

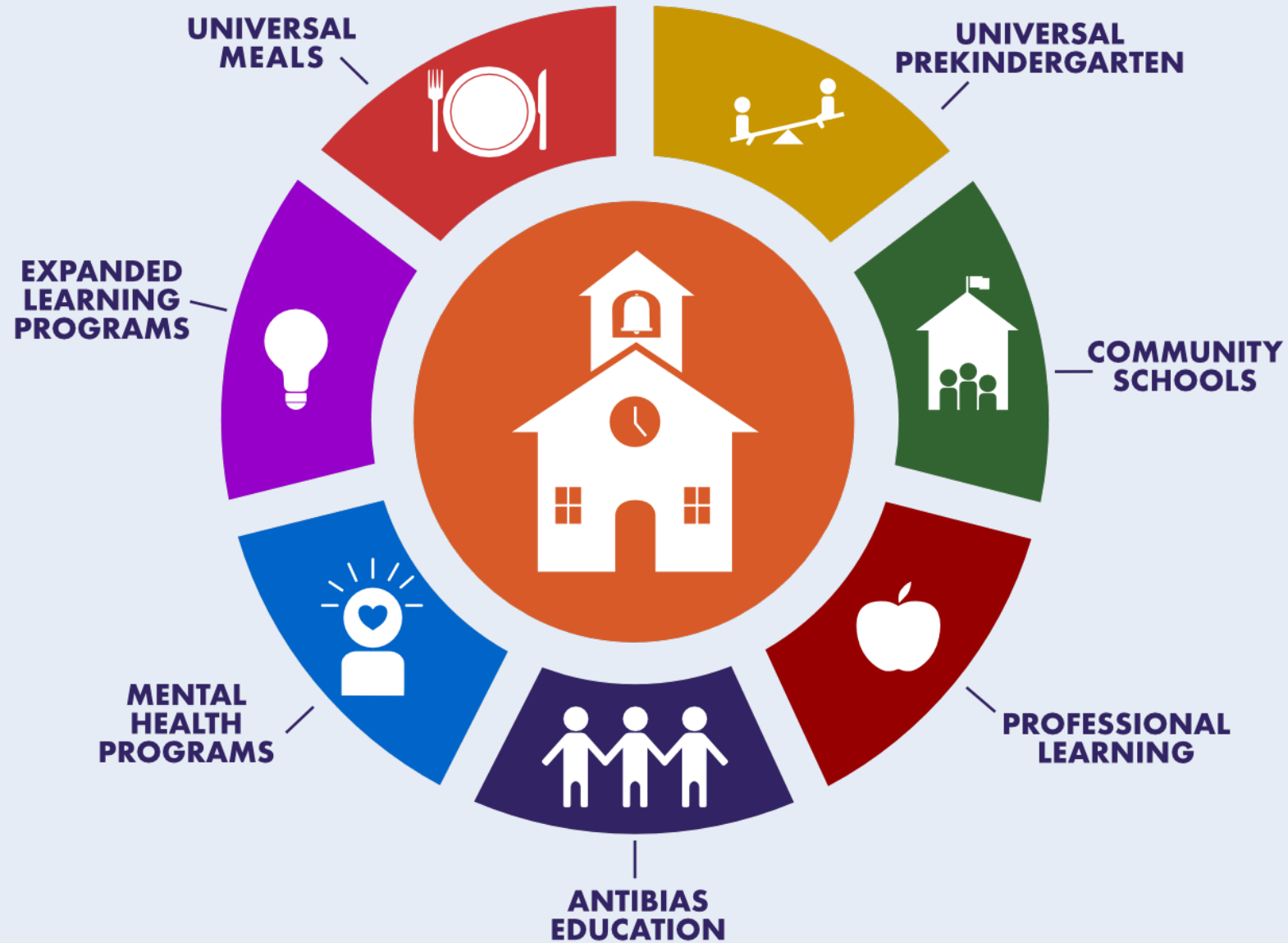
Antibias Education



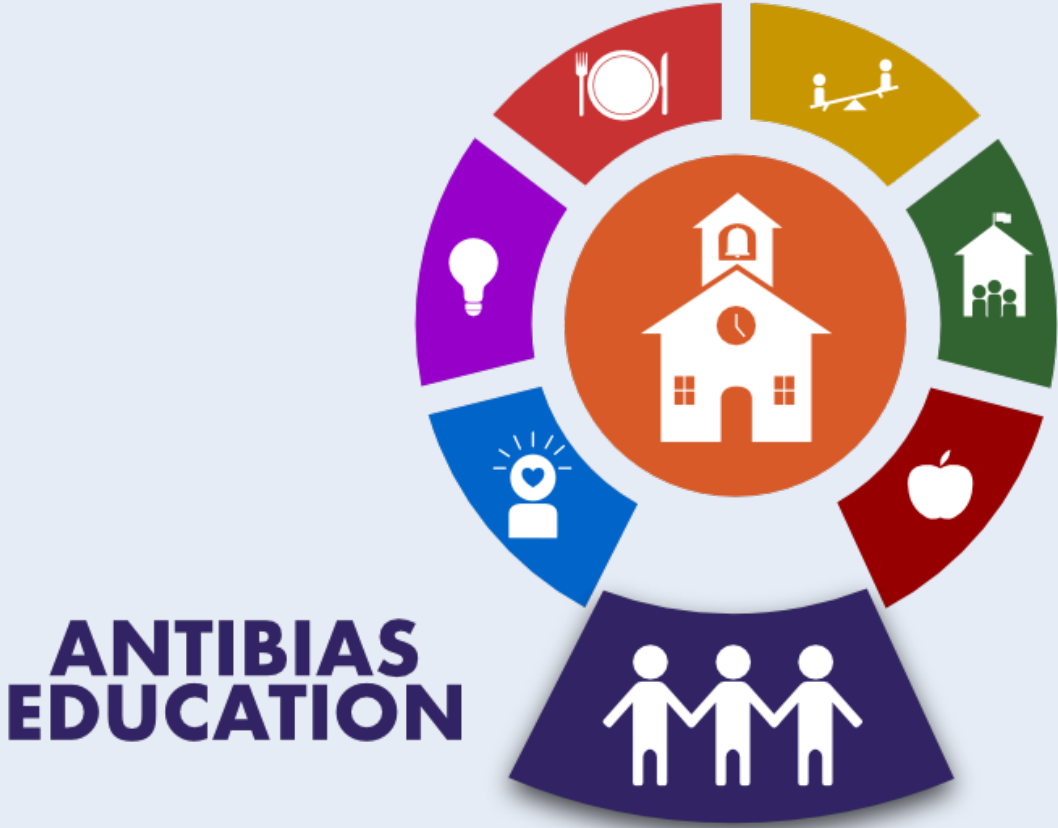
CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction



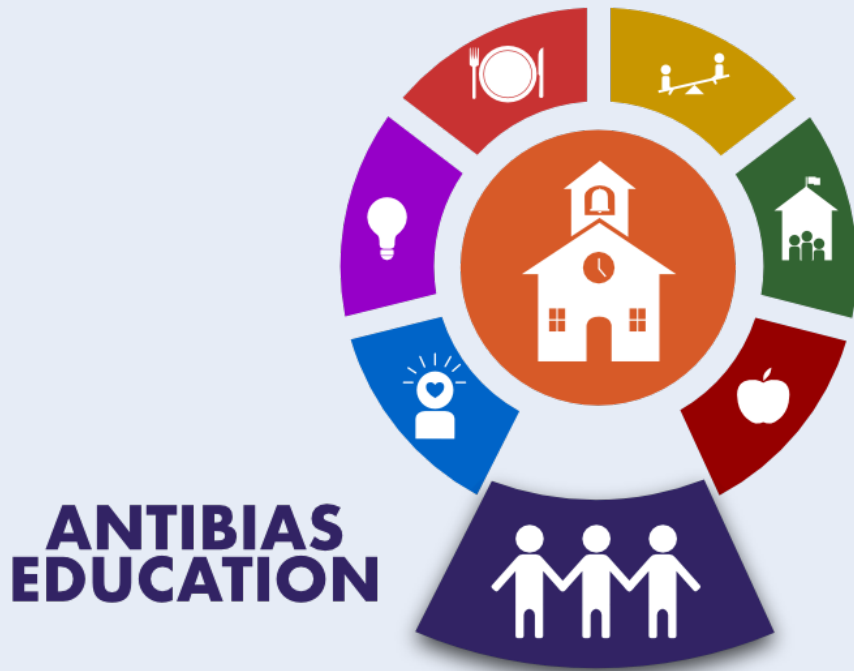
TRANSFORMING CALIFORNIA SCHOOLS



Antibias Education Grant Program



Antibias Education Grant



- Award a minimum of 100 grants
- Local educational agencies (LEAs) (school district, county offices of education, or directly funded charter schools) were eligible to apply
- Award no less than \$75,000 and no more than \$200,000
- Applications Due: September 30, 2022
- Intent to Award Posted: Week of November 28, 2022
- Grant period: February 2023–March 30, 2026

