

Antibias Education Grant Program Request for Applications 2023–26



California Department of Education
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Administered by the:

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Table of Contents

Overview	1
Background	1
Program Description	3
Purpose	3
Eligibility	3
Grant Information	4
Funding Levels	4
Fund Distribution	4
Allowable Activities and Costs	4
Non-allowable Activities and Costs	5
Administrative Indirect Cost Rate	6
Accountability	7
Reporting Requirements	7
Program Deliverables	8
Application Procedures and Processes	9
Program Timeline*	9
Application Submission Procedures	9
Application Review	10
Appeals Process	10
Grant Awards	10
Grant Award Notification	10
Assurances, Certifications, Terms, and Conditions	11
Antibias Education Grant Program Application	11
Application Narrative	11
Budget Narrative and Funding Request	15
Appendices	16
Appendix A: Evaluation Rubric	17
Application Narrative	17
Budget Narrative and Funding Request (8 Total Possible Points)	24
Request for Applications	1

Appendix B: Online Application Instructions	26
Saving Responses	26
Applicant Information	26
Application Narrative	28
Electronic Signature	32
Attachment Instructions	33
Appendix C: Budget Categories	34
Appendix D: Project Statement of Assurances	36
Antibias Education Grant Program	36

Overview

The California Department of Education (CDE) invites local educational agencies (LEAs), which include school districts, county offices of education (COEs), or directly funded charter schools to apply for an Antibias Education Grant to be used for purposes of preventing, addressing, and eliminating racism and bias in all California public schools, and making all public schools inclusive and supportive of all people. This grant will 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 (LGBTQ).

Background

The CDE has many state initiatives that emphasize providing a safe teaching and learning environment with an equity lens. In 2020, the State Superintendent of Public Instruction, Tony Thurmond, launched a new, multifaceted “Education to End Hate” initiative designed to empower educators and students to confront the hate, bigotry, and racism rising in communities across the state and nation. Under this effort, the CDE led a series of strategies—including educator training grants, partnerships with community leaders, and virtual classroom sessions—that leveraged the power of education to create a more just society.

During that same period, the CDE published the *Transformative Social and Emotional Learning (T-SEL) Competencies and Conditions for Thriving*. These guidance tools, developed for voluntary use, aim to build on and respond to the call from California’s diverse interested parties to embed equity-focused T-SEL in every learning and teaching context across the education system. The CDE aims to support and advance

the efforts of educators across California who are working to fully integrate systemic social and emotional learning and equity by building on the promise of T-SEL as a concept. Applying for the Antibias Education Grant Program is an opportunity for LEAs to expand on existing work, such as T-SEL, to advance diversity, equity, and inclusion.

In 2015, the CDE published the Quality Professional Learning Standards (QPLS). The authors note that, “Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.”¹ The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning over time, which leads to improved educator knowledge, skills, and dispositions. Seven interdependent standards support professional learning that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. More information about the QPLS is available on the CDE QPLS web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

Although research on antibias education is limited, below are some key strategies² to consider when applying for the grant:

- Integrate training in a comprehensive diversity plan that involves teachers and other adults at school in reviewing policies, practices, and procedures that can promote bias, not just a stand-alone professional development session.
- Set specific goals based on the needs of the school and any problems identified to be addressed.
- Acknowledge that conversations about bias will be uncomfortable and give participants tools to manage their emotions while accepting feedback.
- Emphasize a few clear strategies for managing bias with examples of what anti-biased awareness and behavior would look like in practice for different groups within the school (e.g., math teachers, guidance counselors, discipline officers).
- Connect training evaluations back to the school's larger diversity goals, such as increasing the proportion of students of color referred to advanced courses or shrinking discipline gaps.

An initial Request for Application (RFA) was posted on the CDE Antibias Education Grant Program web page on July 1, 2022. Applications were due on September 30,

¹. Quality Professional Learning Standards. (2015). CDE, 13.

². Carter, E. R., Onyeador, I. N., Lewis, N. A. (2020). *Developing & delivering effective anti-bias training: Challenges & recommendations*. Behavioral Science & Policy, 6(1), 57–70.

2022, by 4 p.m. Final awards were posted on December 23, 2022, with 75 LEAs selected to receive funding under the Antibias Education Grant Program. A total amount of \$14,157,234 was awarded across the 75 LEA grantees. A total amount of \$5,842,766 is available for this current RFA. Recipients of the Antibias Education Grant Program Cohort One are not eligible to apply for this second round of funding.

Program Description

Purpose

Funding for this grant is intended to support LEAs to provide 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 other actual or perceived characteristics. Emphasis shall be on preventing anti-Semitism and bias or prejudice toward groups, including, but not limited to, African Americans, Asian-Pacific Islanders, or Latinos, and people who are LGBTQ youth.

Eligibility

Applicant eligibility is limited to LEAs, defined as a school district, COE, or directly funded charter school, within the State of California that serves students in transitional kindergarten through grade twelve.

