



COLORADO
Department of Education

Funding Opportunity

Applications Due: Thursday, November 1, 2018 by 11:59 pm

Application Information Webinar: Wednesday, September 19, 2018 at 1:00pm

Letter of Intent Due: Friday, September 21, 2018 by 11:59 pm

SCHOOL BULLYING PREVENTION AND EDUCATION GRANT PROGRAM

PURSUANT TO: 22-93-101 § C.R.S.

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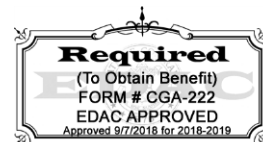


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School Bullying Prevention and Education Grant 2018

Applications Due: November 1, 2018 by 11:59 pm

Introduction

Bullying affects thousands of students each year. Although prevalence rates vary from study to study, around 30% of students report being a part of bullying as either a victim or perpetrator (see Rivara & Le Menestrel, 2016). Involvement in bullying, regardless of one's role, can have lasting negative consequences including decreased academic achievement, increased likelihood of dropping out of school, depression, and anxiety (see Swearer, Collins, Radliff, & Wang, 2011). Reducing the frequency of bullying in schools is a complex endeavor that often requires team-driven shared leadership utilizing family, school, and community involvement. Implementing evidence-based bullying prevention best practices gives all stakeholders the best chance to provide lasting improvements to stop bullying.

Purpose

The Colorado School Bullying Prevention and Education Grant Program (BPEG) is authorized by C.R.S. 22-93-101 to provide funding to reduce the frequency of bullying incidents. This includes:

- 1) Implementing evidence-based bullying prevention practices with fidelity;
- 2) Family and community involvement in school bullying prevention strategies;
- 3) Adopting specific policies concerning bullying education and prevention;
- 4) Using data to effectively problem solve local bullying concerns;
- 5) Developing/Adopting a team at each school to lead the bullying prevention efforts;
- 6) Developing and including student voice in bullying prevention efforts;

See Attachment A for the Program Rules for Administration.

Eligible Applicants

Eligible applicants include:

- School districts and the Charter School Institute (on behalf of a school or a collaborative group of schools);
- Charter Schools*;
- Boards of Cooperative Services (on behalf of a school or a collaborative group of schools);
- Facility schools approved pursuant to C.R.S. 22-2-402 (1); and
- Current BPEG grantees.

*Please note: Individual charter school applicants must obtain signatures from their authorizing district or the Charter School Institute (CSI). If awarded a grant, the charter school's authorizer or CSI will be the fiscal agent.

Application Format

There are two phases to the application process.

Phase 1

- Phase 1 has three parts:
 - Phase 1, Part I is the application introduction.
 - Phase 1, Part II is the Evaluation Narrative.
 - Phase 1, Part III is only required for returning grantees. Returning grantees must complete the School Fidelity to the BPEG form (Attachment B) for each school currently in the BPEG and submit it with Parts I and II of the application.
- Phase 1 is due to CDE on November 1, 2018 by 11:59PM.

- After a competitive review, some applications will be selected based on the criteria specified on page 7 and the rubric criteria on pages 16-20 to advance to Phase 2. CDE will notify these applicants by November 26, 2018 by 11:59PM.

Phase 2

Applicants recommended for approval after Phase 1 will move to Phase 2.

- Phase 2 requires applicants to complete readiness activities for each school.
 - Evidence of completion of Phase 2 activities is due to CDE on May 1, 2019 by 11:59PM.
 - Applicants will be notified of their formal acceptance into the BPEG by June 1, 2019 by 11:59PM.
 - The template for the Readiness Assessment can be found in Attachment F.
- The submission of duplicate applications that are identical, except for names and descriptions of the eligible site, will not be accepted. Responses from applicants in the same district or working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible site(s).

Available Funds

- After acceptance into Phase 2: \$1,000
- After acceptance into the BPEG: \$25,000 per school, per year

Approximately \$2 million is available for the 2019-2020 fiscal year for approximately 100 schools. Full funds will be awarded by CDE no later than July 31, 2019. Grant awardees will be responsible for spending awarded funds in accordance with the approved budget and timeline within the grant application.

If applicants are selected to move on after the first phase of the application process, they will have access to a maximum of \$1,000. This funding will be available no later than January 31, 2019 (Year 0 of the grant) for the sole purpose of monitoring and executing the distribution, collection, standardization, and analysis of a baseline survey of student perceptions of bullying. This can include, but is not limited to, the purchasing of a professionally designed and validated survey, stipends for teachers' extra duty to execute the survey, and efforts to obtain parent opt-in permission forms. The same survey must be used across the life of the grant to allow for an accurate measure of the change in student reported bullying.

If applicants are accepted into the grant, they will receive full funding in July of 2019.

Amount of Requests: Proposed budget requests should indicate the number of schools to receive funds, as identified on the cover/signature page. The grant request should include a budget for each school. Each school's budget should describe the amount of funds to be used for Year 0 of the grant as well as the entire three-year period of the grant delineated by year.

The grant request should not exceed \$25,000 per recipient school per year. For example, if an eligible district proposes to include three high schools in its grant application, the maximum amount that could be requested is \$25,000 per school, per year, for a total of \$75,000 per year. Note: The amount requested must be justified in the budget narrative and worksheet.

Individual schools interested in applying are encouraged to contact their district-level leadership to determine if other schools in the district are also applying. A multi-school district application may provide a more efficient use of funds.

Allowable Use of Funds

Awarded funds shall only be used for the following purposes:

- 1) Hiring or designating an Implementation Coach that will be qualified to provide support, ongoing progress monitoring, data analysis, and reporting to CDE of the progress of the bullying prevention best practices. See Attachment C for a list of Implementation Coach competencies.
- 2) The cost of implementing evidence-based bullying prevention best practices (e.g., purchasing a curriculum, training).
- 3) Educating and/or including students' parents and legal guardians regarding:
 - a. The policies concerning bullying prevention and education;
 - b. ongoing efforts to reduce the frequency and intensity of bullying incidents; and
 - c. strategies for involving families and the community in school bullying prevention.
- 4) Developing student leadership and voice in the creation and implementation of bullying prevention strategies.
- 5) Monitoring and execution of the distribution, collection, standardization, and analysis of survey data collected.
- 6) Monitoring and execution of procedures that ensure the confidentiality of each student's answers to the survey.
- 7) Monitoring and execution of the distribution, collection, and analysis of implementation data that indicate the degree to which the school, leadership team, and school staff implement the evidence-based bullying prevention best practices.
- 8) Administrative costs (maximum of 5% of total funds).

