

# Newsom Twosome: Siebel Newsom's Films – Shown In Middle Schools – Feature Porn, Radical Gender Ideologies, And Her Husband Gavin

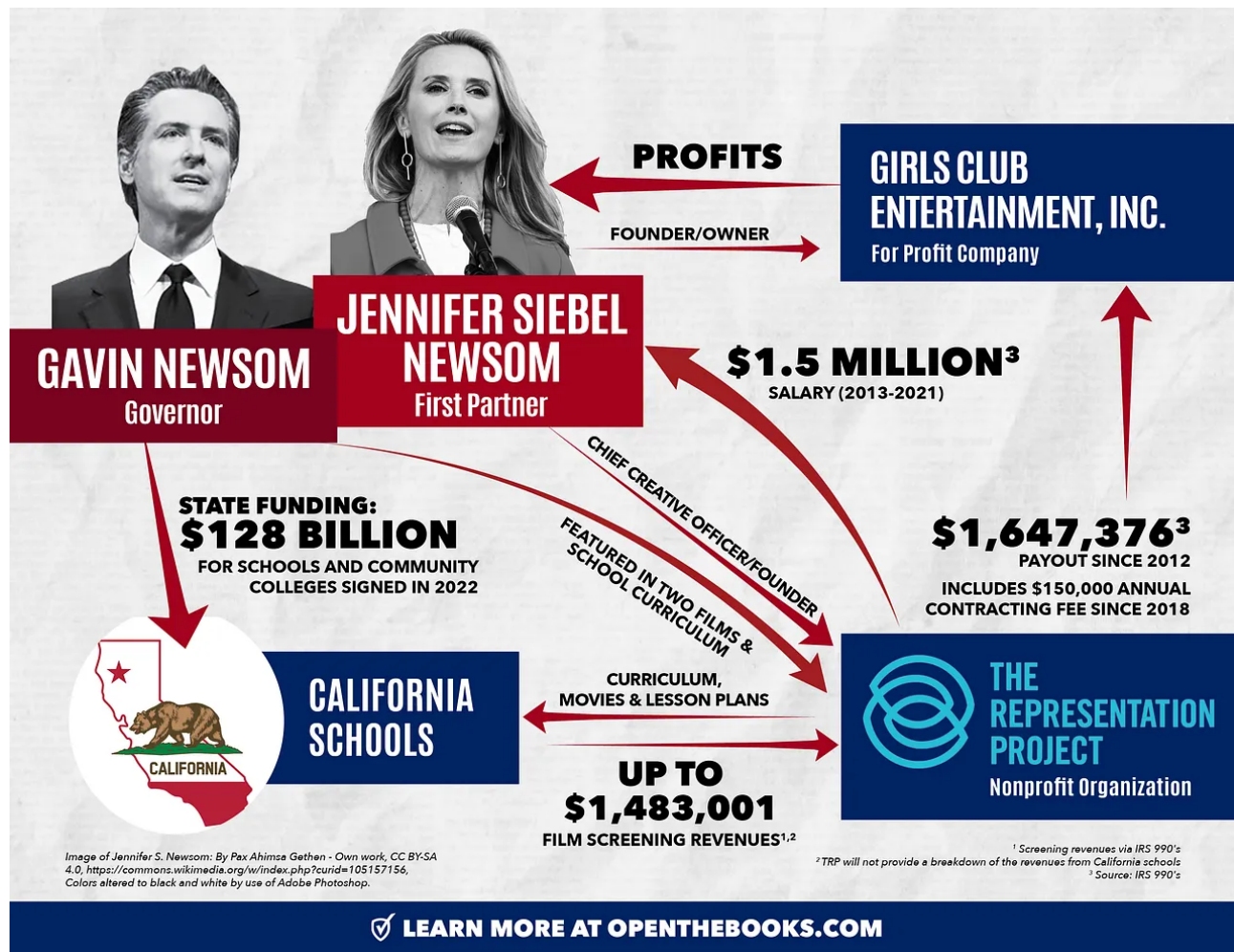
2.6 million students across 11,200 classrooms and 5,000 schools are subjected to Newsom's films and curricula.



Adam Andrzejewski  
Jan 20

94

30



*FLOWCHART: How Jennifer Siebel Newsom used taxpayer dollars to trade with herself, her nonprofit organization, and her for-profit business. The organization refused to disclose how much of their screening revenues came from California public schools.*

California Governor Gavin Newsom and his wife, Jennifer Siebel Newsom, are the dream team. He runs the state and she's a nonprofit founder, entrepreneur, and filmmaker.

While her husband attends to state business, Siebel Newsom engages in her passion: advancing "gender justice" through her charitable nonprofit [The Representation Project](#). According to tax [documents](#) the organization is "committed to building a thriving and inclusive society through films, education, and social activism."

