Let’s Get Started

• Georgia Division of Family and Children Services (DFCS)
  o Mission: to strengthen Georgia by providing individuals and families access to services that promote self-sufficiency, independence and protect Georgia’s vulnerable children.
  o Office of Prevention and Family Support (OPFS)
• Primary Goal: to work in partnership with community-based organizations committed to reducing the incidence of child abuse and neglect and improve the overall health and well-being of Georgia’s children and families.
  o OPFS Contact: Laura Griggs, Program Specialist & Deborah Chosewood, Deputy Director
  o Committee for Children Contact: Jennifer Balogh, Regional Outreach Manager
Decrease Problem Behaviors

Increase Students’ School Success

Promote Social-Emotional Competence and Self-Regulation
Program Materials: K–3 Kits

- Posters
- Lesson Cards
- Puppets
- Listening Rules and Skills for Learning Cards
- Teaching Materials Binder
- Unit Cards
- Song CD
- DVD
- Online Resources
Program Materials: 4–5 Kits

- Posters
- Following Through Cards
- Unit Cards
- Lesson Cards
- DVD
- Online Resources
Program Materials: 6-8 Kits

- Posters
- Unit Cards
- Lesson Cards
- DVD
- Online Resources
Program Skills and Topics

EL-Grade 8

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

Add-on Units:
- Bullying Prevention
- Child Protection

Middle School Includes:
- Bullying Prevention
- Substance Abuse
**Weekly Lessons**

- **20-50 min 1x per week**
- **Fully scripted, explicit instruction**
- **22-28 lessons (Prek-5)**
- **13-15 lessons (Gr 6-8)**
- **Lesson planning notes included**
- **Engaging activities for skill practice and reinforcement: games, songs, role play**
- **Academic Integration activities included**

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**Lesson 8: Accepting Differences**

*Lesson Concepts*
- Thinking about others helps you understand and feel what they are feeling or different from you.
- Appreciating and accepting others’ differences.

*Key Words*
- Sensing, thinking, feeling, understanding, different.

*Objectives*
- Students will be able to:
  - Name similarities and differences between people.
  - Predict how others will feel when faced with difficult experiences.

*Materials*
- **Handout and Sing and Play CD**
- Lesson Card
- Class book
- Folders/Study Skills for Learning packs

**Purpose**
- All skills for learning need to be used.

**Why This Lesson Matters**
- Practice in finding things that are in common with other people can help children develop empathy. It helps them understand other people’s feelings, and it is important for children to understand that empathy is important.

**Teaching Notes**
- Discussing the topic of empathy may evoke anxiety in children, who have been socialized to avoid being asked questions about how they feel. Allowing the children to talk or play in small groups can help them feel more comfortable.

**Story and Discussion**
- How do you think it is to be empathy? How do you think it is to be kind? How do you think it is to be understanding?

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**Warm-Up introduction and review**

*Brain Builder: Common Ground*

**Weekly Lesson 8 - Lesson 4**

1. Read the lesson plan and review the materials.
2. Discuss the following:
   - “How can you show empathy?”
   - “How do you think it is to be kind?”
3. Practice role play scenarios related to empathy.

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**Grades 3, 4, 5**

- **You can see the above lessons**
- **Cost**: $25 per lesson
- **Order**: 3 or more lessons

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**Wrap-Up**

Today you learned about something different and engaging activities included. Accepting differences shows that you value others. Knowing and understanding others can help you make new friends and feel good about yourself. Being kind and understanding helps you make friends and feel good about yourself. Being kind and understanding helps you make friends and feel good about yourself.
1. Teaching & Implementation Tools
2. Video Examples & Classroom Demos
3. Spanish Translations
4. Staff Training Resources
5. Digital versions of program resources
6. Family Resources and tools to engage families
Training materials for teachers is available online at secondstep.org and is included in the cost of the program.

- Early Learning Training Toolkit (approx 3 hrs)
- K-5 Online Interactive Training (approx 1 hour)
- Middle School Video Training Modules (approx 2 hrs) and Lesson Prep Videos (5 min each)
- Ongoing support via phone and web-based meetings
- Second Step Leadership Institute (for district level leaders)
Child Protection Online Training

1. School Leaders: Policies & Procedures

2. All Staff Training: signs, behavior, reporting

3. Teaching the lessons, engaging with families
Child Protection Student Lessons

WAYS to Stay Safe

Recognize
Is it safe? What's the rule?

Report
Tell an adult

Refuse
Say words mean

Division of Family & Children Services
Bullying Prevention Unit

Division of Family & Children Services
Bullying Prevention Unit Training

1. Policies & Procedures for Administrators
2. Recognize, Respond, Report for ALL staff
3. How to teach the lessons and engage families
Reinforcement Tools

**Second Step Principal Toolkit**

- Morning announcements
- School assembly scripts
- Staff meeting activities
- Conversation guides
- Digital tools and more!