Consortiums of LEAs may apply, and each participating LEA in a consortium is eligible to apply for up to \$200,000. The maximum grant award for each consortium depends on the number of participating LEAs. The lead applicant will serve as the fiscal agent and be responsible for all grant deliverables. The lead applicant should:

- Submit one application on behalf of the consortium, and indicate in the Executive Summary all LEAs to be included in the consortium.
- Include one project budget for the consortium. (The budget narrative should clearly explain how funds will be spent among the consortium members.) No one consortium member may expend more than \$200,000.
- Provide any additional information related to the operations of the consortium in the Proposed Activities section of the online application.
- Be prepared to provide Letters of Commitment from all consortium members prior to a Grant Award Notification being issued.

Community agencies, private schools, individual public schools, and state special schools are not eligible to apply for the Antibias Education Grant Program. Additionally,

recipients of the Antibias Education Grant Program Cohort One are also not eligible to apply.

Grant Information

Assembly Bill 181, Section 138, of the General Fund added \$10 million for a total of \$20 million to the Antibias Education Grant Program which was authorized in the Budget Act of 2021 with funding for the grant period through March 30, 2026. (Timeline subject to change. Refer to the CDE Antibias Education Grant Program web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp> for the most up-to-date timeline.) After an initial RFA and application process, the amount of \$5,842,767 remains available. Funds available to each applicant are based on the content and quality of the submitted application and proposed activities. Professional development and curriculum under this paragraph shall use evidence-based strategies.

Funding Levels

Each award amount for the Antibias Education Grant shall be no less than \$75,000 and no more than \$200,000. An LEA that applies for funds shall, at a minimum, demonstrate a need for additional antibias education and training, and describe how the funds will be used. The CDE will fund successful grant applications at the level requested if the program application is well-justified, the proposed activities are realistic and well-supported, and sufficient funding exists. If successful applications exceed the funds available, the CDE will apportion the grant funds at its discretion.

Fund Distribution

The Antibias Education Grant funds will be available for distribution beginning September 2023. (Timeline subject to change. Refer to the CDE Antibias Education Grant Program web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp> for the most up-to-date timeline.) These funds are available for expenditure or encumbrance through the 2023–26 fiscal years. The CDE reserves the right to withhold up to 10 percent of grant funds to ensure program compliance, and funds will be released when grantees comply with the Antibias Education Grant Project Statement of Assurances.

Allowable Activities and Costs

Grant funding can be used for a wide range of purposes that the applicant defines as intended to prevent and address bias or prejudice. Allowable expenditures may include, but are not limited to the following, as indicated in AB 181, Section 138(c)(3)(B):

- Professional development on topics that address hate, bigotry, racism, or any form of bias or prejudice, including, but not limited to, classroom management

techniques, self-regulation, and strategies designed to increase teachers' skills for managing pupils in academic and disciplinary settings.

- 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 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.
- 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.
- Support of pupil-initiated efforts to combat hate, bigotry, racism, or any form of bias or prejudice.

Professional development and curriculum for the Antibias Education Grant Program shall use evidence-based strategies. For the purposes of this grant, the CDE has borrowed the following definition for evidence-based practice. As defined by the Every Student Succeeds Act (ESSA)

(<https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>), an evidence-based practice is an activity, strategy, or intervention that “demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes” based on strong evidence, moderate evidence, promising evidence, or a rationale with “ongoing efforts to examine the effects of activity, strategy or intervention.”³

This is a shift from “scientifically-based research” to “evidence-based” interventions. This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. The evidence described in the ESSA has generally been produced through formal studies and research. More information on evidence-based interventions is available on the CDE Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.

Non-allowable Activities and Costs

Grant monies shall not be used for any purpose outside the State of California. In addition, funds provided under this grant may not be used for:

³. *Every Student Succeeds Act, Public Law 114–95—December 10, 2015. Pages 290-291. Authenticated United States Government Information, Government Publishing Office.*

2023–26 Antibias Education Grant Program

- Preparation, delivery, and travel costs associated with the application
- Supplanting of existing funding and efforts
- Law enforcement activities, including personnel or equipment
- Telephone systems, fax machines, and telephones, including cell phones and landlines
- Purchasing of vehicles
- Acquiring equipment for administrative or personal use
- Purchasing furniture (e.g., bookcases, chairs, desks, file cabinets, tables)
- Purchasing or leasing facilities
- Remodeling facilities not directly related to accessibility to instruction or services
- Payment for memberships in professional organizations
- Providing sub-grants to members of the partnership or other agencies (this includes mini-grants, which are different than service contracts)
- Travel outside the United States
- Travel to states included in Assembly Bill 1887's travel prohibition list found at <https://oag.ca.gov/ab1887>
- Childcare
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors, such as bumper stickers, pencils, pens, or t-shirts
- Purchasing subscriptions to journals, magazines, or other periodicals
- Any other cost not reasonable or necessary to meet the grant purposes

Administrative Indirect Cost Rate

Indirect costs are agency-wide, general management costs (i.e., activities for the direction and control of the agency as a whole). General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. The grantees must limit administrative indirect costs to CDE's approved indirect cost rates, which may be found on the CDE Indirect Cost Rates (ICR) web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>.

