration, Nebraska Early Childhood Partners, Connect the Dots, Nebraska Partnership for Mental Healthcare Access in Pediatrics (NEP-MAP), etc.

- 4c. Continue work with the Nebraska Association for Infant Mental Health (NAIMH). RiR staff are collaborating to ensure messaging around Infant and Early Childhood Mental Health has continuity and supports NAIMH to bring individuals from multiple disciplines together to discuss, collaborate, and strategize new ways to support infant and early childhood mental health across Nebraska.
 - 4d. Collaborate with NAIMH to offer Infant Mental Health Endorsement to individuals across all disciplines interacting with young children and families through the Alliance for the Advancement of Infant Mental Health.
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Activity 5: Engage in Continuous Quality Improvement

- 5a. Continue to contract with the Munroe-Meyer Institute (MMI) to provide both process and outcome evaluation.
 - 5b. Implement ongoing evaluation and continuous quality improvement based on feedback from community stakeholders, coaches, and child care providers.
 - 5c. Continue to build statewide capacity for Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) assessments by supporting interested coaches to attend the necessary training and offering training, as needed, in cooperation with NDE.
 - 5d. Continue use of evaluation tools and processes developed for COSP that are being utilized by RiR sites, Community Well-Being Collaboratives, Nebraska Extension Educators and COSP Facilitators across the state. Support development and dissemination of biennial evaluation report.
 - 5e. Develop standardized practices, when applicable, to evaluate systems-level strategies in communities.
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Activity 6: Support Equitable and Inclusive Practices

- 6a. Identify and pursue opportunities that promote equity in implementing Pyramid practices in communities.
- 6b. Collaborate with system partners to translate early childhood mental health resources and materials into Spanish.
- 6c. Review evaluation tools completed by RiR providers and coaches to consider ways that additional information could be collected that would help RiR staff, coordinators, and coaches to better understand issues that may impact equity in communities.

- 6d. Continue to collect and review data related to suspensions and expulsions for child care providers participating in RiR.
- 6e. Collaborate with other initiatives such as Sixpence to address suspension and expulsion concerns noted in data.
- 6f. Support the recruitment and training of individuals that speak languages other than English in ECMH practices such as COSP, Child Parent Psychotherapy (CPP), Reflective Practice, Parents Interacting with Infants (PIWI), and Parent Child Interaction Therapy (PCIT).
- 6g. Continue to participate as members of the Coach Development Network to embed coaching practices focused on diversity, equity, and inclusion into The Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice, including adding a fifth domain: Coaching for Equity.
- 6h. Lead the State Pyramid Leadership Team in evaluating the work plan to ensure prioritization of equitable practices in statewide Pyramid Model implementation.



PROPOSED AGENDA ITEM RATIONALE

DATE: October 26, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Shirley Vargas, Ed.L.D.
School Transformation Officer

Marissa Payzant, Ed.D.
Assistant Administrator, Office of Teaching, Learning, and Assessment

Lane Carr
Administrator, Office of Policy and Strategic Initiatives

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with the Educational Service Unit Coordinating Council (ESUCC) to support schools and districts in implementing high-quality instructional materials through December 2024.

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Instructional Materials Collaborative (NIMC) is an ongoing effort to provide Nebraska's school districts and educators with resources to support the adoption and implementation of high-quality instructional materials (HQIM). The NDE, in partnership with the state's Educational Service Units (ESU), have worked together to build out a materials selection process that is part of the NIMC resources. This selection process helps districts

- Determine curricular materials alignment to Nebraska's content standards.
- Determine curricular materials alignment to the instructional shifts embedded in the Nebraska standards.
- Identify supplemental supports necessary for strong implementation of selected materials.

The NDE has provided strong leadership to build common resources for the adoption and implementation of quality curriculum and instructional materials. In many of the 244 school districts in Nebraska, the sustained professional development support is delivered and facilitated by ESU staff development specialists. ESUs have participated in NDE sponsored "train the trainer" opportunities to further build capacity to facilitate district curriculum materials adoptions at the local level.

With nearly 50-60% of Nebraska school districts using ESSER funds to adopt/purchase high-quality instructional materials there are increased needs from ESUs to support implementation. This contract would enable ESUs to conduct a statewide needs assessment and create a statewide plan for support.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2022

ESTIMATED COST: \$316,000

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Non-competitive Process
- Rationale for method of procurement: Single Source
- Rationale for contractor selection: The ESUCC works closely with each of Nebraska's seventeen educational service units (ESU). The ESUCC is made up of an administrator from each unit. Together, the ESUCC provides critical, statewide, cost-effective services to Nebraska students, teachers, school leaders and school districts. As part of their core services, each ESU provides staff development supports related to improving the achievement of students in poverty and students with diverse backgrounds; technology supports, including distance education services; and instructional materials services. The ESUCC is uniquely poised to provide HQIM support due to their statewide structure, and involvement in the NIMC.



**STATE BOARD OF EDUCATION
PLANNING AND EVALUATION COMMITTEE REPORT**

Date: Thursday, November 3, 2022

The Committee on Planning and Evaluation reports on its Thursday, November 3, 2022, meeting.

The committee discussed the annual plan for the Nebraska Statewide assessment and reporting system. No action will be taken on this agenda item. NDE Staff will be reporting back to the committee next month with national student data.

The committee received an update from NDE Staff on the Community Achievement Plan. NDE Staff will present the Plan to the committee at a later date.

This concludes the Planning and Evaluation Committee report.

Deborah Neary, Vice Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



PROPOSED AGENDA ITEM RATIONALE

DATE: October 19, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Jeremy Heneger Ed.D.
Director of Statewide Assessment

PROPOSED AGENDA ITEM: Action Item: Adopt the annual plan for the Nebraska statewide assessment and reporting system.

RATIONALE/BACKGROUND INFORMATION: Section 79-760.03(2) requires the State Board to adopt a plan for an assessment and reporting system **annually**, and submit that plan to the Governor, Clerk of the Legislature, and Chair of Education of Education Committee.

PROPOSED BOARD MEETING (MONTH/YEAR): November/2022

ESTIMATED COST: No Additional Cost

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:

- Rationale for method of procurement:
- Rationale for contractor selection:



STATE BOARD OF EDUCATION
RULES AND REGULATIONS COMMITTEE REPORT

Date: November 3, 2022

The Committee on Rules and Regulations reports on its Thursday, November 3, 2022, meeting.

