For nearly two decades, the Nebraska Center for Research on Children, Youth, Families and Schools has been a hub for interdisciplinary research, collaboration, and partnership. It has been a place where research begins, grows, shifts, and impacts lives—from infancy to adulthood.

Together with our partners in research, practice, and policy, we are tackling the ever-present social, behavioral, and educational challenges facing Nebraska and our world.

Recent headlines tell the story. Teacher and child care provider shortages abound, often fueled by budget shortfalls and burnout. Accessibility to quality mental health care, both for children and adults, is a growing concern. Poverty remains prevalent in many communities, creating additional obstacles for children and their families.

Such concerns are addressed by conducting, supporting, and sharing high-quality research that can offer solutions to issues that deeply affect people's lives.

Many of these solutions directly align with the University of Nebraska–Lincoln's strategic initiatives of anti-racism and racial equity, early childhood education and development, health equity, and science and technology literacy. They also support the College of Education and Human Sciences’ grand visions that encompass thriving young children, comprehensive health and well-being, and strong communities.

Stories featured in this report showcase life-changing research conducted by CYFS researchers. Recent work, spanning Nebraska, the U.S., and the globe, addresses critical issues such as special education teacher shortages, rural mental health support, parent-teacher relationships, student bullying, family mealtimes, child sex trafficking prevention, and inclusive health care for refugees.

As we continue to grow in size, scope, and reach, CYFS remains dedicated to addressing big challenges, fostering new ideas, and bringing together researchers, practitioners, administrators, and policymakers with the shared goal of empowering children, youth, families, and schools. We invite you to dream with us.

Susan M. Sheridan, Ph.D.
Director, Nebraska Center for Research on Children, Youth, Families & Schools
George Holmes University Professor of Educational Psychology

MESSAGE FROM THE DIRECTOR

SUPPORT CYFS
If you wish to support CYFS, please visit: cyfs.unl.edu/donate
Our vision is that all children, youth, families and schools have the opportunity to realize their potential and reach beyond.

We conduct research through grant-funded programs, provide comprehensive research support, and share research findings across audiences and platforms.

The University of Nebraska–Lincoln has identified seven grand challenge thematic areas in which to focus its expertise and resources, as outlined in its N2025 Strategic Plan. CYFS is uniquely positioned to leverage interdisciplinary research and collaboration in the social, behavioral, and educational sciences to positively impact these major societal challenges:

- Anti-racism and racial equity
- Climate resilience
- Early childhood education and development
- Health equity
- Quantum science and engineering
- Science and technology literacy for society
- Sustainable food and water security

The Chancellor’s Office and the Office of Research and Economic Development have committed $40 million over four years to invest in strategic, goal-based solutions that align with the grand challenges initiative.

Learn more about the Catalyst awards and planning grants recently awarded to CYFS researchers on page 04.

The research projects featured in this report are housed in CYFS. Learn more about our research support services at cyfsgrant.unl.edu.
Lisa Knoche
Co-Director, CYFS; Associate Professor, CYFS

Julie Tippens
Associate Professor, Child, Youth and Family Studies

### CATALYST AWARD

"Inscribing Outcomes for Children Through Equitable Early Childhood Education Experiences"

Nearly 28 million children in the U.S. experience major childhood adversity. Events such as neglect, substance abuse, mental illness, racism and bias introduce significant stress to children's developing brains, putting them at risk for academic, emotional, and social difficulties and health and behavioral issues — all of which have consequences into adulthood.

For this five-year, $3.44 million Catalyst Award project, Lisa Knoche will lead a large-scale program to deliver proven, evidence-based interventions in early childhood settings using diverse, novel methods across the behavioral sciences, and arts and humanities.

The interventions aim to boost children’s social and emotional skills, which are critical for establishing an innovative, equitable method for measuring children’s social-emotional skills.

The project team — which includes 19 faculty, plus university, state and community partners from across several Nebraska communities — will promote skills in family engagement and deliver mental wellness programs designed to prepare educators to address the needs of children while reducing professional burnout.

