

ENDURING COMMUNITIES

Field Guide to Collaboration

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JAPANESE AMERICAN NATIONAL MUSEUM

ENDURING COMMUNITIES

Field Guide to Collaboration



JAPANESE AMERICAN NATIONAL MUSEUM

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Table of Contents

4	Project Overview
5	Museum Overview

The Guide

7	Purpose of this Guide
8	#1: Internal Planning Preceding the Collaboration
31	#2: Establishment of Project Partners
44	#3: Empowering Project Partners
53	#4: Managing Expectations
57	#5: Checking the Pulse
69	#6: Conclusion of the Collaboration
74	Selected Bibliography

Acknowledgements

75	Sponsors
76	Special Thanks
78	Project Team



Project Overview

4

Enduring Communities was considered such a model, focusing on such an important national chapter of our history, having powerful educational goals and involving partnerships with an impressively diverse group of organizations and individuals that would build, grow, and be sustained long past the formal end of the grant.... There's no doubt in my mind that Enduring Communities will have an enduring, living legacy as these stories must and should.

Marsha Semmel
Director of Strategic Partnerships
Institute of Museum and Library Services

Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah

This *Field Guide to Collaboration* provides like-minded institutions, educators, and community groups with specific examples about how to start and complete a multi-layered collaborative project.

Two other components of the multi-year *Enduring Communities* project include the collaboration with educators, community members, students, and five partner anchor institutions—Arizona State University's Asian Pacific American Studies Program; University of Colorado, Boulder; University of New Mexico; UTSA's Institute of Texan Cultures; and Davis School District, Utah—which resulted in the curriculum created by educator teams from five states, and a national conference “*Whose America? Who's American? Diversity, Civil Liberties, and Social Justice*” hosted in Denver in July, 2008.

Building upon the Museum's history as a nationally recognized leader in the collaborative study and teaching of the Japanese American experience, the guide uses Enduring Communities as a point-of-entry to provide direct evidence of the transformative experience and impact that the process and programs had on the partners and the communities involved.

The guide shares answers to frequently asked questions about the collaborative process. Also included are sample documents used in undertaking several national, multi-year collaborations.



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Museum Overview

5

The Japanese American National Museum is becoming an agent of change as it evolves from a place of memory to a catalyst for building communities of awareness, tolerance, caring, concern, compassion, and understanding in order to create a just society, a just world.

Sybil Jordan Hampton, Arkansas
Enduring Communities Final Convening
March 24–25, 2009

The mission of the Japanese American National Museum is to promote understanding and appreciation of America's ethnic and cultural diversity by sharing the Japanese American experience.

Since its inception in early 1980's, the Japanese American National Museum has taken a community-based collaborative approach to projects; these collaborative efforts have been recognized as an important direction for the museum field in general. An assessment of the National Museum, funded by the Institute of Museum and Library Services in 1994, observed, "The Museum has set a model not achieved by many other institutions through actively engaging outside communities in its work; this is an exciting prospect and model which should be shared with other museums across the country."

Since 1994 the National Museum has gained a wealth of even more experience in leveraging such partnerships by testing and refining its methodologies through large collaborative projects. From 1995 to 2003, the National Museum collaborated with a number of Los Angeles arts institutions on *Finding Family Stories*, an Arts Partnership Project which received major support from The James Irvine Foundation and the Nathan Cummings Foundation.

The 2000 project *Boyle Heights: The Power of Place*, funded in part by the Institute of Museum and Library Services, engaged four institutional partners to examine a dynamic Los Angeles neighborhood that epitomizes the ongoing evolution of multicultural America. From 1998 to 2002 the National Museum assembled



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a multidisciplinary, multinational project team that included 14 institutional partners and more than 100 contributors located in ten different countries to produce two major research publications: *New Worlds, New Lives: Globalization and People of Japanese Descent in the Americas and from Latin America in Japan* (Stanford University Press, 2002) and *Encyclopedia of Japanese Descendants in the Americas: An Illustrated History of the Nikkei* (AltaMira Press, 2002).

The National Museum has been repeatedly approached for guidance by institutions seeking to initiate and sustain a variety of large-scale partnership projects. Consultations sought by the Arab American National Museum in Michigan, the Chicago Historical Society in Illinois, and the Paso al Norte Immigration Museum in Texas, to name a few, demonstrate a need to formally document the process involved in major partnership projects.

