# Funding Opportunity

Applications Due: **Monday, November 1, 2021, by 11:59 pm**

Application Information Webinar: **Wednesday, September 15, 2021, at 1 pm**

Intent to Apply Due: **Wednesday, September 22, 2021, by 11:59 pm**

School Bullying Prevention and Education Grant Program Cohort 3

Pursuant to C.R.S. 22-93-101

Required
(To Obtain Benefit)
FORM # CGA-222
EDAC APPROVED
Approved 9/3/2021 for 2021-2022
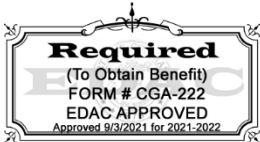
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Introduction

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; and
6) Developing and including student voice in bullying prevention efforts.

Eligibility and Priority Considerations

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)
- Current BPEG grantee schools that were new to the grant in Cohort 2

In an effort to meet the bullying prevention needs of all schools across the state, **grantee schools that have been part of the BPEG program in both Cohort 1 and Cohort 2 are not eligible for funding**.

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.

The funding allocation process includes an application submission, CDE review and award determination, budget submission, potential revision(s), and final approval by CDE. The determination process for award amounts prioritizes the following factors:
- the rate of students eligible for free and reduced lunch (compared to the 2020-2021 statewide average of 39.7%),
- the rate of minority students[1] (compared to the 2020-2021 statewide average of 47.5%),
- the rate of students with disabilities (compared to the 2020-2021 statewide average of 11.8%), and
- rural or small rural status.

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1 "Minority students" includes American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races, as per CDE guidance.

Available Funds

Approximately $1.9 million is available for the 2022-2023 school year for approximately 55 schools. Full funds will be awarded by CDE no later than July 31, 2022. Grant awardees will be responsible for spending awarded funds in accordance with the approved budget and timeline within the grant application.

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 the entire three-year period of the grant delineated by year.

The grant request should not exceed $35,000 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 $35,000 per school, per year, for a total of $105,000 per year.

Grant applications should not exceed a total budget of $280,000 per year.

Applicants must include funding for an Implementation Coach in their budget. There should be a minimum of 0.25 FTE for every 1 grantee school. As described in more detail in Appendix E, the BPEG Implementation Coach will attend regular trainings from CDE on bullying prevention and lead monthly school-level meetings of the BPEG Implementation Team. Please see the table below for an example of common FTE aligned with the appropriate number of schools.

Table 1. Minimum Implementation Coach FTE Based on Number of Schools Supported by BPEG

Number of Schools	Minimum FTE
1	0.25
2	0.50
4	1.00
6	1.50
8	2.00

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 E** 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 13, 2021	RFA released
September 15, 2021	Application Information Webinar at 1:00pm
September 22, 2021	Intent to Apply completed no later than September 22, 2021 by 11:59pm
November 1, 2021	Applications due to CDE no later than November 1, 2021 by 11:59pm
November 1-16, 2021	Review of applications
November 30, 2021	CDE notifies those accepted and not accepted into the BPEG program no later than November 30, 2021 by 11:59pm
November 30 - May 2, 2022	LEAs receiving grants work with CDE to finalize grant activities, budget, and readiness activities
June 1, 2022	Formal notification of acceptance into the BPEG communicated to LEAs no later than June 1, 2022 by 11:59pm

Duration of Grant

Grants will be awarded for a three-year term beginning in the 2022-2023 school year. The grant will expire at the end of the 2024-2025 school year. **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; and
- 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, 2023, and each subsequent year of the grant:
1) An evaluation report (see **Attachment F**) 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.

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.

*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.

Application Technical Assistance and Intent to Apply

Register for an application training webinar on **Wednesday, September 15, 2021, at 1 pm.**

Rural applicants: An LEA that is a rural school district or a small rural school district, or a district charter school or institute charter school located within the boundaries of a rural school district or small rural school district may request and submit a simplified grant application. The simplified application process will include:
1. an optional submission of the executive summary describing the application; and
2. technical assistance from CDE to support application efforts.

Intent to Apply:
The Intent to Apply (see **Attachment G**) for BPEG, is due by **Wednesday, September 22, 2021, by 11:59 pm**. Complete the Intent to Apply here. Though strongly encouraged, the Intent to Apply is informational and is not a required component of the grant application submission process.

Additional 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 three different survey options that may be used to evaluate bullying behaviors in schools:

1. **Adapted National Crime Victimization Survey (NCVS)**: This survey option is a version of the bullying items included in the School Crime Supplement (SCS) of the NCVS adapted and provided by the Colorado Department of Education to meet the needs of the BPEG. The SCS is national survey conducted every two years to collect information about victimization, crime, and safety at school. The adapted version of the NCVS for the BPEG includes only the bullying prevention items from the SCS. Benefits of using this option are that certain items can be removed, if desired, by the school, the survey can be administered online through platforms such as Google Forms, and results can be compared to a nationally representative sample.
2. **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).
3. **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.

Appendix A of this RFA provides draft Practice Profiles for the BPEG program. Practice Profiles provide definitions of the core components that make up the BPEG (e.g., Positive School Climate) as well as the basic activities within each core component. Each Practice Profile includes an "Acceptable Use in Practice," "Developing Use," and "Unacceptable Use" description so that readers understand the continuum of how each activity is implemented.

Appendix B of this RFA provides a draft BPEG Self-Assessment version 2.0. This updated BPEG Self-Assessment allows schools to determine the degree to which they are implementing bullying prevention best practices. The BPEG Self-Assessment is aligned to the core components of the BPEG as described in the BPEG Practice profiles. Each section of the BPEG Self-Assessment provides concrete activities that, when implemented with fidelity, result in improved implementation of the BPEG program.

Appendix C of this RFA provides a draft Implementation Guide for the BPEG program over the full three years of the grant. This Implementation Guide gives readers a detailed description of the activities, scope, and sequence of the grant program. Information provided in the Implementation Guide demonstrates what the grant program may look like in your school, including required activities and grant reports.

Appendix D of this RFA provides guidance to applicants on how funding may be used to support the reduction of bullying. Common examples of how past grantees have used funds to engage families, the community, and students are included. Additionally, specific non-allowable uses are listed to ensure your budget includes only items that are allowable.

An application information webinar will be held on September 15, 2021, at 1 pm. Register for this technical assistance here. If you have questions or issues regarding registration, please email Collins_A@cde.state.co.us.

Review Process and Timeline

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 119 points (70%) out of the 170 possible points on the application to be approved for funding. Applications that score below 119 points *may* be asked to submit revisions that would bring the application up to a fundable level.

Returning Grantees

Grantee schools that have been part of the BPEG in only Cohort 2 are eligible to receive funding for Cohort 3. Grantee schools that were part of **both Cohort 1 and Cohort 2 of the BPEG are not eligible for funding**. Current grantees choosing to re-apply must score at least 119 points (70%) out of the 170 possible points on the application to be approved for funding. Applications that score below 119 points *may* be asked to submit revisions that would bring the application up to a fundable level.

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, 2022.

Submission Process and Deadline

Application materials (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Monday, November 1, 2021, by 11:59 pm**. The submission should include all required components of the application as one document (except the Excel budget). Please attach the electronic budget workbook in Excel format as a separate document. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours after the deadline, please email CompetitiveGrants@cde.state.co.us.

Application materials and the budget file are available for download on CDE's BPEG website.

Submit completed application materials and Excel budget to:
CompetitiveGrants@cde.state.co.us
By: **Monday, November 1, by 11:59 pm**

Application Format

- **The total narrative (Sections A-E) of the application cannot exceed 12 pages.** See below for the required elements of the application. **Note:** Applications that exceed 12 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11", using no smaller than 12-point font, single-spaced, with 1-inch margins, and numbered pages. Applications not adhering to formatting requirements may be disqualified.
- The signature page must include original signatures of the lead organization/fiscal agent.

