



# NEBRASKA

## DEPARTMENT OF EDUCATION

**Applicant:** 11-033-0021-12 CAMBRIDGE PUBLIC SCHOOLS  
**Application:** 2020-2021 ARP Act ESSER III 6998 - 00-  
**Cycle:** Amendment 1

American Rescue Plan - ARP - ESSER III - 6998 ▼

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Overview	Allocations/Contact Information	Program Information	Staff/Equipment	Budget	Assurances/GEPA	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Allocations					Contact Information					

### Allocations

[Instructions](#)

**The application has been approved. No more updates will be saved for the application.**

#### Grant Award Notification

[Grant Award Notification - 4](#)

[Grant Award Notification - 3](#)

[Grant Award Notification - 2](#)

[Grant Award Notification - 1](#)

10/18/2021

8/19/2021

6/18/2021

6/18/2021

ARP-Act-ESSER-III-6998

#### Current Year Funds

Allocation	\$251,965
ReAllocated (+)	\$0
Released (-)	\$0
Total Current Year Funds	\$251,965
Prior Year(s) Funds	
Carryover (+)	\$0
ReAllocated (+)	\$0
Released (-)	\$0
Total Prior Year(s) Funds	\$0
Sub Total	\$251,965

#### Multi-District

Transfer In (+)	\$0
Transfer Out (-)	\$0
Administrative Agent	

#### Adjusted Sub Total

\$251,965

Release Remaining Funds to NDE

☐

Total Available for Budgeting

\$251,965

ARP-Act-ESSER-III-6998

user ID: GShepp



For additional information please contact the Nebraska Department of Education

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Overview	Allocations/Contact Information	Program Information	Staff/Equipment	Budget	Assurances/GEPA	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Allowable Uses					Intent and Purpose					

### American Rescue Plan (ARP) ESSER III Grant - Allowable Uses

### [ARP ESSER III Instructions](#)

**Use of Funds:** A local educational agency (LEA) that receives funds under this title may use the funds for one or more of the following 17 areas. Please check one or more of the intended use of funds areas and describe the proposed activities. You will be required to indicate the function code(s) when completing the budget detail.

- ☐ 1. Administration: Only reasonable and necessary for administering the grant. Time and effort will be required. If administrative funds are being used, it must be explained in detail.
- ☐ 2. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- ☐ 3. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- ☐ 4. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. \*\* This Allowable Use is not available for ARP ESSER III. \*\*\*
- ☐ 5. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- ☐ 6. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- ☐ 7. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- ☐ 8. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- ☐ 9. Planning for coordinating and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- ☐ 10. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- ☐ 11. Providing mental health services and supports.
- ☐ 12. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- ☒ 13. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by -
  - (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - (B) Implementing evidence-based activities to meet the comprehensive needs of students.
  - (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - (D) Tracking student attendance and improving student engagement in distance education.

Explanation/Description (200 of 500 maximum characters used)

Funds will be used for reading curriculum and will be chosen from the Nebraska materials list and will be used in conjunction with purchasing technology to connect with students remotely or in person. //

- ☐ 14. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- ☒ 15. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. //

Explanation/Description (261 of 500 maximum characters used)

All elementary (phase I) heating and air units will be replaced to create quality air and control. A vestibule will also be added to the front of the elementary to increase quality air control which will have an impact of student and staff safety and learning. //

- ☐ 16. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
- ☐ 17. Development of strategies and implementation of public health protocols that align with Centers for Disease Control and Prevention guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff.

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 Cycle: Amendment 1

American Rescue Plan - ARP - ESSER III - 6998 ✓

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Allowable Uses					Intent and Purpose					

### American Rescue Plan (ARP) ESSER III Grant Funds - Intent and Purpose

[ESSER III Master Instructions](#)

#### Public Education

- Describe how the District engaged stakeholders in meaningful consultation on the Plan for Use of Fund. Answers must be detailed. Stakeholders must include, but are not limited to: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students

(585 of 2500 maximum characters used)

Initial plan was enacted through a committee of School Board of Education, Administration, Teachers, Hospital CEO, PinPoint Telecommunications CEO, Mayor of Cambridge. Details were discussed in committee and with student groups, parents and community members. Details were discussed in open Board of Education Meetings and communicated through local press coverage. Based on direction chosen through much communication, the heating and air investment along with the purchase of technology equipment and software would impact and benefit all students in the Cambridge Public Schools.

- Describe the following components in regards to stakeholder engagement for the Plan for Safe Return. Answers must be detailed.

- Who was consulted? How did the consultation occur and what were the outcomes?

(956 of 2500 maximum characters used)

Initial committee was made up of stakeholders to ensure the safety and efficient return to school that reflected needs of our district and desires of our school community with direction provided by NDE and local Health Department Officials, Board of Education Members, Administration, Teachers, Business Leaders, and local city leaders. Including our hospitals CEO. In-person meetings, zoom meetings, coffee's, BOE Meetings, informal conversations with students, staff, parents, and community members. We have identified the need for better air quality/control and sanitation throughout our facility and the need to provide

- Revisions to plans are statutorily required every 6 months. What systems, structures or procedures is the district putting in place to ensure revisions are made to address developing or changing student needs and community priorities? How will the district continue to engage stakeholders in the process of revision?

