



Georgia Division of Family and Children Services

Office of Prevention and Family Support

Statement of Need (SoN)

SECOND STEP AND CHILD PROTECTION UNIT CURRICULUM

SoN Release Date: January 11, 2016

Deadline for Proposal Submission: February 29, 2016; 5:00 p.m.

Return by Mail or Overnight Delivery: Georgia Division of Family and Children Services
2 Peachtree Street NW, 26th Floor
Suite 26-266
Atlanta, Georgia 30303

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Georgia Division of Family and Children Services - Office of Prevention and Family Support Second Step Program

1. OVERVIEW

1a. Introduction

The Georgia Division of Family and Children Services' (DFCS) is committed to prioritizing the safety of Georgia's children in the decisions we make and the actions we take. We strengthen families toward independence and build stronger communities through caring, effective, and responsive service.

1b. Office of Prevention and Family Support

The Office of Prevention and Family Support (OPFS) 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. OPFS is committed to supporting quality child abuse and neglect prevention 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 and the Child Protection Unit (CPU), for the 2016-2017 school year. OPFS staff is available to assist you if you have questions in completing this application for contract funding. Please see the **technical assistance contact list on page 16** 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 21, 2016 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 also complements the work of Positive Behavioral Interventions and Supports (PBIS) and school climate in Georgia and is NOT a replacement or substitute for PBIS.

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, math, social studies, and language arts.

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 based on research in three key areas: early adolescent development, risk and protective factors, and instructional practices to support the program's goals. All curricula contain distinct, developmentally appropriate levels for each grade.

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 Second Step add-on 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 in the corresponding grades.

The BPU implementation is optional for any school K through 5th, however if you chose to implement the BPU, it must be taught in addition to the Second Step SEL as it builds upon the basic curriculum. BPU and CPU are not currently available in grades 6th-8th through CfC.

Additional information regarding the Second Step Program:

1. This Statement of Need (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.
2. This SoN is also for **OPTIONAL** implementation of the BPU for grades K through 5th, as long as the Second Step SEL curriculum and CPU are being implemented.
3. Programs must use teachers as the presenters of Second Step and CPU lessons rather than counselors or social workers in a “drop-in” fashion. 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 materials will be paid for through this contract. Programs must purchase the appropriate grade level kits or the appropriate grade level bundle kits from Committee for Children (CfC):
 - Pre-K: Early Learning SS SEL +CPU Bundle Kit (\$579) or the Early Learning SS SEL kit (\$439).
 - Elementary: K-5th + CPU Bundle Kit (\$3,299), K-5 + CPU + BPU Bundle Kit (\$4,299) or the single grade level kit that corresponds to desired grade level (K & 1: \$439, 2 & 3: \$389, 4 & 5: \$419). along with the corresponding grade level CPU Notebook (EL-5: \$199) (e.g. If only implementing Second Step in First Grade you would purchase the Grade 1 Kit and the Grade 1 CPU Notebook).
 - Middle: Middle School SS SEL Curriculum Bundle Kit (\$1,179), or the single grade level kit that corresponds to desired grade level (6, 7 & 8: \$429) (e.g. If only implementing Second Step in 6th Grade you would purchase the Grade 6 Kit).
 - Bullying Prevention Unit: K-5th BPU single grade Kit (\$199) or K-5th BPU Bundle Kit (\$1,099).
 - Child Protection Unit: Pre-K-5th CPU Only Kit (\$199) or Pre-K-5th CPU Only Bundle Kit (\$1,279) or K-5th CPU Only Bundle Kit (\$1,099). *Note the CPU Only Kits are for those applicants who already implement the Second Step SEL curriculum.
7. Programs must participate in Second Step and CPU training. The training is offered online through an activation key provided with the Second Step kits. All staff must be trained by September 5, 2016.
8. The Second Step Implementation Assurances attachment 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.
9. Programs are expected to begin implementation by September 8, 2016.
10. Second Step and CPU lessons must be taught in sequential order, with one lesson taught per week to maintain model fidelity. Middle School lessons can be split into 2 parts and taught twice per week.

For more information about Second Step, please visit the CfC website:

<http://www.cfchildren.org/second-step.aspx>.

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 OPFS; and
- Be responsible, liable, and oversee financial, program and post-award reporting requirements.

2b. Contract Award Period

The funding contract award period covers a 12 month period, July 1, 2016 to June 30, 2017, which includes a 2-month planning period (July 1, 2016 to September 5, 2016). The contract award is a 12-month commitment and includes program reporting.

2c. Strategic Results Framework

OPFS 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. Annual implementation and evaluation reports will be required throughout the contract implementation period.

Outcome Indicator	OPFS 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.

3. PROPOSAL SUBMISSION INSTRUCTIONS

3a. Number of Copies

Submit **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 compact disc (CD) or thumb drive which will serve as the electronic submission. The electronic copy includes the Program Proposal Narrative in Microsoft Word format; the Budget Summary Workbook in Microsoft Excel format; and the Application Face Sheet and all attachments in PDF format. OPFS 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 29, 2016** 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.

