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

Technical Assistance Webinar
December 17, 2020
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 Components

- Academic Tutoring
- Instructional Child Care
- Digital Connectivity Supports

Support for Students and Families due to COVID-19
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.
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.
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 Grant Recipients

<table>
<thead>
<tr>
<th>Region</th>
<th>Applicant Name</th>
<th>Initial AVG Scores</th>
<th>Priority Pts.</th>
<th>TOTAL SCORE</th>
<th>Funding Eligibility</th>
<th>CUM Funds</th>
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<td>7</td>
<td>Ashe County Schools</td>
<td>53.00</td>
<td>5</td>
<td>58.00</td>
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<td>$200,000</td>
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<td>Whiteville City Schools</td>
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<td>55.33</td>
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<td>52.67</td>
<td>2</td>
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<td>54.67</td>
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<td>$1,950,000</td>
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<td>Winston Salem / Forsyth County Schools</td>
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<td>3</td>
<td>54.33</td>
<td>$500,000</td>
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<td>Children's Village Academy</td>
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<td>$2,800,000</td>
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<td>5</td>
<td>54.00</td>
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<td>53.33</td>
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<td>$3,350,000</td>
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<td>52.67</td>
<td>$350,000</td>
<td>$4,400,000</td>
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Public Schools of North Carolina
ICARES Application Summary

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

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Application s Received</th>
<th>Percent of Application s Received by Region</th>
<th>Number of Applications Recommended for Funding</th>
<th>Percent of Applications Recommended by Region</th>
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<tr>
<td>Northeast (1)</td>
<td>5</td>
<td>9%</td>
<td>0</td>
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<td>Southeast (2)</td>
<td>6</td>
<td>10%</td>
<td>2</td>
<td>15%</td>
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<td>North Central (3)</td>
<td>11</td>
<td>19%</td>
<td>3</td>
<td>23%</td>
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<td>Sandhills (4)</td>
<td>4</td>
<td>7%</td>
<td>1</td>
<td>8%</td>
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<td>Piedmont-Triad (5)</td>
<td>7</td>
<td>12%</td>
<td>2</td>
<td>15%</td>
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<td>Southwest (6)</td>
<td>9</td>
<td>16%</td>
<td>2</td>
<td>15%</td>
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<td>Northwest (7)</td>
<td>6</td>
<td>11%</td>
<td>1</td>
<td>8%</td>
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<tr>
<td>Western (8)</td>
<td>9</td>
<td>16%</td>
<td>2</td>
<td>15%</td>
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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
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
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.
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 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 NC DPI (919-807-3657).

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

ACCEPT

[ ] The private school hereby accept participation in ICARES equitable services.

DECLINE

[ ] The private school hereby decline 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 Officer: ___________________________ Signature of Private School Officer: ___________________________ 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 Officer: ___________________________ Signature of ICARES Program Officer: ___________________________ Date Signed: ___________________________

All affirmation forms must be uploaded in COP 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
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

<table>
<thead>
<tr>
<th>Description of Item</th>
<th>Quantity</th>
<th>Projected Unit Cost</th>
<th>Projected Total Cost</th>
<th>Own Or Lease</th>
<th>Planned Use of Equipment in Project</th>
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Total Budgeted Amount: $ -
ICARES Allowable Expenditures

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

Reference PRC 168 Chart of Accounts for approved codes
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)
- BAAS Budget reviewed and approved
- Organization is added to Allotment File for release of funds
- 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 Program Report
Submitted by NCDPI to State Board

End-of-Grant Subgrantee Report

Quarterly Reports  Site Visits  TA Supports
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

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