**Fun Extras**
District-wide Success
Jennifer Balogh, Outreach Manager

CALL 800-634-4449 ext 6522
EMAIL jbalogh@cfchildren.org
VISIT cfchildren.org
Second Step & Child Protection Unit (CPU) Funding FY18 Overview

- This Statement of Need (SoN) is for implementation of the Second Step (SS) SEL (Social-Emotional Learning) Curriculum (for grades Pre-K-8th) and the Child Protection Unit (CPU) for grades Pre-K-5th.
- In addition, applicants may apply to implement the optional Bullying Prevention Unit (BPU) for grades K-5th, as well as the Principal Toolkit.
- This is a 1 year funding opportunity for schools/organizations that are awarded. Districts/non-profits may choose to apply to implement in as many schools and/or grades as they wish. Reporting throughout the 1 year period to OPFS is required.
Applicant Eligibility

- Must be a **public**, or **private non-profit** school system of Georgia, or an afterschool program within a **non-profit** organization.
- Must serve as a fiscal agent for the contract and point of contact for OPFS-DFCS.
- Must be responsible, liable, and oversee financial, program, and post-award reporting requirements.
Application Timeline

• SoN due with a postmarked date of February 10, 2017 by 5pm.
• The contract period begins July 1, 2017 and ends June 30, 2018. There will be a 2 month planning period during which teachers must be trained.
• Those awarded will have July 1, 2017 – September 8, 2017 as a planning period and full service implementation will be expected September 11, 2017.
• Page 15 in the SoN contains a detailed timeline for reporting.
Second Step Implementation

- It is preferable for teachers to implement the curriculum, and they have until September 8th to be trained. Steps to become trained will be included in the kit that the contractor will purchase.
- Must be implemented with all children, not just those identified as ‘at risk.’
- Service implementation must begin September 11, 2016.
- If implementing in an after-school setting, must clearly demonstrate the ability to break out by grade level in order to implement the curriculum with fidelity.
- Principal Toolkit
Second Step Implementation

• All lessons must be implemented by the end of the school year.
• One lesson should be implemented per week in order to maintain model fidelity. Lessons should be taught in sequential order. Middle School lessons can be split into 2 parts and taught twice per week.
• In implementing Second Step we have found that you really need to purchase one kit for each classroom.
Application Instructions

• Submit 1 original, 3 copies of original, and 1 electronic copy on CD or thumb drive. The proposal narrative must be in word, the budget in excel and all attachments as pdf’s.
• Original copy should have signatures in blue ink.
• Bind the original application with binder clips.
• The application must be submitted in order of the chart listed on page 9 of the SoN (3e. Application Order).
• Submit with a postmarked date no later than 5:00 pm on February 10, 2017.
• We will not accept hand deliveries, office-metered postmarks, faxed or emailed applications.
• Address is listed on page 7 of the SoN.
Application Formatting

- Number every page.
- 12 point font, 1 inch margins.
- White paper, 8 ½ inches by 11 inches.
- Footer with the fiscal agent’s name and page number.
- Adhere to page limits where applicable.
- Only use paperclips and binder clips to bind.
- Restate and number each proposal narrative question, followed by response.
- Please follow all instructions in the SoN related to application formatting to ensure your proposal is read by the reviewers.
Proposal Narrative Breakdown (4)

• Proposal Summary (page 9 of SoN) – 4a.
  o *Statement of school need*: please state how your school could benefit from this program. Use of statistics is a good idea for this section.
  o *Target Population to be served*: please list the target population that will be receiving Second Step.
  o *Description of implementing school and grade level(s) to be served by SS SEL & CPU*: Clearly describe the breakout of grades if implementing in an after-school setting.
  o Example: All 5th grade students, in 4 classrooms, at ABC Elementary School, will be receiving the SS SEL & CPU during Math class.
Proposal Narrative Breakdown (4)

• Description of the BPU and grade level(s) to be served
• Description of how the Principal Toolkit will enhance the Second Step program and overall school climate
• Description of importance and outcomes: please state why Second Step is important and how it will impact outcomes and climate at the school/organization.
Proposal Narrative Breakdown (4)

- Administration – 4b.
- Provide a brief description of the applicant’s qualifications and experience with managing contracts and cash flow for contracts.
- Describe the applicant’s accounting system. Is the system automated, manual or a combination?
- If the implementing agency is not the applicant, name the implementing agency and provide a description of the implementing agency.
Proposal Narrative Breakdown (4)

- Target Population – 4c.
- Applicants must serve one or more of the following grades: Pre-K through 8th
  - Geographic location: Identify county, neighborhood, and school population that will receive curriculum.
  - How many classrooms and students: State in narrative and fill out Form D, Target Population and School Sponsorship Form (page 19 of SoN).
  - Note: Each school does not need to submit an application; just the school district and in your proposal you will list each school who will be implementing.
Proposal Narrative Breakdown (4)

