



Innovative Childcare and Remote Extended Support ICARES Competitive Grant FY 2021

CCIP Training
September 16, 2020



ICARES

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



Academic Tutoring



Instructional
Childcare



Digital Connectivity
Supports

Support for Students and Families due to COVID-19

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**

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



How to Apply?



ICARES

How to Apply

- **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 not be accepted.**

Apply for an (NCID) User Account



North Carolina Identity Management



New User Registration

Please indicate your user type from one of the following categories:

Individual

Request access to the State of North Carolina services as an individual or citizen.

Business

Request access to the State of North Carolina services on the behalf of a business.

State Employee

Currently employed or assigned to work for an agency within the State of North Carolina government.

Local Government Employee

Currently employed or assigned to work for a North Carolina county or municipality.

This system is the property of the State of North Carolina and is for authorized use only. Unauthorized access is a violation of federal and state law. All software, data transactions, and electronic communications are subject to monitoring.

North Carolina
www.nc.gov

[Privacy and Other Policies](#)

[Contact Us](#)



Public Schools of North Carolina



ICARES

Guidance and Directions for Application

Proposal Development



Review needs
assessment



Identify number of
students to be
served



Identify program
activities



Develop a proposed
schedule and service
model for operation

CCIP Application Components



Budget



Grant Details



Related Documents

Funding Application- Budget

Object Code Purpose Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Total
5000 - Instructional Services	0.00	0.00	0.00	0.00	0.00
6000 - System-Wide Support Services	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00

Adjusted Allocation	
Remaining	



Determine the Budget



The proposed budget must clearly align with program activities, must be reasonable and necessary, and must provide a breakdown of costs by category.



The district, charter or lab must verify no supplanting occurs (i.e., teachers teaching online during the school day shall not be paid with these funds to “supervise” students who on their remote learning days during the school day).



If hours extend to afterschool, a teacher can serve in an afterschool role of supervising students and be paid from ICARES funds.



Determine the Budget

- The ICARES Budget reflecting requested funds by category must be completed in the budget section of CCIP and must correlate with the submitted PRC 168 budget in the BAAS financial system.
- An applicant awarded the ICARES Grant funds for the 2020-2021 funding period that fails to demonstrate compliance may be subject to funds being terminated.



Award Amounts

**Total Grant Award for 2020-
2021:**

Up to 200 Students \$200,000

201-500 Students \$350,000

> 501 Students \$500,000

Grant Details



Funding Application- Total Grant Award

Total Grant Award for 2020-2021

Up to 200 Students \$200,000

201-500 Students \$350,000

> 501 Students \$500,000

* Estimated number of students being served

* Estimated number of at-risk students being served

* Schools being served



Funding Application- Organization Type

1. Organization Type

* Indicate the organization type that is submitting the application. Check one box only.

- ☐ District
- ☐ Charter School
- ☐ Lab School

* Enter the name and organizational code



Funding Application- Program Type

2. Program Type

* Indicate the type of program activities proposed. Check all that are addressed by proposed program.

☐ Tutoring

☐ Child Care

☐ Remote Learning Connectivity Support



Funding Application- Absolute Priority

3. 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.

☐ 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



Funding Application- Competitive Priorities

4. Competitive Priorities

* Indicate which of the competitive priorities will be met through the proposed program. Check all that apply.

- ☐ 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)
- ☐ 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 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)



Funding Application- Program Abstract

5. Program Abstract

* Provide a concise description of the proposed services that communicates the district, charter or lab's goals and intended impact, clearly frames the intent of the proposed services and describes how the proposed services will meet the needs of the students served. Indicate the district, charter or lab's proposed schedule for operation due to COVID-19.

NOTE: The text box below is limited to 12,000 characters including spaces.



Funding Application-

Focus on at-risk students

6. Focus on at-risk students

* Describe: a) how parents of students who need supervised instructional childcare will be identified; b) how students who are at risk due to interruption in their instruction as a result of COVID-19 and who will need additional supervised academic support on remote learning days will be identified and invited to participate in the program; and c) proposed collaboration between school(s) and community partners, including respective roles and responsibilities to serve targeted at-risk students.

NOTE: The text box below is limited to 12,000 characters including spaces.