Certain types of costs (activities) require relatively minimal administrative support compared to the amount of dollars spent. These costs would distort the indirect cost process and are excluded from the calculation of the indirect cost rate. Following are the most common costs excluded from the calculation:

- Subagreements for Services (Object Code 5100), which include expenditures for subagreements and subawards pursuant to certain contracts, subcontracts, and subgrants.

Unlike other costs in Object Codes 5000–5999, Object Code 5100 costs are excluded from the calculation of the ICR and from eligible program expenditures on which indirect costs are charged (see Procedure 915). However, in recognition that some general administration is necessary to process a subagreement, indirect cost guidelines allow that up to \$25,000 of each individual subagreement may be coded to Object Code 5800, Professional/Consulting Services and Operating Expenditures, with the remainder charged to Object Code 5100. The amount charged to Object Code 5800 is included in the calculation of the ICR and in eligible program expenditures on which indirect costs are charged. The \$25,000 limit per subagreement applies each year throughout the duration of the subagreement.

Accountability

Reporting Requirements

After an application is approved, a Grant Award Notification (CDE form AO-400) letter will be provided to successful grantees. The grantees must sign and return the AO-400 to the CDE in order for funds to be released.

To ensure the successful implementation of the Antibias Education Grant Program, grantees are required to submit interim progress and end-of-project reports to show that program outcome measures are being met alongside an expenditure report to show how funds were actually spent. These must include any and all elements required by the CDE, as well as any locally determined measures. The applicant is responsible for submitting all data required by the CDE in a format to be determined by the CDE.

LEAs will be expected to measure outcomes in areas specifically identified in the LEA's grant application. Program outcomes identified in the Antibias Education Grant Program application can target and include, but are not limited to:

- School attendance rate
- Chronic absenteeism rate
- Middle school dropout rate
- High school dropout rate

2023–26 Antibias Education Grant Program

- Pupil suspension rate
- Math proficiency rate
- English language arts proficiency rate
- Pupil engagement
- School climate, as measured by the California Healthy Kids Survey School Climate Module (<https://www.cde.ca.gov/ls/he/at/chks.asp>), or other applicable school climate survey (applicants should identify measurable outcomes on cultural sensitivity, discipline, and enforcement of rules)
- Interview and focus groups with participating students

Applicants should identify at least two measurable outcomes.

Program Deliverables

The grantees must provide a summary of activities in the report identifying contributions including, but not limited to:

- Proposed multiple measures to evaluate progress towards the program goals that evaluate the increased capacity of the grantees to provide quality training and resources to support teachers, administrators, pupils, and other school staff.
- Resources (including training materials, videos, briefs, etc.) to support teachers, administrators, pupils, and other school staff.
- Technical assistance and professional learning opportunities provided for purposes of preventing, addressing, and eliminating racism and bias in all California public schools, and making all public schools inclusive and supportive of all people.
- Number of participating educators disaggregated by role, ethnicity, and gender.
- Number of participating classrooms and schools.
- If applicable, number of students disaggregated by ethnicity and gender participating in pupil-initiated activities.

Application Procedures and Processes

Program Timeline*

Activity	Date
RFA Release	June 1, 2023
Application Workshop Webinar	June 12, 2023, from 9:30 to 11 a.m.
Application due to the CDE	July 20, 2023, by 4 p.m.
Intent to Award posted	Week of August 28, 2023
Last day for Appeals to be received by the CDE	One week after Intent to Award is posted
Final Awards posted	September 2023

*Timeline subject to change. Refer to the CDE Antibias Education Grant Program web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp> for the most up-to-date timeline.

Application Submission Procedures

Applicants must submit the Antibias Education Grant Program application, required forms, and all supporting documents, through the online application system by **4 p.m. on July 20, 2023**. (Timeline subject to change. Refer to the CDE Antibias Education Grant Program web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp> for the most up-to-date timeline.) Please make note of the following:

- The online application system does not capture formatting (i.e., bulleting, paragraph breaks, etc.).
- The applicant will receive email confirmation. If changes need to be made, resubmit the entire application prior to the submission deadline.
- The last submitted application will be the one considered for review.
- The CDE is not able to modify application information after it is submitted.

- Incomplete or late applications will not be considered.

In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the Evaluation Rubric in Appendix A.

Application Review

Complete applications will be reviewed and scored by the reading panel and evaluated using the Evaluation Rubric (Appendix A). Care is taken to ensure that reviewers have no conflicts with the applicants.

