



ICARES

**North Carolina Department of Public Instruction
Innovative Childcare and Remote Extended Support (ICARES) Grant
Frequently Asked Questions – FAQs**

Grant Regulation and Requirements	
Questions	Answers
What is the purpose of the Innovative Childcare and Remote Extended Support (ICARES) Grant?	<ul style="list-style-type: none">• 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.
What types of activities are the 21st CCLC Programs required to provide?	ICARES Grant focuses on three areas: <ul style="list-style-type: none">• Academic tutoring-must emphasize NC Standard Course of Study• Instructional Childcare• Digital Connectivity Supports
Who is eligible to apply?	<ul style="list-style-type: none">• 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.
Can the proposed ICARES program serve Pre-K students?	<ul style="list-style-type: none">• Yes, Pre-K students can be served with ICARES.
What is the ICARES Funding Availability?	<ul style="list-style-type: none">• Grant participants are eligible to receive award amounts ranging from \$200,000 to \$500,000 depending on the number of identified at-risk students

	<p>to be served. No organization will receive an award totaling more than \$500,000.</p>
<p>How do I apply for ICARES?</p>	<ul style="list-style-type: none"> • For the 2020-2021 ICARES Competitive Grant Program all applications must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). • Applicants may find it helpful to use the Request for Proposal Document to begin collecting the necessary information and to ensure that all narratives are drafted prior to entering the information into the CCIP system. • Only applications submitted through CCIP will be reviewed and evaluated. Applications must be submitted through CCIP by 5:00 pm EDT on October 5, 2020. Applications received after 5:00 pm EDT on October 5, 2020 will <u>not</u> be accepted.
<p>How can I apply for an NCID?</p>	<ul style="list-style-type: none"> • NCID Website
<p>What are the absolute priorities for ICARES?</p>	<p>Absolute Priority: Programs must serve one or more of the following groups: (i) at-risk students not performing at grade level as demonstrated by statewide assessments, and/or (ii) students at-risk of dropout, and/or (iii) students at-risk of school displacement to meet the Absolute Priority. Check all that are addressed by proposed program.</p> <ul style="list-style-type: none"> • At-risk students not performing at grade level as demonstrated by statewide assessments, and/or • Students at-risk of dropout, and/or • Students at-risk of school displacement

<p>What are the competitive priority points for ICARES?</p>	<p>Competitive Priorities: Indicate which of the competitive priorities will be met through the proposed program. Check all that apply.</p> <ul style="list-style-type: none"> • Priority consideration shall be given to applications demonstrating models that focus services in schools that are identified as State low-performing² (that is, at a minimum, 50% of schools served must be low-performing). (1 point) • 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) • Priority consideration shall be given to districts, charters and labs in regions underserved by 21st CCLC after school programs and ELISS organizations. The most underrepresented regions are: Northwestern (3 points), Northeast (2 points), Western (2 points)
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Questions from the Field

Questions	Answers
<p>Can we use funds for materials for the instructional childcare, such as paper, pencils, crayons and other consumables?</p>	<ul style="list-style-type: none"> • For the intended purposes of this grant the instructional supplies (object code 411) could include those materials. These would serve in providing the tutoring and childcare services to the at-risk students and an additional financial resource for them to use to provide these types of materials to these children whose families may be experiencing hardships due to COVID-19.
<p>How many points are available for the scoring regarding the ICARES Grant</p>	<ul style="list-style-type: none"> • Refer to the RFP rubric to see the scoring ranges. Up to 60 points can be earned based upon your program and use of funds. Priority points are added after the 60 points, so all districts, charters and labs can earn a score in the range of 60-67 based upon rubric criteria. Again, please refer and use the rubric found at the end of the RFP for ICARES.