The committee reviewed the Report on Rules. The report is attached in Sparq for board member review.

The committee received an update from NDE Staff on repeal Rule 72: *Cost Sharing and Cost Containment Rules for Vocational Rehabilitation Services* and update Rule 71: *Procedures for Formal Review of Vocational Rehabilitation Determinations*. NDE Staff will be reporting back to the Committee as revisions are made to the rules.

The committee received an update from NDE Staff on Rule 23: *Regulations for Basic Skills Competency*. NDE Staff will report back to the committee with alternatives to the Praxis exam.

The committee discussed the Legislative and Regulatory Priorities with NDE Staff and discussed the draft priority areas. Board Members are encouraged to review the document and provide feedback.

This concludes the Rules and Regulations report.

Lisa Fricke, Vice Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER



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TO: Matthew L. Blomstedt, Ph.D.
Commissioner

FROM: Edie Schleiger, Legal Services

DATE: November 3, 2022

SUBJECT: Report on Rules

NO ACTION ON RULES AT THIS TIME



PROPOSED AGENDA ITEM RATIONALE

DATE: October 20, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy and Strategic Initiatives

PROPOSED AGENDA ITEM: Approve the State Board's Legislative and Regulatory Priorities.

RATIONALE/BACKGROUND INFORMATION:

In 2019, the State Board established legislative and regulatory priorities focused on the below areas:

- Behavioral and Mental Health
- Early Childhood Education
- Equitable & Value Added and Alignment of Services and Supports
- School Finance & School Organization
- School Safety
- Workforce Development
- Approval, Accreditation, and Accountability (Regulatory Priority)
- Educator Preparation and Certification (Regulatory Priority)

After several months of discussion and review of current and proposed priorities, the board will discuss and approve six broad focus areas aligned to [LR335](#), and the legislative and regulatory priorities for each. Collectively, this policy agenda is known as Nebraska Ready.

PROPOSED BOARD MEETING (MONTH/YEAR): November 2022

ESTIMATED COST: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

Nebraska Ready: PK-12 Policy Agenda and Goals
November 1, 2022

The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. This mission is directly aligned with the postsecondary attainment goal outlined in LR335 - for **70 percent of Nebraskans to have a postsecondary credential or degree by 2030**.

To achieve this attainment goal, the NDE is pursuing a bold policy vision for the next biennium called “Nebraska Ready.” These six broad priority areas will set the state on a path to reach the 70% attainment goal by 2030.

Priority 1: Increase Third Grade English Language Arts Proficiency to 75% by 2030

- Rationale: In 2021, 50% of Nebraska 3rd grade students were proficient in English Language Arts. Proficiency by 3rd grade is a key gateway to future success, including graduation rate and postsecondary going.¹
- Legislative Priorities:
 - BIENNIAL BUDGET REQUEST: Transform early literacy instruction in Nebraska through an annual \$10 million investment.
 - BIENNIAL BUDGET REQUEST: Enhancements to Step Up to Quality.
 - Support efforts increasing the compensation for early childhood education providers
 - Support a statewide allocation for statewide family engagement centers (family literacy centers)
 - Achieve the full legislated special education funding/state contribution
 - Create a legislative study group to unearth overlaps and opportunities in early childhood governance, funding, and accountability.
- Regulatory & Agency Priorities
 - Adapt Rule 20 to ensure the science of reading is included as a requirement in educator preparation program accreditation

Priority 2: Half the Gap in 8th Grade Math Achievement for Each Student Group by 2030.

- Rationale: Algebra and 8th grade math are also considered “gateways” to success.² Students need algebra skills to access higher level courses and succeed in high school. Unfortunately, significant achievement gaps in math exist by the 8th grade based on the state’s NSCAS Growth Assessment from 2021.
- Legislative Priorities:
 - BIENNIAL BUDGET REQUEST: Ensure the NDE has the requisite staff to support school improvement activities
 - Update core services statute, and secure additional state funding for ESUs
 - Revise and modernize the multicultural statute and ensure an allocation for NDE staff
 - Clarify “Alternative Administrative Structure” in the priority school statute
 - Address the homework gap and bolster cybersecurity.
 - Support investments in tutoring and mentoring
- Regulatory & Agency Priorities:
 - Include high quality instructional materials (HQIM) in accreditation requirements for school districts.
 - Work collaboratively with ESUs to strengthen professional learning offerings to schools
 - Commit to a consistent assessment measure to ensure stability

Priority 3: Increase the Number of High School CTE Concentrators to 50%.

¹ <https://www.aecf.org/resources/double-jeopardy>

² <https://files.eric.ed.gov/fulltext/ED559739.pdf> , <https://www.brookings.edu/research/advanced-math-in-eighth-grade/>

Nebraska Ready: PK-12 Policy Agenda and Goals
November 1, 2022

- Rationale: A recent analysis of Nebraska students participating in career and technical education shows that students who concentrate (i.e. complete two courses at the intermediate or capstone level in a specific career cluster) are more likely to graduate from high school, 2) more likely to enroll in postsecondary, and 3) more likely to earn a postsecondary credential of any kind.³ While 80% of Nebraska high school students participate in CTE, only 29% of students are concentrators.⁴
- Legislative Priorities:
 - BIENNIAL BUDGET REQUEST: Secure a state match for career and technical education (minimum \$8 million)
 - Create a statewide council for work based learning, internships, and apprenticeships that ensures all stakeholders are at the same table (DED, NDE, DOL)
- Regulatory & Agency Priorities:
 - Further develop the career specialist teaching program
 - Define postsecondary “credential/certificate of economic value” and engage higher education and the workforce

Priority 4: Reduce Chronic Absenteeism by Half by 2030.