(418 of 1000 maximum characters used)

Our intention is to begin projects in the summer of 2022. By December of 2021 as a district we will again pull our committee of students, families, school and district administrators, teachers, school staff, business leaders and community leaders together to review and/or amend current plan if necessary. At our December Board Meeting we will review with our committee the plan set forth to meet our 6 month review.

- The district URL address where the Plan for Safe Return can be found. [ARP Act pf 2021 \(H.R. 1319\)](#)

(50 of 500 maximum characters used)

<https://cpstrojans.org/return-to-school-blueprint/>

- A minimum of 20% of the allocation must be expended to address learning loss. Answer the following questions? Answers must be detailed.

- How will 20% of the allocation be used to address student learning loss?

(554 of 2500 maximum characters used)

During this time we are also looking to update our reading curriculum which will allow for teachers to address the losses experienced by our students. Loss has been detected through our Map Testing results and the data will be used in regards to students placement within the curriculum. As we review current needs every 6 months we may need to amend this grant to assist with the purchase of the appropriate identified new Reading Curriculum from Nebraska materials list. Obviously, we do have concerns on regaining 4 months of lost student learning.

- At what level of evidence are the specific intervention(s) or strategy(ies) to address learning loss? If the answer is "Demonstrates a Rationale" the District Must upload a file with information about the Evidence Based Rationale.

[ESSER III - Evidence-Based Interventions - Google Docs](#)

☐ Strong ☒ Moderate ☐ Promising

☐ Demonstrates a Rationale

- What evidence does the district have to support the specific intervention(s) or strategy(ies) to address learning loss?

(275 of 2500 maximum characters used)

Map testing results is our main resource for identifying learning loss and guide strategy and intervention planning. Teachers also use formative and summative assessments to guide their need identification for student learning. The Nebraska material list is evidence based.

d. Include the hyperlink to the evidence source.

(30 of 2500 maximum characters used)

<https://nematerialsmatter.org/>

e. How are these resources providing support for students that missed instructional time?

(369 of 2500 maximum characters used)

Students would not need to miss instruction if again placed in a situation of remote learning. This includes not only due to pandemic, but regular absences as teachers will need to provide remote learning for students not in attendance. Students will be able to access the general curriculum. A new reading curriculum will be able to reach all students at all levels.

f. How are these resources providing support for students that have been historically marginalized? (ie: students of color, students who are economically disadvantaged, English learners, and students with disabilities). [Learning Loss Document](#)

(119 of 2500 maximum characters used)

A new reading curriculum will be geared to meet the needs of all students at all levels in a research based curriculum.

4. What are the anticipated outcomes for the districts investments? Consider this: If we do x, we expect y to occur, leading to z in regards to student outcome. A district may have multiple theories of action based on the district's investments.

(290 of 2500 maximum characters used)

Students will be able to work at an individual learning pace to accelerate individual learning through the use of educational software. They will be able to do this in an environment that is safe and has a better source for quality and controlled air which will have an impact on learning.

5. What student data (ex. Perceptual, Process, Demographic, Achievement) did the district use to determine the priorities? Be specific in your answer.

(221 of 2500 maximum characters used)

Perceptual was a factor in determining our needs along with aging air units that have been in use for more than 15 years. Achievement data was also used through formative and summative assessments used with our students.

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Overview	Allocations/Contact Information	Program Information	Staff/Equipment	Budget	Assurances/GEPA	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Instructional Staff		Noninstructional Staff			Operational Equipment			Capital Assets		

### American Rescue Plan (ARP) ESSER III Grant Funds - Operational Equipment Budgeted in Object Code 600

**Equipment is any instrument, machine, apparatus or set of articles that meets ALL of the following:**

- Under normal conditions of use can be expected to last longer than a year,
- Does not lose its identity through fabrication or incorporation into a different or more complex unit,
- Is nonexpendable (more feasible to repair the item than to replace),
- Retains its appearance and character through use,
- Is of significant value and/or may be
- Small and attractive.

Operational equipment items costing at least \$1,500 per unit must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently, auditors have added small and attractive to the definition of what equipment needs to be inventoried. Some federal programs have specific guidance regarding equipment itemization and inventory requirements.

**All operational equipment costing less than \$5,000 per unit must be budgeted in Object Code 600. This change in guidance is necessary to align the Grants Management System (GMS) with the NDE's Users Manual.**

**This page is not linked to the Budget Summary and must be entered on the Budget Detail page in the 600 Object Code column.**

**Itemize proposed Operational Equipment that will be funded with this grant. Select Add Additional Entries if you need to enter more items.**

Laptop Computers

Location CPS

Unit Cost 1,008

Quantity 50

Calculated Total Cost: 50,400

No files are currently uploaded for this page.

