



**PREVENTION AND
COMMUNITY SUPPORT SECTION**

Statement of Need (SoN)

SECOND STEP AND CHILD PROTECTION UNIT CURRICULUM

SoN Release Date: January 6, 2020

Deadline for Proposal Submission: February 10, 2020; 5:00 p.m.

Return by Mail or Overnight Delivery: Georgia Division of Family and Children Services
Attn: Prevention and Community Support
Second Step
2 Peachtree Street NW, 26th Floor
Suite 26-265
Atlanta, Georgia 30303

Contact: Laura Griggs
Prevention and Community Support
Program Specialist
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Statement of Need Conference Call: January 15, 2020 at 2pm

Table of Contents

1. OVERVIEW	3
1a. Introduction	3
1b. Prevention and Community Support.....	3
1c. Second Step and CPU Curriculum	3
2. STATEMENT OF NEED (SON) CRITERIA.....	6
2a. Eligible Applicants.....	6
2b. Contract Award Period.....	7
2c. Strategic Results Framework	7
3. PROPOSAL SUBMISSION INSTRUCTIONS.....	7
3a. Number of Copies	7
3b. Submission Date.....	8
3c. Disqualification Factors.....	8
3d. Application Formatting Instructions.....	9
3e. Application Order.....	9
4. PROPOSAL NARRATIVE	10
4a. Proposal Summary (1 page).....	10
4b. Administration - Applicable to non-profits only.....	10
4c. Target Population (1/2 page).....	11
4d. Methods and Procedures (5 pages)	11
5. APPLICATION BUDGET WORKSHEET	12
5a. Fiscal Agent Responsibilities.....	12
5b. Budget Application Worksheet Instructions.....	13
6. PROPOSAL ATTACHMENTS	13
7. SELECTION AND CONTRACT AWARD PROCESS	14
8. TECHNICAL ASSISTANCE	117

Georgia Division of Family and Children Services – Prevention and Community Support Second Step Program

1. OVERVIEW

1a. Introduction

The Georgia Division of Family and Children Services' (DFCS) mission is to strengthen Georgia by providing individuals and families access to services that promote self-sufficiency, independence and protect Georgia's vulnerable children.

1b. Prevention and Community Support Section

The Prevention and Community Support (PCS) Section of the Georgia Division of Family and Children Services (DFCS), works in partnership with community-based organizations committed to reducing the incidence of child abuse and neglect by implementing evidence-based prevention and early intervention techniques to ensure positive outcomes for children and families.

State and federal funding provides families throughout Georgia, services such as parent support programs, parent training, screening and identification tools, training opportunities, high-quality home visitation and primary and secondary child maltreatment prevention that helps local communities promote the overall health and well-being of Georgia's children, youth and families. PCS is committed to supporting quality child abuse and neglect prevention and child and family resource programs throughout the state.

This Statement of Need (SoN) is for the school based and after-school based implementation of the Second Step (SS) Social Emotional Learning (SEL) curriculum, the Child Protection Unit (CPU), and the Bullying Prevention Unit (BPU) for the 2020-2021 school year.

PCS staff is available to assist you if you have questions in completing this application. Please see the **technical assistance contact list on page 17** of this SoN. In addition, please contact Laura Griggs at Laura.Griggs@dhs.ga.gov to register for the Statement of Need Conference Call scheduled for January 15, 2020 at 2:00pm.

1c. Second Step and CPU Curriculum

The Second Step SEL curriculum, developed by the Committee for Children (CfC), is a universal, classroom-based curriculum designed to promote children's social and academic success by decreasing problem behaviors, increasing students' school success, and promoting social-emotional competence and self-regulation. The

curriculum aims to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making, and goal-setting skills. The Second Step SEL curriculum is classified as a universal intervention, meaning that it is appropriate for whole classrooms of children and not just those at risk. Second Step is an excellent resource that complements the work of **Positive Behavioral Interventions and Supports (PBIS)** and school climate in Georgia and is NOT a replacement or substitute for PBIS. To learn more about Second Step's alignment with PBIS and other programs and objectives, please visit:

<https://www.secondstep.org/alignment-charts>.

Senate Bill 401 - Sexual Abuse and Assault Awareness and Prevention Education

Effective July 1, 2018, Senate Bill 401 requires:

- Annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grades 9 (O.C.G.A. § 20-2-143).
- The provision that professional learning may include participating in or presenting at in-service training on sexual abuse and assault awareness and prevention (O.C.G.A. § 20-2-200).
- In-service training programs on sexual abuse and assault awareness and prevention for professional personnel that will be providing instruction in annual age-appropriate sexual abuse and assault awareness and prevention education in K through grade 9 (O.C.G.A. § 20-2-201).

