



H.B. 11-1254

School Bullying Prevention and Education Grant 2025 Annual Report

Submitted to:

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By:

The Colorado Department of Education

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Office of Learning Supports, Teaching and Learning Unit
201 E. Colfax Ave. Denver, CO 80203
Collins_A@cde.state.co.us
Brown_Kristen@cde.state.co.us



Table of Contents

Introduction and Background	4
Grant Implementation	5
Grant Activities	5
Current Grantees	6
Grant Outcomes	14
Evidence-Based Bullying Prevention Best Practices	14
Prevalence of Bullying	16
Outcome Data in Context	19
Conclusion	23



Executive Summary

As Colorado faces increasing challenges to ensure student safety and well-being, the BPEG program provides a promising model for addressing bullying through comprehensive schoolwide efforts. The Colorado Department of Education (CDE) administers the Bullying Prevention and Education Grant (BPEG) program in accordance with C.R.S. 22-93-101, Concerning Measures to Reduce the Frequency of Bullying in Schools. Each year, the program receives \$2 million, dependent on state appropriations, to reduce the frequency of bullying in Colorado schools. This is accomplished through the implementation of evidence-based bullying prevention best practices in schools, including families in bullying prevention efforts, reviewing and revising bullying prevention policies, and making data-based decisions regarding bullying prevention efforts.

During the 2023-24 school year, schools completed a self-assessment of bullying prevention best practices. Compared to the previous school year, results showed **double-digit increases in their implementation of positive school climate activities, evidence-based practices, data-based decision making, policy best practices, and family, school, and community partnerships**. This demonstrates that staff at BPEG program schools have demonstrated increased implementation of bullying prevention best practices year-over-year.

Related to this increase in bullying prevention best practices implemented in grantee schools, **the nearly 50,000 students in BPEG program schools report, on average, no increase in bullying**. This is in comparison to recent data showing that bullying is on the rise both nationally and within the state of Colorado. In the past year, anonymous school safety tip lines in Utah and Michigan have seen their highest ever usage rates, with bullying being the most frequently reported tip. Similar trends are found in Colorado with an increase in the number of Safe2Tell tips received about bullying increasing each year over the past three years. In Indiana and New York City, students are reporting more bullying over the past several years. In Colorado specifically, the number of bullying incidents resulting in discipline increased 70 percent in just the last year.



Introduction and Background

The School Bullying Prevention and Education Grant (BPEG) program supports Colorado districts and schools in reducing bullying. Administered by the Colorado Department of Education (CDE) since 2016, the BPEG program has distributed over \$17 million toward this effort to date. The first cohort of grantees (2016-19) supported an average of 34,000 students per year, followed by Cohort 2 (2019-22) with an average of 41,000 students supported per year. This academic year, the BPEG program includes two concurrent cohorts, with Cohort 3 (2022-2025) grantees being joined by Cohort 4 (2023-2026) grantees. Concurrent cohorts of grantees began with Cohort 4 in 2023 due to one grantee dropping out prior to the first year of implementation for Cohort 3. This provided a small amount of funding available for additional grantees to create a fourth cohort. Cohort 3 serves 48,442 students and Cohort 4 serves 1,408 students. Together, these two cohorts reach nearly 50,000 students in Colorado.

Each year, districts and schools receive roughly \$1.9 million, contingent on state appropriations, to engage in the following authorized uses:

- Implement evidence-based best practices for preventing bullying;
- Ensure sustainability of the bullying prevention efforts over time;
- Include families and the community in bullying prevention efforts;
- Include student leadership and voice in bullying prevention efforts;
- Review and revise policies concerning bullying education and prevention;
- Survey students on their experiences with bullying; and
- Determine the degree to which evidence-based best practices are implemented with fidelity.

At the end of the 2024-25 fiscal year, the BPEG program completed the Cohort 3 grant cycle, finished the second year of implementation for Cohort 4, and prepared welcoming grantees for Cohort 5. Table 1 details the updated description of grantees receiving funding through the BPEG program in Cohort 3 and Cohort 4 during the 2023-24 school year. In total, 48,442 students in Cohort 3 and 1,408 students in Cohort 4 receive supports through the BPEG program. Sixteen Local Education Providers (LEPs) provide bullying prevention best practices to 106 schools with the makeup of those LEPs including 11 school districts, 1 Board of Cooperative Educational Services (BOCES), and 4 charter schools (3 district-authorized charter schools and one authorized by the Charter School Institute).

Table 1: Description of Program Cohorts

Descriptor	Cohort 3 (2022-2025)	Cohort 4 (2023-2026)	Total
LEAs	10	5	15
School Districts	8	5	13
BOCES	1	0	1
Charter School Institute	0	1	1
Charter Schools	2	2	4
Schools	99	7	106
Regions	5	3	8
Total Number of Students Supported per Year	48,442	1,408	49,850

Grant Implementation

Grant Activities

Grantees in the BPEG program use bullying prevention best practices to reduce bullying in their schools. These best practices are organized by the five core components of the BPEG program that are described in the [BPEG Practice Profiles](#), these core components are:

- Positive School Climate
- Evidence-based Practices
- Data-based Decision Making
- Family, School, and Community Partnerships (FSCP)
- Policy

To illustrate, when grantees implement an evidence-based bullying prevention curriculum over the course of the grant, they are addressing the core component of evidence-based practices. Demonstrating further, reviewing and revising the school handbook on bullying prevention to align with CDE's [Bullying Prevention and Education Model Policy](#) is an activity conducted within the policy component. For a complete list of the best practices, please see the [BPEG self-assessment](#).

Technical assistance for the BPEG program is provided by the CDE Statewide Bullying Prevention Manager. The technical assistance includes training and coaching support to BPEG program implementation coaches.

“PARENTS APPRECIATE THAT THE STUDENTS ARE BEING TAUGHT THE BPEG CURRICULUM IN ADDITION TO THE CORE CURRICULUM.”

Secondary School Grantee


These implementation coaches are employees of grantee schools and districts, responsible for managing the grant's administration at the ground level. The Statewide Bullying Prevention Manager provides several forms of technical assistance including quarterly training on bullying prevention, monthly check-ins with implementation coaches, and asynchronous online training opportunities. Technical assistance that guides implementation coaches through the grant process includes a month-by-month implementation guide, templates for required annual reporting, and a year-at-a-glance resource that outlines all due dates for the grant program.

Current Grantees

There are currently two cohorts of grantees in the BPEG program. Cohort 3 (2022-2025) grantees are in the final year of their grant cycle and Cohort 4 grantees (2023-2026) are completing their second year in the grant program. The opportunity for a concurrent cohort of grantees came in 2023 after a Cohort 3 grantee withdrew from the grant. This provided a small amount of funding available to create a fourth cohort.

The CDE selects grantees to join the BPEG program using a competitive grant process. Additional priority points are available to applicants based on several factors including their rural status and the percentage of students

qualifying for free-and-reduced lunch. Each grantee is eligible to receive a maximum of \$35,000 per school, per year with a cap of \$280,000 per year for each application.



“ONE OF THE BEST PARTS OF THE GRANT IS HAVING A MENTOR, HAVING TRAININGS, HAVING COHORTS TO COLLABORATE WITH AND OVERALL BEING LED THROUGH THE PROCESS OF HOW TO INSTALL AN EVIDENCE-BASED BULLYING PREVENTION PROGRAM.”