We previously reported that while the governor [engaged in the highly unethical practice of soliciting 1,000 state vendors for \\$10.6 million in campaign cash](#), the first partner, Jennifer Siebel Newsom, solicited state vendors and the governor's campaign donors for large gifts to her charity, The Representation Project.

However, Newsom's charity shouldn't have been soliciting anyone for donations throughout most of 2022.

Type your email...	Subscribe
--------------------	-----------

Last week, [our investigation](#) broke the story that The Representation Project was not in compliance with the California Charitable Solicitation Act. Now, it's [clear that the charity spent last year engaged in big-money fundraising events](#) with corporate executives and philanthropists – while its charitable filings were delinquent with the state.

Then, the Newsom nonprofit scrambled to submit their proper registration. Working with the California Attorney General, a process that normally takes days or weeks was completed in hours.

State of California

Department of Justice



Office of the

Attorney General

HOME

ABOUT

MEDIA

CAREERS

REGULATIONS

RESOURCES

PROGRAMS

CONTACT

Click on the Organization Name for details about the registration or report record. The maximum number of records shown per page is 50. If there are multiple pages of the search results, the clickable page numbers will be displayed at the bottom. If you get too many results or do not find the organization for which you are searching, click the "Search Again" button and change the search criteria. It is best to search by something that is as unique to the organization as possible such as State Charity Registration Number, FEIN, SOS Corporate Number, or an unusual portion of their name. To see all registration and report records associated with an organization, avoid searching by State Charity Registration Number as that is record-specific.

Search Again

ORGANIZATION NAME	RECORD TYPE	REGISTRY STATUS	RCT NUMBER	FEIN	CITY	ST
THE REPRESENTATION PROJECT	Charity Registration	Delinquent	CT0184111	451611066	SACRAMENTO	CA

**Screenshot from the state of California Department of Justice showing The Representation Project's delinquent status. As of 1/12/2023, 10AM CT.**

So, just what does Jennifer Siebel Newsom's charity do – with the full support of her husband, the governor, and underwritten by the wealthy California establishment?

## THE FILMS

Siebel Newsom, through her non-profit The Representation Project, has released four films advocating gender justice. The films are leased for screenings to individuals, corporations, and schools, and come with their own lesson plans. Schools spend between \$49-\$599 to screen these movies to children.

Jennifer Siebel Newsom is credited as a writer and director on each of these films. Two of the movies feature Gavin Newsom himself, and many of the lesson plan activities are oriented toward engaging children in social and political activism.

Because of Gavin Newsom's role in these films and because licenses are sold to schools which the governor is responsible for funding with tax dollars, auditors at OpenTheBooks.com felt the organization deserved further scrutiny.

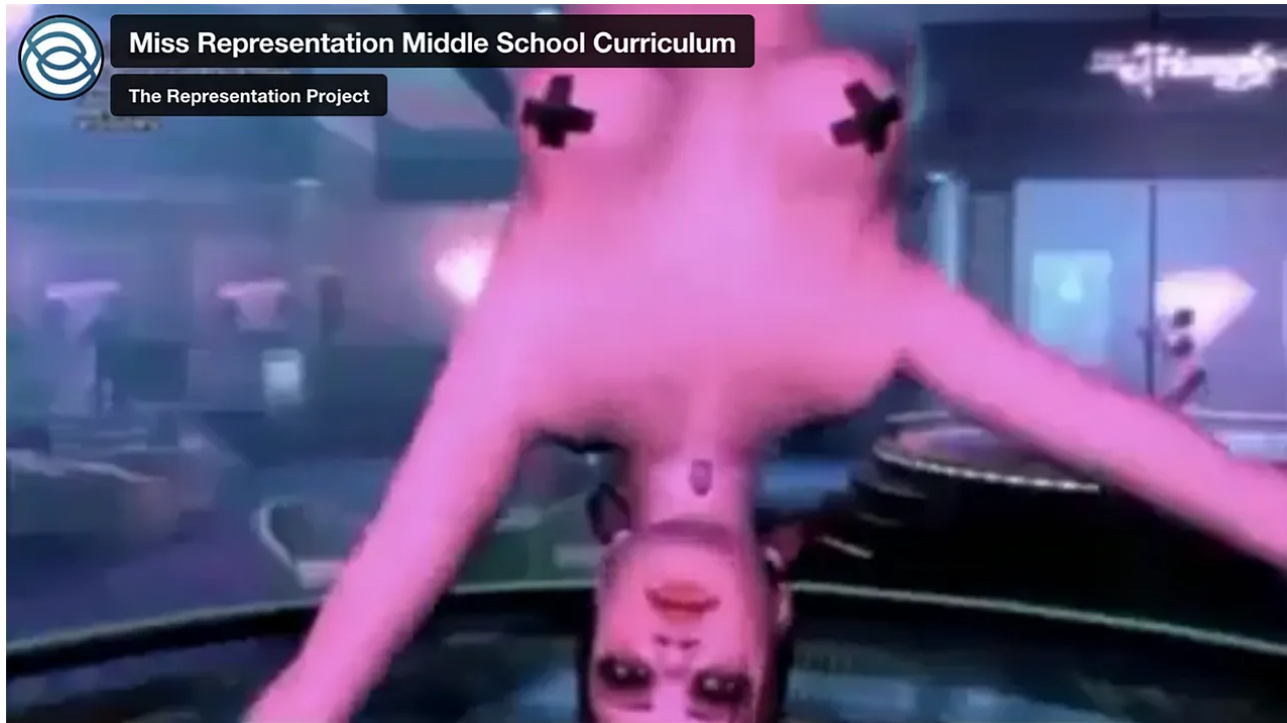
Who's Watching? 2.6 million students in 5,000 schools

