

# KIP TOKUDA MEMORIAL CIVIL LIBERTIES PUBLIC EDUCATION PROGRAM

Competitive Request for Applications (RFA) Overview and  
Guidance

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**Rebecca Wallace**  
**Assistant Superintendent of Secondary  
Education and Pathway Preparation**

**Prepared by:**

- **Jerry Price**, Associate Director—Content, Social Studies  
[jerry.price@k12.wa.us](mailto:jerry.price@k12.wa.us) | 360-480-0186
- **Hannah Tofte**, Washington History Day Coordinator  
[hannah.tofte@k12.wa.us](mailto:hannah.tofte@k12.wa.us) | 360-764-0343
- **Kari Tally**, Administrative Assistant—Content, Social Studies  
[kari.tally@k12.wa.us](mailto:kari.tally@k12.wa.us) | 360-280-2247



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

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# KIP TOKUDA MEMORIAL CIVIL LIBERTIES PUBLIC EDUCATION PROGRAM

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## 1. PURPOSE & BACKGROUND

### A. Legislative Findings

The 64th Legislature of the State of Washington (2015) finds 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 reauthorization of the WCLPEP grant program to fund public educational activities and materials 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 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 by **4:00 pm, Monday, October 17, 2022.**
  - Questions regarding prospective proposals should be directed to [jerry.price@k12.wa.us](mailto:jerry.price@k12.wa.us).
- B. Eligible proposals will be reviewed by an Office of Superintendent of Public Instruction (OSPI) panel approved by the superintendent of public instruction.
- C. Awards will be announced on or before **November 14, 2022.**
- D. Successful applicants will meet with OSPI to discuss and finalize the proposal goals, plan, and timeline.
- E. Project period (for successful applicants): **Date of award—June 30, 2023.**

## 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.***

### Required Criteria

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

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

**Criterion 2.** The capacity to produce content that is openly licensed (see

Section 4.F.) and Americans with Disability Act (ADA)-compliant (see Section 4.G.).

**Criterion 3.** The experience, knowledge, and qualifications necessary to conduct quality educational activities regarding the exclusion and detention of Japanese Americans during World War II.

**Criterion 4.** The ability to design and implement 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 to prevent similar violations of civil rights in the future.

**Criterion 5.** The ability to design and implement projects that maximize long-term educational value through Washington Civil Liberties Public Education Programs.

**Criterion 6.** The ability to design and implement projects that 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 7.** The ability to design and implement projects that incorporate 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** will be given the highest priority, and **Criteria 5–7** will be given second priority.

## 4. KEY PROJECT COMPONENTS

### A. Content-based Learning

This grant program seeks to support deep learning about 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 allow comparisons between the historical record and today's contemporary issues.*

## **B. Needs Assessment**

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

*Successful proposals will include a plan to review currently available resources and their use, then strategically assess areas for growth.*

## **C. Project Design and Evaluation of Impact**

Each project should be thoughtfully designed to engage current research on the learning and teaching of social studies. As a best practice, the project design should include an impact plan that:

- describes how the program will impact student and, optionally, adult learning about Japanese American incarceration and its fundamental relationship to civil rights and liberties today;
- considers and explains how the impact of the project will be assessed;
- quantifies the anticipated age group(s), categories, and number of learners impacted by the project.

## **D. Sustainability**

Proposals should include a sustainability plan designed to support a one- to two-year learning cycle and beyond. Throughout the grant cycle, funded individuals or groups will create, and may update and revise, the plan. The Sustainability Plan should include:

- detailed project timeline;
- details on sustaining project activities beyond the end of grant funding;
- building capacity for reaching additional audiences in schools, districts, and communities.

