



Innovative Child Care and Remote Extended Support Competitive Grant Program ICARES- PRC 168 On-Boarding Session

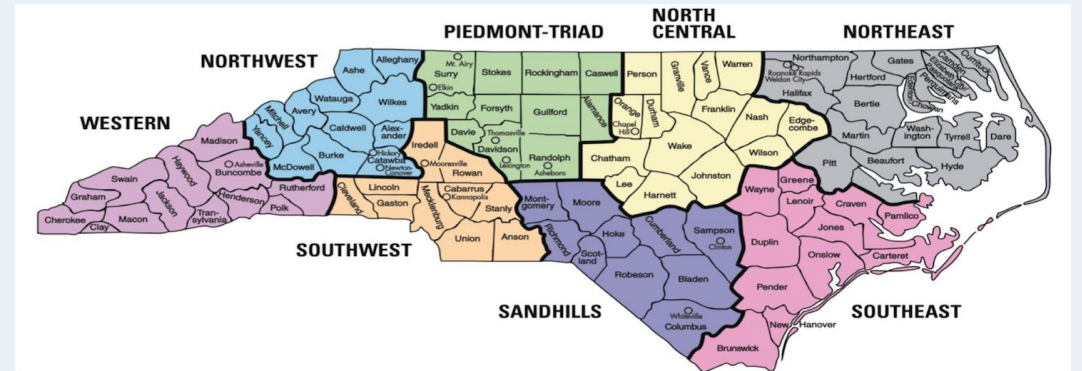
Technical Assistance Webinar
December 17, 2020



ICARES

NCDPI Federal Program Monitoring and Support ICARES Contacts

- Dr. LaTricia Townsend- Director
- Tina Letchworth- Assistant Director
- Melissa Eddy- Federal Program Administrator
- Carla Garrett- Preschool Consultant- Early Learning
- Kathleen Mooney Program Specialist – UNC-Greensboro SERVE Center



ICARES



Agenda

- ICARES Competition Overview
- ICARES Grantee Next Steps
 - FY21 CCIP
 - BAAS Budget Approval
 - Funding Awards
- ICARES – Serving Pre-K
- ICARES Data Collection and Reporting



ICARES Grant Overview



Purpose of the ICARES Grant:

The North Carolina Department of Public Instruction (NCDPI) anticipates funding to hold in reserve and to award as grants, approved by the SBE, for establishing Public School Units (PSU) partnerships with community organizations to provide supervised instructional childcare for Pre-K-8 students without at-home supervision available on remote learning days based on a developed process.



ICARES

ICARES Components



Required Program Activities

- Academic tutoring
- Instructional Child Care
- Digital Connectivity Supports



Districts, Charter Schools, and Lab Schools are eligible to apply for the Innovative Childcare and Remote Extended Support (ICARES) Grant for at-risk students, remote learning and childcare supervision.

**Eligibility to
Apply**



ICARES Funding Priorities

- Services must focus on serving students in one or more of the following at-risk categories:
 - 1) at-risk students not performing at grade level as demonstrated by statewide assessments, and/or
 - 2) students at-risk of dropout, and/or
 - 3) students at-risk of school displacement who are in need of supervised instructional services without at-home supervision on remote learning days based on a developed process. A potential of 7 priority points can be obtained by a district, charter or lab outlined below:



Priority Considerations for Awards

- Priority consideration shall be given to applications demonstrating models that focus services in schools that are identified as State low-performing (that is, at a minimum, 50% of schools served must be low-performing). (1 point) Refer to the State low-performing schools 2019-2020 list.
- Priority consideration shall be given to applications intending to serve economically distressed counties (2 points for Tier 1, 1 point for Tier 2, 0 points for Tier 3) based on the 2020 County Tier Designations). § G.S. 115C-105.37 Low-performing schools are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.



