



# **Kip Tokuda Memorial Washington Civil Liberties Public Education Program**

**RCW 28A.300.390—415**

**ESSB 6052**

## **Competitive Request for Applications (RFA) Overview and Guidance 2015-17**

**Due in iGrants Form Package 764: January 14, 2016, 4:00 p.m.**

---

**Office of Superintendent of Public Instruction  
Department of Teaching and Learning  
Randy Dorn, State Superintendent  
Gil Mendoza, Deputy Superintendent, K-12 Education  
Carol Coe, Social Studies Program Supervisor**

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200, Olympia, WA 98504-7200.

## **1. BACKGROUND AND PURPOSE**

### **A. Legislative History**

In 2000, the 56<sup>th</sup> Legislature of the State of Washington established the first Washington Civil Liberties Public Education Program (WCLPEP). In 2015, the 64<sup>th</sup> Legislature of the State of Washington reauthorized and renamed it the Kip Tokuda Memorial Washington Civil Liberties Public Education Program; this was in honor of former State Legislator Kip Tokuda, the driving force in establishing the WCLPEP. Funding for this reauthorization is provided through [Engrossed Substitute Senate Bill \(ESSB\) 6052, Section 501 \(38\)](#), p. 136, consistent with the legislative intent and direction in [RCW 28A.300.390](#), [RCW 28A.300.395](#), [RCW 28A.300.400](#), [RCW 28A.300.405](#), and [RCW 28A.300.415](#).

### **B. Legislative Findings**

This legislation is based on the following findings:

- In order to adequately prepare our youth for meaningful participation in our democratic institutions and processes, there must be 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 provides a powerful 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 incarcerated by the United States during World War II.
- The study of Executive Order 9066 and the resulting incarceration of Japanese-Americans during World War II can be used to illustrate and illuminate the fragile nature of our constitutional rights.

### **C. Purpose**

The Kip Tokuda Memorial Washington Civil Liberties Public Education 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, forced removal, and incarceration of individuals of Japanese ancestry. This reauthorization is intended to fund public educational activities and materials to ensure that the events surrounding the exclusion, forced removal, and incarceration of civilians and permanent resident aliens of Japanese ancestry will be remembered, and the causes and circumstances of this and similar events will be addressed and understood.

Therefore, 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 incarceration 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 other interested parties.

## **2. TIMELINE AND APPLICATION PROCESS**

- A. All proposals must be submitted through the OSPI iGrants system (Form Package 764) by 4:00 p.m. on January 14, 2016. Questions regarding prospective proposals should be directed to [carol.coe@k12.wa.us](mailto:carol.coe@k12.wa.us).
- B. Eligible proposals will be reviewed by a panel approved by the superintendent of public instruction.
- C. Awards will be announced on or before January 28, 2016.
- D. Successful applicants will meet with OSPI to discuss and finalize the proposal goals, plan, timeline, and budget.

## **3. 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 projects that will 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 civil liberties. In reviewing projects for funding, scoring shall be based on an evaluation of all application materials including project design (which includes goals, plan, participants, timeline, budget, assessment of impact, etc.), narrative explanation, 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, educators, journalists, scholars, writers)
- Cultural institutions and community organizations
- Units of government (school districts, cities, counties, special districts)
- Consortia of any of the individuals or groups listed above (These partnerships may be among institutions of higher education, school districts, private schools, industry and business entities, and community organizations of all kinds.)

## **4. APPLICATION AND FUNDING CYCLES**

Two application and funding cycles exist:

- Application and Funding Cycle #1: Up to \$100,000 available
  - February 1, 2016-June 30, 2016
  - Minimum: \$5000
  - Maximum: \$50,000
- Application and Funding Cycle #2: Up to \$200,000 available
  - February 1, 2016-June 30, 2017
  - Minimum: \$25,000
  - Maximum: \$125,000

Each application must specify the funding cycle for which its program is designed. Eligible applicants may submit applications for both Cycle #1 and Cycle #2. For example, Cycle #1 proposals may be for a one-semester program. Cycle #2 proposals may require a longer period to accomplish and may not necessarily correspond to a school semester or year. If applicants submit a Cycle #1 and a Cycle #2 proposal, each of the applications will be read and vetted separately. The acceptance of one application will not influence the acceptance of the other application.

Final grant awards may be for the full amount or for a portion of the grant request.

## 5. PROGRAM CONTACT

Questions regarding prospective proposals should be directed to:

Carol Coe

Social Studies Program Supervisor, OSPI

office: 360-725-6351 | cell: 206-455-5448 | fax: 360-725-6107

[carol.coe@k12.wa.us](mailto:carol.coe@k12.wa.us)

## 6. PRIORITIES OF GRANT PROGRAM: REQUIRED CRITERIA

The superintendent of public instruction shall allocate grants under the program established in [RCW 28A.300.390](#), [RCW 28A.300.395](#), [RCW 28A.300.400](#), [RCW 28A.300.405](#), and [RCW 28A.300.415](#) within amounts appropriated for this specific purpose.

