



**Nebraska Early
Development Network**

Babies can't wait



2026

Results Driven Accountability Stakeholder Meeting

Jessica Anthony, Amy Bunnell, Cole Johnson
Ann Kavanaugh, Sheila Brodersen

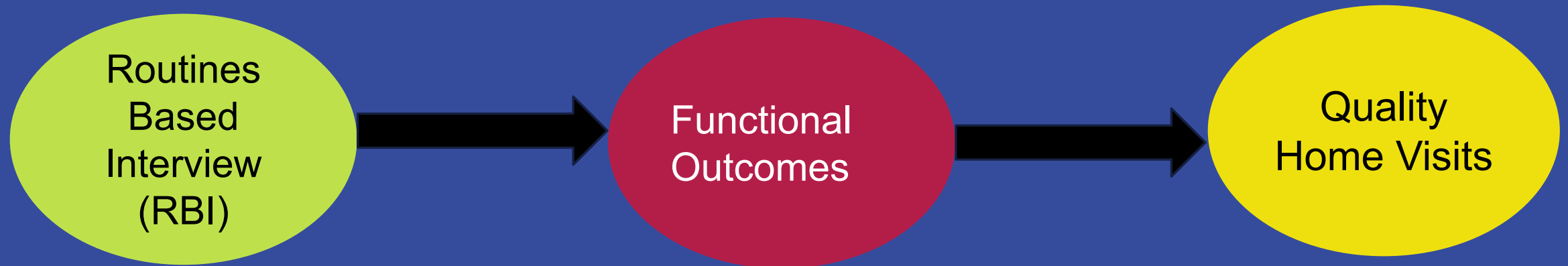
Why Are We Here?

In 2014 U.S. Department of Education, Office of Special Education Programs (OSEP) added a new requirement for states to develop a State Systemic Improvement Plan to improve child and family outcomes for children/families in early intervention.



Routines Based Early Intervention (RBEI)

Three Improvement Strategies:



Routines Based Interview (RBI)

The RBI is a semi-structured interview during which the family describes their day-to-day life in terms of their child and family's function: what's going well and what's not.



IFSP Outcomes are based on:

- Child participation within everyday routines (child outcomes)

- Family perceived needs – housing, education, medical resources, etc. (family outcomes).

Routines-Based Home Visits

The *Getting Ready (GR) Approach* is focused on enhancing child outcomes by strengthening engagement between, and building competencies within:

- parent-child interactions
- parent-early intervention professionals

RBEI Updates

What's New

Accomplishments

In the Works

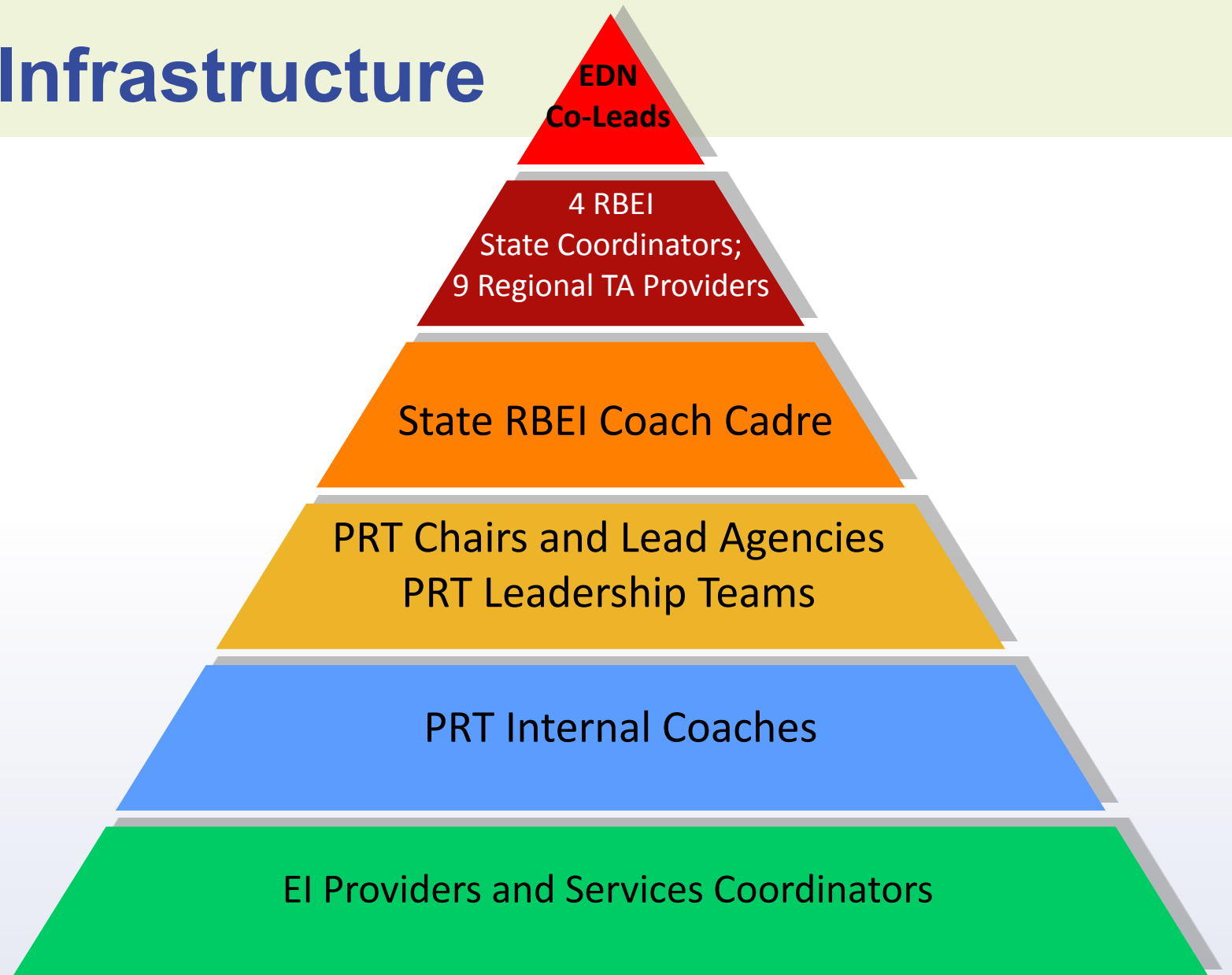
2026-27 What's New



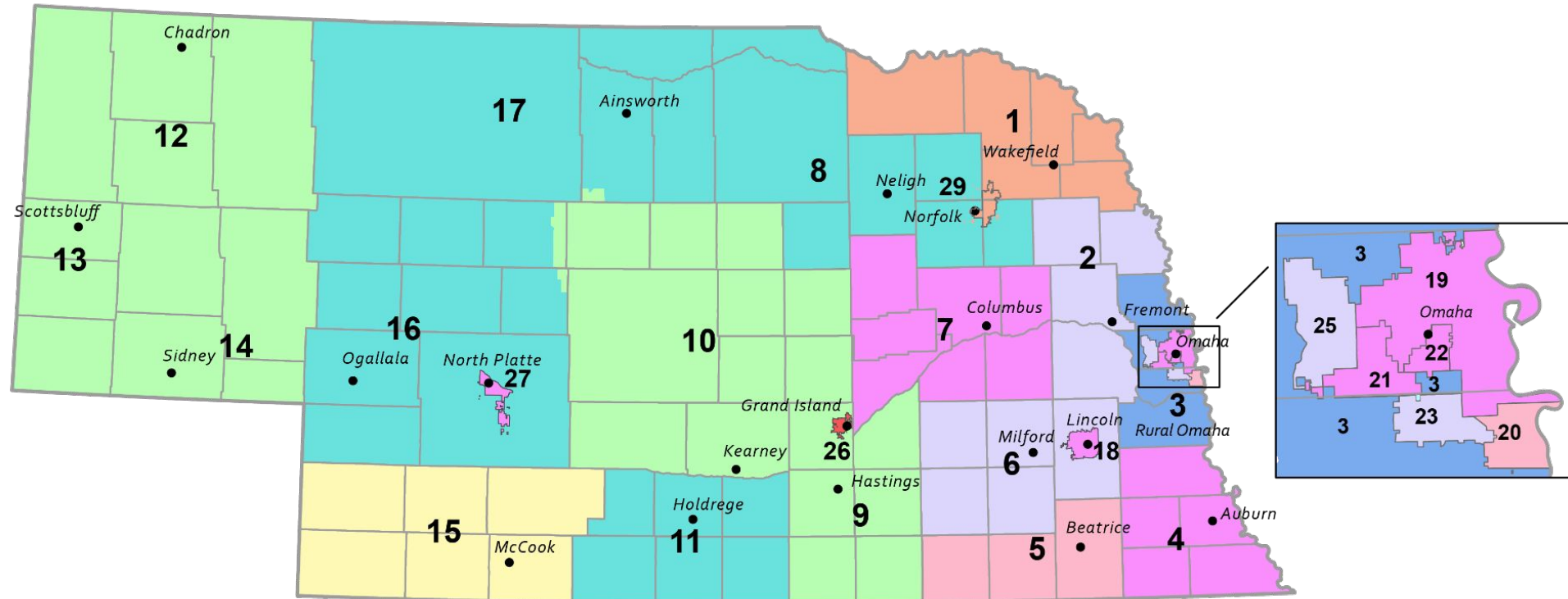
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Nebraska's RBEI Infrastructure