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

Georgia Division of Family and Children Services
2 Peachtree Street, NW, 26th Floor
Suite 26-266
Atlanta, Georgia 30303

Applicants will not receive verification from OPFS 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 received after the February 29, 2016 deadline will be regarded as late and will not be considered for funding. It is the responsibility of the applicant to ensure the proposal is received by the specific deadline. 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 29, 2016; 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 both the Second Step SEL curriculum and the Child Protection Unit (for Pre-K-5th).
- For school systems that received OPFS funding to implement Second Step in the 2014-2015 or 2015-2016 school years, 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.

3d. Application Formatting Instructions

- Number every page 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.
- Applications should not be stapled or bound; use binder clips or paperclips.
- OPFS 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. Application Budget Workbook (Form B)		
4. Proposal Attachments		
5. Second Step Assurances (Form C)		
6. Target Population and School Sponsorship (Form D)		
7. Program Timeline (A-1)		
8. Memorandum of Understanding (A-2) (for sites not under jurisdiction of the applying or implementing agency)		
9. Fiscal Agent Financial Statements (A-3)		
10. Legal Agreement with Fiscal Agent (if different from applicant) (A-4)		

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. *OPFS 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 and the CPU. *Clearly describe the break out of grades if implementing in an after-school setting.*
4. Description of the BPU and grade level(s) to be served if applicable.
5. Description of why the Second Step and CPU curriculum is important and how it will impact outcomes at the school.

4b. Administration- Applicable to non-profits only (1/2 page)

1. Name the implementing agency. Provide a brief description of the implementing agency. Name the applicant and fiscal agents, if these agencies are different from the implementing agency.
2. List the agency's qualifications and experience with managing contracts.
3. Does the fiscal agent have the ability to maintain a quarterly cash flow?

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? 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 2016 to June 2017 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 and CPU.
5. Describe your system's/school's plan to engage parents in the Second Step curriculum and CPU activities.
6. Describe how Second Step and CPU will enhance or complement other special school initiatives 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 and CPU will be implemented in. *Applicants should further define their target population, including as many details as possible, ie: Second Step SEL curriculum and 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 also implementing the BPU, please describe your plan for implementation, including as many details as possible, *ie: BPU with all 5th graders during Health classes at ABC Elementary School.*

5. APPLICATION BUDGET WORKBOOK

5a. Fiscal Agent Responsibilities

The applicant agency must provide an adequate accounting and should meet the following criteria as outlined below:

1. Accounting records provide information needed to identify each contract awarded (State, Federal, Local Government, and Private) to applicant by identifying the receipt of funds for each contract and the expenditure of funds for each contract award.
2. Entries in accounting records refer to subsidiary records and/or documentation which support the entry and can be readily located.
3. The accounting system provides accurate and current financial reporting information.

4. The accounting system integrates 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.

Office of Prevention and Family Support reserves the right to fund requests completely or partially depending upon total funds available and application review.

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 in Excel format.

5b. Application Budget Workbook Instructions

Please complete the Application Budget Template (Form B) in Excel format to determine your system's/school's costs for implementing Second Step and CPU. ***The number of kits being requested cannot exceed the number of classrooms that will be using Second Step and CPU. It is not necessary to request funds for training.*** The training is offered online through an activation key provided with the Second Step and CPU kits. All staff must be trained by September 5, 2016.

Materials

According to the Committee for Children, it is necessary to have an adequate number of kits to implement the Second Step curriculum successfully. **Kits will be provided for every school classroom implementing Second Step and CPU.**

Pre-K + CPU: The Early Learning kit is for those schools who want to implement in Pre-K with children 4 to 5 years of age, as well as a CPU kit.

Elementary School + CPU: The K-5 bundle is for those schools who want to implement school-wide. Each combo will contain a grade K, a grade 1, a grade 2, a grade 3, a grade 4, and a grade 5 kit, as well as a CPU kit.

Middle School: The Middle School bundle is for those schools who want to implement school-wide. Each combo will contain a grade 6, a grade 7 and a grade 8 kit.

Single Grade Kits: For schools wishing to implement in a specific grade, single grade kits are available for K-8th. If implementing in a specific grade K-5th, CPU kits must also be purchased.

K-5 + CPU + BPU: This bundle is for schools wishing to implement the Bullying Prevention Unit (BPU) in addition to the required Second Step SEL curriculum and CPU.

Bullying Prevention Unit: The single Bullying Prevention Unit kit for K-5th can only be purchased if you are already implementing the Second Step SEL curriculum or you wish to implement in a specific grade only. Otherwise, applicant must purchase the corresponding bundle kit that includes the BPU.