In 2018, Senate Bill 401 was signed into law, requiring schools to provide child sexual abuse prevention curricula to students. For more information about the Georgia Department of Education's response to this law, please visit:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Title-IV-Additional-Information.aspx>.

Georgia's Statewide Human Trafficking Task Force produced Georgia's Child Sexual Abuse & Exploitation Prevention Technical Assistance Resource Guide. The TARG is intended to outline how communities and schools can utilize existing sexual abuse prevention strategies and programs to improve the health and well-being of their youth population. This guide contains the review of several curricula, including The Second Step Child Protection Unit, that would meet the requirements of SB401. You may download a copy of the TARG by visiting: <https://abuse.publichealth.gsu.edu/targ/>.

Second Step lessons are organized into skill-building units. Lessons are sequential, developmentally appropriate, and provide opportunities for modeling, practice, and skills reinforcement. The curriculum includes discussion, teacher modeling, coaching skills, and role-plays. Stories are used to demonstrate important peer-relations skills and to teach affective (emotional), cognitive, and behavioral social skills. Lessons can be incorporated into health, science, social studies, language arts, and other subjects.

The Second Step Early Learning (Pre-K) curriculum is designed to promote young children's readiness skills for school and life. It teaches core social-emotional and self-regulation skills. **The Elementary (K-5th) Second Step** curriculum is based on best

practice models of pedagogy and instruction, which incorporate lesson skill practice, using skills every day, following-through activities for reinforcement of skills, and home link activities for parents and caregivers. **The Second Step Middle School (6th-8th)** curriculum is a first-of-its-kind SEL curriculum that's modern, web-based, and responsive to the needs of today's students and educators. The program's lessons, which address four key areas of SEL, are projected from a web-based portal, and are supported by the latest research in adolescent brain development and social psychology.

The Child Protection Unit (CPU) is designed to address the multiple influences of parent, family, child, community, and environmental characteristics that can contribute to child abuse and neglect. The curriculum includes four elements of school-based child protection: policies/procedures, staff training, student lessons, and family education. The unit focuses on relatable, real-life scenarios and teaches students the "Three R's:" Recognize, Respond, and Report.

The Bullying Prevention Unit (BPU) is designed to prevent bullying by changing multiple levels of the school ecology through intervention components that affect schools and classrooms, peer norms and behavior, and individual attitudes and skills. The unit builds upon the social-emotional skills taught through the Second Step SEL curriculum to decrease physical bullying, malicious gossip, and major fighting. The "Three R's:" Recognize, Report and Refuse, are used to teach students, staff, and teachers to better prevent bullying in the school environment.

The Principal Toolkit provides concrete support for successful principal leadership within an SEL program. Principals play a pivotal role in the quality implementation of Second Step, and this resource provides easy, everyday ways to help Second Step make a difference in schools. Tools include scripted meeting agendas to introduce staff to the program, ready-to-use morning announcements and communications to staff and families and an office-referral conversation guide to engage students in how to use Second Step skills to change behavior.

The Second Step add-on units of the CPU and the BPU builds upon the foundation set by teaching the Second Step SEL curriculum. Schools implementing the Second Step SEL curriculum in grades Pre-K through 5th **MUST** also implement the CPU and those implementing in K through 5th **MUST** implement the BPU in the corresponding grades, through this funding opportunity.

NOTE: BPU and CPU are not currently available in grades 6th - 8th through CfC as bullying and safety components are built into the Middle School curriculum.

The Principal Toolkit is optional and is available for grades K-5th.

Additional information regarding the Second Step Program:

1. This SoN is for implementation in Pre-K through 8th grade of the Second Step SEL curriculum as well as implementation of the CPU for grades Pre-K through 5th grade and the BPU for grades K through 5th.

2. The Principal Toolkit is also available as an option for grades K through 5th.
3. Programs are encouraged to use teachers as the presenters of Second Step SEL lessons rather than counselors or social workers in a “drop-in” fashion. Social workers and counselors are welcome to teach the CPU and BPU lessons when they push into the classroom, but it is helpful if the teacher is also present. Securing the “buy-in” of teachers is essential for successful implementation in the school setting.
4. The curriculum must be used with all children, not just those identified as at-risk or those with behavior problems.
5. If implementing in an **after-school program**, applicants must clearly demonstrate the ability to break out by grade level in order to implement the curriculum with fidelity.
6. 100% of the cost of Second Step and CPU/BPU materials will be paid for through this funding opportunity. Programs must purchase the appropriate grade level kits from Committee for Children (CfC). Please complete the attached budget workbook (Form B) from CfC.
7. Applicants are required to contact Jennifer Sanderlin (jsanderlin@cfchildren.org; 206-438-6522) with CfC, to complete the budget worksheet and receive a price quote **before applying. Failure to do so may result in your application not being reviewed.**
8. If awarded funding, programs must participate in Second Step and CPU/BPU training. The training is offered online through an activation key provided with the Second Step kits. All staff should be trained by September 4, 2020.
9. The Second Step Implementation Assurances attachment (Form C) must be completed by both the Superintendent of the School System and the Principal of each school implementing Second Step. For non-profits the form must be completed by the executive officer and program contact of the organization.
10. Programs are expected to begin implementation by September 7, 2020.
11. All Second Step, CPU, and BPU lessons must be taught within the school year.
12. This funding is only for reimbursement of the curriculum purchased and not for staff salary or other expenses.
13. The Middle School curriculum is all accessed via an online portal. No hard copy materials are available for 6th-8th grade.
14. Pre-K-5th kits include digital streaming for lesson media as well as hard copy lesson materials.

