

GrantED

EXPOSING \$1 BILLION IN DEPARTMENT OF EDUCATION
GRANT FUNDING THAT HAS ENTRENCHED FAR-LEFT
IDEOLOGIES IN EDUCATION

12.12.2024



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Key Numbers

\$1,002,522,304.81

Total ED Grant Money Awarded (2021-present)

Total number of ED grants (2021-present): 229

Number of States: 42 plus Washington D.C.

Number of K-12 school districts*: 296

Number of K-12 students*: 6,766,158

**These numbers are based on available data and not exact. The number of districts and students is likely much higher. Some districts, such as Miami-Dade County Public Schools, is connected to multiple grants and is therefore only counted once in the numbers.*

We have broken the grants down into three buckets:

\$489,883,797.81

Diversity, Equity, and Inclusion (DEI) Hiring

1. This category includes DEI or race-based recruiting, training, and hiring practices. Read more about DEI Hiring in K-12 [here](#).

\$343,337,286

Diversity, Equity, and Inclusion (DEI) Programming

2. This category includes general DEI programming and trainings, discipline including restorative practices, and youth activism.

\$343,337,286

Diversity, Equity, and Inclusion (DEI) Based Mental health/Social Emotional Learning (SEL)

3. This category includes DEI based mental health training programs and SEL trainings and programming. Learn more about SEL [here](#).

Some grants covered two or all of the above categories, in those cases, the grant was counted only towards the most dominant category.

Key Takeaways

- Multiple grants feature programming that advances race-based teacher recruiting, hiring, and training, including the use of race-based affinity groups.
- Several grants were issued for youth activism programming widely used in far-left ethnic studies courses.
- A **\$4,000,000 grant** was given for a 3-week residential “culturally responsive” computer science summer camp for 600 11th and 12th graders.
- Grants often feature **Social, Emotional Learning (SEL)** programming that uses curricula like **Second Step** and **Harmony**, as well as **transformative SEL**.
- The University of Iowa received a **grant award of \$1,261,718** to train 40 elementary teachers to “enact equity-centered education” in partner K-12 districts.
- The University of Missouri – St. Louis was awarded a **\$306,209 grant** to train school counselors in Trauma-Informed, Antiracist Social-Emotional Learning (TIAR-SEL).
- The School District of Philadelphia was **given \$3,973,175** for its restorative justice program that is modeled after **Oakland Unified School District’s (CA)**, and a program advisor is a far-left activist and former Communist Party USA member.
- A Michigan school district spent over **\$38,000** on an equity consultant for a one-day professional development and copies of their book.

From 2021 to the present, the Department of Education (ED) awarded to universities, school districts, and nonprofits 162 grants totaling **\$1,002,522,304.81**. **This report only captures grants that specifically included diversity, equity, and inclusion (DEI), Social-Emotional Learning (SEL), restorative practices, and/or youth activism as part of the programming.**

The grant total incorporates both awarded (committed) and disbursed dollars, as most of the grant money is distributed a period of several years.

In vetting the ED grants, we took into account that some of the grants used DEI buzzwords to appease the reviewers, so it is possible that some grants that would appear to fit the mold were left out of the report —it is likely this total can and will be higher.

The examples below provide a snapshot of approved grants and how the money was used. The small sample set includes a K-12 district hiring an equity consultant for a one day keynote address at a cost of \$19,500, and purchasing copies of the consultant’s book for \$19,250.

Other grants include training school counselors in trauma-informed, Antiracist Social-Emotional Learning (TIAR-SEL), race-based teacher affinity groups, youth activism, and racial equity focused restorative practices advised by a far-left activist.

Grant Recipient Examples

Montgomery County Schools (NC): \$21,508,841

In 2023, Montgomery County Schools was awarded a grant of \$21,508,841 for a program called **Teacher and Principal Effectiveness Acceleration in Montgomery** (TEAM). In order to improve student achievement, the district states that it will provide professional learning to its staff such as a **“monthly Teaching-In Color PD, designed to build teachers and school leaders’ ability to support diverse students through equitable instructional and disciplinary practices to increase student achievement and decrease incidences of inequitable disciplinary practices.”**

Additionally, as part of the district’s “Diversity and Inclusion Plan,” it established race-based Teacher Affinity Groups (TAG) for “Black and Hispanic teachers who meet monthly to discuss mutual concerns and provide support for one another.”

satisfaction, and retention.⁴⁴ *f) Teacher Affinity Group (TAG):* As part of our Diversity and Inclusion Plan, we established district-wide TAG groups for Black and Hispanic teachers who

Montgomery County Schools, NC: Narrative # S374A230002
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meet monthly to discuss mutual concerns and provide support for one another. Through TSL, a DEI specialist will lead this. Similar groups have been shown to help promote teacher retention.⁴⁵

Ypsilanti Community Schools (MI): \$15,524,948

Ypsilanti Community Schools (MI) received a total commitment of \$15,524,948 in **grant funding** from the Department of Education for its *SEEK: Supporting Educator Excellence & Knowledge* program. In 2024, the district spent \$19,500 on a consultant for a **one-day** professional development focused on “culturally responsive” teaching. The district also spent an additional \$19,250 to purchase copies of the consultant’s book.