Funds from this opportunity must be used to **supplement and not supplant** any federal, state and/or local moneys currently in place. Funds must be expended by June 30 each year. Funds may be carried over from year-to-year if the grantee completes a formal rollover request.

Application Timeline

September 12, 2018	RFP released
September 19, 2018	Application Information Webinar at 1:00pm
September 21, 2018	Letter of Intent due no later than September 21, 2018 by 11:59pm
November 1, 2018	Phase 1 of applications due to CDE no later than November 1, 2018 by 11:59pm
November 1-16, 2018	Review of Phase 1 applications
November 26, 2018	CDE notifies those accepted into Phase 2 of the application process no later than November 26, 2018 by 11:59pm
November 28, 2018	CDE-led webinar for Phase 2 applicants to provide support with Phase 2 activities
Nov 28 – May 1, 2019	LEAs accepted into Phase 2 will work with CDE to finalize grant activities, budget, and readiness activities
Spring 2019	Phase 2 Applicants administer baseline student survey on the prevalence of bullying
May 1, 2019	Evidence of the completion of Phase 2 activities due to CDE no later than May 1, 2019 by 11:59pm
June 1, 2019	Formal notification of acceptance into the BPEG communicated to LEAs no later than June 1, 2019 by 11:59pm

Duration of Grant

Grants will be awarded for a three-year term beginning in the 2019-2020 school year. The grant will expire at the end of the 2021-2022 school year. Please note: **Each year of grant funding is contingent upon annual appropriations by the State Legislature.**

Funded applicants will be eligible for continued funding in the second and third years of the grant cycle after successfully demonstrating the following in a timely manner:

- Completion of all required annual evaluation materials (e.g., annual survey)
- Adequate progress improving BPEG Self-Assessment scores
- Submission and full completion of all required Annual Report materials
- Submission of budgets and financial reports

Evaluation and Reporting

Each applicant that receives a grant is required to report, at a minimum, the following information to the Department on or before June 30, 2020 and each subsequent year of the grant:

- 1) An evaluation report (see Attachment D) that includes:
 - The evidence-based best practices in bullying prevention that the grantee(s) implemented or plan to implement using the grant moneys;
 - The number and grade levels of students who participated in or plan to participate in each of the bullying prevention practices or services provided;
 - The progress made in including families and communities in school bullying prevention strategies;
 - The progress made in adopting specific policies concerning bullying education and prevention;
 - The progress made in implementing the evidence-based best practices in bullying prevention with fidelity; and
 - The progress made in reducing the frequency of bullying as indicated by school surveys and other relevant measures.
- 2) An annual financial report.
- 3) If continuation funds are appropriated by the State Legislature, submission of a formal rollover request will be required for schools to keep unused funds for the next year of the grant.

In addition to evaluation reporting, Implementation Coaches will be asked to submit progress reports three times a year to CDE on:

- the areas of the grant on which there has been a focus;
- the successes for each of the seven sections of the BPEG Self-Assessment;
- the areas for improvement for each of the seven sections of the BPEG Self-Assessment; and
- the future direction for each of the seven sections of the BPEG Self-Assessment.

The LEA will be required to submit an Interim Financial Report three times each year to ensure funds are being drawn down in a timely manner.

*Please note: Sites receiving a grant through the BPEG may be selected for a site visit by CDE program staff at some point during the life of the grant.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared and stored. PII will not be collected through the BPEG. All program

evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with [CDE's information privacy and security policies and procedures](#).

Application materials for this grant must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students.

Additionally, opt-in procedures must be documented and followed as part of the grant program. In accordance with rule 3.03.6.4, grantees are required to implement an active opt-in procedure for parents and students for any surveys used as a part of the grantee's program. This means that parents/guardians must sign a document stating that they agree to allow their child to complete the assessment. It includes ensuring students are knowledgeable that surveys are voluntary and not required.

Review Process and Timeline

There are two phases to the application.

Phase 1

Phase 1 has three parts with Part III only needing to be completed by current grantees who are reapplying for the grant. Phase 1 is due to CDE on November 1, 2018 by 11:59PM.

Applications selected to advance to Phase 2 will be notified by November 26, 2018 by 11:59PM.

Phase 2

Phase 2 requires applicants to complete readiness activities described below for each school. Evidence of completion of Phase 2 activities is due to CDE on May 1, 2019 by 11:59PM. Applicants will be notified of their formal acceptance into the BPEG by June 1, 2019 by 11:59PM.

Applications will be reviewed by CDE staff to ensure they contain all required components. This funding opportunity is a competitive process. There is no guarantee that submitting an application will result in funding or funding at the requested level.

New Applicants

New applicants must score at least 98 points (70%) out of the 140 possible points on Phase 1 of the application to be approved for funding. Applications that score below 98 points on Phase 1 *may* be asked to submit revisions that would bring the application up to a fundable level. Phase 1 applications selected to move on to Phase 2 of the application process will be notified by November 26, 2018. Evidence of the completion of required activities for Phase 2 of the application are due to CDE by May 1, 2019.

Returning Grantees

Returning grantees that are reapplying to be in the BPEG must score at least 98 points (70%) out of the 140 possible points on Phase 1 of the application and fully complete Phase 1 Part III of the application. For Part III, returning grantees must complete a copy of the School Fidelity to the BPEG form (Attachment B) for each school currently in the BPEG and submit the document(s) with Parts I and II of the application. Any current BPEG school that does not have a score submitted on the School Fidelity to the BPEG form will not be eligible for continued funding. Each school must receive at least 7 points (70%) out of the possible 10 points on the School Fidelity to the BPEG form to be eligible to continue receiving funds through the grant. Any school that receives a score of "0" on any of the items for Phase 1 Part III may not be eligible to receive funding for the next grant cycle.