Charter School BPEG Program Grantee

Due to the unique funding source for Cohort 4 and to provide bullying prevention support to more schools across Colorado, schools in Cohort 4 were able to participate in the BPEG program in one of two ways. First, applicants could apply to be a traditional grantee wherein they would complete all the required components of the grant program. Alternatively, schools and districts could apply to be a

“student survey grantee.” These grantees receive a smaller amount of funding that focuses specifically on building readiness at their site by completing the student survey requirement of the BPEG program.

Table 2: Funding for Grantees/LEAs Participating in Cohort 3 and 4

Grantee/LEA	2024-25
Cohort 3	
Adams-Arapahoe School District 28J (APS)	\$153,900
Boulder Valley School District RE-2	\$279,839
Denver Public Schools (DPS)	\$280,000
Douglas County RE-1 - Hope Online Academy	\$70,000
DPS - Highline Academy Schools	\$70,000
DPS - Omar D. Blair Charter School	\$35,000
Hanover School District 28	\$70,000
Johnstown-Milliken School District RE-5J	\$175,000
Mapleton School District 1	\$263,476
Monte Vista School District C-8	\$70,005
South Central BOCES	\$245,000
Cohort 4	
APS - Vega Collegiate Academy	\$35,000
Charter School Institute - Prospect Academy	\$35,000
Park County RE-2	\$69,996
Weld County School District RE-3J	\$35,000
Weldon Valley School District RE-20J*	\$1,000
Total	\$1,888,216
Average Per Grantee	\$118,014

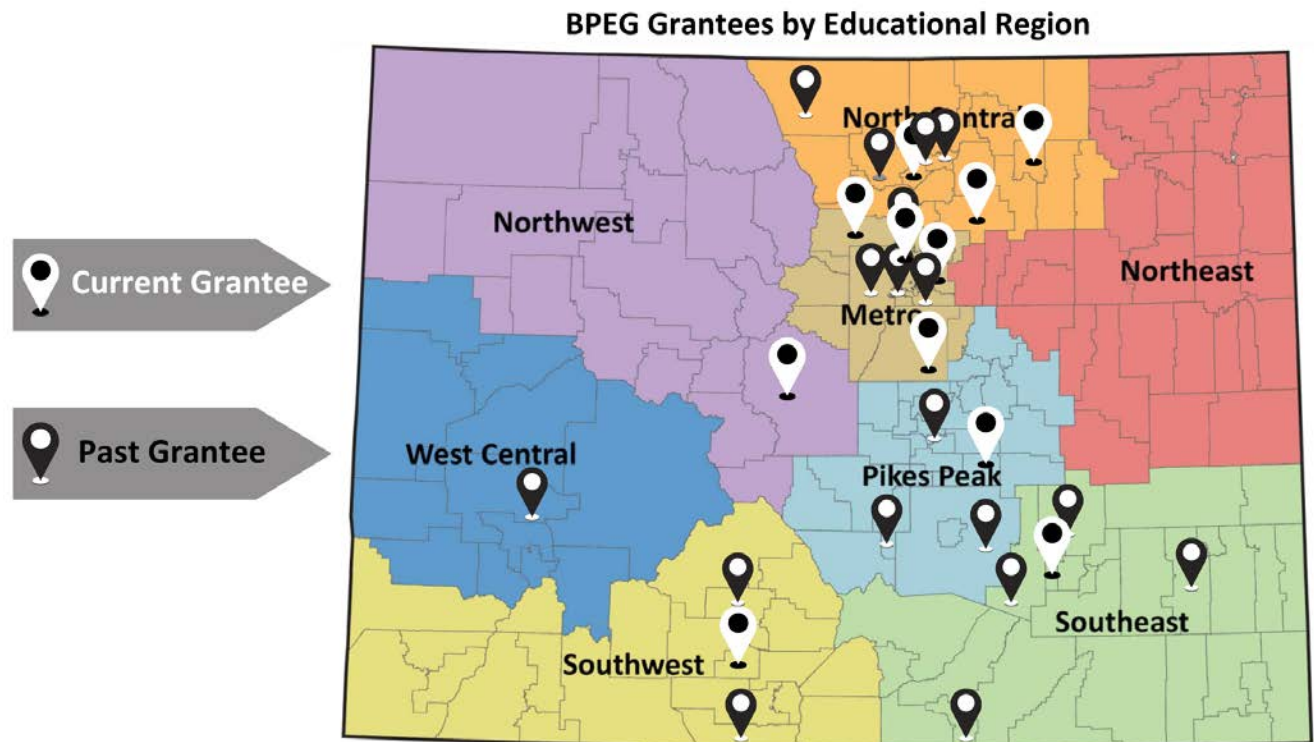
* Student Survey Grantee

The student survey grantee option provides several benefits to schools including access to ongoing CDE technical assistance, more robust data that can be used for future BPEG program applications, and additional priority points on future BPEG program applications. There is one district, representing two schools, that is a student survey grantee in Cohort 4. For the 2024-25 school year, there are 16 grantees representing 106 schools. Table 2 provides an outline of the funding provided to each grantee during the 2024-25 school year. The state of Colorado allocates \$2 million each year for the BPEG program, and of that total, 95-percent (i.e., \$1.9 million) is distributed to grantees with 5-percent (i.e., \$100,000) reserved for administration of the grant. The total amount of funding distributed for the 2024-25 school year is \$1,888,216 with an average funding per LEA of \$118,014.

Figure 1 is a map of Colorado separated by educational region. Current and past BPEG program grantees are represented with map markers. Since the beginning of the BPEG program in 2016, all but one of the eight educational regions in the state have received services from the grant program. In 2024-25, schools in seven

regions received services, with the third cohort of funding (2022-25) serving schools in five regions and the fourth cohort (2023-26) serving schools in three regions (both cohorts included schools in the metro region)

Figure 1: Location of Current and Past BPEG Program Grantees



The BPEG program grantees, schools, and number of students enrolled at each school are presented in Table 3 for the 2024-25 school year.

Table 3: List of Grantees, Schools, and Number of Students in BPEG Program Cohort 3 and 4 Schools in the 2024-25 School Year

Grantee / LEA / School Recipients	Number of Students
Adams-Arapahoe School District 28J (APS)	
Altura Elementary School	527
Dalton Elementary School	430
Dartmouth Elementary School	422
Fulton Academy of Excellence	410
Harmony Ridge P-8	894
Jewell Elementary School	493
Mrachek Middle School	811
Side Creek Elementary School	512
Boulder Valley RE-2	
Alicia Sanchez International School	321
Angevine Middle School	619
Aspen Creek K-8 School	844
Bear Creek Elementary School	318
Birch Elementary School	299
Boulder Community School/Integrated Studies	255
Boulder High School	1,939
Boulder Prep Charter High School	114
Boulder Universal	231
Broomfield Heights Middle School	490
Broomfield High School	1,694
Casey Middle School	363
Centaurus High School	1,557
Centennial Middle School	598
Coal Creek Elementary School	313
Columbine Elementary School	231
Community Montessori School	277
Creskide Elementary School at Martin Park	359
Crest View Elementary School	390
Douglass Elementary School	313
Eisenhower Elementary School	308