Ypsilanti Community Schools (MI) - S374A210001
Recommended Funding: \$15,524,948.00

Ypsilanti Community Schools (YCS: Single Eligible Applicant / LEA), located in Ypsilanti, Michigan, proposes *SEEK: Supporting Educator Excellence & Knowledge*, a TSL grant that uses educator effectiveness data to inform human capital management decisions, including: preparation, recruitment, hiring, placement, retention, dismissal, compensation (including performance-based compensation), professional development, tenure, and promotion. *SEEK* will serve 3,514 students enrolled in 11 high-need YCS schools – 11 of 11 Ypsilanti schools have Free and Reduced Lunch rates exceeding 50% and meet the TSL criteria of High-Need School (district-wide Free / Reduced Lunch Rate = 75%). *SEEK* will address Absolute Priority # 1, Absolute Priority # 2, Competitive Preference Priority # 1 and Competitive Preference Priority # 2. *SEEK* stakeholders include: Schools Students Teachers, Principals, Assistant, Principals, District Administrators.

SEEK will help Ypsilanti Community Schools meet / exceed the following goal and objectives:
GOAL: To improve student achievement by increasing access to effective educators in high-need schools. **Objective 1:** Reduce equity gaps through effectiveness-based Human Capital Management System. **Objective 2:** Assess educator effectiveness using validated tools to ensure objectivity. **Objective 3:** Improve educator effectiveness through individualized learning and supports. **Objective 4:** Increase student attainment of state academic performance standards. Evaluation of the project will include assessment of GPRA measures and project-specific indicators. *SEEK* will launch and sustain two Layers of Support: Layer 1 - Comprehensive Human Capital Management System; Layer 2 - Educator Quality Supports. *SEEK* will provide diverse services to strengthen the YCS HCMS, increase educator effectiveness, improve equity and raise student achievement.

In January 2023, the board **approved** the use of SEEK grant funding to **purchase** a one year, \$27,500 subscription for a “web based platform that enhances the teacher and administrator evaluation system.”

13. ACTION ITEMS: Business and Finance
Action: A. Acceptance of Renewal of the iObservation System
 iObservation is a web based platform that enhances the teacher and administrator evaluation system paid through the Supporting Educator Excellence and Knowledge (SEEK) grant. This is a renewal as the system has been in place since March of 2022. Click [here](#) to view the renewal.
 ...MOVE THAT the Board of Education accepts the attached quote for renewing the iObservation system.

Motion by Sharon Lee, second by Yvonne Fields.
Final Resolution: Motion Carries
Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

In the spring of 2023, the school board **approved** a one year **contract** for \$149,775 for a scheduling software and attendance at the organization’s national conference.

10. ACTION ITEM: Business and Finance
Action: A. Acceptance of the National SAM Innovation Project Renewal Quote
 The National SAMs project is designed to assist our school administrators in scheduling efficiency allowing them to spend more time being instructional leaders. The SAMs project uses a TimeTrack® system to organize an administrator’s day. It also provides training to front-line school staff like secretaries to either answer questions or schedule time with the principal. It also covers the cost for building administrators to attend the SAM’s national conference. This quote is for the remainder of this school year and the 2023/2024 school year. It covers all building administrators and is paid for through our SEEK grant. Click [here](#) to view the renewal quote.
Dr. Coscarella: A calendar to get administrators into the classrooms. It just helps them to organize.
Dr. Zachery-Ross: It helps the administrators keep the main thing, the main thing (student achievement).
 MOVE THAT the Board of Education accepts, as presented, the National SAM Innovation Project renewal quote in the amount of \$149,775.

Motion by Maria Goodrich, second by Yvonne Fields.
Final Resolution: Motion Carries
Aye: Dr Celeste Hawkins, Sharon Lee, Meredith Schindler, Yvonne Fields, Maria Goodrich, Jeanice Townsend

NSIP		Invoice	
National SAM Innovation Project		# 2023-79	
9100 Shelbyville Road, Suite 200 Louisville, Kentucky 40222		DATE: MARCH 2, 2023	
TO: Mark Coscarella, Ed. D. Director of State and Federal Grant Programs YPSILANTI COMMUNITY SCHOOLS 1005 Packard Road Ypsilanti, MI 48197			
		DUE DATE	
		April 15, 2023	
QTY	DESCRIPTION	UNIT PRICE	LINE TOTAL
SAM Service	SAM process services, tech site license, April 2023 through May 2024: Use of online services, TimeTrack, NonTrack and First Responders. Tech support, coaching and online professional development. Fill open principals. Complimentary services, Director of State and Federal Programs	\$4,995	\$74,925
	Annual National SAM Conference, January, 2024, \$2,495 per person, all costs covered except air (39 seats)	\$2,495	\$74,850
TOTAL			\$149,775

On February 26, 2024, the school board **approved** the use of SEEK program funds for a \$40,896 **contract** for a “robotics and software tool” to assist “teachers in reflecting on their practice” and to “level-up their ability to leverage Swivl Solutions to deepen their reflection and coaching practices.”