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 14-17).**

Due November 1, 2021:

      Part I: **Application Introduction** [not scored, does not count toward page limit]
                Part IA: Cover Page - Applicant Information
                Part IB: Recipient Schools and Signatures
                Part IC: Program Assurances Form
                Executive Summary [cannot exceed 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

Required Attachments:
Electronic Budget [does not count toward page limit]

Part IA: Cover Page - Applicant Information

Lead Local Education Provider (LEP)/BOCES/Facility School Information			
LEP/BOCES Name:		**LEP/BOCES Code:**	
Mailing Address:			

Type of Education Provider
[check box below that best describes your organization or authorizer]

☐ School District   ☐ BOCES   ☐ CSI Charter   ☐ District Charter   ☐ Facility School

Region
[indicate region of Colorado this program will directly impact]

☐ Metro   ☐ Pikes Peak   ☐ North Central   ☐ Northwest
☐ West Central   ☐ Southwest   ☐ Southeast   ☐ Northeast

Recipient Schools
[list all schools impacted by this funding – additional rows may be added]

Authorized Representative Information			
Name:		**Title:**	
Telephone:		**E-mail:**	

Program Contact Information			
Name:		**Title:**	
Telephone:		**E-mail:**	

Fiscal Manager Information			
Name:			
Telephone:		**E-mail:**	

Requested Funding

Year 1 (2022-2023)	$	Year 2 (2023-2024)	$	Year 3 (2024-2025)	$

Part IB: Recipient Schools Information

Complete and attach after Cover Page for each participating school. If needed, additional copies of this page should be attached to include each school receiving BPEG services.

Recipient School Information				
School Name:		**School Code:**		
Mailing Address:		**Charter School:**	☐ Yes	☐ No
Bullying Prevention Program to be Used:				
Survey to be Used:				
Principal Information				
Name:				
Telephone:		**E-mail:**		
Signature:				
Contact Person				
Name:				
Telephone:		**E-mail:**		
Signature:				

Recipient School Information				
School Name:		**School Code:**		
Mailing Address:		**Charter School:**	☐ Yes	☐ No
Bullying Prevention Program to be Used:				
Survey to be Used:				
Principal Information				
Name:				
Telephone:		**E-mail:**		
Signature:				
Contact Person				
Name:				
Telephone:		**E-mail:**		
Signature:				

Part IC: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Colorado School Bullying Prevention and Education Grant**, and conditions associated with the receipt of program funds.

On _____(date)_____, 2021, the Board of _____(applicant)_____
hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept the BPEG funding agree to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the following required evaluation information (see pages 5 and 44):
   - 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 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 0.25 FTE per school.
10. 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. 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 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 Anna Friedman (Friedman_A@cde.state.co.us, 720-778-1877) and Adam Collins (Collins_A@cde.state.co.us, 303-866-6622) for any modifications.

Name of Organization Board President (School Board, BOCES, Charter School/Facility School*)	Signature	Date
Name of Organization Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director, Facility School Executive Director)	Signature	Date
Name of Program Contact	Signature	Date

Note: If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application. If facility school does not have a governing board of directors, state N/A.

Application Scoring

CDE Use Only

Part I:	**Application Introduction**		Not Scored
Part II:	**Narrative**		
	Section A:	Needs Assessment	/30
	Section B:	Program Description	/60
	Section C:	Policies and Practices	/20
	Section D:	Evaluation and Reporting	/50
	Section E:	Budget Narrative and Excel Budget Workbook	/10
		Subtotal:	/170
		Priority Points:	
		Total:	**/170**

Priority Points: [CDE staff will indicate whether this application meets priority criteria, based on CDE-collected data.]			
School or schools serve a high percentage of students eligible for free and reduced lunch (exceeding the statewide average of 41%)	School or schools serve a high percentage of minority students (exceeding the statewide average of 47.1%)	School or schools serve serves a high percentage of students with disabilities (exceeding the state average of 16.3%)	School or schools are Rural/Small Rural. If applying as a consortium, all participating schools must be designated Rural/Small Rural.
☐	☐	☐	☐
5 points	**5 points**	**5 points**	**5 points**
		Priority Points Total:	**/20**

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

Selection Criteria and Evaluation Rubric

Part I: Application Introduction [Not Scored]
Cover Pages, Assurances, and Executive Summary
Complete applicant information, signature pages, and program assurances and include as the first pages of the application. Provide a brief description (not to exceed 1 page) of the applicant's program to be funded by BPEG. This summary does not count toward the 12-page limit for narrative responses.

Part II: Evaluation Rubric [170 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 119 points out of the 170 possible points and all required elements must be addressed. Applications that score below 70 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required element will not be funded without revisions. 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 no smaller than 12-point font, single-spaced, with 1-inch margins and numbered pages. The signature page must include original signatures of the lead organization/fiscal agent.

Scoring Definitions
Minimally Addressed: Information provided is insufficient and/or does not address either criterion.
Addresses One Criterion: Information provided addresses one of the two criteria; however, additional context or clarification is needed.
Met All Criteria: Information provided meets both required response criteria.
High-Quality Response: Response is exemplary, meets all criteria, and thoroughly supports applicant's case for funding.

Section A: Needs Assessment	Minimally Addressed	Addresses One Criterion	Met All Criteria	High-Quality Response	TOTAL
1) Describe your need for bullying prevention and education, based on an analysis of data. Address: • 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	3	7	10	
2) Briefly identify current and previous attempts to reduce the frequency and severity of bullying behavior. Address: • 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	3	7	10	
3) Describe efforts to provide a positive school climate to serve as a foundation for effective bullying prevention. See the website for recommended practices for building positive school climate. Address: • The school-wide behavior expectations that have been, or will be, established; and • Practices in place to support positive student relationships (e.g., restorative practices, social-emotional learning curricula)	0	3	7	10	
Reviewer Comments:					
				Total	**/30**

Section B: Program Description	Minimally Addressed	Addresses One Criterion	Met All Criteria	High-Quality Response	TOTAL
1) Clearly indicate: • 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	3	7	10	
2) Describe: • The process for designating/hiring an Implementation Coach that will provide support to school(s) regarding grant implementation; and • The creation or integration of the BPEG Implementation Team (BIT) into a team at each school that will advise the school administration concerning the severity and frequency of bullying incidents and lead the bullying prevention efforts in each school.	0	3	7	10	
3) 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: • Training and technical assistance for the BIT and school staff; and • Tools that will be used to measure implementation, along with the process for problem-solving around those data.	0	3	7	10	
4) Fully describe how families and the community will be included in bullying prevention efforts. Address how information will be shared regarding: • 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	3	7	10	
5) Address how: • 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 BIT).	0	3	7	10	
6) 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: • 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	3	7	10	
Reviewer Comments:					
				Total	**/60**

Section C: Policies and Practices	Minimally Addressed	Addresses One Criterion	Met All Criteria	High-Quality Response	TOTAL
1) Describe: • The current district bullying prevention and education policy (JICDE) and its key features (e.g., definition of bullying, how incidents can be reported, how incidents are investigated); and • How the current district safe school plan will be revised (if necessary) to improve bullying prevention and education. See website for a list of district safe school plans and recommended strategies for improvement.	0	3	7	10	
2) Describe the following for students accused of engaging in bullying behaviors: • The provisions for adequate due process; and • Safeguards (e.g., restorative justice strategies, lack of zero-tolerance policy for bullying).	0	3	7	10	
Reviewer Comments:					
				Total	/20