To meet this need, the National Museum published its case studies on museum/community collaborations in a landmark book entitled *Common Ground: The Japanese American National Museum and the Culture of Collaborations* (University Press of Colorado, 2005). As Professor John Kuo Wei Tchen of New York University states, the National Museum has “articulated a new paradigm of organizational collaboration for the new millennium, embodying both successful practices and luminescent theories.”

Based on past experiences, the National Museum understands that collaborations require a significant amount of time and can be unpredictable. Nonetheless, the National Museum has found that

a partnership model that involves a mutual education process—in which all participants have a voice, knowledge is shared, and decisions are democratic—can result in new sets of dialogues and practices that connect with broader constituencies and build a richer sense of community.



Purpose of this Guide

7

Diversity is a web, not a pyramid.

Janet Hironaka, California
National Institute for Educators
July 19–22, 2006

In 2005 the National Museum received a multiyear grant from the Institute of Museum and Library Services for *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah*. The grant proposed work in five states and laid out three major deliverables:

- **Curricula:** Work with teams of educators to create curricula about the Japanese American World War II experience specific to each of the five states' needs;
- **National Conference:** Produce a conference from July 3 to 6, 2008, in Denver, Colorado, entitled "Whose America? Who's American? Diversity, Civil Liberties, and Social Justice." The conference's focus was on the connections between the Japanese American experience and the historical and contemporary issues surrounding democracy and civil rights;
- **Field Guide to Collaboration:** Use the experience gained through previous collaborations and during the course of this specific project to develop a practical guide that lays out concrete strategies that will help facilitate other collaborations between institutions.

While creating the curricular materials and producing the national conference, the project staff kept notes about the journey and the process for incorporation into the *Field Guide to Collaboration*. The project staff distilled four years of meeting notes, check lists, emails, documents, spreadsheets, PowerPoints, photographs, and discussions into six sections:

1. Internal Planning Preceding the Collaboration
2. Establishing Project Partners
3. Empowering Project Partners
4. Managing Expectations
5. Checking the Pulse
6. Conclusion of the Collaboration

Each section includes documents created for the various project components at different stages of the project. It is important to note that all documents generated for this project are not included in the *Field Guide to Collaboration*; however, the documents that have been selected remain largely unedited and demonstrate the range of strategies employed in order to complete the project.

For the long term, the Japanese American National Museum is committed to engaging in collaborations with communities, organizations, and individuals—indeed, collaborations are the fundamental means by which the National Museum seeks to fulfill its mission.



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Field Guide

#1: INTERNAL PLANNING PRECEDING THE COLLABORATION

Think of collaboration as a journey. There are a lot of bumps in the road, perhaps even a dip.

Caroline Marshall, Virginia
Enduring Communities Five-State Convening
October 6–7, 2006

This is very interactive, we are part of this team and you really do walk away with a great sense of accountability and ownership in the overall process.

Shanna Futral, Utah
Enduring Communities Five-State Convening
October 6–7, 2006

Visioning, creating, and implementing a large-scale collaborative project does not require new professional skills, although it often involves applying existing skills in new ways, considerable institutional flexibility, creativity, ingenuity, and patience.

Keep in mind the iron triangle of all projects: resources, time, and results. Limited project resources mean that as much time as possible should be spent in the planning phase. Limited time also means that project quality and results may suffer and ultimately consume additional resources. In other words, a fast project is not cheap, so spend sufficient time in the

planning phase in order to control the unnecessary consumption of resources and achieve the desired results.

- Consider various approaches to implementing the project

Sample Document

- 1-1 Project Logic Model
- Conduct front-end research into like-minded institutions, factoring in:
 - Compatible institutional mission and vision
 - Prior working relationships
 - Strong track record with collaborative projects
- Qualities and traits that are desirable in all team members
 - Respectful, good-hearted
 - Professional
 - Inquisitive and open to new ideas and processes
 - Committed to working as a team
 - Active listeners and communicators
 - Problem-solvers
 - Lifelong learners
 - Reflective
- Remain updated on relevant scholarship and research
 - Seek word-of-mouth referrals from a variety of sources
 - Attend or read proceedings of national professional and academic conferences