Action: B. Acceptance of Renewal of Swivl Solutions
 The Swivl tool is a robotics and software tool. It is designed to assist our teachers in reflecting on their practice. Staff will level-up their ability to leverage Swivl Solutions to deepen their reflection and coaching practices. Instructional coaches have asked for this tool to work with classroom teachers. The quote will include all schools and is funded through our SEEK grant. Click [here](#) to view the quote.
 ...MOVE THAT the Board of Education accepts the attached quote for Swivl Solutions for the amount of \$40,896.00.

Motion by Yvonne Fields, second by Sharon Lee.
 Final Resolution: Motion Carries
 Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Meredith Schindler, Yvonne Fields, Jeanice Townsend

At its July 8, 2024, **board meeting**, the district board members approved a professional development **contract** expenditure of \$19,500 from the SEEK program for a one day “culturally responsive training.” The board also approved using \$19,250 of SEEK funds to purchase the consultant’s book “Tangible Equity” for district staff.


Action: E. Acceptance of Colin Seale’s Professional Development Contract
 Mr. Seale will provide all day culturally responsive training to different audiences while in the district. Mr. Seale will present to the following groups on August 22, 2024 from 8:00 to 2:30 p.m.
 • 8:00 - 11:00 a.m. Keynote Speaker
 • 11:00 - 11:30 a.m. Book signing
 • 11:30 - 12:30 - Breakout Session - Working Lunch with District Administrators
 • 12:30 - 1:30 p.m. Breakout Session with Instructional Coaches
 • 1:30 - 2:30 p.m. Breakout Session with District Central Office Staff
 This expenditure was approved by the USDOE and funded by SEEK.
 Click [here](#) to view the Professional Development Invoice.
Vice President Lee: Can I please get a little background on this?
Dr. Zachery-Ross: This contract will be paid for by SEEK and Colin Seale was vetted through that grant. It aligns with our Magnet grant, connecting IB with STEAM. If you approve the next action item, all the staff will get one of his books and he will work with the administrators, central office staff, instructional coaches with how this looks to support our teachers to promote this kind of thinking.
 ... MOVE THAT the Board of Education accept Colin Seale’s professional development contract for \$19,500.00.

Motion by Jeanice Townsend, second by Gillian Ream Gainsley.
 Final Resolution: Motion Carries
 Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: F. Acceptance of the Purchase of Colin Seale’s Book and Study Guide for the Book
 Mr. Seale will present from his book, [Tangible Equity](#) to a number of different groups on August 22, 2024 from 8:00 to 2:30 p.m. This expenditure was approved by the USDOE and funded by SEEK funds.
 Click [here](#) to view the Book Invoice.
Trustee Fields: So it’s \$19,500 for the professional development and \$19,250 for the books?
Dr. Zachery-Ross: That is typically what we pay for opening day and for the books for all the staff.
 ... MOVE THAT the Board of Education accept the purchase of Colin Seale’s book and Study Guide for the book for \$19,250.00.

INVOICE

Invoice# INV-003990
 Balance Due
\$19,500.00



thinkLaw
 Las Vegas 89103
 U.S.A

Bill To
Ypsilanti Community Schools
 1885 Packard Road
 Ypsilanti
 48197 MI

Invoice Date : 05/02/2024
 Terms : Due on Receipt
 Due Date : 05/02/2024

#	Item & Description	Qty	Rate	Amount
1	Keynote for Ypsilanti Public Schools - August 20th, 2024 thinkLaw Founder & CEO Colin Seale will deliver one in-person keynote address on August 20th, 2024. Inclusive of traveling and lodging. 50% payment required to hold to the date. Colin Seale Speaker Bio Colin Seale was born and raised in Brooklyn, NY, where struggles in his upbringing gave birth to his passion for educational equity. Tracked early into gifted and talented programs, Colin was afforded opportunities his neighborhood peers were not. Using lessons from his experience as a math teacher, later as an attorney, and now as a keynote speaker, contributor to Forbes, The 74, Edutopia and Education Post and author of Thinking Like a Lawyer: A Framework for Teaching Critical Thinking to All Students (Prufrock Press, 2020) and Tangible Equity: A Guide to Leveraging Student Identity, Culture, and Power to Unlock Excellence in and Beyond the Classroom (Routledge, May 2022), Colin founded think.law (www.thinklaw.us), a multi-award-winning organization to help educators leverage inquiry-based instructional strategies to close the critical thinking gap and ensure they teach and reach all students, regardless of race, zip code or what side of the poverty line they are born into. When he's not serving as the world's most fervent critical thinking advocate or tweeting from @ColinESeale, Colin proudly serves as the world's greatest entertainer to his two young children.	1.00	19,500.00	19,500.00
			Sub Total	19,500.00
			Total	\$19,500.00
			Balance Due	\$19,500.00

MK Level Playing Field Institute (dba SMASH) (CA): \$4,000,000

In 2023, the Department of Education awarded a \$4,000,000 grant to MK Level Playing Field Institute for **SMASH 3.0: Innovation in Programming Strategies that Promote Equity in Computer Science Pathways for Historically-Excluded Students**. According to the grant **abstract**, the project prioritizes the selection of “**student identities underrepresented in the computing field**” which include “**Black, Latine, Native, low-income, girls, non-binary**.”

