



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

Innovative Childcare and Remote Extended Support
(ICARES)

Competitive Grant Program

2020-2021

Request for Proposal

Guidance and Planning Worksheets

Federal Program Monitoring and Support Division
North Carolina Department of Public Instruction

PROGRAM OVERVIEW

Purpose

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.

Eligible Organizations

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.

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 seven (7) priority points can be obtained by a district, charter or lab outlined below:

Priority consideration shall be given to applications demonstrating models that focus services in schools that are identified as State low-performing¹ (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](#)).

¹ § 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 consideration shall be given to districts, charters and labs in regions underserved by 21st CCLC afterschool programs and ELISS organizations. The most underserved regions are: Northwestern (3 points), Northeast (2 points), Western (2 points).

Southwest, Piedmont-Triad, North Central, Southeast and Sandhills are well-represented by 21st CCLC and/or ELISS organizations (0 points).

Priority consideration shall be given to an applicant that identifies a need for childcare assistance in regard to workers deemed “essential” during the response to COVID-19 and for Pre-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)

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.

NOTE: Any incomplete data on required documents must be resolved prior to the distribution of funds to an awardee. Failure to submit completed required documents by January 1, 2021, may result in loss of award.

Funding Availability

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 (000-200 Students \$200,000; 201-500 Students \$350,000; > 501 Students \$500,000). 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.

Budget Requirements

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.

The ICARES Budget Worksheet reflecting requested funds by category must be completed and uploaded 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.

Subgrantee Data Collection and Evaluation Reporting

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 (TBD), 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. Grant recipients shall also submit a final report on key performance data such as academic performance, program attendance rates, and through an evaluation report to SERVE. Thus, grantees should budget for and describe either internal evaluation capacity or external evaluator expertise in the data collection, analysis, and reporting as needed at the end of the grant period.

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 Planning Worksheets contained in this 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.**

- **Complete and submit the Intent to Apply form by August 28, 2020.**

An organization that intends to apply for the ICARES grant is encouraged to notify the NCDPI of its intent no later than August 28, 2020. Information collected will be used to determine the number of reviewers needed for the application review process. **Please note that the submission of this intent to apply is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.**

- **Select and register to participate in one of the informational webinars.**

Technical assistance is provided to potential applicants to describe general requirements of the ICARES program and required components of the application for funding. NCDPI will conduct a webinar on September 9, 2020. To register for one of the webinars, [ICARES Overview Technical Assistance Webinar](#)

- **Prepare to use the Comprehensive Continuous Improvement Plan (CCIP).**

The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and verification system. A valid NCID is required to access CCIP. If you do not have one, please [CLICK HERE](#) to

register. To be made “known” to the system, submit your NCID user name (NOT password) to Anita Harris at anita.harris@dpi.nc.gov.

For organizations that need training on the completion of the ICARES application, training will be offered September 16, 2020. * To register for the training session, [ICARES CCIP Technical Assistance Webinar](#)

**NCDPI Internal PSU CARES GRANT Timeline
2020-2021 PROPOSED TENTATIVE TIMELINE***

August 18, 2020	<u>Request for Proposals Announcement</u> – Information provided on ICARES Grant will be located on the NC DPI Federal Programs Monitoring and Support website. (Add link)
August 28, 2020	<u>Intent to Apply</u> – Intent to Apply forms completed and submitted to NCDPI.
September 3, 2020	<u>State Board of Education ICARES Proposal Review</u> <u>Allotment Policy and PRC Approved at SBE</u>
September 4, 2020	<u>RFP Planning and Guidance Document Available/CCIP Opens</u>
September 9, 2020	<u>Technical Assistance Webinar</u> – Webinars conducted for all potential applicants. Click here to register: ICARES Overview Technical Assistance Webinar
September 16, 2020	<u>CCIP Training</u> - Training will focus upon ICARES grant application completion. Click here to register: ICARES CCIP Technical Assistance Webinar
October 5, 2020	<u>Applications Due</u> – Application submitted through CCIP and time stamped by 5:00 p.m. Eastern Standard Time.
October 6, 2020	<u>Screening</u> – A list of submitted applications by deadline will be downloaded from CCIP and screened for completeness.
October 7, 2020	<u>Screened Applications sent to SERVE</u>
October 8-30, 2020	<u>Level I Reviews- External SERVE Reviewers score applications</u>

