



COLORADO
Department of Education

Funding Opportunity

Applications Due: Friday, October 21, 2016, by 11:59 pm

Application Information Webinar: Wednesday, September 21, 3:30 – 4:30 pm

Letter of Intent Due: Friday, September 23, 2016, by 11:59 pm

SCHOOL BULLYING PREVENTION AND EDUCATION GRANT PROGRAM

PURSUANT TO: 22-93-101 § C.R.S.

For program questions contact:

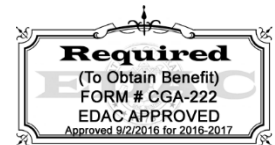
Adam Collins (Collins_A@cde.state.co.us | 303-866-6853)

For fiscal/budget questions contact:

Marti Rodriguez (Rodriguez_M@cde.state.co.us | 303-866-6129)

For RFP-specific questions contact:

Kim Burnham (Burnham_K@cde.state.co.us | 303-866-6916)



Colorado Department of Education
Office of Learning Supports
201 E. Colfax, Denver, CO 80203

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School Bullying Prevention and Education Grant 2016

Applications Due: Friday, October 21, 2016, by 11:59 pm

Introduction

Bullying affects thousands of students each year. Although prevalence rates vary from study to study, around 30% of students report being a part of bullying as either a victim or perpetrator. 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. 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.

Colorado schools have many responsibilities including developing the academic and behavioral skills of their students. Many schools find it financially difficult to provide students with social, emotional, and behavioral best practices. This can lead to gaps in student skills that then negatively affect the culture and academic achievement in schools.

Purpose

The Colorado School Bullying Prevention and Education Grant Program 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; and
- 3) Adopting specific policies concerning bullying education and prevention.

See Attachment B for the Program Rules for Administration.

Eligible Applicants

Eligible applicants include:

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

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

Available Funds

Approximately \$2.9 million is available for the 2016-2017 fiscal year for approximately 50 schools. Funds will be awarded by CDE no later than January 20, 2017. Grant awardees will be responsible for spending awarded funds in accordance with the approved budget and timeline within the grant application. Within the first year of the three-year grant cycle, individual rewards may be less than in subsequent years and will not exceed \$40,000. The first year of funding will be used for the purchasing of an evidence-based bullying prevention program, training for the school on the program selected, a needs assessment, development of foundational systems, hiring an implementation coach, and baseline bullying assessment administration. In the second and third years of the

grant, successful grantees will receive up to \$40,000 per year to be used for bullying prevention program refresher materials, training for the school on the program selected, salary for an implementation coach, educating parents on bullying prevention strategies, and annual bullying assessment administration.

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 as well as be delineated by year.

The grant request should not exceed \$40,000 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 \$40,000 per school, per year, for a total of \$120,000 per year. Note: The amount requested must be justified in the budget narrative.

Allowable Use of Funds

Funding from this opportunity may be used for:

- 1) The cost of the evidence-based bullying prevention best practices.
- 2) Educating 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.
- 3) Developing student leadership and voice in the creation and implementation of bullying prevention strategies.
- 4) Monitoring and execution of the distribution, collection, standardization, and analysis of survey data collected.
- 5) Monitoring and execution of procedures that ensure the confidentiality of each student’s answers to the survey.
- 6) 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.
- 7) Hiring or designating an Implementation Coach that will be qualified to provide support, ongoing progress monitoring, data analysis, and reporting to CDE of the progress of the bullying prevention best practices. See Attachment C for a list of Implementation Coach competencies.
- 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, 2017. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the Colorado Department of Education.

Application Timeline

September 21, 2016	Application Information Webinar from 3:30 – 4:30 pm
September 23, 2016	Letter of Intent due no later than September 23, 2016 by 11:59 pm
October 21, 2016	Applications due to CDE no later than October 21, 2016 by 11:59 pm
Oct. 21 – Nov. 11, 2016	Review of applications
November 18, 2016	Notification of application status

Nov. 18 – Dec. 21, 2016	LEAs receiving grants will work with CDE to finalize grant activities, budget, and an implementation timeline
December 30, 2016	Those awarded with a grant will receive final notification by Friday, Dec. 30, 2016
January 13, 2017	CDE-led convening of grantees