The 3-week summer residential program for high school students is a “culturally-responsive CS exposure program that prepares marginalized students to engage with a CS path” that includes “social emotional workshops” among its components.

Total number of students to be served by the project: 600

Grade level(s) to be served by the project: 11th, 12th

Definition of high-need students: Student identities underrepresented in the computing field will be prioritized in the selection process (e.g., Black, Latine, Native, low-income, girls, non-binary).

Brief description of project activities: SMASH 3.0 is a culturally-responsive CS exposure program that prepares marginalized students to engage with a CS path. It includes the following key components: (1) an introductory CS course, (2) CS project-based learning activities tied to conversations about the ethics of tech-enabled solutions, (3) social-emotional workshops, (4) networking with peers, computing professionals, and faculty, and (5) access to a digital platform with resources to navigate colleges and careers in CS.

Summary of project objectives and expected outcomes: SMASH 3.0 aims to have marginalized students persist in CS by increasing their: (1) awareness about pursuing a CS major and career; (2) confidence to pursue a CS pathway; (3) motivation to explore CS beyond the program; (4) knowledge of navigating the college application process towards a CS pathway; (5) connections to peers on a CS pathway and professionals in the CS industry; (6) enrollment in CS courses.

Staff will be trained in, and use, culturally-responsive pedagogy to teach the curriculum. SMASH's core value is “We Lead with Racial Justice and Reflect the Communities.”

To ensure high quality programming, we equip seasonal staff with a culturally-responsive pedagogy and an engaging curriculum. Promising practices in revising CS curriculum to engage a broader group of underrepresented students of color include the development of interventions drawing upon theories of culturally relevant pedagogy (Ladson-Billings & Tate, 1995; Goode & Margolis, 2011) to engage students of color in computing (Denner, Bean, & Martinez, 2009; Eisenhart & Edwards, 2004; Scott, Aist, & Hood, 2009; Zimmerman et al., 2011). Furthermore, our training is rooted in asset-based pedagogy that emphasizes learners’ growth mindset and confidence building to attain new skills (González, Moll, & Amanti, 2005). These approaches ensure a holistic academic and social-emotional approach to improve academic, behavioral, and social emotional outcomes (Hulvershorn & Mulholland, 2018).

Project Personnel

With a SMASH core value of *We Lead with Racial Justice and Reflect the Communities We Serve*, our team is 50% Black and 30% Latine, 58% women, and 3% non-binary. Our staff’s professional backgrounds are extensive and relevant, from educators to STEM professionals, we approach our scholars with shared personal experiences, creating a safe and supportive learning environment.

**Regents of the University of California,
U.C. San Diego (CA): \$4,000,000**

In 2022, the Regents of the University of California, U.C. San Diego received a **grant award** of \$4,000,000 for a program titled The LISTEN (Listen and Inquiring with Students Through Engagement Networks) LAB. The grant application narrative states that the LISTEN LAB “uses Youth Participatory Action Research (YPAR) strategies to tackle the question of how to best increase student engagement” and “taking CASEL’s ‘**transformative SEL**’ seriously, the LISTEN (Listen and Inquiring with Students Through Engagement Networks) LAB aims to directly engage high school youth from low-income, racial minoritized groups in YPAR to study and innovate on increasing school engagement.”

The application also states that the LISTEN LAB’s “YPAR methods will engage low-income and racial minority students to help unpack the reasons behind student disengagement” and will “work closely with teachers and provide them with professional development in YPAR methods to help educators re-engage these populations of students.”

According to the **University of Virginia’s School of Education and Human Development**, Youth Participatory Action Research (YPAR) is an “innovative approach to positive youth and community/organization development that recognizes the important role youth can and should play in the research process” and “creates the space and facilitates the ability of youth to examine and address social issues within their own community or organization.” In other words, YPAR trains students to be youth activists.

Youth Participatory Action Research is often found in K-12 **ethnic studies** curriculums as a culminating unit where students apply information learned throughout the course in the form of community activism. This is evident in **Stockton Unified School District’s** ethnic studies course.

The Puget Sound Educational Service District has a resource page describing what Antiracist Social Emotional Learning is and what it matters. It can be viewed **here**.



