



COLORADO
Department of Education

HB 11-1254

School Bullying Prevention and Education Grant 2019 Annual Report

Submitted to:

The State Board of Education, House Education Committee and Senate Education Committee of the Colorado General Assembly

By:

The Colorado Department of Education

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Student Learning Division/Teaching and Learning Unit/Office of Learning Supports
1580 Logan Street, Suite 550., Denver, CO 80203
303-866-6355
collins_a@cde.state.co.us



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Introduction and Background

The School Bullying and Prevention Education Grant (BPEG) program was created in 2011 when the Colorado General Assembly passed House Bill 11-1254, and was funded in 2015 through the passage of Proposition BB, the Colorado Marijuana TABOR Refund Measure. The BPEG is a \$2 million per year annual program created to provide funds to support the reduction of student bullying in Colorado public schools and facility schools. To date nearly \$6.5 million have been dispersed to participating local education agencies (LEAs) that receive an average of \$155,000 each year.

“[The Bullying Prevention and Education Grant Program] has been extremely successful...I am not having to step in to solve conflicts.”

-Teacher, Carlile Elementary,
Pueblo District 60

The BPEG funds participating schools for three years. Schools that participate in the grant are eligible to receive up to \$40,000 for the purpose of educating students, families, and school staff on evidence-based practices to reduce the frequency of bullying. These funds can be used for any of the following activities:

- Purchasing resources to support evidence-based bullying prevention best practices;
- Educating parents and legal guardians about bullying prevention efforts;
- Developing student leadership and voice in bullying prevention efforts;
- Measuring the impact of bullying prevention efforts; and/or
- Hiring an implementation coach

In addition to funding, CDE provided participating schools with training and coaching to assist them in meeting their goals.

The first cohort of participating schools was funded beginning in the 2016-2017 school year. This cohort ends its participation in the BPEG program in the 2018-2019 school year. A second cohort of LEAs will be funded beginning in the 2019-2020 school year running through 2021-2022. For Cohort 2, the BPEG program received 29 applications representing 154 schools. This is a 26 percent increase in the number of applications and a 97 percent increase in the number of schools represented compared to the first cohort of proposals. Cohort 2 applicants should be notified of their acceptance to the program by July 1, 2019.

Participation in the BPEG Program

Cohort 1 of the BPEG program was awarded through a competitive grants process in 2016. Table 1 illustrates the participating LEAs and their funding levels for each year of the grant program. LEAs determined how many of their schools would be funded through the BPEG program, which accounts for the variation in funding across LEAs. As a result, some LEAs submitted multiple applications representing different schools. Note that supplemental funds were provided each year to LEAs to attend mandatory CDE training related to the grant.



TABLE 1: Average Funding for Local Education Agencies Participating in the Bullying Prevention and Education Grant Program

Local Education Agency	2016-2017	2017-2018	2018-2019	Total
Adams 12 Five Star Schools	\$24,275	\$25,744	\$25,380	\$75,399
Boulder Valley School District RE-2	\$40,735	\$33,669	\$35,200	\$109,604
Charter School Institute	\$39,752	\$67,355	\$68,244	\$175,351
Cherry Creek School District 5	\$51,236	\$78,802	\$75,802	\$205,840
Crowley County School District RE-1J	\$40,276	\$35,930	\$37,430	\$113,636
Denver Public Schools	\$273,739	\$427,654	\$410,202	\$1,111,595
Harrison School District 2	\$82,638	\$67,663	\$64,238	\$214,539
Lamar School District RE-2	\$149,650	\$119,050	\$140,995	\$409,695
Montrose County School District RE-1J	\$172,413	\$97,511	\$97,511	\$367,435
Poudre School District	\$123,631	\$152,088	\$152,180	\$427,899
Pueblo City Schools District 60	\$862,674	\$631,874	\$770,020	\$2,264,568
Sheridan School District 2	\$31,628	\$40,570	\$40,570	\$112,768
South Central BOCES	\$166,875	\$202,850	\$202,850	\$572,575
Thompson School District	\$101,316	\$115,266	\$111,999	\$328,581
Total	\$2,160,838	\$2,096,026	\$2,232,621	\$6,489,485
Average Per LEA	\$154,346	\$149,716	\$159,473	\$463,535

Cohort 1 serves 33,908 students across the 14 LEAs (Table 2). These students attend schools at all grade-span levels. Across the BPEG, there are 35 elementary schools, 19 middle schools, eight high schools, six elementary/middle schools, two middle/high schools, and one K-12 schools.