Duration of Grant

Grants will be awarded for a three-year term beginning in the 2016-2017 school year. Please note: **Each year of grant funding is contingent upon annual appropriations by the State Legislature.** Funded applicants will be eligible for continued funding in the second and third years of the grant cycle after successfully demonstrating the following:

- Submission of all required evaluation materials
- Adequate progress toward successfully meeting annual objectives
- Completed program development report after the first year to demonstrate fidelity to proceed with years two and three
- Completed budgets and funding amounts for years two and three following the first year

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, 2017 and each subsequent year of the grant:

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

In addition to evaluation reporting, Implementation Coaches will be asked to submit quarterly progress reports to CDE (via email) on:

- Implementation of bullying prevention program;
- Short-term and long-term goals for strengthening bullying prevention efforts;
- Development/improvement of school climate;
- Implementation of data-based decision making processes; and
- Use of funds to ensure budget is drawn down in a timely manner.

*Please note: Sites receiving a grant through the Colorado School Bullying Prevention and Education Grant Program may be selected for a site visit by CDE program staff during the 2016-2017 school year.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the School Bullying Prevention and Education Grant Program. 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](#).

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

Review Process and Timeline

Applications will be reviewed by CDE staff to ensure they contain all required components. This funding opportunity is a competitive process – applicants must score at least 93 points (70%) out of the 133 possible points to be approved for funding. Applications that score below 93 points *may* be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested 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 December 30, 2016.

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 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 witness bullying and, (b) how frequently do students perceive themselves to be a victim of bullying. There are four different surveys that can be used to evaluate bullying behaviors in schools:

1. **Snapshot Survey:** This professionally designed and validated survey provides a more thorough assessment of bullying behaviors as well as an assessment of school climate which has been suggested to play a foundational role in reducing bullying in schools.
2. **Peer Relations Survey:** This survey provides schools with professionally designed and validated assessment questions about the frequency, location, and type of bullying behaviors.
3. **Two-Item Survey:** This is the minimum required for applicants to have their grant accepted. The two items must assess (1) the frequency with which students witness bullying and (2) perceive themselves to be a victim of bullying.
4. **Other Survey:** This option can be a survey that is already being used by schools as long as the two required items related to the Grant are represented. Note: The specific questions that measure bullying behaviors must be provided to the Department with the application.

All surveys have the ability to be conducted in electronic or paper-and-pencil formats. The website also provides more detail on the benefits and drawbacks for each available survey.

An application information webinar will be held on Wednesday, September 21 from 3:30 – 4:30 pm. Register for this technical assistance via Eventbrite at <http://sbpeg2016.eventbrite.com>. If you have questions or issues regarding registration, please email CompetitiveGrants@cde.state.co.us.

If interested in applying for this funding opportunity, please submit the Letter of Intent (see **Attachment E**), via SurveyMonkey at: <https://www.surveymonkey.com/r/sbpeg2016> by **Friday, September 23, 2016 at 11:59 pm**.

Submission Process and Deadline

One electronic copy of the application and electronic budget must be submitted to:

CompetitiveGrants@cde.state.co.us by Friday, October 21, 2016 by 11:59 pm. The electronic version should include all required elements of the application as one document. Please attach the electronic budget workbook as a separate document to the email. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us.

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

Submit the electronic copy of the application and electronic budget to:
CompetitiveGrants@cde.state.co.us
By: **Friday, October 21, 2016 by 11:59 pm**

Application Format

- In Attachment A, an Application Template Form has been provided which may be filled out and submitted in lieu of completing Part II in a narrative format. Applicants may still choose to address Part II in a narrative format, however they may find the Template Form to be a more efficient way to complete Part II.
- Completion of Part II in a narrative format cannot exceed **12 pages** and completion of Part II via the Application Template Form cannot exceed **17 pages**. (*note: the difference in page limit accommodates the 5 pages that the template uses*). Applications that exceed the page limit will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- The submission of duplicate applications that are identical, except for names and descriptions of the eligible site, will not be accepted. Responses from applicants in the same district or working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible site(s).