Stockton Unified School District ethnic studies curriculum focuses on intersectionality, power, oppression and student activism

STOCKTON UNIFIED SCHOOL DISTRICT - CALIFORNIA - 04/26/2022

INCIDENTS

CRITICAL RACE THEORY & EQUITY ETHNIC STUDIES

The second unit titled “Systems & Power” has students examine the “origins, perpetuation, impact, intersectionality, and levels (ideological, institutional, interpersonal, internalized) of systemic and structural oppression (racism/white supremacy, classism, sexism, heterosexism, and xenophobia, among others), and how people and groups have resisted and transformed them.” The unit also requires students to identify and describe the “hegemonic structures, institutions, and practices that further social injustice, inequities, and oppression and how people and groups have resisted and transformed them.”

In the “Movements For Liberation” unit, students “Analyze the strategies and impacts of historical and contemporary individuals and groups to address oppression and inequality” and “design, implement, and evaluate Youth Participatory Action Research Projects (YPAR) to address diverse community needs.”

Social Emotional and Mental Health Support

RGSD has been fortunate enough to be the recipient of several grants that lend support to our scholar’s social, emotional and mental health needs.

- **Project Aware:** A \$400,000 per year grant that will allow us to continue restorative support within our schools, add community health support and increase our community engagement component for the next three years.
- **Chestnut Mental Health:** Will provide therapists to support students assigned to Success Academy.
- **PACT (Partnership for Anti-Racist Counselor Training):** \$800,000 grant each year for the next 3 years. This grant partnership with UMSL will provide counseling interns who will provide therapeutic services to scholars who fall in an at-risk category (substance abuse, SIT, LGBTQIA+, and traumatic community events).

The School District of Philadelphia (PA): \$3,973,175

The School District of Philadelphia received a grant of \$3,973,175 in 2022 for its **Relationship First: Scaling up a multi-tiered schoolwide restorative approach in the School District of Philadelphia**. The district **Relationships First** program is modeled after the work of Oakland Unified School District and Restorative Justice for Oakland Youth (RJOY). The grant also lists RJOY founder and far-left activist Fania E Davis as a “project Advisor.”

██████████, PhD (project Advisor, 1-2 days per year). Dr. ██████████ is a leading national voice on restorative justice. She is a long-time social justice activist, Civil Rights trial attorney, writer, restorative justice practitioner, and educator with a PhD in Indigenous Knowledge. She writes and speaks internationally on restorative justice, racial justice, truth processes, and indigeneity. Dr. ██████████ is Founding Director of Restorative Justice for Oakland Youth (RJOY) and Co-Founding Board Member of the National Association of Community and Restorative Justice (NACRJ). She is the author of *The Little Book of Race* and *Restorative Justice: Black Lives, Justice, and U.S. Social Transformation* (2019).

The school district **states** that the Relationships First program is a “restorative justice–practices philosophy that emphasizes the importance of positive, authentic human connection and its link to both academic success and social-emotional learning.” In describing where it came from, the document says it is “based on the restorative justice MTSS model of Oakland Unified School District, coordinated by David Yusem and his team of RJ facilitators and supported by Fania Davis and her community organization, RJOY.”

RELATIONSHIPS FIRST (Restorative Justice Practices)

What is Relationships First?

Relationships First is a restorative justice-practices philosophy that emphasizes the importance of positive, authentic human connection and its link to both academic success and social-emotional learning. RF is aligned to the three-tiered MTSS/RTII framework:

- Tier I: community-building circles and restorative conversations
- Tier II: harm & healing circles (restorative mediation)
- Tier III: welcome circles (restorative reentry) and circles of support & accountability (restorative student support planning)

RF youth leaders can be trained to support, facilitate, and plan circles across all three tiers.

Where Does RF Come From?

RF is based on the indigenous circle work of many indigenous groups, most notably the Maori of New Zealand. RF is also based on the restorative justice MTSS model of Oakland Unified School District, coordinated by David Yusem and his team of RJ facilitators and supported by Fania Davis and her community organization, RJOY.

In fact, the Oakland Unified School District (OUSD) **Restorative Justice Implementation Guide** was co-written and co-developed by RJOY and Fania Davis. The guide includes a restorative justice circle activity to be used with students titled “Circle 3: Exploring White Privilege.”

Read more about OUSD’s restorative justice program [here](#).

Oakland Unified School District Restorative Justice Implementation Guide: A Whole School Approach

WRITTEN AND DEVELOPED BY:

The OUSD Restorative Justice Team

David Yusem
Denise Curtis
Komoia Johnson
Barbara McClung

Restorative Justice for Oakland Youth

Fania Davis

Be the Change Consulting

Sangita Kumar
Tanya Mayo
Franklin Hysten

CIRCLE 3: EXPLORING WHITE PRIVILEGE

FIRST SHARING ROUND

- What does the term "white privilege" mean to you?
- Do you see white privilege in the world around you?
- If so, describe it.

Search online for the article "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh. Distribute a copy to each participant. Read out loud. Allow a minute or two of silence for participants to digest or reread.

SECOND ROUND

- Is anything in this piece surprising or compelling to you? If so, tell us what and why.
- What is the most important idea in the piece?
- What wisdom about white privilege would you want the teachers and others at your site to understand?

THIRD ROUND

- Anything else?

