

Community Engagement in the State Courts Initiative:

Nebraska

Public Engagement Pilot Project

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Note:

Portions of the information in this report are available online as part of the NCSC's Community Engagement Toolkit.

See <https://www.ncsc.org/engage>

Acknowledgments

This report is one of a series of reports produced to provide a record of the activities, materials, and results achieved by the Public Engagement Pilot Project (PEPP) sites involved in the pilot phase of the Community Engagement in the State Courts Initiative (Initiative). This phase and the entire project would not have been possible without the generous support of the State Justice Institute (SJI).

The Public Engagement Pilot Initiative is a collaboration between the [National Center for State Courts](#) (NCSC) and the [University of Nebraska Public Policy Center](#) (NUPPC), with assistance from [Michigan State University](#) researchers [Joseph A. Hamm](#) and [John Ropp](#). The pilot phase was overseen by a Steering Committee drawn from members of the Advisory Board on Community Engagement in the State Courts. These members are listed on the following page. The Conference of Chief Justices (CCJ) convened the Initiative in partnership with the National Consortium on Racial and Ethnic Fairness in the Courts (Consortium) with support from the National Center for State Courts (NCSC). We extend our deep appreciation to CCJ, the Consortium, and NCSC for their vision and dedication to this vital effort.

After a nationwide call for proposals, six public engagement pilot projects were selected out of a significant number of proposals. Following the kickoff convened at the National Science Foundation in Washington, D.C. on February 25, 2019, the PEPP teams received resources and support from the NCSC/NUPPC implementation team. The PEPP sites worked both individually and collaboratively with the other sites and NCSC/NUPPC to engage their communities, while also advancing understanding of how courts can best engage the public to overcome social inequities and bias and build trust. We hope the efforts of these individual PEPP sites serve as blueprints for courts across the nation.

The six pilot sites are (in alphabetical order):

- Franklin County, Ohio Municipal Court
- Kansas City, Missouri Municipal Court
- Administrative Office of the Massachusetts Trial Court
- Nebraska Supreme Court Office of the State Court Administrator
- Puerto Rico Judicial Branch
- Texas Office of Court Administration

Future Work

We are committed to assisting court leaders in their community engagement and public trust efforts. To discuss future work and for more information about the Community Engagement in the State Courts Initiative, please contact Jesse Rutledge at jrutledge@ncsc.org.

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Table of Contents

Acknowledgments	3
Table of Contents	5
Introduction	7
Background	7
Methods	9
Participants	9
PEPP Team Leaders.....	9
Court Actor Collaborators.....	9
Stakeholder Involvement	10
Engagement of General and Specific Publics	10
Procedures	10
Recruitment.....	10
Pre-Post Survey Administration	11
Preparatory Activities and Procedures.....	12
Engagement Events and Procedures.....	12
Data and Measures	13
Engagement Form	13
Cross-site Surveys	14
Common Discussion Questions	14
Site-Specific Data, Measures, and Methods.....	15
Results	16
Analyses	16
Participant Characteristics	16
Perceptions of the Qualities of the Engagement Processes	22
People or groups missing from the engagement.	22
Importance of topics of engagement.....	24
Helpfulness of engagement activities for problem-solving progress.....	24
Use of discussion during engagement.....	25
Effective listening by parties involved in the engagement.	28
Changes in Perceptions of the Courts	30
Trustworthiness.....	30
Trust and Vulnerability.	31
Open-ended descriptions of courts' positive and negative impacts.....	33

Other Post-only Survey Items	38
Overall satisfaction.	38
Changes in subjective knowledge.....	38
Willingness to be contacted in the future.....	38
Other Comments.....	41
State Specific Results	43
Discussion/Reflections.....	44
General/Overarching Reflections	44
Recruitment.....	44
The Engagement Process.....	45
Outcomes	45
Conclusion and Next Steps	46
Appendix of Procedure Relevant Materials or Work Products	47
Recruitment.....	47
Facebook Social media post:	47
Twitter Social media post:	48
Sample Email/letter:	48
Flyer:	50
Participant Preparatory Activities.....	52
Engagement Events.....	52
Engagement Sessions: Annotated and Expanded Notes.....	52
Facilitation: Suggestions/Recommendations and Notes	57
Appendix of Measures.....	58
Engagement Form.....	58
Cross-site Consent and Surveys	58
Site-Specific Measures and Materials	59

Introduction

In 2018, the National Center for State Courts (NCSC) issued a nationwide call for proposals from courts to implement public engagement pilot projects (PEPP) designed to engage people, especially minorities and low-income communities, to improve problems facing courts and disparities in trust in the courts. The PEPP initiative built off a national listening tour called “Courting Justice” in which judicial actors heard perspectives from the public about judicial decision-making, bias and unfairness, lack of diversity in juries and on the bench, and other issues that impaired trust and understanding of court systems, especially among marginalized populations.

From a significant number of high-quality applications nationwide, six grantees were selected to design and implement pilot engagement projects. Selections were made based on consideration of a number of factors, including the problem(s) the court actors were attempting to address, extent of community involvement in the solutions, likelihood of the projects to promote trust in the community, probability of sustainability after cessation of funding, and complementarities among projects. As a requirement of grant receipt, all grantees worked with the NCSC and the University of Nebraska Public Policy Center (NUPPC) to develop their programs to include high levels of community involvement and bi-directional court-community dialogue and to integrate an evaluation component into their projects. The purpose of the evaluation was to document participation in the pilot projects and efficacy of project activities, examine issues of engagement and trust between communities and courts, and evaluate the overall pilot project experience as well as other issues of interest to the grantees. Each pilot also was asked to agree to their materials and work products being incorporated into an overall toolkit for use by the nation’s courts.

The present report contains information specific to the engagements conducted by the Nebraska Supreme Court Office of the State Court Administrator¹, hereafter referred to as NE or NE PEPP², one of the six projects selected to participate in the pilot phase of the National Center for State Courts Community Engagement in the State Courts Initiative. The NE PEPP team has reviewed this report before publication and contributed to the substance thereof.

Background

In August 2018, the Nebraska Supreme Court Chief Justice Mike Heavican hosted a roundtable meeting of the Nebraska-based Tribes, the state, and the federal government in

¹ See <https://supremecourt.nebraska.gov/branch-overview> for an overview of the NE jurisdiction.

² PEPP stands for “Public Engagement Pilot Project” and denotes the teams of individuals working on the pilot engagements in each state.

South Sioux City. Conversations at the roundtable were frank and honest concerning the struggles that arise when the different sovereigns interact, as well as success stories when those sovereigns find ways to work together. The Nebraska Consortium of Tribal, State, and Federal Courts grew out of the initial roundtable. It is envisioned to be a space for the tribal, state, and federal courts to interact and work through specific problems. The Consortium began meeting in September of 2018 and has met several times via conference call in the months since. The Consortium has received some consultation from Judge Christine Williams who is a member of the California Tribal Court-State Court Forum, which has been active for over 10 years, on early lessons learned and moving forward with intention.

Within this context, NE's engagement efforts focused upon the Native American population in Nebraska, and sought to achieve the following aims:

- Identify ways to reduce documented disparities and address other jurisdictional issues identified in the public hearing process.
- Improve judicial awareness and/or judicial branch training specific to serving Native American populations and understanding the tribal court system.
- Improve Native American's level of trust and confidence in the courts.
- Build trust across tribal, state, and federal court systems.

Methods

Participants

PEPP Team Leaders. The primary leaders of the NE PEPP team were Corey Steel, Court Administrator; Justice Stephanie Stacy, Nebraska Supreme Court; Liz Neeley, Nebraska State Bar Association; and Mary Ann Harvey, Nebraska Court Improvement Project.

Court Actor Collaborators. In planning and/or executing their engagements, the NE PEPP team worked with the Consortium of Tribal, State, and Federal Courts (see Table 1)

Table 1: Members of the Consortium of Tribal, State, and Federal Courts

Name	Title, Affiliation
Judge Andrea Miller (co-chair)	State District Court
Chief Judge Patrick Runge (co-chair)	Winnebago Tribal Court Ponca Tribe of Nebraska
Elizabeth Neeley	Co-chair, Access to Justice Commission Nebraska State Bar Association
Justice Stephanie Stacy	Co-chair, Access to Justice Commission Justice of the Nebraska Supreme Court
Judge Susan Bazis	U. S. Magistrate Judge
Misty Frazier	Nebraska Indian Child Welfare Coalition
Judi gaiashkibos ^a	Nebraska Commission on Indian Affairs
Judge John Gerrard	Chief US District Judge for Nebraska
Judge Thayne Glenn	Santee Sioux Nation Tribal Court
Judge Doug Johnson (Retired)	State Separate Juvenile Court
Corey Steel	State Court Administrator
Judge Ken Vampola	State County Court
Chief Judge Ed Zendejas	Omaha Tribal Court

^a Last name intentionally not capitalized, per common name holder usage (Lincoln Journal Star, May 22, 2012).

At the engagement events, Judges Miller and Runge acted as emcees of the events and provided a short overview of the Consortium’s work. Any Consortium members at the events sat in the front of the room on a panel so that participants could see the judges who were listening to their reflections. The Consortium members also responded to questions or concerns when they could. Some Consortium members chose not to sit on the panel, especially if the event was in their own community, and so they often sat with the audience and participated as they felt comfortable.

Jonathan Seagrass from Legal Aid of Nebraska provided a “Know Your Rights” presentation at each event. Legal Aid of Nebraska also had attorneys on site at each event in case participants needed legal assistance – they were able to take intakes at the events.

NE hired Retired Judge Bill Thorne and Jenny Walter as facilitators of the events. Judge Thorne has extensive experience as a tribal and state court judge and is a national leader in tribal/state relations. Ms. Walter was the attorney for the California tribal court/state court forum for many years and now does consulting around these issues. Both were well received (see Results of Surveys) and had a natural way of engaging the audience – validating concerns and providing thoughts about possible solutions.

Stakeholder Involvement. The NE PEPP team also involved several stakeholders. NE worked closely with the Nebraska Indian Child Welfare Coalition which has representatives from the Nebraska-based Tribes and other stakeholders who connect with Tribes on a regular basis. One PEPP team member (Mary Ann Harvey) is on the Board and so has a natural connection. NE also worked with the Nebraska Commission on Indian Affairs whose director is on the Consortium. The Commission has a Board and NE was able to meet with the Board ahead of the events to hear ideas on topics that would need to be discussed at the sessions. The director also helped ensure that NE PEPP thought about how to make the events culturally appropriate and bring in the voice of the Tribes. NE PEPP provided a meal and had a community leader offer a prayer at all the events as both sharing meals and prayers are important culturally. Finally, NE PEPP also worked closely with Nebraska DHHS around child welfare issues relating to Tribal communities.

Engagement of General and Specific Publics. To reach the Native American community as broadly as possible, the NE PEPP team invited any person in Nebraska who identified as Native American to take part in their engagements.

Procedures

Recruitment. NE's recruitment process was to work through already existing relationships to reach their target population. The Consortium, which acted as host of the NE events, includes stakeholder leaders from the target population. NE PEPP members also were able to connect with leadership through the Boards of the Nebraska Indian Child Welfare Coalition (NICHWC) and Nebraska Commission on Indian Affairs, existing structures with Native American members, to make sure people knew about the events. NE PEPP worked close with both partners to access their stakeholder audience to invite people to come. Both groups invited their boards and coalitions. Both groups also promoted the events on social media.

The NE efforts were mainly grassroots – NE PEPP team members called, emailed, texted, wrote letters, and shared information about the engagement events widely on social media (see Appendices for sample screenshot of social media promotion). They also made a concerted effort to connect directly with Tribal governments to encourage people to attend. As a result, NE PEPP spent a fair amount of time in direct contact with the community. NE PEPP spent time

individually emailing, calling, and texting community leaders about the events. They also sent letters to Tribal Councils asking them to come and encourage community members to attend (see sample email/letter in the Appendix). NE also created a flyer which they distributed and asked stakeholders to distribute (see flyer in the Appendix). Judges in the local areas were invited individually. Judges serving on the Consortium were recruited to the events through the Consortium.

It is important to note that the NE PEPP team already had many good relationships with Tribal leaders and these relationships took years to create. Early on in discussions about hosting these events, partners encouraged NE to share a meal, as meal sharing is culturally important. The NE PEPP team also knew they wanted to offer people a financial incentive to attend. They knew it would not be easy for members of their target population to take 3.5 hours out of their day to share about their experiences with a government system. Therefore, everyone who came to the events was able to get a \$50 gift card for participation. The NE PEPP team was intentional about making sure people who live in rural areas could use the gift card. NE was also deliberate about finding facilitators who have experience working with Native communities and could connect to the people attending the sessions. Some participants in the events commented that often these events do not have a Native American leading them and that it felt good to have Judge Thorne as the facilitator. The NE PEPP team also asked a leader from the community to provide a welcome and a traditional prayer, which was a good way to set the tone for the meetings and involved the target group directly in a hosting role.

Pre-Post Survey Administration. The pre-surveys were provided to participants as they arrived at the events and signed in. At the same time, participants received the consent letter. At the beginning of the event when the judges were welcoming attendees, the judges used a script to explain to the participants the importance of the survey to the project. The script was very similar to a sample script that the project evaluators had provided to each of the PEPP teams.

Pre-surveys were picked up during the events as participants finished. The post-surveys were handed out as the event wrapped up. Attendees turned the post-surveys in and signed for a \$50 gift card. NE PEPP required participants to turn in their surveys to receive the gift card.

Preparatory Activities and Procedures. NE PEPP offered all the Consortium members the opportunity to attend “Inclusive Communities,”³ which is a training on implicit and explicit bias. However, only one person was able to attend.

NE PEPP also had some phone calls with Consortium members who would attend the sessions, during which there was general discussion about people’s experiences listening without being offended and the importance of letting people share their experiences.

Finally, NE chose to hire facilitators specifically because of their expertise and experience in Tribal/state court relations. Thus, their facilitators did not require any training. NE facilitators did contribute ideas and recommendations regarding facilitation for use in the toolkit (these recommendations are also in the Appendix under the engagement activities).

Engagement Events and Procedures. NE PEPP held four public engagement events prior to the time COVID-19 restrictions and cautions had begun to prevent travel and face-to-face gatherings. These events and numbers of attendees are listed in Table 2.

Table 2: Engagement Events and Activities Supported by NCSC PEPP

Date(s)	Engagement/Group	Meetings	Court actors	Stakeholders	General public	Total
11/5/19	Omaha event	1	8	7	53	73
11/6/19	Ohiya event (Santee)	1	7	4	35	49
11/7/19	Macy event	1	5	8	51	67
11/7/19	Winnebago event	1	4	3	12	23

Agenda. At each engagement, the NE PEPP team used the following agenda to guide their activities (more detailed scripts and checklists are included in the Appendix):

1. Welcome – Judges Miller and Runge
2. Prayer
3. Meal
4. Know Your Rights presentation – Jonathan Seagrass, Legal Aid of Nebraska (30 minutes)
5. What is the Consortium? – Judges Miller and Runge (5 minutes)
6. Discussion – Judge Bill Thorne and Jenny Walter (2 hours)
7. Closing remarks – Judges Miller and Runge

³ The Inclusive Communities training was originally provided by <https://www.inclusive-communities.org/>, which used a train the trainer model where staff from the Judicial Branch became trainers to train the rest of the staff and any new hires. The training was mandatory for all Judicial Branch staff and optional for judges. It was available to the entire Consortium of Tribal, State, and Federal Courts.

Prompts for discussion. For the discussion (#6 on the agenda above), the Consortium had come up with some talking points which were presented on a slide projected at the front of the meeting room. These points provided a starting point for discussion and described issues that NE had thought about working on. These prompts are listed under site-specific data, measures and methods, and the notes obtained during the engagements are in the Appendices.

Procedural adjustments. After the first event, NE adjusted its procedures such that the panel was instructed to be more responsive to the community in the room during the events. At the first event the Panel members listened but did not respond very often to questions. In the other three events, there was more conversation between the panel of judges and the community.