Grantee / LEA / School Recipients	Number of Students
Eldorado K-8 School	529
Emerald Elementary School	383
Fairview High School	1,863
Fireside Elementary School	431
Flatirons Elementary School	163
Foothill Elementary School	419
Heatherwood Elementary School	252
High Peaks Elementary School	257
Kohl Elementary School	273
Lafayette Elementary School	497
Louisville Elementary School	449
Louisville Middle School	627
Manhattan Middle School of the Arts and Academics	482
Meadowlark School	747
Mesa Elementary School	317
Monarch K-8 School	698
Monarch High School	1,431
Nederland Elementary School	196
Nederland Middle-Senior High School	235
Nevin Platt Middle School	484
New Vista High School	327
Pioneer Bilingual Elementary School	439
Ryan Elementary School	436
Southern Hills Middle School	502
Superior Elementary School	418
University Hill Elementary School	405
Whittier Elementary School	269
Charter School Institute	
Prospect Academy	94
Denver Public Schools	
Brown International Academy	530
Cowell Elementary School	308
Denison Montessori School	364



Grantee / LEA / School Recipients	Number of Students
Denver Center for International Studies	354
Denver Online	611
Dora Moore ECE-8 School	349
Farrell B. Howell ECE-8 School	585
West High School	519
Slavens K-8 School	762
Hanover School District 28	
Prairie Heights Elementary School	130
Hanover Junior-Senior High School	134
Highline Academy Schools	
Highline Academy Northeast	589
Highline Academy Southeast	591
Hope Online Academy	
Hope Online Academy Schools	189
Johnstown-Milliken School District RE-5J	
Elwell Elementary School	618
Milliken Elementary School	472
Pioneer Ridge Elementary School	528
Milliken Middle School	695
Roosevelt High School	1,184
Mapleton School District 1	
Academy High School	399
Achieve Academy	370
Adventure Elementary	429
Clayton Partnership School	430
Explore Pk-8	557
Global Intermediate Academy	346
Global Leadership Academy	400
Global Primary Academy	272
Mapleton Early Career Preparation	306
Mapleton Expeditionary School of the Arts	393
Meadow Community School	378
Monterey Community School	440



Grantee / LEA / School Recipients	Number of Students
Performing Arts School on Broadway	169
Trailside Academy	492
Valley View Innovation School	183
Welby Community School of the Arts	308
York International	776
Monte Vista School District C-8	
Bill Metz Elementary School	253
Marsh Elementary School	166
Omar D Blair Charter School (Charter, DPS)	
Omar D Blair Charter School	783
Park County RE-2	
Edith Teter Elementary School	190
South Park Middle School	87
South Central BOCES	
Fisher's Peak Elementary School	393
Manzanola Elementary School	71
Manzanola Junior-Senior High School	104
Peakview Elementary School	447
Trinidad High School	204
Vega Collegiate Academy (Charter, APS)	
Vega Collegiate Academy	583
Weld County School District RE-3J	
Lochbuie Elementary School	239
Weldon Valley RE-20(J)	
Weldon Valley Elementary School	119
Weldon Valley Jr/Sr High School	96
BPEG Program Overall	
Total	49,850

The demographics of students attending BPEG program schools is displayed in Table 4. In total, 51 percent of students in BPEG program schools are male, 49 percent are female, and a total of 84 students identify as non-binary for the 2024-25 school year. The most common race/ethnicity represented in BPEG program schools is white (49 percent), followed by 39 percent of students identifying as Hispanic or Latino. All other race/ethnicities had less than 10 percent representation. Please note that the total percentage of race/ethnicity for students across BPEG program schools adds up to 99-percent due to rounding. For the 2024-25 school year, the percentage of students qualifying for free-and-reduced lunch in BPEG program schools was 49 percent. Please note that the percentage of students receiving free, reduced, and paid lunch totals over 100-percent due to rounding. This may be related to lunch being free for all students in Colorado, which could lead to underreporting of students qualifying for free-and-reduced lunch. Because data was not available for all students on these demographic variables, the total number of students reported by these variables does not add up to the total number of students in schools supported by BPEG program

**Table 4: Demographics of Students across BPEG Program Schools
for the 2024-25 School Year**

Descriptor	Number	Percentage	State Averages
Gender			
Female	24,123	49%	49%
Male	25,454	51%	51%
Non-Binary	84	0%	0%
Race/Ethnicity			
American Indian or Alaskan Native	161	0%	1%
Asian	2,083	4%	3%
Black or African American	2,128	4%	5%
Hispanic or Latino	19,232	39%	36%
White	23,084	46%	49%
Native Hawaiian or Other Pacific Islander	257	1%	0%
Two or More Races	2,716	5%	5%
Free-and-Reduced Lunch			
Free Lunch	19,168	43%	39%
Reduced Lunch	2,515	6%	5%
Paid Lunch	23,293	52%	45%

Grant Outcomes

Evidence-Based Bullying Prevention Best Practices

The BPEG program collects outcome data on both fidelity of implementation and the reduction of bullying for each school in the grant. Fidelity of implementation is measured through the BPEG self-assessment. The BPEG self-assessment is research-based and aligns with the five core components of the BPEG program which are described in the program's [practice profiles](#).

When completing the BPEG self-assessment, schools self-report scores for each item on a three-point scale from 0 to 2 where 0 equals "not in place," 1 equals "partially in place," and 2 equals "fully in place."

Grantees in Cohort 3 included both "new grantees" and "continuing grantees." New grantees are those that entered into Cohort 3 having not previously been in the BPEG program. Continuing grantees are those that entered into Cohort 3 after having been in the BPEG program during Cohort 2. Due to the fact that Cohort 3 continuing grantees have an additional three years of implementation, results from data analyses are separated between new and continuing Cohort 3 grantees for more meaningful comparisons.

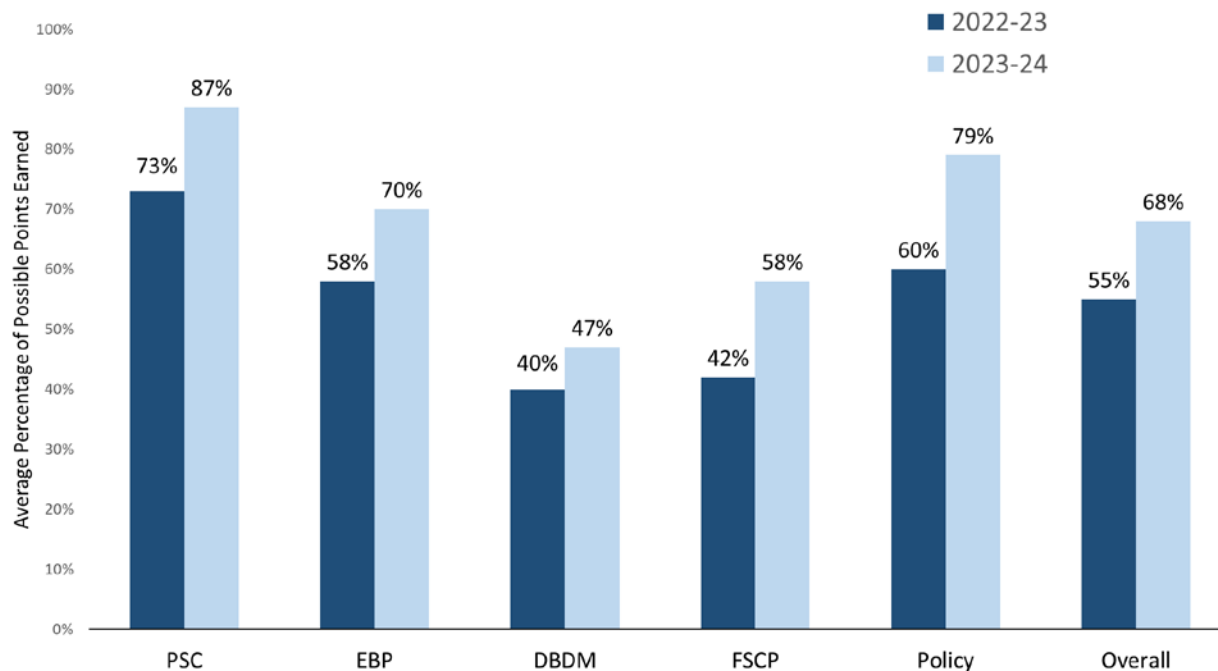
Figure 2 shows the percentage of overall possible points earned on the BPEG self-assessment over time for continuing grantees, broken down by the core components of the grant program. The results show that across all sections of the BPEG self-assessment, continuing grantees improved their scores. Overall, continuing grantees earned 13 percent more total possible points from the 2022-23 school year to the 2023-24 school year. This suggests that, on average, staff in continuing grantee schools implemented 13% more bullying prevention best practices than in the previous year. The policy component saw the largest increase in possible points earned with an increase of 19 percent. Areas for growth are similar across years with data-based decision making and family, school, and community partnerships both receiving scores under 60 percent.