Although scores from the review of the applications are important, they are not the sole determiners for funding. The CDE may reject an application that is not responsive, does not meet the technical standards, or is not from a designated applicant, or may choose to reject all applications.

Each applicant will receive a single score. Reading members will be instructed to take a holistic approach in the application review process to rank and evaluate the application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.

Appeals Process

The CDE must receive the request for appeal, no later than **one week after the Intent to Award is posted**. (Timeline subject to change. Refer to the CDE Antibias Education Grant Program web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp> for the most up-to-date timeline.) Only the project director may electronically submit an appeal via the link on the CDE Antibias Education Grant Program web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp>. Appeals submitted via means other than instructed on the CDE Antibias Education Grant Program web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp> will **not** be accepted.

Appeals are limited to the grounds that the CDE failed to correctly apply the RFA's specified standards for reviewing the application; however, disagreement with an application reader's professional judgement is not grounds for appeal and appeals based on such disagreement will be denied. The appellant must file a full and complete written appeal, include the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application. A final decision will be provided via email within 10 business days of appeals closing.

Grant Awards

Grant Award Notification

Applicants selected for funding will receive an AO-400, the official CDE document that awards funds to local projects. The grantees must sign and return the notification to the CDE before project work may begin and disbursement of funds can be made.

Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of applicants and the grantees as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

Assurances and Certifications

The Superintendent of the LEA, acting as the fiscal agent, must agree to the Antibias Education Grant Statement of Assurances.

Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep them on file and available for compliance reviews, complaint investigations, or audits. The general assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fq/fo/fm/ff.asp>.

Terms and Conditions

The grant award will be processed upon receipt of the signed AO-400. The AO-400 must be signed by the authorized agent and returned to the CDE within 10 working days.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended by March 30, 2026. No extensions of this grant will be allowed.

A budget revision is required if expenditures exceed 10 percent of the authorized budget item total in the approved budget for a single year. The budget revision must be approved by the CDE before expenditures are made.

The budget should display how the grant will be used to develop, implement, and sustain the proposed program(s). Proposed expenditures must demonstrate appropriate use of state funds.

Antibias Education Grant Program Application

Application Narrative

Provide complete responses to the following items. You must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

Part 1 Executive Summary

A. Provide an executive summary statement, containing the following:

- The issue the LEA is addressing
- The theory of action
- An approximate number of educators and students to be affected by this work
- How the LEA plans to use these funds to help prevent, address, and eliminate racism and bias in all California public schools, and making all public schools inclusive and supportive of all people

B. Which eligible activities are you proposing to accomplish over the course of the grant period (select all that apply):

- Professional development on topics that address hate, bigotry, racism, or any form of bias or prejudice, including, but not limited to, classroom management techniques, self-regulation, and strategies designed to increase teachers' skills for managing pupils in academic and disciplinary settings.
- 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 of or updating a comprehensive 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.
- Curriculum that is appropriate for pupils in kindergarten or any of grades one to twelve, inclusive, on topics that address hate, bigotry, racism, or any form of bias or prejudice.

- Support of pupil-initiated efforts to combat hate, bigotry, racism, or any form of bias or prejudice.
- Other (provide additional details).

C. The LEA intends to address bias based on which of the following (select all that apply):

- Race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, and/or any actual or perceived characteristic

D. The LEA intends to emphasize preventing bias or prejudice toward which of the following (select all that apply):

- Groups/individuals facing anti-Semitism, African Americans, Asian-Pacific Islanders, Latinos, and people who are LGBTQ, other

Part 2 Theory of Action

Articulate a theory of action which will support the goals of the grant to prevent, address, and eliminate bias in California public schools. The U.S. Department of Education defines a theory of action as

(<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>):

...a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally.⁴

Include the following in the response:

- What are the LEA’s specific goals based on the needs of the LEA and any problems identified to be addressed?
- How will the LEA identify participants for the activities of this grant?
- How will the LEA ensure active participation?
- What are the outcomes expected by the LEA as a result of the grant activities?

Part 3 Demonstrated Need and Past Antibias Efforts

A. Demonstrated Need

⁴. *Non-regulatory Guidance: Using Evidence to Strengthen Education Investments*. U.S. Department of Education web document.

Pertaining to the school site(s) that your LEA oversees, please describe the campus climate over the past 18–24 months related to bias or prejudice on the basis of any of the following.

- Race
- Ethnicity
- Religion
- Gender
- Gender identity
- Sexual orientation
- Disability
- Immigration status
- Language
- Actual or perceived characteristic

B. Past Antibias Efforts

1. What, if any, antibias work has the LEA already undertaken?
2. How will the LEA expand on existing work to advance diversity, equity, and inclusion?
3. What, if any, antibias work has the LEA wanted to initiate, but was unable to initiate or complete?