Districts may choose to add new schools to replace any schools that are not eligible to receive funding for the next grant cycle and this should be reflected in the application narrative in Part II. If the number of eligible schools exceeds the available funding for the grant, individual school total scores may be used to determine which schools receive funding. Please adjust the budget to reflect only schools that are eligible for funding.

Part III must be completed by current grantees to receive funding.

Phase 1 applications selected to move on to Phase 2 of the application process will be notified by November 26, 2018. Evidence of the completion of required activities for Phase 2 of the application are due to CDE by May 1, 2019. All award decisions are final. Applicants not meeting the qualifications will be notified and may reapply for future funding opportunities. Applicants will be notified of final award status no later than June 1, 2019.

Technical Assistance

Pursuant to 22-93-101 § C.R.S., a [website that provides resources and evidence-based best practices in bullying prevention](#) is publicly available on CDE's website.

Additionally, this website makes available [application resources](#) such as the procedures for the distribution, collection, standardization, and analysis of data collected from surveys of students' impressions of the severity of bullying in their schools. These procedures include those to ensure the confidentiality of each student's answers to the survey and to clarify that the completion of a survey shall be voluntary and shall not be required of any student.

Moreover, the website provides [guidance on the required survey questions](#): (a) how frequently do students perceive themselves to be a target of bullying and, (b) how frequently do students witness bullying. There are four different surveys that may be used to evaluate bullying behaviors in schools:

1. **Safe Communities Safe Schools Survey (SCSS):** This school climate survey was developed at the University of Colorado (CU) and includes a comprehensive set of bullying items including perpetration, witness, and target scales. In addition, hot spots and reporting items are included. Other scales measured in the survey include school climate, risk and protective factors, problem and prosocial behaviors, and mental/behavioral health items. There are parent and staff versions of the assessment as well. A full report is provided to schools on their results in addition to consultation from CU. Schools interested in the SCSS survey should email Susanne Maher (Susanne.A.Maher@colorado.edu) and Sabrina Mattson (Sabrina.Mattson@colorado.edu).
2. **Healthy Kids Colorado Survey (HKCS):** The HKCS is a voluntary, confidential, anonymous, and free survey for middle and high school students. The HKCS is sponsored by the Colorado Departments of Education, Public Health and Environment, Safety, and Human Services. The HKCS collects information to better understand youth health and what factors support youth to make healthy choices. To align with the requirements of the grant, the HKCS will be completed annually in the spring and may be shortened to questions specifically on bullying. This survey may be completed electronically or using paper and pencil. If you are interested in selecting the HKCS for the BPEG, please email hkcs@ucdenver.edu
3. **Two-Item Survey:** This is the minimum required for applicants to have their grant accepted. The two items must assess (1) the frequency with which students perceive themselves to be a target of bullying, and (2) the frequency with which students witness bullying within the past year. Applicants will be responsible for the creation, administration, and result reporting for this survey option.
4. **Existing or Other Survey:** This option can be another survey that the school is already using or would like to use as long as the two required items related to the BPEG are represented. Note: The specific questions that measure bullying behaviors must be provided to the Department with the application for approval.

All surveys can be conducted in electronic or paper-and-pencil formats.

An application information webinar will be held on September 19, 2018 at 1:00PM. Register for this technical assistance via Survey Monkey at: <https://www.surveymonkey.com/r/BPEGWebinar>. If you have questions or issues regarding registration, please email CompetitiveGrants@cde.state.co.us.

For grantees selected to move on the Phase 2 of the application process, a webinar will be held on November 28, 2018. This webinar will support applicants with the requirements for Phase 2 and effective strategies to accomplish these requirements. Additionally, the grant coordinator will be available to provide technical assistance during Phase 2.

If interested in applying for this funding opportunity, please submit the Letter of Intent (see **Attachment E**), via SurveyMonkey at: <https://www.surveymonkey.com/r/BPEG2018> by **September 21, 2018 by 11:59 pm**.

Submission Process and Deadline

One electronic copy of Phase 1 of the application and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us by November 1, 2018 by 11:59 pm. The electronic version should include all required elements of Phase 1 of the application as one document. Please attach the electronic budget workbook as a separate document to the email. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us.

The application materials and budget are available for download on the CDE website at: <http://www.cde.state.co.us/mtss/bullying>.

Submit the electronic copy of Phase 1 of the application and electronic budget to: CompetitiveGrants@cde.state.co.us
By: **November 1, 2018 by 11:59 pm**

Required Elements

The format outlined below must be followed in order to ensure consistent review of the evaluation criteria. **See the evaluation rubric for specific selection criteria needed in Part II (pages 16-20).**

Phase 1 (Due November 1, 2018):

Part I: Application Introduction (*not scored, does not count toward page limit*)

Cover Page
Assurances Form
Executive Summary (*no more than 1 page*)

Part II: Evaluation Narrative (*cannot exceed 12 pages*)

Section A: Needs Assessment
Section B: Program Description
Section C: Policies and Practices
Section D: Evaluation and Reporting
Section E: Budget Narrative and Electronic Budget

Part III: (Current Grantees Only)

Section A: School Fidelity to the BPEG (Attachment B) for Each Reapplying School

Required Attachments:

Electronic Budget (*does not count toward page limit*)

Phase 2 (Due May 1, 2019):

Readiness Activities

Section A: Readiness Assessment (for each school)

Section B: Baseline Survey Results (for each school)

Colorado School Bullying Prevention and Education Grant Program Application 2019-2022

PART IA: Cover Page <i>(Complete and attach as the first page of proposal)</i>			
Name of Applicant:			
Mailing Address:			
District Code:			
Authorized Representative:			
Telephone:		E-mail:	
Program Contact Person:			
Telephone:		E-mail:	
Fiscal Manager:			
Mailing Address:			
Telephone:		E-mail:	
Type of Education Provider: <i>Check one box below that best describes your organization.</i>			
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input type="checkbox"/> Charter School Institute <input type="checkbox"/> Facility School			
Region: <i>Indicate the region(s) this proposal will directly impact</i>			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Recipient School(s): <i>Indicate the intended recipient schools (additional rows may be added).</i>			
Grant Information			
Amount Requested: <i>Indicate the total amount of funding you are requesting for this grant.</i>			
Year 0 (Spring 2019) Baseline Survey: \$ Year 1 (2019-2020): \$ Year 2 (2020-2021): \$ Year 3 (2021-2022): \$			