According to The Representation Project's [Impact Report](#) (2011-2021), the organization's film curricula are being used in over 5,000 schools **in all fifty states**. The Representation Project claims over 11,200 copies of the curricula have been distributed, reaching more than 2.6 million students.

Tax records show that since 2012 the nonprofit has generated \$1,483,001 in film screening revenue, although it is unclear how much money came from schools versus other sources. We asked The Representation Project for the number of California schools that purchased a screening license and received no response.

Auditors at OpenTheBooks.com watched Newsom's movies and read the lesson plans. What we found was, at times, shocking: sexually explicit images, political boosterism, and something called "The Genderbread Person."

## **SEXUALLY EXPLICIT IMAGES**



Screenshot from "age-appropriate" middle school curriculum video for Miss Representation; see full video [here](#).

Miss Representation's curriculum links to "age-appropriate" video clips in its K-12 lesson plans and says that the full film is rated PG-14. (Certainly, parents may still object to clips from the "age-appropriate" film like the animated, upside down stripper shown above).

The film features strong language and women dressed provocatively:

- Caroline Heldman, who is now executive director of Newsom's non-profit, described women's role in action movies as "the fighting fuck toy."
- Actress Daphne Zuniga, famous for *Melrose Place* and film parody *Spaceballs*, suggested women should "tell those fuckers to get penis implants," in response to being told to get plastic surgery.
- Middle school children are served images of upside-down strippers with little left to the imagination (see above).

Then, it gets worse.

Newsom's film *The Mask You Live In* features the website addresses of porn sites including Porn Hub, MassiveCams, BDSM.XXX, and Brazzers.com. The pornographic images displayed in the film are tagged with descriptions such as "domination," "face fuck," "kinky couples," and "...dirty brunettes."



Newsom included images of naked or mostly naked women being slapped, handcuffed, and brutalized in pornographic videos. The pictures are graphic even when blurred. Screenshots of those scenes can be found [HERE \(VIEWER DISCRETION IS ADVISED\)](#).

These jarring pictures are displayed with their corresponding porn website addresses – providing a roadmap for future exploration. The film seems to justify their harmful content by saying that “34% of youth online receive UNWANTED PORNOGRAPHIC EXPOSURE.”

However, 100% of the youth (or anyone else) [receive unwanted or unwarranted pornographic exposure](#) by watching Newsom’s movies.

In 2019, one parent filed a complaint about a screening of *The Mask You Live In* for his 12-year-old daughter’s class at Creekside Middle School in California. In an interview with [The Sacramento Bee](#) the father said,

“Some of the images when slowed down were not blurred, and even when they are blurred, it is obvious what is going on. It is absolutely profane and disgusting.”

An investigation found a substitute teacher accidentally screened the full version of the film rather than an “age-appropriate” version. *However, The Representation Project recommends the full version for ages 15+.*

**Siebel Newsom’s idea is to protect children from highly exploitative and disturbing sexual media content seems to involve showing it to them personally.**

**BOOSTING GAVIN NEWSOM – THE COMPASSIONATE POLITICIAN**



*Screenshot of then-Lieutenant Governor Gavin Newsom in Siebel Newsom's film, Miss Representation.*

Gavin Newsom himself provides interview commentary for *Miss Representation* and *The Great American Lie*.

Newsom speaks three times in *Miss Representation* and is portrayed as a champion of women's rights—see [this example](#) from the middle school curriculum video (18:37):

"One of the first things I did when I came to San Francisco (as mayor) is I appointed a female police chief and appointed a female fire chief."

Getting paid by schools to portray your politician husband as a standup guy to captive children in the classroom was such a winning idea, Siebel Newsom deployed it again in *The Great American Lie*.

Here, Newsom makes five appearances to deliver political talking points, including:

At the end of the day a budget is a set of values, budget reflects your values."

"This notion of interdependence—that we're all in this together, that we all rise and fall together—is absolutely true."