Routines Based Early Intervention Technical Assistance



General Technical Assistance: nebraskarbeihelpdesk@gmail.com

Carissa Simonsen
carissa.coach.simonsen@gmail.com
 PRTs 1, 29

Jessie James
frankenfoozal@gmail.com
 PRTs 2, 6, 23, 25

Darcy Carey
coachdarcycarey@gmail.com
 PRT 3

Tina Kilgore (pilots)
tkilgoreot@gmail.com
 PRTs 4, 7, 18, 19, 21, 22, 27

Sheila Brodersen
coachsheilabrodersen@gmail.com
 PRTs 5, 20

Renee Fish
coach.rfish.73@gmail.com
 PRTs 8, 11, 16, 17

Mindy Moyer
mindykmoyer@gmail.com
 PRTs 9, 10, 12, 13, 14

Jillana Barker
jbarker@cctherapist.com
 PRT 15

Ann Kavanaugh
annkava25@gmail.com
 PRT 26

2025-26 Accomplishments



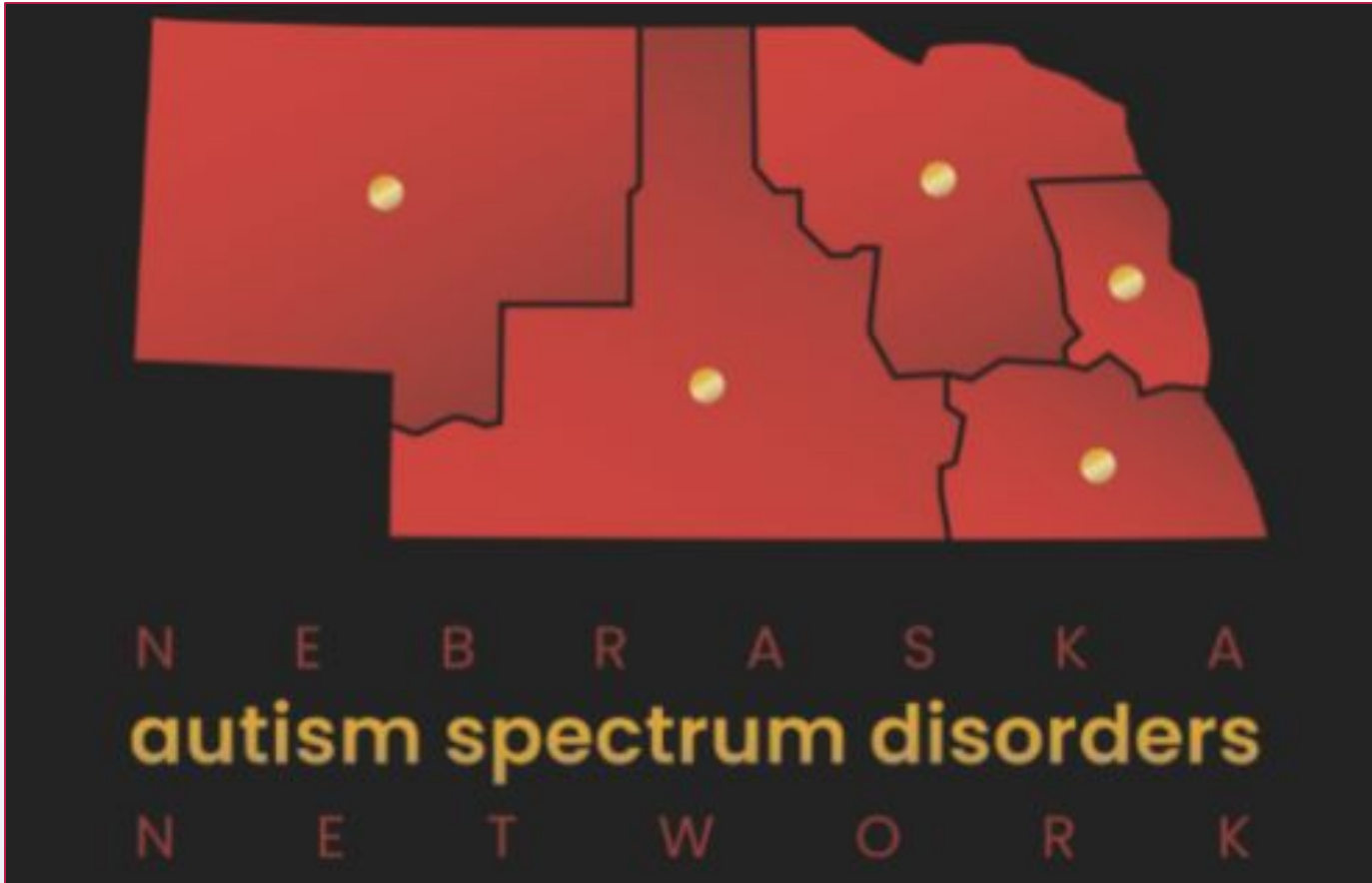
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RBEI Statewide Training Calendar

Course Title	Date	Time	Location
RBI	September 10, 2026 September 11, 2026	7:45 AM - 4:30 PM 8:00 AM - 4:30 PM	Educational Service Unit #3 6949 S 110th St La Vista, NE 68128
Routines Based Home Visit Training	October 21, 2026 October 22, 2026	1:00 PM - 4:00 PM 8:30 AM - 4:00 PM	Education Service Unit #9 5807 Osborne Dr W Hastings, NE 68901
RBI (Virtual)	January 27, 2027 January 28, 2027 January 29, 2027	9:00 AM - 2:30 PM 9:00 AM - 2:30 PM 9:00 AM - 2:30 PM	Zoom
Routines Based Home Visit Training	February 10, 2027 February 11, 2027	1:00 PM - 4:00 PM 8:30 AM - 4:00 PM	Educational Service Unit #3 6949 S 110th St La Vista, NE 68128
RBEI Coach Training	March 8, 2027 March 9, 2027	9:00 AM - 4:00 PM 8:00 AM - 12:00 PM	Educational Service Unit #3 6949 S 110th St La Vista, NE 68128
RBEI Coach Training	April 5, 2027 April 6, 2027	9:00 AM - 4:00 PM 8:00 AM - 12:00 PM	Educational Service Unit #16 1221 W 17th St North Platte, NE 69101
RBI	June 3, 2027 June 4, 2027	7:45 AM - 4:30 PM 8:00 AM - 4:30 PM	Nebraska Panhandle
Routines Based Home Visit Training	July 13, 2027 July 14, 2027	1:00 PM - 4:00 PM 8:30 AM - 4:00 PM	Educational Service Unit #10 76 Plaza Blvd Kearney, NE 68848

Collaborations!



<https://asdnetwork.unl.edu/>



<https://atp.nebraska.gov/education>

Enhancing Early Autism Support Through Routines Based Early Intervention

Jamie Lewis, Mikki Bohling, & Tina Kilgore



N E B R A S K A
autism spectrum disorders
N E T W O R K

<https://asdnetwork.unl.edu/enhancing-early-autism-support-through-routinesbased-early-intervention/>



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Follow-Up Coaching

Supporting Evidence-Based Practice



RBEI Coaching Definitions

Enhanced coaching - designates a coaching process that extends beyond completion of a checklist.

Internal coaches - early intervention providers and services coordinators who coach other professionals in their local PRT to implement RBI's, quality IFSP outcomes, and routines-based (GR) home visits.

Follow-Up coaches - state coaches who support internal coaches in using the ***enhanced*** coaching process and tools in their local PRT.

Why Follow-Up Coaching?

Sue Bainter - State Coach



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Coach Training and Evaluation Timeline

March 2024 – October 2026



What did we learn?

Follow-Up Coaching.....

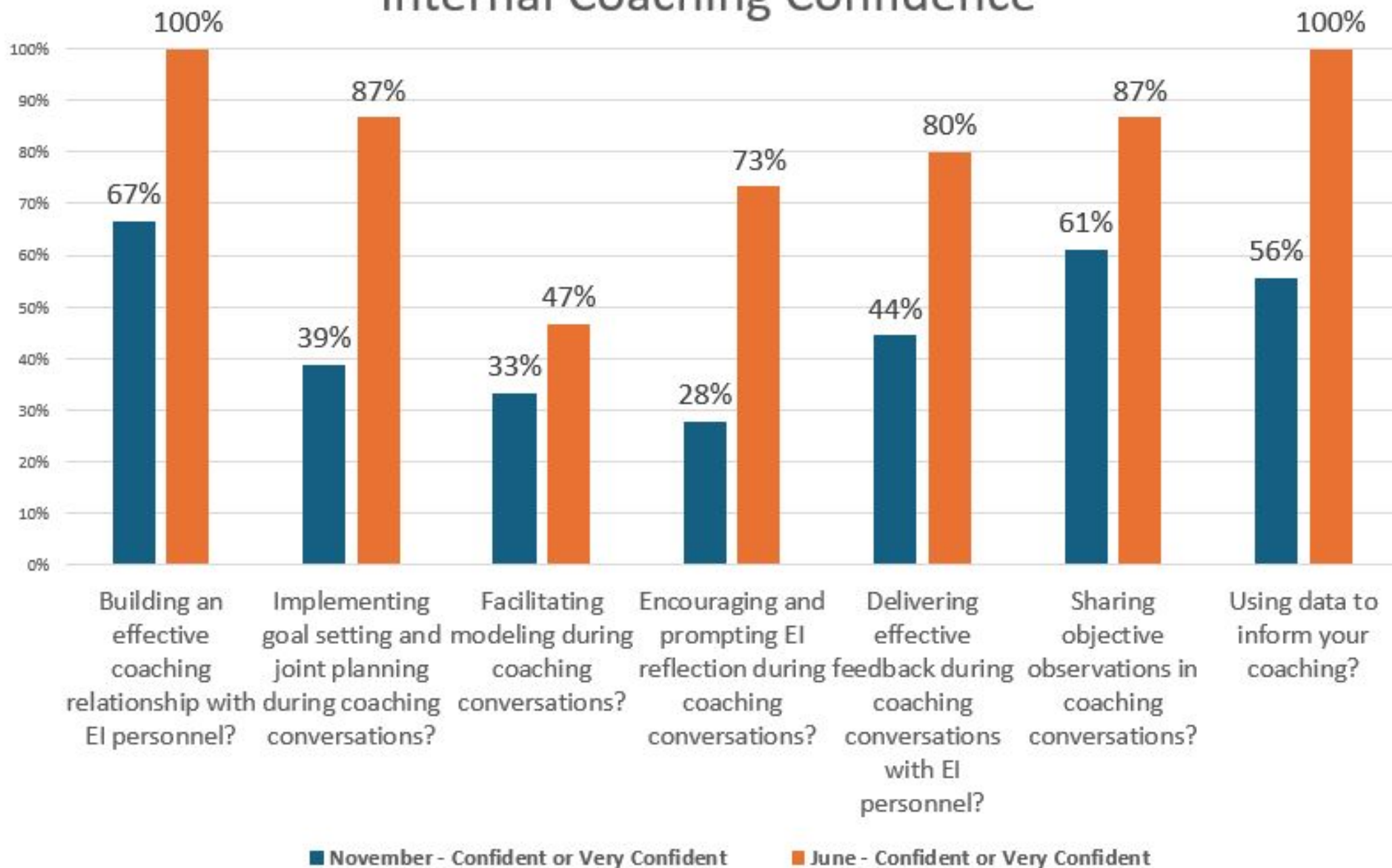
- Built Confidence
- Supported Competence & Growth
- Provided Value and Sustainability

Follow-Up Coaching....