Part 4 Proposed Activities

- A. Articulate the LEA's proposed activities regarding how they will address the goals of the Antibias Education Grant Program. Explain how funds will 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.
- B. Describe how the applicant will leverage current research and work related to how teachers, administrators, pupils, other school staff, and members of the governing board or body of the LEA may best implement antibias education. If the LEA proposes to implement professional development and/or curriculum, detail which evidence-based strategies will be utilized.
- C. Provide a timeline (as an attachment) that thoroughly and convincingly illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.

Part 5 Proposed Metrics

- A. Describe the measures, including the specific subgroup populations, the LEA will use to assess the impact of the grant program. (Include what methods the LEA plans to use to track incidents of biased or prejudiced behaviors exhibited by students and/or adults.)
- B. Describe the methods that will be used to collect the outcome data.
- C. Describe the LEA's capacity to collect the identified outcome measures.
- D. Describe the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.

Budget Narrative and Funding Request

The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal's goals and activities. Please note that although the grant period ends on March 30, 2026, LEAs may expend all Antibias Education Grant Program funds early. Complete only the sections of the budget forms necessary to align with the project's timeline. The budget will be reviewed and scored. Provide expenditure amounts for the following areas:

- Internal staff compensation
- Compensation for educators' or substitute costs associated with participation at professional learning events
- Supplies required to support LEAs and grant participants
- Services provided by the applicant and external entities
- Any travel and/or communication expenses
- Indirect charges

Applicants must use the Antibias Education Grant Program Budget Template available on the RFA web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp>. The Proposed Budget Detail must include a detailed budget narrative (description) for each line-item included in the grant period. The narrative should include how the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. Provide sufficient detail and a breakdown/calculation that justifies each line item. Group line items by the Object Code series and provide lines for Object Code totals. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Detail.

2023–26 Antibias Education Grant Program

The Antibias Education Grant Program Proposed Budget must be submitted as an Excel file through the online application. Please see the attachment instructions in Appendix B: Online Application Instructions.

Appendices

Appendix A: Evaluation Rubric

Application Narrative

Part 1 Executive Summary (4 Total Possible Points)

Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
LEA provides all of the information required in the executive summary: • The issue the LEA is addressing • The theory of action • An approximate number of educators and students to be affected by this work • How the LEA plans to use these funds to help prevent, address, and eliminate racism and bias in all California public schools, and making all public schools inclusive and supportive of all people	Not applicable	Not applicable	LEA provides partial or none of the information required in the executive summary: • The issue the LEA is addressing • The theory of action • An approximate number of educators and students to be affected by this work • How the LEA plans to use these funds to help prevent, address, and eliminate racism and bias in all California public schools, and making all public schools inclusive and supportive of all people

Part 2 Theory of Action (12 Total Possible Points)

Outstanding (12–10 points)	Strong (9–7 points)	Adequate (6–4 points)	Minimal (3–0 points)
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2023–26 Antibias Education Grant Program

Thoroughly and convincingly articulates a theory of action that supports the goals of the grant to prevent, address, and eliminate bias in California public schools. The LEA includes all of the following: • What are the LEA's specific goals based on the needs of the LEA and any problems identified to be addressed? • How will the LEA identify participants for the activities of this grant? • How will the LEA ensure active participation? • What are the outcomes expected by the LEA as a result of the grant activities?	Clearly articulates a theory of action that supports the goals of the grant to prevent, address, and eliminate bias in California public schools. The LEA includes most of the following: • What are the LEA's specific goals based on the needs of the LEA and any problems identified to be addressed? • How will the LEA identify participants for the activities of this grant? • How will the LEA ensure active participation? • What are the outcomes expected by the LEA as a result of the grant activities?	Adequately articulates a theory of action that supports the goals of the grant to prevent, address, and eliminate bias in California public schools. The LEA includes some of the following: • What are the LEA's specific goals based on the needs of the LEA and any problems identified to be addressed? • How will the LEA identify participants for the activities of this grant? • How will the LEA ensure active participation? • What are the outcomes expected by the LEA as a result of the grant activities?	Minimally articulates a theory of action that supports the goals of the grant to prevent, address, and eliminate bias in California public schools. The LEA minimally includes the following: • What are the LEA's specific goals based on the needs of the LEA and any problems identified to be addressed? • How will the LEA identify participants for the activities of this grant? • How will the LEA ensure active participation? • What are the outcomes expected by the LEA as a result of the grant activities?
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Part 3 A. Demonstrated Need (8 Total Possible Points)

Outstanding (8–7 points)	Strong (6–5 points)	Adequate (4–3 points)	Minimal (2–0 points)
Thoroughly and convincingly describes the LEA's school campus climate over the past 18–24 months related to bias or prejudice on the basis of any of the following: race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, and/or another actual or perceived characteristic.	Clearly describes the LEA's school campus climate over the past 18–24 months related to bias or prejudice on the basis of any of the following: race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, and/or another actual or perceived characteristic.	Adequately describes the LEA's school campus climate over the past 18–24 months related to bias or prejudice on the basis of any of the following: race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, and/or another actual or perceived characteristic.	Minimally describes the LEA's school campus climate over the past 18–24 months related to bias or prejudice on the basis of any of the following: race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, and/or another actual or perceived characteristic.