### PLANNING GRANT

"Developing an Interdisciplinary Global Forced Migration Collaborative"

More than 115 million people across the globe have fled their homes due to persecution, war and climate disasters. Forcible displacement has acute and lasting physical, mental and social health consequences, making forced migration and health a 21st century challenge that requires innovative, interventional solutions.

As part of a three-year, $400,000 CATALYST grant project, Julie Tippens will lead a large-scale collaborative that involves nearly 200 academics and practitioners across the world.

The interventions will address barriers to higher education and a lack of accessible educational opportunities for career advancement — all of which hinder recruiting and retaining the diverse, skilled workforce needed to provide high-quality early care and education to all Nebraska children.

Through this project, researchers and community partners from the across the state are working to find a lasting solution for support, expand and diversify the early-childhood workforce to ensure positive developmental outcomes for children born to age 8, while strengthening families and communities.

The three-year collaborative, statewide initiative is underway to create an accessible, inclusive and sustainable system for preparing diverse early childhood professionals who will provide quality care and education for Nebraska children and families.

Responsive Equitable System for Preparing Early Childhood Teachers (RESPPECT) Across Nebraska is a collaboration among multiple institutions and organizations that builds on the success of early childhood teacher preparation to be more equitable, inclusive, and sustainable.

This project is funded by grants from the Buffett Early Childhood Fund and Early Educator Investment Collaborative. Along with UNL researchers, other UNL researchers include Kelley Buchheister, associate professor of child, youth and family studies; Lisa Knoche, CYFS co-director and research associate professor; Rachel Schachter, associate professor of child, youth and family studies; and Nancy Engen-Wedin, lecturer, teaching, learning and educational studies. The project also has additional collaborators in the state and across the country.

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### 2023-2024 CATALYST COMPETITION GRANTS

Two Grand Challenges Catalyst Competition Projects are part of a $40 million commitment by the Office of the Chancellor and the Office of Research and Economic Development, enabling new interdisciplinary projects to move the needle toward the development of solutions for some of humanity’s most significant problems and pressing opportunities.

Two Grand Challenges grants were awarded to CYFS faculty and affiliates in 2023.

**One Nebraska’s Early Childhood Workforce**

Nebraska, like other states, faces a shortage of early childhood professionals to meet its demand for quality care and education.

Researchers, educators and community partners from across the state are working to find a lasting solution for support, expand and diversify the early-childhood workforce to ensure positive developmental outcomes for children born to age 8, while strengthening families and communities.

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The interventions aim to boost children’s social and emotional skills, which are critical for establishing an innovative, equitable method for measuring children’s social-emotional skills.

The project team — which includes 19 faculty, plus university, state and community partners from across several Nebraska communities — will promote skills in family engagement and deliver mental wellness programs designed to prepare educators to address the needs of children while reducing professional burnout.

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**Partnership Aims to Diversify, Strengthen Nebraska’s Early Childhood Workforce**

Near 28 million children in the U.S. experience major childhood adversity. Events such as neglect, substance abuse, mental illness, racism and bias introduce significant stress to children’s developing brains, putting them at risk for academic, emotional and social difficulties and health and behavioral issues — all of which have consequences into adulthood.

For this five-year, $3.44 million Catalyst Award project, Lisa Knoche will lead a large-scale program to deliver proven, evidence-based interventions in early childhood settings using diverse, novel methods across the behavioral sciences, and arts and humanities.

The interventions aim to boost children’s social and emotional skills, which are critical for establishing an innovative, equitable method for measuring children’s social-emotional skills.

The project team — which includes 19 faculty, plus university, state and community partners from across several Nebraska communities — will promote skills in family engagement and deliver mental wellness programs designed to prepare educators to address the needs of children while reducing professional burnout.
Our main goal is to have more knowledgeable students who are able to notice things with their peers, and feel confident and strong enough to speak out if they see something going on.

For school staff, Stalder said, the goal is to spread awareness that sex trafficking can happen anywhere.

Findings will be reported to the community, and will be presented in person at the CDC. Youth participants will be included in those presentations.

Kim Brady, curriculum development coordinator, said the goal is to stop trafficking before it starts.