Built Confidence

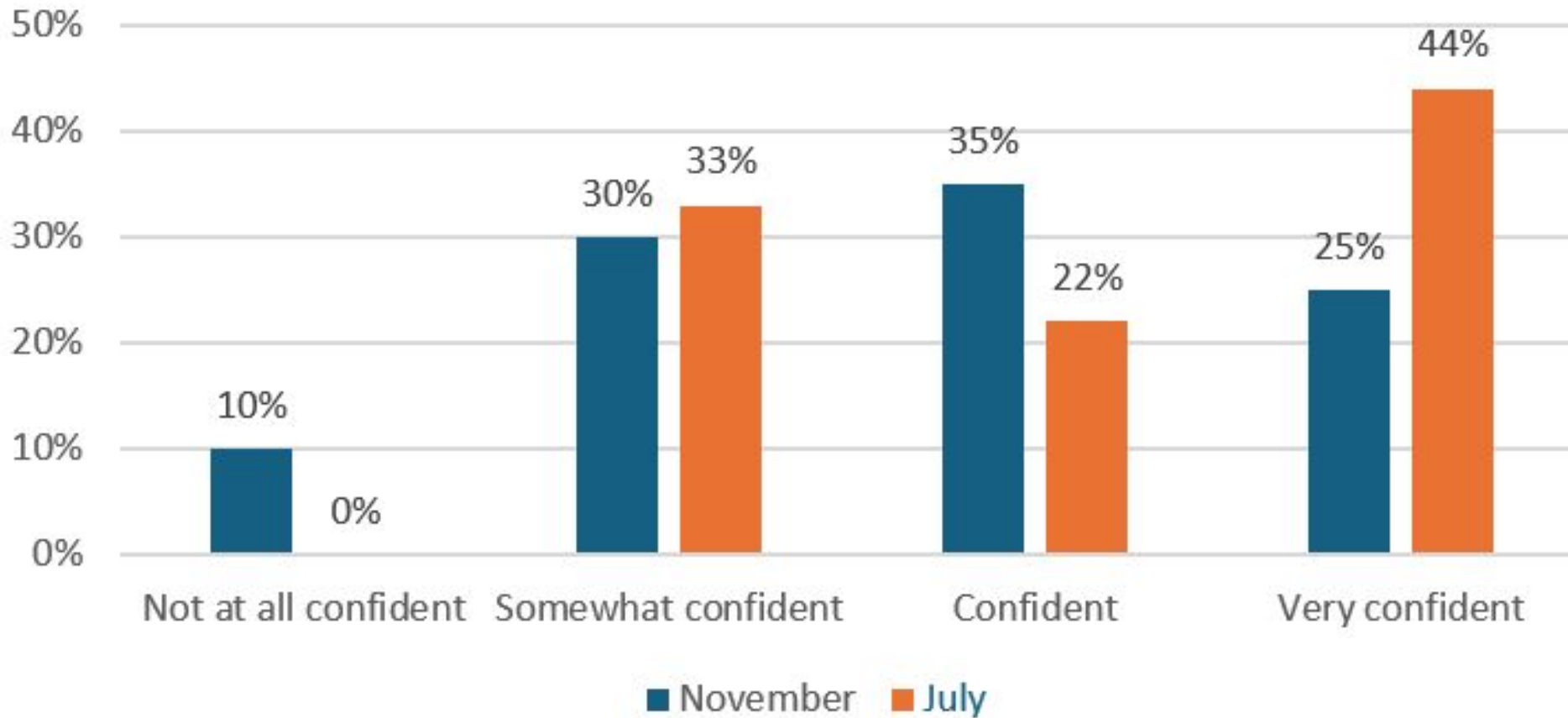


Internal Coaching Confidence



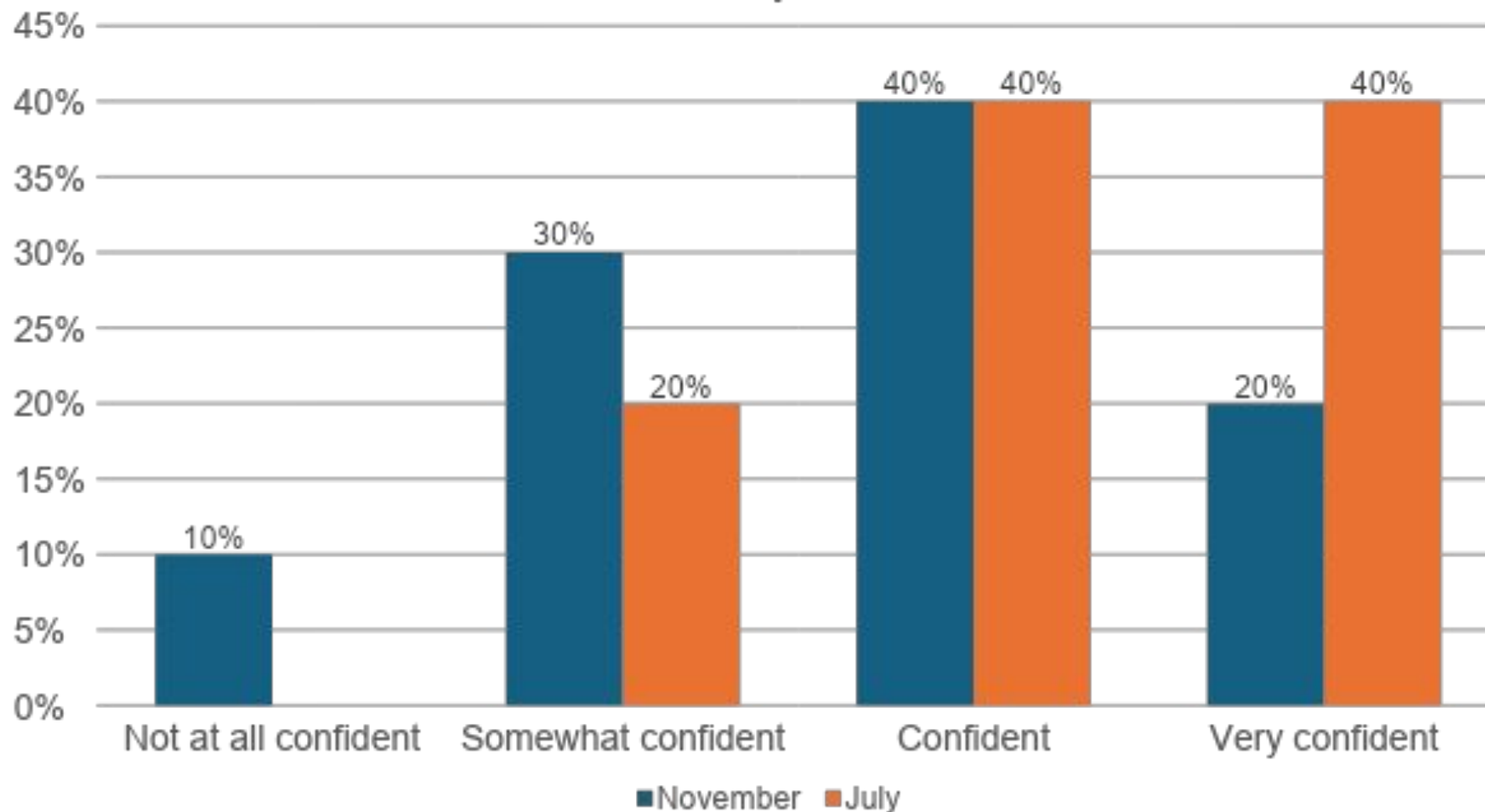
Gains in confidence from November to June were substantial.

Confidence in Supporting Internal Coaches: Follow Up Coaches



By July nearly 66% of Follow-Up coaches felt confident or very confident in their work supporting internal

Follow Up Coach Confidence in Supporting Leadership of PRT



By July nearly 80% of Follow Up coaches were confident or very confident in their support of PRT leadership

Internal Coach - Provider

MELISSA HENNINGS, SLP
INTERNAL COACH, PRT 21

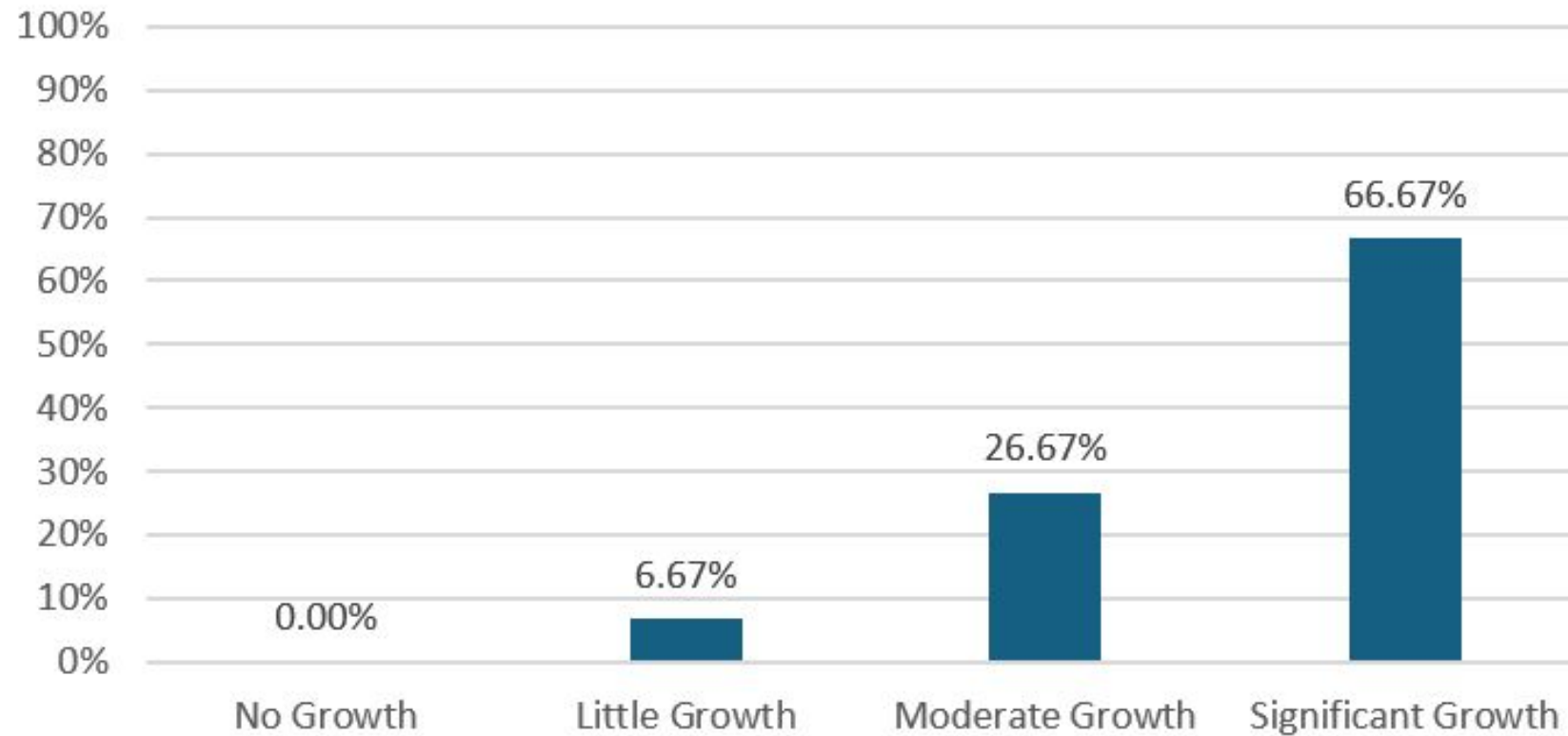
Internal Coach - Services Coordinator

JENNA JONES, SERVICES COORDINATOR
INTERNAL COACH, GREATER OMAHA AREA

Follow-Up Coaching....