- Rationale: A student is chronically absent when they miss 10% or more of their time in school attendance. Common sense and research both suggest that students who attend school at higher rates are more successful, not only in academic outcomes, but life outcomes.⁵ Chronic absence is a key indicator of educational inequities, and also serves as a proxy for student engagement, school climate, and student support.
- Legislative Priorities:
 - BIENNIAL BUDGET REQUEST: Secure a \$5 million per year allocation to bolster non-academic supports surrounding mental health, including mental health first aid, additional licensed mental health practitioner (LMHP) capacity, and school psych and counselors
 - BIENNIAL BUDGET REQUEST: Secure general funds for continuation of the Safe2Help hotline
 - Support recommendations from the School Safety Taskforce
 - Work collaboratively with DHHS to ensure every school has access to school nurses⁶
 - Decriminalize truancy and encourage partnerships with probation, county attorneys, and others to prevent chronic school absence. (Similar to LB 568)
 - Secure funding for full-service community schools and expand the current pilot
 - Expand the ventilation and achievement research study (LB 630)
 - Reduce the student to counselor ratio to the recommended 250 students to one counselor⁷
- Regulatory & Agency Priorities:
 - Work with DHHS Medicaid Administration to ensure school psychologists are reimbursable by Medicaid.

Priority 5: For Youth who are Systems-Involved, Raise the High School Graduation Rate and/or High School Equivalency Attainment to 70%.

- Rationale: In the 2020-21 school year, children in the foster care system had a graduation rate of 42.7%. Each year, around 10,000 children are served by the child welfare system including foster care, and almost

³ https://ies.ed.gov/ncee/rel/regions/central/pdf/REL_2021087.pdf

⁴ <https://www.education.ne.gov/wp-content/uploads/2022/04/CTE-Data-Sheet-Web-Format.pdf>

⁵ [1] <https://www2.ed.gov/datastory/chronicabsenteeism.html#two>

⁶ <https://nces.ed.gov/pubs2020/2020086.pdf>

⁷ <https://www.nacacnet.org/globalassets/documents/publications/research/researchstateratiosreport.pdf>

Nebraska Ready: PK-12 Policy Agenda and Goals
November 1, 2022

9,000 youth arrested.⁸ At any stage across systems involvement, placement changes, creating challenges of continuity of learning and completion of high school and graduation.

- Legislative Priorities:
 - Support a study on the challenges and opportunities around data sharing among entities responsible for education, treatment, and rehabilitation of youth.
 - Support direct funding for the education of systems-involved youth.
- Regulatory & Agency Priorities:
 - Continue to strengthen relationships with Rule 18 schools, YRTCs, and Department of Corrections schools.

Priority 6: Eliminate the Special Education Staffing Vacancy and Cut the Educator Shortage in Half by 2030

- Rationale:
 - One of the most consistently unfilled education positions in Nebraska is special educators. In the most recent year, 86 special education positions went unfilled across the state. With 15 percent of Nebraska's students having a disability, eliminating this vacancy is an essential element in postsecondary attainment for this student group.
- Legislative Priorities:
 - Advocate for the elimination of the basic skills competency requirement or provide other pathways to demonstrate basic skills
- Regulatory & Agency Priorities:
 - Create a written plan for addressing the teacher shortage (Including plan for Rules 20-24)
 - Combine the multiple NDE websites pertaining to recruitment, preparation, certification, and retention of teachers into a single, one-stop-shop
 - Pursue educator [apprenticeship programs](#) in partnership with Nebraska Department of Labor and Nebraska Association of Colleges of Teacher Education

⁸ <https://kidscountnebraska.com/child-welfare/>



STATE BOARD OF EDUCATION
Ad Hoc Search COMMITTEE REPORT

Date: Thursday, November 3, 2022, 500 S, 84th Street, Lincoln, NE

State Board Members present:

Patti Gubbels, Chair
Patsy Koch-Johns
Jacquelyn Morrison

NDE Staff present:

Brian Halstead
Ryan Foor

“The Ad Hoc Search Committee reports that...

The committee met on Tuesday, October 11, 2022, to review and discuss State Board of Education member feedback on the draft Commissioner Search Firm Request for Proposal and finalized the RFP. The committee considered avenues for publishing the RFP, reviewed and updated the Commissioner search timeline through December 1, 2022.

The committee met on Monday, October 17, 2022, to review and revise the draft search firm selection rubric. Following the November 2, 2022, deadline for search firm proposal submission staff will conduct a pre review to assure that proposals have met minimum submission requirements. Committee members will complete individual reviews using the Search Firm Selection Rubric. The committee will meet on November 9th and 10th, if necessary to narrow the prospective search firms to the top three or four candidates. The selected firms will present to the full State Board of Education at the December board meeting.

The committee met on November 3, 2022, to receive an update on submitted proposals and determine if proposals have met minimum submission requirements. Minimum proposal requirements have been met by five firms. Search committee members will review the submissions in the next week to identify the top three or four proposals. The committee initiated a discussion about the process to be used for search firm presentations to be held during the December State Board of Education meeting.

This concludes the Ad Hoc Search Committee report.”

Patti Gubbels, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

TO: MATTHEW L. BLOMSTEDT, PH.D.
FROM: BRYCE WILSON, DENISE THEGE
DATE: November 4, 2022
SUBJECT: MONTHLY LIST OF CONTRACTS \$10,000 TO \$50,000
RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between \$10,000 and \$50,000.

1. Contractor(s): Gee Whiz Education
Contract Amount: \$49,000
Funding Source: General
Scope of Services: Provide annual subscription.
Date of Contract: 10/1/22-9/30/23
Contact Person: Melody Hobson
2. Contractor(s): Deanne Mueller
Contract Amount: \$23,000
Funding Source: General
Scope of Services: Coaching/training services.
Date of Contract: 11/15/22-11/14/23
Contact Person: Melody Hobson
3. Contractor(s): Dianne Clyne
Contract Amount: \$45,000
Funding Source: Federal
Scope of Services: Medical consultant services.
Date of Contract: 9/25/22-3/1/23
Contact Person: Krysti Michl
4. Contractor(s): Four Monkeys Press
Contract Amount: \$32,400
Funding Source: General/Federal
Scope of Services: Complete classroom quality observations and provide training and create podcasts.
Date of Contract: 11/1/22-10/31/23
Contact Person: Melody Hobson
5. Contractor(s): OCIO-Mike Beattie
Contract Amount: \$29,700
Funding Source: Federal
Scope of Services: Project management for the TEACH project with InLumon.
Date of Contract: 3/1/22-2/28/23
Contact Person: Kristin Yates
6. Contractor(s): ILoveUGuys Foundation
Contract Amount: \$29,000
Funding Source: Federal
Scope of Services: Provide trainings.
Date of Contract: 11/1/22-11/18/22
Contact Person: Zainab Rida