<p><i>If schools return to full-time, in-person instruction, is there opportunity/flexibility for program revision that reflect logistical or schedule changes?</i></p>	<ul style="list-style-type: none"> • <i>Yes, the ICARES grant funding can be used for extended learning if remote learning ends. Summer programming could also be offered with these funds to address deficits for at-risk students due to COVID-19 remote instruction.</i>
<p><i>Regarding schools that would like to provide tutoring for at-risk students, can the tutoring be virtual?</i></p>	<ul style="list-style-type: none"> • <i>No, the ICARES grant funding is for in person instructional support.</i>
<p><i>If we go in a collaborative partnership with an organization that is offering childcare for at-risk students, is it permissible to use the funds to hire additional staff to be able to accommodate more students if space is available? Or is that consider as supplanting if they have been operating since August and if awarded it would be used in January going forward?</i></p>	<ul style="list-style-type: none"> • <i>Additional staff is allowed if it is supplemental to existing staff to serve the expansion of student attendance.</i>
<p><i>Can you define “Students at risk of displacement”?</i></p>	<ul style="list-style-type: none"> • <i>Each district, charter and lab determines this definition based upon the population you serve and the impact of remote learning on your students and families.</i>
<p><i>Where can I find the ICARES website? Where can I find PDFs of the ICARES Technical Assistance Training?</i></p>	<ul style="list-style-type: none"> • <u>ICARES Website</u> • <u>Technical Assistance Overview Training/Scoring Rubric</u> • <u>Technical Assistance CCIP</u>
<p><i>How does the Private Schools Process work for ICARES in CCIP?</i></p>	
<p><i>Is Private School Consultation Mandatory?</i></p>	<ul style="list-style-type: none"> • <i>Charter schools do not have to consult with private schools, but it is mandatory for districts.</i>
<p><i>Can transportation costs be covered with ICARES?</i></p>	<ul style="list-style-type: none"> • <i>Yes, please reference Chart of Accounts PRC 168 for allowable codes.</i>
<p><i>Where can applicants find an official definition for essential workers?</i></p>	<ul style="list-style-type: none"> • <i>Each district, charter and lab determines their own definition of essential workers for the population of students and families you serve. Refer to DHHS and CDC for essential worker definitions, but the definition of essential worker can be expanded upon for the at-risk student population that is needed to be served.</i>

<i>Can these funds be used to purchase hotspots for those students that do not have internet connectivity? Is this permissible as digital connectivity?</i>	<ul style="list-style-type: none"> • Yes, this is an allowable expense.
<i>What happens if you do not expend all the funds given?</i>	<ul style="list-style-type: none"> • Funds will be revert at the end of the grant cycle and Tydings waiver extension of funds to December 2022.
<i>If there are existing programs (some tuition based) that are already in existence would it be allowable to partner and provide supplies/materials to the organization?</i>	<ul style="list-style-type: none"> • Yes, this is an allowable partnership and expense if it is supplemental to materials and expenses already being paid for by an existing fund source.

FISCAL Requirements

Questions	Answers
<i>Where can I find specific resources related to the general use of federal funds?</i>	<ul style="list-style-type: none"> • Budgets must reflect State and Federal EDGAR Part 80 public funding requirements • Budgets must align with the Uniform Chart of Accounts (COA) provided by NCDPI; 21st CCLC is designated by Program Report Code (PRC) 168
<i>What are some additional guiding principles regarding the budget and use of funds?</i>	<ul style="list-style-type: none"> • Always based on what is deemed “reasonable and necessary” • May supplement; may not supplant

Comprehensive Continuous Improvement Plan (CCIP)