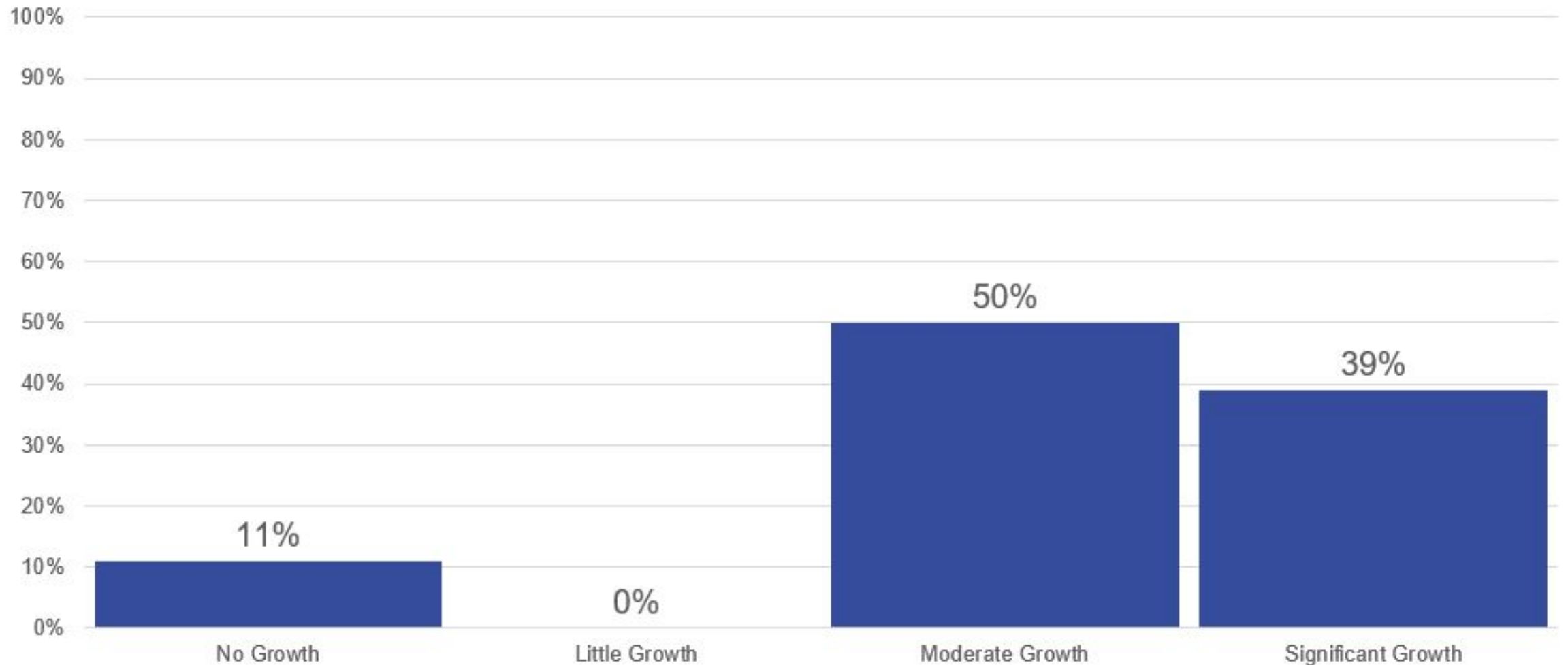
Supported
Competence & Growth

Growth in Coaching Process [Internal coaches] (June)



- ***Internal coaches reported personal growth in their use of the enhanced coaching process when assessed in June.***
- ***Since training, 2/3 of Internal coaches reported significant growth by June with another 26.67% expressing moderate growth.***

Average Growth of Internal Coaches as reported by Follow-Up Coaches



Almost 89% of internal coaches were assessed to have moderate or significant growth.

Follow-Up Coach

CARISSA SIMONSEN, RBEI STATE COACH
FOLLOW-UP COACH

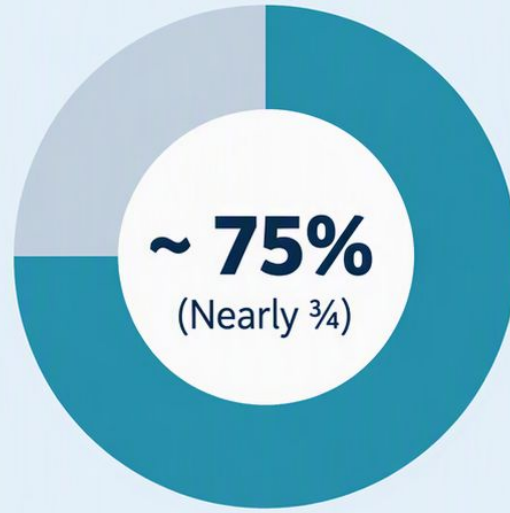
Follow-Up Coaching....

Provided Value and
Sustainability

Coaches See the Value

Follow-Up Coaching is a Worthwhile Investment

Internal Coaches



Nearly $\frac{3}{4}$ of internal coaches reported that Follow-Up coaching is a **very valuable investment**.

Follow-Up Coaches

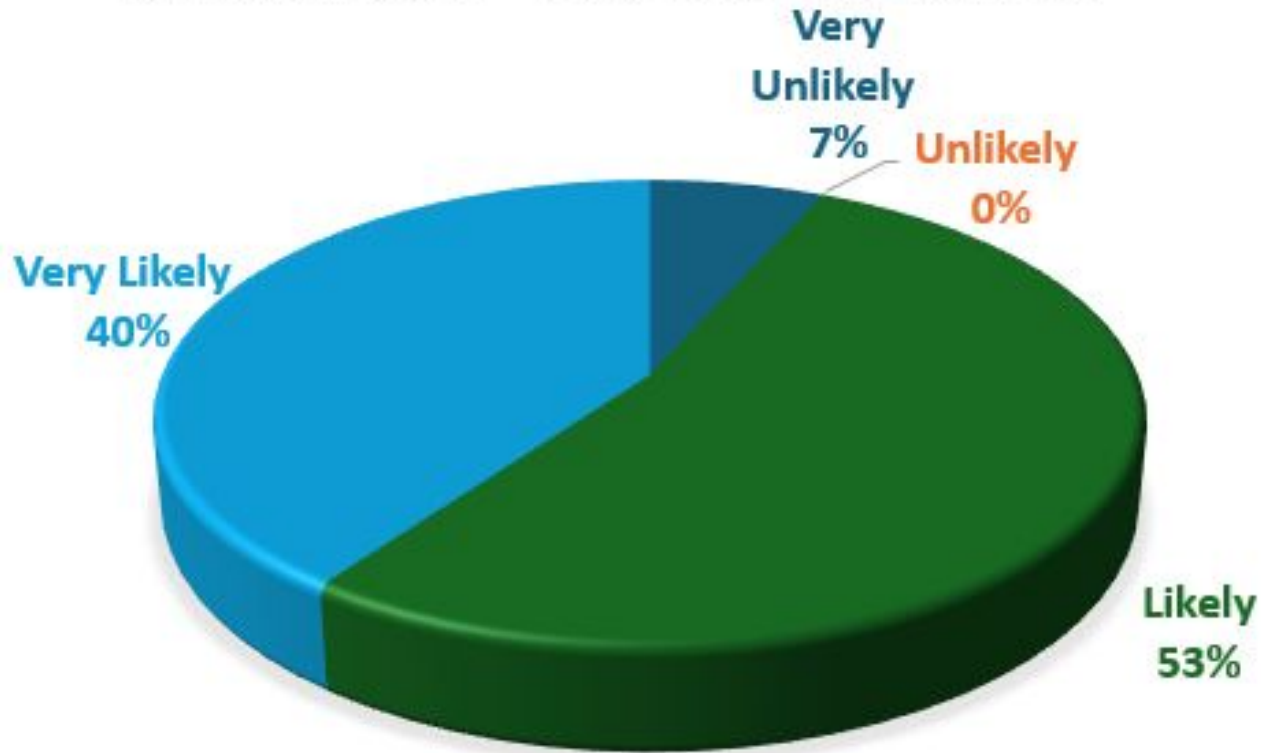


100% of Follow-Up coaches reported that Follow-Up coaching is a **very valuable investment**.



*Coaches agree:
Follow-Up coaching makes a meaningful difference.*

INTERNAL COACH -- LIKELIHOOD OF SUSTAINING



- ***93% of Internal coaches indicated it is “very likely” or “likely” that their PRT will sustain the gains made toward enhanced coaching.***

- ***Follow-Up coaches also rated PRTs as having a high commitment to supporting enhanced coaching and indicated they would be likely (70% of PRTs) to very likely (30% of PRTs) to sustain gains made.***

PRT Leadership

Laura Chatfield

Lead Teacher/PRT Leadership Team

PRT 19

Follow-Up Coaching....

Facilitators and Barriers

Supports that helped coaches.....

- PLCs
- Collaboration with other internal coaches from other regions
- Positive relationships
- Supportive/committed local leadership team
- Individual access to follow up coaches
- Communications and information sharing
- Adequate time and resources
- Structures/tools/resources that contribute to promoting reflection
- Getting feedback
- Coach portal, tools and PLCs (follow-up coaches)

Challenges and barriers reported.....

- Need to already have some kind of a fidelity process in place
- Limited time to participate in the activities that were part of "follow up coaching"
- Limited time to coach
- Financial resources, staffing, capacity
 - *Balancing coaching responsibilities with existing job duties and caseloads*
- Buy-In, resistance, and provider/coach engagement
 - *Difficulties with provider participation, commitment, or acceptance of the coaching process.*

Take Aways...

What will be the impact of the enhanced coaching process on your region's fidelity process and/or on child and family outcomes?

KEY THEMES FROM RESPONDENTS



Consistency and Quality of Service Delivery

Many respondents expect internal coaching to improve consistency across providers and strengthen the quality of services delivered.