- Read books, academic journals, relevant blogs
- Conduct Internet searches
- Stay abreast of contemporary “hot topic” issues
- Identify the target audience and stakeholders
 - Be as specific as possible
 - Keep in mind the project’s long-term goal (e.g., “to change the world”), and work in phases to achieve it
 - Try (as much as possible) not to make modifications to the audience throughout the course of the project
 - Think out of the box about potential stakeholders
- Craft a compelling core message that succinctly lays out the project vision and impact
 - Begin fundraising around that message even before the project officially begins
- Create working documents with the understanding that these documents will be continuously revised throughout the course of the project
- Reserve venues as far in advance as possible

Sample Document

- 1-10 Conference Pre-Planning
- It’s never too early to begin fundraising

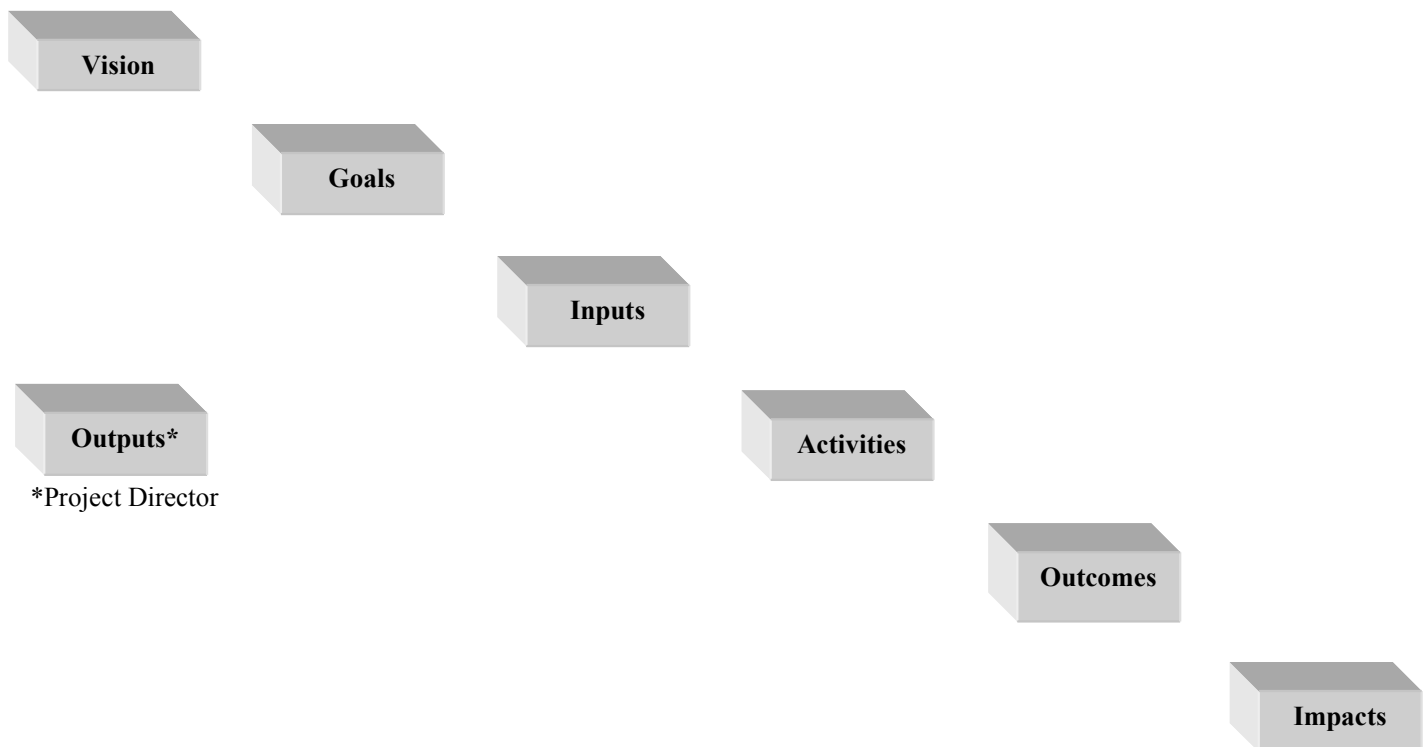
Sample Documents

- 1-2 Project Vision, Objectives, Methodology
- 1-3 Budget with Revenue and Cost Estimates
- 1-4 Development Plan
- 1-5 Education Plan
- 1-6 National Conference Marketing/Communications Plan
- 1-7 Project Timeline
- 1-8 Organizational Chart
- 1-9 Educator Evaluation Design



PROJECT LOGIC MODEL (Final Draft as of August 2009)

A project logic model is a powerful and practical tool used by many managers to ensure that the sequence of activities is tracking in accordance with the project vision. It makes transparent the reasoning behind the project, which is especially helpful in collaborations. It sends a clear message to all stakeholders that a successful project derives from thoughtful consideration and requires input from a range of voices, perspectives, and interests. It provides a visual map that connects the project vision, goals, inputs, activities, outputs, and outcomes to impacts.



