

**Tom Rawlings** 

Director

## Prevention and Community Support

Second Step Social Emotional Learning (SEL) Curriculum, Child Protection Unit, & Bullying Prevention Unit

January 15, 2020

### Today's Presenters



Jennifer Sanderlin

Sr Education Partnerships Manager
Committee for Children



**Forrest Walter** 

Education Account Manager
Committee for Children



**Laura Griggs** 

Program Specialist

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

#### Let's Get Started

- Georgia Division of Family and Children Services (DFCS)
  - Mission: to strengthen Georgia by providing individuals and families access to services that promote self-sufficiency, independence and protect Georgia's vulnerable children.
- Prevention and Community Support Section (PCS)
  - 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.
  - PCS Contact: Laura Griggs, Program Specialist & Deborah Chosewood, Deputy Director
  - Committee for Children Contact: Jennifer Sanderlin, Senior Education Partnerships Manager



#### Why SEL?

- Studies have shown that providing children with SEL can greatly affect their educational capacity, their school and at-home behavior, their sense of self-worth, and their resiliency to potentially traumatic events.
- SEL in GA helps to create safe, healthy, nurturing relationships and environments for children and families.
- Keeping children safe from abuse through education is a priority for DFCS-PCS. Giving young children the tools they need to succeed academically, emotionally, and in their relationships will allow for the healthy development of adults ready and able to be successful members of society.

### Why Second Step?

- Second Step is a powerful framework that improves the conditions for learning and helps students develop essential social-emotional skills. It works extremely well with Positive Behavioral Interventions and Supports (PBIS) to build a sustainable network of practices, procedures, interventions, and supports that benefit all children.
- The CPU is designed to help school admin develop a comprehensive child protection plan and prepares all staff to recognize indicators of CAN, identify staff violations of child protection policies, respond to child disclosures of abuse and teach personal safety skills to students.
- The BPU is designed to prevent bullying by changing multiple levels of school ecology through intervention components that affect schools and classrooms, peer norms and behavior, and individual attitudes and skills.

#### DIVISION OF FAMILY & CHILDREN SERVICES



#### **Committee for Children since 1979**

#### **Our Mission**

To foster the safety and well-being of children through social-emotional learning and development

**Our Work** 



#### **Our Advocacy**

Committee for Children advocates at both the state and federal level for policies and laws that support social-emotional learning in schools, prevent bullying, and protect children.

**40 Years of Impact** 

#### Benefits of Universal Classroom-Based Program

PROMOTE

Social-emotional skills

Positive relationships

Personal safety

Academic achievement

# PREVENT

Conduct problems

Bullying and aggression

**Emotional distress** 

Teacher burnout

#### **K-5 Program Components**

- Scripted Lessons
- Visuals: Puppets, Posters, Cards
- Media: Songs, Videos and Photos
- Brain Builder Games
- Skill Practices
- Reinforcement Activities
- Take Home Activities
- Academic Integrations
- Training is included



#### **EL- Grade 5 Suite At-a-Glance**

#### 22-28 Lessons each grade level

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

#### 5-6 Lessons

- Bullying Prevention (K–5)
- Child Protection (EL-5)

20-40 minutes – 1x per week Early Learning 5-7 min per day



Grade 3. Unit 2

Practice in finding things they have in common with other students can help children develop empathy

and avoid the stereotyping that can fuel trasing and other forms of bullying. Teasing is a very common and hurtful form of bullying, and it is important for

Day 4 Play "The Empathy Song." Discuss ways students can use empathy to help them notice and

Have students complete the Weekly Skill Check. Sample check-in stateme Having empathy helps me understand and accept how others are different from me
 Accepting and appreciating people's differences is respectful.

children to understand that it is wrong.

