



SUPERINTENDENT OF PUBLIC INSTRUCTION

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Kip Tokuda Memorial Civil Liberties Public Education Program

RCW 28A.300.410

ESHB 1109

Competitive Request for Applications (RFA) Overview and Guidance

2020-21

Office of Superintendent of Public Instruction

Department of Learning and Teaching

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Japanese-American

1. PURPOSE AND BACKGROUND

A. Legislative Findings

The 64th Legislature of the State of Washington (2015) found that in order to adequately prepare our youth for meaningful participation in our democratic institutions and processes, there must be strong educational resources aimed at teaching students and the public about the fragile nature of our constitutional rights.

The study of Executive Order 9066 and the resulting incarceration of Japanese Americans during World War II illustrate the fragile nature of our constitutional rights, providing a case study of racial prejudice, war hysteria, and failure of political leadership to protect constitutional rights. Without individual review or any probative evidence against them, Japanese Americans were excluded, removed, and detained by the United States during World War II.

B. Legislative Action

Consistent with the legislative findings in RCW [28A.300.390](#), the legislature has established the Kip Tokuda Memorial Washington Civil Liberties Public Education Program (WCLPEP).

This is a reauthorization of the WCLPEP grant program to fund public educational activities and materials, which was originally established to ensure that the events surrounding the exclusion, forced removal, and incarceration of civilians and permanent resident aliens of Japanese ancestry would be remembered, and the causes and circumstances of this and similar events illuminated and understood.

In reauthorizing the program, the legislature also renamed it in honor of former State Legislator Kip Tokuda, a longtime leader in the Asian community. This legislation was funded by ESHB 1109.

C. Purpose

The program provides grants for the purpose of establishing a legacy of remembrance as part of a continuing process of recovery from the World War II exclusion and detention of individuals of Japanese ancestry. The program is created to do one or both of the following:

1. Educate the public regarding the history and the lessons of the World War II exclusion, removal, and detention of persons of Japanese ancestry through the development, coordination, and distribution of new educational materials and the development of curriculum materials to complement and augment resources currently available on this subject matter; and
2. Develop videos, plays, presentations, speaker bureaus, and exhibitions for presentation to elementary schools, secondary schools, community colleges, and to other interested parties.

2. TIMELINE AND APPLICATION PROCESS

- A.** All proposals must be submitted through iGRANTS (unless otherwise instructed) by 4:00 p.m. on July 30, 2020. Questions regarding prospective proposals should be directed to jerry.price@k12.wa.us.
- B.** Eligible proposals will be reviewed by an OSPI panel approved by the superintendent of public instruction.
- C.** Awards will be announced on or before August 14, 2020.
- D.** Successful applicants will meet with OSPI to discuss and finalize the proposal goals, plan, and timeline.
- E.** Project period (for successful applicants): July 1, 2020-June 30, 2021.

3. PRIORITIES OF GRANT PROGRAM

The superintendent of public instruction shall allocate grants under the program established in RCW [28A.300.390](#) within amounts appropriated for this specific purpose. The grants shall be awarded on a competitive basis.

The superintendent of public instruction shall select grant recipients from applicants who meet all of the following criteria:

REQUIRED CRITERIA

Criterion 1. The capability to administer and complete the proposed project within specified deadlines and within the specified budget.

Criterion 2. The experience, knowledge, and qualifications necessary to conduct quality educational activities regarding the exclusion and detention of Japanese Americans during World War II.

Criterion 3. Projects that relate the Japanese American exclusion and detention experience with civil rights included in the Declaration of Independence and the Constitution of the United States so that this event may be illuminated and understood in order to prevent similar violations of civil rights in the future.

Criterion 4. Projects that are designed to maximize the long-term educational value through Washington Civil Liberties Public Education Programs.

Criterion 5. Projects that build upon, contribute to, and expand upon the existing body of educational and research materials on the exclusion and detention of Japanese Americans during World War II.

Criterion 6. Projects that include the variety of experiences regarding the exclusion and detention of Japanese Americans and its impact before, during, and after World War II including those Japanese Americans who served in the military and those who were interned in Department of Justice camps.

In the review process, the superintendent of public instruction shall assign the following order of priority to these criteria: Criteria 1–4 shall be given the highest priority, and Criteria 5–6 will be given second priority.