Priority Considerations for Awards

- Priority consideration shall be given to districts, charters and labs in regions underserved by 21st CCLC after school programs and ELISS organizations. The most underserved regions are: Northwest (3 points), Northeast (2 points), and Western (2 points).
- Priority consideration shall be given to an applicant that identifies a need for childcare assistance in regard to essential workers deemed “essential” during the response to COVID-19 and for K-8 students without at home supervision available on remote learning days. The identification process shall be outlined in your grant details and needs assessment process. (1 point)



Grant participants are eligible to receive award amounts ranging from \$200,000 to \$500,000 depending on the number of identified **at-risk** students to be served. No organization will receive an award totaling more than \$500,000. The award amount will have an encumbrance date of

September 30, 2021 and a liquidation date of December 30, 2021.

ICARES Funding Availability

Tentative Timeline

- **August 14, 2020** – Intent to Apply Announcement (Survey Link)
- **August 28, 2020-** Intent to Apply Survey Due
- **September 4, 2020– CCIP Opens**
- **September 9, 2020–** Technical Assistance Training
- **September 16, 2020–** CCIP Technical Assistance Training
- **October 5, 2020 at 5:00 p.m.** Applications Due in CCIP
- **December 2020** – SBE Meeting for Review and Approval of Recommended Applications; Grant Award Notification to follow in days after SBE meeting
- **December 2020-** Onboarding Webinar
- **January 2021** Applicant Consultations



ICARES



ICARES Grant Recipients

Region	Applicant Name	Initial AVG Scores	Priority Pts.	TOTAL SCORE	Funding Eligibility	CUM Funds
7	Ashe County Schools	53.00	5	58.00	\$ 200,000	\$ 200,000
4	Whiteville City Schools	54.33	3	57.33	\$ 350,000	\$ 550,000
8	Henderson County Schools	52.67	3	55.67	\$ 350,000	\$ 900,000
6	Cabarrus County Schools	53.33	2	55.33	\$ 350,000	\$ 1,250,000
6	A.C.E. Academy	52.67	2	54.67	\$ 200,000	\$ 1,450,000
3	Granville County Schools	51.67	3	54.67	\$ 500,000	\$ 1,950,000
5	Winston Salem / Forsyth County Schools	52.33	3	54.33	\$ 500,000	\$ 2,450,000
2	Children's Village Academy	50.00	4	54.00	\$ 350,000	\$ 2,800,000
8	Swain County Schools	49.00	5	54.00	\$ 350,000	\$ 3,150,000
5	Stokes County Schools	52.33	1	53.33	\$ 200,000	\$ 3,350,000
3	Nash County Public Schools	50.00	4	53.00	\$ 350,000	\$ 3,700,000
2	New Hanover County Schools	50.67	2	52.67	\$ 350,000	\$ 4,050,000
3	Wake County Schools	51.67	1	52.67	\$ 350,000	\$ 4,400,000



ICARES Application Summary

Table 2: ICARES Application Summary 2020-2021

Fifty-seven (57) applications across all eight regions were received for the ICARES grant. Thirteen (13) applications across seven regions are recommended for funding.