Please note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part IB: School Information and Signature Page

(Complete for each school receiving funds and attach after cover page. Additional copies of this page may be attached)

School Information and Signatures

School Name: _____ School Code: _____

Principal Name: _____

Principal Signature: _____

Contact Person: _____

Mailing Address: _____

Phone: _____ Email: _____

Bullying Prevention
Program to be Used: _____

Survey to be Used: _____

Contact Signature: _____

Part IC: Assurances Form *(Complete and attach after signature page)*

Colorado School Bullying Prevention and Education Grant 2019-2022

The School Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____ (date), _____ 2018, the Board of _____ (district, BOCES, charter, or facility school) hereby agrees to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the following required evaluation information (see pages 6 and 29):
 - The evidence-based best practices in bullying prevention that the applicant(s) implemented using the grant moneys;
 - The number and grade levels of students who participated in each of the bullying prevention practices or services provided;
 - The progress made in including families and communities in school bullying prevention strategies;
 - The progress made in adopting specific policies concerning bullying education and prevention;
 - The progress made in implementing the evidence-based best practices in bullying prevention with fidelity; and
 - The progress made in reducing the frequency of bullying as indicated by school surveys and other relevant measures.
2. The grantee will use opt-in procedures when administering student surveys.
3. The grantee will administer a survey to students each year to determine, at a minimum, the frequency of (1) bullying victimization and (2) witnessing bullying over the previous year.
4. The grantee will work with and provide requested data to CDE for the Colorado School Bullying Prevention and Education Grant within the time frames specified.
5. The grantee will budget for their bullying prevention committee to attend the grant trainings available for the program they choose, as outlined on the bullying prevention and education [website](#), for the duration of the grant
6. The grantee will not discriminate against anyone regarding race, gender, sexual orientation, national origin, color, disability, or age.
7. Funds will be used to supplement and not supplant services currently in place.
8. Funds will be used to supplement and not supplant any moneys currently being used for student re-engagement services and grant dollars will be administered by the appropriate fiscal agent.
9. Funds will be used, in part, to hire or assign an Implementation Coach for a minimum of 0.2 FTE.
10. That funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
11. That if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
12. Grantee will maintain sole responsibility for the project even though contractors may be used to perform certain services.

The Colorado Department of Education may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Please contact Marti Rodriguez (rodriguez_m@cde.state.co.us or 303-866-6769) **and** Adam Collins (Collins_A@cde.state.co.us or 303-866-6622) of CDE's Grants Fiscal Management for any modifications.

Name of School Board President/BOCES
President/Charter School Board President
(If Applicable)

Signature of School Board President/BOCES
President/Charter School Board President
(If Applicable)

Name of District Superintendent* (If Applicable)

Signature of District Superintendent (If Applicable)

Name of Charter School Institute Authorized
Representative* (if applicable)

Signature of Charter School Institute Authorized
Representative (if applicable)

**Please note: Individual charter school applicants must obtain signatures from their authorizing district or the Charter School Institute.*

Selection Criteria and Evaluation Rubric

Application Scoring *(CDE Use Only)*

Part I: Application Introduction	No Points
Part II: Evaluation Rubric	
Section A: Needs Assessment	/28
Section B: Program Description	/56
Section C: Policies and Practices	/14
Section D: Evaluation and Reporting	/35
Section E: Budget Narrative and Electronic Budget	/7
Total:	/140

Part III: Returning Grantees Only

[List School Name(s) from Attachment B]

[% of Possible Points]

_____	%
_____	%

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Phase 1: Selection Criteria & Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Pages and Assurances

Complete the attached cover page, signature pages, and assurances page then attach as the first pages of the application.

Part II: Evaluation Rubric (140 Points)

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 98 points (70%) out of the 140 possible points and all required elements must be addressed. An application that receives a score of 0 on any items for Phase 1 Part II will not be funded. Importantly, suggestions for responses to many items have been provided on the [CDE bullying prevention and education website](#).

Completion of Sections A – E in a narrative format cannot exceed 12 pages. All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages. The signature page must include original signatures of the lead organization/fiscal agent.

Section A: Needs Assessment	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
1) Describe your need for bullying prevention and education, based on an analysis of data. Address: <ul style="list-style-type: none">• Frequency and severity of bullying behavior (e.g., office discipline referrals and other discipline data such as harassment, aggressive behaviors, disrespect); and• Family, teacher, and community input.	0	4	7
2) Briefly identify current and previous attempts to reduce the frequency and severity of bullying behavior. Address: <ul style="list-style-type: none">• What programs were used and how school, family, and community involvement was utilized; and• The successes and areas for continued improvement of previous efforts.	0	4	7
3) Describe efforts to provide a positive school climate to serves as a foundation for effective bullying prevention. See the website for recommended practices for building positive school climate. Address: <ul style="list-style-type: none">• The school-wide behavior expectations that have been, or will be, established; and• The positive recognition systems that are currently used, or will be used, to reinforce expected behaviors.	0	4	7

4) Describe how data are used to inform school climate practices. Address: <ul style="list-style-type: none"> The discipline referral system that has been used, or will be used, to respond to inappropriate behaviors; and The problem solving procedures that have been used, or will be used, to improve school climate based on data. 	0	4	7
Reviewer Comments:			
TOTAL POINTS			/28