For more information about Second Step, please visit: <http://www.secondstep.org/>

2. Statement of Need (SoN) Criteria

2a. Eligible Applicants

An eligible applicant must meet **all** of the following criteria:

- Be a public school system, or public government entity, a private school that is a 501c3 nonprofit, or a 501c3 nonprofit that operates an after-school program in the state of Georgia.
- Serve as the fiscal agent for the contract and the point of contact to PCS; and
- Be responsible, liable, and oversee financial, program, and post-award reporting requirements.

2b. Contract Award Period

The awarded contract is for a 12-month period, July 1, 2020 to June 30, 2021, which includes a 2-month planning period (July 1, 2020 to September 6, 2020). The contract award includes quarterly program reporting.

2c. Strategic Results Framework

PCS Outcome Measures for Second Step

Applicants must adhere to the following outcome measures, with a target population of schools serving Pre-K through 8th grade children. Quarterly implementation and evaluation reports will be required throughout the contract implementation period.

Outcome Indicator	PCS Performance Levels
Academic Achievement	At least 95% of target children in Grades PreK-8 will be promoted to the next grade.
Student Behavior	At least 75% of target children in Grades PreK-8 will be free of in-school suspensions. At least 90% of target children in Grades PreK-8 will be free of out-of-school-suspensions and expulsions.
Child Protection	At least 97% of target children in Grades PreK-5 will be free from child maltreatment.

At the end of the school year, each awarded school will be required to report on all of the above Outcome Indicators. Schools will also be asked to submit office referral and abuse disclosure data from the previous school year (2019-2020) at the end of the first period, and for the awarded school year (2020-2021) at the end of the contract period.

3. PROPOSAL SUBMISSION INSTRUCTIONS

3a. Number of Copies

Submit **1 Original Application and three (3) Copies**: Application Face Sheet signed in blue ink, Program Proposal Narrative, Budget Summary Workbook and application attachments with all signature pages signed in blue ink, three (3) additional copies, and one (1) electronic copy.

Electronic Submission: The electronic copy shall be submitted on thumb drive which will serve as the electronic submission. The electronic copy includes the Program Proposal Narrative in Microsoft Word format; the Second Step Budget Worksheet in Microsoft Excel format; and the Application Face Sheet and all attachments in PDF format. PCS will not accept email copies.

Bind the original application and copies with binder clips. The narrative portion of the application **must** follow the format in Section 4 – Proposal Narrative beginning on page 10. The application **must** be submitted in the order of the checklist provided on page 9.

3b. Submission Date

Applications must be postmarked by U.S. Postal Service or common carrier **on or before February 10, 2020** and must include the original signature of the executive officer of the fiscal agent/applicant on the application face sheet. Applications postmarked after that date will be classified as late and will not be considered for funding. Applicants are cautioned to request a legibly dated United States Postal Service postmark or receipt, or to obtain a legibly dated receipt from a commercial carrier.

PCS will not accept hand delivered, office-metered postmarks, faxed, or e-mailed applications.

Georgia Division of Family and Children Services
Attn: Prevention and Community Support
Second Step
2 Peachtree Street, NW
Suite 26-265
Atlanta, Georgia 30303

Applicants will not receive verification from PCS regarding receipt of the application package. We ask that you do not call the office to verify receipt. Applicants wishing to verify receipt are encouraged to use a return receipt service provided by the post office or other such carriers.

3c. Disqualification Factors

Any application post marked after the February 10, 2020 deadline will be regarded as late and will not be considered for funding. Applicants must comply with all forms, assurances, and certifications attached to this SoN. Disqualifications also include the following:

- Applicant is not a public school system, or public government entity, a private school that is a 501c3 nonprofit, or a 501c3 nonprofit that operates an after-school program in the state of Georgia.