“The more awareness there is about human trafficking, the better chance we have to prevent it,” she said. “If we are able to get some solid information on how to prevent perpetration, we could be changing and saving lives.”

The project is funded by a grant from the Centers for Disease Control and Prevention. Along with Brady, other researchers include Rochelle Dalla, professor of child, youth and family studies, and Larry Wheeler, CYFS research associate professor and MAP Academy director.

Along with Brady and Stalder, other Des Moines Public Schools personnel involved in the project include Deana Nessa, standard independent social worker.
As in other states, Nebraska’s ability to deliver high-quality instruction to students served in special education depends on the availability of qualified teachers. Unfortunately, shortages of special education teachers—both statewide and nationally—leave many students in individualized education programs at further risk for compromised educational outcomes.


A team of Nebraska researchers and educators is working to establish a statewide program to develop and retain special education teachers. Get SET Nebraska is a comprehensive mentorship and professional development program designed to support Nebraska special education teachers and school administrators serving students ages 3-21. It is designed to reduce teacher-reported job stress, increase job satisfaction, improve administrative support, and enhance teachers’ skills and confidence—all key to retaining special education teachers and improving academic and behavioral outcomes for all students.

“Special education teacher shortages are a real problem,” said Amanda Witte, CYFS research assistant professor. “Get SET Nebraska is tailored to the needs of Nebraska special education teachers so we can keep those great teachers working in the field. It is a desperately needed program.”

Get SET Nebraska was developed with data gathered from a fall 2020 project led by Witte and HyeonJin Yoon, MAP Academy research assistant professor, who surveyed 456 special education teachers from 86 school districts and 231 schools statewide. They investigated available teacher preparation programs, in-service teacher supports and the connection between those supports and job satisfaction.

The program was piloted in four rural Nebraska schools during the 2022-23 academic year.

Each school’s participants included a school administrator, an experienced special education teacher as a mentor and a newer teacher paired with the mentor.

Before expanding Get SET Nebraska statewide, a larger trial will be implemented in 100 schools.

“The goal is to build something that can be used by every district,” she said. “Every teacher needs something different for their individual caseload. The ultimate goal is to ensure they feel successful, and self-efficacy is increased.” The project is funded by a grant from the U.S. Department of Education–Office of Special Education and Rehabilitative Services (OSERS), through a subaward from the Nebraska Department of Education, administered by Witte, Brezenski and Yoon. The research team includes Kris Elmshaeuser, project co-director and assistant state director of the Office of Special Education.
As any parent knows, children and vegetables aren’t always a natural match. Research shows preschool-aged children are not receiving recommended amounts of fruits and vegetables. Dietary preferences are set early in life and aren’t always a natural match. Research shows children and vegetables may be an emotionally-driven decision that needs nurturing from adults.

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Many researchers now believe climate change poses the greatest global threat to human health — and that youth are the most vulnerable to its impacts and consequences, both today and in the future.

Black, Latinx, Native American and other youth of color may be disproportionately affected by climate change by forced migration and deepening inequalities in access to clean air and water, and healthy foods.

Ana María Vélez Arango, assistant professor of insect toxicology in the Department of Entomology, is leading an intercultural, interdisciplinary project that fosters STEM learning — science, technology, engineering and math — by drawing connections between insect resilience and human resilience.

The RISE with Insects (Resilience Ignited through Science and Ethics) project develops a learning camp curriculum for first and second graders using restorative healing practices, mindfulness, art and social-emotional learning. The program also considers how these concepts relate to racism, privilege and the climate change crisis.

Researchers aim to engage youth, their families and communities in broader, systems-level thinking to be stewards of planetary health — and empower youth to take collective action to combat the climate crisis in Nebraska and beyond.

"Environmental health and human health are interconnected," Vélez Arango said. "This project is not only focused on environmental change, but also on social justice. It’s all connected. People need to think about the consequences of their actions, both in terms of the environment and how we can affect others."

Because team members possess expertise in a range of specialties — entomology, mindfulness, art and exhibit presentation, ethnic communities — the project will blend disciplines to create an inclusive curriculum.