Professional Growth and Continuous Improvement

Respondents frequently described coaching as a tool for ongoing learning and skill development rather than simply an evaluation process.



Shifting from Compliance to Supportive Coaching

Several responses emphasized moving away from viewing coaching as a fidelity check and toward seeing it as a supportive process focused on improvement.



Increased Provider Capacity and Confidence

Respondents believe coaching will help providers feel more capable, skilled, and supported in their work.

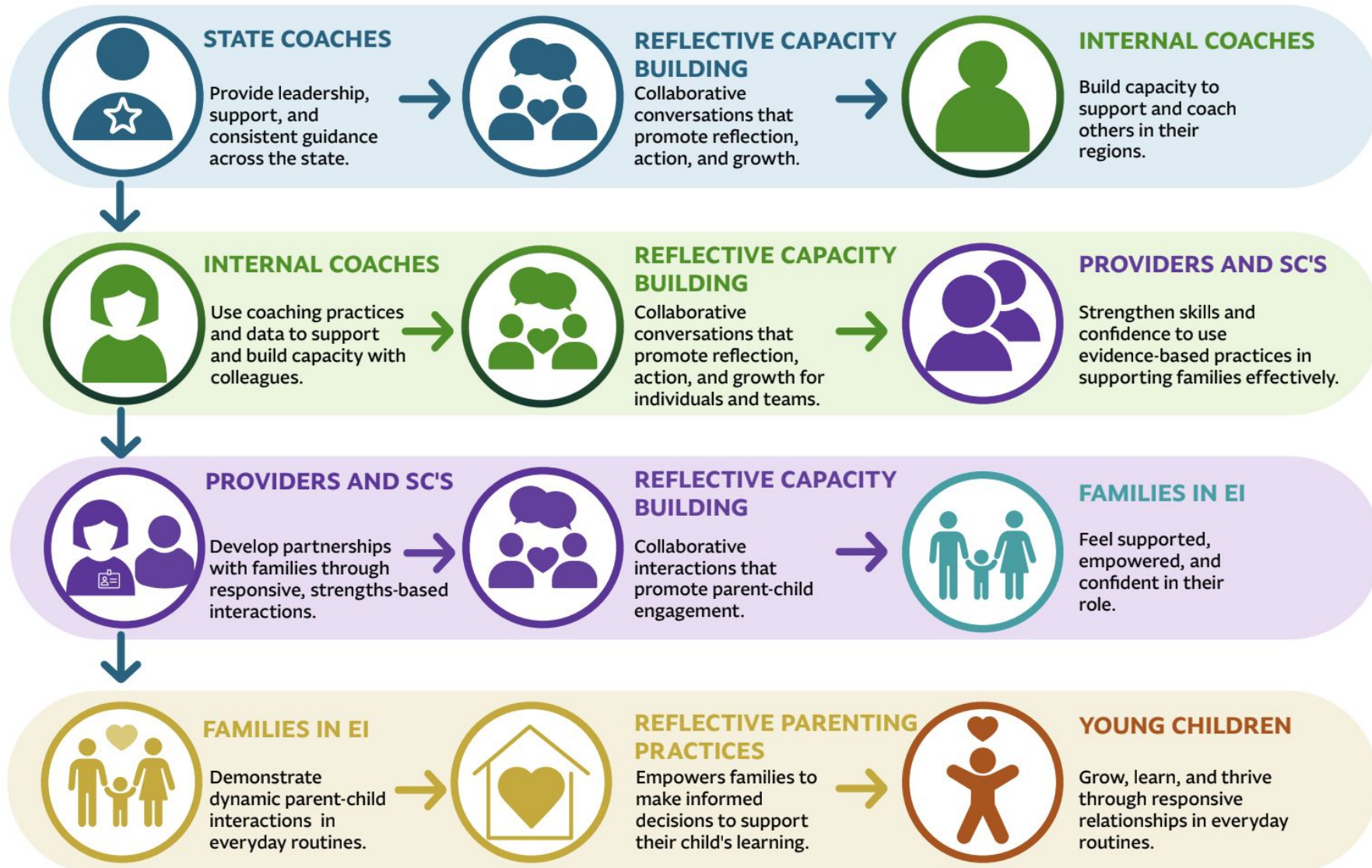
Feedback From The Field



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➤ RBEI Enhanced Coaching ⚡



NURTURE RELATIONSHIPS

EMPOWER FAMILIES

ENHANCE DEVELOPMENT

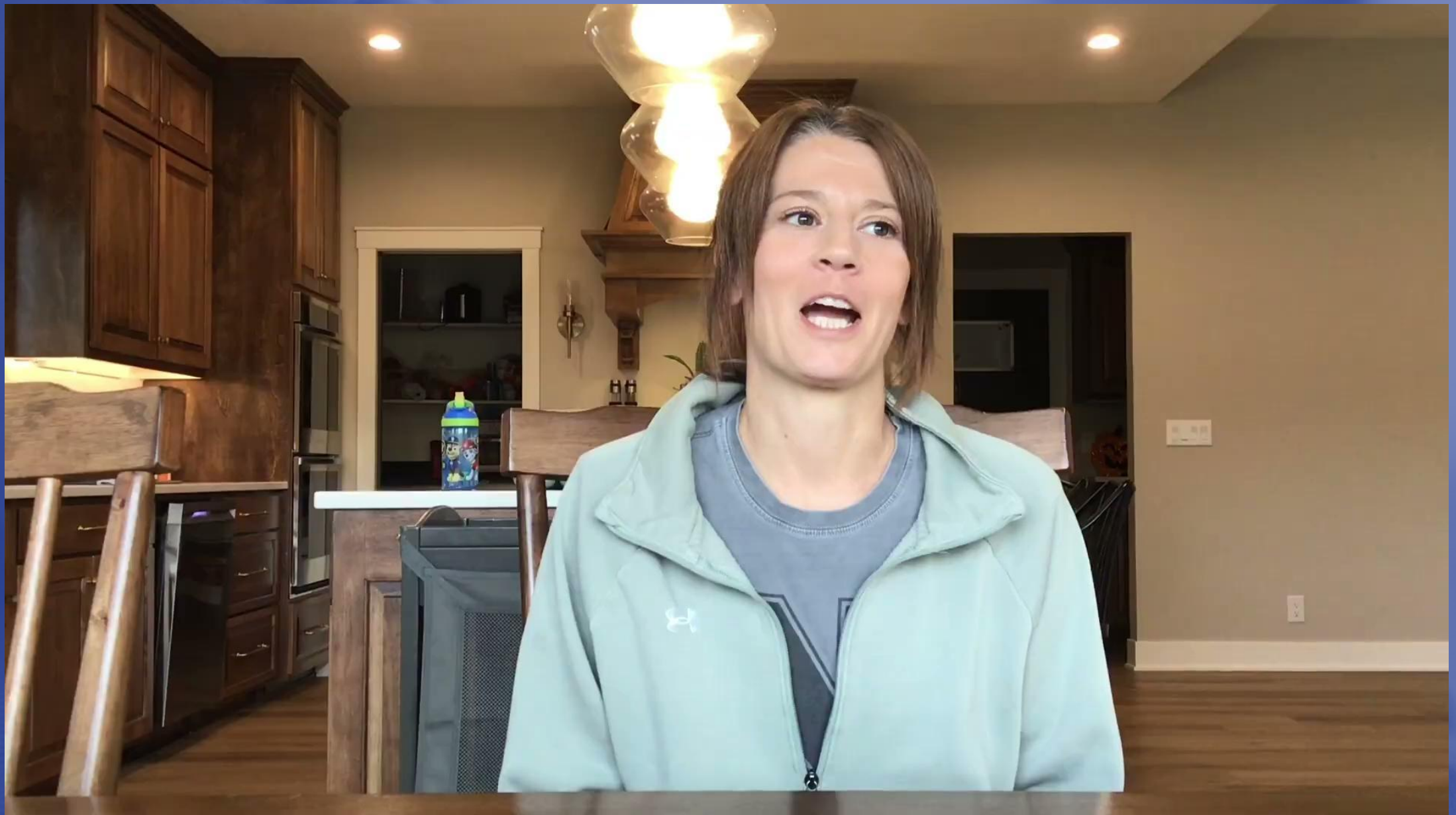


MacKenzie Kuehmichel



AMBER PULLMANN
SERVICES COORDINATOR, PAPILLION-LA VISTA





2 Minute Pause for Reflection

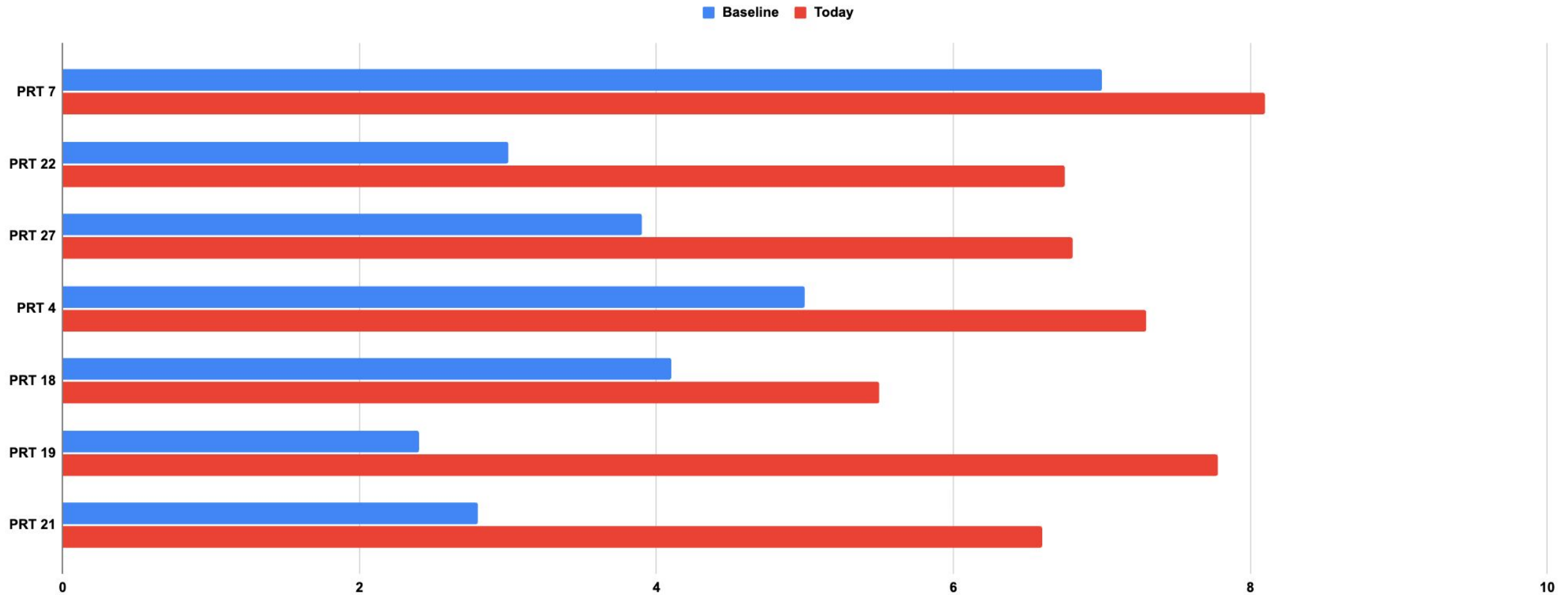
Reflecting on your experience as a family member, provider, services coordinator, internal coach, and/or PRT leadership, how does what you saw in the video clips compare to your experience? What would you like to see as a next step in your region?