REFLECTION/CLOSE: What are you taking away from this Circle about straight privilege? What support do you need at your school or work site to have or deepen these conversations/Circles?

GLOSSARY

Structural Racism: A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with "whiteness" and disadvantages associated with "color" to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead, it has been a feature of the social, economic, and political systems in which we all exist.

Institutional Racism. Institutional racism refers to the policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor or put a racial group at a disadvantage. Poignant examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors in which day-to-day operations, as well as hiring and firing practices, can significantly disadvantage workers of color.

Individual Racism. Individual racism can include face-to-face or covert actions toward a person that intentionally express prejudice, hate, or bias based on race.

From *Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis*
<http://www.aspeninstitute.org/sites/default/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>

Fania E Davis is the sister of far-left activist and 1960s radical Angela Davis, a former member of the **Communist Party USA**, and is the author of **The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation**.

The Curators of the University of Missouri on behalf of UMSL (MO): \$306,289

The Curators of the University of Missouri on behalf of UMSL were awarded a \$306,289 **Mental Health Service Professional Demonstration grant** from the Department of Education for its Partnership for Antiracist Counseling Training (PACT) program with Riverview Gardens School District (RGSD).

The abstract states that "PACT will place 64 counseling interns in 13 high-needs schools to provide Trauma-informed, Antiracist Social-Emotional Learning (TIAR-SEL) to address the mental health needs of 5,617 students in RGSD."

The Curators of the University of Missouri on behalf of UMSL (MO) \$306,289:

PACT is an innovative partnership between the University of Missouri - St. Louis (UMSL) and Riverview Gardens School District (RGSD). PACT will place 64 counseling interns in 13 high-needs schools to provide Trauma-Informed, Antiracist Social-Emotional Learning (TIAR-SEL) to address the mental health needs of 5,617 students in the RGSD over five years. PACT has four goals: (1) Increase the number of qualified school counselors and school-based mental health counselors providing services in RGSD (absolute priority). PACT will prepare interns to complete clinical experiences in RGSD and provide professional development (PD) for RGSD counselors. (2) Increase the number of school counselors from racially minoritized or diverse backgrounds (competitive priorities 1 & 3). PACT will establish a partnership with Harris-Stowe State University, a local HBCU, to recruit counseling candidates and recruit from the RGSD community. (3) Expand the capacity of UMSL project interns to deliver evidence-based counseling services to promote a culturally and linguistically inclusive and identity safe environment for all students (competitive priority 2). PACT interns will receive training on best practices for antiracist, trauma-informed school counseling and evidence-based practices. PACT interns will use MTSS for TIAR-SEL service delivery, including Student Success Skills evidence-based curriculum (Tier 1), Bounce Back or Cognitive Behavioral Intervention for Trauma in Schools small groups (Tier 2), and individual counseling and referrals (Tier 3). Interns receive supervision to support the delivery of inclusive practices. (4) Increase RGSD students' access to mental health services that address trauma and anxiety to improve emotional and behavioral health. PD for RGSD educators and mental health providers enhances capacity and supports PACT's goals of reducing suspensions and increasing attendance. RGSD commits to continually hiring 16 school counselors to address student needs for mental health support.

An August 6, 2024, district **Welcome Back Letter** outlines RGSD "Social Emotional Mental Health Support" which includes information about PACT. The letter states that the program receives an "\$800,000 grant each year for the next 3 years" and it will "provide counseling interns who will provide therapeutic services to scholars who fall in an at-risk category (substance abuse, SIT, LGBTQIA+, and traumatic community events)."

Grant Recipients

Alabama

Birmingham City Schools – \$2,998,164
University of Alabama – \$705,200
University of Alabama at Birmingham – \$1,796,568

Alaska

The Association of Alaska School Boards – \$3,997,580
Northwest Arctic Borough School District – \$711,279

Arizona

Academy of Mathematics and Science South, Inc – \$768,240
Maricopa County Education Service Agency – \$11,232,951
National Institute for Excellence in Teaching – \$16,414,004

Arkansas

Cross County School District – \$2,154,549

California

Alder Graduate School – \$7,199,921
Animo Jackie Robinson Charter School – \$2,453,540
Cal Poly Corporation – \$4,676,106
Cal State LA University Auxiliary Services, Inc – \$7,587,518
California State University Monterey Bay (University of Corporation) – \$2,298,690
California State University San Marcos Corp – \$3,995,203
Chico State Enterprises – \$8,502,340
Colton Joint Unified School District – \$399,473
Conejo Valley Unified School District – \$1,995,912

