



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Kip Tokuda Civil Liberties Program

1. **Purpose:**

The Kip Tokuda competitive grant program supports the intent of RCW 28A.300.405 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 other interested parties.

2. **Description of services provided:**

Grants were provided to the following individuals and organizations:

Bainbridge Island Japanese American Community (BIJAC):

BIJAC offered workshops featuring four oral history documentary films of the Japanese American WWII experience and accompanying curricula aligning with OSPI-developed Assessments for use in distance-learning lessons during the COVID-19 pandemic, and developed online interactive activities to use with the oral history films in online workshops.

Erin Shigaki: In the first phase of the grant Erin used the funds to revise the design of three wall murals about the Japanese American exclusion and detention located in what was the historic Japantown or Nihonmachi in Seattle, WA. The first and second locations are in Seattle's Chinatown-International District in "Nihonmachi Alley" and the third location is the side of the Densho building located on Jackson Street. Erin spent time working with a fabricator regarding material options and installation.

Densho (JALP): From January to June, the content staff completed articles on a range of confinement sites administered by the War Relocation Authority (WRA), the Wartime Civil Control Administration (WCCA), the Immigration and Naturalization Service (INS), and the U.S. Army. In the first two to three months, the staff completed drafts for the final WRA and WCCA camps, Manzanar (with separate articles for the

WCCA period and the WRA period), Puyallup, and Cave Creek (a WCCA site in Arizona that was completed, but never used). After that, attention shifted to the camps run by the army or INS, and the staff completed drafts for Lordsburg, the Los Angeles County Jail, Fort Lincoln, Camp Forrest, Santa Fe, Fort Stanton, Old Raton Ranch, Camp Blanding, Cow Creek, Fort Howard, Fort Bliss, Fort Lewis, Fort Meade, Camp Upton, Fort Richardson, Fort Sam Houston, and the San Francisco Immigration Station. While many of these are short articles given the relative lack of information on the camps and small number of Nikkei internees in them, some are also quite substantial, including Santa Fe (3,336 not counting footnotes), Lordsburg (2,739), and Fort Lincoln (1,926). The staff also completed edits and added notes to several other WCCA camp drafts.

Japanese Cultural and Community Center of Washington (JCCCW): JCCCW held two workshops, titled "Xenophobia: From Japanese American Incarceration to Immigrant Detention Today," a digital teach-in to deepen participants' understanding of American xenophobia and racism, using Japanese American WWII incarceration and the current crisis of immigrant detention as case studies. Each workshop offered two free clock hours to teachers.

Friends of KSPS (KSPS): In the first year of the program, KSPS has produced four draft videos that are the centerpiece of the curriculum for grades 4–6. The producing team has been working to develop videos and lesson plans that encourage upper elementary aged children to learn from the stories of young people who were incarcerated and discriminated against during the WWII era. The videos are designed to tie into the middle and high-school level "Injustice at Home" videos created with the last round of Kip Tokuda funding.

Minidoka National Historic Site (National Park Service (MNHS)): Minidoka education staff reviewed and edited the early 2020 draft of the Bainbridge Jr. Ranger book. The Junior Ranger program is a national program that invites park visitors of all ages to become members of the National Park service family by giving children and families opportunities to explore and learn about their national parks, and how they can protect them today and into the future.

Minidoka Pilgrimage (MPIL): The Minidoka Pilgrimage created several educational video productions for the benefit of the public. These videos focused on a variety of topics as well as local people, experiences, and works. A complete list can be found on the iGrants FP764 final report.

Seattle Historical Theatre (SHT): Their work this quarter has included research about aspects of the Japanese Incarceration, including attending another Kip Tokuda funded program, the Densho teacher workshop on Xenophobia, virtual pilgrimages,

as well as webinars at Densho; continued research into the specific experiences of teenagers leading up to and during the incarceration; completion of a 50-page first draft of our script; discussions with their Japanese consultant who provided dialogue in Japanese and correct cultural references, etc.

Tani Ikeda: The project, **Seeds of our Grandmother's Dreams*** expanded over the past two months to include 29 contributors. The contributions to the anthology encompass five generations of Japanese American women – Issei, Nisei, Sansei, Yonsei, and Gosei. Contributions also examine the intersectionality of the Japanese American experience with the Black, Indigenous, Latinx, Arab American, and LGBTQ communities.