Turn & Share With a Neighbor

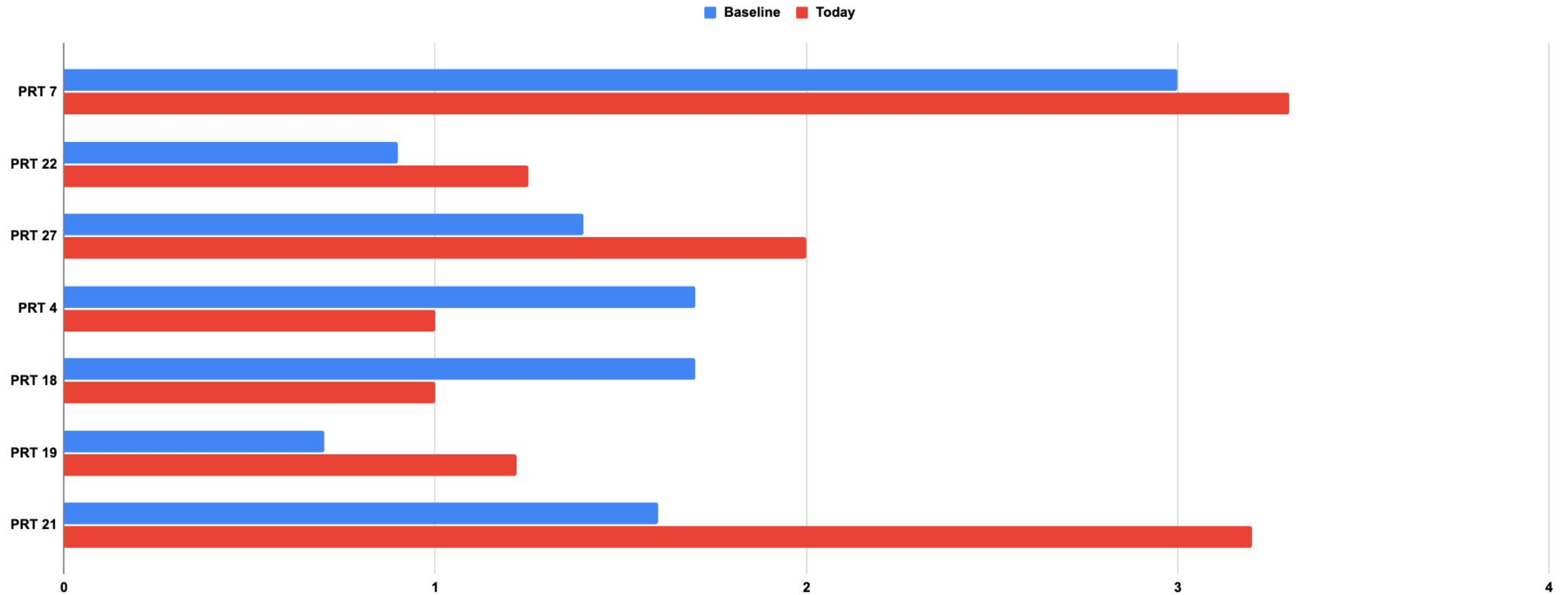
Annual IFSP Outcome Analysis

IFSPs from Cohort Planning Region Teams are analyzed for quality and quantity of outcomes (i.e. do they have routines, are they measurable etc.).

Average number of TOTAL Outcomes

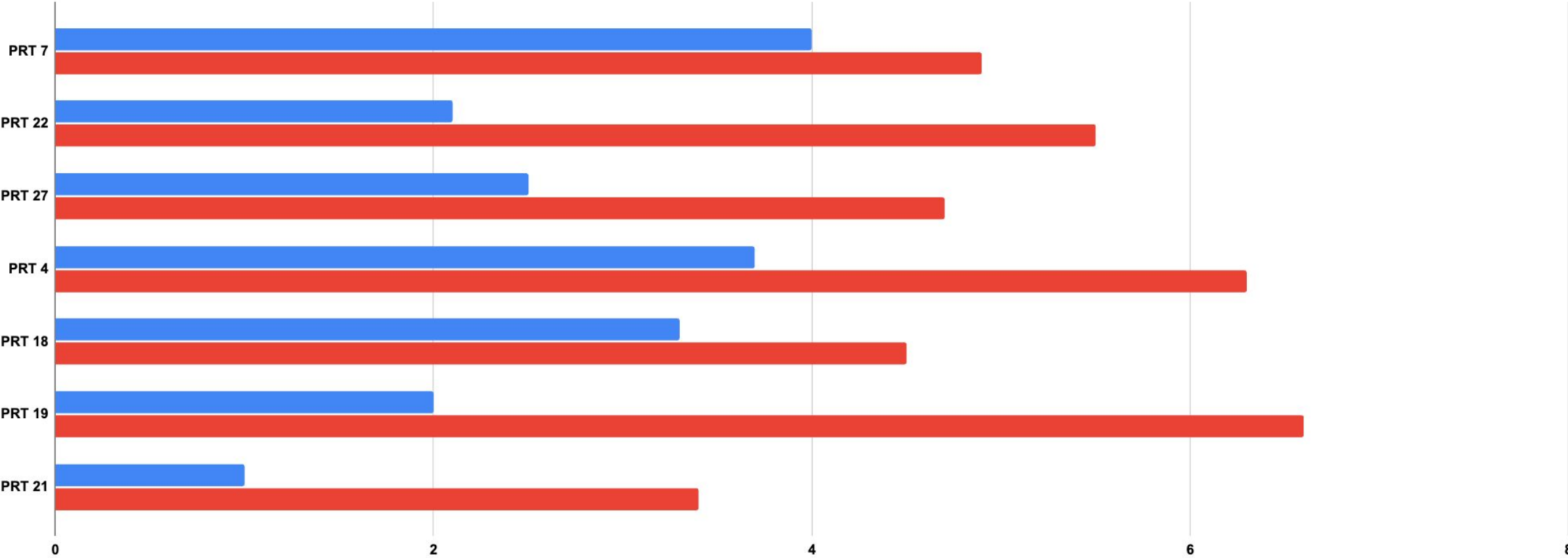


Average number of FAMILY Outcomes



Average number of CHILD Outcomes

■ Baseline ■ 2026



Trends from 2026

1. Total Outcomes: Trending up!
2. Family Outcomes: How can we improve?
3. Child Outcomes: Connection between quality score and child progress.

2 Minute Pause for Reflection

Keeping in mind that the data we collect is based on the pilot regions, how could you learn about how your region's data compares to this data? What next steps might you consider for improvement in your area?

If you are a family member, how do you feel like this data compares to your child's IFSP outcomes? Based on this data, how might you want to think about future IFSP outcomes?

Turn & Share With a Neighbor

Questions



Thank You

nebraskarbeihelpdesk@gmail.com

Tina Kilgore tkilgoreot@gmail.com

Andrea Nelson coachandreanelson@gmail.com

Sheila Brodersen coachsheilabrodersen@gmail.com

Ann Kavanaugh annkava25@gmail.com

EDN Co-Lead Updates



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IDEA Part C Annual Performance Report (APR)

Federally required report submitted to the U.S. Department of Education, Office of Special Education Programs on Feb. 1, 2026.

The annual report contains required information and data for the reporting period of July 1, 2024 to June 30, 2025.

Federal Determination

Based upon the State's Annual Performance Report (APR) data submission:

- Meets Requirements and purposes of IDEA Part C
- Needs Assistance in implementing the requirements of IDEA Part C
- Needs Intervention
- Needs Substantial Intervention

Federal Determination

2 data sets used to calculate Determinations

- Compliance Data
- Child Outcome Data

Compliance Data=100%

- Timely IFSP Services 99.06%
- IFSP's in 45 days 96.23%
- Transition
 - 8A (Transition plan 90 days prior) 94.87%
 - 8B (Transition Notification to District) 100%
 - 8C (Transition Conference 90 days prior) 94.87%

Earned 16 out of 16 possible points= 100.00%

Federal Determination

Early Childhood Outcomes

3A. Positive social-emotional skills

- Substantial growth: 59.8%/56.74%
- Age expectations: 51.84%/44.32%

3B. Knowledge and Skills

- Substantial growth: 59.08%/58.16%
- Age Expectations: 42.10%/38.71%

3C. Use of appropriate behavior to meet needs

- Substantial growth: 58.39%/57.59%
- Age expectations: 51.74%/48.08%

Federal Determination

Early Childhood Outcomes

- Data Completeness (2 out of 2 points)
- Data Anomalies (2 out of 2 points)
- Comparison to Other States (1 out of 2 points)
- Comparison to FFY 2023 Data for Nebraska (1 out of 2 points)

Earned 6 out of 8 possible points= 75%

Federal Determination

Meets Requirements

Results Score/Compliance Score:

75/100=87.50%

Meets Requirements=80%-100%

Nebraska's APR is available at:

<http://edn.ne.gov/cms/annual-performance-reports-apr>

Report on the annual performance of Planning Region Teams on the APR targets at: <http://edn.ne.gov/cms/regional-public-reporting-tables>

Child and Family Outcomes

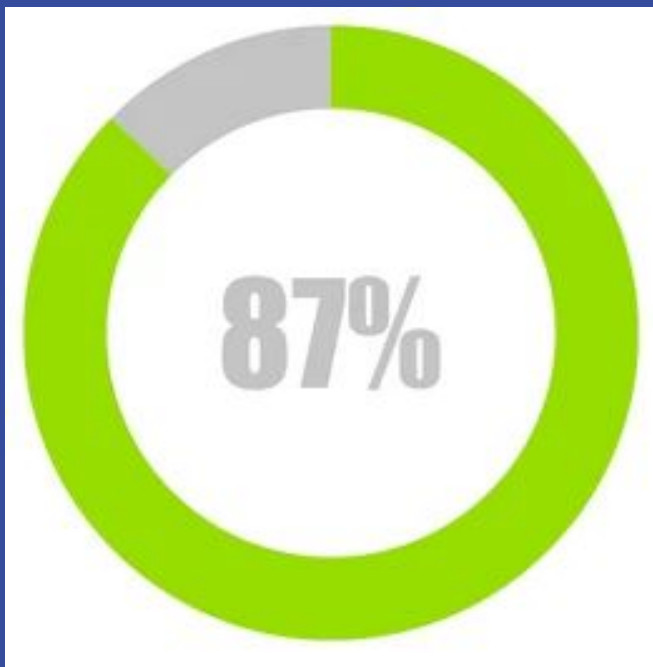


Family Outcomes

States are federally required to report annually on the percent of families participating in early intervention who report that they:

- 1) know their rights;
- 2) effectively communicate their children's needs; and
- 3) help their children develop and learn.