Required Elements

The format outlined below must be followed in order to assure consistent review of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in Part II (pages 13-17).**

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

Cover Page

Assurances Form

Executive Summary (*no more than 1 page*)

Part II: Evaluation Narrative or Application Template Form *(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

Attachments:

Implementation Coach Job Description *(does not count toward page limit)*

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

**Colorado School Bullying Prevention and Education Grant Program Application
2016 – 2017**

PART IA: Cover Page <i>(Complete and attach as the first page of proposal)</i>	
Name of Applicant:	
Mailing Address:	
District Code:	
Authorized Representative:	
Telephone:	E-mail:
Program Contact Person:	
Telephone:	E-mail:
Fiscal Manager:	
Mailing Address:	
Telephone:	E-mail:
Type of Education Provider: <i>Check one box below that best describes your organization.</i>	
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input type="checkbox"/> Charter School Institute <input type="checkbox"/> Facility School	
Region: <i>Indicate the region(s) this proposal will directly impact</i>	
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast	
Recipient School(s): <i>Indicate the intended recipient schools (additional rows may be added).</i>	
Grant Information	
Amount Requested: <i>Indicate the total amount of funding you are requesting for this grant.</i>	
Year 1 (2016-2017): \$	
Year 2 (2017-2018): \$	
Year 3 (2018-2019): \$	

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

Part IB: School Information and Signature Page

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

School Information and Signatures

School Name: _____ School Code: _____

Principal Name: _____

Principal Signature: _____

Contact Person: _____

Mailing Address: _____

Phone: _____ Email: _____

Bullying Prevention
Program to be Used: _____

Contact Signature: _____

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

Colorado School Bullying Prevention and Education Grant 2016-2017

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

On _____ (date), _____ 2016, the Board of _____ (district, BOCES, charter, or facility school) hereby agrees to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the following required evaluation information (see pages 5 and 30):
 - 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 to determine, at a minimum, the frequency of (1) bullying victimization and (2) witnessing bullying.
4. The grantee will work with and provide requested data to CDE for the Colorado School Bullying Prevention and Education Grant within the time frames specified.
5. The grantee will budget for their bullying prevention committee to attend the grant trainings available for the program they choose, as outlined on the bullying prevention and education [website](#), for the duration of the grant
6. The grantee will not discriminate against anyone regarding race, gender, sexual orientation, national origin, color, disability, or age.
7. Funds will be used to supplement and not supplant services currently in place.
8. Funds will be used to supplement and not supplant any moneys currently being used for student re-engagement services and grant dollars will be administered by the appropriate fiscal agent.
9. Funds will be used, in part, to hire or assign an Implementation Coach for a minimum of 0.2 FTE.
10. That funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
11. That if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
12. Grantee will maintain sole responsibility for the project even though contractors may be used to perform certain services.

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

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

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

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

Name of District Superintendent* *(If Applicable)*

Signature of District Superintendent *(If Applicable)*

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

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

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

Selection Criteria and Evaluation Rubric

Application Scoring *(CDE Use Only)*

Part I: Application Introduction	No Points
Part II: Evaluation Rubric	
Section A: Needs Assessment	/28
Section B: Program Description	/49
Section C: Policies and Practices	/14
Section D: Evaluation and Reporting	/35
Section E: Budget Narrative and Electronic Budget	/7
Total:	/133

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

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Selection Criteria & Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Pages and Assurances

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

Part II: Evaluation Rubric (133 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 93 points (70%) out of the 133 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded. Importantly, suggested responses to many items have been provided on the [CDE bullying prevention and education website](#).

In addition, an **Application Template Form** can be found in Attachment A, which may be filled out and submitted in lieu of completing Part II in narrative form. Applicants may choose the best option for addressing the rubric criteria below. Completion of Sections A – E in a narrative format cannot exceed **12 pages** and completion of Sections A – E by using the Application Template Form cannot exceed **17 pages** (*note: the difference in page limit accommodates the 5 pages that the template uses*).