Section D: Evaluation and Reporting	Minimally Addressed	Addresses One Criterion	Met All Criteria	High-Quality Response	TOTAL
1) Describe: • The student impression survey that will be used to measure frequency and severity of bullying in the spring of each year; and • If the survey will be administered electronically or via paper-and-pencil. See website for optional surveys along with descriptions.	0	3	7	10	
2) Describe the procedures for: • 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	3	7	10	
3) Describe the procedures for the distribution, collection, standardization, and analysis of student impression survey data collected. Address: • When the survey will be administered and how data will be reported; and • How data will be used to make decisions and inform the prevention efforts. See website for recommended procedures.	0	3	7	10	
4) Describe the procedures that: • 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	3	7	10	
5) Provide a description of any measures other than a student survey that will be used to assess: • Bullying frequency; and • Bullying severity. See website for other potential measures.	0	3	7	10	
Reviewer Comments:					
				Total	/50

Section E: Budget Narrative and Excel Budget Workbook	Minimally Addressed	Addresses One Criterion	Met All Criteria	High-Quality Response	TOTAL
In addition to submitting the Excel Budget Workbook, include a **budget narrative** in paragraph(s) format. The budget narrative <u>does</u> count towards the 12-page limit. The Excel Budget Workbook <u>does not</u> count towards the 12-page limit.					
Within the Budget Narrative:					
1) Describe: • 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.	0	3	7	10	
Within the Excel Budget Workbook:					
2) On the Excel Budget Workbook, list expected costs during planning period. Amounts need to be reasonable, calculated to show how amounts are determined, and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Costs are reasonable and connected to project goals and activities of the grant. **Examples: Item Description and Cost Calculation** • (Salaries) .xx FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year] • (Supplies) – workbooks for [program/curriculum/activity] at $xx per workbook for xx number of students	Not Complete ☐		Complete ☐		
Reviewer Comments:					
				Total	**/10**

Attachment A: Bullying Prevention and Education Grant Practice Profiles

The following documents are draft Practice Profiles for the Bullying Prevention and Education Grant (BPEG). Practice Profiles define the core components of the BPEG program and the key activities that are associated with each component.

BPEG Practice Profile: Positive School Climate		
Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	The experience of students, families, and staff within a school that is marked by feelings of safety, trusting relationships, and a sense of belonging for all.	
Consideration to Desired Outcomes (Why is this core component essential/important):	A positive school climate is foundational to effective bullying prevention. Research demonstrates a strong correlation between low levels of bullying and a positive school climate.	
Expected Use in Practice	**Developmental Use**	**Unacceptable Use**
The school supports all aspects of safety including physical, social, emotional, identity, and academic safety.	The school supports some aspects of safety but not all.	The school infrequently supports physical, social, emotional, identity, and academic safety.
All adults in the school immediately intervene in bullying situations.	Most adults in the school immediately intervene in bullying situations.	Some adults in the school immediately intervene in bullying situations and/or adults attempt to mediate bullying situations with the target and perpetrator together.
Staff actively supervise students in common areas (e.g., cafeteria)	Staff supervise students in common areas, but do not have a structured process for doing so	Staff are infrequently present in common areas when students are present and/or staff do not actively supervise students in common areas (e.g., staff chat with other staff)
Staff foster positive relationships between all members of the school community.	Staff are friendly to students and each another but do not make purposeful efforts to build relationships between all members of the school community.	Staff focus mainly on meeting academic performance goals with limited attempts to foster positive relationships between all members of the school community.

BPEG Practice Profile: Evidence-Based Practices		
Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	Approaches and strategies to prevent bullying that are supported by research, matched to need, and culturally responsive.	
Consideration to Desired Outcomes (Why is this core component essential/important):	Using evidence-based practices to prevent bullying provides districts and schools with the best chance to successfully reduce its prevalence.	
Expected Use in Practice	**Developmental Use**	**Unacceptable Use**
Staff implement evidence-based bullying prevention practices using a tiered model of support.	Staff implement evidence-based bullying prevention practices but they are not clearly aligned to a layered continuum of supports including criteria for moving in and out of tiers.	Staff do not implement bullying prevention practices or they are not evidence-based.
Staff implement an evidence-based bullying prevention curriculum schoolwide.	Staff implement the evidence-based bullying prevention curriculum in limited settings (e.g., classroom) and not schoolwide.	No evidence-based bullying curriculum is present in the school or the curriculum is not evidence-based.
The school implements evidence-based bullying prevention practices using the Active Implementation Frameworks (AIF) from Implementation Science (e.g., training, coaching, data systems).	The school implements evidence-based bullying prevention practices with limited use of the AIFs of Implementation Science.	The school implements evidence-based bullying prevention practices without using structured implementation approaches.

BPEG Practice Profile: Data-Based Decision Making		
Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	A continuous improvement process used by the BIT to collect, analyze, and evaluate information to inform decision making at the system and student level.	
Consideration to Desired Outcomes (Why is this core component essential/important):	Data-based decision making ensures evidence guides effective and efficient decision making at the system and student levels.	
Expected Use in Practice	**Developmental Use**	**Unacceptable Use**
The BIT uses data to make decisions at the system and student levels.	The BIT uses data to make decisions at only the system or only the student level.	The BIT rarely uses data to make decisions at the system or student levels.
The BIT uses data to measure the fidelity of BPEG program implementation.	The BIT collects fidelity data but rarely use the data to inform decision making for the BPEG program.	The BIT does not collect fidelity data on the BPEG program implementation.
School staff have access to relevant bullying and behavior data through a system that is useful and useable.	School staff have access to relevant bullying and behavior data but the system is either not useful or useable.	School staff do not have access to relevant bullying and behavior data that are useful or useable.
The school collects data on the frequency of students being the target of and witness to bullying. Additional information to support decision making (e.g., location of bullying, type of bullying) are also collected.	The school collects data on the frequency of students being the target of and witness to bullying.	The school does not collect data on the frequency of bullying.

BPEG Practice Profile: Family, School, and Community Partnerships		
Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	Families, schools, and communities actively partner to develop, implement, and evaluate effective and equitable practices to reduce bullying for students.	
Consideration to Desired Outcomes (Why is this core component essential/important):	Family, school, and community partnerships (FSCP) are shown to reduce the likelihood of bullying and improve the buy-in of all stakeholders.	
Expected Use in Practice	**Developmental Use**	**Unacceptable Use**
The school creates an inclusive culture that honors the lived experience of families.	The school creates an inclusive culture in a limited range of contexts that honor the lived experience of families.	The school inconsistently considers the experiences of all families when making decisions about the culture of the school.
The school dedicates necessary resources to integrate partnering practices with families and the community.	The school dedicates some resources to integrate partnering practices with families and the community.	The school inconsistently dedicates resources to integrate partnering practices with families and the community.
The school actively builds trusting relationships with families and the community.	The school builds trusting relationships with families and the community in a limited range of contexts.	The school inconsistently builds trusting relationships with families and the community or does not include families in decision making.
The school designs and implements capacity-building opportunities for staff, students, and families to promote shared leadership with bullying prevention.	The school designs and implements capacity-building opportunities for staff, students, and families to promote shared leadership with bullying prevention some of the time.	The school rarely designs and implements capacity-building opportunities for staff, students, and families to promote shared leadership with bullying prevention.