Data collected via Family survey distributed by EDN services coordinators to every family participating in EDN.



2026 Part C/EDN Family Survey Statewide Return Rate



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Did You Know?

87%

of families receiving early intervention services from Nebraska's Early Development Network (EDN), completed the 2026 annual family survey.



Here's what they had to say:

96% of families know their rights

96% of families effectively communicate their needs

96% of families help their child(ren) develop and learn



To learn more about

Nebraska's Early Development Network (EDN) and the Part C Family Survey please visit, <https://edn.ne.gov/cms/public-reporting-0>

If you have concerns about an infant or toddler's development, please contact EDN at:

<https://edn.ne.gov>

888-806-6287



Child Outcomes

Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication); and
- C. Use of appropriate behaviors to meet their needs

Child Outcomes

Summary Statement 1:

percent of infants and toddlers who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Summary Statement 2:

percent of infants and toddlers who were functioning within age expectations by the time they turned 3 years of age or exited the program.

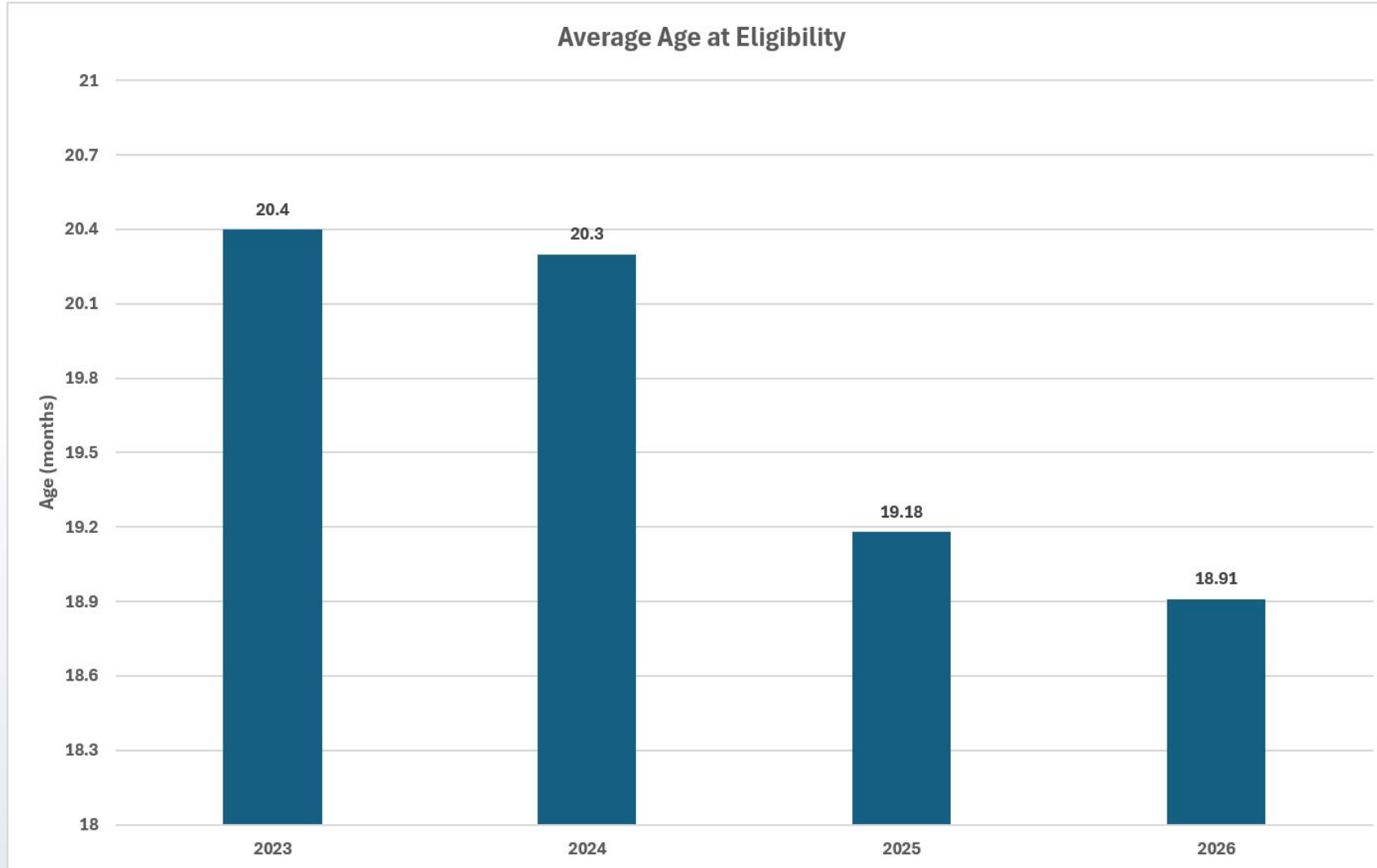
2025-26 Part C Child Outcomes Data

2025-2026 Child Outcomes: Part C Infant-Toddler <u>Exiters</u>		# of Children with Entry/Exit Data	State Targets FFY 2025	State Performance
Outcome A Positive social- emotional skills and relationships	Summary Statement 1	1,435	60.30%	59.00% 
	Summary Statement 2	1,435	52.34%	47.94% 
Outcome B Acquisition and use of knowledge and skills	Summary Statement 1	1,435	59.58%	58.17% 
	Summary Statement 2	1,435	42.60%	40.56% 
Outcome C Use of appropriate behaviors to meet needs	Summary Statement 1	1,435	58.89%	57.90% 
	Summary Statement 2	1,435	52.24%	48.99% 