Program Purpose

The purpose of the Antibias Education Grant Program is to prevent, address, and eliminate racism and bias in all California public schools, and making all public schools inclusive and supportive of all people. The grant program seeks to provide professional support to educators to develop skill and competency to interrupt and eliminate bias by activating changes to structures, processes, and practices that when implemented will make a real difference in the educational experiences and outcomes of students.

Program Overview (1)

Antibias Education Grant Program funds may be used for training and resources to prevent and address bias or prejudice toward any group of people based on race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, or any actual or perceived characteristic listed in Section 422.55 of the Penal Code.

Emphasis shall be on preventing anti-Semitism and bias or prejudice toward groups, including, but not limited to, African Americans, Asian-Pacific Islanders, Latinos, and people who are lesbian, gay, bisexual, transgender, or questioning youth.

Program Overview (2)

Allowable activities for an Antibias Education Grant may include, but are not limited to, any of the following:

- Professional development on topics that address hate, bigotry, racism, or any form of bias or prejudice, including, but not limited to, design features of equitable learning environments, classroom management techniques, emotional wellness and self-regulation, and strategies designed to increase teachers' skills for mitigating bias, fostering caring developmental relationships, and practices and approaches when managing pupils in academic and disciplinary settings to support deep and engaged learning.

Program Overview (3)

- Opportunities for teachers, administrators, pupils, other school staff, and members of the governing board or body of the LEA to review policies, practices, and procedures that can promote bias, such as referrals for discipline, special education, and course placement, and to update those policies, practices, and procedures to foster in pupils a sense of belonging and connection.
- The development (or updating) of a comprehensive bias mitigation or diversity plan based on the identified needs of the LEA using its data and tied to specific outcomes, such as increasing staff diversity or more racially proportionate pupil discipline referrals.

Program Overview (4)

- Curriculum that is appropriate for pupils in kindergarten or any of grades one through twelve, inclusive of topics that address hate, bigotry, racism, or any form of bias or prejudice, promote self-love, self-acceptance, and pride in one's multiple identities, understanding of one's own and others' cultural histories and contributions, and empathy for and meaningful connections with others.
- Support of pupil-initiated and pupil-led efforts to combat hate, bigotry, racism, or any form of bias or prejudice, and to co-design new approaches to mitigate bias and foster a sense of belonging and connection, and to ensure that decisions, actions, and designs are informed by student voice, needs, and aspirations.

Collaboration with the National Equity Project

Community of Practice

The community of practice:

- Is intended to create an environment for intentional learning in which grant recipients can share diverse perspectives and experiences, reflect on common issues and explore ideas, and act as a sounding board to colleagues as they implement grant activities.
- Will support collective accountability and learning, and will emphasize interaction among grantees to share effective practices and create new knowledge that build educator competencies for addressing and mitigating bias.

Additional Resources to Support Antibias in Education

Asset-Based Pedagogies

- **CDE's Asset-Based Pedagogies web page.** Asset-Based Pedagogies focus on the strengths that diverse students bring to the classroom. It is a direct response to deficit-based models to education of the past. This web page provides definitions and resources.

LGBTQ+ Resources

- **CDE's Research, Data and Reports web page.** Research, data, and reports on supporting LGBTQ+ students and improving overall school climate for LGBTQ+ students, their educators and their families.
- **CDE's Supporting LGBTQ+ Students web page.** Instructional guidance, law, and policies for local educational agencies to support LGBTQ+ students and provide safe learning environments that protect the health and safety of LGBTQ+ students.

Transformative Social and Emotional Learning Competencies and Conditions

- The Transformative SEL Competencies describe the knowledge, skills, dispositions, and capacities that children and young people can develop when the conditions are supportive to their healthy, whole development.
- The Conditions for Thriving provide recommended practices and actions that adults across the education system can use to co-create conditions that support Transformative SEL development.

Questions



Educator Excellence and Equity Division Contacts

For additional information, contact:

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