"We're not bystanders in this world, we have the ability to step up and solve big problems, we have done that in the past, it's just a question of prioritization, of political will."

Siebel Newsom's provided companion curriculum require student discussion of Gavin Newsom's points and are told to vote, and help others vote, for politicians "who show empathy through their support care [sic] policies."

Public Interest Lawyer Bryan Stevenson draws a link between being born into poverty and despair, some of which is related to drug use, which sometimes involves violence.

***Have you experienced or seen despair that comes from poverty? What are some things we can do as a society to address this despair?***

California Governor Gavin Newsom says that the War on Drugs has been "a war on poor people and a war on people of color." Journalist Charles Blow points out that policing is racist in that people of color are treated differently for the same crimes as white people. The film draws a link between poverty, despair, drug use, and racist policing where kids of color born into poverty are far more likely to be incarcerated later in life. This is called the school to prison pipeline.

***What must we do as a society to break this school to prison pipeline?***

Activity from *The Great American Lie* curriculum for high school and college students. Students are asked to watch and discuss a clip of Gavin Newsom.

*What other actions can you take at a community level to reduce economic inequality?*

**3.**

### **SOCIETAL LEVEL**

**VOTE FOR A CARE ECONOMY** Register to vote, if you are not already registered. Then vote for candidates who show empathy through their support care policies (a living wage, equal pay, paid family leave, universal healthcare, well-funded education, progressive taxation, policies that value caregiving/homemaking, etc.). Also, work on campaigns to register others to vote for candidates who support a care economy.

**NATIONAL EMPATHY REVIVAL** Call on our nation's leaders to prioritize empathy as a national value. Contact political, corporate, and thought leaders and urge them to make addressing our national empathy deficit a national priority.

*What other actions can you take at a societal level to reduce economic inequality?*

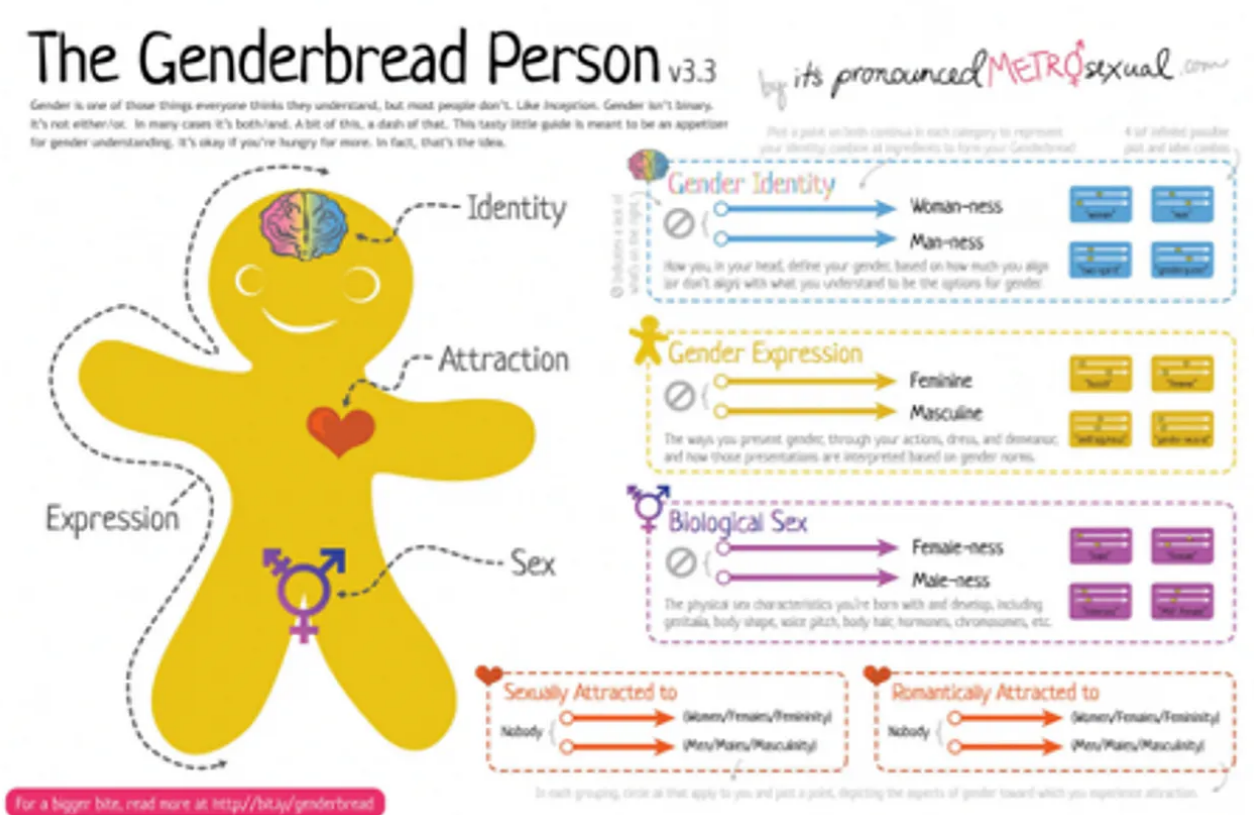
Call to action from *The Great American Lie* curriculum for high school and college students. Students are told to vote and help others vote for candidates "who show empathy through their support care [sic] policies"

Overview: Jennifer Siebel Newsom makes a movie portraying Gavin Newsom as a politician that supports certain policies, and then in the movie's curriculum advises students to vote and campaign for politicians that support those policies.