Questions	Answers								
What is the NC Comprehensive Continuous Improvement Plan (CCIP)?	<ul style="list-style-type: none"> • <i>Web-based tool for electronic submission, review and approval of Entitlement and Competitive funding applications</i> 								
What are the different applicant roles in CCIP?	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #f2f2f2;"> <tbody> <tr style="background-color: #808080; color: white;"> <td style="padding: 5px;">Data Entry</td> <td style="padding: 5px;">Allows the user to edit the Funding Application for an organization.</td> </tr> <tr> <td style="padding: 5px;">Planning Tool Data Entry</td> <td style="padding: 5px;">Allows the user to edit the Active Plan for an organization. Required to enter data in the Planning Tool (Goals, Strategies, etc.)</td> </tr> <tr> <td style="padding: 5px;">Fiscal Representative</td> <td style="padding: 5px;">Allows the user to mark an application 'Fiscal Representative Approved'. This role inherits all permissions from the Data Entry role.</td> </tr> <tr> <td style="padding: 5px;">Chief Administrator</td> <td style="padding: 5px;">Allows the user to mark an application 'Chief Administrator Approved'. This role inherits all permissions from the Data Entry role.</td> </tr> </tbody> </table>	Data Entry	Allows the user to edit the Funding Application for an organization.	Planning Tool Data Entry	Allows the user to edit the Active Plan for an organization. Required to enter data in the Planning Tool (Goals, Strategies, etc.)	Fiscal Representative	Allows the user to mark an application 'Fiscal Representative Approved'. This role inherits all permissions from the Data Entry role.	Chief Administrator	Allows the user to mark an application 'Chief Administrator Approved'. This role inherits all permissions from the Data Entry role.
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Are there any page or font restrictions with the application on CCIP?	<ul style="list-style-type: none"> • <i>There are character limitations in narrative text boxes, but there are no specific page or font restrictions; however, a consistent approach may be helpful for reviewers</i> 								
Tips for submitting ICARES applications in CCIP	<ul style="list-style-type: none"> • <i>Ensure all Grant Details boxes are completed with details</i> • <i>All Required Related Documents needs to be signed and uploaded</i> • <i>Make sure all funding applications are submitted through "Draft Completed" by October 5, 2020 at 5:00 p.m. Applications cannot be accepted after 5:00 p.m. on October 5, 2020.</i> 								
Does CCIP allow you to "save-as-you-go," or must you submit full application at one time?	<ul style="list-style-type: none"> • <i>The system does allow drafts to be saved throughout the draft process, but once submitted through "Draft Completed," applicants will not be able to make any additional changes.</i> 								

ICARES Review Process

Questions	Answers
<i>What is the projected timeline for the review, approval, and ultimately, funding of the programs?</i>	<i>Tentative timeline: December 2020: SBE Approval for ICARES Grantees</i>

Preschool

Questions	Answers
<i>Which preschool children are included in the “at risk” category as described by “absolute priority” in the ICARES application?</i>	<ul style="list-style-type: none"> Public preschool programs in NC are designed to serve “at risk” children. Children enrolled in a public preschool program in NC such as Title I Preschool, Head Start, NC Pre-K, and Exceptional Children’s Preschool qualify based primarily on educational need, income, and/or disability.
<i>Who are possible early learning partners?</i>	<ul style="list-style-type: none"> Head Start, NC Pre-K, Title I Preschool, Exceptional Children’s Programs, and private child care. *Note: If Head Start does not currently serve children face to face in some capacity, they may not be able to partner.
<i>If I choose to subcontract with a community based organization, must they hold a child care license?</i>	<ul style="list-style-type: none"> Head Start, NC Pre-K, Developmental Day, and private child care are required to be licensed. *Consider partnering with licensed child care providers.
<i>Do all of my subcontracts have to be with community based organizations within my district or could they be located outside of my district?</i>	<ul style="list-style-type: none"> Yes, partnerships can be held outside of your attendance zone to serve students who are enrolled in your district, charter or lab in relation to their home address.
<i>How do the ICARES Grant Focus areas (Academic tutoring-must emphasize NC Standard Course of Study; Instructional Childcare; Digital Connectivity Supports) apply to preschool children?</i>	<ul style="list-style-type: none"> Academic tutoring must emphasize NC Foundations for Early Learning and Development Instructional and digital connectivity supports should be provided in a developmentally appropriate manner. Environments should be appropriate for young children.