TABLE 2: Number of Students at Each BPEG School in the 2018-2019 School Year

District/School	Students	District/School	Students
Adams 12 Five Star Schools		Wellington Middle School	568
Westgate Community School	505	Pueblo City Schools District 60	
Boulder Valley School District RE-2		Belmont Elementary School	519
Columbine Elementary School	500	Bessemer Academy	277
Charter School Institute		Beulah Heights Elementary School	417
New America School - Lakewood	206	Bradford Elementary School	416
New America School - Lowry	299	Carlile Elementary School	227
Cherry Creek School District 5		Centennial High School	1,065
Fox Ridge Middle School	1,208	Central High School	743
Horizon Middle School	989	Columbian Elementary School	346
Crowley County School District RE-1J		Corwin International Magnet School	591
Crowley County Primary	240	Eva R. Baca Elementary School	284
Denver Public Schools		Fountain International Magnet School	381
Bear Valley International	447	Franklin Elementary School	404
Denver Discovery School	264	Goodnight Elementary School	695
Eggleton Elementary School	345	Haaff Elementary School	352



District/School	Students	District/School	Students
Hamilton Middle School	817	Heritage Elementary School	340
Hill Campus of Arts and Sciences	850	Heroes Academy	496
Lake International School	344	Highland Park Elementary School	484
McAuliffe Manual Middle School	337	Irving Elementary School	389
Merrill Middle School	581	Minnequa Elementary School	387
Morey Middle School	321	Morton Elementary School	484
Skinner Middle School	631	Park View Elementary School	390
Stedman Elementary School	313	Pueblo Academy of Arts	678
Harrison School District		Roncalli STEM Academy	440
Harrison High School	1,049	South High School	1,042
Mountain Vista Community School	587	South Park Elementary School	365
Lamar School District RE-2		Sunset Park Elementary School	482
Alta Vista Charter School	135	Sheridan School District 2	
Lamar High School	434	Fort Logan Northgate	573
Lamar Middle School	322	South Central BOCES	
Parkview Elementary School	302	Fisher's Peak Elementary School	304
Washington Elementary School	275	Fowler Elementary School	205
Montrose County School District RE-1J		Fowler Junior High School	65
Cottonwood Elementary School	423	Fowler High School	117
Johnson Elementary School	542	Manzanola Elementary School	59
Northside Elementary School	332	Manzanola Junior-Senior High School	82
Oak Grove Elementary School	414	Trinidad Middle School	232
Olathe Elementary School	427	Thompson School District	
Pomona Elementary School	399	Berthoud High School	678
Poudre Schools District		Cottonwood Plains Elementary School	428
Blevins Middle School	614	High Plains School	533
Leshar Middle School	771		
Preston Middle School	1,147	Total	33,908

Table 3 provides a demographic breakdown of the gender, race, and free-and-reduced lunch status of the students participating in the program. Male students (representing 52 percent of participants) slightly outnumber female students (representing 48 percent of participants). Latino students (representing 50 percent of participants) are the most heavily represented group of students supported by the program, followed by White students. An average of sixty-two percent of the students in BPEG-supported schools are eligible for free-and-reduced lunch.



TABLE 3: Demographics of Students across Grantees in the 2018-2019 School Year

Descriptor	Number	Percentage
Gender		
Female	16,236	48%
Male	17,672	52%
Race/Ethnicity		
American Indian or Alaskan Native	225	1%
Asian	600	2%
Black	1,749	5%
Latino	17,014	50%
Native Hawaiian or Other Pacific Islander	56	0%
White	13,149	39%
Two or More Races	1,115	3%
Free-and-Reduced Lunch		
Average		62%

Changes in Reports of Bullying Behavior

Baseline surveys of bullying within BPEG schools were conducted in the spring of 2017. In total, over 11,000 students completed surveys reporting their experience with bullying as either a target or witness of bullying

BPEG schools saw an overall drop in bullying of 19% in the first year of implementation.

behavior. During the 2016-2017 baseline school year, on average, 37 percent of students in grantee schools reported being the target of bullying and 50 percent reported witnessing bullying.

During the 2017-2018 school year, a total of 12,379 students completed surveys on the prevalence of bullying in grantee schools. After one year of implementing evidence-based bullying prevention, results showed that, on average, 30 percent of students in grantee schools reported being the target of bullying and 45 percent reported witnessing bullying. This means that grantees saw an overall reduction in bullying of 19% and a reduction of 10% among those who witnessed bullying in the first year of BPEG program implementation.¹ Both of these reductions represent a statistically significant decrease in reported bullying for grantee schools. Figure 1 shows a graphical representation of this reduction.