"Everyone on this team has particular strengths," said Louise Lynch-O’Brien, assistant professor of insect biology and Nebraska Extension specialist. "As a group, we are going to use several different perspectives to figure out what will work best. In the next year, we’ll all come out a little different.”

Researchers are working with Lincoln’s Malone Center, Asian Community and Cultural Center, and El Centro de Las Américas to help create a curriculum that will work across different communities and cultures.

You can go outside and find insects co-existing with us," she said. "There is an interdependence with living things. That is a beautiful metaphor for what we are trying to teach youth."

The project is funded by a 2021-22 UNL Grand Challenges Catalyst Competition Planning grant. Along with Vélez Arango, Hatton-Bowers and Lynch-O’Brien, the research team includes Marie Elise Liljenwall, research associate professor, Bureau Center for Testing; Susan Weller, director of the University of Nebraska State Museum; and Sandra Williams, associate professor of art.

Additional team members include Emily Brown, education supervisor at the University of Nebraska State Museum; Anne Altrue, director of festivals, assistant professor of practice in entomology; Kimberly Fagan, assistant professor in agricultural leadership, education and communication; Holly Hatton-Bowers; associate professor of child, youth and family studies and Nebraska Extension specialist; and Kimberly Schonert-Reichl, NoVo Foundation endowed chair in social and emotional learning at the University of Illinois, also collaborating on the project.

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For the past six years, Nebraska educational psychologist Katie Edwards has worked with Native American communities and organizations to combat sexual violence — a trauma Indigenous peoples experience at rates higher than any other racial or ethnic group in the U.S. “Violence among Indigenous peoples is rooted in colonization and multiple historical traumas, as well as ongoing systemic racism and oppression,” said Edwards, director of the Interpersonal Violence Research Laboratory and professor, CYFS and educational psychology. “Despite this, Indigenous peoples are highly resilient — something that is attributed to their connection to their cultures. So there is increasing recognition that effective prevention efforts for Indigenous peoples need to be culturally grounded.”

Now, with funding from a 2021-22 UNL Grand Challenges Catalyst Award, Edwards is co-leading a four-year project to establish an Indigenous-led sexual violence prevention initiative on the Pine Ridge Reservation in South Dakota.

For Native American communities throughout the U.S., sexual violence remains a significant problem. Its negative impacts have spanned generations of Indigenous peoples. “Sexual violence is a crisis in Indian Country,” said Norma Rendon, Oglala Lakota and executive director of Winyan Wicayuonihan Oyanke (“Where All Women are Honored”), a domestic violence shelter in Rapid City, South Dakota.

The Indigenous-led project is called Wahwala Iyohlogya, which translates to “Peaceful Means.” It will create jobs, provide training and education opportunities, and bring the IMpower, an evidence-based sexual violence prevention program to K-12 youth at Pine Ridge. With community input and guidance, IMpower will be culturally adapted. Developed in 2009 by Lee Paiva, founder and executive director of No Means No Worldwide and IMpower United, IMpower is an evidence-based, comprehensive sexual violence prevention program and support system for survivors.

Results from a recently completed pilot evaluation of IMpower on a Native American reservation in South Dakota demonstrated that a culturally adapted curriculum reduced rates of sexual violence by 80%.

Peaceful Means aims to reduce sexual violence among Indigenous persons throughout the U.S. and to provide all Indigenous K-12 youth with the opportunity to receive the culturally adapted version of IMpower by 2050. The project relies on community engagement and coordination activities, cultural adaptation of IMpower and intensive staff training in program adaptation, implementation and evaluation. Once staff members are trained, they will lead a communitywide implementation and evaluation of IMpower on the Pine Ridge Reservation.

Damon Leader Charge, director of tribal outreach at the University of South Dakota, said Peaceful Means will play a significant role in chipping away at historical and intergenerational traumas Indigenous people have suffered. “I could have become a statistic,” Leader Charge said. “But I was raised by countless, beautiful, strong women on both sides of my family to know that kind of treatment was wrong.”