Applicants for grants under the program are encouraged to do each of the following:

1. Involve former detainees, those excluded from the military arena, and their descendants in the development and implementation of projects;
2. Develop a strategy and plan for raising the level of awareness and understanding among the American public regarding the exclusion and detention of Japanese Americans during World War II so that the causes and circumstances of this and similar events may be illuminated and understood;
3. Develop a strategy and plan for reaching the broad, multicultural population through project activities;
4. Develop local and regional consortia of organizations and individuals engaged in similar educational, research, and development efforts;
5. Coordinate and collaborate with organizations and individuals engaging in similar educational, research, and development endeavors to maximize the effect of grants;
6. Utilize creative and innovative methods and approaches in the research, development, and implementation of their projects;
7. Seek matching funds, in-kind contributions, or other sources of support to supplement their proposal;
8. Use a variety of media, including new technology and the arts, to creatively and strategically appeal to a broad audience while enhancing and enriching community-based educational efforts;
9. Include in the grant application, scholarly inquiry related to the variety of experiences and impact of the exclusion and detention of persons of Japanese ancestry during World War II; and
10. Add relevant materials to or catalogue relevant materials in libraries and other repositories for the creation, publication, and distribution of bibliographies, curriculum guides, oral histories, and other resource directories, and support the continued development of scholarly work on this subject by making a broad range of archival, library, and research materials more accessible to the American public.

4. KEY PROJECT COMPONENTS

A. Content-Based Learning

This grant program seeks to support deep learning regarding the incarceration of Japanese Americans during World War II and the fragile nature of our constitutional rights. Topics such as racial prejudice, war hysteria, and failure of political leadership to protect the constitutional rights of Japanese Americans should be addressed. The impact on the lives of those who were incarcerated and those who watched it happen may be explored. Successful proposals will focus on the creation of profound and engaging learning opportunities and materials that explicitly address this specific content and allows comparisons between the historical record and today's contemporary issues.

B. Needs Assessment

Proposals should ensure that the focus of the project addresses an identified need. This requires that applicants are aware of what resources and materials are currently available and being used to teach about the incarceration of Japanese Americans during World War II and what schools and communities are already providing. Potentially, applicants could partner with schools and districts that do not directly address Japanese incarceration as part of the study of civil rights and liberties. Similarly, applicants could partner with community organizations to provide educational resources and materials for the general public.

C. Program Impact

Proposals should provide a project design—a plan of action—that is informed by current research on the learning and teaching of social studies. This research should provide a justification for the proposed plan. It should describe how the program will impact student and, optionally, adult learning about the incarceration and its fundamental relationship to civil rights and liberties today. Finally, the proposal should include an explanation of how the impact of the program will be assessed.

D. Sustainability

A key component to lasting, significant change in learning is intensive and sustained study. Therefore, projects should be intentionally designed to support a one- or two-year learning cycle. This grant program will invest considerable time and money into the successful awardees and their programs. It is expected that the chosen programs will have an impact on learning for generations to come.

Proposals should include a Sustainability Plan. Throughout the grant cycle, funded individuals or groups will create, and may update and revise, the plan. The Sustainability Plan should include details on sustaining project activities beyond the end of grant funding, and on building capacity for reaching additional audiences in schools, districts, and/or communities.

E. Learning Materials – Open Educational Resources, Access, and Licensing

Resources produced for this grant program are considered Open Educational Resources (OER) and will be licensed under the Creative Commons Attribution International 4.0 (CC BY 4.0) License. All derivative works made from others must follow the terms of the open license on those works. Further information on correct attribution and licensing will be provided to all grantees. Previously copyrighted materials that are incorporated into the materials produced or delivered for this project will remain copyrighted by the original owner.

Projects should expect to share copies of professional development materials and resources with OSPI leadership throughout the project's duration. OSPI will conduct periodic reviews of materials, collaborate with the project teams, and provide peer reviews to ensure that resources are complete and able to be replicated in other schools, districts, or communities. Upon completion of the project, all materials and resources developed by the project must be sent to OSPI.

F. ADA Compliance

All materials and resources developed by the project must in compliance with the Americans with Disabilities Act (ADA).

G. Partnerships

Collaboration is an important aspect of all funded proposals. Therefore, a keystone of the program is creating and maintaining strong partnerships. These partnerships may be with institutions of higher education, school districts, private schools, industry and business entities, and community organizations of all kinds.