7. Contractor(s): OCIO-Brian Harter
Contract Amount: \$27,816.82
Funding Source: Federal
Scope of Services: Business process analysis and improvement.
Date of Contract: 7/1/22-9/28/22
Contact Person: Kristin Yates
8. Contractor(s): Wendy Keele
Contract Amount: \$10,500
Funding Source: General
Scope of Services: Complete program quality observations.
Date of Contract: 10/28/22-10/27/23
Contact Person: Melody Hobson
9. Contractor(s): Kathryn Benes
Contract Amount: \$46,000
Funding Source: Federal
Scope of Services: Medical consultant services.
Date of Contract: 11/1/22-6/30/23
Contact Person: Krysti Michl
10. Contractor(s): Lacey Sateren
Contract Amount: \$10,300
Funding Source: General
Scope of Services: Complete program quality assessments and provide training.
Date of Contract: 11/1/22-10/31/23
Contact Person: Melody Hobson
11. Contractor(s): Dawn Murphy
Contract Amount: \$15,500
Funding Source: Federal
Scope of Services: Complete program quality assessments and conduct training.
Date of Contract: 11/15/22-11/14/23
Contact Person: Melody Hobson
12. Contractor(s): UNL
Contract Amount: \$39,800
Funding Source: Federal
Scope of Services: The contractor will provide support for the USDA Team Nutrition grant to utilize UNL Extension staff to support the implementation of the FY21 grant with our 15 participating schools.
Date of Contract: 10/20/22-10/19/23
Contact Person: Zainab Rida

13. Contractor(s): CreateAbility Concepts
Contract Amount: \$19,800
Funding Source: Federal
Scope of Services: One-time custom programming of an Intake Form and General Conference Form into the MyBrain 2.0 app, per Nebraska VR's "My Brain, My Self" Pilot team specifications, provide annual (one year) subscriptions to the MyBrain 2.0, Employment Pathfinder Return-to-work Career Exploration, and Flourish Person-Centered Planning applications for access by Nebraska VR clients enrolled in the pilot and associated pilot staff, provide data for Program Evaluation from MyBrain to the Nebraska VR pilot team at five and 11 months, Targeted training on the Employment Pathfinder, Fidelity Monitoring and Consultation at periodic check points.
Date of Contract: 10/24/22-10/23/23
Contact Person: Lindy Foley
14. Contractor(s): Nancy Carley
Contract Amount: \$13,000
Funding Source: General
Scope of Services: Conduct reviews.
Date of Contract: 12/1/22-11/30/23
Contact Person: Melody Hobson
15. Contractor(s): HHS
Contract Amount: \$18.921
Funding Source: Federal
Scope of Services: Provide on a monthly basis, the following information on individuals listed in the Nebraska Traumatic Brain Injury (TBI) Registry. Provide an annual written report of aggregate 2020-2021 and 2021-2022 data on individuals listed on the TBI Registry by contract's end. Present aggregate data to Nebraska VR and the Brain Injury Advisory Council (BIAC) as requested. Assist Nebraska VR to identify hospitals, clinics and physicians to target for outreach and education to increase TBI Registry reporting rates.
Date of Contract: 11/11/22-11/10/23
Contact Person: Lindy Foley



PROPOSED AGENDA ITEM RATIONALE

DATE: September 20, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Grants under \$50,000

Board of Regents University of Nebraska

Title: NDE Deaf Education Personnel Preparation

Period: 8/1/22 through 7/31/23

Cost: \$27,000

Funding: State General Funds

Renewal

Board of Regents University of Nebraska

Title: 2024 Nebraska Young Child Institute Support – Year 1

Period: 10/1/22 through 9/30/23

Cost: \$41,883

Funding: Federal IDEA Part C

Renewal

ESU #9

Title: Nebraska Transition Summit for Students who are Deaf or Hard of Hearing and Deaf-Blind

A three-day intensive transition program in June of 2022.

Period: 2/1/22 through 6/30/22

Cost: \$20,000

Funding: Federal IDEA Part B – 611 and IDEA Part D

Renewal

ESU #6

Title: SPDG Co-Coordinator

Period: 9/1/22 through 12/31/22

Cost: \$15,000

Funding: Federal IDEA Part D

Renewal

ESU #11

Title: Secondary Transition Regional Grant (Central)

Period: 8/1/22 through 7/31/23

Cost: \$26,000

Funding: Federal IDEA Part B – 611

Renewal

Promoting Engagement and Knowledge Projects (PEaK)