Along with Edwards, UNL team members include Lorey Wheeler, CYFS research associate professor and director of the MAP Academy; Renyou Nunnally, cultural outreach manager; Bill Theodore Elabd, tribal education and engagement Extension educator; and dozens of postdoctoral, graduate and undergraduate student scholars.

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GLOBAL TOOLKIT PROMOTES INCLUSIVE HEALTH CARE FOR MARGINALIZED REFUGEES

In recent years, there has been an increase in global initiatives aimed at providing mental health support in low- and middle-income countries for those affected by disaster, conflict and forced migration. However, older refugees and refugees with disabilities have received less attention in humanitarian research and often face barriers to accessing wellness-promoting interventions.

The first step in reducing educational and health disparities, Zuckerman said, is to remove barriers that hinder collaboration among researchers, such as traditional research paradigms, time restraints and knowledge gaps.

Researchers will connect people across Nebraska to discuss their experiences in inequities, challenges in their communities and ways to partner with the university. A community advisory board will be developed to gather statewide input.

“We want to empower the university to truly be a university for the people,” Chávez said.

“Once it’s over, it’s too easy to let those relationships dissipate,” she said. “That can be destabilizing and demoralizing for people who put in a lot of time helping you. If you’re not intentional about it, it’s easy to lose track. We want to create this space for online relationships and letting people know they have a place where they can connect.”

The project is funded by the 2021-22 UNL Grand Challenges Catalyst Competition Planning grant. Along with Zuckerman, Chávez and Kelley, other researchers for the project include Trey Andrews, associate professor of ethnic studies and psychology.

Years ago, when Sarah Zuckerman worked as a special education teacher in Washington, D.C., she saw firsthand the myriad educational and health needs her students brought with them to school.

Increasing access to more nutritious food, medical care and mental health services seemed to be constant needs she saw every day.

“I knew there was only so much I could do,” said Zuckerman, associate professor of educational administration. “That ultimately was one of the things that prompted me to pursue a Ph.D.”

Now, Zuckerman is leading a project that leverages collaboration among researchers, practitioners and community members to reduce educational and health inequities in Nebraska.

The Nebraska Community Action Research for Equity and Sustainability (NE CARES) Hub will provide infrastructure and support for collaborative, interdisciplinary networks to identify problems and develop new pathways to solve them.

The project is funded by a 2021-22 UNL Grand Challenges Catalyst Competition Planning grant. Along with Zuckerman, Chávez and Kelley, other researchers for the project include Sarah White, associate professor of ethnic studies and psychology.
Traditionally, minoritized ethnic-racial groups have been excluded or significantly underrepresented from participating in research. According to some estimates, 96% of psychological studies come from countries with only 12% of the world's population, and tend to include mostly white participants. Such underrepresentation can lead to assumptions that behaviors and values of the majority culture are “normal,” while those of other cultures are problematic.

To address this disparity, University of Nebraska researchers recently completed a five-year project — TAPP para Familias Latinas — that focused on strengthening and supporting partnerships among parents and teachers of Latinx students.

The project was developed on the foundation of Teachers and Parents as Partners (TAPP), a research-based, problem-solving and decision-making intervention developed by CYFS Director Susan Sheridan and other Nebraska researchers.

TAPP builds on student strengths while fostering collaboration among parents and teachers, and has been proven to enhance students’ academic, behavioral and social outcomes while strengthening parent-teacher relationships.

TAPP para Familias Latinas found that emphasizing shared goals and commonalities generated better communication and connection among students, parents and teachers — even with existing language and cultural differences.

Those stronger home-school relationships enhanced students’ learning and behaviors, and improved parent-teacher collaboration.

“We tend to impose things in education that work for white, middle-class Americans without thinking about how it fits for people from other cultures who care just as deeply about their children and their future,” Sheridan said. “If we really want what’s best for kids, who learn across many settings with lots of different people, we have to examine all the ways to support them. If we center families, partnerships and relationships, that could be a powerful source for addressing the inequities we see among marginalized students.”