Cutler-Orosi Joint Unified School District – \$2,999,259
Imperial County Office of Education – \$3,000,000
Leland Stanford Junior University – \$486,551
Lindsay Unified School District – \$8,039,200
Livermore Valley Joint Unified School District – \$535,663
Madera Unified School District – \$1,262,349
Marin County Office of Education – \$676,950
McKinleyville Union School District – \$1,289,075
Merced Community College District – \$1,650,000
MK Level Playing Field Institute (dba SMASH) – \$4,000,000
National University – \$6,508,149
Regents of the University of California, U.C. San Diego – \$4,000,000
Riverside County Office of Education – \$3,000,000
San Diego State University Foundation – \$1,768,817
San Francisco State University – \$1,125,088
Santa Clara County Office of Education – \$1,694,164
Santa Maria Bonita School District – \$1,850,000
Tulare County Office of Education – \$2,991,658
Tulare County Office of Education – \$8,038,000
Ukiah Unified School District – \$1,182,896
University Corporation at Monterey Bay – \$5,747,655
University of California, Santa Barbara – \$1,972,355
University of Redlands – \$310,082
The Regents of the University of California, Los Angeles – \$8,044,648
The University Corporation – \$1,000,000
WestEd – \$4,905,758
WestEd – \$4,000,000

Colorado

Colorado Department of Education – \$1,500,000
Morgan Community College – \$3,858,685
Regents of the University of Colorado – \$399,630
University of Colorado Denver – \$477,617

Connecticut

Recentering Race & Equity in
Education Inc – \$99,992
University of Connecticut – \$1,396,455

Florida

Bay County School District – \$1,698,847
Florida Atlantic University – \$2,090,360
Hillsborough County Public Schools – \$1,710,606
School Board of Broward County – \$28,102,944
School Board of Duval County – \$4,000,000
School Board of Miami-Dade County – \$12,000,000
School Board of Miami-Dade County – \$9,258,547
School Board of Miami-Dade County – \$3,000,000
The Florida International University Board of
Trustees – \$4,106,043
School Board of Monroe County – \$1,300,713
Seminole County Public Schools – \$521,838
University of North Florida – \$7,032,252

Georgia

Bibb County School District – \$2,569,674
DeKalb County School District – \$677,673
Dougherty County School District – \$2,999,971
Fulton County Board of Education – \$470,223
Georgia State University Research
Foundation – \$9,580,752
Gwinnett County Public Schools – \$2,453,647
Kennesaw State University – \$707,645
Martin Luther King Sr Community Resources
Collaborative, Inc. – \$3,997,320

Illinois

Board of Education of City of Chicago – \$4,207,764
Cahokia Unit School District 187 – \$8,400,000
DePaul University – \$5,369,855
La Moille Community Unit School
District #303 – \$1,370,654
Lewis University – \$466,308
National Center for Teacher
Residencies, Inc – \$6,262,866
National University – \$4,000,000
Northern Illinois University – \$139,657
Region 06 West Cook ISC 2 – \$2,189,227
Regional Office of Education 17 – \$4,000,000
Rock Island School District – \$3,835,170
Skokie School District 69 – \$1,393,028
Waubensee Community College – \$3,000,000

Indiana

Beech Grove City Schools – \$4,860,580
Hamilton Southeastern Schools – \$841,720
Indiana Department of Education – \$1,298,556
Marian University – \$3,500,000
MSD of Decatur Township – \$20,282,526
Perry Township Schools – \$6,432,153
Trustees of Indiana University – \$4,826,699

Iowa

Human Restoration Project – \$3,978,888
The University of Iowa – \$1,261,718

Louisiana

Natchitoches Parish School District – \$14,262,991

Maine

Maine Department of Education – \$1,785,071
Maine School Administration
District #37 – \$527,561

Maryland

Coppin State University – \$1,755,836
Mid-Atlantic Equity Consortium, Inc. – \$4,868,288

Massachusetts

Alliance for Inclusion and Prevention, Inc. – \$4,000,000
Boston Public Schools – \$5,898,695
CAST, Inc. – \$4,000,000
Center for Strategic Leadership & Organizational Coherence – \$7,740,442
Center for Strategic Leadership & Organizational Coherence – \$9,951,818
Community Training and Assistance Center Inc. – \$19,067,984
Framingham State University – \$1,341,866
President and Fellows of Harvard College – \$4,000,000
University of Massachusetts at Amherst – \$2,414,341.81

Michigan

Lansing School District – \$24,771,436
Michigan State University – \$7,722,448
Ypsilanti Community Schools – \$15,524,948

Minnesota

Regents of the University of Minnesota – \$1,169,599
Regents of the University of Minnesota – \$1,042,943

Mississippi

Jackson Public Schools – \$533,190
Senatobia Municipal School District – \$1,052,770

Missouri

The Curators of the University of Missouri Special Trust – \$3,999,812
The Curators of the University of Missouri Special Trust – \$7,999,969
The Curators of the University of Missouri on behalf of UMSL – \$306,289

Nebraska

Lincoln Public Schools – \$360,447
Scottsbluff Public Schools District – \$1,228,248
Winnebago Public Schools District 17 – \$987,489

Nevada

The Board of Regents of the Nevada System of Higher Education on behalf of The College of Southern Nevada – \$2,132,378
Communities in Schools of Nevada – \$11,852,258

New Hampshire

Department of Education New Hampshire – \$2,613,706
University of New Hampshire – \$763,446