- Methods and Procedures – 4d.
  - *Program Timeline (A-1)*: Comprehensive timeline to cover July 2017 – June 2018 (see A-1). Pages 20-21 of SoN
  - Timeline should include your plan to implement the curriculum during the listed time periods. This might include training teachers, curriculum lesson days, planning, and special events that involve or showcase Second Step.
  - *Plan for ongoing technical assistance and support to teachers.*
• **Plan for teacher “buy-in”:** How you will engage teachers, motivate them, and relay the importance of the curriculum.
• **Describe how non-teaching staff will be utilized:** It is recommended that teachers implement the curriculum, but how will other staff be involved?
• **Describe your system’s/school’s plan to engage parents.**
• **Describe how Second Step will enhance/complement other initiatives, partnerships with other community organizations:** This can include Positive Behavioral Intervention Strategies (PBIS) or partnerships with community organizations.
Proposal Narrative Breakdown

• **Plan for orientation and training of teachers, counselors, principals, bus drivers, etc.** Please detail when they will be trained. All implementing staff must participate in training once curriculum is purchased.

• **Describe what subject the Second Step curriculum will be implemented in.**
  - Further define the target population to include as many details as possible. Ex. 6th graders during Homeroom in ABC Middle School OR Second Step SEL curriculum and CPU with K-5th on Tuesdays during Health classes at ABC Elementary School

• **Describe your plan for implementation of the Bullying Prevention Unit if applicable.**

• **Describe how the Principal Toolkit will be used to enhance school climate, if applicable.**
Budget Worksheet Instructions

• Select the Budget Worksheet tab at the bottom of the page.
• Choose the kit or bundle kit that you need and type in the amount needed in the Quantity Column.
• The Subtotal and Grand Total will automatically calculate at the bottom based on the quantities you enter.
  o Note: Certain cells of the workbook are locked. Contact CfC if you have problems with the form.
• The Example tab gives guidance on how to complete the Budget Worksheet using an example school.
• The Price List tab shows the prices for each kit and bundle offered.
Proposal Attachment Instructions

• **Form A**: Face Sheet: Ensure signature of Superintendent/Executive Officer in blue ink.
• **Form B**: Budget Worksheet must be submitted in Excel. Applicants are required to receive budget approval from Jennifer Balogh with Committee for Children before applying (page 12 of SoN).
• **Form C**: Second Step Assurances Form: Blue ink. Signed by Superintendent and principal of each school. Non-profits signed by Executive Officer and program contact (page 17 of the SoN).
• **Form D**: Target Population and Sponsorship Form: Blue ink. Fill accordingly.
• System Wide Sponsor & a School Sponsor (page 19 of the SoN).
• It is important that each school have a sponsor who will be directly responsible for ensuring the implementation of Second Step in each school, in addition to the system wide sponsor.
• It is not essential that this person be the principal, but experience has shown that the schools that have the principal as the sponsor experience greater success with implementation of Second Step.
Proposal Attachment Instructions

- **A-1 Timeline**: July 2017 – June 2018
- **A-2 MOU**: Only if fiscal agent is different from implementing agency.
  - MOU does not apply to one school implementing where fiscal agent is county Board of Education.
- **A-3 Fiscal Agent Financial Statements**
- **A-4 Legal Agreement with Fiscal Agent**
Other Required Forms

• *School Systems must submit the following*: OPFS Employer Criminal Background Check Form, Tax Compliance Form, Security & Immigration & Compliance Contractor Affidavit, Vendor Management Form, & W-9.

• *Non-Profits must submit the following*: Background Check Form (Para 122), Tax Compliance Form, Security & Immigration & Compliance Contractor Affidavit, Certificate of Liability Insurance (Para 129) Form, Corporate Resolution Form, Vendor Management Form, & W-9.

• Please submit all *DFCS Required Attachments* (you can find these attachments on the OPFS website: http://dfcs.dhs.georgia.gov/office-prevention-and-family-support) when you submit your proposal.
Outcome Measures

• Each quarter, contractors must submit a report (reporting form will be created by OPFS) that will review progress made during the school year.
  o Note: This reporting form and a reporting guide will be sent to you if awarded a contract
• Measures to be Reported:
  o Academic Achievement (95% of target population will be promoted to next grade)
  o Student Behavior (75% free of in school suspension; 90% free of out of school suspension and expulsion)
  o Child Maltreatment (97% free from child maltreatment)
  o Number of students served and number of classrooms implementing.
  o Note: Will be looking at number of students and classrooms to align with proposal narrative of application.
Notification of Awards

- OPFS will notify contractors via U.S. mail and/or email if awarded.
- Communication via telephone, email, and/or fax regarding award notices is prohibited before official notification by OPFS.
Contact Information

OPFS:

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