**"STUDENTS ARE LEARNING
TO RESOLVE CONFLICTS
WITH EACH OTHER WITH
OPEN CONVERSATION AND
ACTIVE LISTENING."**

Metro Area Grantee

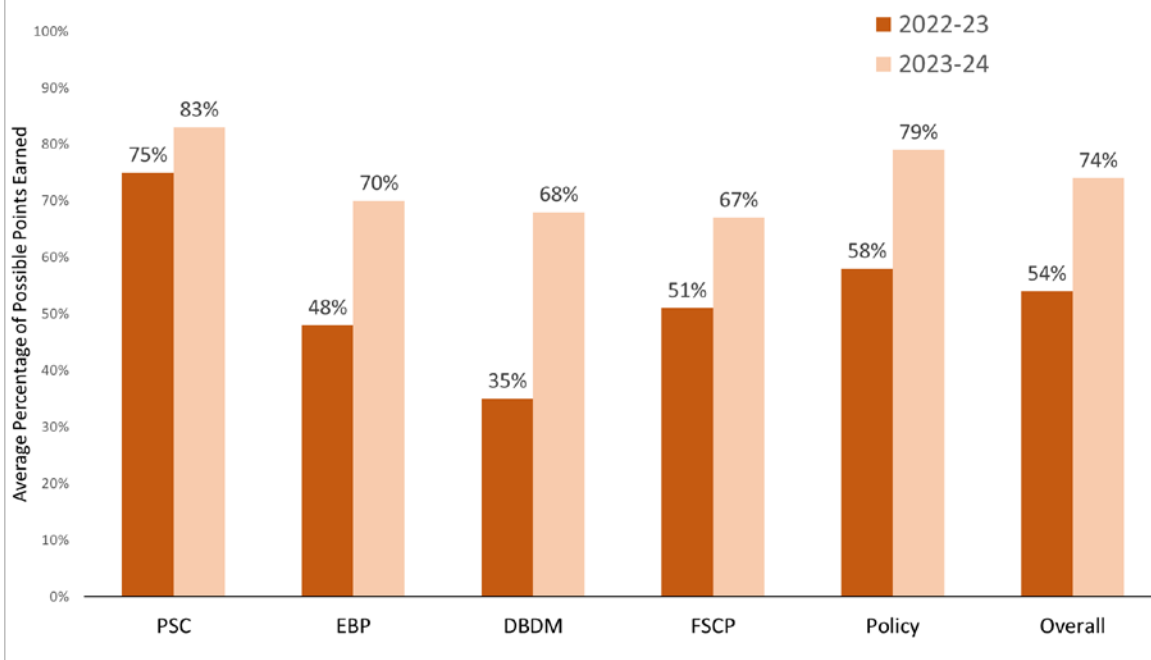
Figure 2: BPEG Program Self-Assessment Scores for Cohort 3 Continuing Grantee Schools



*PSC: Positive School Climate; EBP: Evidence-based Practices; DBDM: Data-based Decision Making;

*FSCP: Family, School, and Community Partnerships

Figure 3: BPEG Program Self-Assessment Scores for Cohort 3 New Grantee Schools

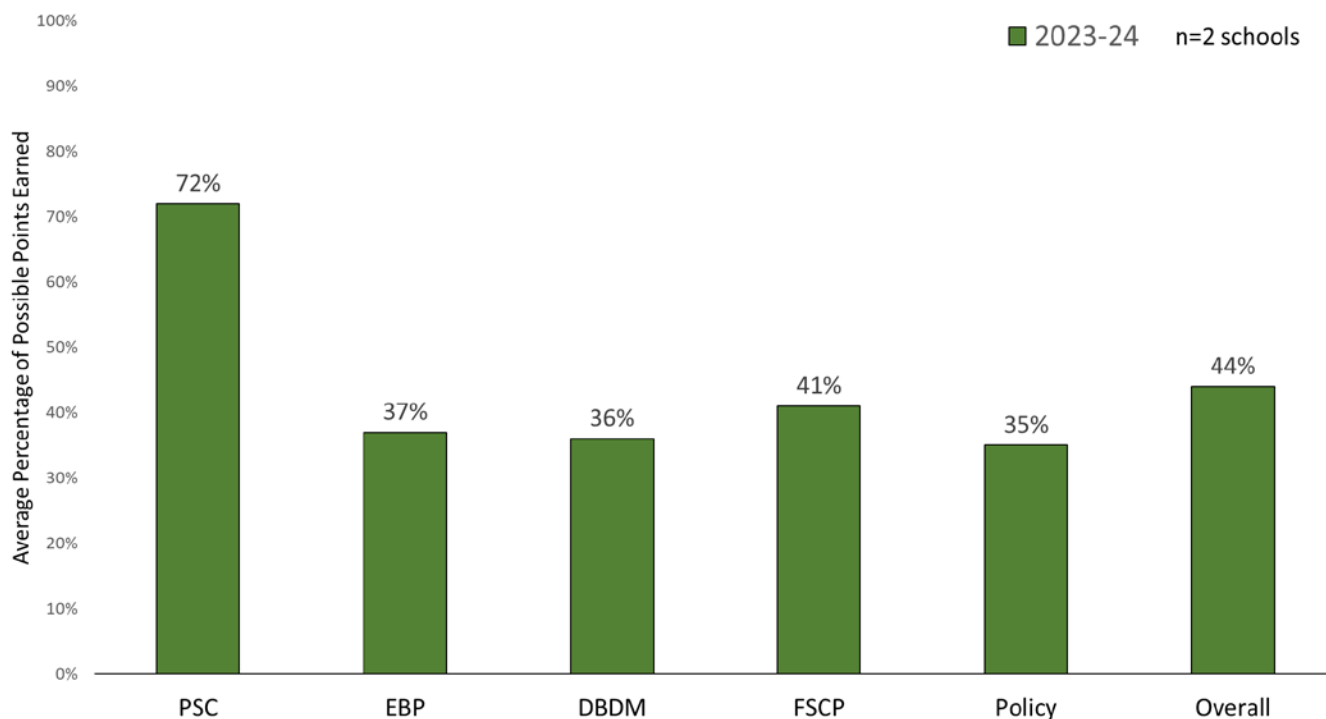


Cohort 3 new grantees saw gains across all sections of the BPEG self-assessment as well. As seen in Figure 3, the overall possible points earned by Cohort 3 new grantees increased by 20 percentage points with the largest gain

coming from the data-based decision-making core component at 33 percentage points. Interestingly, both new and continuing grantees scored the same on the evidence-based practices and policy sections during the 2023-24 school year. The two areas for growth for new grantees are the same as continuing grantees: data-based decision making and family, school and community partnerships.