BPEG Practice Profile: Policy		
Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	A district Board of Education Policy on bullying prevention and the bullying prevention handbook policy of a school.	
Consideration to Desired Outcomes (Why is this core component essential/important):	Research demonstrates that district bullying prevention policy can reduce specific types of bullying. School handbook policy provides clear guidance to students, families, and staff on all aspects of the school's bullying prevention efforts.	
Expected Use in Practice	**Developmental Use**	**Unacceptable Use**
The school's policies are fully aligned with state law and district policy.	The school's policies are somewhat aligned with state law and district policy.	The school's policies are not aligned with state law or district policy.
The school's policies use evidence-based best practices for reducing bullying.	The school's policies use some best practices for reducing bullying.	The school's policies include the use of zero tolerance or do not specifically identify protected classes of students.
The school's policies on bullying are regularly reviewed and revised using stakeholder (e.g., families, staff) input.	The school's policies are reviewed and revised inconsistently or with limited stakeholder input.	The school's policies are reviewed and revised rarely or without stakeholder input.
The school's policies on bullying prevention are directly taught to all staff to ensure they know the procedures and protocols for all bullying-related concerns.	The school's policies on bullying prevention are inconsistently taught to staff.	The school's policies on bullying prevention are rarely taught to staff.
The school's policies on bullying prevention are easy for families and staff to access and understand.	The school's policies on bullying prevention are easy for families and staff to access in some contexts (e.g., school handbook but not online) or is not easy to understand.	The school's policies on bullying prevention are difficult for families and staff to access or understand.

Bullying Prevention and Education Grant Self-Assessment 2.0

Purpose: The School Bullying Prevention and Education Grant (BPEG) program Self-Assessment 2.0 is designed to support BPEG program grantees in their implementation of the project. Improvements were made to the original version of the BPEG Self-Assessment to better align items to the BPEG program. Specific items related to grant requirements were removed and up-to-date evidence-based best practices in bullying prevention were added. Items on the Self-Assessment 2.0 are aligned with the BPEG program Practice Profiles and provide concrete activities that lead to schools implementing best practices as intended.

Who: The BPEG Implementation Team (BIT) is the group that traditionally completes BPEG Self-Assessment 2.0 as one of their meetings. The Implementation Coach for the school may serve as a facilitator to ensure that all perspectives are included when completing Self-Assessment. The Self-Assessment 2.0 should be completed at least once each academic year.

How to Use: There are 5 sections and 64 items on the Self-Assessment 2.0. Within each section of the Self-Assessment 2.0 is a subscale that corresponds to BPEG Practice Profile items. There are three possible scores for each Self-Assessment 2.0 item:

>   0 = Not Yet Initiated
>   1 = In Progress
>   2 = In Continuous Improvement

"Not Yet Initiated" should be scored when a school has not yet begun addressing the content of the item. For example, Item 11 on the Self-Assessment 2.0 refers to appropriate staff being trained in active supervision. If this training has not yet happened, it should be scored as a 0. "In Progress" refers to instances when the content of an item has begun but is not yet fully complete and ready to be improved. To continue the example of Item 11, a score of 1 should be given if only a few of the appropriate staff have been trained in active supervision. Finally, items should be scored as "In Continuous Improvement" if the content of the item is being fully implemented and only needs occasional improvements made to ensure its continued success. For Item 11, this would look like all appropriate staff being trained in active supervision.

It is recommended that the BIT use a consensus process when selecting their score for each item. This means that for each item team members will individually read the item and decide on their score. When the entire team has determined their scores individually, all team members then share their score publicly at the same time. This is intended to ensure that individual scores are not influenced by the scores of others. If there are differing scores for an item, the team discusses the item to come to an agreement on how it should be scored.

Once the BIT has completed the Self-Assessment 2.0, results can be used to inform action planning.

Component: Positive School Climate

	In Continuous Improvement	In Progress	Not Yet Initiated
PSC1. The school supports all aspects of safety including physical, social, emotional, identity, and academic safety.			
1. Three-to-five schoolwide expectations have been defined (e.g., be safe, respectful, responsible).	2	1	0
2. Expected behaviors are defined in positive terms for each school setting.	2	1	0
3. Expected behaviors for each specific setting are taught in that setting at least twice each year.	2	1	0
4. Staff and students are trained on an anonymous reporting system (e.g., Safe2Tell) for all types of safety concerns and have a process for following up.	2	1	0
5. The school is intentional in refuting negative stereotypes and ensures that all students feel safe to express emotions and their unique identities.	2	1	0
6. The school ensures that students are encouraged to take academic risks to further their learning.	2	1	0
PSC2. All adults in the school immediately intervene in bullying situations.			
7. All adults in the school immediately intervene in physical bullying incidents.	2	1	0
8. All adults in the school immediately intervene in verbal bullying incidents.	2	1	0
9. All adults in the school immediately intervene in relational bullying incidents.	2	1	0
10. All adults in the school immediately intervene in cyberbullying incidents.	2	1	0
PSC3. Staff actively supervise students in common areas (e.g., cafeteria).			
11. Appropriate staff have been trained in how to actively supervise students in common areas.	2	1	0
12. There are adequate staff during unstructured time and in common areas to actively supervise student behavior.	2	1	0
13. Staff positively engage with students while actively supervising common areas.	2	1	0
PSC4. Staff foster positive relationships between all members of the school community.			
14. The school ensures every student has a meaningful connection to at least one trusted adult in the school that is not dependent on academic performance.	2	1	0
15. Administrators intentionally and positively engage with students outside of school discipline measures.	2	1	0

Notes:

Scale	Score	Points Possible	Percentage
PSC1		12	
PSC2		8	
PSC3		6	
PSC4		4	
Total		30	

Component: Evidence-Based Practices

	In Continuous Improvement	In Progress	Not Yet Initiated
EBP1. Staff implement evidence-based bullying prevention practices using a tiered model of support.			
1. Universal (i.e., Tier 1) bullying prevention supports are provided to all students.	2	1	0
2. Targeted (i.e., Tier 2) bullying prevention and intervention supports (e.g., social-emotional learning groups) are provided to students demonstrating the need for additional training or coaching.	2	1	0
3. Intensive (i.e., Tier 3) bullying prevention and intervention supports (e.g., behavior intervention plan) are provided to students demonstrating extensive needs.	2	1	0
4. Student voice is used to support bullying prevention efforts in the school.	2	1	0
5. A data-based process is used to determine how students enter and exit each tier.	2	1	0
EBP2. Staff implement an evidence-based bullying prevention curriculum schoolwide.			
6. A structured process (e.g., Hexagon Tool) is used to select the evidence-based bullying prevention curriculum.	2	1	0
7. The evidence-based bullying prevention curriculum is implemented as a universal support for all students.	2	1	0
EBP3. The school implements evidence-based bullying prevention practices using the Active Implementation Frameworks (AIF) from Implementation Science (e.g., training, coaching, data systems).			
8. The evidence-based bullying prevention curriculum selected has a clear description, clear components that define the program, and a practical fidelity assessment.	2	1	0
9. The BPEG program is implemented at the school with consideration of the stages of implementation (i.e., exploration, installation, initial implementation, full implementation).	2	1	0
10. Implementation drivers (e.g., training, coaching, data systems) are used to support the implementation of the BPEG program.	2	1	0
11. A BPEG Implementation Team (BIT) is in place at the school and leads the work of the BPEG program.	2	1	0
12. Data are used to continuously improve the implementation of the BPEG program.	2	1	0

Notes:

Scale	Score	Points Possible	Percentage
EBP1		10	
EBP2		4	
EBP3		10	
Total		24	

Component: Data-Based Decision Making

	In Continuous Improvement	In Progress	Not Yet Initiated
DBDM1. The BIT uses data to make decisions at the system and student levels.			
1. A specific person is responsible for coordinating a data system that is used to support decision making for bullying prevention.	2	1	0
2. Data are collected in a standardized way (e.g., clear protocols exist for how to collect the data).	2	1	0
3. Data are disaggregated, analyzed, and summarized at least once each year.	2	1	0
4. Action plans are developed based on data and monitored regularly to improve implementation supports and outcomes.	2	1	0
5. Data summaries and action plans are communicated clearly in written reports to key stakeholders.	2	1	0
DBDM2. The BIT uses data to measure the fidelity of BPEG program implementation.			
6. A specific person is responsible for coordinating fidelity assessments of the evidence-based bullying prevention program.	2	1	0
7. A fidelity assessment for the evidence-based bullying prevention curriculum is consistently used.	2	1	0
8. Fidelity data are reviewed regularly and used to improve program implementation.	2	1	0
DBDM3. School staff have access to relevant bullying and behavior data through a system that is useful and useable.			
9. Relevant staff have access to and can analyze fidelity data.	2	1	0
10. Relevant staff have access to and can analyze outcome data.	2	1	0
11. Relevant staff have access to and can analyze programmatic feedback data (e.g., from teachers, families).	2	1	0
DBDM4. The school collects data on the frequency of students being the target of and witness to bullying. Additional information to support decision making (e.g., location of bullying, type of bullying) are also collected.			
12. Data are collected each spring on the frequency of students reporting being the target of bullying.	2	1	0
13. Data are collected each spring on the frequency of students reporting witnessing bullying.	2	1	0
14. Data are collected each spring on additional information to support bullying prevention decision making (e.g., location of bullying, type of bullying).	2	1	0