Part 3 B. Past Antibias Efforts (12 Total Possible Points)

Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
Thoroughly and convincingly describes any antibias work the LEA has already undertaken.	Clearly describes any antibias work the LEA has already undertaken.	Adequately describes any antibias work the LEA has already undertaken.	Minimally describes any antibias work the LEA has already undertaken.

Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
Thoroughly and convincingly describes how the LEA will expand on existing work to advance diversity, equity, and inclusion.	Clearly describes how the LEA will expand on existing work to advance diversity, equity, and inclusion.	Adequately describes how the LEA will expand on existing work to advance diversity, equity, and inclusion.	Minimally describes how the LEA will expand on existing work to advance diversity, equity, and inclusion.
Thoroughly and convincingly describes any antibias work the LEA has wanted to initiate, but was unable to initiate or complete.	Clearly describes any antibias work the LEA has wanted to initiate, but was unable to initiate or complete.	Adequately describes any antibias work the LEA has wanted to initiate, but was unable to initiate or complete.	Minimally describes any antibias work the LEA has wanted to initiate, but was unable to initiate or complete.

Part 4 Proposed Activities (24 Total Possible Points)

Outstanding (8–7 points)	Strong (6–5 points)	Adequate (4–3 points)	Minimal (2–0 points)
Thoroughly and convincingly describes the LEA's proposed activities regarding how they will address the goals of the Antibias Education Grant Program, which includes how funds will 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.	Clearly describes the LEA's proposed activities regarding how they will address the goals of the Antibias Education Grant Program, which includes how funds will 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.	Adequately describes the LEA's proposed activities regarding how they will address the goals of the Antibias Education Grant Program, which includes how funds will 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.	Minimally describes the LEA's proposed activities regarding how they will address the goals of the Antibias Education Grant Program, which includes how funds will 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.

Outstanding (8–7 points)	Strong (6–5 points)	Adequate (4–3 points)	Minimal (2–0 points)
Thoroughly and convincingly describes how the LEA will leverage current research and work related to how teachers, administrators, pupils, other school staff, and members of the governing board or body of the LEA may best implement antibias education. If the LEA proposes to implement professional development and/or curriculum, it provides details of which evidence-based strategies will be utilized.	Clearly describes how the LEA will leverage current research and work related to how teachers, administrators, pupils, other school staff, and members of the governing board or body of the LEA may best implement antibias education. If the LEA proposes to implement professional development and/or curriculum, it provides clear details of which evidence-based strategies will be utilized.	Adequately describes how the LEA will leverage current research and work related to how teachers, administrators, pupils, other school staff, and members of the governing board or body of the LEA may best implement antibias education. If the LEA proposes to implement professional development and/or curriculum, it provides adequate details of which evidence-based strategies will be utilized.	Minimally describes how the LEA will leverage current research and work related to how teachers, administrators, pupils, other school staff, and members of the governing board or body of the LEA may best implement antibias education. If the LEA proposes to implement professional development and/or curriculum, it provides minimal details of which evidence-based strategies will be utilized.

Outstanding (8–7 points)	Strong (6–5 points)	Adequate (4–3 points)	Minimal (2–0 points)
Provides a timeline (as an attachment) that thoroughly and convincingly illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.	Provides a timeline (as an attachment) that clearly illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.	Provides a timeline (as an attachment) that adequately illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.	Provides a timeline (as an attachment) that minimally illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.

Part 5 Proposed Metrics (16 Total Possible Points)

Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
Thoroughly and convincingly describes the measures, including the specific subgroup populations, the LEA will use to assess the impact of the grant program. Includes the methods the LEA plans to use to track incidents of biased or prejudiced behaviors exhibited by students and/or adults.	Clearly describes the measures, including the specific subgroup populations, the LEA will use to assess the impact of the grant program. Includes the methods the LEA plans to use to track incidents of biased or prejudiced behaviors exhibited by students and/or adults.	Adequately describes the measures, including the specific subgroup populations, the LEA will use to assess the impact of the grant program. Includes the methods the LEA plans to use to track incidents of biased or prejudiced behaviors exhibited by students and/or adults.	Minimally describes the measures, including the specific subgroup populations, the LEA will use to assess the impact of the grant program. Does not include the methods the LEA plans to use to track incidents of biased or prejudiced behaviors exhibited by students and/or adults.
Thoroughly and convincingly describes the methods that will be used to collect the outcome data.	Clearly describes the methods that will be used to collect the outcome data.	Adequately describes the methods that will be used to collect the outcome data.	Minimally describes the methods that will be used to collect the outcome data.
Thoroughly and convincingly describes the LEA's capacity to collect the identified outcome measures.	Clearly describes the LEA's capacity to collect the identified outcome measures.	Adequately describes the LEA's capacity to collect the identified outcome measures.	Minimally describes the LEA's capacity to collect the identified outcome measures.