This is the first year that fidelity data are available for schools in Cohort 4. Student survey grantees (see description on page 6) are not required to complete the BPEG self-assessment, so their data are not included in the analyses. As shown in Figure 4, overall, Cohort 4 schools obtained 44 percent of the possible points on the BPEG self-assessment. The most highly rated component for schools in Cohort 4 is positive school climate, which received 72 percent of possible points. All other areas were areas for growth with the next highest score being for family, school, and community partnerships at 41 percent. Notably, the overall total possible points earned in the first year of the grant for Cohort 4 schools was 10 percent lower than new and continuing Cohort 3 grantees.

Figure 4: BPEG Program Self-Assessment Scores for Cohort 4 Grantees



Prevalence of Bullying

Each of the BPEG program schools survey students on their experiences being the target of and witness to bullying in the spring of each year. These data are submitted to CDE at the school level. CDE then analyzes the data to determine the effectiveness of the BPEG program at reducing bullying. Cohort 3 continuing grantees have collected data on these two questions since their first year in the grant in the 2019-20 school year. There are several factors that have influenced these schools' data over the years. The most obvious factor is that during the first year of survey administration, the COVID-19 pandemic closed many schools. Due to this, there are data for only one school for this year. A separate consideration is the fact that most schools for the Cohort 3

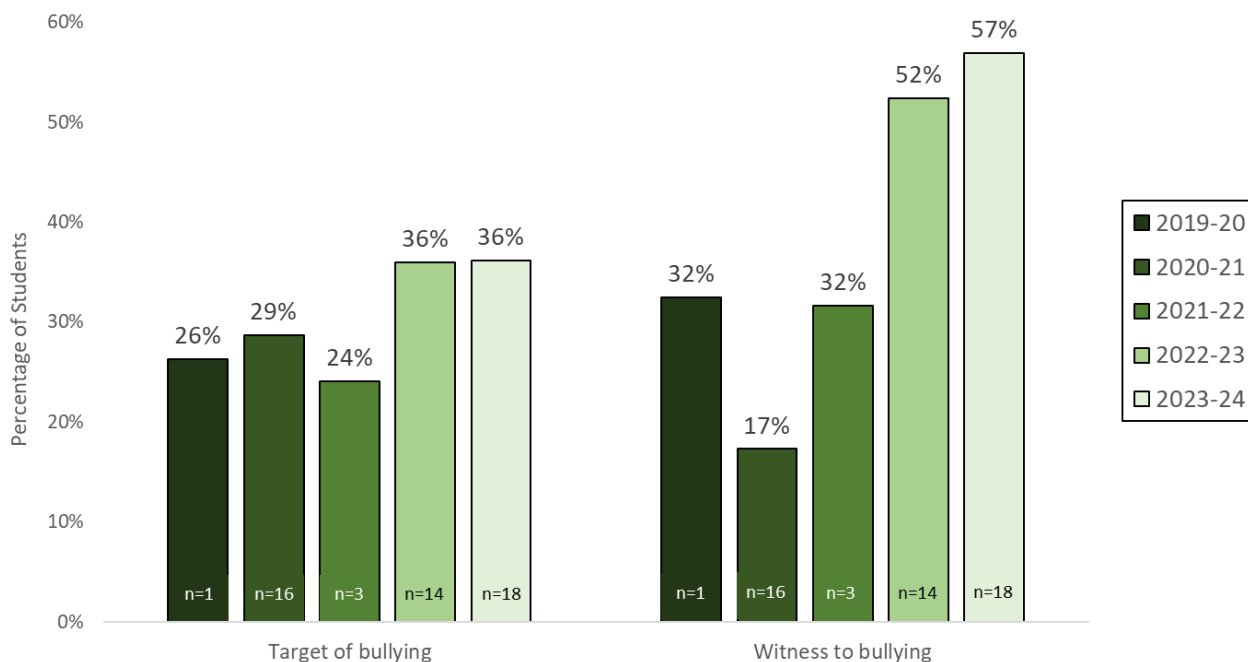
“SEEING THIS GROUP OF STUDENTS UNITE TO PROVIDE SUPPORT TO THEIR PEERS AND THE COMMUNITY HAS BEEN TRULY INSPIRING.”

Rural School District Grantee

continuing grantees come from a single district. Thus, as rates of bullying go up or down within this district, so too do the rates of bullying for Cohort 3 continuing grantees.

The average percentage of students who report being the target of and witness to bullying in Cohort 3 continuing grantee schools is shown in Figure 5. Although rates during the first three years of the grant were relatively lower, there was a significant increase in student-reported bullying during the 2022-23 school year that was maintained during the 2023-24 school year. Additionally, this past year there was an increase in student-reported witnessing of bullying, from 52 percent during the 2022-23 school year to 57 percent during the 2023-24 school year. To reiterate, some of the results should be interpreted with caution since there was only one school reporting data in 2019-20 and only three schools submitting data in 2021-22.

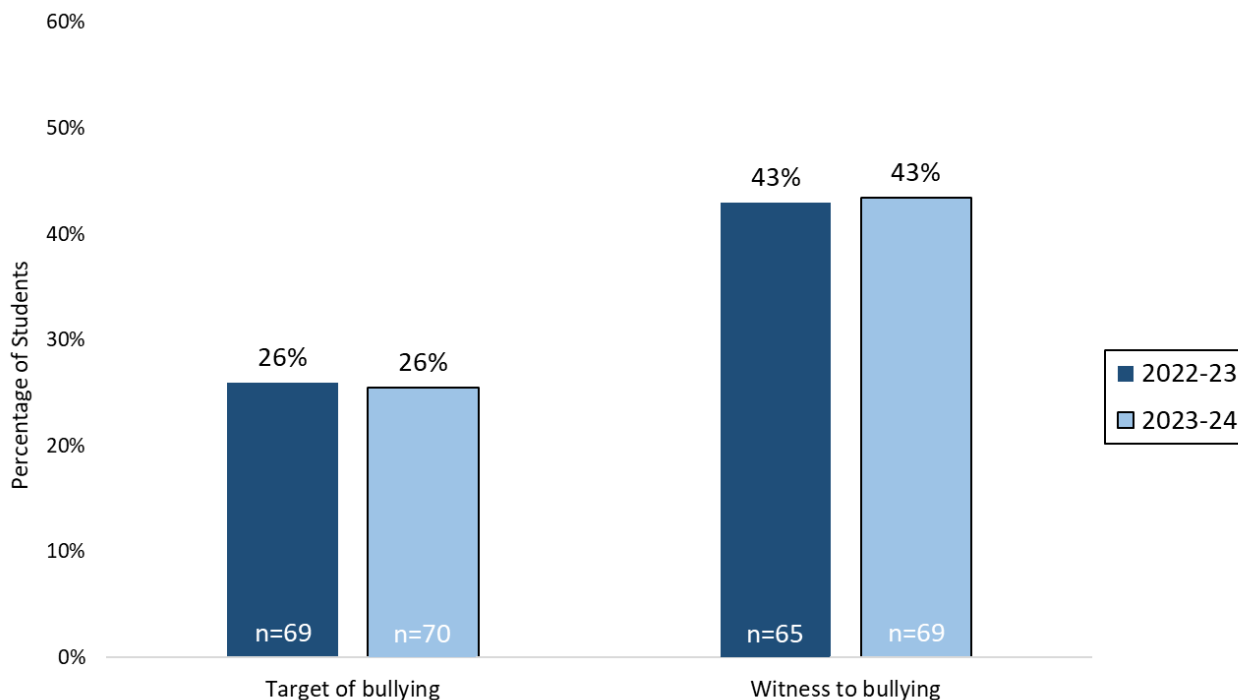
Figure 5: Average Rates of Bullying Over Time for Cohort 3 Continuing Grantee Schools



