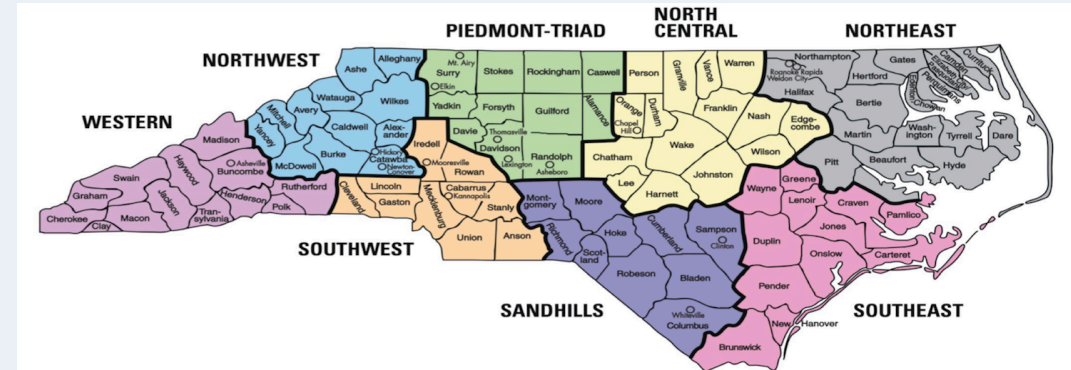# NCDPI Federal Program Monitoring and Support ICARES Contacts

- **LaTricia Townsend**- Director

- **Tina Letchworth**- Assistant Director

- **Melissa Eddy**- Federal Program Administrator

- **Carla Garrett-** Preschool Consultant- Early Learning

- **Beth Thrift-** Program Specialist – UNC-Greensboro SERVE Center

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 State Board of Education (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

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.

In the next few slides, a potential of 7 priority points can be obtained by a district, charter or lab school

ICARES Funding Priorities

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)

Technical Review

- In addition to a quality review score, all applications will receive a technical review to ensure all required and related documents are complete, including all official signatures on all required documents.

- Any required document(s) not completed or submitted in its entirety and/or is missing official signatures will be considered incomplete in its submission and will receive a point deduction(s) for each incomplete required document submitted.

- An application will be removed from the grant competition if required documents are blank. Any Technical Review point deductions will be applied to the final score of the application, reducing the final score.

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 located on the Federal Program Monitoring and Support ICARES Website 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

NCID

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

Register for the ICARES CCIP Training Session

September 16, 2020

- All local education agencies in North Carolina have local staff trained on the use of the web-based grants management system, CCIP. If you are unaware of staff trained on the system, please contact someone in your local Title I office to identify the local User Account Administrator (UAA).

Proposal Development

Review needs assessment

Identify number of students to be served

Identify program activities
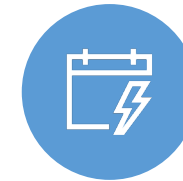
Develop a proposed schedule and service model for operation

Budget

Purpose Code \ Object 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

Award Amounts

Total Grant Award for 2020-2021:

Up to 200 Students $200,000

201-500 Students $350,000

> 501 Students $500,000

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 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 FY 2021 funding period that fails to demonstrate compliance may be subject to funds being terminated.

Related Documents Section

Required:

Statement of Assurances

Debarment Certification

Private Schools Intent Letter/ Consultation

Optional: Collaborative Agreement with External Organization

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

How to Use the Scoring Guide to Help Frame Your Proposal Narrative

Application Review & Scoring Process

Three levels of review:
- **Level I**
  - Reviewers are selected by SERVE based on their experience and knowledge
  - Reviewers use the ICARES Application Scoring Guide
  - Each application receives three (3) reviews/scores, which are averaged
- **Level II**
  - NCDPI assigns priority points to the Level I average score for a total application score
  - NCDPI conducts application technical review for completeness and deducts points based on missing required data or removes from consideration if missing documents
- **Level III**
  - NCDPI recommends to SBE grantees with the highest scoring applications to be funded based on available funding