Outstanding (4 points)	Strong (3 points)	Adequate (2 points)	Minimal (1–0 points)
Thoroughly and convincingly describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.	Clearly describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.	Adequately describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.	Minimally describes the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.

Budget Narrative and Funding Request (8 Total Possible Points)

Outstanding (4 points)		Strong (3 points)	Adequate (2 points)	Minimal
Thoroughly and convincingly identifies the allowable and appropriate project expenses to support the activities of the grant for the project's performance period. The budget is not overly heavy in administrative costs and takes into consideration the costs of educators' time to attend professional learning.		Clearly identifies the allowable and appropriate project expenses to support the activities of the grant for the project's performance period. The budget is not overly heavy in administrative costs and takes into consideration the costs of educators' time to attend professional learning.	Adequately identifies the allowable and appropriate project expenses to support the activities of the grant for the project's performance period. The budget covers mostly administrative costs, with a small percentage going to ensure educators are able to attend.	Minimally identifies the allowable and appropriate project expenses to support the activities of the grant for the project's performance period. The vast majority of the budget goes towards administrative costs.

2023–26 Antibias Education Grant Program

Outstanding (4 points)		Strong (3 points)	Adequate (2 points)	Minimal
Provides a thorough and convincing budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.		Provides a clear budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.	Provides an adequate budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.	Provides a minimal budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

Appendix B: Online Application Instructions

Applicants should use the instructions below for filling out the Antibias Education Grant Program online application, a link to which will be available on the RFA web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp> shortly after the RFA is released. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. The CDE must receive your online submission **no later than 4 p.m. on date specified** on the RFA web page at <https://www.cde.ca.gov/pd/ps/antibiasgrant.asp>.

You must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

Saving Responses

You must select the Save Responses button on the first or subsequent pages of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This URL will allow you to return to your application.

Applicant Information

Application Field	Instructions
Project Director Information	Please list the name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee.
First Name	Please provide the first name of the Project Director.
Last Name	Please provide the last name of the Project Director.
Title	Please provide the title of the Project Director.
Office	Please provide the name of the Project Director's office.

Application Field	Instructions
Telephone	Please provide the Project Director’s telephone number. This number will be used to contact the Project Director, if needed.
Telephone Extension	Please provide the Project Director’s telephone extension number, if necessary.
Email Address	Please provide the Project Director’s email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted.
Applicant Address	Please list the applicant address.
Name of Entity Applying	Please provide the name of the LEA applying for the grant.
Street Address	Please provide the street address of the applying entity.
City	Please provide the city where the applying entity is located.
State (Ex: CA)	Please provide the state where the applying entity is located.
Zip Code (5-digit: 00000)	Please provide the zip code where the applying entity is located.
Fiscal Agent Information (optional)	Please list the name of the person who will serve as the Fiscal Agent of the grant if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant.
First Name	Please provide the first name of the Fiscal Agent.
Last Name	Please provide the last name of the Fiscal Agent.

Application Field	Instructions
Title	Please provide the title of the Fiscal Agent.
Telephone Number	Please provide the Fiscal Agent's telephone number.
Telephone Extension	Please provide the Fiscal Agent's telephone extension number, if needed.
Email Address	Please provide the Fiscal Agent's email address.

Application Narrative

Application Field	Instructions
Executive Summary (1,000 characters max)	Provide an executive summary statement, containing the following: • The issue the LEA is addressing • The theory of action • An approximate number of educators and students to be affected by this work • How the LEA plans to use these funds to help prevent, address, and eliminate racism and bias in all California public schools, and making all public schools inclusive and supportive of all people

Application Field	Instructions
Executive Summary (select all that apply)	Which eligible activities are you proposing to accomplish over the course of the grant period (select all that apply): - Professional development on topics that address hate, bigotry, racism, or any form of bias or prejudice, including, but not limited to, classroom management techniques, self-regulation, and strategies designed to increase teachers' skills for managing pupils in academic and disciplinary settings. - 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 of or updating a comprehensive 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. - Curriculum that is appropriate for pupils in kindergarten or any of grades one to twelve, inclusive, on topics that address hate, bigotry, racism, or any form of bias or prejudice. - Support of pupil-initiated efforts to combat hate, bigotry, racism, or any form of bias or prejudice. - Other (provide additional details).