Notes:

Scale	Score	Points Possible	Percentage
DBDM1		10	
DBDM 2		6	
DBDM 3		6	
DBDM 4		6	
Total		28	

Component: Family, School, and Community Partnerships

	In Continuous Improvement	In Progress	Not Yet Initiated
FSCP1. The school creates an inclusive culture that honors the lived experience of families.			
1. The school invites families to share their daily routines, cultural, and ethnic backgrounds.	2	1	0
2. School events and workshops take place in the community and/or on weekends in consultation with community leaders so that more families have easier access.	2	1	0
3. The principal supports a welcoming culture and visibly supports FSCP efforts through active participation in FSCP events.	2	1	0
FSCP2. The school dedicates necessary resources to integrate partnering practices with families and the community.			
4. Food, translation, childcare, and transportation are provided to enable more families to attend school events.	2	1	0
5. Funding from the BPEG program is used to support FSCP events and training.	2	1	0
6. The BIT dedicates time each year to plan and support FSCP events and training.	2	1	0
FSCP3. The school actively builds trusting relationships with families and the community through strategies such as two-way communication and inclusion in decision making.			
7. Families are included in the planning and design of school events and practices to engage marginalized families.	2	1	0
8. Teachers and school staff proactively reach out to families through practices such as home visits early in the school year.	2	1	0
9. Family events (e.g., back-to-school night) have time for families to share their experiences and concerns. Family feedback and input is solicited from those who cannot attend events.	2	1	0
FSCP4. The school designs and implements capacity-building opportunities for staff and families to promote shared leadership with bullying prevention.			
10. School staff and leadership invite family and community members into the process of making policy decisions including the bullying prevention policy.	2	1	0
11. Families are trained on the definition of bullying, warning signs, how to report bullying, and the school's policy against bullying.	2	1	0

Notes:

Scale	Score	Points Possible	Percentage
FSCP1		6	
FSCP2		6	
FSCP3		6	
FSCP4		4	
Total		22	

Component: Policy

	In Continuous Improvement	In Progress	Not Yet Initiated
P1. The school's policies are fully aligned with state law and district policy.			
1. The school's bullying prevention policy includes all required components from Colorado state laws on bullying prevention (e.g., HB 21-1221; SB 18-151).	2	1	0
2. The school's bullying prevention policy follows guidance from the district's bullying prevention policy (e.g., investigations, documentation).	2	1	0
P2. The school's policies use evidence-based best practices for reducing bullying.			
3. A graduated range of supportive and punitive consequences are provided for involvement in bullying.	2	1	0
4. The administration of supportive and punitive consequences for involvement in bullying take into consideration the severity of the incident, previously reported and founded incidents, developmental level of the students, motivation of the behavior, and availability of supports.	2	1	0
5. Zero-tolerance policies are not included in the school's bullying prevention policy.	2	1	0
6. Federally protected classes are listed as being specifically protected by the bullying prevention policy.	2	1	0
P3. The school's policies on bullying are regularly reviewed and revised using stakeholder (e.g., families, staff) input.			
7. The BIP, school leadership, and stakeholders review current bullying prevention policies for up-to-date best practices.	2	1	0
8. The BIP, school leadership, and stakeholders revise bullying prevention policies when new state laws or district policy changes.	2	1	0
P4. The school's policies on bullying prevention are directly taught to all staff to ensure they know the procedures and protocols for all bullying related concerns.			
9. New school staff members receive training on bullying prevention policies during onboarding.	2	1	0
10. All staff receive refresher training on bullying prevention policies at least once each year.	2	1	0
P5. The school's policies on bullying prevention are easy for families and staff to access and understand.			
11. Bullying prevention policies are accessible in multiple locations (e.g., online, school handbook).	2	1	0
12. Bullying prevention policies are translated into multiple languages as appropriate.	2	1	0
13. Language in the bullying prevention policies is simple and avoids excessive jargon.	2	1	0

Notes:

Scale	Score	Points Possible	Percentage
P1		4	
P2		8	
P3		4	
P4		4	
P5		6	
Total		26	

Attachment C: Bullying Prevention and Education Grant Implementation Guide

This Bullying Prevention and Education Grant (BPEG) Implementation Guide provides schools and districts with a structured set of activities to support effective implementation of the BPEG from beginning to end.

Purpose: The Bullying Prevention and Education Grant (BPEG) Implementation Guide provides schools and districts with a structured set of activities that support effective implementation of the BPEG program. This guide is framed around the Stages of Implementation as defined by the National Implementation Research Network (NIRN).

Who Uses the BPEG Implementation Guide: The BPEG Implementation Team (BIT) should be the group completing the Implementation Guide. The BPEG Implementation Coach may serve as a facilitator to ensure that all perspectives are included when completing the Implementation Guide.

How to Use: BPEG program grantees may use this document to guide their implementation of the grant program. The BPEG Implementation Guide provides a scope and sequence for effectively putting into place the core components of the BPEG program. Within the "Evidence of Completion" column is an example of how the BIT may be able to determine the activity was completed but is not required as part of the BPEG program. Please note that even though the Implementation Guide includes specific months and years, every school is unique and thus may move more slowly or quickly through activities.

The BPEG Road Map provides a three-year overview of the program activities and goals on one page. These activities and goals are organized through the stages of implementation. As defined by the National Implementation Research Network (NIRN), implementation of a program or practice occurs in four stages:

Exploration Stage: The exploration stage is when a site is considering implementation of the BPEG. The purpose of the exploration stage is to determine the extent of the identified needs, how well the BPEG meets those needs, and whether implementation of the BPEG is feasible.

Installation Stage: The installation stage is when a site has decided to move forward with implementing the BPEG and begins developing the infrastructure to support its implementation.

Initial Implementation Stage: The initial implementation stage is when the BPEG Implementation Team (BIT) begins to deliver/use the BPEG at the school level.

Full Implementation Stage: The full implementation stage is when at least 50% or more of intended schools are implementing the BPEG with fidelity and outcomes are being achieved.

Acronyms/Abbreviations

BIT	BPEG Implementation Team	**BPEG**	Bullying Prevention and Education Grant	**IC**	Implementation Coach
EB	Evidence-based	**PD**	Professional Development	**RFA**	Request for Applications
SCAP	Short-Cycle Action Plan				

BPEG Cohort 3 Roadmap

Exploration Stage

Year 0 09/21 – 12/21	• Applicants determine that bullying prevention is a significant need at their site. • Applicants submit an application to join the BPEG and are accepted.
Year 0 01/22 – 06/22	• Initial meeting with BPEG Grant Coordinator is held. • Tentative team members are selected for the BIT. • Implementation Coach is hired. • Student survey permission form included in orientation packets for next school year.