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. Grant recipients will be selected from applicants who meet the following six criteria:

### **Criterion 1. Administrative Capacity (16 points)**

**The capability to administer and complete the proposed project within specified deadlines and within the specified budget.** To demonstrate administrative capacity, applicants will be asked to provide a detailed narrative of the proposed plan, its goals, scope and sequence, intended audience, budget, and impact on learning. Proposals must identify the administrative person or team that will oversee the project and provide evidence of experience and capability to organize and advance this work.

### **Criterion 2. Content-Based Expertise (16 points)**

**The experience, knowledge, and qualifications necessary to conduct quality educational activities regarding the exclusion, forced removal, and incarceration of Japanese-Americans during World War II.** This grant program seeks to support deep learning regarding the experiences of Japanese-Americans during World War II. The impact on the lives of those who were excluded, removed, and incarcerated and those who watched it happen will be explored. Successful proposals will focus on the creation of accurate and engaging learning opportunities and materials that explicitly address this content 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 civil liberties.

**Criterion 3. Civil Rights Education (16 points)**

**Projects that relate the Japanese-American exclusion, forced removal, and incarceration 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.** This grant program seeks to support deep learning regarding 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. Successful proposals will provide clear connections between the experience of Japanese-Americans during World War II and contemporary challenges to preserving constitutional rights and civil liberties.

**Criterion 4. Sustainability (16 points)**

**Projects that are designed to maximize the long-term educational value through Washington Civil Liberties Public Education Programs.** This grant program will invest considerable time and money into the successful awardees and their programs. It is expected that the chosen programs will demonstrate an impact on learning for generations to come. Therefore, successful applications will not only describe the proposed program and the educational materials it will use and/or create, but also what learning is expected to result once the program is in place. Additionally, successful applications will show how its lessons and materials can be used with other audiences or replicated by different groups or individuals in other settings across the state. Finally, successful applications will identify what resources will remain once the grant's funding cycle is complete.

**Criterion 5. Scalability (12 points)**

**Projects that build upon, contribute to, and expand upon the existing body of educational and research materials on the exclusion, forced removal, and incarceration of Japanese-Americans during World War II.**

Proposals should address an identified need. This requires that applicants have experience with and knowledge of what resources and materials are currently available to teach about the experiences of Japanese-Americans during World War II. It also requires that applicants know what instruction is occurring so as to not duplicate efforts already underway. Potentially, applicants can partner with schools and districts that do not currently address Japanese-American incarceration as part of their study of civil rights and civil liberties, thus building on and expanding educational efforts. Additionally, projects should consider how they will create awareness of and exposure to the project and increase its impact for participating schools, districts, and communities.

**Criterion 6. Variety (12 points)**

**Projects that include the variety of experiences regarding the exclusion, forced removal, and incarceration 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 incarcerated in department of justice camps.**

Proposals should address a variety of events and experiences so that learners become acquainted with multiple points of view. A study of the exclusion, forced removal, and incarceration of Japanese Americans, experienced through a multitude of different perspectives, builds a depth of understanding that an examination of a single narrative

cannot provide. Applicants are encouraged to provide opportunities for a deep and detailed examination of the diverse experiences of Japanese-Americans before, during, and after World War II.

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.

#### **7. PRIORITIES OF GRANT PROGRAM: RECOMMENDED CRITERIA**

In addition to the above criteria, it is strongly recommended that applicants also incorporate the following:

1. Involve former detainees, those excluded from the military arena, Nisei veterans, and their descendants in the development and implementation of projects; (1 point)
2. Develop a strategy and plan for raising the level of awareness and understanding among the American public regarding the exclusion, forced removal, and incarceration of Japanese-Americans during World War II so that the causes and circumstances of this and similar events may be illuminated and understood; (1 point)
3. Develop a strategy and plan for reaching the broad, multicultural population through project activities; (1 point)
4. Develop local and regional consortia of organizations and individuals engaged in similar educational, research, and development efforts; (1 point)
5. Coordinate and collaborate with organizations and individuals engaging in similar educational, research, and development endeavors to maximize the effect of grants; (1 point)
6. Utilize creative and innovative methods and approaches in the research, development, and implementation of their projects; (1 point)
7. Seek matching funds, in-kind contributions, or other sources of support to supplement their proposal; (1 point)
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; (1 point)
9. Include in the grant application scholarly inquiry related to the variety of experiences and impact of the exclusion, forced removal, and incarceration of persons of Japanese ancestry during World War II; (1 point) 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. (1 point)

## **8. REPORTING AND ASSESSMENT**

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. 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.

### **A. Reporting Requirements**

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 or informal conversations with OSPI will be expected throughout the duration of the project.

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 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 to be made available as Open Educational Resources (OER). They 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 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.

### **B. Assessment of Learning**

Each project should include measurable objectives and identify the measures that will be used to assess an increase in the knowledge and understanding of both the World War II history of exclusion, forced removal, and incarceration of Japanese-Americans and the fragile nature of the civil rights and civil liberties guaranteed by the U.S. Constitution.

## **9. FISCAL**

### **A. Budget and Budget Narrative**

Projects must complete a budget with supporting narrative for all identified expenditures for the entire proposed project that identifies total costs for the grant. The initial proposed budget will be uploaded within iGrants Form Package 764. This budget and supporting narrative are subject to OSPI approval.

### **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, may not exceed the rates delineated for state grants within OSPI's Indirect Costs Policy.

#### **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.