Vision: The vision expresses the mental imagery that guides all thinking and behavior.

- A project vision is both meaningful and compelling to stakeholders and represents a desire to change something in the external environment.
- The project vision should be periodically discussed and examined to determine whether and to what extent project goals, inputs, activities, outcomes, and impacts remain congruent with previously expressed intentions. This is especially critical as conditions change during the course of the project.

Goals: Goals give precise, measurable expression to what the project will accomplish.

- Especially with collaborations, project goals should be discussed with as many stakeholders as possible to increase the likelihood that goals are realistic.
- Ideally, project goals will identify specific targets—individuals, communities, groups, conditions, or circumstances—that the project will change.
- Project goals must be linked to specific project activities and outcomes.

Inputs: Inputs are the resources necessary for the project.

- Inputs fall into various categories:
 - People (funders, staff of collaborating institutions, place-based community members, scholars, practitioners);
 - Ideas (books, scholarship, dialogues);
 - Practices (past collaborative projects, like-minded work).
- A key task is to identify which inputs are available to the project.

Activities: Activities are what happens.

- Activities manifest in a variety of ways:
 - Products (promotional materials, educational curricula);
 - Events (dinners, meetings, gallery viewings, school-based endeavors, working group meetings);
 - Services (professional development, training, counseling, seminars);

Outputs: Outputs are benchmarks that indicate progress.

- Outputs result from all aspects of the project.
- The size, scope, cost, and condition of the service, activity, or product delivered—and to whom—characterize outputs:
 - Number and selection of collaborating institutions and/or communities, conferences, meetings, museum gallery visitors, and school-based endeavors;
 - Selection of institutional staff for participation in the project;
 - Hours and resources consumed completing tasks that culminate in project activities;
 - Number of participants at a project activity;
 - Number of educators trained and the educational materials they develop and distribute;
 - Timing and distribution of resources to collaborating institutions.
- Outputs must be tracked, managed, and facilitated by a project director.

**PROJECT VISION, CONCEPTUAL FRAMEWORK,
ANCHOR INSTITUTIONS, OBJECTIVES, OUTCOMES, AND
METHODOLOGY**
(Working Draft as of September 2006)

VISION:

To educate Americans about the importance of civil rights and social justice by using lessons from our nation's history as case studies that facilitate dialogue and action impacting our country's present and future.

PROJECT CONCEPTUAL FRAMEWORK:

Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah is a three-year initiative in which the Japanese American National Museum collaborates with educators, communities, and students in the five states to develop curriculum that examines civil rights and diversity issues in historical and contemporary contexts. This project is modeled after a recently completed multi-year partnership entitled *Life Interrupted: The Japanese American Experience in World War II Arkansas*.

The situation of Japanese American populations in these states during World War II—in which some lived “free” and others were incarcerated by executive order behind barbed wire—affords the opportunity to explore the contradictions and racism inherent in how we have defined citizenship and dealt with diversity.

These stories provide a compelling point from which to consider more broadly the experiences of other regional communities during World War II and beyond. In this way, the collaboration will generate materials and dialogue that reveal how the diverse realities of American communities have challenged and shaped this country's definitions of citizenship, patriotism, and democracy.

ANCHOR INSTITUTIONS:

Arizona State University, Asian Pacific American Studies Program
University of Colorado, Boulder
University of New Mexico
Institute of Texan Cultures
Davis School District (Utah)

MAJOR FUNDER:

Institute of Museum and Library Services

#1: Internal Planning Preceding the Collaboration

Sample 1-2: Project Vision,
Objectives, Methodology

13

(Working Draft as of September 2006)