Data and Measures

Engagement Form. Each of the PEPP teams was asked to complete a form (preferably online, but they were also given paper forms to facilitate information gathering; the paper short form is in the Appendix to this document) describing each engagement that they held with stakeholders and/or the general public. Engagements could range from meeting with community leaders or court actors individually to discuss the engagement initiative and goals, to larger engagements involving many stakeholders or the general public in engagements of different types (e.g., surveys, listening sessions, panel discussions, deliberative discussions, and so on).

The form for each engagement had three main sections. The first section asked for reports of the engagement date, time, length in time, goals, target populations, and counts of different sorts of participants (community leaders, general public, court actors). In the second section, drawing from theory regarding the potential importance of different types of information flow during public engagements,⁴ the form also asked for the PEPP teams' reflections on certain activities that may have been included in their engagements. These activities included the extent to which the engagement involved court actors providing background information and/or answering questions, court actors listening to the general public and/or stakeholders, court actors engaging in back-and-forth discussion with community members, and community leaders and the general public sharing information with one another. In the third section, the form contained a checklist of materials and methods that may have been used for that engagement (e.g., recruitment activities and methods, use of incentives for

⁴ See, for example, Rowe, G., & Frewer, L. J. (2005). A typology of public engagement mechanisms. *Science, Technology & Human Values, 30*(2), 251-290.

attendees to participate, preparatory materials and activities such as background information or training/preparatory activities for the court actors or publics likely to attend, use of surveys, use of small group or large group discussion, use of discussion facilitators, recordings, and so on). As a follow-up to the checklist, PEPP teams were asked to provide additional information about the materials and methods (e.g., provide samples of materials used, provide additional description of facilitators, size of small or large discussion groups, and so on).

Cross-site Surveys. Each PEPP team was requested also to use pre/post surveys designed by the evaluation and research team to provide data for the evaluation of the engagements (these, and the consent form, are also included in the Appendices to this document). It was requested that the teams ask for all engagement participants (including court actors as well as stakeholders and the general public) to complete the surveys. Each team was also asked to give all participants an information sheet (consent form) with the survey. Each team was given a script that they could use or adapt to introduce the surveys to their engagement participants. PEPP teams were given the latitude to use either a short (three-page) or long (five-page) version of the pre-survey and the correspondent short or long post-survey. The surveys were designed so that they would use the name of the court(s) within the text of the questions, and thus varied slightly between PEPP teams. Nonetheless, all the surveys for each team contained the same substantive measures.

The pre-surveys asked engagement participants to report demographic information (age, gender, race/ethnicity, education, ideology, and ZIP code), their role/position in the court if relevant, and any leadership roles/positions they held in the community. In addition, participants were asked to report on their prior experiences with the courts in general. Additional questions asked for ratings of familiarity with the specified courts (courts specific to each PEPP team), and ratings of positive feelings, negative feelings, and trust in these courts, as well as rating the specified courts on aspects of trustworthiness (e.g., honesty/integrity, fairness, caring, and respect). All participants were also asked open-ended questions concerning their beliefs about positive and negative effects that courts can have on the community and asked to rate these in terms of their likelihood and severity. These questions about the effects of the courts, however, were administered last and described as optional on the short survey, but not on the long survey. Furthermore, the long version of the survey (although rarely used by any of the PEPP projects) also included questions concerning people's beliefs about the positive and negative effects the public could have upon the courts.

Common Discussion Questions. Each PEPP team was also asked to administer two common discussion questions as part of their engagements, to maximize learning across sites:

- What are the most important things learned during this engagement?

- What would you like to see as a follow-up to this engagement?

The teams were given a document (which is also in the Appendix to this report) which contained an overview of the rationale for these questions, a short sample script regarding how they might introduce the questions to their engagement participants, and examples of follow-up prompts to create more in-depth discussion.

Site-Specific Data, Measures, and Methods. As previously noted, the Consortium had developed some talking points which were presented on a slide projected at the front of the meeting room during the group discussion and listening session. These points provided a starting point for discussion and described issues that NE had thought about working on. The points were as follows:

- Enforcement of court orders that cross jurisdictional lines, full faith and credit clause
- Uniformity in jurisdictional determinations, particularly divorce and child support decree issues
- Uniform protocols to promote coordination and cooperation in cases involving concurrent jurisdiction and transfer of cases between jurisdictions
- Leveraging court and probation services between jurisdictions to maximize resources and services for all courts
- Joint educational programming for judges and judicial support staff, particularly in areas of juvenile justice, child welfare, domestic violence, justice reform, and judicial case management
- Advising on statewide solutions to improve access to all courts, including improving the quality of data collection and exchange between court systems
- Sharing information about the Indian Child Welfare Act and legal rights with the community
- General feeling of discrimination by courts and fear and distrust of the system
- Culturally specific programming for juvenile diversion programs for youth and more access to diversion
- Disparities in the child welfare and juvenile justice systems

NE gathered data by taking notes during the sessions. NE took notes in real time and projected the notes on the screen so that people could see that they were recording what they said. NE had other notetakers in the room as well and combined the projected and written notes after the events. The integrative notes obtained during the engagements are in the Appendices to this report.

Results

Analyses

Analyses in this report are almost entirely descriptive. That is, some pre-post tests of significance are offered; but due to the sometimes-small numbers of participants included in each individual engagement, we have not conducted statistical differences tests of group comparisons.

Participant Characteristics

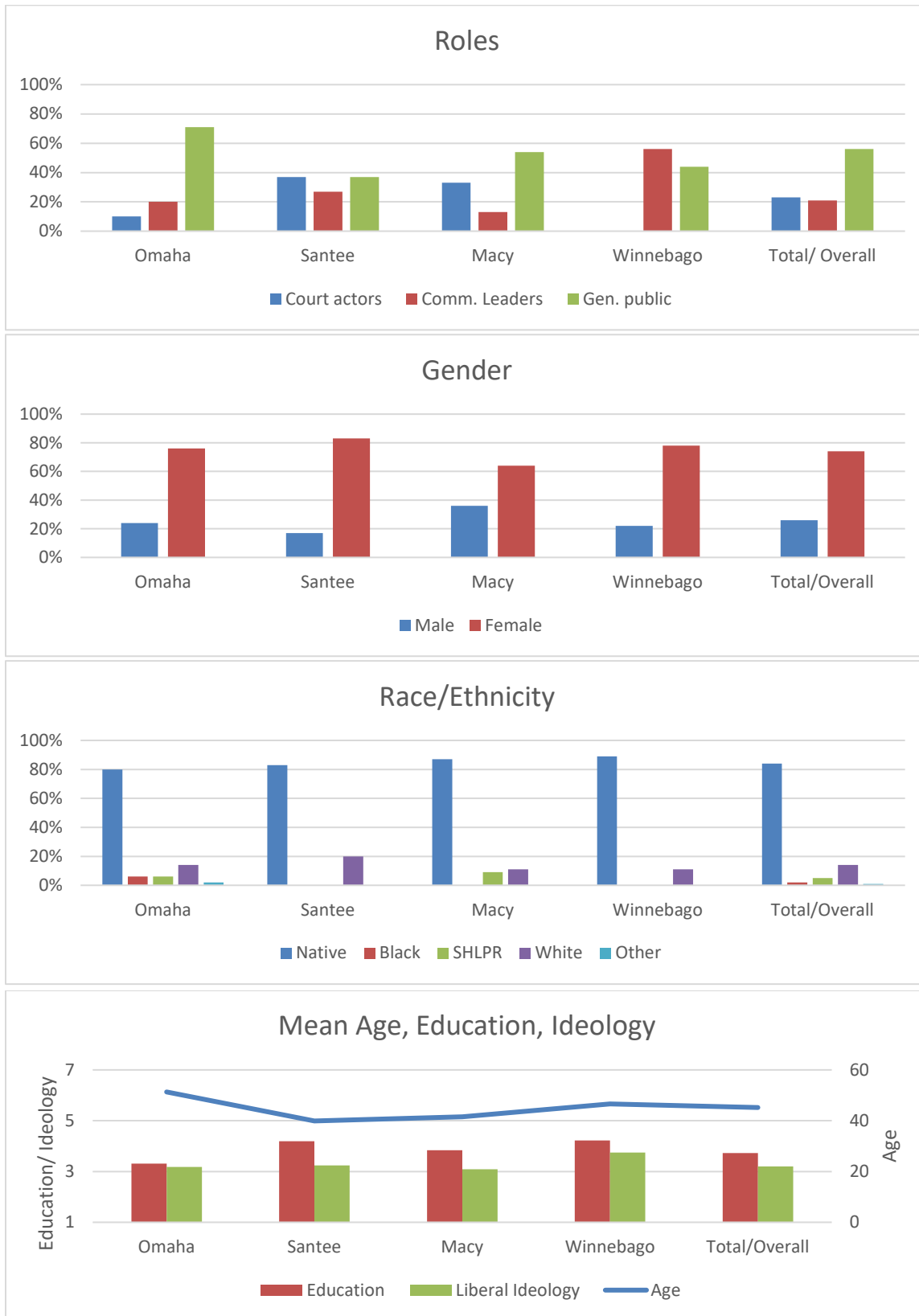
One key metric for success of engagements is the involvement of intended target populations, whether that be the involvement of a representative sample of the public, or a focus on specific demographics relevant to certain court processes, procedures, or problems. To see if you are succeeding to involve those you intend, you need to examine the characteristics of those who attend. Table 3 and multi-part Figure 1 report the demographics of each engagement/sample in this PEPP project.

Table 3: Self-Reported Demographics of Engagement Participants

Engagement	Total N	Court Actors	Comm. Leaders	Gen. Public	Mean Age	SD Age	Range Age	Mean Educ.	SD Educ.	Mean Ideol.	SD Ideol.
Omaha	51	10%	20%	71%	51.32	26.32	22-78	3.31	1.61	3.18	.88
Santee	30	37%	27%	37%	39.90	12.05	21-68	4.19	1.59	3.24	.69
Macy	48	33%	13%	54%	41.59	15.22	21-76	3.84	1.74	3.09	.81
Winnebago	9	0%	56%	44%	46.56	5.70	41-57	4.22	1.92	3.75	.71
Total/Overall	138	23%	21%	56%	45.15	15.28	21-78	3.72	1.66	3.19	.82
Engagement	Total N	Male	Female		Native	Asian	Black	H/PI	SHLPR	White	Other
Omaha	51	24%	76%		80%	0%	6%	0%	6%	14%	2%
Santee	30	17%	83%		83%	0%	0%	0%	0%	20%	0%
Macy	48	36%	64%		87%	0%	0%	0%	9%	11%	0%
Winnebago	9	22%	78%		89%	0%	0%	0%	0%	11%	0%
Total/Overall	138	26%	74%		84%	0%	2%	0%	5%	14%	1%

Notes. Statistics based on surveys received from the PEPP project. One participant had a post-survey but no pre-survey and is not represented in reports involving pre-survey data. Demographics were asked on the pre-survey only. Total N may differ from count of total attendees if some attendees did not complete a pre and/or post-survey. Missing values for court actor question were assumed to be no (not a court actor); community leaders were only classified as such if they were not court actors; members of the general public were only classified as such if they were not court actors or community leaders. Educ. = education measured on a scale of 1 = No high school diploma, 2 = High school diploma/GED, 3 = Some college, 4 = Tech/Assoc/Jr college (2yr), 5 = Bachelor (4yr), 6 = Some graduate school, 7 = Graduate degree. Race/ethnicity is based on self-reports. Native = Native American or Alaskan Native, H/PI = Hawaiian or Pacific Islander, SHLPR = Spanish, Hispanic, Latino/a/x, or Puerto Rican. Respondents could choose more than one race/ethnicity so percentages may exceed 100%. Ideol. = ideology measured on a scale of 1 = very conservative to 7 = very liberal.

Figure 1: Engagement Participant Demographics



Also important is the inclusion of persons with a variety of experiences with the courts and a variety of feelings about the courts. Table 4, Table 5, and Figure 2 provide descriptive statistics concerning participant prior experiences with the courts (any court). Note that Table 4 focuses on different types of experiences and Table 5 focuses on the count of total experiences. Table 6 and Figure 3 provide descriptive statistics concerning respondents' ratings of familiarity and positive and negative feelings about the courts prior to the engagement.

Table 4: Types of Prior Experiences with the Courts

All Respondents	Omaha	Santee	Macy	Winnebago	Total
Served on a jury	20%	43%	18%	22%	25%
Defendant	34%	30%	29%	33%	31%
Witness	12%	40%	36%	56%	29%
Plaintiff	12%	20%	22%	44%	19%
Juvenile justice	38%	37%	51%	44%	43%
Probationer	26%	13%	18%	22%	20%
Pub engagement	20%	47%	27%	44%	30%
Other	8%	13%	2%	11%	8%
Total N reporting	50	30	45	9	134
Range of count	0-7	0-8	0-6	1-4	0-8
Mean (SD)	1.70 (1.66)	2.47 (1.81)	2.02 (1.45)	2.78 (1.20)	2.05 (1.62)
Excluding Court Actors	Omaha	Santee	Macy	Winnebago	Total
Served on a jury	16%	47%	13%	22%	21%
Defendant	36%	26%	37%	33%	34%
Witness	9%	37%	30%	56%	24%
Plaintiff	11%	11%	23%	44%	18%
Juvenile justice	36%	37%	43%	44%	39%
Probationer	27%	16%	27%	22%	24%
Pub engagement	20%	37%	30%	44%	28%
Other	4%	5%	0%	11%	4%
Total N reporting	45	19	30	9	103
Range of count	0-7	0-6	0-6	1-4	0-7
Mean (SD)	1.58 (1.64)	2.16 (1.61)	2.03 (1.56)	2.78 (1.20)	1.92 (1.60)

Notes. Range of count and Mean (SD) represent number of types of experience reported. The top half of the table includes all respondents. The bottom half of the table gives the same descriptive statistics but does not include court actors.