Section B: Program Description	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
1) Clearly indicate: <ul style="list-style-type: none"> The evidence-based best practice for preventing bullying that will be implemented; and How the evidence-based program will address the school's needs. See the CDE bullying prevention website for a list of practices along with descriptions.	0	4	7
2) Describe: <ul style="list-style-type: none"> The process for designating/hiring an Implementation Coach that will provide support to school(s) regarding grant implementation; and The planned activities of the Implementation Coach (See Attachment C for a list of Implementation Coach competencies). 	0	4	7
3) Describe: <ul style="list-style-type: none"> The organizational structure of the staff working as part of the BPEG (e.g., Implementation Coach, BPC members); and The rolls and responsibilities each staff will fill for the BPEG (e.g., Implementation Coach supports school lead with grant requirements) 	0	4	7
4) Clearly describe the methods that will be used to ensure implementation fidelity of the chosen evidence-based best practice in bullying prevention as required by the chosen program. See website for recommended implementation tools and strategies. Address: <ul style="list-style-type: none"> Training and technical assistance for the Bullying Prevention Committee (BPC) and school staff; and Tools that will be used to measure implementation, along with the process for problem-solving around those data. 	0	4	7

<p>5) Describe:</p> <ul style="list-style-type: none"> The creation or integration of the BPC into a team at each school who will advise the school administration concerning the severity and frequency of bullying incidents and lead the bullying prevention efforts in each school; and The process for developing and revising that team. 	0	4	7
<p>6) Fully describe how families and the community will be included in bullying prevention efforts. Address how information will be shared regarding:</p> <ul style="list-style-type: none"> The policies and ongoing prevention and education efforts to reduce the frequency of bullying; and The strategies for including families and the community in school bullying prevention implementation. 	0	4	7
<p>7) Address how:</p> <ul style="list-style-type: none"> Student leadership will be included in the implementation of bullying prevention strategies (e.g., regular student meetings with staff); and Student voice will be included in the development of bullying prevention strategies (e.g., student suggestions considered by BPC). 	0	4	7
<p>8) Describe the methods that will be used to ensure sustainability of the chosen evidence-based best practice beyond the life of the grant. See website for recommended strategies. Address:</p> <ul style="list-style-type: none"> How grantees will ensure that grant-funded bullying prevention strategies will be implemented beyond the life of the grant (e.g., diversification of financial opportunities); and Integration into school, family, and community systems. 	0	4	7
Reviewer Comments:			
TOTAL POINTS			/56

Section C: Policies and Practices	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
1) Describe: <ul style="list-style-type: none"> The current district bullying prevention and education policy (JICDE); and How the current district safe school plan will be revised (if necessary) to improve bullying prevention and education. <p>See website for a list of district safe school plans and recommended strategies for improvement.</p>	0	4	7
2) Describe the following for students accused of engaging in bullying behaviors: <ul style="list-style-type: none"> The provisions for adequate due process; and Safeguards (e.g., restorative justice strategies, lack of zero-tolerance policy for bullying). 	0	4	7
Reviewer Comments:			
TOTAL POINTS			/14

Section D: Evaluation & Reporting	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
1) Describe <ul style="list-style-type: none"> The student impression survey that will be used to measure frequency and severity of bullying; and How the survey will be used for problem solving and if it will be administered electronically or via paper-and-pencil. <p>See website for optional surveys along with descriptions.</p>	0	4	7
2) Describe the procedures for: <ul style="list-style-type: none"> Gaining parent and student opt-in permission to complete the above survey including the language that will be used; and Strategies to advertise the survey and gain at least 60% opt-in permission. 	0	4	7
3) Describe the procedures for the distribution, collection, standardization, and analysis of student impression survey data collected. Address: <ul style="list-style-type: none"> When the survey will be administered and how data will be reported; and How data will be used to inform the prevention efforts. <p>See website for recommended procedures.</p>	0	4	7

4) Describe the procedures that: <ul style="list-style-type: none"> • Ensure the confidentiality of each student's answers to the student impression survey; and • Clarify that the completion of surveys will be anonymous and voluntary. See website for recommended procedures.	0	4	7
5) Provide a description of any measures other than a student survey that will be used to assess: <ul style="list-style-type: none"> • Bullying frequency; and • Bullying severity. See website for other potential measures.	0	4	7
Reviewer Comments:			
TOTAL POINTS			/35

Section E: Budget Narrative & Electronic Budget <i>(Electronic Budget Form does not count toward page limit)</i>	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
1) Describe: <ul style="list-style-type: none"> • All expenditures contained in the electronic budget and connect all expenditures to project objectives and activities; and • How the funds awarded under the program will be used to supplement, not supplant, the level of funds available for programs and activities already provided to the students, school, families, and community. <p>Note: The costs of the proposed project as presented in the electronic budget must be reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities.</p>	0	4	7
Reviewer Comments:			
TOTAL POINTS			/7

Part III: Returning Grantees (No Points)

Part III of Phase 1 only needs to be completed by current grantees who are reapplying for the BPEG. This part is designed to evaluate each school's fidelity to the BPEG. Returning grantees must complete a copy of the School Fidelity to the BPEG form (Attachment B) for each school currently in the BPEG and submit the document(s) with Parts I and II of the application. Any current BPEG school that does not have a score submitted on the School Fidelity to the BPEG form will not be eligible for continued funding.

Each school must receive at least 7 points (70%) out of the possible 10 points to be eligible for continued funding through the grant. Any school that receives a score of "0" on any of the items for Phase 1 Part III may not be eligible to receive funding for the next grant cycle. Districts may choose to add new schools to replace any schools that are not eligible to receive funding for the next grant cycle and this should be reflected in the

application narrative for Part II. If the number of eligible schools exceeds the available funding for the grant, individual school total scores may be used to determine which schools receive funding. Please adjust the budget to reflect only schools that are eligible for funding. Part III must be completed by current grantees to receive funding.

Phase 2: Selection Criteria & Evaluation Rubric

Evaluation Rubric (35 Points)

The following criteria will be used by reviewers to evaluate those applicants accepted into Phase 2. In order for the application to be recommended for funding, it must receive at least 25 points (70%) out of the 35 possible points and all required elements must be addressed. An application that receives a score of 0 on any items for Phase 2 may not be funded.