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

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

<p>Section B: Program Description</p>	<p>Not Addressed or Met No Criteria <i>(information not provided)</i></p>	<p>Met One Criterion Well <i>(requires additional clarification)</i></p>	<p>Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i></p>
<p>1) Clearly indicate:</p> <ul style="list-style-type: none"> • The evidence-based best practice for preventing bullying that will be implemented; and • How the evidence-based program will address the school’s needs. <p>See the CDE bullying prevention website for recommended practices along with descriptions.</p>	0	4	7
<p>2) Describe:</p> <ul style="list-style-type: none"> • The process for designating/hiring an Implementation Coach that will provide support to school(s) regarding grant implementation; and • The planned activities of the Implementation Coach including a draft of the job description that will be used. (See Attachment C for a list of Implementation Coach Competencies). 	0	4	7
<p>3) Clearly describe the methods that will be used to ensure implementation 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:</p> <ul style="list-style-type: none"> • Training and technical assistance for the Bullying Prevention Committee (BPC) and school staff; and • Tools that will be used to measure implementation, along with the process for problem-solving around those data. 	0	4	7

<p>4) Describe:</p> <ul style="list-style-type: none"> • The integration of the BPC into a team at each school (e.g., teachers, family members) who will advise the school administration concerning the severity and frequency of bullying incidents and lead the bullying prevention efforts in each school; and • The process for developing and revising that team. 	0	4	7
<p>5) Fully describe how families and the community will be included in bullying prevention efforts. Address how information will be shared regarding:</p> <ul style="list-style-type: none"> • The policies and ongoing prevention and education efforts to reduce the frequency of bullying; and • The strategies for including families and the community in school bullying prevention implementation. 	0	4	7
<p>6) Address how:</p> <ul style="list-style-type: none"> • Student leadership will be included in the implementation of bullying prevention strategies (e.g., regular student meetings with staff); and • Student voice will be included in the development of bullying prevention strategies (e.g., student suggestions considered by BPC). 	0	4	7
<p>7) Describe the methods that will be used to ensure sustainability of the chosen evidence-based best practice beyond the life of the grant. See website for recommended strategies. Address:</p> <ul style="list-style-type: none"> • How grantees will ensure that grant-funded bullying prevention strategies will be implemented beyond the life of the grant (e.g., diversification of financial opportunities); and • Integration into school, family, and community systems. 	0	4	7
<p>Reviewer Comments:</p>			
<p>TOTAL POINTS</p>			<p>/49</p>

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

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

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

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

Attachment A: Application Template Form

The following **Application Template Form** may be filled out and submitted in lieu of completing Part II in a narrative format. Applicants may choose the best option for addressing the rubric criteria below. If using the Application Template, the form should follow Part I: Application Introduction (Cover Page, School Information and Signature Form, and Assurances Form).

Alternatively, you can download a stand-alone [Application Template Form](http://www.cde.state.co.us/node/30723) from the grant website: <http://www.cde.state.co.us/node/30723>

Completion of Sections A – E in a narrative format cannot exceed **12 pages** and completion of Sections A – E by using the Application Template Form cannot exceed **17 pages** (*note: the difference in page limit accommodates the 5 pages that the template uses*).

Section A: Needs Assessment	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
<p>1) Describe your need for bullying prevention and education, based on an analysis of data. Address:</p> <ul style="list-style-type: none"> • Frequency and severity of bullying behavior (e.g., office discipline referrals and other discipline data (e.g., harassment, aggressive behaviors, disrespect);and • Parent, Teacher, and community input. 	0	4	7

Click here to enter text.

<p>2) Briefly identify current and previous attempts to reduce the frequency and severity of bullying behavior. Address:</p> <ul style="list-style-type: none"> • What programs were used and how school, family, and community involvement was utilized; and • The successes and areas for continued improvement of previous efforts. 	0	4	7
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<p>3) Describe efforts to provide a positive school climate that serves as a foundation for effective bullying prevention. See the website for recommended practices for building positive school climate. Address:</p> <ul style="list-style-type: none"> • The school-wide behavior expectations that have been, or will be, established; and • The positive recognition systems that are currently used, or will be used, to reinforce expected behaviors. 	0	4	7
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<p>4) Describe how data are used to inform school climate practices. Address:</p> <ul style="list-style-type: none"> • The discipline referral system that has been used, or will be used, to respond to inappropriate behaviors; and • The problem solving procedures that have been used, or will be used, to improve school climate based on data. 	0	4	7
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Click here to enter text.

Reviewer Comments:	
TOTAL POINTS	/28

Section B: Program Description	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
<p>1) Clearly indicate:</p> <ul style="list-style-type: none"> • The evidence-based best practice for preventing bullying that will be implemented; and • How the evidence-based program will address the school’s needs. <p>See the CDE bullying prevention website for recommended practices along with descriptions.</p>	0	4	7

Click here to enter text.