- Submission fails to be postmarked by U.S Postal Service or commercial carrier by deadline date; **February 10, 2020; 5pm.**
- Submission fails to include the original signature of the executive officer of the fiscal agent (applicant) on the application face sheet.
- Submission fails to include the application program narrative, application budget and application attachments or electronic copy.
- Application lacks original signatures, where requested.
- Application is not for the Second Step SEL curriculum, the Bullying Prevention Unit (for K – 5th) **and** the Child Protection Unit (for Pre-K-5th).
- Electronic submission fails to include documents in the appropriate format (e.g. narrative in word, budget in excel, attachments in pdf).
- Application Budget was not approved by Jennifer Sanderlin of CfC prior to submission.
- For school systems that received PCS funding to implement Second Step in the previous five years (beginning in 2014), you may apply for the CPU and BPU units, or for the Second Step SEL curriculum for **any additional grades or schools that are not currently implementing.** You may also apply for the Principal Toolkit.

3d. Application Formatting Instructions

- Number every page of the narrative submitted as part of your application.
- Use type that is 12-point font size and one-inch margins.
- The application narrative should be typed on white paper that is 8 ½ x 11 inches.
- Include a footer with the fiscal agent’s name and page number.
- Adhere to page limits unless otherwise approved by PCS.
- Applications should not be stapled or bound; use binder clips or paperclips.
- PCS requires that applicants restate and number each proposal narrative question, followed by the response.

3e. Application Order

Use the table below to ensure that all requested information is included in your application in the correct order.

Required Application Order	Maximum Page Limit (where applicable)	Applicant Checklist (Y/N)
1. Application Face Sheet (Form A) signed in blue ink		
2. Proposal Narrative		
A. Proposal Summary	1	
B. Administration	1/2	
C. Target Population	1/2	
D. Methods and Procedures	5	
3. Second Step Budget Worksheet (Form B)		

Required Application Order	Maximum Page Limit (where applicable)	Applicant Checklist (Y/N)
4. Second Step Assurances (Form C)		
5. Target Population and School Sponsorship (Form D)		
6. Other Required Forms (see page 13)		
7. Program Timeline (A-1)		
8. Memorandum of Understanding (A-2) (for sites not under jurisdiction of the applying or implementing agency)		
9. Applicant's Financial Statements (A-3)		
10. Legal Agreement with Fiscal Agent (if different from applicant) (A-4)		
11. Protective Factors Core Meanings (A-5)		

4. PROPOSAL NARRATIVE

The following information provides a description of necessary components to be contained in the narrative portion of your proposal. Limit the narrative to **seven (7) pages** and use the outline format described in this section. The narrative is a detailed statement of the work to be undertaken and answers who, what, when, where, why, and how statements about the contract proposal. *PCS requires that applicants restate and number each question followed by the response.*

4a. Proposal Summary (1 page)

Please provide a clear and concise summary of the major points from the body of the application, including:

1. Statement of the school's need.
2. Overview of the target population to be served.
3. Description of the implementing school and grade level(s) to be served by the Second Step SEL curriculum, the BPU, and the CPU. *Clearly describe the breakout of grades if implementing in an after-school setting.*
5. Description of how the Principal Toolkit will enhance the Second Step program and overall school climate, if applicable.
6. Description of why the Second Step and CPU/BPU curriculum is important and how it will impact outcomes and climate at the school.
7. PCS requires all applicants to state how they will incorporate at least one of the five Strengthening Families Protective Factors into their work- See Attachment A-5 Protective Factors Core Meanings and visit <http://strengtheningfamiliesga.net/about-sfg/>. Please describe how your school(s) use of the Second Step curriculum will increase at minimum one of the Five Protective Factors for families.

4b. Administration (1/2 page)

1. If awarded a contract, the applicant will be legally liable programmatically and financially for the contract. Provide a brief description of the applicant's qualifications and experience with managing contracts and cash flow for contracts.
2. Describe the applicants accounting system. State if the accounting system is automated, manual or a combination.
3. If the implementing agency is not the applicant, name the implementing agency, and provide a description of the implementing agency.

4c. Target Population (1/2 page)

The target population is the group of participants that the services in a program are intended and designed for. Applicants must serve one or more of the following grades: Pre-K through 8th.

Provide a detailed description of the clearly defined target population to be served in the contract period, including the following:

1. Target geographic location (e.g. county, neighborhood, school population). *Include specific information about how the target population was selected.*
2. How many classrooms and students will be served during the contract award period? In addition, please complete the Target Population and School Sponsorship Form and submit (Form D).