Section A: BPEG Readiness Assessment	0 Points	4 Points	7 Points
1) The BPEG Readiness Assessment	Did not complete all items	Completed items but requires additional clarification	Completed all items with high quality responses
2) Item 2 of the BPEG Readiness Assessment	Did not complete	List of members is complete but does not have a family member or administrator	List of members is complete with a family member and administrator
3) Item 11 of the BPEG Readiness Assessment	Did not complete	Evidence of survey provided and less than 80% of staff report being committed to bullying prevention efforts	Evidence of survey provided and 80% or more of staff report being committed to bullying prevention efforts
Reviewer Comments:			
TOTAL POINTS			/21

Section B: Baseline Survey Report	0 Points	4 Points	7 Points
1) Percentage of eligible students surveyed	Less than 25% of eligible students completed the survey	Between 26% and 59% of eligible students completed the survey	60% or more of eligible students completed the survey
2) Narrative on maintaining or improving the percentage of eligible students surveyed including: a. If your school did not meet the recommended 60% of eligible students, the barriers that prevented this; and/or b. Lessons learned from the first survey administration and how those lessons have changed the plan in place to ensure that 60% of eligible students will be surveyed each subsequent year	No narrative provided	Narrative report is complete but needs clarification	Narrative response is complete and of a high quality
Reviewer Comments:			
TOTAL POINTS			/14
Phase 2 Total Score (Total of Section A + Section B)			/35
Percent of Total			%

Attachment A: Rules for Administration

DEPARTMENT OF EDUCATION

Colorado State Board of Education

RULES FOR THE ADMINISTRATION OF THE SCHOOL BULLYING PREVENTION AND EDUCATION GRANT PROGRAM

1 CCR 301-99

AUTHORITY: ARTICLE XCII, SECTION 1, COLORADO CONSTITUTION. 22-93-101 ET SEQ.; 22-2-107(1)(C) OF THE COLORADO REVISED STATUTES (C.R.S.).

0.0 STATEMENT OF BASIS AND PURPOSE

The Bullying Prevention and Education Program, 22-93-101 et. seq., C.R.S., requires the State Board of Education to promulgate rules to implement and administer the program. At a minimum, the rules must include: Application procedures by which public schools, facility schools, and collaborative groups of public schools and facility schools may apply for grants; criteria for the department to apply in selecting the public schools, facility schools, and collaborative groups of public schools and facility schools that shall receive grants and determining the amount of grant moneys to be awarded to each grant recipient.

1.0 DEFINITIONS

- 1.01 For purposes of the bullying prevention and education grant program, "bullying" means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that a reasonable person would believe is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance; or against whom federal and state laws prohibit discrimination upon any of the bases described in section 22-32-109(1)(II)(I). This definition is not intended to infringe upon any right guaranteed to any person by the First Amendment to the United States Constitution and shall not be used to prevent the expression of any religious, political, or philosophical views.
- 1.02 "Cash Fund" means the school bullying prevention and education cash fund created in section 22-93-105, C.R.S.
- 1.03 "Department" means the department of education created and existing pursuant to section 24-1-115, C.R.S.
- 1.04 "Evidence-based best practices" means that the bullying prevention practice is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to bullying and bullying prevention.
- 1.05 "Facility Schools" means an approved facility school, as defined in section 22-2-402 (1), C.R.S.
- 1.06 "Program" means the school bullying prevention and education grant program created in section 22-93-102, C.R.S.
- 1.07 "Public School" means a school of a school district, a district charter school, an institute charter school, or a board of cooperative services, as defined in section 22-5-103, C.R.S.

- 1.08 “State Board” means the state board of education created pursuant to section 1 of article IX of the state constitution.
- 1.09 “Website” means the Department of Education’s Bullying Prevention Website as outlined in section 2.0., created pursuant to 22-93-106, C.R.S.

2.0 BULLYING PREVENTION WEBSITE

- 2.01 The department of education shall maintain a page on its public website pursuant to 22-93-106, C.R.S.
- 2.01.1 As a part of this website, the department continuously makes publicly available resources and evidence-based best practices in bullying prevention.
- 2.01.2 Using the website, the department will also continuously make publicly available procedures for the distribution, collection, standardization, and analysis of data collected from surveys of students’ impressions of the severity of bullying in their schools for the Bullying Prevention and Education Grant Program.
- 2.01.2.1 These procedures shall include those to ensure the confidentiality of each student’s answers to the survey and to clarify that the completion of a survey shall be voluntary and shall not be required of any student.
- 2.01.2.2 The website will also provide guidance on survey questions, such as the forms of bullying that the student has experienced, where those incidents occurred, how frequently the student witnessed bullying at his or her school and how frequently the student perceives himself or herself to be a victim of bullying.

3.0 APPLICATION REQUIREMENTS AND TIMELINE

- 3.01 As legislated monies are available, the department shall solicit, review, and award grants to public schools, facility schools, and collaborative groups of public schools and facility schools for periods of one to three years.
- 3.02 On an annual basis on a date determined by the Department, public schools, facility schools, and collaborative groups of public schools and facility schools interested in obtaining funding shall submit a bullying prevention grant application electronically to the department, using the application form provided by the Department.
- 3.03 Each application submitted shall include, but need not be limited to the following:
- 3.03.1 A description of the evidence-based best practices for preventing bullying that applicants plan to implement using the grant moneys, including a description of the evidence supporting the chosen practices that have proven successful in other public schools in the country. These evidence-based practices for bullying prevention may be drawn from the department’s bullying prevention website, pursuant to section 2.01.1;
- 3.03.2 A description of the methods that will be used to ensure sustained implementation of evidence-based best practices in bullying prevention that result in improved outcomes and reduced bullying over time and past the grant period;
- 3.03.3 A description of how grantees will use at least a portion of awarded grant moneys for the purpose of educating students’ parents and legal guardians regarding the grant recipient’s policies concerning bullying prevention and education, the grant recipient’s ongoing efforts to reduce the frequency of bullying incidents, and the grant recipient’s strategies for including families and the community in school bullying prevention.
- 3.03.4 A description of how grantees will include student leadership and voice in the creation and implementation of bullying prevention strategies.
- 3.03.5 A description of how the applicant will adopt specific policies concerning bullying education and prevention that includes:
- 3.03.5.1 Creation or revision of a district safe school plan as indicated in 22-32-109.1;