Funding Application- Description of Service Model

7. Description of Service Model

* Within the context of the district, charter, or lab's reopening school plan, describe: a) the services to be provided and how they align to the needs of targeted at-risk students and the need for supervised instructional childcare assistance and/or remote learning access; b) how proposed activities/services support low-performing at-risk students' success in their ongoing academic program; c) proposed collaboration with community partners, including respective roles and responsibilities to provide supervised instructional childcare during remote learning days as aligned with COVID-19 safe practices policies; and d) provide a sample weekly schedule of the program (If summer programming will be different than school year programming, provide a separate schedule sample. If there will be an afterschool component in addition to a school day component, provide a separate schedule.)

NOTE: The text box below is limited to 15,000 characters including spaces.



Funding Application – Operational Capacity

8. Operational Capacity

* Describe: a) proposed staffing plan; and b) facilities and technology (hardware & software) capacity to provide proposed services to targeted students.

NOTE: The text box below is limited to 6,000 characters including spaces.



Funding Application – Evaluation Capacity

9. Evaluation Capacity

* Describe: a) service delivery and student outcome data and the plan to collect, analyze, and report; and b) capacity (internal or external) for completing the required data collection processes and ICARES end-of-grant evaluation report on the impact of services provided.

NOTE: The text box below is limited to 12,000 characters including spaces.



Funding Application – Budget Narrative and Alignment

10. Budget Narrative and Alignment

* Describe: a) how costs are aligned to proposed services and the necessity and reasonableness of costs, as well as calculate estimated cost per student served.

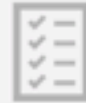
NOTE: The text box below is limited to 12,000 characters including spaces.



Related Documents Section



Required:



Statement of Assurances



Debarment Certification



Private Schools Intent Letter/ Consultation



Optional: Collaborative Agreement with External Organization



Statement of Assurances

Assurances for the Innovative Childcare and Extended Remote Support (ICARES) Grant

Assurances are hereby provided to the State Education Agency (SEA) that the applicant and all employees and representatives of the applicant's organization will abide by the following terms:

- Implement a program in a safe and easily accessible facility in accordance with section 4204(b)(2) (A)(i).
- Develop and implement the proposed program in active collaboration with the schools the students attend in accordance with section 4204(b)(2)(D).
- Primarily target students who attend schools eligible for school-wide programs under section 1114 and the families of such students in accordance with section 4202(b)(2)(F).
- Use funds to increase the level of State, local and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds in accordance with section 4202(b)(2)(G).
- Provide the community with notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application in accordance with section 4204(b)(2)(L).

Maintain records to demonstrate that the program serves (1) at-risk students not performing at grade level as demonstrated by statewide assessments, (2) students at-risk of dropout and (3) students at-risk of school displacement.

- Submit annual evaluation data supporting successful program implementation and progress aligned with the approved proposal.
- Revise program plans if annual evaluation data does not demonstrate progress toward goals.
- Consult with private school officials during the design and development of the ICARES program on issues such as how the children's needs will be identified and what services will be offered.
- Ensure that services and benefits provided to private school students must be secular, neutral, and non- ideological.

Debarment Certification

North Carolina Debarment Certification

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

Reference for US Government Debarred Vendors: <https://www.sam.gov> Website Reference for NC Debarred Vendors: <http://www.doa.state.nc.us/PandC/actions.asp>
THE AUTHORIZED REPRESENTATIVE IS THE SUPERINTENDENT OR THE FISCAL AGENT ORGANIZATION CHIEF ADMINISTRATOR

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
2. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
3. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
4. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
5. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
6. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
7. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

_____/Name of Superintendent or Fiscal Agent Organization Chief Administrator

_____/Signature of Superintendent or Fiscal Agent Organization Chief Administrator

_____/Date

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 <u>accepts</u> participation in ICARES equitable services.	<input type="checkbox"/> The private school hereby <u>declines</u> 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: _____
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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: _____
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Collaborative Agreement



Questions?



ICARES

Submit the application in CCIP



Only proposals submitted through CCIP as “Draft Completed” by **5:00 p.m. EDT October 5, 2020**



Once an application is submitted, no changes can be made to the proposal



Tentative Timeline

- **August 14, 2020** – Intent to Apply Announcement (Survey Link)
- **August 28, 2020-** Intent to Apply Survey Due
- **September 3, 2020–**
- **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
- **January 2021** Applicant Consultations



ICARES

ICARES Contact Information



ICARES

Name	Position	Email
Melissa Eddy	Federal Programs Administrator	melissa.eddy@dpi.nc.gov
Carla Garrett	Early Learning Consultant	carla.garrett@dpi.nc.gov