Application Field	Instructions
Executive Summary (select all that apply)	The LEA intends to address bias based on which of the following (select all that apply): • Race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, and/or any actual or perceived characteristic The LEA intends to emphasize preventing bias or prejudice toward which of the following (select all that apply): • Groups/individuals facing anti-Semitism, African Americans, Asian-Pacific Islanders, Latinos, and people who are lesbian, gay, bisexual, transgender, or questioning youth, other
Theory of Action (2,700 characters max)	Articulate a theory of action which will support the goals of the grant to prevent, address, and eliminate bias in California public schools. Include the following in the response: • What are the LEA's specific goals based on the needs of the LEA and any problems identified to be addressed? • How will the LEA identify participants for the activities of this grant? • How will the LEA ensure active participation? • What are the outcomes expected by the LEA as a result of the grant activities?

Application Field	Instructions
Demonstrated Need (2,000 characters max)	Pertaining to the school site(s) that your LEA oversees, please describe the campus climate over the past 18–24 months related to bias or prejudice on the basis of any of the following. • Race • Ethnicity • Religion • Gender • Gender identity • Sexual orientation • Disability • Immigration status • Language • Another actual or perceived characteristic
Past Antibias Efforts (2,000 characters max)	1. What, if any, antibias work has the LEA already undertaken? 2. How will the LEA expand on existing work to advance diversity, equity, and inclusion? 3. What, if any, antibias work has the LEA wanted to initiate, but was unable to initiate or complete?
Proposed Activities (2,500 characters max)	Articulate the LEA’s proposed activities regarding how they will address the goals of the Antibias Education Grant Program. Explain how funds will 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.

Application Field	Instructions
Proposed Activities (2,500 characters max)	Describe how the applicant will leverage current research and work related to how teachers, administrators, pupils, other school staff, and members of the governing board or body of the LEA may best implement antibias education. If the LEA proposes to implement professional development and/or curriculum, detail which evidence-based strategies will be utilized.
Proposed Metrics (2,500 characters max)	Describe the measures, including the specific subgroup populations, the LEA will use to assess the impact of the grant program. (Include what methods the LEA plans to use to track incidents of biased or prejudiced behaviors exhibited by students and/or adults.)
Proposed Metrics (1,500 characters max)	Describe the methods that will be used to collect the outcome data.
Proposed Metrics (1,500 characters max)	Describe the LEA's capacity to collect the identified outcome measures.
Proposed Metrics (1,500 characters max)	Describe the process the LEA will use to analyze and respond to the data collected to ensure optimal student and educator impact.

Electronic Signature

Application Field	Instructions
Project Statement of Assurances	Please select the checkbox to declare: I have reviewed the Antibias Education Grant Program Statement of Assurances and hereby certify that each of the requirements contained therein will be met.

Application Field	Instructions
Signature by Authorizing Official	The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below. I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.

Attachment Instructions

Required attachments will be requested at the end of the online application. The only attachments allowed are the required Antibias Education Grant Program Proposed Budget and Project Timeline. These files should be saved into a single zip file for uploading into the system as only one file may be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

Appendix C: Budget Categories

Each budget category is described below.

Object Code	Description
1000	Certificated Salaries Certificated salaries are salaries that require a credential or permit issued by the California Commission on Teacher Credentialing (CTC). List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs.
2000	Classified Salaries Classified salaries are salaries for services that do not require a credential or permit issued by the CTC. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs.
3000	Employee Benefits Record employer's contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed.

Object Code	Description
4000	Books and Supplies Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency [LEA] capitalization threshold, but greater than the LEA's inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds must be recorded and maintained in the file.
5000	Services and Other Operating Expenditures Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures. Travel and Conference: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Contracting Services: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, trainings, and technical assistance activities.
6000	Capital Outlay (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA's threshold for capitalization. Refer to the LEA's threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings.

Object Code	Description
7000	Indirect if applicable (not to exceed CDE-approved rate) Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at https://www.cde.ca.gov/fg/ac/ic/.

Appendix D: Project Statement of Assurances

Antibias Education Grant Program

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the Antibias Education Grant Program Application will be met:

- If the Grantees seek to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the CDE Project Monitor prior to making any changes in the activities or expenditures of the project.
- All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantees agree to obtain a timely audit where required in accordance with applicable audit guidelines.
- All subcontracts or subgrants pursuant to this grant shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant.
- Grantees will be adaptive, responsive, and work to ensure coherence with existing systems of support and professional learning within the state.
- Grantees will work to build the capacity of LEAs through professional learning aligned to the QPLS.
- Grantees will provide information and all reports according to the predetermined reporting schedule. Reports shall include at a minimum, activities accomplished; the impact of these activities; and the number of educators and school leaders, LEAs, and counties impacted by these activities.
- Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
- Grantees shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant are available as open educational resources.
- Grantees commit to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available on the U.S. Department of Education FERPA web page at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

2023–26 Antibias Education Grant Program

- The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the partnership, and gather sign-in sheets and/or copies of materials provided to participants during professional learning activities and follow-up professional learning opportunities.