¹ These reductions were determined by dividing the spring end of year percentage from the prior spring end of year percentage (e.g. 30/37)

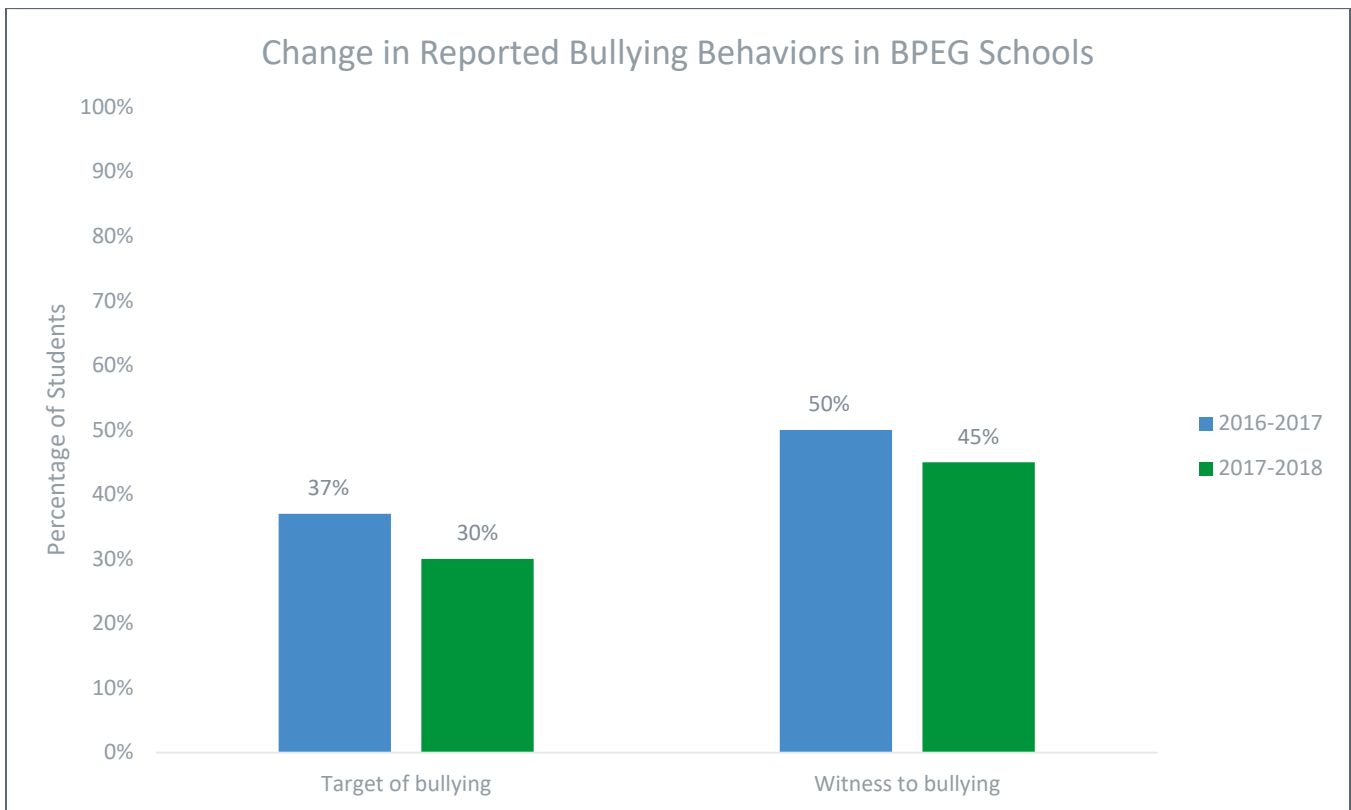


Figure 1. Change in Bullying Prevalence Rate in BPEG schools

The BPEG is in its third and final year of implementation with Cohort 1 schools. Grantees will collect student data for their final report to CDE on the impact of the grant and will shift to a focus on sustainability of their bullying prevention and education efforts. This includes ensuring the continuity of systemic changes that have been made during the grant (e.g., administration of an annual survey on bullying or a team to lead bullying prevention efforts).

Implementation Progress

The implementation progress of the BPEG program is measured through a self-assessment completed annually by the bullying prevention committee of each school. The BPEG self-assessment tool is a collection of bullying prevention best practices divided into seven components. Each component is a critical area for supporting sustainable, effective bullying prevention and include: (a) having a bullying prevention committee; (b) creating a positive school climate and culture; (c) teaching a bullying prevention curriculum; (d) using surveys and data to track bullying behavior; (e) partnering between family, school, and community; (f) giving student voice; and (g) having a written bullying prevention policy. Each school self-reports their scores for each item on the BPEG self-assessment. Score options include 0 (not in place), 1 (partially in place), and 2 (fully in place). When a school earns a score of 1 or 2 on the self-assessment, they must also include notes and evidence for each item.

BPEG schools have significantly increased their implementation of research-based strategies to reduce bullying.