Day 1 Teach the lesson

#### **EL-Grade 5 Lessons**

- Fully scripted, explicit instruction
- Lesson planning notes included
- Engaging activities: games, songs, videos and role play
- Academic Integration activities included
- Spanish translations



**Lesson 8: Accepting Differences** 

#### Lesson Concepts

- Having empathy helps you understand and accept how others are the same as or

#### Warm-Up

Have students sit. Show Lesson Card 7. Use the Wrap-Up to review.

be assertive and comment on ns. Vasaman explains that they are ns from Iran. She teaches Olivia how to they play together at recess. Yasaman

> bout what Olivia could say to the other it school if they tease or laugh at Give think-time. Turn and tell your partner ng hurts people, and it's against the rules! treated with respect. Think about how you'd

7. What can help Olivia and the other students feel or understand how Yasaman might be feeling? (Imagine being her. Remember when they were teased.) Point to the Empathy poster. Having empathy helps you understand things from someone else's perspective. This helps you accept and appreciate others' differences. Accepting people's

Let's listen to "The Empathy Song." Show a thumbs-up each time you hear what "empathy" means.

Today's activity will help you get to know your partner better. Knowing people better helps you accept and

Think about the ways you learned you and your partner were similar and different during today's Brain Builder. Think about something you'd like to learn from your partner, like how Olivia wanted to learn how to make

Have students sit with their Second Step partners. Distribute one copy of the Lesson 8 Handout plus colored pencils to each student. Read the directions out loud. Give students about ten minutes to complete the handout. When students are finished, have the class discuss their thoughts and feelings about the activity.

Show a thumbs-up if you learned something new about your partner. Comment on the number of thumbs up. The more you know someone, the more you can appreclate that person as an Individual

#### Wrap-Up

Today you learned about noticing similarities and accepting people's differences. Accepting differences \_\_ (respect). What can help you understand another person's perspective? (Empathy.) Having empathy and showing respect help you get

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 8.



**Better People** 

#### Middle School Program At-a-Glance

26 Lessons each grade level Fully Digital – Teaching Portal

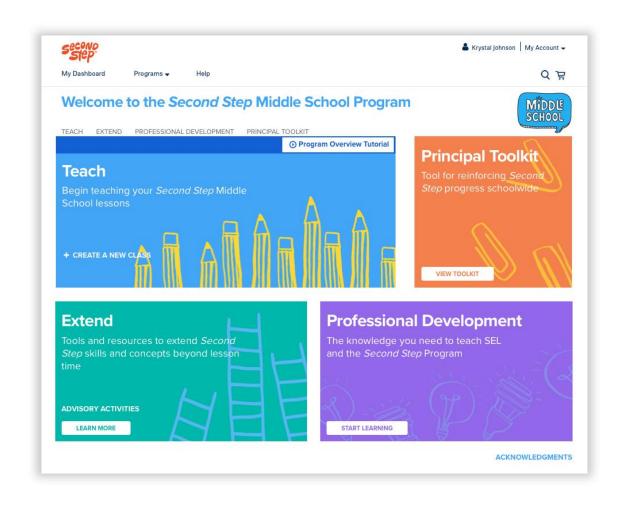
Unit 1: Mindsets & Goals

**Unit 2:** Values & Friendships

Unit 3: Thoughts, Emotions & Decisions

Unit 4: Serious Peer Conflicts

25 minutes – 1x per week



#### **Effective Implementation**

#### **FIDELITY**

The extent to which the program is taught as presented in the curriculum and support materials

#### DOSAGE

The quantity, intensity, and duration with which program components are taught



#### QUALITY

How well the program is taught

#### STUDENT RESPONSE

The extent to which students are engaged and affected by the lessons and activities<sup>5</sup>