WLAM: The funding was allocated to two projects of the Wing Luke Museum: the Japanese American Remembrance Trail, Tours, and Curriculum (JART) and the Asian Pacific American Feminism Exhibit, "Hear Us Rise: Asian Pacific American Voices in Feminism (APA FEM)". JART: Wing Luke offered free guided school tours for 281 students out of 250 proposed students for January–June 2020 and as part of this project, they also offered free K–12 teacher curriculum and training for 36 teachers on the Japanese American experience meeting K–12 state curriculum requirements in partnership with the Highline School District. They are concurrently developing a digital app connecting the 40 sites of the Japanese American Remembrance Trail. The project includes 13 volunteer Community Advisory Committee Members directly guiding the project, some of whom are relatives of former incarcerated, 5 teacher advisors, 32+ local businesses, and 10 additional sites engaged with the Trail.

APA FEM: The Wing Luke Museum developed and opened the exhibition "Hear Us Rise: Asian Pacific American Voices in Feminism" (APA FEM) (March 5, 2020–February 2021) in partnership with community members, with fifty attendees at the opening, presented a virtual public program for 25 attendees with the Asian American Feminist Collective, New York (March 7, 2020) and plans school tours and curriculum (in FY21) – examining the contributions of Japanese American women and Asian Pacific American women to the struggle for civil liberties and democratic rights over the last 100 years and making comparisons between the historical record and today's contemporary issues.

3. **Criteria for receiving services and/or grants:**

The major criteria used to help select grant recipients from applicants are as follows:

- a. Administrative Capability

- b. Content-Based Expertise
- c. Relevance to Civil Rights Education
- d. Sustainability
- e. Scalability
- f. Variety of Exclusion and Detention Experiences Addressed

Beneficiaries in 2019-20 School Year:

Number of School Districts: 295
Number of Schools: See #12
Number of Students: See #12
Number of Educators: See #12
Other: *Name other...* 9 ESDs

Number of OSPI staff associated with this funding (FTEs): 0 FTE

Number of contractors/other staff associated with this funding: 0

FY20 Funding: State Appropriation: \$250,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$250,000

4. **Are federal or other funds contingent on state funding?**

No

Yes, please explain.

If state funds are not available, the state will not be eligible...

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$250,000	\$244,364
FY19	\$125,000	\$124,159
FY18	\$125,000	\$125,000
FY17	\$125,000	\$104,771
FY16	\$125,000	\$113,978

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators	Number of Other
FY20	295	Indeterminate	Indeterminate	Indeterminate	N/A
FY19	N/A	N/A	N/A	N/A	5 organizations
FY18	N/A	N/A	N/A	N/A	6 organizations
FY17	N/A	N/A	N/A	N/A	4 organizations
FY16	N/A	N/A	N/A	N/A	5 organizations

7. **Programmatic changes since inception (if any):**

The number of grants has expanded with the increase in funding.

8. **Evaluations of program/major findings:**

BIJAC: One of the major findings when developing curricula has been making connections between the WWII experience and the current issues facing our country today.

Erin Shigaki: Since the advent of the COVID-19 pandemic, Erin’s community partners, including the Wing Luke Museum and Densho, realize that these outdoor murals in public. Each new artwork completed builds on the next and plays a part in making this history available to new and wider audiences.

JALP: The amount of information available on the various Japanese American confinement sites has grown greatly in the last decade, especially online. Beyond this online information—made available by college and university archives, governmental sources, and nonprofits such as Densho—there have also been many new books and articles that have illuminated previously obscure topics. These new sources have made it possible to greatly improve articles on many of these sites, as well as to better map them.

JCCCW: Teaching about the Japanese American incarceration is an effective way to connect an historical event to current events and teachers are looking for activities & materials that will engage students in an online format.

KSPS: Along with engaging with the KSPS-produced educational videos, students will be able to access and examine oral history interview transcripts of the Japanese-American survivors of WWII incarceration camps from the Densho Digital Archive. They will use the videos and transcripts to construct biographical essays on each

survivor, chronically the challenges they faced and achievements they made before, during, and after WWII.

MNHS: The Jr. Ranger Book has been edited with accessibility in mind, a focus on student-centered and age appropriate questions, and a lens of advocacy and allyship to help students bridge the Japanese American WWII incarceration to their own lives and current events. Approximately 400 youth engaged in th Jr. Ranger Program.

MPIL: With digital resources being necessary in the current state of our society, these productions will help add to the collection of resources necessary to educate the public about the history of Japanese American incarceration, particularly in Washington State, and provide contextualization when discussing how this is relevant to current events.

SHT: In their research, they uncovered striking parallels from the WWII treatment of the Japanese, both immigrant and American citizens, to actions occurring today. Interviewees in their oral histories spoke at length at the importance of not only telling the story of the past but speaking out against injustice in the present. These findings will be highlighted in their study guide and during post-play discussions. They have also unearthed further details regarding how non-Japanese American students, both white and Asian, experienced the loss of their friends.