Support implementation and evaluation of District Targeted Improvement Plans

Period: 8/1/22 through 7/31/23

Funding: Federal IDEA Part B - 611

Renewals

ESU #17

Cost: \$37,364

Seward Public Schools

Cost: \$10,845

North Platte

Cost: \$31,628

ESU #15

Cost: \$49,592

Westside

Cost: \$45,495

Ralston

Cost: \$25,553

Hastings Public Schools

Cost: \$28,050

Kearney Public Schools

Cost: \$43,613

ESU #9

Cost: \$48,352

York Public Schools

Cost: \$10,170

ESU #16

Cost: \$46,658

Lexington Public Schools

Cost: \$22,883

**CONTESTED CASES ACTIVE THROUGH OCTOBER 2022
(EXCLUDING SLPECIAL EDUCATION)**

NOVEMBER 2, 2022								
CASE NO	TYPE	DATE FILED	PETITIONER	RESPONDENT	ATTORNEYS FOR PARTIES	STATE BOARD ATTORNEY	HEARING OFFICER	STATUS
21-16	Personnel	7/15/2021	G.D.	Commissioner	Hubley/Roman	Donely	Bartle	Final Order Entered 1/22
22-01	PPC	1/14/2022	Commissioner	Jadlowski	Halstead/Bartling	Donely	PPC	Final Order Entered 2/22/22
22-02	PPC	1/14/2022	Commissioner	Wasler	Halstead/	Donely	PPC	Final Order Entered 3/10/22
22-03	Option	1/24/2022	Ritter	Northwest Public Schools	/	Roman	Titus	Final Order Entered 3/4/33
22-04	PPC (SA)	2/16/2022	Commissioner	Reinmuth	Roman/	Donley	PPC	Final Order Entered 2/22/22
22-05	PPC (SA)	3/7/2022	Commissioner	Moore	Roman/Kirkpatrick	Donley	PPC	Final Order Entered 3/10/22
22-06	Option	4/8/2022	Pignotti	Elkhorn Public Schools	/Knight	Roman	Titus	Final Order Entered 6/28/22
22-07	Nutrition	4/15/2022	Next Generation Child Care and Preschool	NOE	Place/Roman	NA	Tegtmeier	Final Order Entered 6/28/22
22-08	PPC	4/19/2022	Commissioner	Ellen Wagner	Roman/	Donley	PPC	Final Order Entered 5/3/22
22-09	PPC	4/19/2022	Commissioner	Treva Nutter	Roman/Welding	Donley	PPC	Final Order Entered 5/3/22
22-10	PPC	4/19/2022	Commissioner	Ben Veilleux	Roman/Welding	Donley	PPC	Final Order Entered 5/3/22
22-11	Nutrition	4/28/2022	Next Generation Child Care and Preschool	NDE	Place/Roman	NA	Burton	PENDING
22-12	Nutrition	5/3/2022	Next Generation Child Care and Preschool	NDE	Place/Roman	NA	Tegtmeier	PENDING
22-13	ESU Boundary	5/11/2022	(Not a Contested APA Case)					Final Order Entered 5/3/22
22-14	Option	5/11/2022	Kubik	Ponca Public Schools	/	Roman	Titus	PENDING
22-15	St. Teach	5/25/2022	Fernau	Commissioner	/Roman	Donley	Titus	PENDING
22-16	PPC	7/19/2022	Commissioner	Kirsten Sessions	Roman/	Donley	PPC	PENDING

Nebraska State Board of Education Written Public Comment November 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

Persons may address the Board for public comment purposes by written submission in lieu of live testimony. Such written submissions must be provided 24 hours in advance to the start of the public meeting where public comment is scheduled, or by close of business of the Thursday prior to any meeting scheduled for a Monday, and is limited to 750 words. Written public comments submitted in accordance with these requirements will be provided to the Board members and become part of the record of the meeting, but will not be read aloud during the meeting.

Individuals who submit written public comment for a given meeting should not plan to speak before the Board in live testimony at that month's meeting.

Individuals may submit only one written public comment entry per month. Multiple submissions will not be accepted.

Submissions must include your complete first and last name, city and state. You will also be required to electronically sign the submission. This information will be included with your comments.

Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Rachel

Last name *

Beasley

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Dear Board Members, I am writing to address my concern of your cancellation of public comment for your November meeting. What are your reasons behind ending public comment? Every elected official should be held to a high standard as they are representing the people of Nebraska. Citizens should be allowed to voice their concerns or agreements with how the board members are handling their position of authority given by the people. The board is also making decisions that directly affect our children and families. Parents have a right to have a voice in the welfare of their children, including how they are being educated. Please address why you eliminate public comment and explain how this benefits families and children of our state.

Thank you

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Rachel

Last name *

Beasley

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Nebraska State Board of Education Written Public Comment November 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Orrin

Last name *

Schaeffer

City *

Thedford

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Hello,

I'm writing to you to encourage the ability to continue, always, without cease the public's ability to communicate with the board. If you stop listening to your constituents, who will dictate the agenda of the board?

Also, this is a reminder that sex education should not be taught to any child under the age of 16. Gender "roles", or reassignment should not be pushed upon our children as a doctrine or option. There are only 2 genders, male and female only.

Children do not even care about racism until adults push it up on them. They only care about how the other person treats them, no matter their race or culture. Critical race theory should not be taught to our children.

Transparency is very important from the Nebraska board of education. They should not hold meetings behind closed doors!

Signature

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Orrin

Last name *

Schaeffer

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Nebraska State Board of Education Written Public Comment November 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Cyndi

Last name *

Hartman- Splear

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Board,

I hope you will address to the public during the meeting why the public was exempted from speaking at this meeting. We will view the broadcast.

We will remain vigilant in watching over our future generation regardless of your actions.

We want the future of public school to return to basic learning. Every statistical marker should concern all of you that claim your overseers of childrens well-being. Indoctrination seems to be a more primary goal with education secondary.

We will not falter in our watch anymore. We will constantly watch for CRT indoctrination, inappropriate sexual materials in classrooms and libraries, woke agendas, and keep the oversight of this board on our radar.

Until we can vote out or overturn the board majority players we will be the watchmen on the wall for all children.

Respectfully,

Cyndi Splear.

Signature

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Cyndi

Last name *

Splear

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Crystal

Last name *

Dearden

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I have a child in high school, a 7th grader who is homeschooled, and a 5th&2nd grader, as well as a preK student at LPS. I like how things are going, generally in the elementary school. But I do wish there was more academic freedom, and much more free play and nature education. Kids need to play!!! The LPS preK program does a great job at this, but K-2 is still considered early childhood and should not be so rigorously academic. It's not developmentally appropriate. Even kids who are "ahead" really need time to think, play, explore nature, pursue their interests.

My main concern is the hyper-sexual content in the middle and high schools. My high schooler cannot walk down the halls or sit in even diff classes without hearing explicit sexual language. Kids talking about their exploits, quoting rap lyrics, etc. And almost every kids is looking at porn AT school. This is not ok.

Pornography how been proven to be an unhealthy habit that can lead to addiction. Parents are not even aware of what is going on. We need more education for our students about the dangers of pornography, how watching it increases the sexual exploitation of innocent people, and how it messes with their own potential for creating meaningful sexual relationships as adults. Sex is NOT for kids.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Crystal

Last name *

Dearden

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Nebraska State Board of Education Written Public Comment November 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Joan

Last name *

Kugler

City *

Eagle

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Our children should not be subjected to material at school that has sexual context before the age 10 and there should never be transgender material presented to any Nebraska student.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Joan

Last name *

kugler

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Nebraska State Board of Education Written Public Comment November 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Judy

Last name *

Wollen

City *

Omaha

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

God has given children to their parent to raise, not a school board. Keep CRT out of the classroom. Let our children be children free from sexual advances, drag queens, transgender propaganda. No more poisonous vaccines that are harming children, as a nurse I have read the research and seen the devastation caused by there so called "vaccines" I'm 68 and had 3 vaccines. How did I get to be this old? With only small pox, polio, and a tetanus? Keep school as it was intended.....reading writing and arithmetic

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Judy

Last name *

Wollen, BSN, RN

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Nebraska State Board of Education Written Public Comment November 2022

Nebraska State Board of Education

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Lenay

Last name *

Palser

City *

Ravenna

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

To all this may concern,

Thank you for your time and dedication to our state. I am concerned about where things are going with our state and local Boards of Education. I feel they are no longer protecting our children and doing whats best for them. I feel there is a sick and sad agenda being pushed by only a few people. I will continue to be a part of what is going on to support our children. I will not support anything that hurts them or setsthem up for something sick and sad. Sick and sad is the state our world is in. What are you going to do about it? I'm going to continue to follow God, pray, stay up to date on issues, watch our boards of ed and make my voice heard. To God be the glory!