Schools, which receive funding from the state, pay The Representation Project to show this movie, and use taxpayer-funded class time to facilitate these lessons.

In July 2022 Gavin Newsom signed a budget of [\\$128 billion](#) for state schools and community colleges.

## THE GENDERBREAD PERSON



**Activity:****WHAT IS GENDER?****Source:**

This activity is based on "The Genderbread Person" by Sam Killermann. On the Internet, search for "genderbread person v3.3" or go to: <http://therepresentationproject.org/wp-content/uploads/Genderbread-Person.png>

**Supplies:**

Key Terms Handout, scotch tape, and computer/projector/screen

**Before You Begin:**

Make enough copies of the Key Terms Handout for each group of four students.

Set up a computer/projector/screen to display The Genderbread Person (at the end of the activity). Or print a copy for each group of four students.

**Part I: Define Terms**

On the blackboard, create four columns and write the following four categories at the top of each column: *gender identity, gender expression, biological sex, romantic/sexual attraction.*

Ask for volunteers to offer their definitions of each category.

Encourage students to ask questions and discuss the definitions until they feel they understand these categories.

**Gender Identity** – A person's innate sense of being a boy, man, girl, woman, two-spirit, gender non-conforming, and/or other identities, regardless of anatomical characteristics

**Gender Expression** – The way a person presents masculinity and/or femininity through actions, dress, and demeanor, and how those presentations are interpreted based on culturally determined norms for how each gender should look and behave

**Biological Sex** – The physical sex characteristics that an individual is born with and develops, including genitalia, body shape, voice pitch, body hair, hormones, and chromosomes

**Romantic/Sexual Attraction** – The desire to be emotionally and/or physically intimate, respectively

*Source: Genderbread Person activities from The Mask You Live In curriculum for middle and high school students.*

Multiple lesson plans from The Representation Project promote radical notions of gender and sexuality.

One such lesson for middle and high schoolers includes the "genderbread person," who aims to show children how biological sex, "gender expression," "sexual attraction," and "gender identity" exist on a spectrum, which can be mixed and matched.

While kindergarteners are spared the genderbread person in their curriculum, they are offered similar lessons on "gender identity," introducing genders other than "boy" and "girl."



## A. GENDER IDENTITY AND EXPRESSION

### Objective:

The purpose of this activity is to clarify the meanings of key terms relating to gender identity and gender expression.

### Activity:

### WHAT IS GENDER?

Suitable for Grades K-5

### Optional:

Show video clip *Masculinity and Relationships* (6 minutes, 26 seconds) on your DVD and online at <https://vimeo.com/131117644/71354610f9>



### Part I: Class Discussion

Ask students to offer their definitions of each of the following terms.

Encourage students to ask questions and discuss the definitions until they feel they understand these terms.

**Gender Identity** – A person's innate sense of being a boy, man, girl, woman, or other identities

**Gender Expression** – The way a person presents masculinity and/or femininity through actions, dress, and demeanor.

**Masculinity** – Displaying qualities and behaviors that society generally associates with boys/men

**Femininity** – Displaying qualities and behaviors that society generally associates with girls/women

In other words, your gender identity is how you feel on the inside and your gender expression is how you choose to present yourself (e.g., through your appearance and behaviors).

The important thing to remember is that there are no wrong ways to feel or to be, so long as long as you're not stereotyping others.

Every person is unique. And gender is only one part of your identity.

There may be as many different ways to identify oneself and express gender as there are people.

It's up to you to figure out who you are, what feels right to you, and how you want to present yourself to others.

What are some other parts of your identity that are important to you?

How do you think these parts of your identity (including gender) influence how other people see you and how you see yourself?



THEREPRESENTATIONPROJECT 11

*Gender identity and expression activity from The Mask You Live In curriculum for elementary school students, grades K-5.*

## POLITICAL ACTIVISM – THE “PRIVILEGE WALK”

Kids forced to watch The Representation Project films in schools aren't just subjected to gender ideology, sexually explicit images, and Gavin Newsom's one-liners. They're being given a left-wing framework through which to see the world, and then prompted to conduct social and political activism.