The project is funded by a grant from the Institute of Education Sciences. Along with Sheridan, the research team includes co-investigators Lorey Wheeler, CYFS research associate professor, and Brandy Clarke, associate professor of psychology at the University of Nebraska Medical Center’s Munroe-Meyer Institute; Marianne Andersen, research coordination specialist; Andrea Castellanos, data collector; Derek Derry, project manager; and graduate research assistants Libby Brower, Kara Brown, Donna Chen and Sunhyoung Lee.

From left: Lorey Wheeler, co-principal investigator, and Susan Sheridan, principal investigator.

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From left: Lorey Wheeler, co-principal investigator, and Susan Sheridan, principal investigator.
According to the U.S. Centers for Disease Control and Prevention, schools are primary providers of mental health services for children. But for small towns scattered throughout Nebraska, mental health professionals are hard to come by. Recruiting and retaining such professionals is crucial to ensuring these rural populations have access to quality mental health care.

Because mental health trainees are more likely to remain and work in the rural communities where they live, Beth Doll, professor of educational psychology, and Matthew Gormley, associate professor of educational psychology, are leading a "HOMEGROWN" training approach that addresses the need for rural mental health professionals.

The Prairie Nebraska project is addressing the state's shortage of mental health professionals by training rural Nebraska residents using a "grow-your-own" program leading to state certification in school psychology.

Participants currently work as educators in rural schools and are seeking additional training to transition into school psychology.

"The best way to find someone to train for a rural position is to find someone who wants to stay in the rural districts," Doll said. "Otherwise, small towns can end up being springboards to opportunities in Omaha, Lincoln, Grand Island or in other states."

Prairie Nebraska will pay trainees’ tuition and fees, and will provide a small stipend for books. The grant also ensures trainees have access to all program resources.

The training program spreads the two-year School Psychology program across three years to accommodate working participants.

After finishing their required coursework, trainees will complete an internship as a school psychologist in school districts and education service units across the state.

Hello there! I'm...
Three Layman Awards were awarded to CYFS Office of Research and Economic Development, Office of Research and Economic Development, Nebraska researchers working with teachers to share stories from the past and connect them to the larger historical narrative of America through animation and film.

Researchers will work with 12th-grade teachers at Lincoln Public Schools and Episcopal High School in Virginia to create an open-educational resource (OER) using their films and interdisciplinary knowledge in areas no single discipline can achieve on its own.

Students will use the “Animating History” framework to understand historical topics and create films of their own using the latest history scholarship. They will conduct research on a specific topic and consult with historians as they develop their film ideas.

This project’s team features expertise in history, film studies and animation. Research will combine modes of interdisciplinary thinking to advance knowledge in areas no single discipline can achieve on its own.

Burton and co-PIs Hawk Aud Diner, assistant professor of English, and William Thomas, professor of history, have collaborated to create three films in an open-educational resource (DER) using their films and interdisciplinary approach to contextualize narrative topics on race and history.

Researchers will transfer their current website and build a new DER framework to be housed in the Center for Digital Research in the Humanities in the University of Nebraska Libraries. The team’s long-term goal is national distribution, education and engagement.

Researchers will pilot the Embodied Nonbinary Affirmation (ENA) workshop, which will inform future large-scale implementation studies of the ENA intervention.

The ENA intervention is designed to enhance Christian religious leaders’ affirmation of nonbinary people through neurodiverse family-oriented regulation and embodiment practices that increase inclusive attitudes, beliefs and behaviors toward nonbinary people. Gathered data from this pilot project will be used for the efficacy and acceptability of the ENA workshop, which will inform future large-scale implementation studies of the ENA intervention.

This study is designed to help reduce health disparities that result from bias and discrimination faced by nonbinary people in all contexts, including experiences rooted in marginalizing Christian religious discourse. Researchers will pilot the Embodied Nonbinary Affirmation (ENA) workshop, an education-based, group experiential learning intervention rooted in understanding the autonomic nervous system’s role in contributing to both bias and affirmation.

The ENA intervention is designed to enhance Christian religious leaders’ affirmation of nonbinary people through neurodiverse system-informed regulation and embodiment practices that increase inclusive attitudes, beliefs and behaviors toward nonbinary people. Gathered data from this pilot project will be used for the efficacy and acceptability of the ENA workshop, which will inform future large-scale implementation studies of the ENA intervention.