5. ELIGIBILITY

Grants will be awarded on a competitive basis. The superintendent of public instruction shall consider the overall breadth and variety of the field of applicants to determine the projects that would best meet the criteria and align with Washington K–12 Social Studies Learning Standards, especially Essential Academic Learning Requirements (EALR) and Grade Level Expectations (GLE) that address civil rights and liberties. In reviewing projects for funding, scoring shall be based on an evaluation of all application materials including narratives, support letters, and supplementary materials.

Eligibility for participation in the grant program includes the following groups or individuals:

- 501 (c) (3) nonprofit organizations
- Colleges and universities
- Individuals (artists, writers, journalists, scholars, educators)
- Cultural institutions and community organizations
- Units of government (school districts, cities, counties, special districts)
- Consortia of any of the individuals or groups listed above

The maximum amount for this grant is \$20,000.

Final grant awards may be for the full amount or for a portion of the grant request. In the unlikely event that funds remain after all applications have been processed, then grantees will be allowed to apply for a portion of the remaining funds.

6. ACCOUNTABILITY, EVALUATION, AND COMMUNICATION

A. Accountability

All project participants that are awarded grant dollars will be required to regularly reflect and provide feedback to OSPI about the progress made and challenges faced. While this feedback loop can be tailored to the unique characteristics of each project, periodic formal check-ins and informal conversations with OSPI will be expected throughout the duration of the project.

B. Evaluation

Each project will be asked to submit an evaluation plan as part of the application package. The plan should have both formative and summative components. It should include measurable objectives and identify the multiple measures that will be used to assess an increase in the knowledge and understanding of both the incarceration of Japanese Americans and the fragile nature of the civil rights and liberties guaranteed by the U.S. Constitution.

C. Communication

It will be the responsibility of the designated project lead to communicate with OSPI the dates, places, and times of any and all project activities soon after the dates have been finalized by the project team. Project leads are expected to respond to requests from OSPI in a timely manner for budget reports, sustainability plans, etc. Project leads are expected to communicate with OSPI regarding any significant changes to the project such as a change in team members, budget allocations, or timelines.

Projects may be asked to accommodate visitations from education and/or government officials. Projects may also be asked to support creation of informational documents to highlight the impact of the work, and provide interviews and articles for publication to build visibility and support for this important work.

Projects should consider how they will create awareness and exposure to the project and increase its impact for participating schools, districts, and communities.

7. REPORTING REQUIREMENTS

Projects will be expected to complete various reports throughout the duration of the project. These reports will serve to identify the project's progress in meeting the objectives and targets described in the original proposal.

A. Interim and Annual Performance Reports

Interim and annual performance reports are required using the OSPI iGRANTS system. Due dates will be coordinated in conjunction with OSPI and the specific timeline demands of each project.

B. Quarterly Budget Reports

Budget reports are required on a quarterly basis using the OSPI iGRANTS system.

C. Invoices

If requested by OSPI, invoices showing all expenditures incurred by the project must be submitted.

8. FISCAL**A. Budget and Budget Narrative**

The budget narrative must reflect the goals and objectives of the overall project and should align with the proposed work plan. Projects must complete a budget with supporting narrative for each identified expenditure, for the entire proposed project, that identifies costs for each year of the grant. The estimated cost in each budget category must be commensurate with the proposed activities. The amounts requested in each line item must be documented and justified in the budget narrative. The initial proposed budget will be uploaded within iGRANTS. This budget and supporting narrative are subject to OSPI approval.

If approved, the project will submit an official budget form to iGRANTS.

B. Use of Funds

Proposed budgets must adhere to the following guidelines:

Allowable Direct Costs

Funds may be used for project staff salaries and benefits; other administrative costs; stipends (for time outside of the regular work schedule only); substitutes, materials for program presentations; program evaluation; and program dissemination.

Allowable Indirect Costs

Indirect costs, if charged, must be at the institution's approved rate and may not exceed the rates outlined in OSPI's Indirect Rate Policy. In no case may indirect costs be charged by more than one partner on a project for the same direct cost.

Not Allowable

Funds may not be used for costs associated with writing the proposal; materials or equipment for students of participating teachers; full-time staff positions; any technology

equipment such as computers, projectors, interactive white boards, or other similar equipment; and any out-of-state travel.