In *The Great American Lie* curriculum, students are asked to do a “privilege walk,” divulging personal information in order to compare themselves to peers inside and outside the classroom. “Privileges” include being “a cisgendered man,” “white,” “born in the United States,” “straight,” and speaking English as a first language.

# EXERCISE THREE

## THE PRIVILEGE WALK ACTIVITY

### MODULE 6:3

THIS EXERCISE EXPOSES THE VARIOUS TYPES OF PRIVILEGE THAT EXIST, AND HELPS PARTICIPANTS UNDERSTAND THAT THEY HAVE BENEFITED FROM THEIR IDENTITY IN WAYS THAT THEY MAY NOT HAVE BEEN AWARE OF.

Have participants line up in a straight line, shoulder to shoulder, in the middle of the room. Once they are lined up, begin reading these statements and allow them to step forwards and backwards with each one. It is best if students/participants take large steps so the differences are obvious.

<b>STEP FORWARD</b> If you are a cisgendered man	<b>STEP FORWARD</b> If you identify as white	<b>STEP FORWARD</b> If your work holidays coincide with religious holidays that you celebrate	<b>STEP FORWARD</b> If you were born in the United States	<b>STEP BACKWARD</b> If you have a disability
<b>STEP BACKWARD</b> If your ancestors were forced to come to the United States not by choice		<b>STEP BACKWARD</b> If you were ever called names because of your race, class, ethnicity, gender, or sexuality		<b>STEP FORWARD</b> If there were people who worked for your family as servants, gardeners, nannies, etc.
<b>STEP BACKWARD</b> If you were ever ashamed or embarrassed of your clothes, house, car, etc.	<b>STEP FORWARD</b> If one or both of your parents were "white collar" professionals (e.g., doctors, lawyers)		<b>STEP FORWARD</b> If you studied the culture of your ancestors in elementary school	<b>STEP FORWARD</b> If your parents own their business
<b>STEP BACKWARD</b> If you were ever hungry because there was not enough money to buy food when you were growing up		<b>STEP BACKWARD</b> If one of your parents was unemployed or laid off, not by choice	<b>STEP FORWARD</b> If you were encouraged to attend college	<b>STEP FORWARD</b> If you identify as straight
<b>STEP BACKWARD</b> If you were raised in a single parent household	<b>STEP FORWARD</b> If your family owned the house you grew up in	<b>STEP BACKWARD</b> If you were treated less fairly because of race, ethnicity, gender or sexual orientation	<b>STEP BACKWARD</b> If you had to rely primarily on public transportation	<b>STEP FORWARD</b> If English is your first language
<b>STEP BACKWARD</b> If your family ever had to move because they could not afford the rent	<b>STEP BACKWARD</b> If you were ever the victim of violence related to your race, ethnicity, gender or sexual orientation		<b>STEP FORWARD</b> If you have ever attended a private school	<b>STEP FORWARD</b> If you have health insurance

Now ask participants to look at where they are standing, who is around them, and how far did they move from where they began the activity. Ask them to reflect upon their positioning in this activity, and how their location at the end made them feel.

### ADDITIONAL RESOURCES

#### ORGANIZATION

The Center for Partnership Studies provides research and action plans to tackle interconnected global problems, including economic inequality.

#### ARTICLE

"Six Welfare Myths We All Need to Stop Believing," by Katie Dupere, [Mashable](#).

#### ARTICLE

"The Double-Standard of Making the Poor Prove that They're Worthy of Government Benefits," by Emily Badger, [The Washington Post](#).

#### ARTICLE

"Does America Have an 'Empathy Deficit'?", by Mike Pesca, [NPR](#).

#### ARTICLE

"America's Continuing Empathy Deficit Disorder," by Douglass LaBier, [The Huffington Post](#).

Activity from *The Great American Lie* curriculum for high school and college students.

Speakers in *The Great American Lie* are clear about what "privilege" means—something you hurt other people with, something you should feel bad about, and something you should work to change.



Journalist Charles Blow, who is now a *New York Times* opinion columnist, said during the film:

"We need to stop being blind to history, stop being blind to systems, understand that there are privileges and there are oppressions in society, and in fact they act like a see-saw. Your privilege is actually built on my oppression."

Lawyer Bryan Stevenson followed up, encouraging viewers to feel "shame and sorrow:"

"We actually have to engage in truth telling, we're going to have to express some shame and sorrow about who we are and what we've done, we're going to have to find the will to

reconcile ourselves to a different future.”

The way to relieve this shame, according to the film, is through social and political activism, as Professor Niobe Way said:

“If you don’t address the racism, sexism, homophobia, hatred—the hatred—we have in our culture, then you can’t start having a conversation about love, peace and understanding.”

Newsome and her non-profit recommends *The Great American Lie* for ages 11+.