Figure 2: Types of Prior Experiences with the Courts

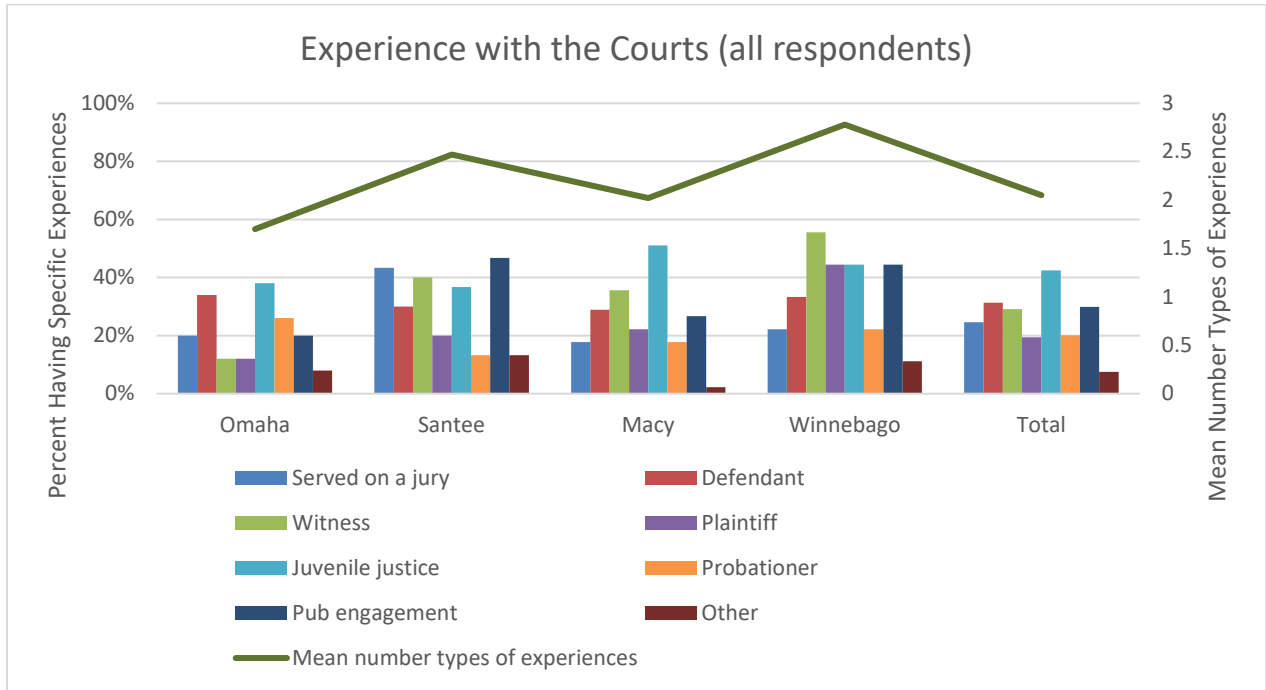


Table 5: Average Number of Total Self-reported Prior Experiences (Regardless of Type) with the Courts in the Last Five Years, by Engagement/Meeting and Role

Engagement	Court Actors			Comm. Leaders			Gen. Public			Total		
	M	SD	Range	M	SD	Range	M	SD	Range	M	SD	Range
Omaha	26.75	48.94	0-100	5.20	7.30	0-20	1.45	1.74	0-5	4.67	15.43	0-100
Santee	15.29	18.03	2-50	8.86	12.85	0-30	5.91	8.77	0-30	9.36	13.05	0-50
Macy	13.13	17.02	0-50	1.50	3.00	0-6	10.0	1.73	0-10	5.67	11.42	0-50
Winnebago	--	--	--	21.0	26.5	0-50	3.50	3.11	0-7	13.22	20.97	0-50
Total/Overall	15.70	23.27	0-100	8.65	14.69	0-50	2.37	4.17	0-30	6.62	14.10	0-100

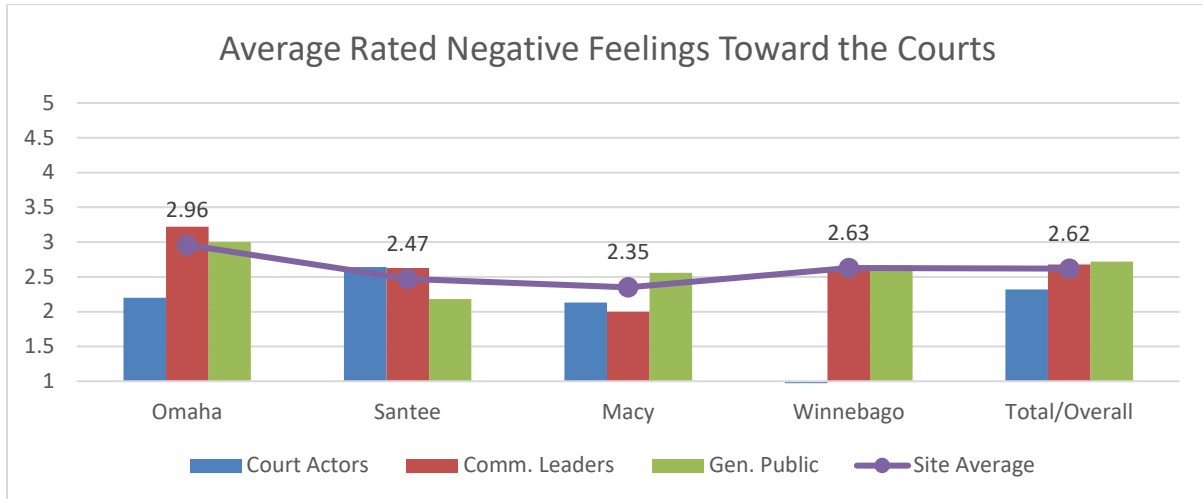
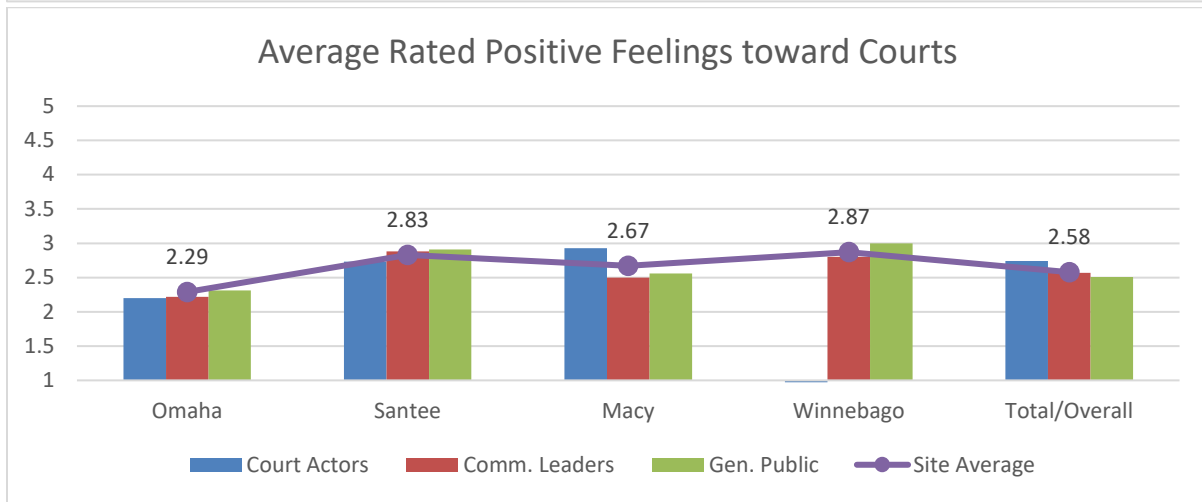
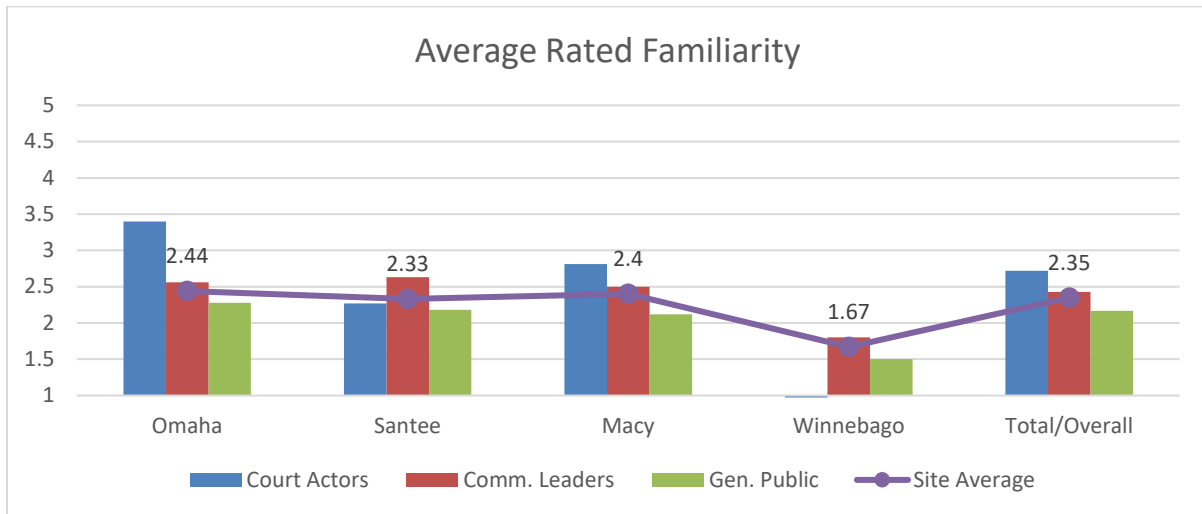
Notes. Total persons reporting were 123 respondents. Across all PEPP reports, the maximum allowed report for estimated numbers was 500. In cases where participants gave verbal replies instead of actual numbers, estimates were used (e.g., “daily” was given an estimate of the maximum, 500). Dashes indicate no cases or statistical calculation could not be performed.

Table 6: Familiarity with and Feelings about the Courts prior to Engagements

<i>Question</i>	<u>Court Actors</u>			<u>Comm. Leaders</u>			<u>Gen. Public</u>			<u>Total</u>		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
<i>How familiar are you with the [PEPP] Court(s)? 1=not at all, slightly, somewhat, very, 5=extremely</i>												
Omaha	3.40	0.55	5	2.56	1.24	9	2.28	1.21	36	2.44	1.20	50
Santee	2.27	0.79	11	2.63	0.92	8	2.18	0.98	11	2.33	0.88	30
Macy	2.81	0.75	16	2.50	1.05	6	2.12	0.86	26	2.40	0.89	48
Winnebago	--	--	0	1.80	1.10	5	1.50	0.58	4	1.67	0.87	9
Total/Overall	2.72	0.81	32	2.43	1.07	28	2.17	1.04	77	2.35	1.02	137
<i>How positive do you feel about the [PEPP] Court(s)? 1=not at all, slightly, somewhat, very, 5=extremely</i>												
Omaha	2.20	1.10	5	2.22	0.97	9	2.31	1.02	35	2.29	1.00	49
Santee	2.73	1.10	11	2.88	1.13	8	2.91	0.83	11	2.83	0.99	30
Macy	2.93	0.80	15	2.50	0.55	6	2.56	0.87	25	2.67	0.82	46
Winnebago	--	--	0	2.80	1.30	5	3.00	.00	3	2.87	0.99	8
Total/Overall	2.74	.97	31	2.57	1.00	28	2.51	.94	74	2.58	0.96	133
<i>How negative do you feel about the [PEPP] Court(s)? 1=not at all, slightly, somewhat, very, 5=extremely</i>												
Omaha	2.20	1.30	5	3.22	0.83	9	3.00	1.21	35	2.96	1.17	49
Santee	2.64	1.03	11	2.63	1.30	8	2.18	0.98	11	2.47	1.07	30
Macy	2.13	1.19	15	2.00	0.63	6	2.56	0.96	25	2.35	1.02	46
Winnebago	--	--	0	2.60	1.14	5	2.67	0.58	3	2.63	0.92	8
Total/Overall	2.32	1.14	31	2.68	1.06	28	2.72	1.10	74	2.62	1.11	133

Notes. [PEPP] was replaced with the name of the court or courts. Dashes indicate no cases or statistical calculation could not be performed.

Figure 3: Average Ratings of Familiarity and Feelings Toward the Courts



Perceptions of the Qualities of the Engagement Processes

Several questions were asked on the post-event survey to gauge participant perceptions of the quality of the engagement processes.

People or groups missing from the engagement. To assess whether participants in the engagement felt that relevant groups and individuals were missing from the discussion, post-survey respondents were asked two questions: “Were any groups of people or viewpoints missing from today’s engagement?” and “What specific persons or groups should be invited to future engagements who are not here today?” Results from these questions are presented in Table 7 and Table 8 and Figure 4.

Examination of these results suggest people who identified as community leaders were especially likely to indicate people were missing from the engagement. Furthermore, the participants were able to suggest several other groups to invite in the future.

Table 7: Percentage of Respondents Indicating “Yes” People were Missing from the Engagement, and Exemplar Open-Ended Responses

Engagement	Percentage Indicating “yes”				n	Exemplar Open-ended Responses	
	CtAct	ComL	GenP	Tot		Court Actors	Community Members
Omaha	80%	89%	26%	43%	49	Social Service/ICWA	Youth
Santee	50%	63%	38%	50%	24	Law Enforcement	Mental Health Providers
Macy	33%	17%	43%	36%	42	Tribal Courts	DHHS
Winnebago	--	60%	33%	50%	8	Juvenile Justice	Congressmen
Total/Overall	46%	61%	33%	42%	123	Parents w/kids in foster	Ex-cons

Notes. CtAct = court actors, ComL = community leaders, GenP = general public, Tot = total for row, site average, n = total number of respondents by site. Exemplar open-ended responses emphasize listing responses only once even if mentioned by both groups, with community leader and general public responses grouped together under community members. Full list of open-ended responses is presented in next table.

Figure 4: Percentage of Respondents Indicating Groups or Perspectives were Missing

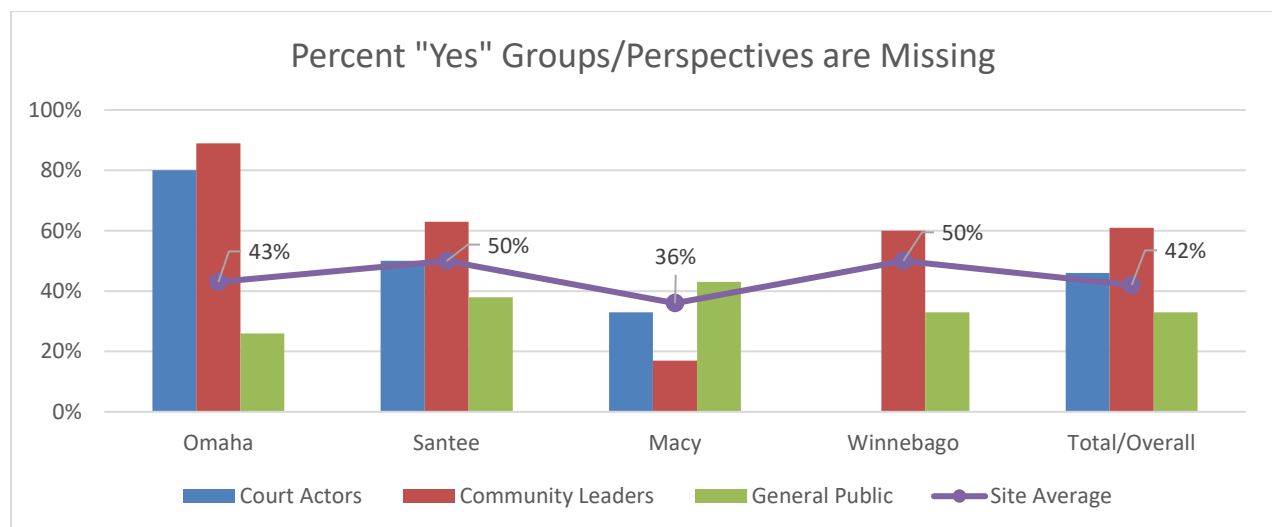


Table 8: Open-ended Responses to “What specific persons or groups should be invited to future engagements who are not here today?”

	Court Actors	Community Leaders	General Public
Omaha	<ul style="list-style-type: none"> • Youth • Social service workers • Social services/ ICWA • CPS Workers, parents with children in foster care 	<ul style="list-style-type: none"> • Law enforcement city of Omaha • law enforcement, youth • youth • Children youth • the youth • Youth--tribal pres. 	<ul style="list-style-type: none"> • All groups valued in Native American activities • Prosecutors • More people from the community with experiences • LGBTQIA+, addiction and criminals, youth members • Youth people in high school or college age • More of the Native American Community • ICWA, tribal judges • Prison program • More Latinos/community • Child Protective Services (CPS) • Juvenile judges, youth • Public defenders • Youth/felons • Law enforcement --youth • The ex-con • Young adults • Just the same group
Santee	<ul style="list-style-type: none"> • Law enforcement, DHHS • Department of Justice (DOJ), Juvenile Justice • Tribal council/law enforcement • Law Enforcement, SS • Tribal council and more law enforcement. Tribal courts • State prosecutors 	<ul style="list-style-type: none"> • Tribal employees • Mental health groups • Mental health • DHHS, county attorneys, inexperienced GALs • Council members of each tribe • Youth, more people involved. Elders in courts (parents and families) 	<ul style="list-style-type: none"> • Our tribal judge and law enforcement prosecutors and public defender. • Other specific tribal leaders tribal court employees • County Attorney
Macy	<ul style="list-style-type: none"> • CFS Judge (juvenile) • Law enforcement from county courts • The civil/family law judge • Law enforcement 	<ul style="list-style-type: none"> • County or federal reps • Thurston county court and law enforcement • Police department 	<ul style="list-style-type: none"> • All tribal council members and tribal law enforcement • Congressman/rep • Perhaps more community members • Anyone who wants to come • Was good • Open to all • Police department • More legal and lawyers

	Court Actors	Community Leaders	General Public
Winnebago		<ul style="list-style-type: none"> • Tribal [unintelligible] /Police/School • Recent Court Involved • More community members 	<ul style="list-style-type: none"> • Parents, teens, teachers • Court support personnel

Notes. Open-ended responses are listed as written by (quoted from) respondents in random order. Some spelling errors were corrected to improve readability.