Tani Ikeda: A major finding of this project was the enthusiasm of Japanese American women who wanted to share a wide range of creative content including letters, essays, poetry, song lyrics, artwork, and short fiction. Another finding was the healing nature of this project as contributors shared personal materials and writings never before published.

WLAM: JART: In reflection activities held during the tour, students and teachers expressed strong reactions to seeing how much of Japantown disappeared due to the Incarceration. Using prints of YouthCAN paintings has added a layer of interpretation that connects the emotional impact of a story on the tour with the ways a young teen or young adult emotionally portrays the subject through art. Teachers have increased their use of our curriculum prior to their classroom field trips and the additional information that students can analyze and engage in is remarkably increased.

APA FEM: Countless APA women fought to have a voice and broke barriers in the fight for racial and gender equity, coinciding with struggles against stereotyping and racism. They serve as strong models and inspiration for a new generation. With the recent rise of xenophobia against APAs, this project provides strong stories and examples of APAs who fought to secure the civil rights of all Americans.

9. **Major challenges faced by the program:**

BIJAC: There have been major challenges faced by the program due to the Coronavirus pandemic. BIJAC was able to release the films through the nine Educational Service Districts and advertised through OSPI for use by teachers and students via online curricula; however, curricula were developed for classroom use, and had to be adapted for online, distance learning formats. Due to the Coronavirus pandemic and lockdown, they had to adapt the first workshop to an online format, condensing down a 3-day, 24-hour workshop to 1-day, 7.5 hours.

Erin Shigaki: Costs were significantly higher for preparation work involved in creating these wall murals from a more durable substrate than paper and paste. However, the added cost and preparation work are commensurate with the much longer projected life of the murals. Also, the COVID-19 pandemic slowed working process to some degree, as the fabricator was closed for several weeks.

JALP: Despite this influx of newly available information, much still remains to be done. In particular, records of the INS- and army-administered sites in the National Archives mostly remain unexplored, so that basic information such as the number of internees and the dates of operation remain vague. Maps and photographs of many of these sites remain unavailable.

JCCCW: It was difficult to condense the workshop down to two hours, due to the attention span limitations of Zoom, as well as adapt activities and materials to online format.

KSPS: Planned travel to Bainbridge Island to secure additional video for the Project was canceled due to COVID-19.

MNHS: The COVID-19 pandemic made initial goals for greater school outreach difficult. Both the Bainbridge Island Unit and the Minidoka National Historic Site paused their operations during the months of April 2020 – June 2020, so MNHS was unable to collect data and feedback on their Jr. Ranger book content with visitors. Outreach for input from local educators was conducted but teachers were exhibiting lower capacity for community-based projects as they pivoted their classrooms into a virtual space.

MPII: The global pandemic situation forced the organization to completely change their intended proposal and programming for this year on relatively short notice.

SHT: The COVID-19 pandemic severely limited their ability to work with school, library, and community organizations to book performances, as well as their ability to access physical archives and libraries.

Tani Ikeda: A major challenge faced by the project was how to address the political uprising ignited by the killing of George Floyd on May 25, 2020. One way of addressing was adding the perspectives that show the intersectionality and support of the Japanese American community with the Black (Aerica Banks, Mayumi Cornell), indigenous (Paulette Moreno, Harriet Beal), LGBTQ (Mia Yamamoto), latinx (Shizu Saldamando, Ameya Marie Okamoto), disabled people (Emi Koyama), and Arab American community (Asiyah Amatullah Ayubbi).

WLAM: JART: A challenge was to encourage teachers who previously attended their regular Japantown tours to try something newer and deeper in content. Additionally, the impact of the COVID-19 closure severely impacted the projected number of students who were able to attend educational tours. The Museum had, as of March 1, booked close to 400 students for different segments of the Japanese American Remembrance Trail tour. By March 6th, all of those additional tours were postponed and then eventually cancelled.

APA FEM: The temporary closure of the Museum due to the COVID-19 crisis interrupted visitation to the exhibition. In response, three feature digital stories with additional linked resources were added to the exhibition's webpage, including Queen Lili'uokilani, Patsy Mink, and Mitsuye Yamada. The new Digital Wing Luke website page also includes the exhibition on the "Virtual Tour," pinning its location on the First Floor Contemporary Issues gallery and including an interactive experience around the exhibition's "feminist family tree."

10. **Future opportunities:**

BIJAC: Will continue to offer online interactive activities to use with the four-part oral history films of the Japanese American WWII Experience in July 2020 and Fall and Winter 2020-21.

Erin Shigaki: In the second phase of the grant cycle, Erin will oversee the fabrication of the murals and managing their clean installation. She will also finish developing educational content that will be posted on placards at both of the mural sites, as well as on the internet via a QR code and a viewer's phone; and will work more closely with the tour staff at the Wing Luke Museum to confirm historical accuracy of their

material and collect data about and feedback from visitors to the murals, especially students.