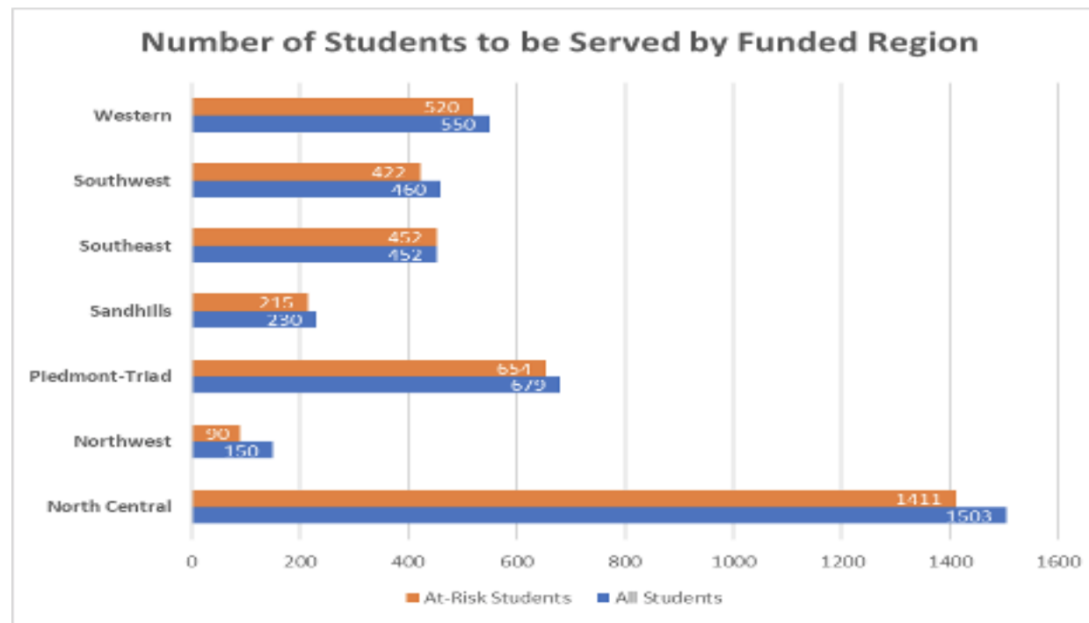
Region	Number of Applications Received	Percent of Applications Received by Region	Number of Applications Recommended for Funding	Percent of Applications Recommended by Region
Northeast (1)	5	9%	0	0%
Southeast (2)	6	10%	2	15%
North Central (3)	11	19%	3	23%
Sandhills (4)	4	7%	1	8%
Piedmont-Triad (5)	7	12%	2	15%
Southwest (6)	9	16%	2	15%
Northwest (7)	6	11%	1	8%
Western (8)	9	16%	2	15%



ICARES Students to be Served by Region

Table 4: ICARES Students to be Served by Region 2020-2021

Four thousand twenty-four students will be served by the 13 applicants recommended for funding. Of these, 3,764 students are considered at-risk students because they may: 1) not be performing at grade level as demonstrated by statewide assessments, and/or 2) drop out of school, and/or 3) be displaced from school due to behavioral issues.



ICARES Grantees Next Steps



ICARES



Federal Guidance and the ICARES Grant

- EDGAR – Education Department General Administrative Regulations
 - The Administrator’s Handbook on EDGAR (3rd Edition) has all the relevant sections of EDGAR and other applicable regulations that an administrator must use on a regular basis to run a compliant federal education program (2 CFR Parts 200)
 - Additional guidance can be found at: www.ecfr.gov – Subpart D
 - *This list is not all inclusive*



ICARES Private Schools Process for Pending Grant Approvals



Intent forms need to be sent with date for consultation pending grant award approval.



If awarded, then all private school documents would need to be uploaded by December 30th, 2020.



You can upload a list of private schools and one private school form filled out at the top for your organization and sign. On the list of private schools, identify the date of your tentative consultation meeting.



The private schools to consider for consultation for this grant would be the schools within the attendance zone of the schools the district will serve with the ICARES grant.

Private Schools Form

**AFFIRMATION OF NOTIFICATION, INVITATION & CONSULTATION
FOR EQUITABLE SERVICES OFFERED TO PRIVATE SCHOOLS
INNOVATIVE CHILDCARE AND REMOTE EXTENDED SUPPORT (ICARES) GRANT**



Private School: _____	Phone: _____

ICARES PROGRAM DISTRICT/CHARTER/LAB	
SCHOOL NAME: _____	

SECTION A: The private school representative checks one box.

A-1 THE PRIVATE SCHOOL HEREBY AFFIRMS that:

- a. the "Summary of Topics for Consultation and Statement of Assurances for the Provision of Equitable Services to Private School Children" was provided to the Private School by the ICARES Program,
- b. the selections made in SECTION B (below) are based on timely and meaningful consultation with the ICARES Program and on verifiable enrollment and eligibility data provided by the private school to the ICARES Program,
- c. the proposed design of accepted service(s) is equitable with respect to eligible private school children and
- d. consultation shall continue throughout the implementation and assessment of all accepted programs.