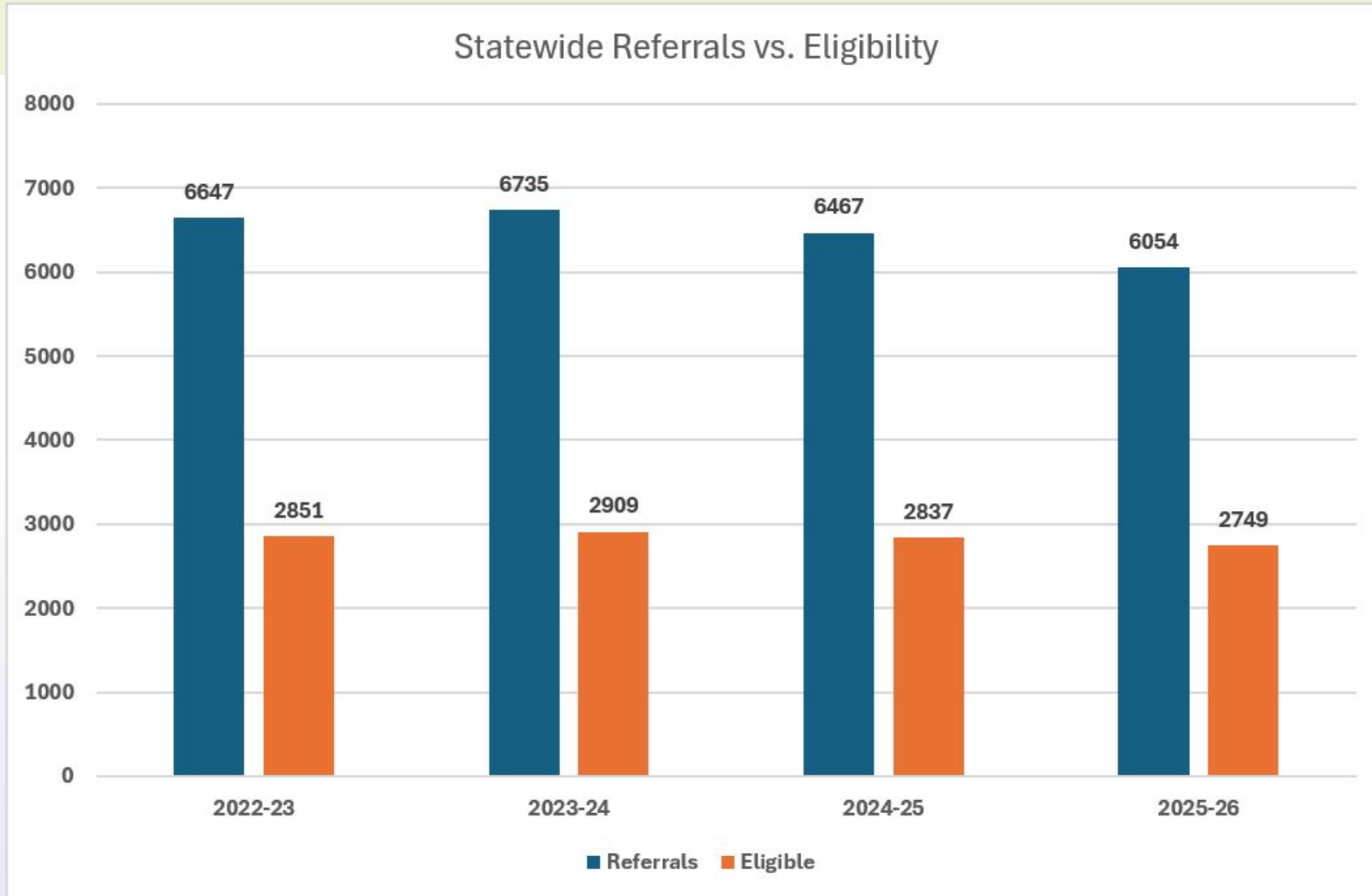
Frequency/Intensity of EI services

- 8 visits offered in 6 months
- 30 min per visit
- 5 visits actually occurring

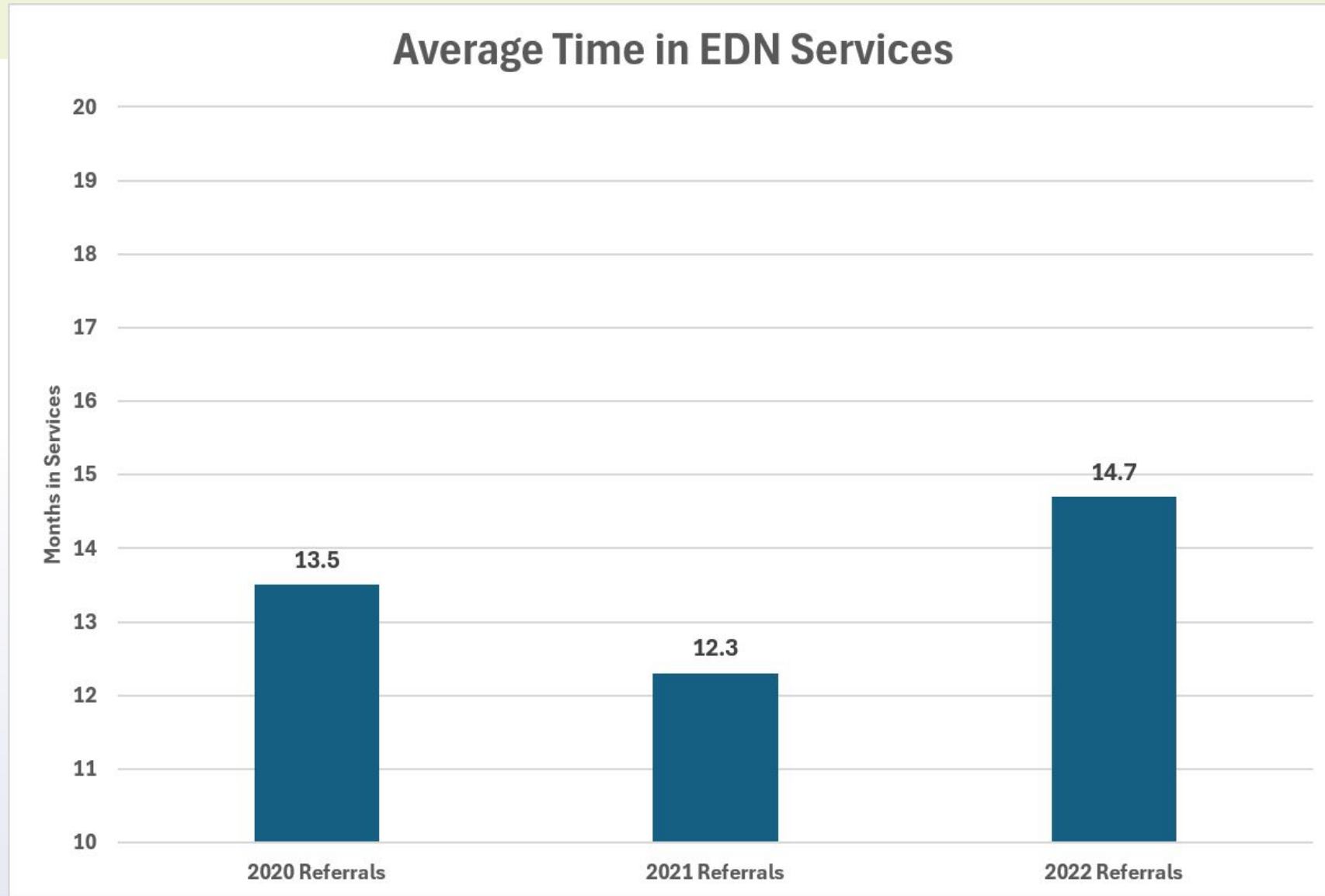
Child Find



Child Find



Child Find



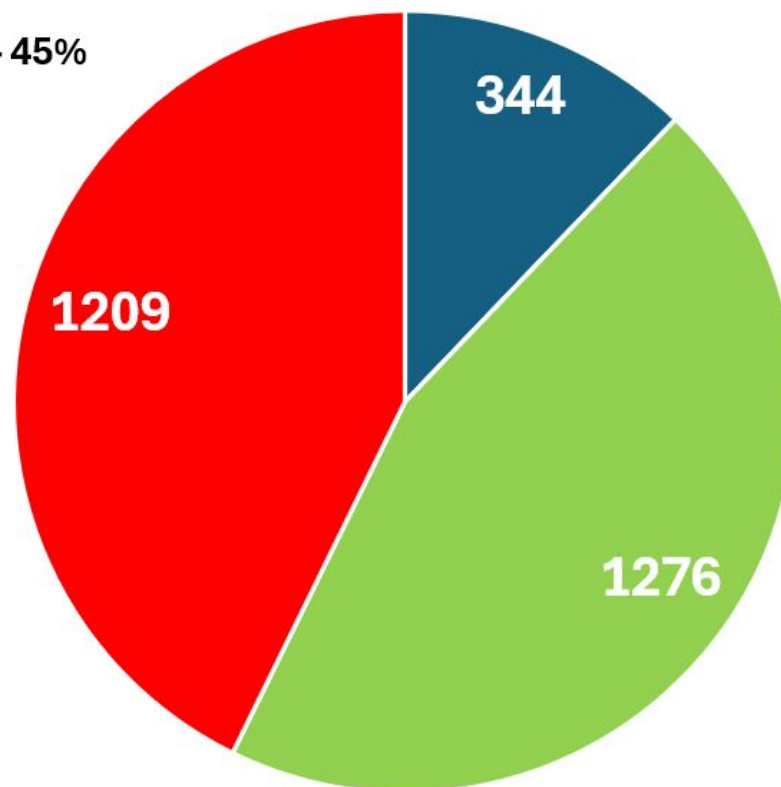
Jan 2025 - June 2026 Referrals (Less than 13 months)

Referrals - 2829

Not Eligible - 344 - 12%

Not Evaluated - 1276 - 45%

Eligible - 1209 - 43%



■ Not Eligible ■ Not Evaluated ■ Eligible

Discussion

- How can we increase evaluation percentages for the B-1 population?
- For families: When concerns about your child's development were first identified, was a "wait and see" approach discussed? What role, if any, did that approach play in your family's journey to EDN?
- Are EDN teams effectively promoting the benefits of EDN services to families?

Settings/Location Data

- 2 visits per month happening in a child care/other natural environment (not the home)

Impact on EI Child Outcomes

Statewide Average EDN Experience

- Eligible for EDN - 19 months old
- Getting ~13 months of EDN services
- 11-13 EI visits lasting 30 minutes
 - $\frac{1}{3}$ of these visits are in child care (no parents)

Given this data, is it reasonable for PRTs to meet targets?



Differentiated Monitoring and Support

DMS 2.0

Differentiated Monitoring and Support DMS 2.0

- Monitoring of a state's early intervention system conducted by the US Department of Education, Office of Special Education Programs (OSEP) under IDEA Parts B and C.
- Nebraska's DMS visit was held October 21-24, 2024.
- Nebraska received the Part C Differentiated Monitoring and Support (DMS) Findings Letter issued by the U.S. Department of Education's Office of Special Education Programs (OSEP) on April 16, 2026.

DMS 2.0 Finding

1. Individualized Family Service Plan

The content of the IFSP must include information about the child's status, including a statement of the infant or toddler with a disability's present levels of development ***based on the information from that child's evaluation and assessments.***

OSEP claims that Nebraska uses the child's chronological age to describe the present levels of development rather than the child's evaluation and assessment results.

DMS 2.0 Finding - Nebraska's Response

Individualized Family Service Plan Form and Instruction Updates

- Child's Present Levels of Development section now requires teams to document the child's Current Abilities and Developmental Functioning, including a brief narrative describing the child's functional performance in each developmental area. (What the child can do, what is difficult for the child, and how the child's skills affect their participation in daily routines)
- Date of Evaluation is renamed "Date of Child Assessment"
- Column displaying the child's chronological age is removed

DMS 2.0 Finding

2. Dispute Resolution Process and Due Process Hearing Procedures

The State does not have written procedures to ensure that required timelines are met for convening a resolution meeting, a final decision is reached in the hearing, and a copy of the decision is mailed to each of the parties.

Corrective Action:

- By July 15th – submit revised written procedures

DMS 2.0 Findings- Fiscal

4. Maintenance of Effort Requirements

The State must have a methodology to track and calculate the total amount of State and local funds budgeted for expenditures, and actually expended, in a fiscal year for early intervention services.

5. System of Payment Policy

The State does not monitor to ensure local program compliance with providing notice and receiving parental consent for the use of Medicaid to pay for early intervention services.

6. Unallowable Use of Funds

The use of IDEA Part B funds to pay for early intervention services for infants and toddlers with disabilities age birth to 3 is not allowed.

DMS 2.0 Findings- Fiscal

Corrective Action:

By July 15th:

- Submit policies describing the State's methodology to track all State and local public funding sources to enable it to ensure compliance with the IDEA Part C MOE requirements.
- Submit revised System of Payment Policy consistent with IDEA.
- Provide specific written assurances that NE will immediately cease the use of IDEA Part B funds for early intervention services and eliminate IDEA Part B funds as a payor source within the State's IDEA Part C system.

DMS 2.0 Findings - Fiscal

- Nebraska exercised its right to **request reconsideration** of the specific conditions imposed in the DMS Findings Letter. The State submitted a formal request outlining its legal, fiscal, and programmatic position.
- OSEP responded to Nebraska's Request for Reconsideration on June 12, 2026:
 - “OSEP has concluded the review of your request for reconsideration and your request is denied”.

DMS 2.0 Findings - Fiscal

- OSEP is amending the timelines, and NDE may propose alternative timelines for the required actions for submission of policies related to Maintenance of Effort and System of Payment in the corrective action plan due to OSEP by September 30, 2026. This flexibility allows NDE the opportunity to develop a corrective action plan, including proposed reasonable timelines, that systemically addresses all the fiscal findings.
- The specific assurances on the IDEA Part B and Part C grant applications and the specific condition on the Part B grant award will remain for subsequent IDEA grant awards until NDE demonstrates that it has come into compliance.

DMS 2.0 Findings

- Submission of Corrective Action Plan on Sept. 30, 2026:
 - a. The additional actions Nebraska will take to discontinue the use of IDEA Part B funds to provide early intervention services to infants and toddlers.
 - b. Revisions of regulations, policies, and procedures to come into compliance with IDEA requirements regarding the appropriate use of IDEA Part B funds (includes Maintenance of Effort and System of Payments policies).
 - c. A plan for how the State will fund early intervention.
 - d. A plan for how the State will provide technical assistance, training, and/or support to LEAs on the appropriate use of IDEA Part B subgrants.

Questions?



Thank You!

Jessica Anthony

jessica.anthony@nebraska.gov

Amy Bunnell

amy.bunnell@nebraska.gov

Cole Johnson

cole.johnson@nebraska.gov