New Jersey

Educational Testing Service – \$3,999,997
Jersey City Public Schools – \$925,315
Passai Board of Education – \$279,059
Rutgers, The State University – \$315,419
Rutgers, The State University – \$500,000
The College of New Jersey – \$1,819,854
The New Jersey Department of Education – \$2,700,000

New Mexico

Four Corners Regional Education Cooperative No. 1 – \$7,936,272

New York

Charter School of Educational Excellence – \$500,000

City School District of the City of Batavia – \$2,043,243

Greater Amsterdam School District – \$532,500

Mercy College – \$887,088

Mott Haven Academy Charter School – \$366,500

Niagara Falls City School District – \$533,836

PowerMyLearning, Inc – \$3,999,983

Research Foundation for SUNY at Binghamton – \$1,088,588

Syracuse City School District – \$934,197

Uncommon Schools, Inc – \$3,938,658

North Carolina

Duke University – \$49,837,443

East Carolina University – \$4,865,815

High Point University – \$9,786,041

Montgomery County Schools – \$21,508,841

N.C. Department of Public Instruction – \$776,791

Research Triangle Institute – \$3,596,886

The Innovation Project – \$21,525,017

University of North Carolina at Chapel Hill – \$4,000,000

University of North Carolina – Charlotte – \$2,206,380

University of North Carolina – Charlotte – \$2,158,238

University of North Carolina at Greensboro – \$2,078,327

Village of Wisdom – \$4,000,000

Wake County Public Schools – \$13,545,026

Wake County Public Schools – \$2,334,976

Winston-Salem/Forsyth County Schools – \$13,492,114

Winston Salem State University – \$5,159,666

North Dakota

University of Mary – \$1,200,000

West Fargo Public Schools – \$2,320,788

Ohio

Beaver Creek Schools – \$596,255

Cleveland State University – \$2,276,524

Educational Service Center of Northwest Ohio – \$8,957,809

The Ohio State University – \$947,431

Preschool Promise – \$4,000,000

Oklahoma

Durant Independent School District – \$424,040

Oregon

Corbett School District 39 – \$862,079

Douglas Education Services District – \$2,236,382

Oregon Research Institute – \$3,995,537

Pacific University – \$660,454

School District 1J Multnomah County – \$200,473

Tillamook Bay Community College – \$1,800,000

University of Oregon – \$1,000,000

University of Oregon – \$750,000

University of Oregon Foundation – \$2,884,885

Pennsylvania

Lincoln University – \$175,000

Mastery Charter High School – \$10,149,620

The School District of Philadelphia – \$3,973,175

Trustees of the University of Pennsylvania – \$2,999,939

University City Science Center – \$3,974,496

University of Pittsburgh – \$4,000,000

Rhode Island

Center for Leadership and Educational Equity – \$9,219,756

Providence Public School System – \$6,810,978

South Carolina

Center of Excellence for Educator Preparation and Innovation – \$25,208,161

Clemson University – \$2,473,460

Columbia College – \$3,475,435

Florence County School District – \$609,236

Laurens County School District 55 – \$13,557,621

Midlands Community Development Corporation – \$21,850,934

University of South Carolina – \$4,719,035

South Dakota

Rapid City Area Schools – \$661,600

Tennessee

Hamilton County Department of Education – \$492,672

LEAD Public Schools – \$12,209,397

National Institute for Excellence in Teaching – \$12,327,028

University of Memphis – \$398,850

Vanderbilt University – \$11,869,961

Texas

Abilene Christian University – \$662,758

Pasadena Independent School District – \$1,058,482

Prairie View A&M University – \$6,152,432

Region One Education Service Center – \$3,999,984

Sam Houston State University – \$756,552

San Antonio Independent School District – \$11,488,089

University of Houston System – \$3,229,993

University of Houston-Clear Lake – \$143,773

University of Texas – El Paso – \$1,801,659

University of Texas Foundation – \$8,000,000

Winona Independent School District – \$2,940,867

Wood County SSA/Mineola ISD – \$3,945,003

Utah

Cook Center for Human Connection, L3C – \$3,999,999

Virginia

American Institutes for Research in the Behavioral Sciences – \$1,388,798

American Institutes for Research – \$3,935,583

Campbell County Public Schools – \$346,689

Fairfax County Public Schools – \$2,351,965

Virginia Community College System Office – \$1,069,175

Washington

Seattle University – \$605,531

Tacoma Public Schools – \$630,956

University of Washington – \$226,287

University of Washington – \$910,119

Vancouver School District – \$1,726,793

Washington D.C.

American University – \$1,961,217

Columbia Basin College – \$1,800,000

George Washington University – \$679,347

Ingenuity Prep Public Charter School – \$531,287

Teaching Lab – \$16,996,398

Transcend Inc w/ DC Public Schools – \$4,000,000

West Virginia

State of West Virginia – \$3,029,352

Wisconsin

University of Wisconsin System – \$3,600,352

Wisconsin Department of Public

Instruction – \$2,000,000