Thank you,
Lenay Palser

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Lenay

Last name *

Palser

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Laurie

Last name *

Baumert

City *

Norfolk

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

We the people of Nebraska have taken the time to voice our input related to any changes in school curriculum as related to Critical theory and education as related to Sexual gender.

The decisions you move forward with must reflect "we the people".

Patty Gubbels, you told me when this began 2 years ago that you were "just collecting data".

While I wanted to believe that, I also want to believe that you will represent the peoples bouce as you move ahead in decision making AND discussions.

Remember that ultimately you will answer to One.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Laurie

Last name *

Baumert

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Julie

Last name *

Hofer

City *

Kearney

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

To the Nebraska Department of Education Board Members,

I understand that the board will be meeting on November 4, 2022. I also understand that they will not be allowing public comment, nor will the meeting be broadcast to the public. I respectfully ask that you allow public comment and that you broadcast the meeting to the public. Not to do so indicates that you have something to hide. We are very concerned with the policies that the board has been pushing. We stand against CSE and CRT. We see these ideas woven into the fabric of the first and second drafts of standards that have been proposed. Parents are concerned and have a right to know the decisions that are being made on a state level. Please help to restore our trust.

Sincerely,
Julie Hofer

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Julie

Last name *

Hofer

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Joan

Last name *

Garvey

City *

Omaha

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

We are very concerned that you have eliminated the public comment session of this upcoming board meeting on the 4th and wonder why that is. Can anyone answer that for my husband and I ? Our grandchildren attend public school and we are very much interested and concerned about their education and the indoctrination that is going on in some schools in this nation. We need a school board that is accommodating and transparent for parents and other concerned citizens . Thank you for hearing us and for serving on our school board. We pray for you .

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Joan and Terry

Last name *

Garvey

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Sherrie

Last name *

Rogge

City *

Lincoln

State *

Ne

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am deeply concerned with the direction we are leading our children. Our kids need a healthy environment. They need to learn our true history of how we gained our freedom, etc. We need people wanting the best for our children, not lead them down a path that causes depression, anxiety, and confusion. Please stand up for the mental health of our children!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Sherrie

Last name *

Rogge

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Elizabeth

Last name *

Davids

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

You, the NDE Board of Education members, are elected to make quality decisions on behalf of your constituents. You are not doing this and you know it. Otherwise, you would allow public comment before this most important election next Tuesday. Instead, you are protecting your awful incumbents who aren't respecting the wishes of the majority of Nebraskans, but who have political ideologies that they want to push into our schools based on their own outside connections. To redeem the reputation of this Board, you must begin respecting the public more than your personal career ambitions or outside ideological commitments. Since Mr. Stevens and Ms. Neary are unable to do this, they should resign. This entire department should be audited by an independent organization that shows how many unnecessary positions can be eliminated and how many administrators should go back to teaching, which is where our children desperately need them to be.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Elizabeth

Last name *

Davids

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Carmel

Last name *

Most

City *

Wahoo

State *

Ne

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

My belief in public education is that it should be limited to the main core curriculum math science History etc. We need to leave critical race theory out of the classroom.. A child should never know what her teacher's political opinions are opinions are or they're they are personal gender or sexuality preferences. The children should be taught to love everyone and be compassionate to differences. This woke coacher needs to be left out of the schools.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Carmel

Last name *

Most

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Lori

Last name *

Marshall

City *

Kearney

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Dear state Board of education. As a concerned grandparent I encourage you and hope that you will stick to the basics of education reading writing math science social studies. Our children are lacking in all of these areas. We do not need to teach sex education we do not need to teach critical race we need to encourage academic studies. Please start doing what is best for the children and not a political agenda!! Sincerely Lori Marshall Kearney Nebraska

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Lori

Last name *

Marshall

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

LaShelle

Last name *

Salcido

City *

Alliance

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am writing to respectfully let the Nebraska Department of Education know that I am STILL concerned, engaged and watching very closely regarding suggested changes to sex education standards in Nebraska Education!

I don't understand the elimination of the public commenting period for the November meeting. Current board members have claimed repeatedly they are interested and supportive of parents and concerned citizens. Who will push back against this? Who will demand the public have their chance to voice concerns before the current state board of education? Will any of the current state board of education members stand up?

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

LaShelle

Last name *

Salcido

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Ryan

Last name *

Bruna

City *

kearney

State *

ne

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Gender fluidity and anything other than male and female SHOULD NOT be TAUGHT in school. Likewise, sexual orientation should not be taught in schools.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Ryan

Last name *

Bruna

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Jackie

Last name *

Everson

City *

Omaha

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

One of my main concerns is what is being taught to the children of Nebraska in our schools. I don't understand why there is so much privacy around the Nov 4th school board meeting. Do not try to pass any CRT or gender identity to our children without public and parental input. We will be watching.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Jackie

Last name *

Everson

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Nate

Last name *

Danze

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

If you aren't gonna allow public comment maybe it's time to get rid of the state board of education for good. You all clearly are more interested in indoctrination than education. You All have lost your way

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Nate

Last name *

Danze

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Steven

Last name *

Ray

City *

FREMONT

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Why are you not allowing public comment at the Nov. 4th meeting? As a board you have said you welcome input and comments from the public. This has happened at Fremont city council meetings when there is a hot topic on the agenda. It thwarts the public from making their views known at the meeting. This is not a transparent way to govern. At council meetings this has led the public to distrust the council and what they are doing. if you are having a public meeting then the public should be allowed to speak by the rules you have in place for them to do so. Not allowing people to speak leads them to believe you do not want them to participate in the meeting, and they will not trust you.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Steven