School climate and culture has been identified in bullying research as foundational to the effectiveness of bullying prevention efforts. This component of the BPEG self-assessment includes items focusing on universal supports for students such as defining behavioral expectations, teaching behavioral expectations, and consistent staff implementation of behavior consequences. The next three sections of the self-assessment include implementing bullying prevention curriculum, family, school, and community partnering (FSCP) and giving student voice. The curriculum component focuses on the implementation of an evidence-based bullying prevention curriculum, whereas the latter two measure components of a collaborative approach to preventing bullying by including all stakeholders in the work. The final component of the BPEG program self-assessment is developing a written bullying prevention policy. Although Colorado law already requires every school district in the state to have a bullying prevention and education policy (pursuant to section 22-32-109.1(2)(a)(X)(A), C.R.S.), many BPEG schools have updated their policies to include some of the best practices related to bullying prevention

Overall, BPEG schools made a significant increase on the self-assessment over the course of the first two years of the grant.

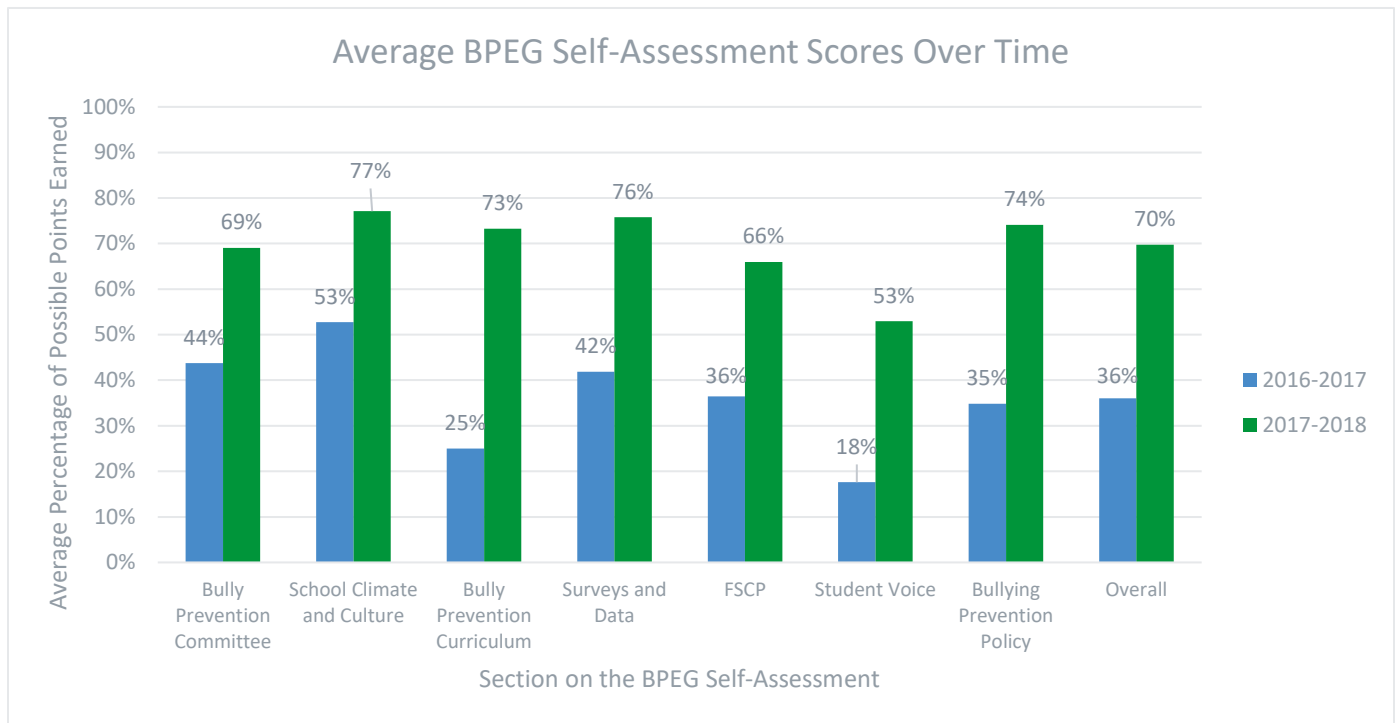


Figure 2. Average BPEG Self-Assessment Scores Over Time for All Grantees.

Conclusion

The BPEG program has shown positive results in the first cohort of participating schools. Overall, students in grantee schools reported a 19 percent reduction in being targeted for bullying and a 10 percent reduction in witnessing bullying. Since they were first accepted into the grant, grantees have demonstrated a significant



increase in the use of evidence-based best practices for bullying prevention. These schools have purchased, trained, and implemented evidence-based bullying prevention curricula while developing the infrastructure at the school and district level to sustain the work for years to come.