4d. Methods and Procedures (5 pages)

Service Delivery

1. Complete the Program Timeline (Attachment A-1). Provide a timeline from July 2020 to June 2021 of the plan to implement the curriculum during this timeline including, but not limited to, teacher training, curriculum lesson days, special events, and planning.
2. It is expected that teachers will have questions and concerns that will need to be addressed as they present the curriculum. Describe your system's/school's plan for ongoing technical assistance and support for teachers.
3. Describe your plan for obtaining teacher "buy-in."
4. Describe how non-teaching staff will be engaged in the use of the Second Step curriculum, the BPU, and the CPU.
5. Describe your system's/school's plan to engage parents in the Second Step curriculum, the BPU, and the CPU activities.
6. Describe how Second Step and the CPU/BPU will enhance or complement other special school initiatives, such as Positive Behavioral Interventions and Supports (PBIS) and/or partnership activities with other community organizations or businesses.
7. Explain the plan for orientation and training of teachers.
8. Describe what subject the Second Step curriculum, the BPU and the CPU will be implemented in. *Applicants should further define their target population, including*

as many details as possible, i.e.: Second Step SEL curriculum, the BPU, and the CPU with K through 5th grade on Tuesdays during Health classes at ABC Elementary School). If implementing in an after-school setting clearly define your target population and describe the setting in which implementation will occur.

9. For those applying for the Principal Toolkit, please describe how the kit will be used to enhance Second Step and the overall climate within your school/organization.
10. For those applying for the streaming Middle School curriculum, the award will be for a five-year subscription. Successful applicants will be required to commit to implementing the program for a five-year period and will be expected to submit annual summary reports at the end of each school year for the four non-contractual periods. Failure to do so may lead to recovery of the subscription funds.

5. APPLICATION BUDGET WORKSHEET

5a. Fiscal Agent Responsibilities

The financial responsibility of the applicant must be such that the applicant can properly discharge the public trust which accompanies the authority to expend public funds. Adequate accounting systems should meet the following criteria:

1. Accounting records should provide information needed to adequately identify the receipt of funds under each contract awarded (State, Federal, Local Government, Private, and in-kind) and the expenditure of funds for each contract.
2. Entries in accounting records should refer to subsidiary records and/or documentation which support the entry, and which can be readily located.
3. The accounting system should provide accurate and current financial reporting information.
4. The accounting system should be integrated with an adequate system of internal controls to safeguard the funds and assets covered, check the accuracy and reliability of accounting data, promote operational efficiency, and encourage adherence to prescribed management policies.

Prevention and Community Support reserves the right to fund requests completely or partially depending upon total funds available and application review office

The applicant is required to comply with the following as described in the SoN attachments.

Form A: **Application Face Sheet:** Signed in blue ink by school superintendent, or executive officer of the applicant school or organization, and fiscal agent, if different from applicant.

Form B: **Application Budget Template**: Submit the attached worksheet in Excel format in your electronic submission. In addition, please submit a hardcopy print out with mailed application.

5b. Application Budget Worksheet Instructions

Complete the attached Excel budget worksheet. Applicants are required to contact Jennifer Sanderlin, with CfC, to obtain a final budget quote and budget worksheet approval, before submitting an application. Jennifer's contact information can be found on page 17.

6. PROPOSAL ATTACHMENTS

The applicant is required to comply with the following as described in the attachments.

To certify intent to comply with all of the following, the school superintendent, or executive officer must review, complete, sign in blue ink, and submit all of the following forms applicable to the fiscal agent:

Form A: **Application Face Sheet**: Signed in blue ink by school superintendent, or executive officer of the applicant school or organization, and fiscal agent, if different from applicant.

Form B: **Second Step Budget Worksheet**: Submit the attached worksheet in Excel format. Must be reviewed and approved by Committee for Children.

Form C: **Second Step Assurances Form**: Signed in blue ink by the superintendent and principal of each school implementing Second Step. For non-profits the form must be signed by the executive officer and the program contact.

Form D: **Target Population and Sponsorship Form**: Completed and signed in blue ink by school superintendent, or executive officer of the applicant school or organization and fiscal agent, if different from applicant.

A-1: **Program Timeline**: To be completed to cover July 2020 – June 2021.

A-2: **Memorandum(s) of Understanding**: For sites not under the jurisdiction of the applying or implementing agency.

A-3: **Applicant's Financial Statements**: If awarded a contract, the applicant agency will be the fiscal agent. The applicant must submit audit or financial statements (whichever is in statutory compliance) from most recently completed fiscal year.