JALP: In addition to exploring further information on the INS and army sites, there are numerous other areas of opportunity in expanding the Sites of Shame project. To name just a few: With the partial exception of Hawai'i, the many short-term sites in which Issei were rounded up immediately after the attack on Pearl Harbor are thinly documented. While this project has utilized some records on the WCCA-administered camps housed in the National Archives, these records remain largely inaccessible to the public (aside from in-person visits to the archive) and present a good opportunity for digitization.

JCCCW: Will offer more workshops, as the June teach-ins were over-subscribed and they had to turn many people away. If COVID-19 restrictions are removed, they will offer workshops in face-to-face format, thus allowing expanded workshop time to 3–4 hours, and offer in other parts of the state or region. They also plan to collaborate with other organizations to offer workshops to a wider audience.

KSPS: Summer work to develop the unit of study, which will include student-constructed biographies about each of the four key people featured in the videos. In June, the Spokane Public Schools board passed a racial equity resolution which includes a strong emphasis on anti-racist and multicultural pedagogy. In the fall they will upload all materials and develop the professional development workshops around the curriculum and schedule them in the winter and spring, working in partnership with NEWESD101 and Spokane Public Schools.

MNHS: The Jr. Ranger book is slated to be finalized and set to print by the end of 2020. During the second year of the grant, they will be working on educational programming and event planning for a community launch of the Bainbridge Island Jr. Ranger program for March 30, 2021.

MPIL: With the uncertain nature of the global pandemic, the future of the in-person activities that the Minidoka Pilgrimage considers the cornerstone of their efforts to preserve and pass down the memories of the Japanese American incarceration are in jeopardy. Their projects will help them adapt and find ways to connect with audiences that make sense in this current state of affairs. If and when things return to normal, their projects will enable them to bring those who are unable to attend in-person activities much closer to the experience and the education than they ever have been able to do in the past.

SHT: They plan to continue on the paths already noted above to continue research, refine the script, further develop the curricular materials, hire actors and designers

and continue to move toward a performance schedule so much as the current circumstances will allow. They project rehearsals to begin in March and April with performances in May, during Asian Pacific American Heritage month, since their initial opening in February looks unlikely at this point.

Tani Ikeda: The online nature of this project will allow participation across the state, and the nation. There is also interest from a participant perspective and audience perspective for a series of webinars with the contributors on a variety of topics including intergenerational dialogues, anti-Black racism, intersectionality of the Japanese American community, etc.

Wing Luke Asian Museum (WLAM): JART: This grant proposal was written as a project through June 2021. WLAM expects to continue their project from July 2020-June 2021, reaching an additional 500 students with free virtual tours with the OSPI funding for a total of 750, plus providing a total of 2,600 free student virtual tours overall with additional funding, as well as training 40 teachers in the Japanese American Experience related to the World War II Incarceration. They will also be making their curriculum module available online, updating the exhibition in Seattle's temporary detention station (Inscape Arts/INS Building), redesigning and updating a map and printing for broad distribution, designing a digital app and web interface for the Trail, and guiding 100 senior citizens and 160 adults per year on virtual tours. APA FEM: This grant proposal was written as a project through June 2021. WLAM expects to continue their project from July 2020-June 2021, reaching 150 students with free virtual tours with the OSPI funding, plus 100 people total with 2 additional public programs. They will archive all exhibition and story materials in the Governor Gary Locke Library and Community Heritage Center and make them freely accessible through their online database and library by appointment.

11. **Statutory and/or budget language:**

ESSB 6168, Sec. 520 (5) - \$250,000 of the general fund—state appropriation for fiscal year 2020 and \$250,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the Kip Tokuda memorial Washington civil liberties public education program. The Superintendent of Public Instruction shall award grants consistent with RCW 28A.300.410.

12. **Other relevant information:**

Since most grantees' resources are web-based, the beneficiaries are indeterminate. An example is Densho: their beneficiaries include students, educators, researchers and the general public worldwide. For instance, during the 2019-2020 school year, users of the Densho Digital Repository, Densho Encyclopedia, Densho's Resource

Guide and Densho.org totaled 458,920, with 42,690 users from the state of Washington. Another example of indeterminate beneficiaries is Wing Luke's tours groups of the Nihonmachi Alley Wall (murals) and Day of Remembrance: private group tours and schools totaled 16,383 students in 2019 and 6,413 students in 2020 (to June 30); however, because of COVID-19, the projected amount of 16,000 students to June 2020 was drastically cut.

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

Name: Jerry Price

Title: Social Studies Program Supervisor

Phone: 360-725-6351

Email: jerry.price@k12.wa.us