- 3.03.5.2 Provisions for the administration of surveys of students' impressions of the severity of bullying in their schools;
- 3.03.5.3 The designation of a team of persons at each school of the school district who advise the school administration concerning the severity and frequency of bullying incidents;
- 3.03.5.4 Provisions for adequate due processes and safeguards for students accused of engaging in bullying behaviors.
- 3.03.6 A description of the procedures for the distribution, collection, standardization, and analysis of student impression survey data collected, and procedures that ensure the confidentiality of each student's answers to the survey, and clarify that the completion of a survey shall be voluntary and shall not be required of any student..
 - 3.03.6.1 A description of the survey that will be used to ask about how frequently the student witnesses bullying at his or her school and how frequently the student perceives himself or herself to be a victim of bullying;
 - 3.03.6.2 To the extent practicable, grantees may utilize existing forms and procedures, including those outlined on the Bullying Prevention website, to administer surveys;
 - 3.03.6.3 Grantees may use a digital or paper and pencil version of the survey;
 - 3.03.6.4 Grantees are required to implement an active opt in procedure for parents and students for any surveys used as a part of the grantee's program;
- 3.03.7 A description of the procedures for the distribution, collection, standardization, and analysis of implementation data that indicates the degree to which the school, leadership teams, and school staff implement the evidence-based bullying prevention best practices; and
- 3.03.8 An explanation of the cost of the bullying prevention program that the applicant(s) plan to implement using the grant moneys and an explanation of how grant funding will be used to supplement and not supplant any funding currently being used on bullying prevention practices already provided to the students, school, families, and community.

4.0 APPLICATION EVALUATION CRITERIA

- 4.01 In reviewing grant applications to determine which applicants should receive grant funding and the duration and amount of each grant, the Department shall consider the following criteria:
 - 4.01.1 The quality of the evidence-based best practices for preventing bullying that the applicant(s) plans to implement using the grant moneys, including the evidence supporting the chosen practices that have proven successful in other public schools in the country;
 - 4.01.2 The quality of the methods that will be used to ensure sustained implementation of the best practices in bullying prevention that can result in improved outcomes and reduced bullying over time and beyond the grant period;
 - 4.01.3 The quality of the plan for using at least a portion of awarded grant moneys for the purpose of educating students' parents and legal guardians regarding the grant recipient's policies concerning bullying prevention and education, the grant recipient's ongoing efforts to reduce the frequency of bullying incidents, and the grant recipient's strategies for including families and the community in school bullying prevention;
 - 4.01.4 The quality of the plan for including student leadership and voice in the creation and implementation of bullying prevention strategies;

- 4.01.5 The quality of the plans to adopt specific policies concerning bullying education and prevention;
- 4.01.6 The rigor with which the applicant(s) intend(s) to monitor the distribution, collection, standardization, and analysis of survey data collected, and procedures that ensure the confidentiality of each student's answers to the survey and clarify that the completion of a survey shall be voluntary and shall not be required of any student;
- 4.01.7 The rigor with which the applicant(s) intend(s) to monitor the distribution, collection, standardization, and analysis of implementation data that indicates the degree to which the school, leadership teams, and school staff implement the evidence-based bullying prevention best practices; and
- 4.01.8 The cost of the bullying prevention best evidence-based practices that the applicant(s) plan to implement using the grant moneys.

5.0 DATA COLLECTION AND REPORTING

- 5.01 Each public school, facility school, and collaborative group of public schools and facility schools funded through the Bullying Prevention and Education Grant Program shall submit annually information to the Department describing the following:
 - 5.01.1 The evidence-based best practices in bullying prevention that the applicant(s) implemented using the grant moneys;
 - 5.01.2 The number and grade levels of students who participated in each of the bullying prevention practices or services provided;
 - 5.01.3 The progress made by the participating public schools, facility schools, and collaborative groups of public schools and facility schools in including family and community partnering in school bullying prevention strategies;
 - 5.01.4 The progress made by the participating public schools, facility schools, and collaborative groups of public schools and facility schools in adopting specific policies concerning bullying education and prevention;
 - 5.01.5 The progress made by the participating public schools, facility schools, and collaborative groups of public schools and facility schools in implementing the evidence-based best practices in bullying prevention with fidelity; and
 - 5.01.6 The progress made by the participating public schools, facility schools, and collaborative groups of public schools and facility schools in reducing the frequency of bullying as indicated by school surveys and other relevant measures.
- 5.02 On or before May 1, 2017, and each year thereafter as long as monies are available, the Department shall submit annually to the state board and to the education committees of the senate and house of representatives, or any successor committees, the following information regarding the administration of the program in the preceding year:
 - 5.02.1 The number of grant recipients that received grants under the program;
 - 5.02.2 The amount of each grant awarded to each grant recipient;
 - 5.02.3 The average amount of each grant awarded under the program;
 - 5.02.4 The number of pupils who are either enrolled at each public school of each grant recipient or receiving services through each facility school of each grant recipient; and
 - 5.02.5 The source and amount of each gift, grant, and donation received by the Department for the implementation of the bullying prevention program, pursuant to section 22-93-105 (3) (b), C.R.S.

Attachment B: School Fidelity to the BPEG

Instructions: Complete the table below for each school that is currently in your BPEG. Circle or highlight the appropriate score for each item. On item 2, if survey data were not collected due to an error by the survey company, score the item as if the survey was completed for that school year and provide details in the "Notes" section. A Word version of this document can be downloaded from the [CDE BPEG website](#).

School: _____

	Never	Once	More Than Once
1. Annual report turned in by the deadline (June 30)	0	1	2
2. School completed the annual student survey	0	1	2
3. School surveyed 60% or more of eligible (grade 3+) students on the annual survey	0	1	2
4. School completed and submitted the BPEG Self-Assessment	0	1	2
5. A school representative (not the Implementation Coach) attended the mandatory CDE BPEG events (i.e., Kickoff, Symposium)	0	1	2

Total Score: /10

Notes:

Attachment C: Implementation Coach Competencies

An Implementation Coach can play a key role in establishing and maintaining focus on the implementation of the Colorado School Bullying Prevention and Education Grant (BPEG). This is largely driven by purposeful school site visits and coaching that build the school leader's capacity to focus on change at the school. Through trusting relationships with school-level leadership, the Implementation Coach engages in authentic problem solving while holding school leaders to high levels of accountability. This position can be someone currently on staff or a new hire, but must fulfill the duties and have the competencies listed below.