37.5 million children in the U.S. have been diagnosed with autism spectrum disorder (ASD) and have not developed functional vocal speech. These children cannot communicate with their voice and may require augmentative and alternative communication (AAC), such as speech-generating devices, to support, supplement or replace vocal speech.

Early interventions that incorporate AAC embedded within natural contexts — such as play time, for example — and targeted social communication skills may lead to increases in language, social skills and play skills.

Researchers will conduct these experiments with assistance from student workers and will collaborate with stakeholders to ensure the intervention and supports are ecologically valid. Funding this project will lead to tailoring the intervention to be more feasible, accessible and effective for parents and caregivers of children with ASD.
SNAPSHOT OF CUMULATIVE CYFS GRANT ACTIVITY
The graphic below highlights the total dollar amount of internal and external grants supported by CYFS since its inception in 2004.

**Internal grants funded**
$4,978,501

**External grants funded**
$128,225,285

RESEARCH IMPACT
The figures below are indicators of cumulative research impact for CYFS.

**Total grants submitted**
957

**Total grants funded**
356

**Grant submission success rate** (based on known decisions)
39%

**Return rate to the University of Nebraska–Lincoln for every $1 invested**
$25.65

SOURCES OF FUNDING
The chart below shows the total dollar amount of grants supported by CYFS since its inception in 2004, and the proportion of funding through federal, state, foundation and internal (i.e., University of Nebraska) sources.

- Federal (152 grants)
- State (41 grants)
- Foundation (86 grants)
- Internal (77 grants)

Percentages rounded to nearest 1%

EXTERNAL FUNDING

PROGRAM OF EXCELLENCE SUPPORT

CUMULATIVE EXTERNAL GRANT DOLLARS & PROGRAM OF EXCELLENCE SUPPORT
The line graph below depicts the total dollar amount of external funding (i.e., federal, state and foundation) supported by CYFS, relative to Program of Excellence funding support from the University of Nebraska.
ACTIVE GRANTS & CONTRACTS

The following grants and contracts received new or ongoing funding during the 2022-2023 fiscal year. Principal Investigators (PIs), including those identified as co-PIs for each project, are listed below.

Federal Awards
Administration on Children & Families
Children's Bureau: Early Childhood
Co-op Grant (subaward through Nebraska Children's Foundation) (P2C 2022-2023 ANNUAL REPORT)
Child Care Services: Early Childhood Education
Can Family Home Child Care Providers’ Nutrition Knowledge and Practice: Addressing Nutrition Prevention (subaward through Nebraska Children and Families Foundation) (PI: Saima Hasnin; Dipti Dev)
Early Childhood Parent Education Program (subaward through Nebraska Children and Families Foundation) (PI: Holly Hatton-Bowers)
Early Head Start University Partnership (subaward through ICF International) (PI: Lisa Knoche, Susan Sheridan)
Families and Communities: Prevention Services
Early Learning Frontiers: Pre-K to Grade 3 (subaward through Nebraska Children and Families Foundation) (PIs: Lisa Knoche, Rachel Schachter, Susan Sheridan, Min Namkung, Wendy Smith)
Foundation/Other Awards
Awards for Academic Excellence to Freshman Students
Awards for Academic Excellence to Freshman Students
Annette P. Landers Center for Human Development (subaward through the University of Nebraska)
Cultivating Healthy Intentional Mindful Educators
Families Foundation) (PI: Lisa Knoche) (subaward through Nebraska Children and Families Foundation)
Can Family Home Child Care Providers’ Nutrition Knowledge and Practice: Addressing Nutrition Prevention (subaward through Nebraska Children and Families Foundation) (PI: Saima Hasnin; Dipti Dev)
Early Childhood Parent Education Program (subaward through Nebraska Children and Families Foundation) (PI: Holly Hatton-Bowers)
Early HeadStart University Partnership (subaward through ICF International) (PI: Lisa Knoche, Susan Sheridan)
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Explore the CYFS Research Network: cysf.unl.edu/research-network