Importance of topics of engagement. Post-survey respondents were also asked to rate “How important to you were the topics addressed during the engagement activities?” Ratings were made using a five-point scale in which 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, and 5 = extremely, important. Results from this question are reported in Table 9 and Figure 5.

Helpfulness of engagement activities for problem-solving progress. Post-survey respondents were also asked to rate “How helpful were the engagement activities in making progress toward solving one or more problems?” Ratings were made using a five-point scale in which 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, and 5 = extremely, helpful. Results from this question are also reported in Table 9 and Figure 5.

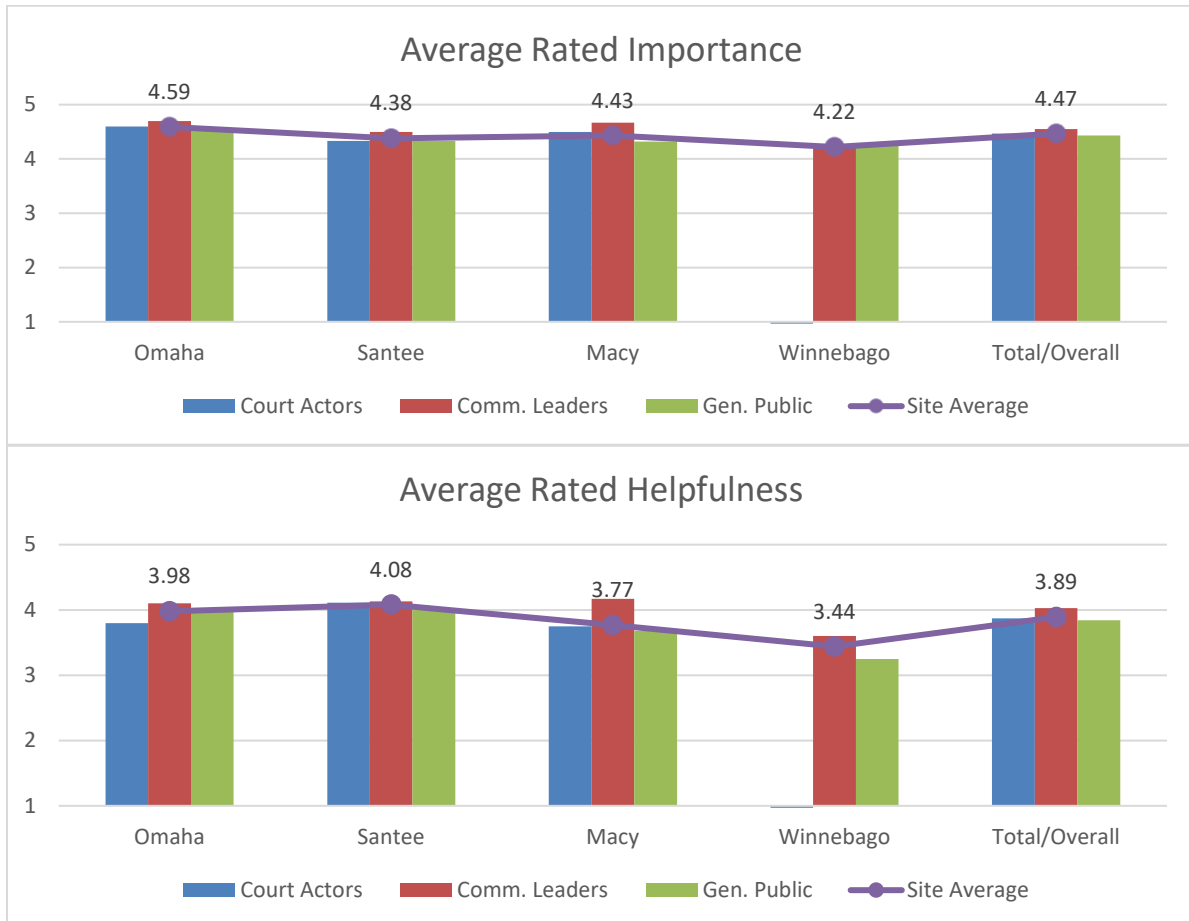
Table 9: Importance of Engagement Topics and Helpfulness of Engagement Activities for Problem-solving

Question	Court Actors			Comm. Leaders			Gen. Public			Site Average		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
<i>How important to you were the topics addressed during the engagement activities? 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, and 5 = extremely, important.</i>												
Omaha	4.60	0.55	5	4.70	0.48	10	4.56	0.65	36	4.59	0.61	51
Santee	4.33	0.50	9	4.50	0.54	8	4.33	0.50	9	4.38	0.50	26
Macy	4.50	0.52	16	4.67	0.82	6	4.32	.75	25	4.43	0.68	47
Winnebago	--	--	0	4.20	0.84	5	4.25	0.50	4	4.22	0.67	9
Total/Overall	4.47	0.51	30	4.55	0.63	29	4.43	0.66	74	4.47	0.62	133
<i>How helpful were the engagement activities in making progress toward solving one or more problems? 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, and 5 = extremely, helpful.</i>												
Omaha	3.80	1.10	5	4.10	0.88	10	3.97	0.85	36	3.98	0.86	51
Santee	4.11	0.78	9	4.13	0.84	8	4.00	0.50	9	4.08	0.69	26
Macy	3.75	1.13	16	4.17	0.98	6	3.68	0.69	25	3.77	0.89	47
Winnebago	--	--	0	3.60	0.89	5	3.25	0.96	4	3.44	0.88	9
Total/Overall	3.87	1.01	30	4.03	0.87	29	3.84	0.78	74	3.89	0.85	133

Notes. Items were administered on the post-survey only. Dashes indicate no cases or statistical calculation could not be performed.

Examination of these results suggest the topics of the discussions were very important to those attending (overall mean = 4.47, falling between “very” and “extremely” important). On average, participants also perceived the engagement activities as “somewhat” to “very” helpful for problem-solving.

Figure 5: Average Rated Importance and Helpfulness



Use of discussion during engagement. Several questions on the post-survey aimed to evaluate the use of discussion during the engagement activities. One question assessed participants’ perceptions that there was time for discussion. Another question asked whether the discussion helped them to see new viewpoints and whether all viewpoints were shared with the larger group.

Discussion took place. To assess perceptions of the presence of discussion, respondents were asked “Was there time for discussion during the engagement activities?” (yes/no). Results are presented in Table 10 and Figure 6.

Discussion helped people see new viewpoints. If participants felt there was time for discussion, they were asked to rate “How much did the discussion help you see new

viewpoints?” on a five-point scale in which 1 = not at all, 2 = a little, 3 = some, 4 = quite a bit, and 5 = a great deal. Results are presented in Table 10 and Figure 6.

Viewpoints expressed in front of the whole group. Those perceiving discussion as taking place were also asked to rate “How many different viewpoints were expressed in front of the whole group?” on a five-point scale in which 1 = none or only one view/perspective, 2 = a few views/perspectives, 3 = some of the existing views/perspectives, 4 = many of the existing views/perspectives, and 5 = all relevant views/perspectives. Results are presented in Table 10 and Figure 6.

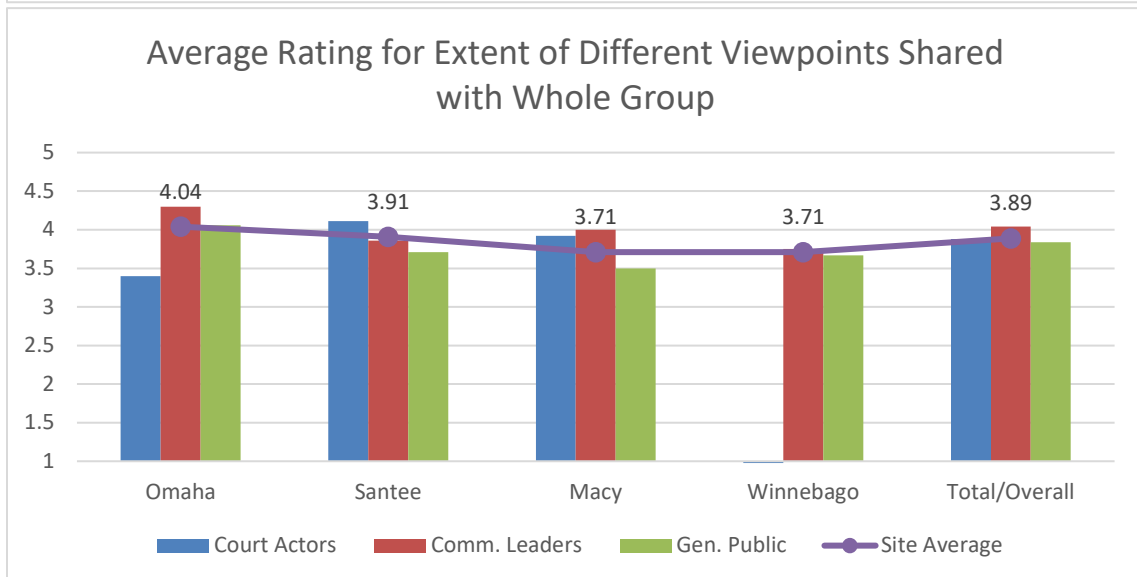
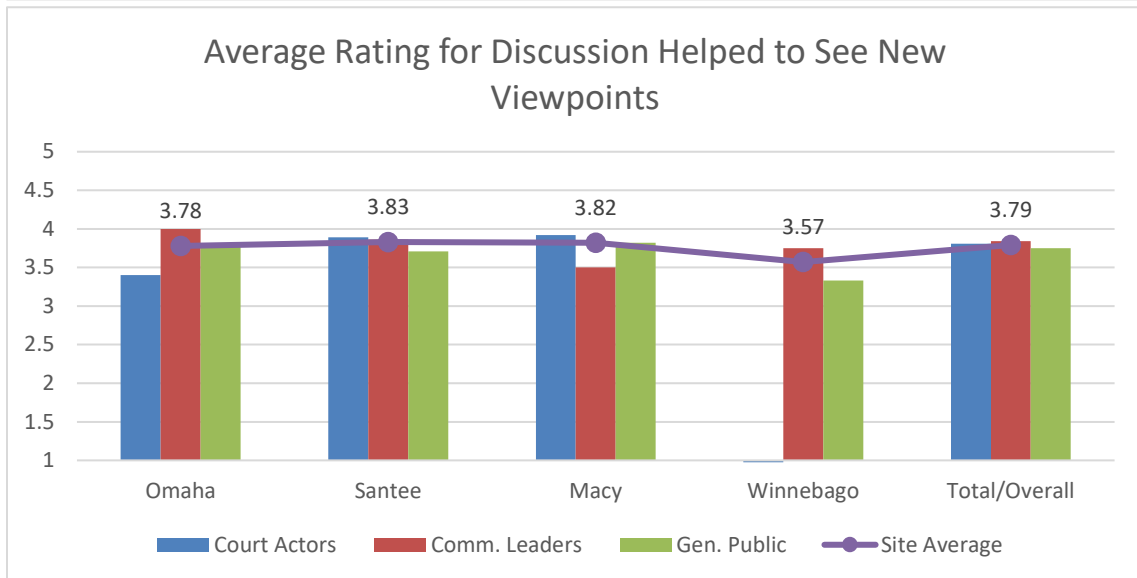
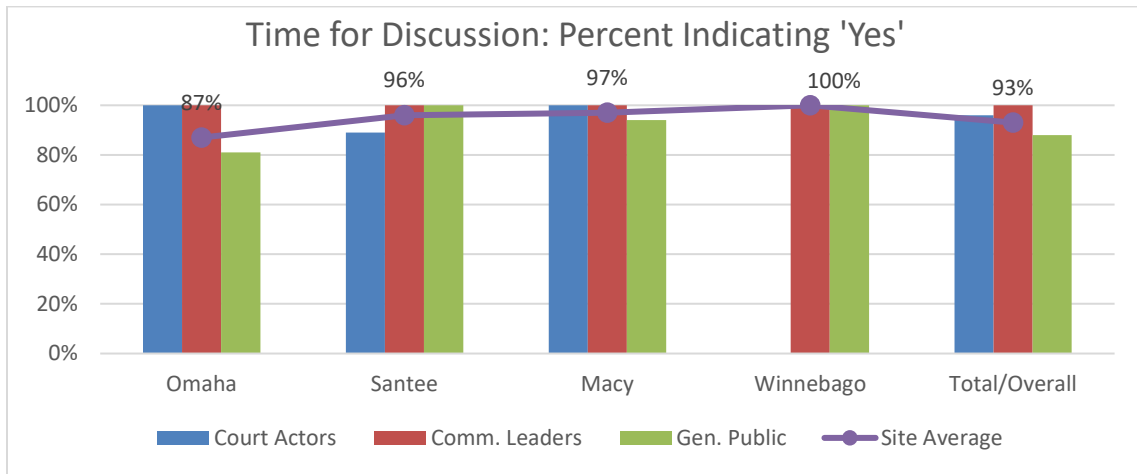
Examination of these results suggest almost all participants felt there was time for discussion at the engagement events, and the discussions tended to help people see new viewpoints, on average, between “some” and “quite a bit” (range of averages was 3.33 to 4.00). Slightly higher moderately positive ratings were given for the question about extent of sharing of all viewpoints (range of averages was 3.40 to 4.30, corresponding to ratings of “some” to “many” perspectives having been shared).

Table 10: Average Responses to Questions about Discussion during the Engagement Activities

Question	Court Actors			Comm. Leaders			Gen. Public			Total		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
Was there time for discussion during the engagement activities? 1 = yes, 0 = no												
Omaha	100%		5	100%		10	81%		32	87%		47
Santee	89%		9	100%		7	100%		8	96%		24
Macy	100%		12	100%		4	94%		17	97%		33
Winnebago	--		0	100%		4	100%		3	100%		7
Total/Overall	96%		26	100%		25	88%		60	93%		111
How much did the discussion help you see new viewpoints? 1 = not at all, 2 = a little, 3 = some, 4 = quite a bit, and 5 = a great deal.												
Omaha	3.40	0.89	5	4.00	1.05	10	3.77	0.90	30	3.78	0.93	45
Santee	3.89	1.05	9	3.86	0.90	7	3.71	0.76	7	3.83	0.89	23
Macy	3.92	0.67	12	3.50	1.29	4	3.82	0.81	17	3.82	0.81	33
Winnebago	--	--	0	3.75	0.96	4	3.33	1.16	3	3.57	0.98	7
Total/Overall	3.81	0.85	26	3.84	0.99	25	3.75	0.85	57	3.79	0.88	108
How many different viewpoints were expressed in front of the whole group? 1 = none or only one view/perspective, 2 = a few views/perspectives, 3 = some of the existing views/perspectives, 4 = many of the existing views/perspectives, and 5 = all relevant views/perspectives.												
Omaha	3.40	0.89	5	4.30	0.68	10	4.06	0.90	33	4.04	0.87	48
Santee	4.11	0.78	9	3.86	0.90	7	3.71	1.11	7	3.91	0.90	23
Macy	3.92	0.67	12	4.00	0.82	4	3.50	0.86	18	3.71	0.80	34
Winnebago	--	--	0	3.75	0.96	4	3.67	0.58	3	3.71	0.77	7
Total/Overall	3.88	0.77	26	4.04	0.79	25	3.84	0.92	61	3.89	0.85	112

Notes. Items were administered on the post-survey only. For the yes/no question the mean represents the proportion of persons indicating yes. Dashes indicate no cases or statistical calculation could not be performed.

Figure 6: Average Responses to Questions about Discussion



Effective listening by parties involved in the engagement. Post-survey respondents were also asked to rate the extent to which people (members of the public who were present, judges and court staff who were present, and the facilitators of the discussion today) listened during the engagement in a manner that promoted understanding. Specifically, they were asked to rate, “In your opinion, how well did the following people really listen to and understand others views during the engagement activities? Note: If any of the types of people listed above were not present, choose not relevant.” Response options ranged from 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, 5 = extremely. Responses of “not relevant” were treated as missing. Results are presented in Table 11 and Figure 7.