Child Protection Unit: Applicants who are currently implementing Second Step in one or more of the following grades: Pre-K-5th may purchase single grade CPU's or bundle CPU's through this application.

If you need further information regarding how many kits to purchase, or which bundle is appropriate, please contact the Committee for Children directly at (800) 634-4449 ext. 200.

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: **Application Budget Template**: Submit in Excel format.

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

Form E: **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.

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- OPFS Employer Criminal Background Check form
2. Tax Compliance Form
3. Security Immigration & Compliance Contractor Affidavit
4. Vendor Management Form
5. 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 Form- 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

A-1: **Program Timeline:** To be completed to cover July 2016 – June 2017

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

A-3: **Fiscal Agent's Financial Statements:** Fiscal agent must maintain compliance and eligibility to receive state funds by complying with audit of OMB Circular A-133 "Audits of States, Local Governments, and Non-Profit Institution" and requirements of O.C.G.A. 36-18-7

Reference: <https://www.audits.state.ga.us/nalgad/rlocgovt.html>

Reference: https://www.audits.state.ga.us/nalgad/Audit_law_OCGA_36-81-7_effective_2004.pdf

Submit the following:

Local Unit of Government Applicant must submit the following:

Local units of government must attach to the application an audit from the most recently concluded fiscal year in accordance with OMB Circular A-133

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

7. SELECTION AND CONTRACT AWARD PROCESS

OPFS 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 OPFS will not permit applicants to add information to their application after submission unless clarification or additional information is requested by OPFS.

OPFS 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, 2016 and end June 30, 2017. Communication via

telephone, email, and/or fax regarding award notices is prohibited before official notification by OPFS.

Contract Award Agreement

OPFS will offer a reimbursement contract agreement to selected applicants for purchase of Second Step program materials. OPFS 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 OPFS 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.

OPFS 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

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

1. **Financial and Program Reporting:** OPFS 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:** OPFS 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, 2016-July 14, 2016	<ul style="list-style-type: none"> • Executed contract award agreement and attachments 	2 weeks after receipt of contract
July 15, 2016-September 5, 2016	<ul style="list-style-type: none"> • Submission of a signed “Performance Report and Payment Request” • Planning program report • Submission of a financial report that includes documentation of the curriculum purchase 	September 15, 2016

September 6, 2016-December 31, 2016	<ul style="list-style-type: none"> • Submission of a signed "Performance Report and Payment Request" • Implementation program report 	January 15, 2016
January 1, 2017-March 31, 2017	<ul style="list-style-type: none"> • Submission of a signed "Performance Report and Payment Request" • Implementation program report 	April 15, 2017
April 1, 2017-June 15, 2017	<ul style="list-style-type: none"> • Submission of a signed "Performance Report and Payment Request" • Ending Perspective implementation program report • Outcome data 	June 30, 2017

8. TECHNICAL ASSISTANCE

OPFS asks that applicants direct all questions to the program contact 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
Office of Prevention and Family Support Program Specialist
Laura.Griggs@dhs.ga.gov
(404) 657-5152

FINANCIAL/ADMINISTRATIVE QUESTIONS:

Troy Scott
Finance Officer
Troy.Scott@dhs.ga.gov
(404) 657-5140

SECOND STEP CURRICULUM QUESTIONS:

Jennifer Balogh
Regional Outreach Manager-Committee for Children
jbalogh@cfchildren.org
(1800) 634-4449 Ext. 6522



**Georgia Division of Family
and Children Services**
Office of Prevention and Family Support

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-Office of Prevention and Family Support (DFCS-OPFS) is interested in funding systems that are willing to make a commitment to implementing the Second Step program over a period of one year. I assure that our school system/school/organization, if funded to implement the Second Step program by DFCS-OPFS, 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-OPFS at the prescribed intervals, OPFS maintains the right to request that Second Step Curriculum be returned to OPFS and/or a repayment of funds awarded by OPFS for the Second Step program be returned to DFCS-OPFS.
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 from DFCS-OPFS 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 Steps curriculum to DFCS-OPFS and/or an immediate repayment of funds issued by DFCS-OPFS.

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.*



**Georgia Division of Family
and Children Services**

Office of Prevention and Family Support

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*. Please complete the appropriate chart 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>CPU</i>	<i>BPU</i>	<i>Total</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 OPFS. This individual will be responsible for submitting reports to our office.

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

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**

Attachment A-1

Office of Prevention and Family Support – Georgia Division of Family and Children Services

Second Step Contract Program

Program Timeline

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

Month	Program Activities
July 2016 (Planning)	•
August 2016 (Planning)	•
September 1-5 2016 (Planning)	•
September 6-30 2016	•
October 2016	•
November 2016	•

Month	Program Activities
December 2016	•
January 2017	•
February 2017	•
March 2017	•
April 2017	•
May 2017	•
June 2017 (Summer)-if applicable	•

Attachment A-2

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

Applicant Financial Statements

Attachment A-4

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

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