Level I Application Review: Rating Rubric

Rubric Sections	CCIP Section	Maximum Points
Focus on At-Risk Students	FA-6	15
Description of Service Model	FA-7	20
Operational Capacity	FA-8	10
Evaluation Capacity	FA-9	10
Budget Narrative and Alignment	FA-10	5
Total Maximum Points – Level I Review		**60**

FA = Funding Application

Focus on At-Risk Students (15 pts.)

a. How will parents of students who need supervised instructional childcare be identified?

b. How will students who are at risk due to interruption in their schooling and who need additional supervised academic support on remote learning days be identified and invited to participate in the program?

c. What collaborations between school(s) and community partners will take place?

Description of Service Model (20 pts.)

a. <u>What services</u> will be provided and how do they <u>align to the needs of targeted at-risk students</u> and the need for <u>supervised instructional care and/or remote learning support</u>?

b. How do proposed activities/services support low-performing at-risk students' success in their <u>ongoing academic program</u>?

c. How will LEA and community partners ensure services are provided following <u>NCDHHS COVID-19 safe practices policies</u>?

d. What does a week of <u>services/activities look like</u>?

Operational Capacity (10 pts.)

a. What is the proposed staffing plan, including leaders and key personnel?

b. What capacity does the program facility have for providing proposed services to targeted students?

   1. How many students can be accommodated safely, and how will they?

   2. What technology will be in place to support remote learning for all students needing access when they need it?

Evaluation Capacity (10 pts.)

a. What plan does the applicant have for collecting, analyzing, and reporting on service delivery and student outcome data?

b. What is the applicant's capacity (internal or external) for completing the required data collection processes and ICARES end-of-grant evaluation report on the impact of services provided?

Budget Narrative and Alignment (5 pts.)

a. Does budget narrative align to proposed services/activities?
b. Are costs reasonable and necessary?

Tips – To Prepare

- Read and Understand the RFP Guidance before starting.
- Download and review all Required and Optional Documents so that you have time to obtain and complete the required commitments and supports.
- Read the scoring guide to be used in the grant review process very carefully so you understand what the reviewers will be looking for and if your program model is a good fit for this RFP.

Tips – To Develop Your Application

Clearly:
- Identify who is being served and why.
  - Students (i.e., at-risk factors)
  - Parents (i.e., "essential worker" determination)
- Define the roles and responsibilities of all partners.
  - LEAs
  - Community partners
- Describe the Service model.
  - What is being provided and how and when
- Articulate your "end in mind" for targeted students in terms of desired outcomes to be measured.
  - What difference the program will make for the students served

Tips – To Finalize Your Application

- Use the prompts from the scoring guide to help frame how each section is written and entered into CCIP (consider organizing your content to align with the rubric dimensions).
- Before you submit, have your colleagues or partner school principals review your draft application against the rubric and give you feedback about where it is unclear.
- Make sure your budget is aligned with the service model and number of students projected to be served.

ICARES Includes Preschool

NC's ESSA Early Learning Initiative: Local Coordination

- Data and Records Sharing
- Coordinating Services and Communication
- Transition
- Professional Development
- Curriculum and Instruction
- Services for Children with Disabilities
- Family Engagement

LEA Coordination with Head Start and Other Early Childhood Programs

Each LEA receiving *Title I* funds, *regardless of whether it operates a* Title I *preschool program*, **must develop agreements** and carry out the following coordination activities with Head Start and, if feasible, other early childhood programs:

- ✓ Developing and implementing a systematic procedure for receiving records of preschool children
- ✓ Establishing channels of communication between school staff and their counterparts to facilitate coordination
- ✓ Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers to discuss the developmental and other needs of children
- ✓ Organizing and participating in joint transition-related training of school, Head Start, and where appropriate, other early childhood education program staff
- ✓ Linking the educational services provided by the LEA with those provided by Head Start agencies
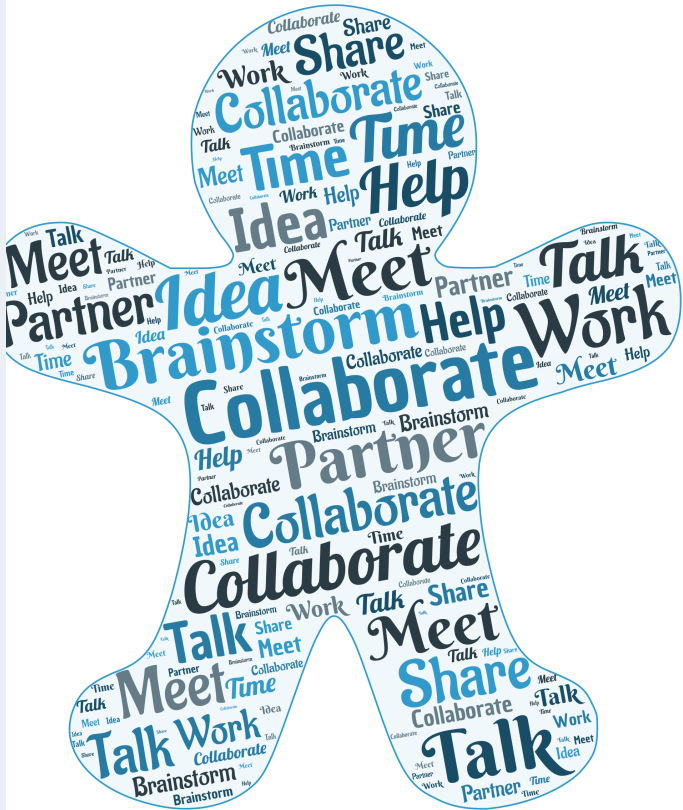
See ESEA Section 1119

Who are your early learning partners?

Head Start
NC Pre-K
Title I Preschool
Private Childcare

***consider partnering with licensed childcare providers**

Relationships are key!

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
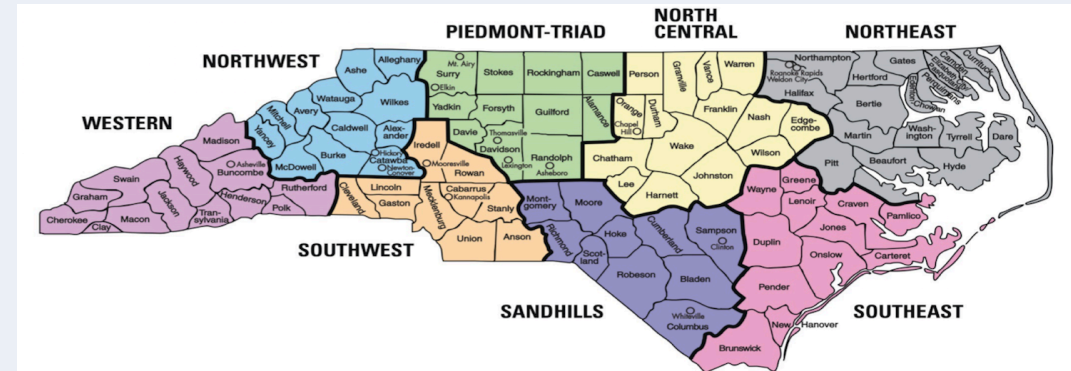
- **January 2021** Applicant Consultations

ICARES

NCDPI Federal Program Monitoring and Support ICARES Contacts

- **LaTricia Townsend**- Director

- **Tina Letchworth**- Assistant Director

- **Melissa Eddy**- Federal Program Administrator

- **Carla Garrett-** Preschool Consultant- Early Learning

- **Beth Thrift-** Program Specialist – UNC-Greensboro SERVE Center

ICARES

ICARES Contact Information

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