#### **Second Step Online Resources**



Teaching & implementation Tools

4 Staff training resources

Video examples & classroom demos

Digital versions of program resources

3 Spanish translations

Family resources and tools to engage families

#### **EL-Grade 5 Child Protection Unit**



#### **Child Protection Online Training**

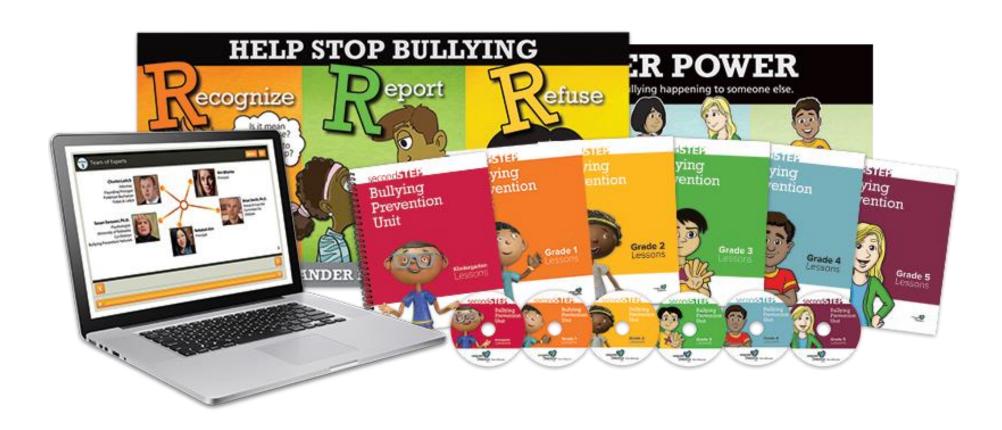
Leadership module: policies and procedures

- Staff training module: recognize signs and behavior, respond, report
- Teaching module: teach the lessons and engage families

#### **Child Protection – 6 Lessons**



#### **K-5 Bullying Prevention Unit**



### **Bullying Prevention Online Training**

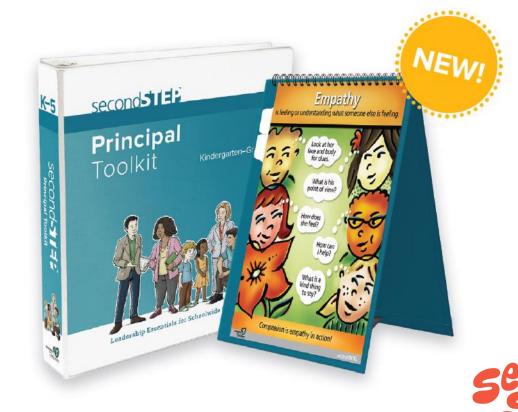
Policies & Procedures for Administrators

Recognize, Respond, Report for ALL staff

How to teach the lessons and engage families

#### **Second Step K-5 Principal Toolkit**

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



Better People

## Second Step, Child Protection Unit (CPU) & Bullying Prevention Unit (BPU) Funding FY21 Overview

- This Statement of Need (SoN) is for implementation of the Second Step SEL (Social-Emotional Learning) Curriculum (for grades Pre-K-8<sup>th</sup>) as well as the Child Protection Unit (CPU) for grades Pre-K-5th and the Bullying Prevention Unit (BPU) for grades K-5<sup>th</sup>.
- In addition, applicants may apply for the optional Principal Toolkit.
- This is a 1-year funding opportunity for schools/organizations that are awarded for Pre-K -5<sup>th</sup> and a 5-year funding opportunity for those awarded for 6-8<sup>th</sup>. Districts/non-profits may choose to apply to implement in as many schools and/or grades as they wish.

### Applicant Eligibility

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

### **Application Timeline**

- Application due with a postmarked date of February 10, 2020 by 5pm.
- The contract period begins July 1, 2020 and ends June 30, 2021. There will be
  a 2-month planning period during which teachers must be trained.
- If awarded MS funding, you will be required to continue reporting for the duration of the digital subscription period of 5 years.
- Those awarded will have July 1, 2020 September 6, 2020 as a planning period and full-service implementation will be expected September 7, 2020.
- Page 16 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 6th to be trained. Steps to become trained will be included in the kit that the contractor will purchase.
- Service implementation must begin September 7, 2020.
- 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.

• In implementing Second Step we have found that you really need to purchase one kit for each classroom.

Must be implemented with all children, not just those identified as 'at risk.'

### Disqualification Factors

- 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.

