



NEBRASKA

DEPARTMENT OF EDUCATION

Applicant: 01-054-0501-13 NIOBRARA 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	System of Statewide	Programs	Staff Training of	Budget	Assurance of PA	Assessment	Support	Assessment	Program	Assessment
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American Rescue Plan - Overview

[Nebraska's Framework Document](#)
[ESSER III Master Instructions](#)

Program: American Rescue Plan
Elementary and Secondary School Emergency Relief Fund ((ARP ESSER)

Funding Period: The funds for this grant MUST be obligated by September 30, 2024.

Funding: CFDA - 84.425U

Project Code: 788

Purpose: Under the American Rescue Plan (ARP) Act of 2021, the United States Department of Education (USED) will make awards to State educational agencies (SEAs) to help schools safely reopen, sustain healthy operations, and address significant academic, social, emotional, and mental health needs of their students as the country continues to recover from the COVID-19 pandemic. Section 2001 of the ARP requires the USED to allocate \$121,974,800,000 in awards to SEAs through the Elementary and Secondary Emergency Relief (ESSER) Fund. Section 2001(c) of the ARP requires the USED to determine ARP ESSER Fund allocations based on the proportion that each State received under Title I, Part A of the Elementary and Secondary Education Act (ESEA) in the most recent fiscal year.

Legislation: [Public Law 117-2](#)

user ID: msandoz



For additional information please contact the Nebraska Department of Education
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Allocations/Contact Information										
Allocations										

Allocations

[Instructions](#)

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

[Grant Award Notifications](#)

- [Grant Award Notification - 3](#)
- [Grant Award Notification - 2](#)
- [Grant Award Notification - 1](#)

10/18/2021

8/19/2021

6/18/2021

ARP-Act-ESSER-III-6998

Current Year Funds

Allocation

ReAllocated (+)

Released (-)

Total Current Year Funds

Prior Year(s) Funds

Carryover (+)

ReAllocated (+)

Released (-)

Total Prior Year(s) Funds

Sub Total

\$702,607

\$0

\$0

\$702,607

\$0

\$0

\$0

\$0

\$702,607

Multi-District

Transfer In (+)

Transfer Out (-)

Administrative Agent

\$0

\$0

\$0

Adjusted Sub Total

\$702,607

Release Remaining Funds to NDE

Total Available for Budgeting

\$702,607

ARP-Act-ESSER-III-6998

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Function Code	Allowable Use Code	Program Information	State/Department	Fiscal Year	Accounting Code	Assignment Description	Source	Applicant	Fund Code	Activity Code
	<u>Allowable Uses</u>									

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 (475 of 500 maximum characters used)

Approaching maximum character limit.

Nebraska will be asking 9-12 grade core content teachers to publish their classrooms using canvas. Stipends for time outside the classroom will be paid and Canvas licenses purchased for students. The utilization of Implementation Consulting Group for deep implementation will be utilized annually. Curriculum Leadership Institute will be utilized

- 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.
- 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.

Explanation/Description (337 of 500 maximum characters used)

Nebraska plans to continue to employ additional staff to support the MTSS process K-12. This includes content and substitute teachers to provide flexible schedules and increase student opportunities to classes. Supplies and Transportation costs have been identified in the budget to support career ready work release type programming.

- 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 I

American Rescue Plan - ARP - ESSER III - 6998 ▼

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Application	Applicant Information	Program Information	Grant/Equipment	Notes	Comments/Comments	Version of Attachment	Submit	Apply for Funding	Final Task Complete	Final Task Status
							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

(532 of 2500 maximum characters used)

Surveys were sent to consult the Use of Funds with community constituents. Families, community, tribes, school staff, students were all given access to share ideas and input on the return to learn plan and how to use the funds. Information about the survey was shared via School Messenger, Facebook, Niobrara Tribune and the School Newsletter. Local business interviews were conducted and there was interest in a work release program and businesses are willing to support student career skills and work environment opportunities.

- 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?

(491 of 2500 maximum characters used)

Surveys were sent to consult the Use of Funds with community constituents. Information about the survey was shared via School Messenger, Facebook, Niobrara Tribune and the School Newsletter. Overwhelmingly the input showed the want for more staff to support students needs and keeping our students in school this school year. Interviews with local businesses indicated that work release opportunities existed and they were willing to work with the school to support career ready students.

- 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?

(470 of 1000 maximum characters used)

Stakeholders will continue to have access to the survey for input and at School Board Meetings we have a public comment to ensure that all have an opportunity to share their ideas on how the funding should be spent. Notices of meetings, survey to share ideas will be shared every 6 months at a minimum to ensure ongoing revisions reflect the school needs. Stakeholders will be asked to review the plan in January 2022, 2023 and 2024 and again in July 2022, 2023, 2024.

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

(76 of 500 maximum characters used)

www.niobraraschools.org scroll down the page and you will see the document.

- 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?

(1063 of 2500 maximum characters used)

20% of the allocation will be used to address student learning loss through a K-12 MTSS program implementation. Support staff will be supplied to ensure students have adequate access daily to highly qualified individuals. Niobrara has learners who were below grade level before the pandemic. Disaggregate data from before the pandemic was used to better understand the student groups and identify students that were struggling and consider how the pandemic may have disproportionately affected them. Niobrara has students who have been historically marginalized, including students of color, students with disabilities, English learners, and economically

- 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?

(230 of 2500 maximum characters used)

Niobrara has fully implemented K-5 MTSS, partially implemented 6-8 MTSS and is embarking on the 9-12 student group. Evidence at the National, State and local level support MTSS and are focused on improving the Tier I instruction.

d. Include the hyperlink to the evidence source.