<p>2) Describe:</p> <ul style="list-style-type: none"> • The process for designating/hiring an Implementation Coach that will provide support to school(s) regarding grant implementation; and • The planned activities of the Implementation Coach including a draft of the job description that will be used. (See Attachment C for a list of Implementation Coach Competencies). 	0	4	7
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Click here to enter text.

<p>3) Clearly describe the methods that will be used to ensure implementation 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:</p> <ul style="list-style-type: none"> • Training and technical assistance for the Bullying Prevention Committee (BPC) and school staff; and • Tools that will be used to measure implementation, along with the process for problem-solving around those data. 	0	4	7
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[Click here to enter text.](#)

<p>4) Describe:</p> <ul style="list-style-type: none"> • The integration of the BPC into a team at each school (e.g., teachers, family members) who will advise the school administration concerning the severity and frequency of bullying incidents and lead the bullying prevention efforts in each school; and • The process for developing and revising that team. 	0	4	7
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[Click here to enter text.](#)

<p>5) Fully describe how families and the community will be included in bullying prevention efforts. Address how information will be shared regarding:</p> <ul style="list-style-type: none"> • The policies and ongoing prevention and education efforts to reduce the frequency of bullying; and • The strategies for including families and the community in school bullying prevention implementation. 	0	4	7
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[Click here to enter text.](#)

<p>6) Address how:</p> <ul style="list-style-type: none"> • Student leadership will be included in the implementation of bullying prevention strategies (e.g., regular student meetings with staff); and • Student voice will be included in the development of bullying prevention strategies (e.g., student suggestions considered by BPC). 	0	4	7
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[Click here to enter text.](#)

<p>7) Describe the methods that will be used to ensure sustainability of the chosen evidence-based best practice beyond the life of the grant. See website for recommended strategies. Address:</p> <ul style="list-style-type: none"> • How grantees will ensure that grant-funded bullying prevention strategies will be implemented beyond the life of the grant (e.g., diversification of financial opportunities); and • Integration into school, family, and community systems. 	0	4	7
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Reviewer Comments:	
TOTAL POINTS	/49

Section C: Policies	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
<p>1) Describe:</p> <ul style="list-style-type: none"> • The current district safe school plan; and • How the current district safe school plan will be revised (if necessary) to improve bullying prevention and education. <p>See website for a list of district safe school plans and recommended strategies for improvement.</p>	0	4	7

Click here to enter text.

<p>2) Describe the following for students accused of engaging in bullying behaviors:</p> <ul style="list-style-type: none"> • The provisions for adequate due process; and • Safeguards (e.g., restorative justice strategies, lack of zero-tolerance policy for bullying). 	0	4	7
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Reviewer Comments:	
TOTAL POINTS	/14

Section D: Evaluation & Reporting	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
<p>1) Describe</p> <ul style="list-style-type: none"> The student impression survey that will be used to measure frequency and severity of bullying; and Why this survey was selected and if it will be administered electronically or via paper-and-pencil. <p>See website for optional surveys along with descriptions.</p>	0	4	7

Click here to enter text.

<p>2) Describe the procedures for:</p> <ul style="list-style-type: none"> Gaining parent and student opt-in permission to complete the above survey including the language that will be used; and Strategies to advertise the survey and gain at least 60% opt-in permission. 	0	4	7
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<p>3) Describe the procedures for the distribution, collection, standardization, and analysis of student impression survey data collected. Address:</p> <ul style="list-style-type: none"> When the survey will be administered and how data will be reported; and How data will be used to inform the prevention efforts. <p>See website for recommended procedures.</p>	0	4	7
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<p>4) Describe the procedures that:</p> <ul style="list-style-type: none"> Ensure the confidentiality of each student's answers to the student impression survey; and Clarify that the completion of surveys will be anonymous and voluntary. <p>See website for recommended procedures.</p>	0	4	7
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<p>5) Provide a description of any measures other than a student survey that will be used to assess:</p> <ul style="list-style-type: none"> Bullying frequency; and Bullying severity. <p>See website for other potential measures.</p>	0	4	7
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Reviewer Comments:	
TOTAL POINTS	/35

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

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Attachment B: Rules for Administration

DEPARTMENT OF EDUCATION

Colorado State Board of Education

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

1 CCR 301-99

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

0.0 STATEMENT OF BASIS AND PURPOSE

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

1.0 DEFINITIONS

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

1.08 “State Board” means the state board of education created pursuant to section 1 of article IX of the state constitution.