### **STUDY: The Student-to-Activist Assembly Line**

Curricula from the three available films advise diverse ways for students to become activists within their families and communities. Suggested activities include promoting The Representation Project social media campaigns, voting for candidates that “support the care economy,” and asking students to “market and host a screening” of The Representation Project films (while paying a screening fee to the organization).

(A)

## ACTIVISM X 10

**10 SECONDS:** Tweet about the film using *#MissRep*. Write a Facebook status about the film. Tell one friend about *Miss Representation*.

**100 SECONDS:** Take the pledge at [www.therepresentationproject.org](http://www.therepresentationproject.org) to receive our weekly actions and begin creating change in your local communities.

**10 MINUTES:** Organize consumer activism in response to a commercial, film, magazine, radio, or television show that objectifies and degrades women and get your friends to join in using *#NotBuyingIt* or the *#NotBuyingIt* app.

**10 HOURS:** Research and write an article for a magazine or blog. Contribute to an existing blog that addresses the issues in the film. Plan a movie night for your friends or family to watch *Miss Representation* and use the discussion guide and tools from [www.therepresentationproject.org](http://www.therepresentationproject.org) to continue the conversation!

**10 DAYS:** Write your own stories and create your own films or web series about powerful women in non-traditional roles. Market and host a screening of *Miss Representation* in your community. Find out more at [www.therepresentationproject.org](http://www.therepresentationproject.org).

**10 WEEKS:** Become a Rep or Ambassador. Create a club or organize a group in your community, school, or place of work to regularly discuss the messaging of *Miss Representation*.

(B)



# PERSONAL ACTION PLAN

## 100 SECONDS

Take the pledge at [therepresentationproject.org](http://therepresentationproject.org) to receive our weekly actions and begin creating change in your local communities.

Tell your friends in person and online about *The Mask You Live In*.

## 10 MINUTES

Organize consumer activism in response to a commercial, film, magazine, radio, or television show that represents men or women in ways that send harmful messages to boys and girls, and encourage your friends to join [#NotBuyingIt](#).

## 100 MINUTES

Plan a movie night for your friends and/or family to watch *The Mask You Live In*, and use the discussion guide and tools from [therepresentationproject.org](http://therepresentationproject.org) to continue the conversation.

## 10 HOURS

Learn more about an issue concerning gender and/or the media that interests you. Write an article for a magazine. Write a blog or contribute to an existing blog that addresses the issues presented in the film.

## 10 DAYS

Create your own stories, films, and/or web series about positive role models in non-traditional roles. Market and host a screening of *The Mask You Live In* in your community. Find out more at [therepresentationproject.org](http://therepresentationproject.org).

## 10 WEEKS

Become a Peer Ambassador. Create a club at your school or organize a group in your community that will meet regularly to discuss the messaging of *The Mask You Live In*.

(C)



MODULE 7:1

1.

## PERSONAL LEVEL

**EMPATHY JOURNEY** Read, study, and self-reflect upon ways you can increase your empathy for others, especially for people who are different from you. Document your empathy journey through regular journaling and reflection about your thoughts and actions.

**DAILY EMPATHY CHECKLIST** In all of your interactions, whether it be with service workers, people experiencing homelessness, people online who hold different political beliefs, people you manage, etc., practice empathy. Instead of treating them poorly for any reason (even if you feel justified), make a point of showing love, care, and compassion, realizing that do not know what they are going through.

*What other actions can you take at a personal level to reduce economic inequality?*

2.

## COMMUNITY LEVEL

**GET CONNECTED** Make a point to interact with people who are different from you in your community, whom you would not ordinarily interact. Volunteer at a soup kitchen, a nursing home, a food pantry, a homeless shelter, a job retraining program, or another community program serving the neediest residents in your community.

**PROMOTE YOUTH** Do some research on funding and support for schools and youth programs in your community. Do your local elementary, middle, and high schools have enough resources to serve students well? What about after-school programs and extra-curricular activities? Is your community spending enough on youth to ensure that they have a fair shot at pursuing the American Dream? If not, advocate and agitate on behalf of the next generation.

*What other actions can you take at a community level to reduce economic inequality?*

3.

## SOCIETAL LEVEL

**VOTE FOR A CARE ECONOMY** Register to vote, if you are not already registered. Then vote for candidates who show empathy through their support care policies (a living wage, equal pay, paid family leave, universal healthcare, well-funded education, progressive taxation, policies that value caregiving/homemaking, etc.). Also, work on campaigns to register others to vote for candidates who support a care economy.

**NATIONAL EMPATHY REVIVAL** Call on our nation's leaders to prioritize empathy as a national value. Contact political, corporate, and thought leaders and urge them to make addressing our national empathy deficit a national priority.