(221 of 2500 maximum characters used)

<https://nemtss.unl.edu/why/>

<https://evidencebasedprograms.org/programs/career-academies/>

https://docs.google.com/document/d/1dgl6SeVjWjr_1DGQfK-8XdYBmvQmEFY4/edit?usp=sharing&oid=110058079444852140678&rtpof=true&sd=true

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

(593 of 2500 maximum characters used)

Students in grades 9-12 will be preparing individualized learning plans with the school guidance counselor. Students in the Ninth Grade will be targeted based on data collected by the district to track growth over time. Students will be able to keep moving with the current curriculum and provided interventions that will help build upon any missed instruction over the past two years. MTSS will focus on core instruction (Tier I) as the foundation for all learning and ensure students have access to HQIM and engaging instruction to provide accelerated learning and opportunities to learn.

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](#)

(870 of 2500 maximum characters used)

Niobrara Superintendent Margaret Sandoz serves on the Advisory Board for the Midwest and Plains Equity Assistance Center for Region III. Acceleration and equity ensure that ALL students are provided support for their learning regardless of any historically marginalized definition.

The historically marginalized student groups at Niobrara come from many feeder schools and have often been excluded of attention, opportunity, access, and success in educational offerings. Niobrara's approach to MTSS allows each individual student to have an

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.

(323 of 2500 maximum characters used)

As we implement MTSS K-12 we expect student growth to increase leading to more students proficient and meeting the state standards. We expect that by adding additional staff we will have a smaller student to staff ratio that will lead to more students receiving individualized supports to enhance their learning experience.

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

(684 of 2500 maximum characters used)

NSCAS, MAP, Acadience

Due to the small numbers of students at Niobrara it is difficult to look at each of the groups separately. It is clear from our determination that all students will have an enhanced educational experience with MTSS being implemented K-12. Students with the most needs will receive additional supports and those with already proficiency will be encouraged and engaged into enrichment activities. Perceptual data from families is gathered annually to keep a pulse on the expectations and thoughts. Additionally we have data from K-

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Instructional Staff	Summer School Staff	Administrative Support	Instructional Support	Other
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American Rescue Plan (ARP) ESSER III Grant - Instructional Staff

Full Time Equivalency (FTE) is the indication of the time an individual spends in their position assignment as it relates to the total time in the work week defined for that position by each school/system during the regular school year. The number of hours in a work week may vary between school districts/systems, schools in a district/system, and within a school (i.e., the number of hours in the work week for school administrative staff may differ from the number of hours in the work week for teaching staff). In all cases, full-time is equal to 1.00. No individual should be reported as more than 1.00 FTE regardless of how many positions that individual serves in a district/system.

This page is for the identification of Instructional Staff paid with American Rescue Plan (ARP) ESSER III Grant Funds. FUNDS CANNOT BE USED FOR ANY PART OF A SUPERINTENDENT'S OR PRINCIPAL'S SALARY.

NOTE: This page is not linked to the Budget Summary, therefore, the Calculated Amount Paid must be entered on the Budget Detail page in the 100 column under the correct activity(ies). If stipends are to be paid, list the word Stipends under the Staff Paid column and 0 (zero) for FTE.

The total of all staff pages should equal the total of the 100 column on the budget.

Use the Additional Entries button if you have more than 10 instructional staff or upload a file of instructional staff.

Reminder: If the District is budgeting funds for salaries, funds must also be budgeted on the BUDGET Page for employee benefits at a comparable rate.

List Name(s) of Instructional Staff Paid with American Rescue Plan (ARP) ESSER III Grant Funds	Name of School	Total Contracted Salary without benefits and/or extra curricular	FTE of American Rescue Plan (ARP) ESSER III Grant	Amount of Salary Paid with American Rescue Plan (ARP) ESSER III Grant Funds without benefits and/or extra curricular
Core Teacher-Full 2yr	Niobrara Public School	94,000	1.00	94,000
Substitute Teacher-Full 2yr	Niobrara Public School	94,000	1.00	94,000
Stipends for Summer School 2yr	Niobrara Elementary	45,000	0.01	45,000
Stipends for Canvas Dev. 2yr	Niobrara Secondary	22,500	0.01	22,500
Substitute Teacher -Full 2 yr.	Niobrara Secondary	82,000	1.00	82,000

Calculated Amount Paid 337,500

No files are currently uploaded for this page.

The file name should not include special characters (\$, #, &, ' '). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Choose File No file chosen



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				Budget							
				Budget Detail							

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	\$337,500	\$203,400	\$120,000	\$6,000	\$35,707	\$0	\$0

Total Allocation Available for Budgeting \$702,607

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

On the Original Application, you selected Reimbursement Request as your payment method.

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 ▼	246000	161820	120000	0	35707	0	\$563,527	<input type="checkbox"/>
16-Other Activities ▼	91500	41580	0	6000	0	0	\$139,080	<input type="checkbox"/>
▼	0	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$337,500	\$203,400	\$120,000	\$6,000	\$35,707	\$0	\$702,607	

***** TOTALS *****	\$337,500	\$203,400	\$120,000	\$6,000	\$35,707	\$0	\$702,607
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$702,607	(F) Total budgeted above	\$702,607
(B) Capital Assets Costs	\$0	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$702,607	(H) Total Budget (F+G)	\$702,607
(D) Indirect Cost Rate %	0.1864	Allocation Remaining (A-H)	\$0
(E) Maximum Indirect Cost (C*(D/(1+D)))	\$1,307		

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