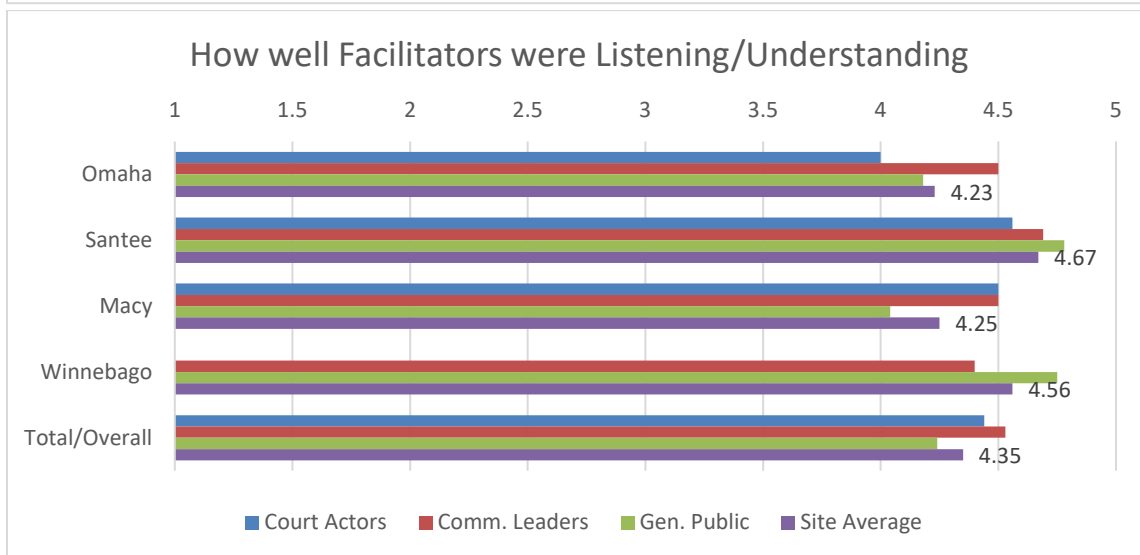
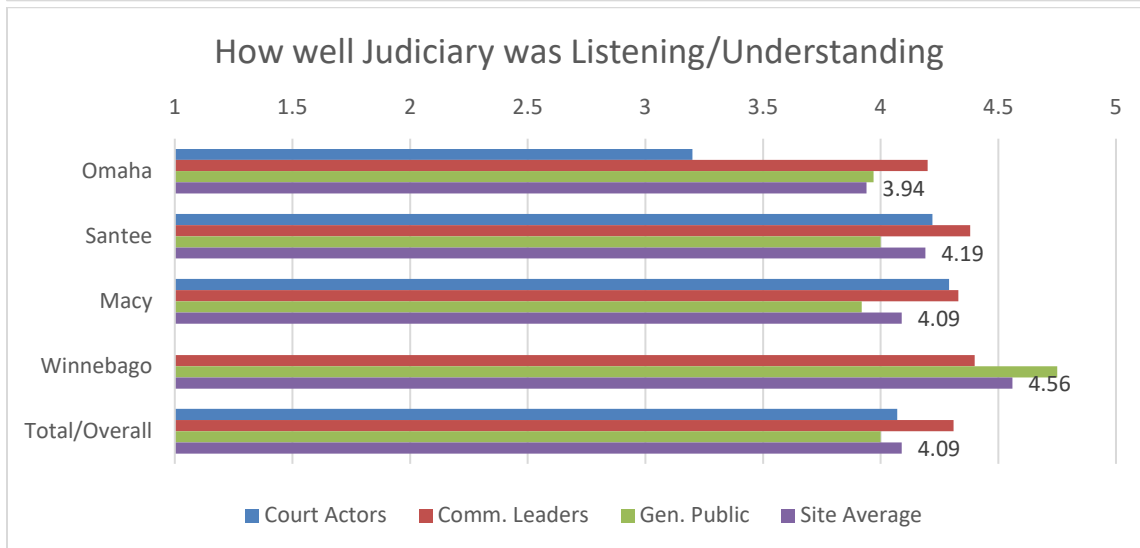
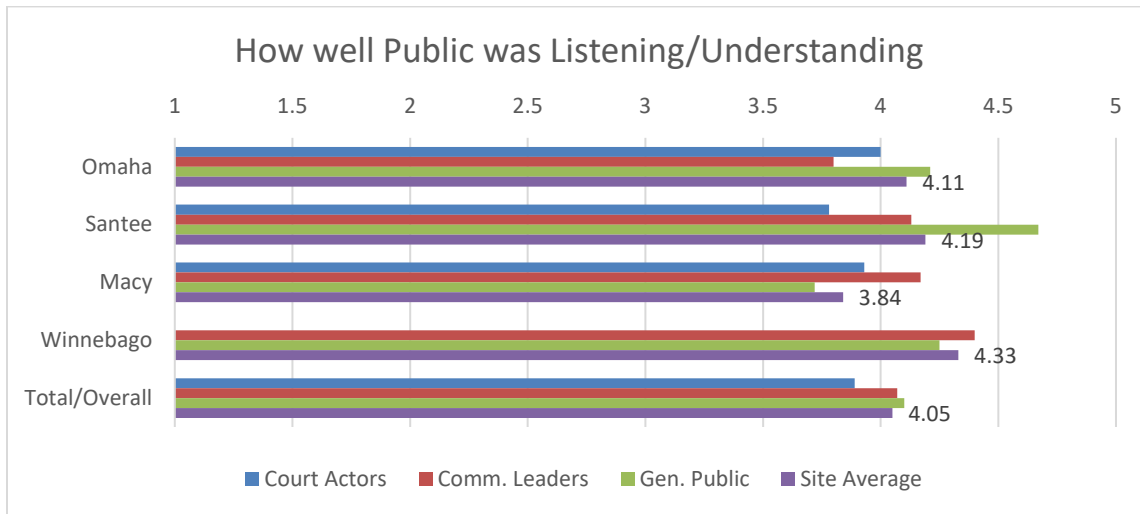
Examination of these results suggest high ratings of listening/understanding for all groups, but the facilitators were generally rated as listening and understanding to a greater extent than the public and court staff. The public and the judiciary were rated more similarly with some exceptions. For example, the general public at the Santee engagement rated the listening/understanding of the public particularly high, and participants in the Winnebago engagement gave the relatively highest average ratings to listening by the judiciary. The participants in the Santee engagement also gave the highest average ratings to facilitators.

Table 11: Average Ratings of How Well Various Groups Listened and Understood Views of Others

Question	Court Actors			Comm. Leaders			Gen. Public			Total		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
<i>In your opinion, how well did the following people really listen to and understand others' views during the engagement activities? 1= not at all, 2 = slightly, 3 = somewhat, 4 = very, 5 = extremely.</i>												
Members of the public												
Omaha	4.00	0.00	4	3.80	0.92	10	4.21	0.78	33	4.11	0.79	47
Santee	3.78	0.83	9	4.13	0.84	8	4.67	0.50	9	4.19	0.80	26
Macy	3.93	0.92	14	4.17	0.75	6	3.72	0.79	25	3.84	0.82	45
Winnebago	--	--	0	4.40	0.55	5	4.25	0.96	4	4.33	0.71	9
Total/Overall	3.89	0.80	27	4.07	0.80	29	4.10	0.81	71	4.05	0.81	127
Judges and court staff												
Omaha	3.20	1.48	5	4.20	0.79	10	3.97	1.05	33	3.94	1.06	48
Santee	4.22	0.97	9	4.38	0.52	8	4.00	1.50	9	4.19	1.06	26
Macy	4.29	0.73	14	4.33	0.52	6	3.92	0.83	24	4.09	0.77	44
Winnebago	--	--	0	4.40	0.55	5	4.75	0.50	4	4.56	0.53	9
Total/Overall	4.07	1.02	28	4.31	0.60	29	4.00	1.02	70	4.09	0.94	127
The facilitators of the discussion												
Omaha	4.00	1.41	4	4.50	0.85	10	4.18	0.68	33	4.23	0.79	47
Santee	4.56	0.53	9	4.69	0.46	8	4.78	0.67	9	4.67	0.55	26
Macy	4.50	0.65	14	4.50	0.55	6	4.04	1.00	24	4.25	0.87	44
Winnebago	--	--	0	4.40	0.55	5	4.75	0.50	4	4.56	0.53	9
Total/Overall	4.44	0.75	27	4.53	0.63	29	4.24	0.82	70	4.35	0.77	126

Notes. Items were administered on the post-survey only. Dashes indicate no cases or statistical calculation could not be performed.

Figure 7: Ratings of Listening/Understanding (site averages are labeled with means)



Changes in Perceptions of the Courts

Another key metric for the success of the PEPP engagements is that they are conducted in a manner that increases rather than decreases positive attitudes toward the specified courts. Attitudes assessed before (pre) and after (post) the engagement included ratings of perceived trustworthiness, trust, and perceived positive and negative effects of the courts.

Trustworthiness. To assess perceived trustworthiness, participants were asked (at pre and post) to rate the extent to which they perceive the courts as being fair, being caring, having integrity, being part of their community, and treating all people respectfully and courteously. The specific items are as follows:

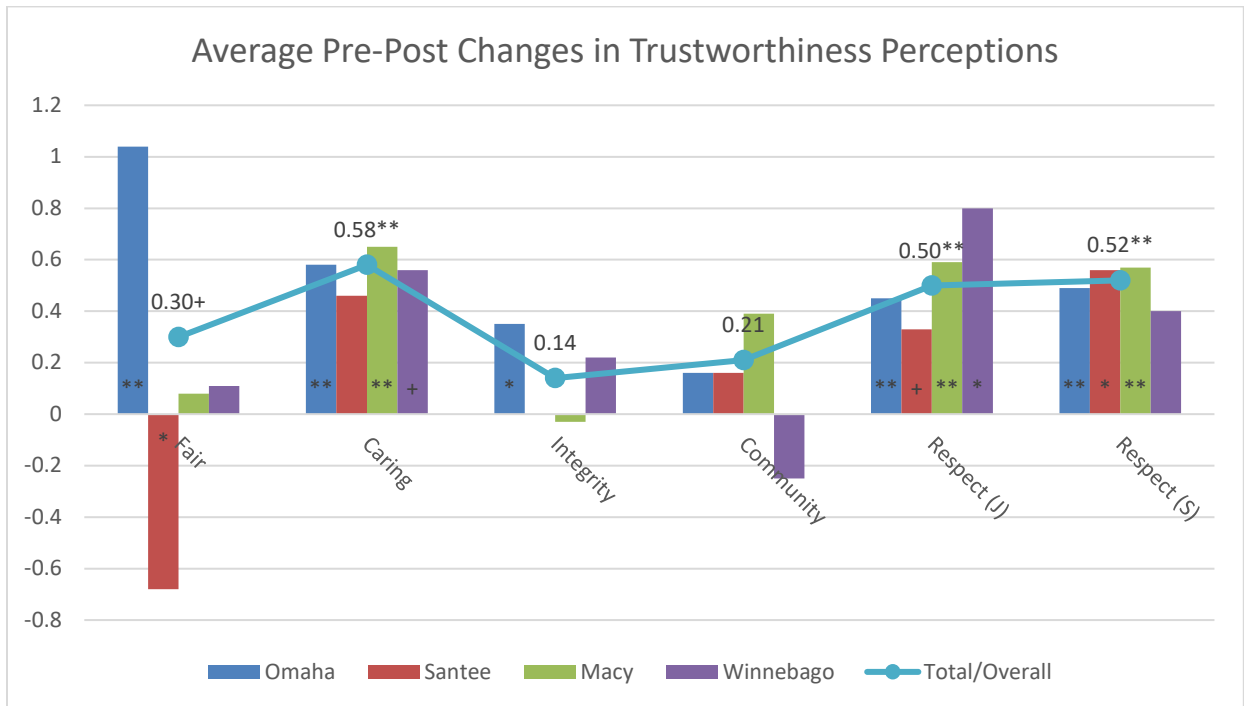
- **Fair:** How fair or unfair do [courts in your area] treat people of different races, genders, ages, wealth, or other characteristics? (1= very unfair, somewhat unfair, slightly unfair, neutral: neither fair nor unfair, slightly fair, somewhat fair 7 = very fair).
- **Caring:** How much do you feel the [courts in your area] care about the problems faced by people like you? (1 = not at all, 2 = a little, 3 = some, 4 = quite a bit, and 5 = a great deal).
- **Integrity:** How much do the [courts in your area] act with honesty and integrity? (1 = not at all honest, no integrity, 2 = slightly honest, slight integrity, 3 = somewhat honest, some integrity, 4 = very honest, quite a bit of integrity, 5 = extremely honest, a great deal of integrity).
- **Community:** To what extent do you see the [courts in your area] as being part of your community? (1 = not at all, 2 = a little, 3 = some, 4 = quite a bit, and 5 = a great deal).
- **Respect:** In the [courts], how much are court personnel respectful and courteous to all members of the public? (1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, 5 = extremely courteous/respectful). Respect (J): Judges, Respect (S): Other court staff.

Table 12: Pre-Post Mean Changes on Trustworthiness Items

	Omaha			Santee			Macy			Winnebago			Total/Overall		
	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg
Fair*	48	2.48	1.04	25	3.48	-.68	43	3.92	.08	9	3.56	.11	125	3.25	+.30
Caring	45	2.16	.58	24	2.58	.46	40	2.40	.65	9	2.33	.56	118	2.34	+.58
Integrity	46	2.57	.35	26	2.88	.00	38	3.45	-.03	9	3.33	.22	119	2.97	+.14
Community	44	2.84	.16	25	2.76	.16	42	2.63	.39	8	3.13	-.25	119	2.77	+.21
Respect (J)	40	2.75	.45	18	3.17	.33	32	3.09	.59	5	2.60	.80	95	2.94	+.50
Respect (S)	33	2.45	.49	18	2.67	.56	30	3.07	.57	5	3.00	.40	86	2.74	+.52

Notes. *The item for fairness was accompanied by a 7-point scale. All other items were accompanied by a 5-point scale. n = number of paired observations, pre = mean prior to the engagement, chg = change from pre-mean to post-mean. Items were administered on the pre and post-survey; only persons completing both pre- and post-items are included in these descriptive statistics. Green shaded cells reflect a desired change (increases in trustworthiness perceptions). Orange shaded cells reflect undesirable change (decreases in trustworthiness perceptions). For statistical significance see Figure 8.

Figure 8: Pre-Post Changes in Trustworthiness Items by Engagement Site



Notes. +p < .10, *p < .05, **p < .01 significant pre-post change. Symbols inside bars refer to significance of that specific change. Numeric values/labels refer to the overall mean change across sites.

The results of the pre-post comparisons on the trustworthiness variables were nearly always positive as shown in Table 12 and Figure 8.

Trust and Vulnerability. To assess trust in the courts, participants were asked (at pre and post) to rate how much they trusted the courts, how comfortable they would be letting the courts decide a case that was important to them, and their perceptions of the positive and negative effects of the courts on their community. The specific items used were as follows:

- **Trust:** How much do you trust or distrust the [courts in your area]? Rated on a 7-point scale upon which 1 = distrust a lot, 4 = neutral, 7 = trust a lot.
- **Comfort:** How comfortable would you feel letting the [courts in your area] decide a case that was important to you? Rated on a 7-point scale upon which 1 = very uncomfortable, 4 = neutral, 7 = very comfortable.
- **Pos-likely:** In your opinion, how likely is it that the [courts in your area] will have positive effects on your community? Rated on a 5-point scale upon which 1 = not at all likely, 5 = extremely likely.
- **Pos-extent:** If positive effects happened, how positive would they be? Rated on a 5-point scale upon which 1 = there are no positive effects, 5 = extremely positive.

- **Neg-likely:** In your opinion, how likely is it that the [courts in your area] will have negative effects on your community? Rated on a 5-point scale upon which 1 = not at all likely, 5 = extremely likely.
- **Neg-extent:** If negative effects happened, how negative would they be? Rated on a 5-point scale upon which 1 = there are no negative effects, 5 = extremely negative.