1.09 “Website” means the Department of Education’s Bullying Prevention Website as outlined in section 2.0., created pursuant to 22-93-106, C.R.S.

2.0 BULLYING PREVENTION WEBSITE

2.01 The department of education shall maintain a page on its public website pursuant to 22-93-106, C.R.S.

2.01.1 As a part of this website, the department continuously makes publicly available resources and evidence-based best practices in bullying prevention.

2.01.2 Using the website, the department will also continuously make publicly available procedures for the distribution, collection, standardization, and analysis of data collected from surveys of students’ impressions of the severity of bullying in their schools for the Bullying Prevention and Education Grant Program.

2.01.2.1 These procedures shall include those to ensure the confidentiality of each student’s answers to the survey and to clarify that the completion of a survey shall be voluntary and shall not be required of any student.

2.01.2.2 The website will also provide guidance on survey questions, such as the forms of bullying that the student has experienced, where those incidents occurred, how frequently the student witnessed bullying at his or her school and how frequently the student perceives himself or herself to be a victim of bullying.

3.0 APPLICATION REQUIREMENTS AND TIMELINE

3.01 As legislated monies are available, the department shall solicit, review, and award grants to public schools, facility schools, and collaborative groups of public schools and facility schools for periods of one to three years.

3.02 On an annual basis on a date determined by the Department, public schools, facility schools, and collaborative groups of public schools and facility schools interested in obtaining funding shall submit a bullying prevention grant application electronically to the department, using the application form provided by the Department.

3.03 Each application submitted shall include, but need not be limited to the following:

3.03.1 A description of the evidence-based best practices for preventing bullying that applicants plan to implement using the grant moneys, including a description of the evidence supporting the chosen practices that have proven successful in other public schools in the country. These evidence-based practices for bullying prevention may be drawn from the department’s bullying prevention website, pursuant to section 2.01.1;

3.03.2 A description of the methods that will be used to ensure sustained implementation of evidence-based best practices in bullying prevention that result in improved outcomes and reduced bullying over time and past the grant period;

3.03.3 A description of how grantees will use at least a portion of awarded grant moneys for the purpose of educating students’ parents and legal guardians regarding the grant recipient’s policies concerning bullying prevention and education, the grant recipient’s ongoing efforts to reduce the frequency of bullying incidents, and the grant recipient’s strategies for including families and the community in school bullying prevention.

3.03.4 A description of how grantees will include student leadership and voice in the creation and implementation of bullying prevention strategies.

3.03.5 A description of how the applicant will adopt specific policies concerning bullying education and prevention that includes:

- 3.03.5.1 Creation or revision of a district safe school plan as indicated in 22-32-109.1;
 - 3.03.5.2 Provisions for the administration of surveys of students' impressions of the severity of bullying in their schools;
 - 3.03.5.3 The designation of a team of persons at each school of the school district who advise the school administration concerning the severity and frequency of bullying incidents;
 - 3.03.5.4 Provisions for adequate due processes and safeguards for students accused of engaging in bullying behaviors.
- 3.03.6 A description of the procedures for the distribution, collection, standardization, and analysis of student impression survey data collected, and procedures that ensure the confidentiality of each student's answers to the survey, and clarify that the completion of a survey shall be voluntary and shall not be required of any student..
- 3.03.6.1 A description of the survey that will be used to ask about how frequently the student witnesses bullying at his or her school and how frequently the student perceives himself or herself to be a victim of bullying;
 - 3.03.6.2 To the extent practicable, grantees may utilize existing forms and procedures, including those outlined on the Bullying Prevention website, to administer surveys;
 - 3.03.6.3 Grantees may use a digital or paper and pencil version of the survey;
 - 3.03.6.4 Grantees are required to implement an active opt in procedure for parents and students for any surveys used as a part of the grantee's program;
- 3.03.7 A description of the procedures for the distribution, collection, standardization, and analysis of implementation data that indicates the degree to which the school, leadership teams, and school staff implement the evidence-based bullying prevention best practices; and
- 3.03.8 An explanation of the cost of the bullying prevention program that the applicant(s) plan to implement using the grant moneys and an explanation of how grant funding will be used to supplement and not supplant any funding currently being used on bullying prevention practices already provided to the students, school, families, and community.