*What other actions can you take at a societal level to reduce economic inequality?*

*Calls to action in the curricula from (A) Miss Representation for middle and high schoolers, (B) The Mask You Live In for middle and high schoolers, (C) The Great American Lie for high school and college students*

Jennifer Siebel Newsom produced, wrote, and directed all these films, but if her enthusiasm for cultivating young activists was not obvious enough, we need only listen to her conclusions.

In 2021 high school participants in The Representation Project's film course joined a [moderated panel](#) with Siebel Newsom to discuss *The Great American Lie*.

One student stated: "There's no age limit for activism... the younger you are the easier it is for you to see these changes that need to be made."

Siebel Newsom replied: "That's great, thank you."

## SUMMARY – FOLLOW THE MONEY

The Representation Project not only solicits donors from big-money political supporters of Gavin Newsom, but also receives public tax dollars through schools to create a new generation of

supporters and activists in the state's—and country's—schoolchildren.

The Representation Project transforms public school expenditures into activist training expenses, and in the process exposes children to objectionable sexual content.

Various funding sources translate directly to financial gain for Jennifer Siebel Newsom.

Since The Representation Project's founding she has collected \$1,501,727 in salary. Her current title is Chief Creative Officer, and she also sits on the nonprofit's board of directors. She is the top paid executive at her non-profit with a \$150,000 annual salary between 2013 and 2021.

Siebel Newsom also founded a for-profit company, Girls Club Entertainment Inc., which contracts (with Newsom's nonprofit) for the production costs associated with the movies and owns the license for *Miss Representation*.

According to tax records, the nonprofit (The Representation Project) has paid Girls Club Entertainment (Newsom's for-profit company) \$1,647,376 since 2012.

**NOTE:** We requested comments from Jennifer Siebel Newsom and her nonprofit, The Representation Project multiple times over the last couple of months. We also requested comment from Gov. Newsom. We never received any response.

Type your email...	Subscribe
--------------------	-----------

#### **ADDITIONAL READING:**

[The Representation Project, IRS Informational 990 Returns 2011-2021, hosted by Propublia](#)

[Newsom Twosome: Jennifer Siebel Newsom's Charity Is Out Of Compliance But Solicits Donations From State Vendors & Governor's Campaign Donors](#) | OpenTheBooks.Substack | January 12, 2023

[California Gov. Gavin Newsom Reaped \\$10.6 Million In Campaign Cash From 979 State Vendors Who Pocketed \\$6.2 Billion](#) | OpenTheBooks.Substack.com | August 2022

[Historic Announcement– California's Books Are Open – 201,000 Vendors Received \\$87 Billion In State Payments](#) | OpenTheBooks.Substack.com | August 2022

#### **ABOUT US:**

OpenTheBooks.com – We believe transparency is transformational. Using forensic auditing and open records, we hold government accountable.

In the years 2021 and 2022, we filed 100,000+ FOIA requests and successfully captured \$19 trillion government expenditures: nearly all federal spending; 50 state checkbooks; and 25 million public employee salary and pension records from 50,000 public bodies across America.

Our works have been featured at the BBC, Good Morning America, ABC World News Tonight, The Wall Street Journal, USA Today, C-SPAN, Chicago Tribune, The New York Times, NBC News, FOX News, Forbes, National Public Radio (NPR), Sinclair Broadcast Group, & many others.

Our organization accepts no government funding and was founded by CEO Adam Andrzejewski. Our federal oversight work was cited twice in the President's Budget To Congress FY2021. Andrzejewski's presentation, The Depth of the Swamp, at the Hillsdale College National Leadership Seminar 2020 in Naples, Florida [posted on YouTube](#) received 3.8 million views.

NOTICE: *We reserve the right to remove comments that deemed offensive to our organization, staff, and audience.*

---

## 30 Comments



Write a comment...



ST 8 hr ago

This is part of the general strategy of the left and the democrat party to fundamentally transform the US into a perverted, elite controlled form of society and government.

Read the publications of how to destroy democracy and how to gain permanent control of a society and a nation.

One of the fundamentals is to destroy the traditional family model and take control over the education system in order to indoctrinate young people to a specific set of doctrines and principles that will turn them into partisans and supporters of those doctrines and principles.

And Americans are permitting it and voting for it so, this has no brakes and is going to end with the US being destroyed as it once was. There is no turning back now, it is too late and from this point forward even American's right to vote will be meaningless just like in other dictatorial nations.

♡ 1 Reply Collapse

**Sonja Manzer** 17 hr ago

this is most intresting after seeing the founder of this sight who was on Fox News I have been reading your posted information. I would like to think this is not true that one person would destroy the minds of children just for their own gain. At the time I have no idea what to say and hope I will find some way to understand all what you have written.

SonjaManzer

Reply Collapse

**28 more comments...**

---

---

© 2023 OpenTheBooks.com · [Privacy](#) · [Terms](#) · [Collection notice](#)  
[Substack](#) is the home for great writing