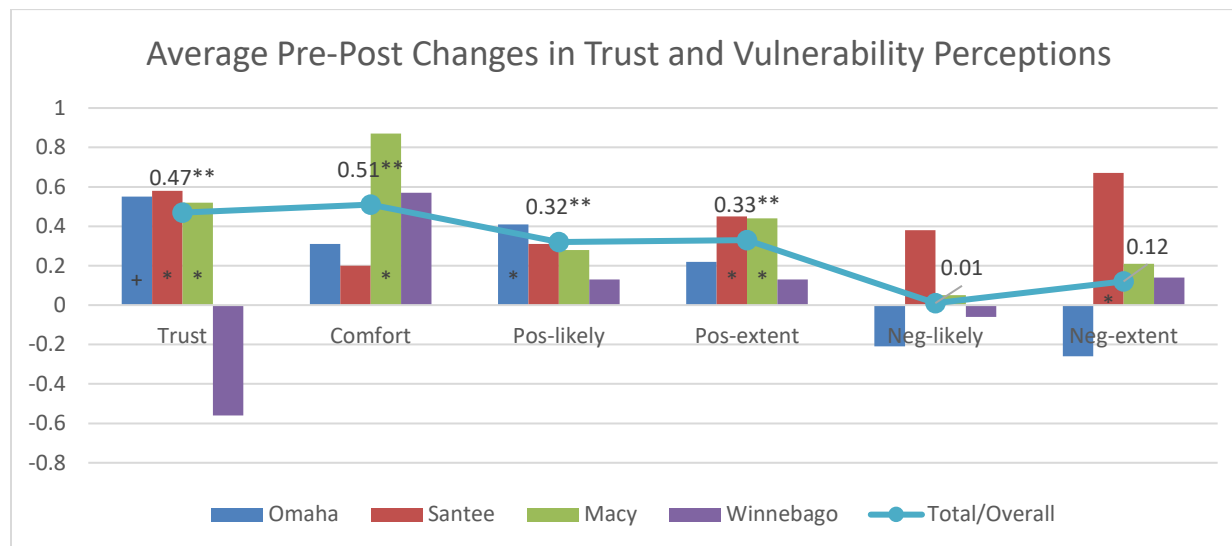
The results in Table 13 and in Figure 9 suggest most of the changes from before to after the engagements were positive. The trend was for participants to increase in trust, comfort, and rated likelihood and extent of positive impacts of the courts on their communities. However, there were exceptions (e.g., the decrease in trust observed for Winnebago). There was also evidence suggesting that the engagement participants became more aware of the negative impacts that the courts can have, because in some of the engagements, the ratings of the likelihood and/or extent of the negative effects also increased.

Table 13: Pre-Post Changes in Ratings Pertaining to Trust and Vulnerability

	<u>Omaha</u>			<u>Santee</u>			<u>Macy</u>			<u>Winnebago</u>			<u>Total/Overall</u>		
	n	pre	chg	n	pre	chg	n	pre	chg	n	pre	chg	n	pre	chg
Trust*	49	3.71	.55	26	4.38	.58	44	4.02	.52	9	4.22	-.56	128	3.99	.47
Comfort*	39	4.18	.31	20	4.15	.20	37	3.92	.87	7	4.14	.57	103	4.08	.51
Pos-likely	44	2.75	.41	21	2.52	.31	38	3.11	.28	8	3.50	.13	111	2.88	.32
Pos-extent	41	3.07	.22	20	3.20	.45	39	3.33	.44	8	3.88	.13	108	3.25	.33
Neg-likely	42	3.40	-.21	21	2.62	.38	39	2.95	.05	8	2.75	-.06	110	3.05	.01
Neg-extent	39	3.56	-.26	21	2.71	.67	39	2.95	.21	7	3.14	.14	106	3.14	.12

Notes. *The items for trust and comfort were accompanied by a 7-point scale. All other items were accompanied by a 5-point scale. n = number of paired observations, pre = mean prior to the engagement, chg = change from pre-mean to post-mean. Items were administered on the pre and post-survey; only persons completing both pre- and post-items are included in these descriptive statistics. Green shades reflect a desired change. Red shades reflect an undesirable change.

Figure 9: Pre-Post Changes in Trust Items by Engagement Site



Notes. +p < .10, *p < .05, **p < .01 significant pre-post change. Symbols inside bars refer to significance of that specific change. Numeric values/labels refer to overall mean change across sites.

Open-ended descriptions of courts’ positive and negative impacts. In addition to rating the severity and likelihood of the potential positive and negative impacts of the court, survey respondents were asked to describe those impacts at both pre and post. Specifically, the items read:

- Some people believe courts can have positive effects on the community. Please list any positive effects that you care about.
- Some people believe courts can have negative effects on the community. Please list the negative effects you care most about.

The answers offered in response to the open-ended questions are listed in Table 14 and Table 15 so that they are accessible for further analyses.

Table 14: Potential Positive Impacts of the Courts⁵

Positive Impacts (pre)
1. Justice. Reduce crime, settle disputes
2. Making people safe
3. Fair, honesty. Integrity
4. Justice in sentencing. Increased use of other punitive measures than prison
5. By making sure ICWA is used for the enrolled babies
6. Courts can enforce stiffer sentencing for abusers of women and children
7. Treat people more fair and help with classes, drug treatment

⁵ “Don’t know” and “Unsure” responses were removed from the list.

8. Keep people safe
9. Justice
10. My parents and sisters adopted Native children
11. Keeping harmful criminals off the street
12. Understanding the Native American Community
13. If a person stay out of the court system. They would have no problems with the courts. That would be positive for the person
14. Information on the racism in the traffic stops
15. For some kids that really need help
16. Culturally knowledgeable, utilizing services cultural (unintelligible)
17. Placing families back together
18. Enforcement of ICWA Law
19. Connecting resources to build sustainability
20. Children need to feel the courts care about their safety and well being
21. Understanding Native American History with the cycle of Trauma--fair trials fair sentencing-- Need for Indian center with city office
22. Helping people deal with their addictions
23. If the courts developed a drug court for the repeat offenders
24. Change in leadership in our community
25. Depends on the case
26. Allowing children to come to court to see the judge/people making decisions for them
27. Looking for solutions such as drug treatment instead of incarceration, helping human trafficking victims
28. Child welfare
29. Tribal Sovereignty ICWA
30. Try to rehabilitate instead of just punishing
31. Some go treatment and stay sober and drug free
32. Some people get in trouble and gain a better life
33. Reunification, family first, prevention law, and ICWA
34. There has been good movement toward rehabilitation--healing to wellness courts, substance abuse courts
35. Night decisions are being made/done for the purpose
36. Only when they benefit the children
37. Holding people accountable
38. Providing permanency to children. Strengthen families, provide justice and protection
39. Help keep families safe from substance use and DV
40. Ruled in favor of the Omaha tribe in a recent case
41. Fairness, Equality, reciprocity in recognition of tribal law
42. Advocacy for justice
43. Assisting with child welfare and reunification with parents
44. Law--order
45. Positive effects would be that the courts keep those who commit serious crimes off the streets and find the proper solution for those
46. Holding offenders accountable
47. Bringing awareness to the community, responsibility
48. React to behaviors that are dangerous or impactful to society and families
49. Justice
50. Keep drunk drivers off the road
51. Accountability and justice, do be fair in the court room
52. Placing some of the people who are criminals behind jail
53. I believe it could be better but court system need to come together and get community
54. Custody cases, child support
55. I believe yes there can be some positive effects if the courts can be fair to people
56. Teach young ones about the consequences of breaking the law and their rights
57. Insuring the safety of the public
58. Can help families, and victims receive justice
59. Being a part of the community treating people as human race/sex neutral
60. I am very interested in restorative justice and in healing for offenders as well as victims

61. Getting help for addicts not just putting them in jail. Putting native children in foster care with native families

Positive Impacts (post)

62. Accountability, rehabilitate
63. Accountability, respect, equality
64. Allow process
65. Awareness, fairness
66. Benefits the children
67. Bring family together
68. Capacity building linking resources
69. Chose rehabilitation rather than sentencing
70. Communication, honesty
71. Community taxes, accountability of crimes, etc.
72. Counseling over jail, native family placement for children in foster care
73. Court system seems about the same
74. Courts part of community
75. Depend if justice was served
76. Depends on the case
77. Drugs- it could give stricter sentencing for drug punishment
78. Education
79. Equality in justice for crimes against the Native American community
80. Fairness
81. Fairness, humility
82. Fairness, knowledge of participants, awareness of Native American act, present and future
83. For federal courts
84. Help keep order
85. Helping families
86. ICWA. Children and families
87. ICWA. Indian [unintelligible]
88. Justice fairness
89. Justice for minorities, maintain intact families, remove violent offenders, educate the public
90. Justice, crime prevention
91. Juvenile justice, truancy, truancy diversion projects
92. Keeping criminals accountable for their crimes and keeping us safe
93. Keeping kids with family members/cultural ties
94. Law + order relationship
95. Legal aid
96. Lots of the people have been sober and drug free
97. Making people feel comfortable
98. Native American awareness
99. Native kids placed with native families
100. Only if they can relate
101. People that can stand and speak for ones that will not
102. Positive effects on the community in general
103. Positive listening with open mind
104. Prison reform
105. Prosecution/ hold offenders accountable, stricter punishment need to be held
106. Restorative justice, community engagement healing
107. Reuniting families
108. Safety
109. Same as pretest
110. Self-determination act ICWA act, mental health court
111. The courts to ensure safety of the community
112. There can be positive effects if they work hard on it
113. Training
114. Treated fairly
115. Unsure, quality police, reports-investigations
116. Use restorative justice techniques, reconciliation

Table 15: Potential Negative Impacts of the Courts⁶

Negative Impacts (pre)
1. [Unintelligible] enough to the white collar crimes
2. [Unintelligible] issues. Blaming Indians
3. Are we taken seriously? Is there a fair justice?
4. Being alive and free
5. Being unjust and causing more harm than help to families
6. Bias, unfair sentencing
7. Break up of family unit, separation of parents and children
8. By being treated unfairly
9. Community concerns trauma
10. Court costs are not always feasible for people with no income
11. Culturally not prepared or care about natives
12. Depends on the case
13. Depends on the case
14. Discrimination, punisher-no empathy, seen as "other"
15. Disjointed
16. Don't treat people fairly, people of color do not have equal opportunity, often do not have legal representation
17. Drugs is being a main part of our community and court system seems to be [unintelligible] off easy
18. Encourage low self esteem
19. Habitual court cases never result in serious consequences
20. I feel that natives who charged and or are incarcerated are disregarded
21. I hate that the justice system punishes honesty and is about punishment
22. Imposed trauma, bias, discrimination
23. Inadequate services, representation--punctual hearings
24. Increased incarceration of minorities--> loss of job/income --> increased poverty and broken families
25. Ineffective when parents/families do not understand the process
26. Inform the Omaha reservation
27. Injustice, delay, (unintelligible)
28. Jail before rehabilitation, foster homes that are non-native
29. Lack of resources make court draw out longer than needed (tribal)
30. Lengthy prison sentences for people with addictions, adjudicating children as adults, not recognizing effects of trauma or behavior.
31. Letting people go with fines that have repeat offenders especially drugs (drug court)
32. No reprimand for breaking laws
33. Not always, just sometimes, their personal feelings are felt; sometimes, how they are feeling on that day
34. Not be fair
35. Not getting justice
36. Not holding people accountable
37. Not involved in reservations
38. Not paying attention to their probation
39. Not taking the youths voice into account when making decisions, attorneys wanting to "win" rather than do what is best for the child
40. People who believe they was wrongly accused/prosecuted in court
41. Perpetuation of inequality
42. Punishment isn't always held or
43. Racism
44. Reserve one racism in the legal areas. Police dept.
45. Santee reservation is a federal jurisdiction
46. Set procedures for how things cases will take place
47. Some get used to jail
48. Stripping laws of tribal laws; erosion of tribal law enforcement

⁶ "Don't know" and "Unsure" responses were removed from the list.

49. Taking children away from their families
50. Taxing tribal people
51. That our people of high need of awareness
52. The bear heels case. The police should have served timed
53. The effects on families
54. The negative stigma of natives, harsher sentences
55. There are stigmas places on certain families and target those families
56. They always do
57. Things, criminal and not to be repeated again
58. Too much political influence/impact to court decisions
59. Unfair sentencing for defendants; people of color face harsher, longer, fines than white people
60. When it comes to causes or cases that involve Native Americans on Native American issues
61. Yes, there can be some negative effects if the courts are not fair to people

Negative Impacts (post)

62. (unintelligible)
63. (unintelligible) with racism
64. Being negative about native people
65. Bias, people of color, poverty
66. Break up families, creates hardships
67. Community not taking accountability for crimes, etc.
68. Court system seems too slow, court system doesn't do enough to help those who are really in need of help for protection on children
69. Depends on case
70. Depends on the case
71. Discrimination of tribal members
72. Disregarding native communities
73. Don't care enough about Native Americans
74. Fairness, equality
75. Fairness, humility, prejudice
76. Fear
77. Federal courts: appearance of too lenient decisions with regards to crimes committed on or tribal offenders
78. Felons are sometimes judged unfairly, based on the previous record; not given a chance to rehabilitate
79. Habitual court cases continue without any resolutions
80. If we are fighting a battle t hat we are just going to loose
81. Incarceration of those who struggle with addiction
82. Inconsistent view and implementation of statutes
83. Increased incarceration of minorities, distrust among minorities, families fragmented, inmates not rehabilitated
84. Injustice unfair bias racism
85. Injustices
86. Lack of knowledge of services
87. Lengthy process
88. Mentally ill in criminal courts
89. Misunderstanding
90. No representation in court
91. No, don't hold anyone accountable
92. Not assisting in sustainability
93. Not care at all for our people
94. Not enough support
95. People discriminated against
96. Prison reform
97. Prison sentencing- sending our youth to prison @young ages for misdemeanors
98. Profiling, lack of concern
99. Racial bias, ignorance of culture, no empathy
100. Rewarding dishonesty, punitive nature, for profit prisons, lack of resources
101. Same as pre test
102. Short jail sentences, # 1 this is the court process takes too long
103. Separating children from families

104. Stereotypes, racism, "poverty versus poor"
105. Support bad law. Enforcement--unfair--profiling
106. That people talk positive but act negatively
107. There are lists of negativity all around us it hasn't changed
108. There's always negative effects, there's always going to be a person who believes they were wronged by the court system
109. They may make judgements without all the information
110. Too much profiling based on race, placement of native children in foster care before helping the family as a whole
111. Tribal council influence!
112. Unfairly taxing tribes
113. When they don't show interests

Other Post-only Survey Items

Additional questions on the post-survey asked respondents about their overall satisfaction with the engagement activities, whether and how much they felt they gained knowledge from the activities, and whether they would be willing to be contacted in the future.

Overall satisfaction. Overall satisfaction was assessed by asking respondents to rate "How satisfied or unsatisfied were you with the engagement activities?" on a 5-point scale for which 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

Changes in subjective knowledge. To assess changes in subjective knowledge participants were asked, "During the engagement activities, to what degree, if any, did your knowledge of the [courts in your area] increase?" The 5-point response scale was as follows: 1 = not at all, it stayed the same, 2 = slightly increased, 3 = somewhat increased, 4 = increased quite a bit, 5 = increased a great deal.

Willingness to be contacted in the future. Two yes/no questions were asked regarding willingness to be contacted in the future by the evaluation team:

- Would you be willing to invite people you know to do a very short survey?
- May the evaluation team contact you again later about your opinions?

Results shown in Table 16, Figure 10, and Figure 11 suggest relatively high satisfaction and moderate increases in knowledge, with the majority of people willing to be contacted in the future by the evaluation team.