November 2-9, 2020	<u>Level II Reviews- NCDPI</u>
November 10, 2020	<u>Submit documentation of recommended grantees to SBE for December 2020 agenda.</u>
December 2-3, 2020	<u>State Board of Education Meeting</u> – Recommendations for SBE review and approval as Action on First Reading.
December 4-11, 2020	<u>Notifications to Approved/Not Approved Applicants</u> – Applicants notified of approval or non-approval and provided with comments for improvement.
December 4-11, 2020	Comment entered into CCIP “This organization’s application for the ICARES Grant was approved by the State Board of Education on December , 2020, and has been NCDPI Reviewed” <u>Also need to change Status to “NCDPI Reviewed”</u>
December 15, 2020	ICARES Grant Webinar (Part II)- Reviews Funding Awards, Budget Approvals and Next Steps Moving Forward
January 2021	<u>Grant Award Notification (GAN) letters distributed and allotments dispersed.</u>

*NOTE: The proposed timeline is tentative and subject to change based on the number of applications received and any actions taken by the SBE.

BUDGET

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Total
Purpose Code					
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					

FUNDING APPLICATION

GRANT DETAILS

NOTE: An entry of 'N/A' in a narrative box will yield a score of zero (0) points for that item.

<p>Total Grant Award for 2020-2021:</p> <p>Up to 200 Students \$200,000 201-500 Students \$350,000 > 501 Students \$500,000</p> <p>Estimated number of students being served: <input type="text"/></p> <p>Estimated number of at-risk students being served: <input type="text"/></p> <p>Schools being served: <input type="text"/></p>
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<p>1. Organization Type: Indicate the organization type that is submitting the application. Check one box only.</p> <ul style="list-style-type: none"><input type="radio"/> District<input type="radio"/> Charter School<input type="radio"/> Lab School <p>Enter the Name and Organizational Code: <input type="text"/></p>

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

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

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-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 under represented regions are: Northwestern (3 points), Northeast (2 points), Western (2 points)

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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)

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.

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.

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.

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.

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.

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

Required Documents:

- Statement of Assurances (template provided)
- Debarment Certification (template provided)

- Private Schools Consultation (template provided)

Optional Documents

- Other Collaborative Agreement(s) with external organization(s) – No template provided

SCORING RUBRIC – Maximum of 60 points

I. FOCUS ON AT-RISK STUDENTS	Max Pts 15
a. Describe how parents of students who need supervised instructional childcare will be identified.	5
b. Describe how students who are at risk due to interruption in their schooling as a result of COVID-19 and who need additional supervised academic support on remote learning days will be identified and invited to participate in the program.	5
c. Describe proposed collaboration between school(s) and community partners including respective roles and responsibilities, as to how targeted at-risk students will be served.	5
II. DESCRIPTION OF SERVICE MODEL Within the context of the district, charter, or lab’s reopening school plan...	Max Pts 20
a. Describe the services to be provided and how they align to the needs of targeted at-risk students and the need for supervised childcare assistance and/or remote learning access.	5
b. Describe how proposed activities/services support low-performing at-risk students’ success in their ongoing academic program (including how services will help students negotiate remote learning).	5
c. Describe proposed collaboration with community partners, including respective roles and responsibilities to provide supervised instructional childcare during remote learning days as aligned with NCDPI COVID-19 safe practices policies.	5
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.	5
III. OPERATIONAL CAPACITY	Max Pts 10
a. Describe proposed staffing plan, including leaders and key personnel.	5
b. Identify facilities and technology (hardware & software) capacity to provide proposed services to targeted students.	5
IV. EVALUATION CAPACITY	Max Pts 10
a. Identify service delivery and student outcome data, and the plan to collect, analyze and report.	5
b. Describe capacity (internal or external) for completing the required data collection processes and ICARES end-of-grant evaluation report on the impact of services provided.	5
V. BUDGET NARRATIVE AND ALIGNMENT	Max Pts 5
a. Describe how costs are aligned to proposed services and the necessity and reasonableness of costs, and calculate the cost per student served estimate.	5
TOTAL POSSIBLE POINTS	Max Pts 60