## **E. 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.

## **F. Learning Materials—OER, Access, & Licensing**

Grantees shall own copyright on their original works of authorship; however, as a condition of receiving a grant, grantees are subject to the licensing policies below:

- Original 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.
- Pre-existing materials that are incorporated into the materials produced or delivered for this project will be licensed to allow others to translate, reproduce, distribute, prepare derivative works, publicly perform, and publicly display the materials. If the grantee would like to limit these pre-existing portions of the work to non-commercial use, the Creative Commons Attribution-NonCommercial-ShareAlike license, version 4.0 or later, is acceptable for these specific sections.

Projects should expect to share copies of professional development materials and resources with OSPI 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 instructional content must be submitted to the OER Commons Washington Hub, so that material can be accessed and used by teachers, schools, and districts across the state.

### *Resource Sharing and Distribution*

All proposals must include a Resource Sharing and Distribution Plan to:

- Ensure adherence to resource licensing permissions and proper open resource attribution.
- Link content to or develop content on the OER Commons Washington Hub, so that material can be accessed and used by teachers, schools, and districts across the state.

## **G. ADA Compliance**

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

## **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 standards and components 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:

- 501 (c) (3) nonprofit organizations
- Colleges and universities
- Cultural institutions and community organizations
- Units of government (school districts, cities, counties, special districts)
- Consortia of any of the groups listed above
- Community members

The maximum amount for each grant is \$25,000. Each applicant may submit up to three (3) projects in the same application, but the total maximum allocation for all projects is \$25,000.

Final grant awards may be allocated for the full amount, or a portion of the amount requested. If funds remain after all applications have been processed, grantees may be invited to apply for a portion of the remaining funds.

## **6. ACCOUNTABILITY, EVALUATION, & COMMUNICATION**

### **A. Accountability**

All grantees are required to regularly report to OSPI on progress made and challenges faced.

### **B. Evaluation of Impact**

Each grantee shall submit an impact plan as part of the application package. The plan must include both formative and summative components, as well as 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**

Each grantee must designate a project lead who will communicate with OSPI regarding the dates, places, and times of 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.

Grantees 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**

Grantees will be expected to complete various reports throughout the duration of the project. These reports will serve to identify the grantee'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.

- Each report will include the following:
  - Description of services provided by the program
  - Program's major findings
  - Major challenges faced by the program
  - Future opportunities of the program
  - Beneficiaries of the program, to include:
    - # of school districts
    - # of schools
    - # of students

### **B. 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 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 project 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.

## **B. Use of Funds**

Proposed budgets must adhere to the following guidelines:

### *Allowable Direct Costs*

Funds may be used for the following:

- 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 the following:

- writing the proposal;
- materials or equipment for students of participating teachers;
- full-time staff positions;
- technology equipment such as computers, projectors, interactive white boards, or other similar equipment; and
- out-of-state travel.

## Appendix A

To support the creation of an impactful grant project, applicants are encouraged to address the following:

1. How the project includes:
  - a. former detainees, those excluded from the military arena, and their descendants in the development and implementation of projects;
  - b. scholarly inquiry related to the variety of experiences and impacts of the exclusion and detention of persons of Japanese ancestry during World War II.
2. The applicant's strategy and plan for raising the level of awareness and understanding amongst the American public regarding the exclusion and incarceration of Japanese Americans during World War II. This plan shall include:
  - a. a description and rationale of proposed outreach strategies, including communities of color and other underrepresented groups;
  - b. an explanation of how the applicant's efforts illuminate the causes and circumstances of this and similar events;
  - c. uses of media, technology, and the arts to creatively and strategically appeal to a broad audience while enhancing and enriching community-based educational efforts;
  - d. creative and innovative methods and approaches in the research, development, and implementation of the applicant's project.
3. The applicant's involvement in any local consortia of organizations or individuals engaged in similar educational, research, and development efforts, including any efforts to maximize the effect of grants by acquiring:
  - a. matching funds,
  - b. in-kind contributions,
  - c. other sources of support.
4. The applicant's efforts to:
  - a. add 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;
  - b. 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 general public.

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