Table 16: Other Post-survey Questions

<i>Question</i>	<u>Court Actors</u>			<u>Comm. Leaders</u>			<u>Gen. Public</u>			<u>Site Average</u>		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
<i>How satisfied or unsatisfied were you with the engagement activities?</i> 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied												
Omaha	3.80	1.10	5	4.20	0.63	10	4.25	0.73	36	4.20	0.75	51
Santee	4.56	0.53	8	4.38	0.52	8	4.33	0.71	9	4.42	0.58	26
Macy	4.19	0.66	16	4.50	0.84	6	3.92	0.76	25	4.09	0.75	47
Winnebago	--	--	0	4.40	0.55	5	4.00	0.82	4	4.22	0.67	9
Total/Overall	4.23	0.73	30	4.34	0.61	29	4.14	0.75	74	4.20	0.72	133
<i>During the engagement activities, to what degree, if any, did your knowledge of the [courts in your area] increase?</i> 1 = not at all, it stayed the same, 2 = slightly increased, 3 = somewhat increased, 4 = increased quite a bit, 5 = increased a great deal												
Omaha	2.80	1.79	5	3.40	0.70	10	3.32	1.17	34	3.29	1.16	49
Santee	3.56	1.13	9	4.00	0.82	7	3.38	1.51	8	3.63	1.17	24
Macy	3.17	1.27	12	4.00	0.82	4	3.24	1.03	17	3.30	1.10	33
Winnebago	--	--	0	2.75	1.26	4	3.33	0.58	3	3.00	1.00	7
Total/Overall	3.23	1.31	26	3.56	0.92	25	3.31	1.14	62	3.35	1.13	113
<i>Question</i>	<u>Court Actors</u>		<u>Comm. Leaders</u>		<u>Gen. Public</u>		<u>Site Average</u>					
	%	n	%	n	%	n	%	n				
<i>Would you be willing to invite people you know to do a very short survey?</i> Percent answering indicating yes												
Omaha	50%	4	75%	8	63%	27	64%	39				
Santee	67%	9	60%	5	57%	7	62%	21				
Macy	62%	13	80%	5	65%	20	66%	38				
Winnebago	--	0	100%	4	100%	4	100%	8				
Total/Overall	62%	26	77%	22	66%	58	67%	106				
<i>May the evaluation team contact you again later about your opinions?</i> Percent answering indicating yes												
Omaha	50%	4	100%	10	69%	26	75%	40				
Santee	89%	9	80%	5	50%	8	73%	22				
Macy	77%	13	100%	5	75%	20	79%	38				
Winnebago	--	0	100%	4	00%	3	100%	7				
Total/Overall	77%	26	96%	24	70%	57	78%	107				

Notes. Items were administered on the post-survey only. Dashes indicate no cases or statistical calculation could not be performed.

Figure 10: Satisfaction and Knowledge Increases

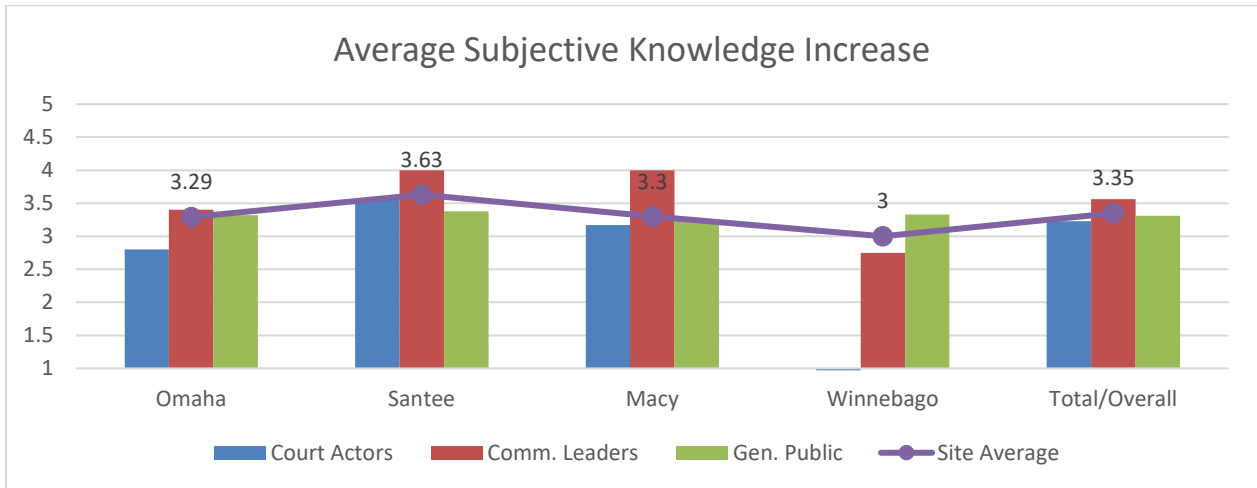
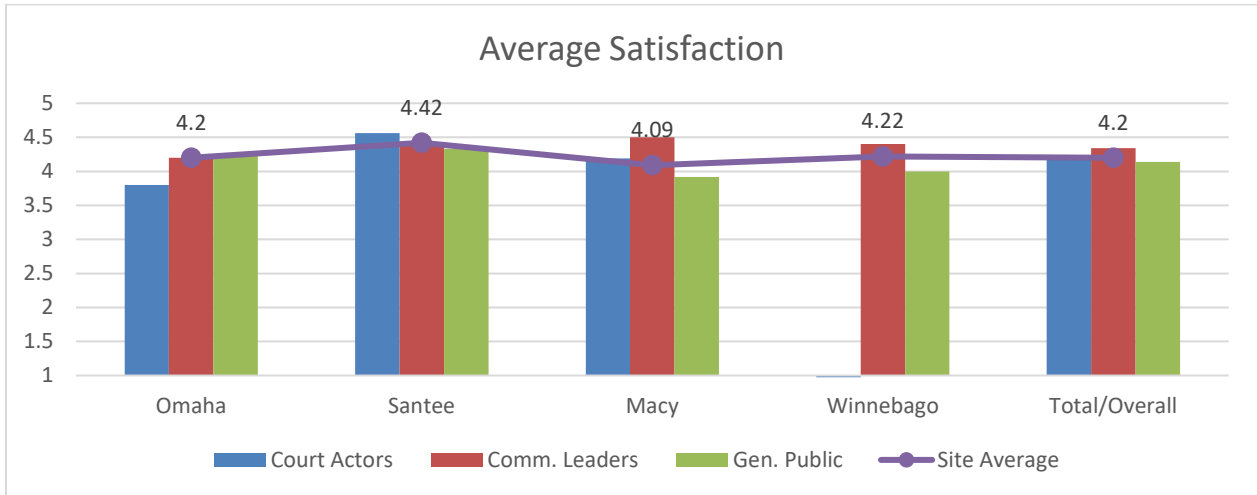


Figure 11: Willingness for Follow-up



Other Comments

At the end of both the pre- and post-survey there was space for participants to write any other comments they wished. The comments are listed in Table 17 to make them accessible for further qualitative analyses.

Table 17: Other Comments by Respondents

Other comments (pre)	
1.	We have negative thoughts and positive thoughts. It is better to experience/ There's always closed doors.
2.	Was different series of questions that I thought it would be.
3.	Very appreciative for the State of Ne judicial system is taking an interest in improving relationships in the tribes.
4.	There needs to be work for understanding the Fed Ind laws and [continuity?] between tribal and state law--as well as in court decisions from tribal courts among state courts.
5.	The survey was in regards to NS State Courts vs Omaha Tribal courts.
6.	The juvenile court system should be more open to alternative solutions.

7. Thanks for the workshop.
8. Please educate prosecutors on ICWA, also judges, please do not allow social workers have a negative say on ICWA benefits.
9. People who work for or with should understand issues like enrollment or descendant-cy. Federal laws re: property.
10. Major issues-- lack of legal representation. Disproportionality of Native children, families, and individuals in the system. Lack of ICWA knowledge by attorneys and judges. Lack of services available through tribal court--CASA, GAL.
11. Laws are written to benefit some and cause struggle and headache for many. I struggle to find any equality in laws so it's hard to differentiate the court system who uphold bias laws.
12. Juvenile justice needs to have a better cultural understanding of "kinship" and utilizing caregivers when who are willing to be supportive, even if no "legal" guardian when one is not present.
13. It's a known fact that Native Americans receive harsher sentences and extreme punishments in the prison system. The need for advocates for the Native community.
14. In the past 30, 40 years some CPS workers still don't have a clue about ICWA and what the (unintelligible) is to working with Native families.
15. I was involved in a child/custody case where the judge has already predetermined the outcome of the custody of the child. There were pretty much his own words in the court room.
16. I like to listen and gather information before making my concerns, issues, and remarks.
17. I am new to Nebraska so no experience with courts so not a lot to say on court experience. Also I am an attorney but do not litigate--experience is limited because law abiding. My children provide experience with courts.
18. I agree that change to court need to happen. I just hope they can benefit the people of color rather than tear families apart.
19. Help the Native American Community.
20. Have had prosecutor made racial comments that were out of line about how some people aren't going to get better, so why bother?
21. For #20, I am currently taking college for my associate degree for business admin. For #23 and 26 some courts can be unfair because of some people might family that works for the court.
22. Don't trust the court systems at all.
23. Courts need to take cases more serious. Example "the bear-heels murder case" justice needs to be served to all races, not just certain races.
24. Court resources for operating and work with children services
25. Can you do this other communities (unintelligible) in low-income areas.

Other comments (post)

26. Working together to make our community thrive in a sacred way.
27. We need more help with mental health.
28. We need help with mental health issues.
29. Very informative session. Glad you brought in Native American Professionals
30. Very informative.
31. Thanks for this time.
32. Thanks for taking the time to listen, please put the effort into making changes
33. Thank you. Very informative but I had a misunderstanding on topics that we could bring to discussion.
34. Thank you for this public engagement process for the tribal people. I didn't think I'd have any opinions, but I did! Thank you [unintelligible].
35. Thank you for speaking with our tribal communities.
36. Reconciliation between tribes/Native American Community and the State of Nebraska.
37. Provide examples.
38. No comments. Efforts to unify that tribes are their own worst enemy.
39. Need to rehabilitate troubled youths (native) with therapy and treatment facilities instead of automatically choosing to incarcerate them.
40. Native Advocates and programs need to be created.

41. My parent worked all her life, but never been in trouble, but still can't find a good paying job, not voting, but -> possible middle class is scared because I'm a single parent, not where I should be in life with one child.
42. More events like this one.
43. I'm glad to hear that the conversations has started between tribe and state and federal courts.
44. I am on 2 foster care review boards and they discussion gave me good background information to help me loos my bias.
45. Feedback from people who can give answers instead of stare back.
46. DHHS needs educated on ICWA standards and keeping the family together.
47. Coordinate, fed, staff, tribes. Awesome!
48. Appreciate this opportunity, more needs to be done statewide, with all branches.

State Specific Results

NE PEPP took notes at each session regarding the issues most concerning the attendees.

Key themes and issues gleaned from the engagements included:

- Issues related to the Indian Child Welfare Act (ICWA) and failures in how it functions in court
- Child support and custody problems
- Criminal justice issues
- Jurisdiction and needed clearer procedures
- Cultural understanding by the courts and racial justice
- Use of restorative justice
- Mental health and the system
- Housing issues
- Reservation v. off reservation
- Follow-up, follow-through, and communication by the Consortium
- Missing and murder of Indigenous women
- Self-determination
- Tribal court resources
- Substance use issues
- Sovereignty

The NE Consortium is working on next steps – in particular, the group is interested in digging deeper into the issues around ICWA. NE found much value in engaging communities on these topics. They found it especially beneficial to have the opportunity to listen, provide information and engage in dialogue.

Discussion/Reflections

The following are the NE PEPP team's unedited reflections on the results from the pre-post surveys.

General/Overarching Reflections

- *What stands out to you the most about the survey results for your engagements? What are the most positive results? What results may indicate areas for improvement?*
 - Most surprising is that people came who felt relatively negatively about the court system. It is interesting that they were willing to give up so much time (3.5 hours) to participate in discussion. People also felt the discussion was important and that the events were helpful. It is also surprising that such a short time was enough to positively impact the participants' view of the courts in that it is trustworthy. There were a couple of outliers that would be interesting to dig into further, but overall, trust did seem to grow.

Recruitment

- *How well did you manage to involve your target populations? Looking at the proportions of persons who attended, do you feel like you had the right amount of court actors, leaders, general public; the right mix of demographics (race/ethnicity, age, education, gender); and of viewpoints (e.g., ideology, persons who both are positive/negative about the courts at the time of the pre-survey)?*
 - At each location, we had a good mix of court actors, community leaders, and general public except at Winnebago, where we had low turnout overall. We had a good age range and mix of education levels and a majority of participants identified as Native American, as was the target. We also had a good mix of trust and distrust in the court system. Both were rated right in the middle, which is a good mix for the discussions.
- *Relating to recruitment, what would you be sure to do again in future engagements, and what would you like to try to do differently?*
 - Using social media, doing direct outreach, and engaging community partners were key to the turnout we had. We also made sure people knew that we would be serving a meal and providing \$50 gift cards. At every engagement, there were participants that felt other people were missing from the room. We could have done a better job engaging Tribal government at some of the locations, as in Macy that really helped get a lot of the public to the events. We did host these events just after elections in the communities, and so it was difficult to get in

touch with Tribal Council members, so maybe timing would need to be a little different if we hosted these events again.

The Engagement Process

- *What processes seemed to go well or need improvement based on the pre/post survey data and post-survey engagement evaluation?*
 - There were people missing who participants felt should have been there. Overall, people seem to feel that they were listened to, that the topics discussed were important, and that the event was helpful.

- *What processes seemed to go well or need improvement based on your observations of the events?*
 - After the first event, the judges had a discussion with Judge Thorne and Jenny Walter and were able to think about being more responsive to questions from participants. The responsiveness in the future engagements seemed to add to the value people assigned to the event.
 - Comments were made at each event about the length of the surveys, trouble understanding the questions, and that it was not normed for Indigenous populations.

- *Relating to the engagement process, what would you be sure to do again in future engagements, and what would you like to try to do differently?*
 - The meal and the gift card both seemed to be really important to promote turnout and to have people stay and participate in the events. It also helped to have facilitators who do this kind of work on a regular basis and are really well versed in the issues facing the communities we targeted.

Outcomes

- *How well did you manage to achieve what you hoped to achieve during the engagements (individually and across the engagements)?*
 - Our intent was to hear from the Native American community their perspective on ways the courts could improve to better meet the needs of their community and we did get a lot of really helpful feedback and were really happy with the turnout we had.

- *What is the evidence/measures relevant to some problem facing the courts that you can track going forward to see if you continue to make progress?*

- We could measure compliance with the Indian Child Welfare Act.

Conclusion and Next Steps

- *What do you feel were the most important things learned from the engagements?*
 - We learned a lot about processes that do not seem to be working smoothly between jurisdictions and also within systems like DHHS and the courts. Those issues are reflected in the notes we provided with our data from the events. There is a lot to work on, but we also can see that people felt it was important to come and express their ideas and also that the courts are willing to hear from communities and work for change.
- *What will your teams' next steps be? Will you continue or sustain your engagement efforts beyond the end of your involvement in PEPP?*
 - We still plan to host two engagement sessions in western Nebraska when we are able to – we had planned to do so at the end of March but were unable to because of coronavirus concerns.
 - We have been meeting monthly with the Consortium of Tribal, State, and Federal Courts and are working through the results of the sessions and plan to focus first on the Indian Child Welfare Act and compliance in the court system.
- *Did your involvement in the PEPP projects impact your use of engagement in any way, and/or impact your institution and its attitudes toward public engagement? If so, how?*
 - Involvement with PEPP helped us to ensure that we made the events bidirectional and focused on trust. The results from the surveys and the information we learned during the conversation at each event help the courts know where energy needs to be focused to make a difference in the relationship with Native communities. We also were able to strengthen community partnerships because the events were well done and taken seriously.

APPENDICES

Appendix of Procedure Relevant Materials or Work Products

Recruitment

Facebook Social media post:

Nebraska Court Improvement Project, Nebraska Supreme Court
@NebraskaCIP

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Nebraska Court Improvement Project, Nebraska Supreme Court
Published by Traci Webber [?] · September 26 ·

Join us!

Tell us your story!
Nebraska Courts invite Native Americans to share your thoughts and concerns about our court systems.

Nebraska Public Engagement Project
2019 Fall Tour

The Nebraska Consortium of Tribal, State, and Federal Courts invites Native American communities to share their thoughts and concerns about the court system in Nebraska at four public engagement sessions. Join us and facilitators, Judge Bill Thorne (Pomo Tribe) and Jennifer Walter for food and conversation.