Last name *

Ray

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Kaila

Last name *

Mailahn

City *

Denton

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I would like the record to show my opinion as a Nebraska taxpayer, a U.S. legal citizen and a concerned responsible adult that I believe it is a shameful and immoral practice of the Nebraska State Board of Education to eliminate public comment for the November meeting. This type of behavior tells the truth about whether board members are genuinely concerned and want to hear from concerned parents and citizens - THEY DON'T. Stop censoring the public.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Kaila

Last name *

Mailahn

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Kevin

Last name *

Bogus

City *

Oak

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

The Nebraska State Board of Education should be ashamed of the horrific sex standards they tried passing under the public's nose. Very dectieful and dishonest. It was worse when the State Board of Education treated parents and community members like trash and garbage when they turned up in droves against said sex standards. And calling them health standards does not make them any better. I'm very thankful that Kirk Penner represents me in the State Board of Education now, but I'll be flat out honest. I think the Nebraskan public has made their point, sex standards do not belong in Nebraska and any board member that still insists on them should immediately resign. No if, ands, or buts. After reading through the draft standards, which was gross, it would have been teaching and exposing children to pornography. I heard that the board would not be allowing public comment, which I wonder if they are tired of hearing from Nebraskans calling the board to drop any and all standards that pushes sex training on children as well as any other inappropriate disgusting topic they think is needed to brain wash and control and Prevert children. Again. If any board member is still trying to push disgusting garbage on our children, then they should resign.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Kevin

Last name *

Bogus

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Nebraska State Board of Education Written Public Comment November 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Kathy

Last name *

Peter

City *

O'Neill

State *

Nebr.

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Why are you having a meeting if you are not allowing comments from people? You can have all the meetings you want, but we the people will never back down from what is right and that is protecting our children from political agendas that endanger their lives and minds. We will always be vigilant!!!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Kathy

Last name *

Peter

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Rochelle

Last name *

Ramey

City *

Kearney

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

To the State Board of Education and Commissioner:

I am writing to remind you that you work for us. You do not work for yourselves. You do not work for your own opinions, especially when they do not represent who voted you into this office. You were voted into office by many of us who made very uninformed assumptions about your values, ideologies, and strong opinions of superiority and condescension to many parents who believe in Biblical values and hold that it is the parents who have first and final authority over their children and not the state or any board or any special interest group. Somehow you have come to see yourself as a superior voice than the voice of parents to their own children. On one hand you say we can't teach Biblical values and on the other hand you recommend and finance curricula and by other underhanded means you enforce unbiblical values upon our children. I give all parents the freedom to raise their children according to their beliefs. But I will never grant other parents' values or board members' values to usurp my freedom, my authority and responsibility and privilege to teach my children the values I believe in without exception or interference.

If there remains any role for you to play, it is to get back to the basic teaching of reading, writing and arithmetic, and get entirely out of the role of social engineering.

Sincerely,

Rochelle Ramey

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Rochelle

Last name *

Ramey

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Nancy

Last name *

Price

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I wanted to let you know I am concerned and don't agree with not allowing public comment at your Nov. 4 State Board of Education meeting.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Nancy

Last name *

Price

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Diana

Last name *

Pfeiffer

City *

Wahoo

State *

28

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am very disappointed that you have decided not to allow public comment at the November meeting. With so much chaos in education right now, it is unbelievable the board would decide not to hear from concerned parents and taxpayers. Please reconsider this for future meetings.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Diana

Last name *

Pfeiffer

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Carolyn

Last name *

Roeder

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I would like to bring attention to the board, the amount of sexually explicit novels in Westside High School and Middle school. Parents typically trust the judgment of librarians, administration, and teachers. (Most of which are wholeheartedly good!)

Through my research and time as a parent in the district I've noticed..WE have ALL the controversial books! For example in the book "All boys aren't Blue" it describes a 7 and 10 year old child having sex. "What Girls are Made of" describes descriptions of a minor female having multiple encounters of sex before she becomes pregnant then getting the abortion pill and flushing her parents 1st grandchild down the toilet. The book " Lawn Boy" describes how after given a chocolate bar a poor Hispanic child is easily coerced into a sexual encounter with a peer. Descriptions of masturbation and oral sex follow. This is not ok. Parents trust or want to trust Nebraska schools and this is unacceptable.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Carolyn

Last name *

Roeder

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Deborah

Last name *

Moore

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

As a parent of middle and high school students in this state I am concerned with the equity and gender discussions being held in schools and classrooms in secret without parents' knowledge unless our children let us know after the fact. What is the State of Nebraska proposing to ensure children are not exposed to the opposite sex with physical parts of the opposite sex in private areas such as bathrooms and changing areas? Where does the board stand on this topic so that parents can be assured our daughters are safe in school?

Additionally, what is the board proposing to help students that lost knowledge in core topics like math and science due to the COVID schools being shut down and forced masking that reducing teacher / student interaction? Will there be after school programs or tutors available to help those students catch up on missed material?

Finally, I am appalled that you are restricting public comment immediately prior to an election. You first restricted the # of people and the amount of time and are now removing the option completely. Constituents should be able to talk about topics at every board meeting.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Deborah

Last name *

Moore

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Lana

Last name *

Flaming

City *

Elkhorn

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

We are very concerned that the State Board of Education, who claim they are interested and supportive of parents and concerned citizens, has eliminated public comment at the November 4 meeting. It appears that your only concern is passing standards that are sensitive, age-inappropriate topics that should be addressed by parents at home. These topics are not and should not be the responsibility of the schools. We are demanding that the Nebraska Department of Education permanently discard their proposed sex education topics from their health standards, maintain transparency in their activities, and provide the opportunity for public comment on issues of concern!!!

Gaylord and Lana Flaming

Elkhorn, NE

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Lana

Last name *

Flaming

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Vicki

Last name *

Wood

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am here today speaking on behalf of the Academic Freedom Coalition of Nebraska.

Educators and Librarians across the state are concerned about the increasingly hostile and alarmist rhetoric at these meetings and in our communities about teachers, curriculum, and books in our public schools.

As educators, community members, and adults, it is our responsibility to find a center path, that recognizes parental rights, while respecting that families and their children have different values, family structures and needs.

It's hard to imagine that a constructive dialogue can be achieved when our educators are being accused of "grooming" children, and exposing them to pornography. This hyperbole is completely unnecessary and will do nothing to further the conversation about what is and is not appropriate curriculum for children in our schools.