Similar to Cohort 3 continuing grantees, students in Cohort 3 new grantee schools reported consistent rates of experiencing and witnessing bullying over time. As shown in Figure 6, 26 percent of students in Cohort 3 new grantee schools reported being the target of bullying in both the 2022-23 and 2023-24 school years. Rates of witnessing bullying also stayed the same at 43 percent across both school years. A total of 69 schools submitted

student-level data on the frequency of being targeted for bullying during the 2022-23 school year and 70 schools reported their data for the 2023-2024 school year. This suggests that the data for Cohort 3 new grantees is representative of the cohort as a whole.

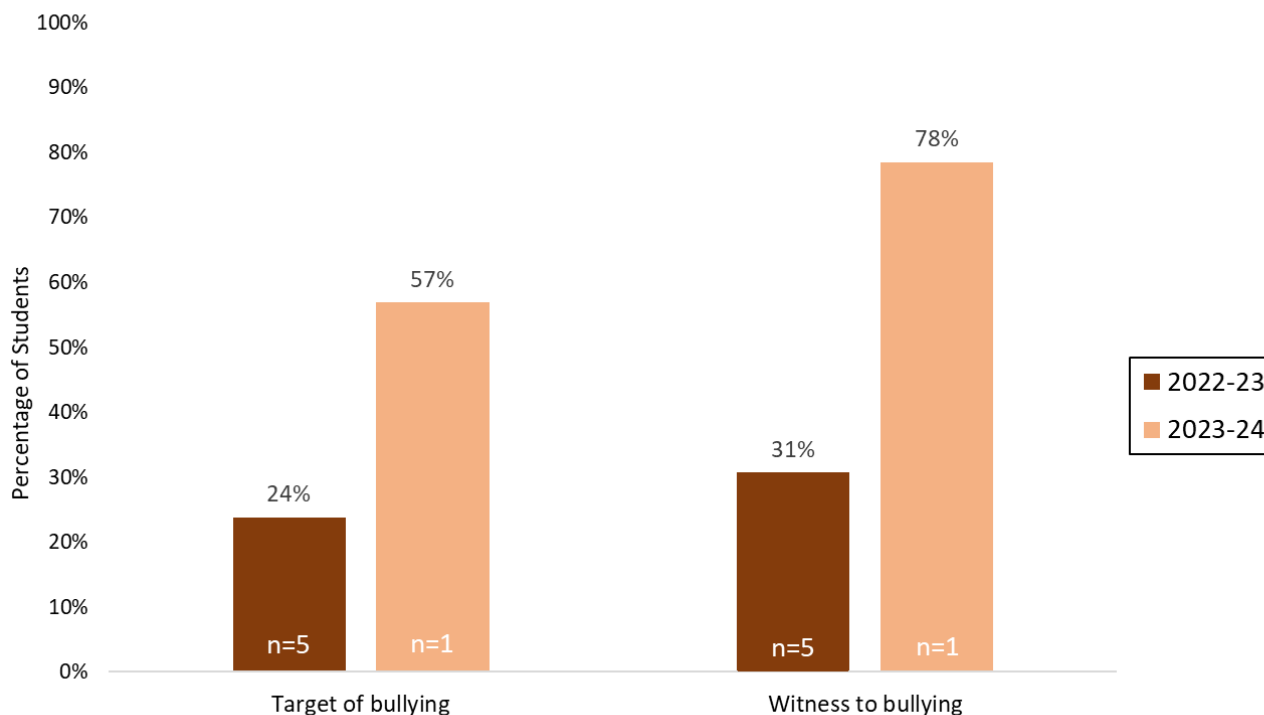
Figure 6: Average Rates of Bullying Over Time for Cohort 3 New Grantee Schools



This is the first year that outcome data are available for schools in Cohort 4 of the BPEG program. As part of each school's application to join the grant during the spring of 2023, the student survey was required to be administered and data submitted to CDE. In the spring of the 2023-24 school year, schools were required to submit their second administration of the student survey. Unfortunately, only one out of the possible five schools submitted survey data in the spring of 2024. Given this fact, data for Cohort 4 in 2024 should not be interpreted as representative of the entire cohort. CDE is currently working with these schools to ensure data are submitted in subsequent grant years.

As demonstrated in Figure 7, prior to engaging in any grant activities, 24 percent of students in Cohort 4 schools reported being the target of bullying and 31 percent reported witnessing bullying. The following spring, those numbers jumped to 57 percent of students reporting being targeted for bullying and 78 percent witnessing bullying. To gain a better understanding of the context for this increase, CDE examined the 2022-23 results for the single school that submitted data for the 2023-24 school year. These results found that there was no change in the rate of bullying from 2022-23 (57 percent) to 2023-24 (57 percent), and only a one percentage point increase in students reporting witnessing bullying (77 percent in 2023, 78 percent in 2024). Given this context, results for Cohort 4 schools reflect similar consistency to both new and continuing grantees in Cohort 3.