**File name cannot include special characters (e.g.: \$, #, &, '.?'), and cannot exceed 10 MB. Uploading files that do not comply with these restrictions may result in error and loss of data.**

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Instructional Staff		Noninstructional Staff			Operational Equipment			Capital Assets		

### American Rescue Plan (ARP) ESSER III Grant - Capital Assets Budgeted in Object Code 700

**Prior written approval is needed for any capital assets purchases. There are two forms available for this application:**

1. [Non Construction Project Form](#)
2. [Construction Project Form](#)

A PDF of the pre-approval form(s) completed by the district and approved by a Federal Programs Administrator MUST be uploaded to this page.

#### Equipment is any instrument, machine, apparatus or set of articles that meets ALL of the following:

- a. Under normal conditions of use can be expected to last longer than a year,
- b. Does not lose its identity through fabrication or incorporation into a different or more complex unit,
- c. Is nonexpendable (more feasible to repair the item than to replace),
- d. Retains its appearance and character through use,
- e. Is of significant value and/or may be
- f. Small and attractive.

Itemize equipment items costing \$5,000 or more per unit or equipment that must be capitalized (depreciated).

**Only equipment that has a unit cost of \$5,000 or more can be budgeted in Object Code 700 on the Budget Detail page. This change in guidance is necessary to align the Grants Management System (GMS) with the NDE's Users Manual.**

**This page is not linked to the Budget Summary and must be entered on the Budget Detail page in the 700 Object Code column.**

Itemize proposed Capital Assets that will be funded with this grant. Select Add Additional Entries if you need to enter more items.

Heating and Cooling Units

Location CPS

Unit Cost 201,572

Quantity 1

Calculated Total Cost: 201,572

[ESSER III - Signed-20210915124148-GShepp.pdf](#)  
[ESSER III signed-approval-20211209075421-GShepp.pdf](#)

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Overview	Allocations/Contact Information	Program Information	Staff/Equipment	Budget	Assurances/GEPA	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Budget Detail				Budget Summary						

The application has been approved. No more updates will be saved for the application.

**Budget Detail** BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

[Instructions](#)

Note: This Object Code summary displays amounts already paid, to aid in budget amendments. This does not include those reimbursement request(s) submitted but not approved. Do not reduce any Object Code Total below what has already been paid.

Paid to Date Amounts	100 - Salaries	200 - Employee Benefits	300 - Professional & Technical Services	400/500/800 - Other Purchased Services	600 - Supplies	700 - Capital Assets	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Budgeted Amounts by Object Code	\$0	\$0	\$0	\$0	\$50,393	\$201,572	\$0

Total Allocation Available for Budgeting

If the District is budgeting funds for salaries, funds must also be budgeted for employee benefits at a reasonable amount.

American Rescue Plan (ARP) ESSER III Grant - Allowable Uses - Function Codes 1-17 (must match program information)								
Function Code	100 - Salaries	200 - Employee Benefits	300 - Professional & Technical Services	400/500/800 - Other Purchased Services	600 - Supplies	700 - Capital Assets	Total ARP-Act-ESSER-III-6998 Funds	Delete Row
13-Renewal and Acceleration <input checked="" type="checkbox"/>	0	0	0	0	50393	0	\$50,393	<input type="checkbox"/>
15-Air Quality <input checked="" type="checkbox"/>	0	0	0	0	0	201572	\$201,572	<input type="checkbox"/>
<input checked="" type="checkbox"/>	0	0	0	0	0	0	\$0	<input type="checkbox"/>
<b>Sub Total</b>	\$0	\$0	\$0	\$0	\$50,393	\$201,572	\$251,965	

[Create Additional Entries](#)

***** TOTALS *****	\$0	\$0	\$0	\$0	\$50,393	\$201,572	\$251,965
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$251,965	(F) Total budgeted above	\$251,965
(B) Capital Assets Costs	\$201,572	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$50,393	(H) Total Budget (F+G)	\$251,965
(D) Indirect Cost Rate %	2.3282	Allocation Remaining (A-H)	\$0
(E) Maximum Indirect Cost (C*(D/(1+D)))	\$1,146		

[Calculate Totals](#)

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Budget Detail				Budget Summary						

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### Budget (Read Only)

[Instructions](#)

Activity Description	Expenditure Object Code						TOTAL
	100 - Salaries	200 - Employee Benefits	300 - Professional & Technical Services	400/500/800 - Other Purchased Services	600 - Supplies	700 - Capital Assets	
Administration							
ESEA Authorized Activities							
Coordination of Response Efforts							
Unique Needs Activities							
Preparedness and Response Efforts							
Training and Professional Dev							
Supplies							
Long-term Closures							
Technology							
Mental Health Services and Supports							
Summer Learning and Afterschool							
Renewal and Acceleration					50,393		50,393
Facility Repairs and Improvements							
Air Quality						201,572	201,572
Other Activities							
CDC alignment							
Total Object Code					50,393	201,572	251,965
							251,965

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