OR

A-2 THE PRIVATE SCHOOL HEREBY ASSERTS that one or more of the four conditions listed above **have not been met**.
Complaints or concerns regarding this process may be filed with the Equitable Services Ombudsman at NCDPI (919-807-3957).

SECTION B: 1- Only the private school may check the boxes in this section.

ACCEPT	DECLINE
<input type="checkbox"/> The private school hereby accepts participation in ICARES equitable services.	<input type="checkbox"/> The private school hereby declines participation in ICARES equitable services.

SECTION C: The private school representative provides a hand-written signature to affirm selections in A & B above.

Name of Private School Official: _____	Signature of Private School Official: ➤ _____	Date Signed: _____
---	--	-----------------------

SECTION D: If the private school representative did not complete Sections A, B & C, the ICARES Program must check this box.

THE ICARES Program **HEREBY AFFIRMS** and has documented that the private school was notified of the availability of federally funded equitable services and was invited to consult, but the private school:

- a. did not complete Sections A, B & C,
- b. actively refused the invitation to consult or
- c. did not respond, despite three timely and direct invitations being sent.



SECTION E: The ICARES Program official's signature is required in all cases.

Name of ICARES Program Official: _____	Signature of ICARES Program Official: ➤ _____	Date Signed: _____
---	--	-----------------------

All affirmation forms must be uploaded in CCIP by the application deadline.
Documentation of invitations and consultation meetings must be kept on file by the ICARES Program.

Collaborative Agreement





Private Schools Reminders

- Review Private Schools in the attendance zone of the ICARES served schools
- Process invites private school students to receive services from the ICARES program

Certification of Time and Effort

- Appropriate time and effort documentation
- Time and effort records must be maintained for all employees whose salaries are:
 - *Paid in whole or in part with federal funds*





Certification of Time & Effort (*continued*)

- Necessary documentation :
 - Payroll records
 - Personnel activity report
 - Semi-annual certifications
 - Documentation of daily activities/timesheet

Bid & Procurement/Contract Administration

- The Bid & Procurement process should be detailed within the entity's internal procedures and should cover the following:
 - Rationale for method of procurement
 - Selection of contract type
 - Contractor selection/rejection
 - Basis for contract price
- The entity must maintain records detailing the history of procurement on file. (EDGAR 200.318)



Equipment Purchases



ENSURE BID/PROCUREMENT
PROCEDURES
FOLLOWED/DOCUMENTED



MUST ALIGN TO ORIGINAL GRANT
APPLICATION AND BE "REASONABLE
AND NECESSARY"



ASSETS NEED TO BE DOCUMENTED
ON AN INVENTORY SPREADSHEET

Equipment Documentation

Description of Item	Quantity	Projected Unit Cost	Projected Total Cost	Own Or Lease	Planned Use of Equipment in Project
Total Budgeted Amount:			\$ -		



- Personnel
- Tutoring
- Child Care
- Technology (i.e., devices and hotspots)

Reference PRC 168 Chart of Accounts for approved codes

ICARES Allowable Expenditures

BAAS Budget Submission

- BAAS Budgets— **Thursday, December 17, 2020**
- Completed Budgets must be submitted by **January 8, 2020**



Budget/Project Approval Allotment Allocation



NCDPI Program Staff will document budget approval (in CCIP; NCDPI Program Administrator Approved/Division Administrator Approved)



Organization is added to Allotment File for release of funds



BAAS Budget reviewed and approved



Official Grant Award Notification (GAN) letter is sent approving project and budget



Overview of DPI's Role

- Providing ongoing Technical Assistance to grantees
- Reviewing and Approving Final Budgets
- Reviewing of Quarterly Reports Data
- Reviewing and Approving any Budget/Amendment or Programmatic Amendments
- Fiscal and Programmatic monitoring events (virtually)/(onsite *TBD)