Installation Stage

Year 1 08/22 – 09/22	• Implementation Coach begins training. • First BIT meeting occurs. • Evidence-based bullying prevention curriculum is purchased.
Year 1 10/22 – 12/22	• BIT completes first BPEG Self-Assessment. • BIT members begin training on evidence-based curriculum and priority bullying prevention best practices. • BIT members develop short-cycle action plans to guide bullying prevention efforts.
Year 1 1/23 – 6/23	• BIT develops a professional development plan for staff on the evidence-based curriculum and bullying prevention best practices. • BIT develops student survey procedures and communicates to staff. • BIT members continue receiving training on priority bullying prevention best practices.

Initial Implementation Stage

Year 1 Spring 2023	• Schoolwide student survey conducted. • Results of student survey are analyzed and used for problem solving.
Year 2 8/23 – 12/23	• School staff begin implementation of the evidence-based curriculum. • School staff begin implementation of priority bullying prevention best practices. • Results of student survey are communicated with stakeholders. • BIT completes second BPEG Self-Assessment
Year 2 1/24 – 6/24	• Continue implementation of evidence-based bullying prevention curriculum. • Conduct student survey. • Continue to use short-cycle action planning to improve implementation of bullying prevention best practices.
Year 3 08/24 – 12/24	• Implement PD plan to support training and coaching of staff in bullying prevention best practices. • Implement evidence-based bullying prevention curriculum and prioritized best practices.

Full Installation Stage

Year 3 1/25 – 6-25	• Implement evidence-based bullying prevention curriculum and bullying prevention best practices with fidelity. • Conduct student survey. • Continue to use short-cycle action planning to improve implementation of bullying prevention best practices.

YEAR 0

Roles	Goals	Grantee Activities	Evidence of Completion
September 2021 – December 2021			
District/ School Grant Writers	0.1 Submit BPEG application 0.2 Get accepted into the BPEG	• Grant writers review RFA for the BPEG, assess needs, write, and submit application to CDE.	Application submitted Formal letter of acceptance into the BPEG
Spring 2022			
BPEG Grantee District and School Admin	0.3 District/school leaders schedule initial contact meeting with Grant Coordinator to lead to a mutually informed decision to proceed with implementing the grant.	• Meet with BPEG Grant Coordinator to review commitments for the BPEG program. • Secure commitment to proceed with additional meetings. • Identify preferred communication between CDE and grantee.	Commitment from leadership to engage in additional meetings. Identified preferred communication method(s).
BPEG Grantee District and School Admin	0.4 Tentative team members selected to be part of the BPEG implementation Team next school year.	• School and district leaders solicit interest from a representative collection of staff, families, and community members on being part of the BPEG Implementation Team (BIT) next school year. • Preliminary BIT includes at least one member who has decision-making authority for the school.	List of BIT members created.
BPEG Grantee District and School Admin	0.5 The Implementation Coach position is posted.	• Informed by the Implementation Coach Competencies document, the BPEG Implementation Coach (IC) position is posted.	BPEG IC position is posted.
BPEG Grantee District and School Admin	0.6 An Implementation Coach for the school is hired.	• The school's BPEG IC is hired with a start date after July 1, 2022 (when Grant Award Letters are distributed).	BPEG IC position is offered and accepted.
School Admin	0.7 Parent survey permission form included in orientation packets for 2022-2023 school year.	• School adopts/adapts parent permission form for students to take the annual BPEG student survey. • Parent permission form is included as part of new student orientation packets and required documentation at the beginning of the year.	Parent permission form is drafted. Parent permission form is included in orientation packets.

YEAR 1 – BPEG Implementation

Roles	Goals	Grantee Activities	Evidence of Completion
August 2022			
BPEG IC	1.1 BPEG IC is prepared to lead first BIT meeting.	• BPEG IC attends training with BPEG Grant Coordinator to receive training on teaming best practices and the goals of first BIT meeting.	Registered and attended training with BPEG Grant Coordinator.
September 2022			
School Admin/ BPEG IC	1.2 A representative team is finalized to lead the BPEG.	• The BIT is finalized and includes representation of staff, families, and the community. • The BIT includes at least one member who has decision-making authority for the school/district.	BIT formed or the responsibilities of the BIT adopted by an existing school team.
School Admin	1.3 School admin publicly supports the BPEG program to all staff.	• School administrator(s) describe the BPEG program to all staff and provide opportunities for questions. • School administrator(s) publicly express support for the BPEG program.	Meeting agenda with time for school administrator to discuss the BPEG program.
BPEG IC	1.4 First BIT meeting occurs and the BIT begins engaging in teaming best practices.	• Broad overview of the BPEG program is provided so that all BIT members understand its purpose and goals. • The BIT assigns roles and responsibilities for BIT meetings including that of the facilitator, note taker, and active participant. • The BIT develops/adopts norms • The BIT designates specific team member to be responsible for coordinating data. • The BIT develops a standard meeting agenda format that includes space for action items. • The BIT sets schedule for calendar year (date, timeframe, location). Schedule at least one BIT meetings per month. • The BIT decides rules for making decisions as a team (e.g., Fist-to-Five).	BIT meeting notes.

BIT	1.5 All BIT members have an initial understanding of the BPEG, its goals, and processes.	• BIT members read the grant application.
		• BIT members review tools and resources for the BPEG:
		  ○ BPEG Practice Profiles
		  ○ BPEG Self-Assessment 2.0
		  ○ BPEG Implementation Guide
		  ○ BPEG Year at a Glance
			BIT meeting notes indicate tools and resources were provided to all BIT members.

School Admin	1.6 Evidence-based bullying prevention curriculum is purchased.	• The school purchases the evidence-based (EB) bullying prevention curriculum.	The school's EB curriculum is delivered to the building.

Roles	Goals	Grantee Activities	Evidence of Completion
October 2022			
BIT/BPEG IC	1.7 The BIT understands areas of success and growth in implementing the BPEG program.	• The BIT completes the BPEG Self-Assessment v2.0 • BPEG IC summarizes data from the BPEG Self-Assessment and provides this summary to BIT members	BPEG Self-Assessment 2.0 is completed and submitted online to CDE. Summary of BPEG Self-Assessment data permanent product is complete.
BIT Members	1.8 BIT members begin completing training associated with the selected curriculum.	• BIT members get access to curriculum training • BIT members begin training on selected curriculum	BIT meeting notes indicate BIT members have begun EB curriculum training.
November 2022			

BIT	1.9 BIT improves knowledge of data-based decision making.	• BIT receives training on data-based decision making.
		  ○ Problem-solving model
		  ○ Short-cycle action plan (SCAP)
			BIT meeting notes show training is completed.

BIT	1.10 BIT begins creating a SCAP for the EB curriculum.	• BIT defines the problem statement for their EB curriculum in their SCAP.	Problem statement for the EB curriculum is completed in a SCAP.
BIT	1.11 BIT begins creating a SCAP to improve identified priority best practices.	• BIT uses a data-based decision making process to identify priority best practices to improve based on results of their BPEG Self-Assessment. • BIT defines their problem statement for their prioritized best practices.	Problem statement for the prioritized best practices is completed in a SCAP.
December 2022			

BIT	1.12 BIT completes creation of a SCAP for the EB curriculum.	• The BIT completes creation of a SCAP for the EB curriculum.
		  ○ Develop a problem statement.
		  ○ Analyze the problem to determine a root cause.
		  ○ Choose a solution.
		  ○ Create a goal with associated data.
		  ○ Create benchmarks to measure progress and fidelity.
		  ○ Create action steps that lead to successfully implementing the solution.
			SCAP for the EB curriculum is complete.