### **Application Instructions**

- Submit 1 original, 3 copies of original, and 1 electronic copy on thumb drive. The proposal narrative must be in word, the budget in excel and all attachments as pdfs.
- 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 9-10 of the SoN (3e. Application Order).
- Submit with a postmarked date no later than 5:00 pm on February 10, 2020.
- We will not accept hand deliveries, office-metered postmarks, faxed or emailed applications.
- Address is listed on page 8 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 Summary (page 10 of SoN) 4a.
  - Statement of school need: please state how your school(s) could benefit from this curriculum. Use of statistics or data is a good idea for this section.
  - Target Population to be served: please list the target population that will be receiving Second Step.
  - Description of implementing school and grade level(s) to be served by SS SEL, BPU and CPU: Clearly describe the breakout of grades if implementing in an after-school setting.
  - Example: All 5<sup>th</sup> grade students, in 4 classrooms, at ABC Elementary School, will be receiving the SS SEL, CPU, & BPU during Homeroom.

- 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.
- 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 <a href="http://strengtheningfamiliesga.net/about-sfg/">http://strengtheningfamiliesga.net/about-sfg/</a>. Please describe how your school(s) use of the Second Step curriculum will increase at minimum one of the Five Protective Factors for families.

- Administration 4b. (page 11 of SoN)
- 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.

- Target Population 4c. (page 11 of the SoN)
- Applicants must serve one or more of the following grades: Pre-K through 8<sup>th</sup>
  - 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 20 of SoN).

- Methods and Procedures 4d. (page 11 of SoN)
  - Program Timeline (A-1): Comprehensive timeline to cover July 2020 –
     June 2021 (see A-1). Pages 21-22 of SoN
    - o 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.
    - How will you support teachers in implementation and help them be successful?

- 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
  - o 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.

- Describe what subject the Second Step curriculum will be implemented in.
  - Further define the target population to include as many details as possible. Ex. 6<sup>th</sup> graders during Homeroom in ABC Middle School OR Second Step SEL curriculum and CPU and BPU with K-5<sup>th</sup> on Tuesdays during Health classes at ABC Elementary School
- Describe how the Principal Toolkit will be used to enhance school climate, if applicable.
- 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.

### **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.
  - 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 in your digital submission. Applicants are required to receive budget approval from Jennifer Sanderlin with Committee for Children before applying (page 13 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 18 of the SoN).
- Form D: Target Population and Sponsorship Form: Blue ink. Fill accordingly. (page 20 of the SoN) - System Wide Sponsor & a School Sponsor
- 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 (the person who will complete reports).
- It is not essential that the school sponsor 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 2020 June 2021
- 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
- A-5 Protective Factors Attachment

### Other Required Forms

- School Systems must submit the following: PCS 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 Documentation (see 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* when you submit your proposal. You can find these attachments on the PCS website: <a href="https://dfcs.georgia.gov/funding-opportunity">https://dfcs.georgia.gov/funding-opportunity</a>

#### Outcome Measures

- Each quarter, contractors must submit a report (reporting form will be created by PCS) that will review progress made during the school year.
- Note: This reporting form and a reporting guide will be sent to you if awarded a contract
- Annual Measures to be Reported:
  - Academic Achievement (95% of target population will be promoted to next grade)
  - Student Behavior (75% free of in school suspension; 90% free of out of school suspension and expulsion)
  - Child Maltreatment (97% free from child maltreatment)
  - Number of students served and number of classrooms implementing.
  - Office referral and abuse disclosure data at the beginning and end of contract year.

#### Notification of Awards

• PCS 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 PCS.

#### **Empowering Educators**



#### **Contact Information**

PCS:

Laura Griggs, Program Specialist Laura.Griggs@dhs.ga.gov 404-657-5152

Deborah Chosewood, Deputy Director <u>Deborah.Chosewood@dhs.ga.gov</u> 404-656-9255

Regina Mobley, Finance Officer Regina. Mobley@dhs.ga.gov 404-657-9391

Committee for Children:

Jennifer Sanderlin, Senior Education Partnerships Manager <u>isanderlin@cfchildren.org</u> 800-634-4449, ext. 6522

Forrest Walter, Education Account Manager, <a href="mailto:fwalter@cfchildren.org">fwalter@cfchildren.org</a> 800-634-4449, ext. 6488

https://dfcs.georgia.gov/funding-opportunity