Figure 7: Average Rates of Bullying Over Time for Cohort 4 Grantee Schools



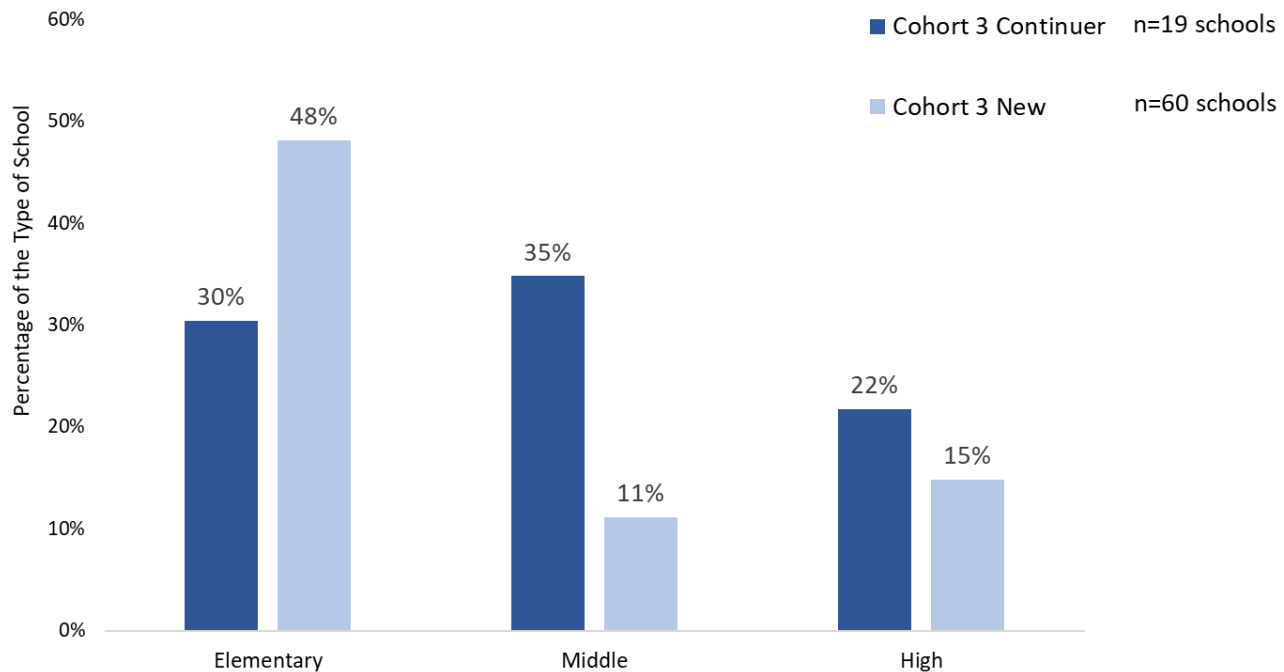
Outcome Data in Context

To fully understand the rates of bullying across time and cohort of the BPEG program, additional context is needed. First, when examining the rates of bullying between Cohort 3 new and continuing grantee schools, one may wonder why schools new to the BPEG program report a lower prevalence of bullying. It seems reasonable to assume that if continuing grantee schools have been part of the BPEG program for more years, they should be seeing greater decreases in bullying. Here, it is important to know the types of schools that make up the new and continuing grantee schools.

Figure 8 shows the percentage of schools that make up the Cohort 3 new and continuing grantees. From these data, Cohort 3 continuing grantees have considerably more middle schools than Cohort 3 new grantees. Moreover, Cohort 3 new grantees have significantly more elementary schools that make up their cohort than Cohort 3 continuing grantees. This information is important, because research consistently shows that bullying occurs most frequently in middle school.¹ The higher concentration of middle schools for Cohort 3 continuing grantees may partially explain their overall higher rate of bullying compared to Cohort 3 new grantees.

¹ See [Rivara & LeMenestrel \(2016\)](#)

Figure 8: Type of Schools by Percentage for BPEG Program
Cohort 3 New and Continuing Grantees



The second area in which context is needed is on the consistent rate of bullying over the past two years for Cohort 3 grantee schools. Although on the surface maintaining rates of bullying may not be viewed positively, considering the context of bullying across the state of Colorado and the nation may provide a different perspective. Beginning in the 2022-23 school year, Colorado schools have been required to submit the number of bullying incidents resulting in discipline to CDE. Prior to this requirement, BPEG program schools were only able to be compared over time to determine if progress in reducing bullying occurred. Now, however, trends over time for the entire state can be compared to the trends of BPEG program grantees.

Figure 9 shows the total number of bullying incidents resulting in discipline since data collection began. There was a total of 2,269 bullying-related discipline incidents during the 2022-23 school year and 3,855 bullying-related discipline incidents for the 2023-24 school year. This represents a 70 percent increase in just one year. Student enrollment during this time remained largely unchanged. Additionally, Figure 10 demonstrates how discipline incidents related to bullying are dispersed by grade level. Lower rates of bullying are found in elementary school, before peaking in middle school, then falling again in high school. These data reinforce the reasoning that Cohort 3 continuing grantees have higher rates of bullying compared to Cohort 3 new grantees because of the higher rate of middle schools in the cohort.