4.0 APPLICATION EVALUATION CRITERIA

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

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

5.0 DATA COLLECTION AND REPORTING

5.01 Each public school, facility school, and collaborative group of public schools and facility schools funded through the Bullying Prevention and Education Grant Program shall submit annually information to the Department describing the following:

- 5.01.1 The evidence-based best practices in bullying prevention that the applicant(s) implemented using the grant moneys;
- 5.01.2 The number and grade levels of students who participated in each of the bullying prevention practices or services provided;
- 5.01.3 The progress made by the participating public schools, facility schools, and collaborative groups of public schools and facility schools in including family and community partnering in school bullying prevention strategies;
- 5.01.4 The progress made by the participating public schools, facility schools, and collaborative groups of public schools and facility schools in adopting specific policies concerning bullying education and prevention;
- 5.01.5 The progress made by the participating public schools, facility schools, and collaborative groups of public schools and facility schools in implementing the evidence-based best practices in bullying prevention with fidelity; and
- 5.01.6 The progress made by the participating public schools, facility schools, and collaborative groups of public schools and facility schools in reducing the frequency of bullying as indicated by school surveys and other relevant measures.

5.02 On or before May 1, 2017, and each year thereafter as long as monies are available, the Department shall submit annually to the state board and to the education committees of the senate and house of representatives, or any successor committees, the following information regarding the administration of the program in the preceding year:

- 5.02.1 The number of grant recipients that received grants under the program;
- 5.02.2 The amount of each grant awarded to each grant recipient;
- 5.02.3 The average amount of each grant awarded under the program;
- 5.02.4 The number of pupils who are either enrolled at each public school of each grant recipient or receiving services through each facility school of each grant recipient; and
- 5.02.5 The source and amount of each gift, grant, and donation received by the Department for the implementation of the bullying prevention program, pursuant to section 22-93-105 (3) (b), C.R.S.

Attachment C: Implementation Coach Competencies

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

The Implementation Coach should:

- Maintain regular communication with school(s) around the BPEG
- Monitor short-term and long-term goals for strengthening the bullying prevention efforts
- Support school(s) with bullying prevention program implementation fidelity and sustainability
- Support schools with developing and/or improving school climate
- Support implementation of effective data meetings, data analyses, and use
- Work with school leadership team to actively support BPEG activities by conducting purposeful weekly site visits
- Maintain regular communication with CDE:
 - Participate in monthly check-ins with CDE
 - Submit quarterly progress reports to CDE on:
 - Implementation of bullying prevention program
 - Short-term and long-term goals for strengthening bullying prevention efforts
 - Development/improvement of school climate
 - Implementation of data-based decision making processes
 - Use of funds to ensure budget is drawn down in a timely manner
 - Submit responses to the Progress Report questions
 - Monitor budget to ensure funds are drawn down in a timely manner

The ideal Implementation Coach has experience in:

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

Attachment D: End-of-Year Program Report Questions

Each applicant that receives a grant through the School Bullying Prevention and Education Grant Program must submit an End-of-Year Report to CDE **on or before June 30, 2017**.

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

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

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

Attachment E: Letter of Intent

The Letter of Intent to apply for the School Bullying Prevention and Education grant is due **Friday, September 23, 2016 by 11:59 pm**. Submit online via SurveyMonkey at: <https://www.surveymonkey.com/r/sbpeg2016>.

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

School Bullying Prevention and Education Grant - Letter of Intent

Letters of Intent due Friday, September 23, 2016, by 11:59 pm.

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

Name of LEA (District/BOCES/Charter School
Institute/Facility School):

Applying on behalf of the following school(s):

Name of LEA Authorized Representative:

Name of Contact for the Proposal:

Contact Telephone Number:

Contact E-mail Address

I affirm that I am the named authorized representative from the LEA, or that the named authorized representative is aware and has approved of the intent to apply for the grant opportunity.