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	1.13 BIT completes creation of a SCAP to improve identified priority best practices.	• The BIT completes creation of a SCAP to improve the identified priority best practices. o Develop a problem statement. o Analyze the problem to determine a root cause. o Choose a solution. o Create a goal with associated data. o Create benchmarks to measure progress and fidelity. o Create action steps that lead to successfully implementing the solution.	SCAP for the prioritized best practice is complete.
BIT/School Admin	1.14 Appropriate staff receive communication on the training and coaching schedule.	• BIT and/or school administration communicates with appropriate staff on the training and coaching schedule. • The BIT provides opportunities for staff to provide feedback on the training and coaching.	Documentation of the training and coaching schedule communication. Feedback from staff is included as an agenda item in a BIT meeting.

January 2023			
BIT/School Admin	1.15 Training and coaching infrastructure for EB bullying prevention curriculum is outlined.	• BIT begins developing a professional development (PD) plan for all school staff to become trained on the EB curriculum. o PD plan allows appropriate staff the time to review curriculum materials, ask questions, and complete training. o PD plan includes procedures for training new staff who join the school. o PD plan includes process for providing coaching support to staff administering EB curriculum lessons.	PD plan permanent product showing initial progress.
BIT/School Admin	1.16 Training and coaching infrastructure for priority best practices is outlined.	• BIT begins developing a PD plan for appropriate school staff to become trained on the priority best practices. o PD plan allows appropriate staff the time to review materials, ask questions, and complete training. o PD plan includes procedures for training new staff who join the school. o PD plan includes process for providing coaching support to staff administering the selected priority.	PD plan permanent product showing initial progress.
BIT	1.17 Begin implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Training and coaching schedule permanent product.
BIT	1.18 Begin implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Training and coaching schedule permanent product.

Roles	Goals	Grantee Activities	Evidence of Completion
February 2023			

BIT	1.19 BIT members have knowledge of and are able to utilize a data-based decision-making process.
	
	1.20 BIT understands data systems for bullying prevention.
		• BPEG IC trains BIT members on the school's behavioral data system.
		  ○ BIT learns about what behavior data are collected at the school.
		  ○ BIT learns about where behavior data are stored at the school.
		  ○ BIT leans about how to access behavior data at the school.
		  ○ BIT learns about what fidelity data are collected on the EB curriculum.
		• BIT schedules review of behavior and bullying data as a team at least quarterly.
			Training materials permanent product.
			
			BIT meeting notes.

BIT	1.21 Develop student survey protocols.	• The BIT creates a process for administering, analyzing, and reporting the student survey in the spring.
		  ○ Obtaining active parent permission to survey students
		  ○ Ensuring confidentiality of student data
		  ○ Organizing data for analysis
		• How and when results will be summarized and communicated to all stakeholders
			BIT meeting notes; communication to staff regarding survey process.

BIT	1.22 All staff understand the process for surveying students.	• The student survey process is communicated to all staff with the opportunity for staff to ask questions and provide feedback.	Communication permanent product. Feedback from staff is included as an agenda item in a BIT meeting.
BIT	1.23 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan including fidelity data.
BIT	1.24 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan including fidelity data.
March 2023			
BIT	1.25 Review of SCAPs completed. 1.26 Revised SCAPs created to improve the implementation of the EB curriculum and prioritized best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their EB curriculum and prioritized best practices SCAPs based on the above review and up-to-date behavioral data.	Revised SCAPs; BIT meeting notes.

Roles	Goals	Grantee Activities	Evidence of Completion

BIT	1.27 Clear communication processes and messages are developed.	• The BIT begins developing a communication plan.
		  o Topics include annual student survey outcomes and improvements to bullying prevention best practices implementation.
		  o Multiple methods of communication are considered (e.g., newsletter, social media post).
		  o Accessibility (e.g., language barriers) are considered and addressed.
		• Options for stakeholder feedback is included.
			Communication plan shows initial progress.

April 2023			

BIT	1.28 BIT members begin understanding the current state of bullying prevention efforts at the school.	• The BIT assesses and documents existing bullying prevention and intervention resources in place at the school.
		  o Resources and supports provided by the BPEG program.
		  o Existing initiatives at the school.
		• The BIT organizes and aligns Tier 1, 2, and 3 bullying prevention and intervention supports.
			Initiative Inventory shows initial progress.

Spring 2023			
BIT	1.29 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan including fidelity data.
BIT	1.30 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan including fidelity data.
BIT/School Staff	1.31 Student survey administered to 60% or more of students.	• The student survey is administered to students. o Confidentiality protocols are adhered to during administration.	Student survey results are entered online to CDE.
BIT/BPEG IC	1.32 Behavior and bullying data are used to action plan for next school year.	• Results from the survey are organized and analyzed. • BIT reviews student survey data. • BIT uses data-based decision making process to identify areas of success and need. • BIT revises their SCAP to address areas of need based on student survey data and other behavior data (e.g., office discipline referrals).	Revised SCAPs; BIT meeting notes.

BIT	1.33 Clear communication processes and messages are developed.	• The BIT completes a communication.
		  o Topics include annual student survey outcomes and improvements to bullying prevention best practices implementation.
		  o Multiple methods of communication are considered (e.g., newsletter, social media post).
		  o Accessibility (e.g., language barriers) are considered and addressed.
		• Options for stakeholder feedback is included.
			Completed communication plan.

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	1.34 BIT members know the current state of bullying prevention efforts at the school.	• The BIT assesses and existing bullying prevention and intervention resources in place at the school. • The BIT organizes and aligns Tier 1, 2, and 3 bullying prevention and intervention supports.	Initiative Inventory is completed with bullying prevention and intervention supports aligned to tiers of support.

YEAR 2 – BPEG Implementation

Roles	Goals	Grantee Activities	Evidence of Completion
August 2023			
BIT	2.1 Begin implementation of PD plan for the EB curriculum and priority best practices.	• The BIT trains new staff on the EB curriculum and bullying prevention best practices. • The BIT provides refresher training on the EB curriculum and bullying prevention best practices to returning staff. • The BIT begins initial implementation of coaching supports as outlined in the PD plan.	Training materials; Agenda with space for training of staff; Updated PD plan with fidelity data.
All School Staff	2.2 EB curriculum and bullying prevention best practices begin to be implemented.	• All school staff begin initial implementation of bullying prevention best practices. • Appropriate staff begin administering initial EB curriculum lessons.	EB curriculum fidelity data.
BIT/School Admin	2.3 Bullying data are communicated to all stakeholders.	• Results are summarized for communication to stakeholders. • Communication to stakeholders includes the prevention and intervention efforts taking place this school year.	Updated communication plan with fidelity data.
BPEG IC/BIT	2.4 First BIT meeting takes place.	• BIT welcomes any new members. • BIT reviews norms, roles, and processes. • BIT develops long-term goals for the current school year based on bullying outcome data, other behavior data, and an analysis of all SCAPs.	BIT meeting notes.

Roles	Goals	Grantee Activities	Evidence of Completion
September 2023			
BIT/BPEG IC	2.5 The BIT understands areas of success and growth in implementing the BPEG program.	• The BIT completes the BPEG Self-Assessment v2.0 for the 2023-2024 school year. • BPEG IC summarizes data from the BPEG Self-Assessment and provides this summary to BIT members.	BPEG Self-Assessment 2.0 is completed and submitted online to CDE. Summary of BPEG Self-Assessment data permanent product is complete.

Roles	Goals	Grantee Activities	Evidence of Completion
October 2023			
BIT	2.6 Review of SCAPs completed. 2.7 Revised SCAPs created to improve the implementation of bullying prevention best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their SCAPs based on the review of SCAPs and data from most recent Self-Assessment.	Revised SCAPs; BIT meeting notes.

Roles	Goals	Grantee Activities	Evidence of Completion
Fall 2023			
Appropriate school staff	2.8 Continue implementation of EB curriculum with fidelity.	• Appropriate school staff implement the EB curriculum with fidelity.	EB curriculum fidelity data.
All school staff	2.9 Continue implementation of priority best practices.	• All school staff engage in bullying prevention best practices as trained and coached by the BIT and in alignment with the BIT's SCAP.	SCAPs with fidelity data.
BIT	2.10 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	2.11 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan with fidelity data.
Families, students, community members, and staff	2.12 Clear two-way communication is in place and utilized by all stakeholders.	• The BIT implements their two-way communication plan to receive feedback on bullying prevention efforts by all stakeholders.	Updated communication plan with fidelity data.