To be eligible to receive public funds, the applicant must maintain statutory mandated requirements as follows:

- State of Georgia Office of Audits and Accounts: Official Code of Georgia (OCGA), Section 50-20-4 (for nonprofit organizations), 36-81-7 (for local governments), 50-8-38 (for regional commissions), and Education.
<http://www.audits.ga.gov/NALGAD/nonProfitDivision.html>
<http://www.audits.ga.gov/EAD/eduAuditDivision.html>
- Federal Law, Title 2, Subtitle A, Chapter 11, Part 200.500 – 200.512
http://www.ecfr.gov/cgi-bin/text-idx?SID=91974b35496561924831c41d47615c5e&mc=true&node=pt2.1.200&rpn=div5#se2.1.200_1501

A-4: **Legal Agreement with Fiscal Agent (if different from applicant):** Legally binding memorandum of understanding between the applicant agency and its fiscal agency specifying the relationship between the parties and work flow and responsibilities between the parties.

Other Required Forms: To certify intent to comply with all of the following, the chief executive officer of the fiscal agent must review, complete, sign in blue ink, and submit all of the following forms applicable to the fiscal agent. All required forms can be found here: <https://dfcs.georgia.gov/funding-opportunity>

A-5: Use **The Protective Factors Core Meaning** attachment to answer the Protective Factors question on page 10 of the narrative, question 7 under section 4a. Proposal Summary. Please answer in your narrative. No additional attachment is required.

School systems and districts must review, complete, sign in blue ink, and submit all of the following forms applicable to the fiscal agent:

1. Background Check Form- PCS Employer Criminal Background Check form
2. Tax Compliance Form
3. Vendor Management Form
4. W-9

Non-profits must review, complete, sign in blue ink, and submit all of the following forms applicable to the fiscal agent:

1. Background Check “Para 122” Form
2. Tax Compliance Form
3. Security Immigration & Compliance Contractor Affidavit
4. Certificate of Liability Insurance- Para 129 Form
5. Corporate Resolution Form
6. Vendor Management Form
7. W-9

7. SELECTION AND CONTRACT AWARD PROCESS

PCS will review all proposals received by the declared deadline to ensure all necessary worksheets and documentation are completed and included in submitted proposals. The proposal review committee will not review incomplete applications, and PCS will not permit applicants to add information to their application after submission unless clarification or additional information is requested by PCS.

PCS will forward eligible proposals to the proposal review committee, who will review, score, and rank the applications. Awards will be sent via U.S. mail and via email. Applicants awarded funding will begin July 1, 2020 and end June 30, 2021. Communication via telephone, email, and/or fax regarding award notices is prohibited before official notification by PCS.

Contract Award Agreement

PCS will offer a reimbursement contract agreement to selected applicants for purchase of Second Step program materials. PCS will require that selected applicants provide quarterly program reports that measure process and qualitative outcomes.

Contract Award Management Training

If an applicant is awarded a contract, it is mandatory to participate in PCS contract award management training, as requested. The initial training will include financial and program expectations as well as Contract Reporting Training. The training will take place in a central location, at the contractor's site and/or online via webinar. The timing of the training will be determined at a later date.

PCS will also offer a number of post-award training opportunities and technical assistance activities. Individual technical assistance and other support activities will also be conducted.

Evaluation and Reporting Requirements

PCS requires that contractors comply with and fully participate in two main components of evaluation and reporting:

1. **Financial and Program Reporting:** PCS will provide financial and reporting documents that will need to be completed by contractor. Please see the chart below that outlines an overview of the reporting requirements.
2. **Evaluation:** PCS may conduct a cross-site evaluation of contractors. Contractors will be expected to participate, if requested.

Second Step Reporting Timeline

Reporting Periods	Reporting Requirements	Due Date
July 1, 2020-September 30, 2020	<ul style="list-style-type: none"> • Executed contract award agreement and attachments • Submission of a signed "Performance Report and Payment Request" • Planning program report • Submission of a financial report that includes documentation of the curriculum purchase • Submission of office referral data and abuse disclosure data from the previous (2019-2020) school year 	September 30, 2020
October 1, 2020-December 31, 2020	<ul style="list-style-type: none"> • Submission of a signed "Performance Report and Payment Request" • Implementation program report 	December 31, 2020
January 1, 2021-March 31, 2021	<ul style="list-style-type: none"> • Submission of a signed "Performance Report and Payment Request" • Implementation program report 	March 31, 2021
April 1, 2021-June 30, 2021	<ul style="list-style-type: none"> • Submission of a signed "Performance Report and Payment Request" • Ending Perspective implementation program report • Outcome data • Submission of office referral data and abuse disclosure data from current school year (2020-2021) 	June 30, 2021

8. TECHNICAL ASSISTANCE

PCS asks that applicants direct all questions to the contacts below. Questions will be permitted until the date of the proposal submission. Applicants are strongly encouraged to pose all questions as early as possible in the SoN process.