Innovative Child Care and Remote Extended Support

Serving Preschool

Carla Garrett

Early Learning Consultant- Pre-K



ICARES





**ICARES Includes
Preschool**



Service Delivery

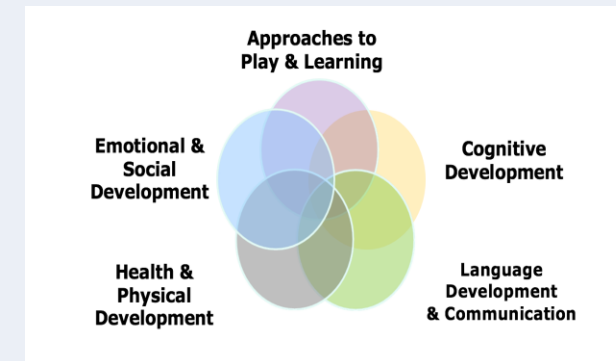
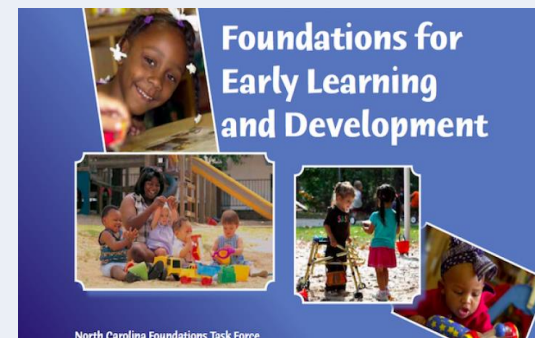
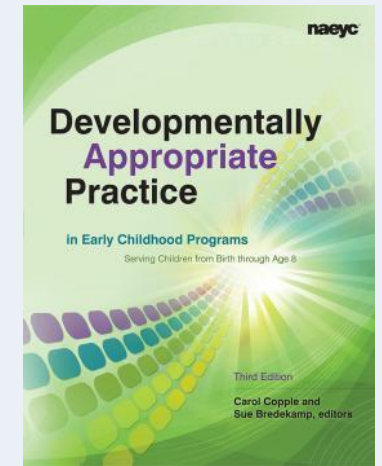
Early Learning Partners:
Head Start
NC Pre-K
Title I Preschool
Private Child Care

Question: Who is responsible
for coordinating services?



Considerations

- Health & Safety
- Instruction: Appropriate Practice
- Whole Child Approach



Relationships are key!



Resources

- [ChildCareStrongNC Public Health Toolkit](#)
- [NAEYC's DAP Position Statement](#)
- [NC Foundations for Early Learning and Development](#)