November 5, 2019 5-8:30pm	CASA for Douglas County 2412 St. Mary's Ave, Omaha, Nebraska
November 6, 2019 12-3:30pm	Ohiya Casino 53142 Hwy 12, Niobrara, Nebraska
November 7, 2019 9:30-12pm	Nebraska Indian Community College 1111 US 75, Macy, Nebraska
November 7, 2019 4-6:30pm	Little Priest Tribal College 601 E College Road, Winnebago, Nebraska

Please RSVP
by visiting the Eventbrite page and choosing the date you would like to attend.
Click Here: <https://www.eventbrite.com/o/nebraska-consortium-of-tribal-state-and-federal-courts-27068243595>
Or use your phone to scan the QR Code below

The event will include:

- Discussion facilitated by Judge Bill Thorne and Jenny Walter
- A meal
- \$50 gift card for survey participation*
- A "Know Your Rights" presentation by the Native American Unit at Legal Aid of Nebraska

An evaluation will be conducted by the National Center for Tribal Courts in collaboration with the USLJ Public Policy Center. *While supplies last, restrictions may apply.

Society of Care
Like Page

Twitter Social media post:



Sample Email/letter:

Dear _____,

The Chief Justice and the Nebraska Consortium of Tribal, State, and Federal Courts, whose membership can be found [here](#), is hosting four public engagement events for Native American communities in Nebraska. I would like to extend an invitation you and/or your staff to attend the events.

They will be held on:

- November 5, 5:00 PM – 8:30 PM (CASA for Douglas County, 2412 St. Mary's Ave, Omaha)
- November 6, 12:00 PM – 3:30 PM (Ohiya Casino, 53142 Hwy 12, Niobrara, Nebraska)
- November 7, 9:30 AM – 12:00 PM (Nebraska Indian Community College, 1111 US 75, Macy, Nebraska)
- November 7, 4:00 PM – 6:30 PM (Little Priest Tribal College, 601 E College Road, Winnebago, Nebraska)

A flyer is attached with more information.

The Consortium grew out of the roundtable event that the Chief Justice hosted last year in South Sioux City as part of his summer tour. It became very clear at the meetings that there was work to do to continue to grow the relationships between the sovereigns, and so the Consortium took shape.

The purpose of the events is to hear from Native American communities about the issues that are most important to them and let that guide the work of the Consortium going forward. We want the work of the Consortium to be valuable to the population of people most affected by it. This project is funded by a grant from the National Center for State Courts, whose guiding theory is that public engagement by courts with communities can help to increase trust and confidence in the court system, which is our hope.

Judge Bill Thorne, who has been both a tribal and state judge and is a national leader in state/tribal relations, and Jenny Walter, former staff to the California Tribal Court/State Court forum, will be coming in to facilitate the events. The events will also include a "Know Your Rights" presentation from Legal Aid.

I hope you are able to make it. Please let me know if you have any questions.

Sincerely,

Flyer:



PEPP Tour Flyer.pdf

https://www.ncsc.org/_data/assets/pdf_file/0017/60263/ne-flyer.pdf

Tell us your story!
Nebraska Courts invite Native Americans to share your thoughts and concerns about our court systems.

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The event will include:


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Please RSVP
by visiting the EventBrite page and choosing the date you would like to attend.
Click Here: <https://www.eventbrite.com/o/nebraska-consortium-of-tribal-state-and-federal-courts-27068245595>

Or use your phone to scan the QR Code below:


Nebraska RSVP online (Eventbrite) form

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Nebraska Public Engagement Project - Fall Tour RSVP



The Nebraska Consortium of Tribal, State, and Federal Courts invites Native American communities to share their thoughts and concerns about the court system in Nebraska at four public engagement sessions. Join us and facilitators, Judge Bill Thorne (Pomo Tribe) and Jennifer Walter for food and conversation.

The event will include:

- Discussion will be facilitated by Judge Bill Thorne and Jenny Walter
- A meal
- \$50 gift card for survey participation (while supplies last).
- A "Know Your Rights" presentation by the Native American Unit at Legal Aid of Nebraska

Please click this link to go to the EventBrite page to register for one of the dates and times below

November 5, 2019 | 5-8:30pm
CASA for Douglas County
2412 St. Mary's Ave, Omaha, Nebraska

November 6, 2019 | 12-3:30pm
Ohiya Casino
53142 Hwy 12, Niobrara, Nebraska

November 7, 2019 | 9:30-12pm
Nebraska Indian Community College
1111 US 75, Macy, Nebraska

November 7, 2019 | 4-6:30pm
Little Priest Tribal College
601 E College Road, Winnebago, Nebraska

Participant Preparatory Activities

To prepare its court and stakeholder participants for the community engagement, NE PEPP offered all Consortium members the opportunity to attend “Inclusive Communities,” a training on implicit and explicit bias. This training was initially provided to NE Judicial Branch staff by Inclusive Communities (<https://www.inclusive-communities.org/>) using a train-the-trainer model. Staff were then able to train others. The training was mandatory for all Judicial Branch staff and optional for judges. It was available to the entire Consortium of Tribal, State, and Federal Courts, although only one person took advantage of the opportunity.

Engagement Events

Engagement Sessions: Annotated and Expanded Notes

The following notes provided a guide for NE to conduct its engagement sessions.

Run of Show – Public Engagement events

[Relevant leader/venue and other needed phone numbers included here]

BACKGROUND INFORMATION

Schedule of All events with Addresses and Notes

November 5, 5:00 PM – 8:30 PM (CASA for Douglas County, 2412 St. Mary’s Ave, Omaha)

Room available at 4pm, park on east side

November 6, 12:00 PM – 3:30 PM (Ohiya Casino, 53142 Hwy 12, Niobrara, Nebraska)

Room available at 11:30am

November 7, 9:30 AM – 12:00 PM (Nebraska Indian Community College, 1111 US 75, Macy, Nebraska)

Room available at 9am

In person Consortium meeting at NICC following this event

November 7, 4:00 PM – 6:30 PM (Little Priest Tribal College, 601 E College Road, Winnebago, Nebraska)

Room available at 3:30pm

Individual Responsibilities/Tasks During Events

- ____ to hand out surveys and consent letter at the beginning of the meetings and have people sign in, including court staff.
- ____ to set up recording equipment.

- ____ to set up power point and video.
- ____ to make drinks and set up catering.
- ____ to hand out gift cards to participants at the end when surveys are turned in – also fill out audit form and have two AOC staff sign each sheet.

Things to Bring to Events

- Pre and post surveys
- Attendance sign in lists
- Consent letter
- Slide with laundry list
- Computer
- Recording equipment
- Video camera
- Big note pads and markers
- Gift cards
- Audit forms for gift cards
- Drink containers for Omaha and tea mix
- Nametags for Consortium members
- Box to put completed pre and post surveys

Travel Schedule between events:

- Pick up van before 12:30pm of 11/5
- Leave Lincoln at 1:30pm to check into hotel
- Pick up Jenny Walter and Judge Thorne at Embassy Suites downtown at 3:30 to arrive by 4 at CASA, event at 5pm
- Embassy Suites Downtown to Ohiya, 2h 52 mins, leave by 8am to arrive by 11am (event at 12pm)
- Ohiya to Delta Hotel, 1h 31 mins, arrive early evening
- Delta Hotel to NICC Macy, 36 mins, leave by 8:30am to arrive around 9am (event at 9:30am)
- NICC Macy to Little Priest, 14 mins (event at 4pm)
- Little Priest to Embassy Suites in Omaha, 1h 25 mins
- Embassy Suites to Lincoln
- Traci and Steph return the van on Friday

NOTES ABOUT SPECIFIC VENUES

Omaha

- CASA of Douglas County, event 5-8:30, room from 4-9
- [contact name, phone #]
- Set up in table rounds, capacity is 72, projector available
- Visitation room for childcare
- Parking is on the north side of the building, do not park on the east and west before 5pm.
- Remove the garbage and wipe up the areas with food
- Catering – Pepperjax

- Drinks – bring

Santee

- Ohiya Casino
- [contact name, phone #]
- Event from 12-3:30, room from 11:30-4
- Projector and microphone available
- Set up with 6 seats at a front table and then in a U for around 25 people
- Taco bar for 30, coffee, tea, water all event

Macy

- NICC, room 9-12, event from 9:30-12
- [contact name, phone #]
- Projector available, room set up for discussion
- We can make coffee
- Room available in the vocational tech building after for a Consortium meeting
- Caterer: [contact name, phone #]

Winnebago

- Little Priest Tribal College, Elk Clan auditorium, event 4-630, room 3:30-7pm
- [contact name, phone #]
- Catering, [contact name, phone #]
- Hominy soup and fry bread...drinks?

EVENT SCRIPT

Agenda Overview (same for all events)

Surveys

1. Welcome – Judges Miller and Runge
2. Prayer
3. * Meal (except in Macy where food will be delivered at 10:30am)
4. Know Your Rights presentation – Jonathan Seagrass, Legal Aid
5. What is the Consortium? – Judges Miller and Runge
6. Discussion – Judge Bill Thorne and Jenny Walter
7. Closing remarks – Judges Miller and Runge

Detailed Agenda

Beginning of event: Surveys

- Read Survey Administration Script
- Give people time to complete surveys
- Pick up surveys as participants complete them

Survey Administration Script:

Thank you all for coming today. As you came into the event today you should have received an information sheet and the attached survey. As noted in the written information introducing the survey, today's activities are sponsored by an award from the National Center for State Courts. That award has made it possible to have today's events, meal and gift cards.

The National Center for State Courts has funded these awards in order to learn from teams like ours on how to engage people in events like these, in an effective and trustworthy manner. As a result, they are asking us to have people complete a survey at the beginning of their involvement with us for this project, and at the end of this meeting.

The survey has two purposes: First, we hope that it gets you thinking about your experiences and feelings about the courts before our discussions today. Second, evaluators will be using the information to help both our team, AND courts across the country, to understand how to do engagements with the public more successfully in the future. So, we really do appreciate your completing the surveys today.

Instructions

A couple of additional things about the survey:

First, the survey asks you to report your email in order to match pre and post surveys. Your email will not be shared with anyone except the evaluators. But if you are not comfortable using your email on the survey, let us know and we will provide you a different code for matching your responses.

Second, note that the evaluators are most interested in the first response that comes to your mind. You do NOT need to sit and think very long about each survey question – just answer whatever feels right based on your first impressions and “gut reactions.”

Finally note that your answers will be kept entirely confidential. We will send the surveys to the evaluators for data entry, and they will only be reporting means and descriptive information from the data, they will not be sharing any individual responses with us or in their reports.

If you did not receive a survey or if you have any questions, please raise your hand. Thank you!

1. Welcome by... Judge Runge and Judge Miller
2. Prayers by...
 - a. Omaha – Dr. Mitchell
 - b. Santee – Thelma Thomas
 - c. Macy – Mitchell Parker
 - d. Winnebago – Terry Medina
3. Meal from...
 - a. Omaha – Pepperjax
 - b. Ohiya – taco bar
 - c. Macy – catering to arrive at 10:30, Warrior catering
 - d. Winnebago – hominy soup and fry bread from the school
4. Know Your Rights presentation – Jonathan Seagrass, Legal Aid

Judge Miller or Judge Runge introduce Jonathan:

[Sample Bio:] Jonathan Seagrass received his law degree from Creighton University in 2009. Since, Jonathan has spent his entire career devoted to representing the interests of Native Americans across Nebraska, first as staff attorney, and for the past five years as managing attorney of Legal Aid of Nebraska’s Native American Program. Jonathan is licensed to practice law in the Omaha, Ponca, Santee Sioux, Winnebago, and Oglala Sioux Tribal Courts, as well as in Nebraska state courts. Jonathan has successfully litigated cases to both Tribal and Nebraska appellate courts, and in 2017, Jonathan received the Ruth Miller Award for outstanding advocacy, commitment, and dedication to Legal Aid clients.

5. What is the Consortium? – Judges Miller and Runge

Include the membership of the Consortium

Judge Andrea Miller (co-chair)	State District Court	2018
Chief Judge Patrick Runge (co-chair)	Winnebago Tribal Court Ponca Tribe of Nebraska	2018
Elizabeth Neeley	Co-chair, Access to Justice Commission Nebraska State Bar Association	2018
Justice Stephanie Stacy	Co-chair, Access to Justice Commission Justice of the Nebraska Supreme Court	2018
Judge Susan Bazis	U. S. Magistrate Judge	2019
Misty Frazier	Nebraska Indian Child Welfare Coalition	2018
Judi gaiashkibos	Nebraska Commission on Indian Affairs	2018
Judge John Gerrard	Chief US District Judge for Nebraska	2018
Judge Thayne Glenn	Santee Sioux Nation Tribal Court	2018
Judge Doug Johnson (Retired)	State Separate Juvenile Court	2018
Corey Steel	State Court Administrator	2018
Judge Ken Vampola	State County Court	2018
Chief Judge Ed Zendejas	Omaha Tribal Court	2018

6. Discussion – Judge Bill Thorne and Jenny Walter

Judge Miller or Judge Runge introduce Judge Thorne and Jenny Walter

[Bios for Judge Thorne and Jenny Walter go here]

7. Closing remarks – Judges Runge and Miller

Facilitation: Suggestions/Recommendations and Notes

The following points were provided by Jenny Walter at the request of the NE PEPP team.

- **Preparing yourself / your team to facilitate a discussion?** Take time to become present before the meeting. Adopt a keen observation eye to nonverbal communication. Be mindful of what I don't know.
- **Ice breakers and introductions among participants?** We didn't use icebreakers. We took the time to make participants feel welcome, to set forth expectations, to explain the process, and not build up expectations.
- **Providing structure and guiding discussion that address inequities and bias in courts?** We expected to hear experiences of bias and discrimination and acknowledged their experiences. We took time to pause and allow for participants to describe their experiences and, if possible, to feel some healing in sharing the experiences.
- **Involving judges and other court officials in discussions?** After the first listening session, we explored topics that when raised, we could turn to the panel of judges to invite their perspective on what the courts are doing to address the issues raised. We were mindful of not putting the judges on the spot and they were open about when and what they could add to the conversation. By the last listening session, we were able to flow back and forth between listening to participants, having them feel heard, and bringing the judges into the dialogue.
- **Wrapping up discussions?** The key is to make each person feel heard by practicing active listening, synthesizing the themes raised by participants, and identifying where their identification of issues includes possible solutions.

Appendix of Measures

Engagement Form

The engagement form was used to track consistent data about individual engagements held by the PEPP teams to be able to look for potential patterns across engagements.



Engagement level
data form - concise.

https://www.ncsc.org/_data/assets/pdf_file/0022/60259/engagement-form-ne.pdf

Cross-site Consent and Surveys

Consent Form

The consent form was consistent across all the PEPP teams and was used to provide information to the attendees of the community engagements.



consent letter PEPP
v02-Approved.pdf

https://www.ncsc.org/_data/assets/pdf_file/0014/60260/survey-invitation-ne.pdf

Pre/Post Surveys

The surveys vary slightly by PEPP team because the name of the specific court or courts were embedded into the survey. Longer and shorter surveys were available. The Nebraska team used only the short form of the surveys.

Pre-survey



PRE
survey_NE_two_plus

https://www.ncsc.org/_data/assets/pdf_file/0015/60261/pre-survey-ne.pdf

Post-survey



POST
survey_NE_two_plus

Site-Specific Measures and Materials

The NE team used the following points, displayed via a PowerPoint slide at the front of the room, to elicit discussion.

- Enforcement of court orders that cross jurisdictional lines, full faith and credit clause
- Uniformity in jurisdictional determinations, particularly divorce and child support decree issues
- Uniform protocols to promote coordination and cooperation in cases involving concurrent jurisdiction and transfer of cases between jurisdictions
- Leveraging court and probation services between jurisdictions to maximize resources and services for all courts
- Joint educational programming for judges and judicial support staff, particularly in areas of juvenile justice, child welfare, domestic violence, justice reform, and judicial case management
- Advising on statewide solutions to improve access to all courts, including improving the quality of data collection and exchange between court systems
- Sharing information about the Indian Child Welfare Act and legal rights with the community
- General feeling of discrimination by courts and fear and distrust of the system
- Culturally specific programming for juvenile diversion programs for youth and more access to diversion
- Disparities in the child welfare and juvenile justice systems