PROGRAM/SoN QUESTIONS:

Laura Griggs
Program Specialist
Prevention and Community Support
Laura.Griggs@dhs.ga.gov
(404) 657-5152

FINANCIAL/ADMINISTRATIVE QUESTIONS:

Regina Mobley
Finance Officer
Prevention and Community Support
Regina.Mobley@dhs.ga.gov
(404) 657-9391

SECOND STEP CURRICULUM/TRAINING QUESTIONS:

Jennifer Sanderlin
Regional Outreach Manager
Committee for Children
jsanderlin@cfchildren.org
(206) 438-6522



Form C: Second Step Assurances

As the Representative(s) of the _____ School System/School/Organization authorized to enter into contracts and/or to make assurances regarding curriculum and classroom instruction, I am providing the following assurances that this school system/school/organization will assume the obligations that are enumerated below. These assurances will become an addendum to the contract if this application is approved for funding.

1. I understand that training is one of the major commitments necessary to the initial Second Step implementation. As such, I recognize the importance of this initial commitment and I am willing to make a commitment to having staff trained in the techniques of Second Step.
2. I understand that the Georgia Division of Family and Children Services - Prevention and Community Support section (DFCS-PCS) is interested in funding systems that are willing to make a commitment to implementing the Second Step program over a minimum period of one year. I assure that our school system/school/organization, if funded to implement the Second Step program by DFCS-PCS, will continue to use the Second Step curriculum for at least one year.
3. I understand that periodic reports of Second Step training, participation and outcomes will be required of grantees. I assure that our system/school/organization will make regular and timely reports regarding the implementation of the Second Step curriculum for at least one year following implementation of the Second Step curriculum. I understand that if reports are not submitted to DFCS-PCS at the prescribed intervals, PCS maintains the right to require that Second Step Curriculum be returned to PCS and/or a repayment of funds awarded by PCS for the Second Step program be returned to DFCS-PCS.
4. I understand that regular classroom teachers must present the curriculum to all their students. I also understand that the curriculum is not intended to be used outside the regular classroom with target groups of children identified as being "at-risk" or those with behavior problems.
5. I agree to participate in a statewide impact evaluation of the effectiveness of the Second Step curriculum by allowing our evaluation information to be aggregated with information from other grantees, if necessary.

6. I understand that if awarded a contract to implement Second Step in one or more schools, each school will implement according to the timeline detailed in the grant application. If school personnel deem it necessary to make modifications to the implementation plans, timeline or Second Step model, I understand that approval must be granted from DFCS-PCS prior to implementation.

7. I understand that if awarded a contract to implement Second Step, failure to comply with contractual reporting requirements could result in returning the Second Step curriculum to DFCS-PCS and/or an immediate repayment of funds issued by DFCS-PCS.

8. I understand that if awarded a contract to implement Second Step in middle schools utilizing the streaming curriculum, failure to implement for the full subscription timeframe or to comply with reporting requirements could result in returning the Second Step curriculum to DFCS-PCS and/or an immediate repayment of funds issued by DFCS-PCS.

Name*	Title	Signature
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Name*	Title	Signature
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**Signatures of both the Superintendent and the Principal are required for each school implementing Second Step. Please make copies of this page and include a copy of this information for each school participating with your application.*



Form D: Target Population and Sponsorship Form

Please enter the projected number of classrooms and children who will participate in the Second Step program from each grade that will utilize the *curriculum in the charts below*.

<i>Grade Level(s)</i>	<i>Pre-K</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>Total for all Grades</i>	<i>CPU</i>	<i>BPU</i>
<i>Classrooms</i>													
<i>Children</i>													

It is important that each school system have at least one system wide sponsor who will oversee implementation and will be the primary contact for PCS. This individual will be responsible for submitting reports to our office.

SYSTEM SPONSOR **TITLE** **LOCATION**

Signature

It is also 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 named above. While it is not essential that this person be the principal, experience has shown that the schools that have the principal as the sponsor experience greater success with implementation of Second Step. Please list below the school, sponsor and title of the sponsor at each school that will participate in the Second Step implementation. Use additional copies of this page if necessary.

SCHOOL SPONSOR **TITLE** **SCHOOL**

Signature

Attachment A-1

Georgia Division of Family and Children Services - Prevention and Community Support

Second Step Contract Program

Program Timeline

Applicant School System: [Name of the Applicant School System here]

Month	Program Activities
July 2020 (Planning)	•
August 2020 (Planning)	•
September 1-6 2020 (Planning)	•
September 7-30 2020	•
October 2020	•
November 2020	•

Month	Program Activities
December 2020	•
January 2021	•
February 2021	•
March 2021	•
April 2021	•
May 2021	•
June 2021 (Summer)-if applicable	•

Attachment A-2

Georgia Division of Family and Children Services - Prevention and Community Support