	OBJECTIVES	OUTCOMES	METHODOLOGY
1.	COLLABORATIONS: To create meaningful linkages between a nationwide network of interested parties in order to further the dialogue and ongoing education about the situation of Japanese American populations in these states and other related issues.	<ul style="list-style-type: none"> National conference Educational resources 	<ul style="list-style-type: none"> Anchor institutions Web site Community outreach PR/Marketing Advisory committees (scholars, educators, community, camp and camp preservation)
2.	EDUCATIONAL RESOURCES: To create an education plan for classroom-based materials and provide educational resources that can be utilized in the five states beyond the conclusion of the Enduring Communities project.	<ul style="list-style-type: none"> State-specific curriculum Video oral histories recorded by students National Summer Institute for Educators Education evaluation 	<ul style="list-style-type: none"> Anchor institutions Education advisors Master teachers Connections with state-wide education officials Field testing Local repositories to house oral histories collected by students Web site Organizational Concepts, evaluator Distribution through existing networks
3.	NATIONAL CONFERENCE, July 3-6, 2008, Denver, Colorado: To present a national conference that makes connections between the Japanese American experience during WWII and examines civil rights and diversity issues in historical and contemporary contexts.	<ul style="list-style-type: none"> Conference Conference attendee evaluation 	<ul style="list-style-type: none"> Anchor institutions Community advisors Scholar advisors Civil rights institutions and organizations Camp advisory and camp preservation groups PR/Marketing Web site
4.	FIELD GUIDE and DVD: To document and share with practitioners in the field the process of collaboration between institutional partners (museum, universities, school districts).	<ul style="list-style-type: none"> <i>Field Guide to Collaborations</i> (working title) 	<ul style="list-style-type: none"> Evaluation consultant Publisher
5.	EVALUATION: To measure the impact of the partnerships and resulting programming.	<ul style="list-style-type: none"> Partnership evaluation Education evaluation Conference evaluation 	<ul style="list-style-type: none"> Evaluation consultants IMLS mandated outcome-based evaluation workshops

NATIONAL CONFERENCE BUDGET
(Working Draft for FY07-FY09)

Estimated Revenue

<u>All-In Fees</u>	<u># of People</u>	<u>Registration Fees</u>				<u>Blended Revenue</u> <u>(Early Bird/Reg)</u>	<u>Revenue</u>	<u>Sub-</u> <u>Totals</u>
		<u>Early Bird</u> <u>Rate</u>	<u>% Estimated at</u> <u>Early Bird</u>	<u>Regular</u> <u>Rate</u>	<u>% Estimated at</u> <u>Regular</u>			
Members		\$		\$		\$	\$	
Non-Members		\$		\$		\$	\$	
Educators		\$		\$		\$	\$	
Students		\$		\$		\$	\$	
Children under 5 yrs old		\$		\$		\$	\$	
Sponsored Staff		\$				\$	\$	
Sub-Total All-In	0							\$

<u>A La Carte Fees</u>	<u># of People</u>	<u>Early Bird</u> <u>Rate</u>	<u>% Estimated at</u> <u>Early Bird</u>	<u>Regular</u> <u>Rate</u>	<u>% Estimated at</u> <u>Regular</u>	<u>Blended Revenue</u> <u>(Early Bird/Reg)</u>	<u>Revenue</u>
Conf Reg only - member		\$		\$			\$
Conf Reg only - non-member		\$		\$			\$
Conf Reg only - educator		\$		\$			\$
Conf Reg only - student		\$		\$			\$
Conf Reg only - under 5 yrs old		\$		\$			\$
Lunch		\$		\$			\$
Dinner		\$		\$			\$
Amache Camp Trip		\$		\$			\$
Lunch only (no registration)		\$		\$			\$
Dinner only (no registration)		\$		\$			\$
Speakers: conf reg only		\$		\$			\$
Speakers: comped lunch		\$		\$			\$
Speakers: comped dinner		\$		\$			\$

TOTAL REGISTERED 0 \$

Community Marketplace participation fees (\$ * # participants) \$

Grants

Government grant (direct costs, salaries/fringe, indirect costs) \$
 Foundation grant \$
 Corporate grant \$
 Gift in honor of \$
 Grants - pending \$

Contributions from Individuals

Family Foundation \$
 Individual Sponsor \$
 Foundation - pending \$
 Individual Sponsor - pending \$

TOTAL ESTIMATED REVENUE \$

Amount

\$
 \$
 \$
 \$

[illegible][illegible]

$\begin{array}{r} \$ \\ \$ \\ \$ \\ \hline \$ \end{array}$

EXCESS FUNDS/(FUNDS NEEDED)	\$
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FY07 DEVELOPMENT PLAN
(Working Draft as of November 3, 2006)

Enduring Communities Project Components:

- Curricula
- National Conference
- Field guide with Project DVD

Fundraising Revenue Goal: Determine upfront what revenue/funds are needed at critical project phases and what is the project revenue goal (e.g., raise \$X net, \$XX to cover expenses, etc.)