Figure 9: Statewide Bullying Discipline Incidents Over Time

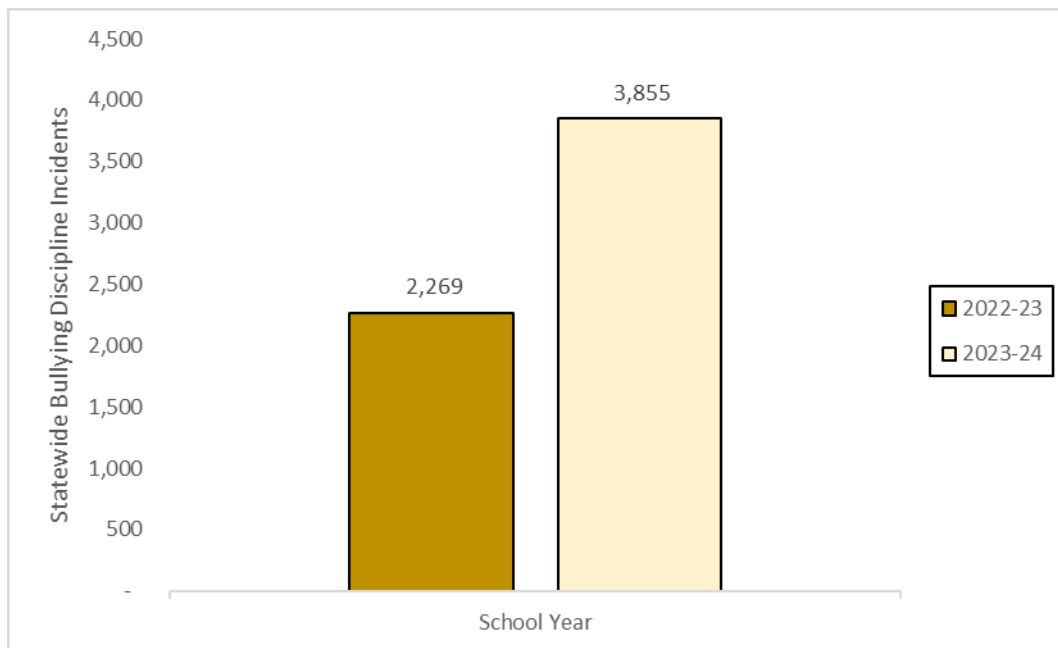
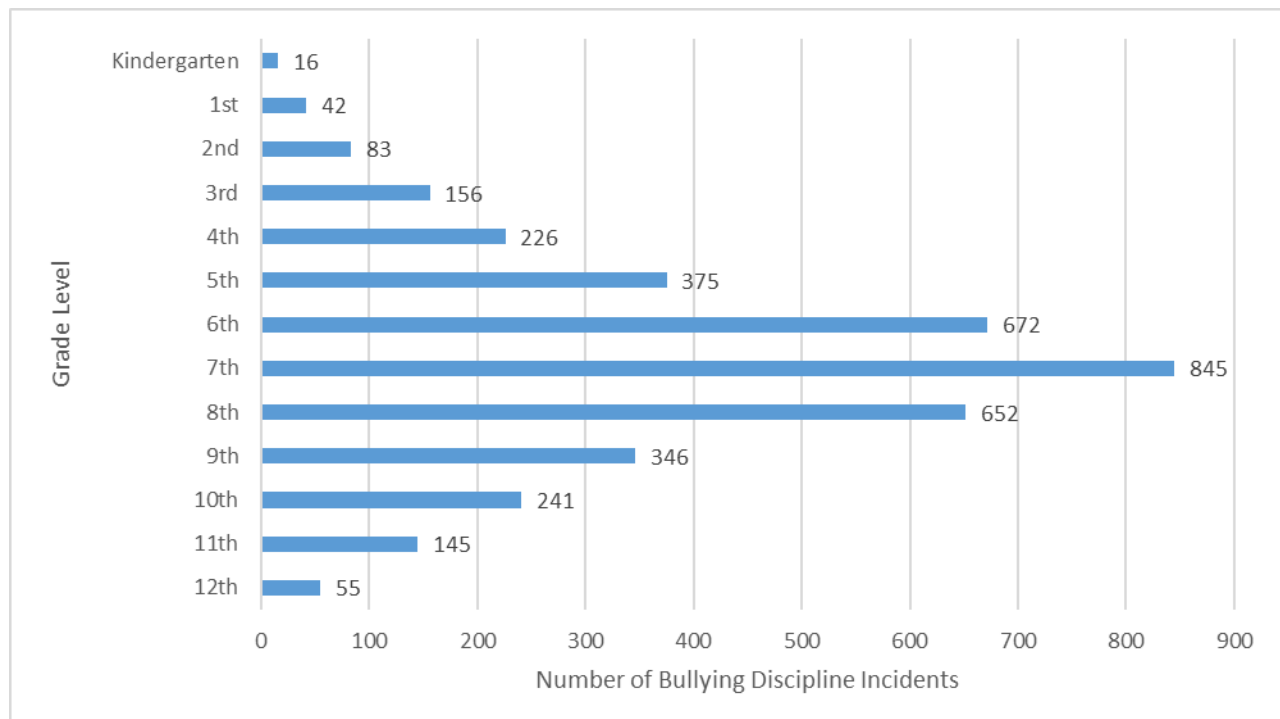
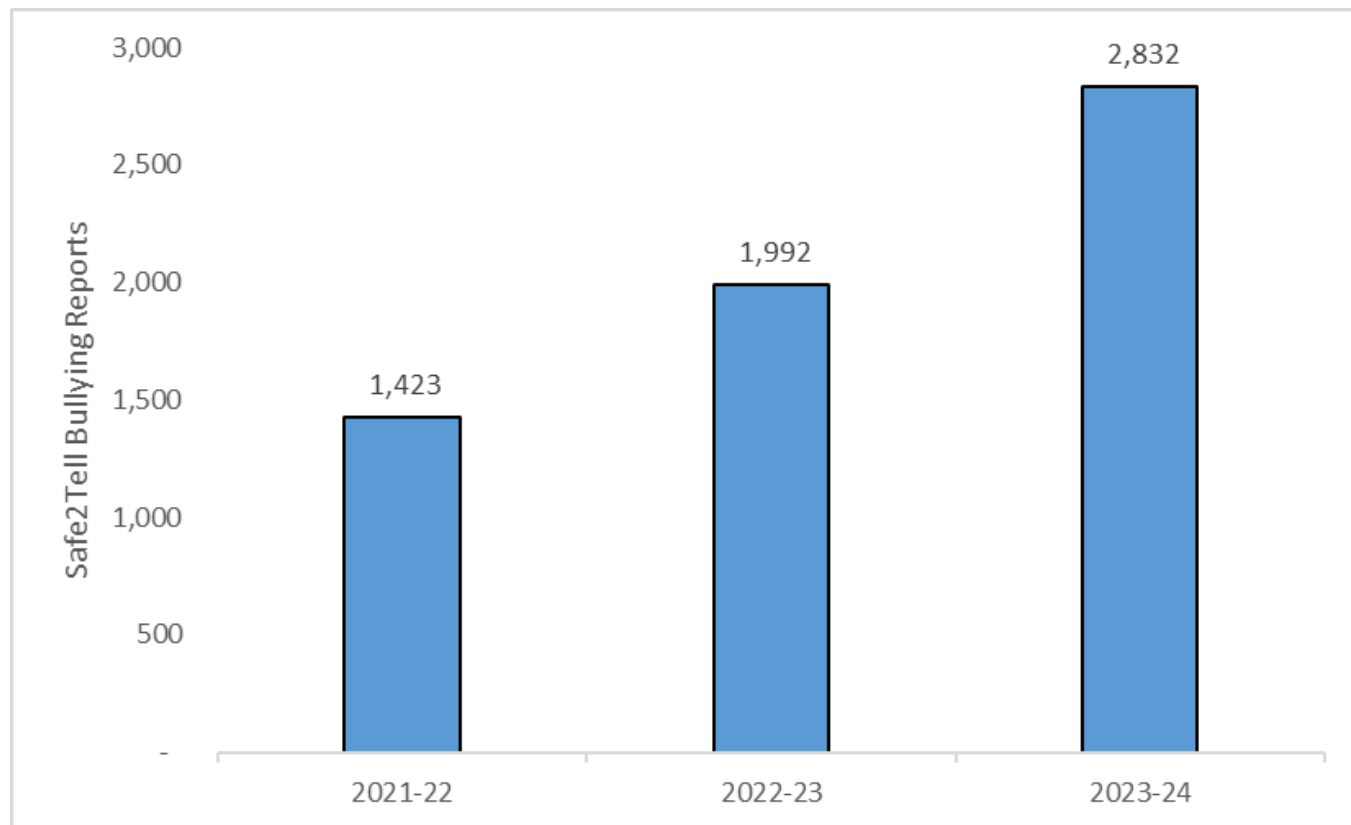


Figure 10: Statewide Bullying Discipline Incidents by Grade Level During the 2023-24 School Year



Another important area providing state-level trend data on bullying is Safe2Tell reports. Safe2Tell is Colorado's anonymous reporting tipline where youth and adults can report bullying, suicide threats, and other school-related concerns. Bullying is consistently one of the top three concerns reported to Safe2Tell and Figure 11 shows the number of bullying reports made to Safe2Tell over the past three school years.

Figure 11: Safe2Tell Bullying Reports Over Time



During the 2021-22 school year, there were 1,423 reports made to Safe2Tell about bullying. That number increased to 1,992 for the 2022-23 school year and 2,832 for the 2023-24 school year. Based on Safe2Tell reporting data, there has been a consistent increase in reports of bullying over the past two years across the state of Colorado. For further context, although overall tips to Safe2Tell have increased (46 percent since the 2021-22 school year), the number of reports made to Safe2Tell about bullying has nearly doubled.

Unfortunately, the increase in bullying is not just an issue for the state of Colorado. Available data across the United States over the past year have a common theme: bullying is on the rise. In neighboring Utah, [bullying was the highest reported tip](#) to their anonymous safety reporting line, SafeUT, during the 2023-24 school year. It was the first time that bullying was the number one reported tip since the program started in 2015. In the Midwest, bullying rates are also climbing. The Indiana Department of Education reported [a nearly 7 percent increase in bullying during the past two school years](#) and in Michigan, [bullying is the number one reported tip](#) on their anonymous tip line at the same time they are seeing their highest ever period of incident reporting. Similar stories can be found on the east coast. [Student-reported bullying is up](#) in New York City and [middle school students in New Hampshire experienced a 13 percent increase in bullying](#) during the 2023-24 school year.



Conclusion

Despite the clear increase in bullying across the state of Colorado and the nation, students at BPEG program schools do not report more bullying. This suggests that the BPEG program may serve as a buffer against rising rates of bullying. The importance of preventing bullying in schools continues to be demonstrated through research showing the negative academic and behavioral impacts it can have on all involved.² The BPEG program currently serves nearly 50,000 students across over 100 schools in Colorado. Grantees receive support to implement evidence-based curricula, engage with families, and measure the impact their work has on youth. Data also shows that grantee schools are implementing better core bullying prevention practices than when they began the grant. Looking forward, a new cohort of grantees will be joining the BPEG program beginning in the 2025-26 school year with the continued goal of reducing bullying over the next three years.

² [Barlett, Kowalski, & Wilson, 2024](#)