Memorandum(s) of Understanding
(applicable for non-profits not under the jurisdiction of the applicant)

Attachment A-3

Georgia Division of Family and Children Services - Prevention and Community Support

Applicant Financial Statements

All applicants are required to attach financial statements in accordance with:

- State of Georgia Office of Audits and Accounts: Official Code of Georgia (OCGA), Section 50-20-4 (for nonprofit organizations), 36-81-7 (for local governments), 50-8-38 (for regional commissions), and Education. <http://www.audits.ga.gov/NALGAD/nonProfitDivision.html>
<http://www.audits.ga.gov/EAD/eduAuditDivision.html>
- Federal Law, Title 2, Subtitle A, Chapter 11, Part 200.500 – 200.512 http://www.ecfr.gov/cgi-bin/text-idx?SID=91974b35496561924831c41d47615c5e&mc=true&node=pt2.1.200&rgn=div5#se2.1.200_1501

Attachment A-4

Georgia Division of Family and Children Services - Prevention and Community Support

Legal Agreement with Fiscal Agent
(applicable if fiscal agent is different from applicant)

Attachment A-5

*Note: No separate document is required; answer Protective Factors question in the Plan Summary narrative (page 10, question 7)

Georgia Division of Family and Children Services - Prevention and Community Support section

Protective Factors Core Meanings



CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

Protective Factor	Core Meaning
Parental Resilience	<p><u>Resilience Related to General Life Stress</u></p> <ol style="list-style-type: none"> managing the stressors of daily life and functioning well even when faced with challenges, adversity, and trauma calling forth the inner strength to proactively meet personal challenges, manage adversities, and heal the effects of one's own traumas becoming more self-confident and self-efficacious having faith; feeling hopeful believing that one can make and achieve goals solving general life problems having a positive attitude about life in general managing anger, anxiety, sadness, feelings of loneliness, and other negative feelings seeking help for self when needed <p><u>Resilience Related to General Parenting Stress</u></p> <ol style="list-style-type: none"> calling forth the inner strength to proactively meet challenges related to one's child not allowing stressors to keep one from providing nurturing attention to one's child solving parenting problems having a positive attitude about one's parenting role and responsibilities seeking help for child when needed
Social Connections	<ol style="list-style-type: none"> Building trusting relationships; feeling respected and appreciated Having friends, family members, neighbors, and others who: <ul style="list-style-type: none"> provide emotional support (e.g., affirming parenting skills) provide instrumental support/concrete assistance (e.g., providing transportation) provide informational support/serve as a resource for parenting information provide spiritual support (e.g., providing hope and encouragement) provide an opportunity to engage with others in a positive manner help solve problems help buffer parents from stressors reduce feelings of isolation promote meaningful interactions in a context of mutual trust and respect Having a sense of connectedness that enables parents to feel secure, confident, and empowered to "give back" to others



CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

Protective Factor	Core Meaning
Knowledge of Parenting and Child Development	<p>Seeking, acquiring, and using accurate and age/stage-related information about:</p> <ol style="list-style-type: none"> a. parental behaviors that lead to early secure attachments b. the importance of <ul style="list-style-type: none"> • being attuned and emotionally available to one's child • being nurturing, responsive, and reliable • regular, predictable, and consistent routines • interactive language experiences • providing a physically and emotionally safe environment for one's child • providing opportunities for one's child to explore and to learn by doing a. appropriate developmental expectations b. positive discipline techniques c. recognizing and attending to the special needs of a child
Concrete Support in Times of Need	<ol style="list-style-type: none"> a. being resourceful b. being able to identify, find, and receive the basic necessities everyone deserves in order to grow (e.g., healthy food, a safe environment), as well as specialized medical, mental health, social, educational, or legal services c. understanding one's rights in accessing eligible services d. gaining knowledge of relevant services e. navigating through service systems f. seeking help when needed g. having financial security to cover basic needs and unexpected costs
Children's Social and Emotional Competence	<p><u>Regarding the parent:</u></p> <ol style="list-style-type: none"> a. having a positive parental mood b. having positive perceptions of and responsiveness to one's child c. responding warmly and consistently to a child's needs d. being satisfied in one's parental role e. fostering a strong and secure parent-child relationship f. creating an environment in which children feel safe to express their emotions g. being emotionally responsive to children and modeling empathy h. talking with the child to promote vocabulary development and language learning i. setting clear expectations and limits j. separating emotions from actions k. encouraging and reinforcing social skills such as greeting others and taking turns l. creating opportunities for children to solve problems <p><u>Regarding the child:</u></p> <ol style="list-style-type: none"> a. developing and engaging in self-regulating behaviors b. interacting positively with others c. using words and language skills d. communicating emotions effectively