Our educators have a unique challenge. They must respect all of their students, attend to their different learning styles, and support these students as they make their way through our education system. The COVID pandemic has made their jobs more difficult. Now they face the most demoralizing attacks imaginable for professionals who work hard to make sure our children are educated and successful.

We are speaking out today on behalf of the thousands of educators across our state who are working diligently every day to ensure that all Nebraska students are educated and supported. Please let the adults in the room behave like adults, and as a model for our children, work toward a compromise that recognizes the rights of all families, students, and educators for the best possible outcome.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Vicki

Last name *

Wood

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Cindy

Last name *

Gherini

City *

San Mateo

State *

California

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

This state Board meeting must be transparent and requires open dialogue with parents of the school age children who are attending in the various districts.

After reviewing the State Board of Education Position Statements, I found the S10-Coordinated School Health section to be Very Broad and not specific to issues of sex education, STD's, Unplanned Pregnancy assistance, domestic violence, mental health and suicidal ideation.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Cindy

Last name *

Gherini

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Laurie

Last name *

Brokaw

City *

Bancroft

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

To the Nebraska State Board of Education,

I am writing this to all members for future reference, but particularly to the commissioner and the president today. ARE YOU KIDDING?!?!? You are silencing the public at this Friday's PUBLIC meeting? You are elected members of this board and are supposed to be serving to represent THE PEOPLE. Shame on you!! What are you afraid of?

I've written this before and I write it again, the Bible tells us in Luke 17: 1, 2 and 3a,
"Things that cause people to sin are bound to come, but woe to that person through whom they come. It would be better for him to be thrown into the sea with a millstone tied around his neck than for him to cause one of these little ones to sin. So watch yourselves."

I will continue to pray for this great country and my home state of Nebraska.
I will also continue to pray for you, that your eyes will be opened and your hearts be changed.

Thank you, Mr. Penner, for taking a stand for the children and for your common sense on this board.

Sincerely,
Laurie Brokaw
Bancroft, NE

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Laurie

Last name *

Brokaw

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Cora Charlene

Last name *

Martin

City *

Broken Bow

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Board members, I understand the Board has been rebuked by State Senators for using a State funded web site for promoting an erroneous, left-wing woke narrative with an investigation being called for. At least one of the board members has out right lied in his campaigning regarding his stance on various issues the majority of parents are against; however the truth is shown in his voting record. I'm thankful for the one appointed board member. No public comments the meeting before the election, what's that about? Aren't you interested in hearing from concerned parents (which is contrary to your claims of interest in parental input)?

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Cora Charlene

Last name *

Martin

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Amanda

Last name *

Ripley

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I find it absolutely frustrating that you are not allowing public comment at this meeting. Your illogical excuse is its right before elections. What does that have to do with anything? I thought you weren't politically driven?! Seven of you are proving that this is all politics and you do not care about the well being of our children. If you did you would hear from concerned stake holders. It is wrong that you would assume comments will be political. We the people have plenty to talk about beyond elections including abysmal test scores and the unprecedented embargo that has been placed on test scores until after the elections. If you are so proud of your accomplishments, what are you hiding? You are being caught in lies and contradictions every direction you turn. Do better!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Amanda

Last name *

Ripley

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Nancy

Last name *

Comer

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

My name is Nancy Comer and I often refer to myself as a professional volunteer. I'm passionate about education. An educated citizenry is the way to move the nation and its citizens forward into the future and I've watched, with interest and dismay, many Nebraska Department of Education meetings this year. So much of the public comment time did not focus on the big issues facing education right now.

After seeing the most recent results for student performance reported by the Assessment of Education Progress, I believe it's imperative to focus on reading and math, through working with teacher colleges and universities to train students in the science of reading instruction, and employing well trained teachers and coaches to increase teacher effectiveness in assuring all students learn to read proficiently. This means additional attention to closing the opportunity gap for students of color, and others who didn't have the benefit of teacher instruction and technology during Covid.

Additionally, continue to expand programs like Educators Rising that encourage young people, even starting in middle school to begin thinking of teaching as their career.

Thank you to Commissioner Matt Blomstedt and the fine staff at NDE for the expertise and dedication you bring to educating all Nebraska students.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Nancy

Last name *

Comer

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Mary

Last name *

Nickel

City *

Cambridge

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am a concerned Nebraska registered voter in Frontier County and have been following The State Board of Education for over a year now. I am appalled that you have decided to forfeit public comment this November 2022 right before the elections. Are you scared that the people of Nebraska will let you know how disappointed we are that you as a group refuse to be transparent in your agenda? When will you stop at the gender ideologies and start achieving true academic success? Nebraska public schools are failing academically and who is to blame?? Stop trying to dumb down the kids with equity... when the kids need equality and motivation to succeed!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Mary

Last name *

Nickel

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Nebraska State Board of Education Written Public Comment November 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

Persons may address the Board for public comment purposes by written submission in lieu of live testimony. Such written submissions must be provided 24 hours in advance to the start of the public meeting where public comment is scheduled, or by close of business of the Thursday prior to any meeting scheduled for a Monday, and is limited to 750 words. Written public comments submitted in accordance with these requirements will be provided to the Board members and become part of the record of the meeting, but will not be read aloud during the meeting.

Individuals who submit written public comment for a given meeting should not plan to speak before the Board in live testimony at that month's meeting.

Individuals may submit only one written public comment entry per month. Multiple submissions will not be accepted.

Submissions must include your complete first and last name, city and state. You will also be required to electronically sign the submission. This information will be included with your comments.

Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Merlyn

Last name *

Bartels

City *

Upland

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Good Morning,

Sad to see that you aren't having public comment at your meeting tomorrow. We are still encouraging the SBOE to scrap the CSE standards. Take them off the table completely. Take them back to the districts choice on the local level as to the sex education provided. Put it back to the health standards that we have used for years and leave it up to the individual districts.

Also interesting to see how the school proficiency scores are not all being made public. If you are so proud of your accomplishments I would think you would want the state to know how well you have done. Especially with the elections next week. I have a lot of contact with school age children and am constantly amazed how many or most of them cannot read well. Most have no math ability either. How do we think the next generation will take over if they cannot read or do math? Get back to the basics and help our children succeed.

Sincerely,
Merlyn and Pat Bartels

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Merlyn

Last name *

Bartels

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