Roles	Goals	Grantee Activities	Evidence of Completion
Spring 2024			
BIT	2.13 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	2.14 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan with fidelity data.
Appropriate school staff	2.15 Continue implementation of EB curriculum with fidelity.	• Appropriate school staff implement the EB curriculum with fidelity.	EB curriculum fidelity data.
All school staff	2.16 Continue implementation of priority best practices.	• All school staff engage in bullying prevention best practices as trained and coached by the BIT and in alignment with the BIT's SCAP.	SCAPs with fidelity data.
BIT	2.17 Review of SCAPs completed one or two times during the spring. 2.18 Revised SCAPs created to improve the implementation of the EB curriculum and prioritized best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their EB curriculum and prioritized best practices SCAPs based on the above review and up-to-date behavioral data.	Revised SCAPs; BIT meeting notes.
BIT/School Staff	2.19 Student survey administered to 60% or more of students.	• The student survey is administered to students. o Confidentiality protocols are adhered to during administration.	Student survey results are entered online to CDE.

Roles	Goals	Grantee Activities	Evidence of Completion
BIT/BPEG IC	2.20 Behavior and bullying data are used to prioritize goals for next school year.	• Results from the annual student survey are organized and analyzed. • BIT reviews student survey data. • BIT uses data-based decision making process to identify areas of success and need. • BIT prioritize areas of need based on student survey data and other behavior data (e.g., office discipline referrals).	Revised SCAPs; BIT meeting notes.

YEAR 3 – BPEG Implementation

Roles	Goals	Grantee Activities	Evidence of Completion
August 2024			
BIT	3.1 Begin implementation of PD plan for the EB curriculum and priority best practices.	• The BIT trains new staff on the EB curriculum and bullying prevention best practices. • The BIT provides refresher training on the EB curriculum and bullying prevention best practices to returning staff. • The BIT begins initial implementation of coaching supports as outlined in the PD plan.	Updated PD plan with fidelity data.
All School Staff	3.2 EB curriculum and bullying prevention best practices begin to be implemented.	• Appropriate staff begin administering initial EB curriculum lessons. • All school staff begin initial implementation of bullying prevention best practices.	EB curriculum fidelity data. SCAPs with fidelity data.
BIT/School Admin	3.3 Bullying data are communicated to all stakeholders.	• Results are summarized for communication to stakeholders. • Communication to stakeholders includes the prevention and intervention efforts taking place this school year.	Updated communication plan with fidelity data.
BPEG IC/BIT	3.4 First BIT meeting takes place.	• BIT welcomes any new members. • BIT reviews norms, roles, and processes. • BIT develops goals for the current school year based on bullying outcome data and other behavior data.	BIT meeting notes.
September 2024			
BIT/BPEG IC	3.5 The BIT understands areas of success and growth in implementing the BPEG program.	• The BIT completes the BPEG Self-Assessment v2.0 for the 2023-2024 school year. • BPEG IC summarizes data from the BPEG Self-Assessment and provides this summary to BIT members.	BPEG Self-Assessment 2.0 is completed and submitted online to CDE. Summary of BPEG Self-Assessment data permanent product is complete.
October 2024			
BIT	3.6 Review of SCAPs completed. 3.7 Revised SCAPs created to improve the implementation of bullying prevention best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their SCAPs based on the review of SCAPs and data from most recent Self-Assessment.	Revised SCAPs; BIT meeting notes.

Roles	Goals	Grantee Activities	Evidence of Completion
Fall 2024			
Appropriate school staff	3.8 Continue implementation of EB curriculum with fidelity.	• Appropriate school staff implement the EB curriculum with fidelity.	EB curriculum fidelity data.
All school staff	3.9 Continue implementation of priority best practices.	• All school staff engage in bullying prevention best practices. as trained and coached by the BIT and in alignment with the BIT's SCAP.	SCAPs with fidelity data.
BIT	3.10 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	3.11 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan with fidelity data.
Families, students, community members, and staff	3.12 Clear two-way communication is in place and utilized by all stakeholders.	• The BIT implements their two-way communication plan to receive feedback on bullying prevention efforts by all stakeholders.	Updated communication plan with fidelity data.

Roles	Goals	Grantee Activities	Evidence of Completion
Spring 2025			
BIT	3.13 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	3.14 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	3.15 Begin planning for sustainability of bullying prevention efforts after the end of the BPEG program.	• The BIT uses a data-based decision making process to determine assets and needs to support sustainability of bullying prevention efforts after the end of the BPEG program.	BIT notes; SCAP supporting sustainability
Appropriate school staff	3.16 Continue implementation of EB curriculum with fidelity.	• Appropriate school staff implement the EB curriculum with fidelity.	EB curriculum fidelity data.
All school staff	3.17 Continue implementation of priority best practices.	• All school staff engage in bullying prevention best practices. as trained and coached by the BIT and in alignment with the BIT's SCAP.	SCAPs with fidelity data.
BIT	3.18 Review of SCAPs completed. 3.19 Revised SCAPs created to improve the implementation of bullying prevention best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their SCAPs based on the review of SCAPs and data from most recent Self-Assessment.	Revised SCAPs; BIT meeting notes.
BIT/School Staff	3.20 Student survey administered to 60% or more of students.	• The student survey is administered to students. ○ Confidentiality protocols are adhered to during administration.	Student survey results are entered online to CDE.

Roles	Goals	Grantee Activities	Evidence of Completion
BIT/BPEG IC	3.21 Behavior and bullying data are used to prioritize goals for next school year.	• Results from the survey are organized and analyzed • BIT reviews student survey data • BIT uses data-based decision making process to identify areas of success and need • BIT prioritize areas of need based on student survey data and other behavior data (e.g., office discipline referrals).	Revised SCAPs; BIT meeting notes.

Attachment D: Examples of Allowable and Unallowable Usage of Funds

<u>**Examples of Allowable Uses**</u>:

- Supplies for events that include families and the community focusing on how schools engage in kindness.
- Food and supplies for kickoff events that include families highlighting how to report bullying and how schools prevent bullying.
- Supplies for student-created art projects related to bullying prevention.
- Stipends for staff to participate as a member of the BPEG Implementation Team.
- Stipends for staff to lead a student group focused on kindness and anti-bullying.
- Purchasing an evidence-based bullying prevention curriculum.
- Certification training for an evidence-based bullying prevention curriculum.
- Third-party data collection software (e.g., SWIS).
- Purchasing reinforcers for PBIS stores.
- Attending cost-efficient trainings and/or conferences directly related to bullying prevention.
- Paying for childcare and food at parent training events.
- Purchasing books for staff book studies related to bullying prevention topics.

<u>**Examples of Unallowable Uses**</u>:

- Gift cards of any kind.
- Expensive reinforcers for PBIS stores.
- Attending trainings and conferences on topics not directly related to bullying prevention.
- Supplemental programs or curricula that may compete with the evidence-based bullying prevention curriculum.

Attachment E: 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:
- Lead monthly BPEG Implementation Team meetings for each school in the grant
- 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 monthly Implementation Coach meetings with CDE
    - 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 F: Annual Evaluation 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 G: Intent to Apply

The Intent to Apply form for the School Bullying Prevention and Education grant should be completed by **September 22, 2021 by 11:59 pm**. Submit online via SurveyMonkey. Though strongly encouraged, completion of the Intent to Apply form is informational only and not a required application component.

Below is a screenshot of the information requested in the Intent to Apply form:

* 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