The Implementation Coach should:

- Maintain regular communication with school(s) around the BPEG
- Monitor short-term and long-term goals for strengthening the bullying prevention efforts
- Support school(s) with bullying prevention program implementation fidelity and sustainability
- Support schools with developing and/or improving school climate
- Support implementation of effective data meetings, data analyses, and use
- Work with school leadership team to actively support BPEG activities by conducting purposeful site visits
- Maintain regular communication with CDE:
 - Participate in check-ins with CDE
 - Submit interim progress reports to CDE on:
 - The functioning of the Bullying Prevention Committee
 - Implementation of bullying prevention program
 - Improvement of school climate
 - Development of data systems and student survey protocols
 - Including families and the community in the bullying prevention efforts
 - Including students in the bullying prevention efforts
 - Review and revision to the bullying prevention policy
 - Submit responses to the Progress Report questions
 - Monitor budget to ensure funds are drawn down in a timely manner

The ideal Implementation Coach has experience in:

- Evidence-based bullying prevention theories and programs
- Implementation of Colorado's Multi-Tiered System of Supports (CO-MTSS) framework
- Implementation science
- Developing and/or improving school climate
- Development and implementation of school-wide positive behavioral practices
- Working with historically underserved populations (minority students, students experiencing poverty, students with disabilities, and English Language Learners)
- Conducting purposeful school site visits to monitor and evaluate the effectiveness of implementation.
- Monitoring the implementation of strategies
- Identifying barriers to improvement, problem solving and effective change
- Budget development
- Effective communication and partnerships with stakeholders (district administration, school staff, CDE staff)
- Effective data reflection and evaluation
- Providing targeted support through observations and coaching

Attachment D: Annual Report Questions

Each applicant that receives a grant through the School Bullying Prevention and Education Grant Program must submit an Annual Report to CDE **on or before June 30** each year of the grant.

Submit via email to: Adam Collins at Collins_A@cde.state.co.us.

Please include the following information and any applicable data in your report:

- 1) The evidence-based best practices in bullying prevention that the applicant(s) implemented using the grant moneys.
- 2) The number and grade levels of students who participated in each of the bullying prevention practices or services provided.
- 3) The progress made toward including family and community partnering in school bullying prevention strategies.
- 4) The progress made toward adopting specific policies concerning bullying education and prevention.
- 5) The progress made toward implementing the evidence-based best practices in bullying prevention with fidelity.
- 6) The progress made toward reducing the frequency of bullying as indicated by school surveys and other relevant measures.

Attachment E: Letter of Intent

The Letter of Intent form for the School Bullying Prevention and Education grant is due **September 21, 2018 by 11:59 pm**. Submit online via SurveyMonkey at: <https://www.surveymonkey.com/r/BPEG2018>

Below is a screenshot of the information requested in the Letter of Intent:

Letters of Intent due: September 21, 2018 by 11:59 p.m.

Please complete the information requested below to indicate your intention to apply for the Bullying Prevention and Education Grant.

* 1. Name of the school district, BOCES, or authorizing district:

* 2. Name of all the public schools, facility schools, or collaborative group of public schools and facility schools to be included in the grant:

* 3. Name of Authorized Representative from public school, facility school, or collaborative group of public schools and facility schools:

* 4. Name of Contact for the Proposal:

* 5. Contact Telephone Number:

* 6. Contact Email Address:

7. Are you a returning grantee?

☐ Yes

☐ No

* 8. I affirm that I am the named authorized representative from the District/BOCES or that the named authorized representative is aware and has approved the intent to apply for the grant opportunity.

☐ Yes

☐ No

PHASE 2 ACTIVITY

DO NOT COMPLETE UNTIL CDE INFORMS YOU THAT YOU HAVE BEEN SELECTED FOR PHASE 2

Attachment F: Readiness Checklist

A Word version of the Readiness Checklist can be found on the [CDE BPEG website](#).

BPEG Application Phase 2 BPEG Readiness Assessment															
District:	School:														
Item	Evidence														
<p>1. The building principal affirms that bullying prevention and education will be one of the top five school improvement goals for the next three years.</p>	<p>Please print Principal contact information:</p> <p>Name: _____</p> <p>Email: _____</p> <p>Date: _____</p>														
<p>2. A Bullying Prevention Committee (BPC) is formally identified as either a new team or integrated into an existing team (e.g., PBIS). The BPC has a broad representation of staff (e.g., upper and lower grade teachers, specialists, special education teachers) including administration, family members, and community members. This team will:</p> <ul style="list-style-type: none"> meet on a monthly basis, complete the BPEG Self-Assessment at least once annually, organize the annual student survey, and monitor the school's bullying prevention efforts. <p>List those who have agreed to be on the BPC. This includes a family member and a required administrator.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Name</th> <th style="width: 50%;">Role</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">Administrator</td> </tr> <tr> <td></td> <td style="text-align: center;">Family Member</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Name	Role		Administrator		Family Member								
Name	Role														
	Administrator														
	Family Member														

3. School leadership has identified a Team Lead to be the primary contact for the Implementation Coach and Grant Coordinator	Name: _____ Role: _____ Email: _____ Phone Number: _____
4. The BPC agrees to complete the BPEG Self-Assessment at least once annually.	Principal Signature: _____
5. The school is committed to surveying students on their bullying experiences at least once each spring.	Principal Signature: _____
6. Report the dates/times in the master schedule when teachers will administer the curriculum lessons.	Dates/Times: _____ Principal Signature: _____
7. Report the date(s) when staff will receive training on the selected bullying prevention curriculum.	Date(s): _____ Principal Signature: _____
8. Administrative leadership agrees to send school representation to the annual BPEG Symposium each year.	Principal Signature: _____
9. School administration is willing and able to review/modify bullying prevention and education protocols in the staff, student, and parent handbooks.	Principal Signature: _____
10. Potential evidence-based bullying prevention curriculum has been identified that aligns with school needs.	Curriculum: _____
11. Faculty, staff, and administration are committed to engaging in the bullying prevention efforts with the goal of 80% committed.	Attach evidence of commitment (e.g., survey results, percentage of faculty committed, etc.)