ICARES

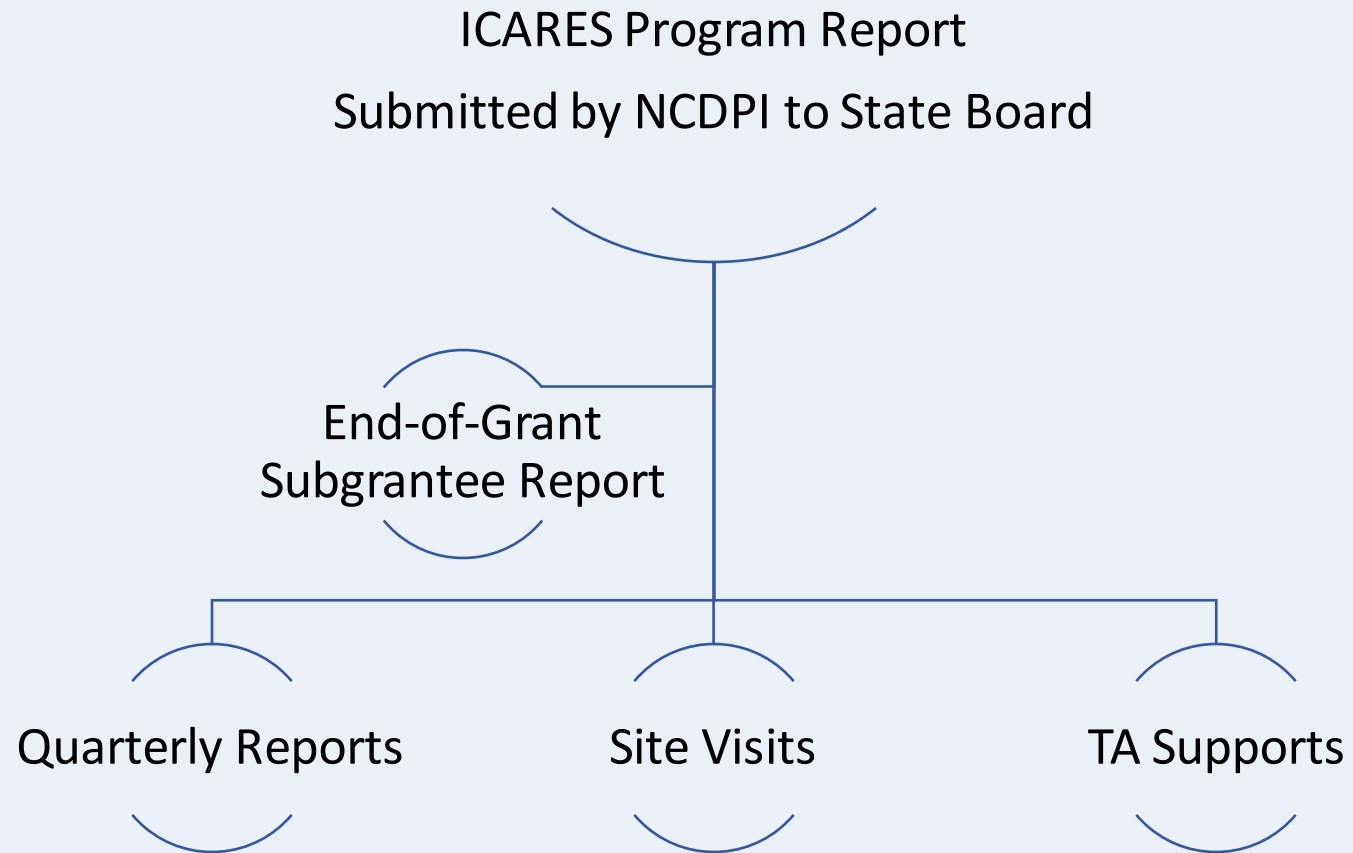
Data Collection and Reporting

Kathleen Mooney

SERVE Center



ICARES Data Collection and Reporting



ICARES End-of-Grant Subgrantee Report

- *Grant recipients shall submit a final report on key performance data (such as academic performance and program attendance rates) through an evaluation report to SERVE.*
- *Thus, grantees should budget and plan for either (a) internal evaluation capacity or (b) external evaluator expertise for ICARES data collection, analysis, and reporting*



ICARES End-of-Grant Subgrantee Report

The End-of-Grant Report will be due in December 2021

- Section A: Program description
- Section B: Students served by ICARES funds
- Section C: ICARES services received
- Section D: Statement of key impacts on students
- Section E: Mitigation of negative COVID impacts



ICARES Quarterly Reports

Grant recipients shall report to SERVE Center at the University of North Carolina at Greensboro (SERVE) progress of the proposed ICARES-funded program on a regular basis, including number of students served, frequency/duration of services students received, at-risk eligibility of Pre-K-8 participants, and other measures as determined by the NCDPI.



ICARES Quarterly Reports

Quarterly Reports will be submitted by subgrantees via an online reporting system at the end of:

- March 2021
- June 2021
- September 2021



ICARES Site Visits

All subgrantees will receive a site visit from SERVE which will include:

- Interviews with program staff
- Observation of program activities
- Review of data collection and reporting plans



ICARES Technical Assistance

Support to grant recipients will be provided via:

- webinars
- virtual office hours
- website resources
- individualized assistance from NCDPI and SERVE



QUESTIONS



Please enter your questions in
the question box



NCDPI Federal Program Monitoring and Support ICARES Contacts



ICARES

Melissa Eddy

Federal Program Administrator

melissa.eddy@dpi.nc.gov

Carla Garrett

Preschool Consultant- Early Learning

carla.garrett@dpi.nc.gov

Kathleen Mooney

Program Specialist – UNC-Greensboro SERVE Center

kmooney@serve.org