Individual Giving

Strategies:

Key pitch/message – need monies to bring students/teachers to the conference particularly from within the five project states

- Presentations to key community groups and like-minded organizations
- Receptions at people's homes to share the project goals
- Major gifts, with possibility of future endowment
- Leverage current donor base and contacts
- Create regional advisory committees and key leadership to serve as project advocates
- Use advertising and other marketing activities as added incentive for promotion and visibility

Research:

- Determine individual giving potential and preferred giving styles
- Identify and rank major donors based upon giving history, strength of contacts, philanthropic interests, and recognition preferences
- Integrate regional advisory committee and key leadership to help strengthen individual relationships and project credibility
- Evaluate communication outreach required for each region before finalizing communication plan

Goals:

- Raise enough funds to bring at 5-10 students/educators to national conference
- One major funder per state
- Enlist support and participation of at least 25% of current donor base (subject to project fundraising schedule and revenue goals)
- Donor base should include new, younger, diverse donors

Institutional Giving

Strategies:

- Create prospect list of corporations/foundations whose philanthropic interest match project goals
- Leverage accessibility by corporations/foundations to project target audience
- Develop panel theme and panelists that would allow corporations/foundation to present their work/product and executives as key spokespersons
- Include representatives from corporations/foundations on advisory committee early on and to ensure diversity on regional committees
- Use advertising and other marketing activities as added incentive for promotion and visibility

Research:

- Identify corporations/foundations who want visibility and access to target audience
- Review list of corporations/foundations with Board members, regional advisory committee, key leadership, and other regional influential people to determine who best to make the ask
- Understand what are corporations/foundations current and prospective audiences

Goals:

- Enhance existing relationships with new opportunities and visibility
- Create new relationships for long term partnerships
- Develop strong relationship for introduction to future corporate/foundation relationships

EDUCATION PLAN
(Working Draft as of October 2005)

VISION:

To educate Americans about the importance of civil rights and social justice by using lessons from our nation's history as case studies that facilitate dialogue and action impacting our country's present and future.

SHORT-TERM GOALS FOR PROJECT EDUCATORS:

- (1) Become familiar with the Japanese American National Museum.
- (2) Gain resources that prompt the expansion of curriculum content to include more perspectives and stories to further problematize history.
- (3) Acquire increased tools and ideas on the following: curriculum writing using essential questions, student video oral histories, incorporating primary sources into curriculum writing, building a learning community.
- (4) Create and pilot standards-based curriculum that explores an essential question.

LONG-TERM GOALS FOR PROJECT EDUCATORS:

- (1) Understand that the role of American pluralism (including ethnicity and cultural diversity) is foundational to American democracy.
- (2) Participate in a learning community of professionals, both geographically proximal and distant, that will learn together, create lessons together, share/discuss the results of their work, and be inspired to become lifelong practitioners of democracy within a community of learners.

DELIVERABLES:

- Standards-based curriculum (at least 1 curricular unit/state)
 - o Based on essential questions
 - o Illuminates Japanese American experience in the specific state
 - o Tie together historic and contemporary issues
 - o Incorporation of primary source documents
 - o Standards-based
 - o Permissions cleared for posting on the National Museum's Web site
- Student-produced oral histories supplementing the curriculum

DEVELOPMENT PROCESS:

- Understanding that the teacher teams best understand their students and the educational climate within their states
- Education Point Person will assemble a team of approximately four teachers to write curriculum
 - o Experience with and interest in curriculum writing
 - o Grade level taught
 - o Content knowledge about the Japanese American experience
 - o Geographic location within state
 - o "Connectors" to other teachers, organizations within state
 - o Ability to work well with the team, as well as independently
- Teams of teachers from each state attend the National Institute for Educators at the Japanese American National Museum in July 2006 and again in July 2007 (travel expenses and stipends provided)

- July 2006 Institute will provide content knowledge about the Japanese American experience, introduce concept of lesson sharing and create learning communities
- Teams will continue to meet, problem solve, share ideas between the 2006 and the 2007 Institute; unit plans are drafted
- July 2007 Institute will provide safe space for teams to share their unit with colleagues from other states; receive feedback; strengthen and revise
- Teacher teams will identify and engage young people to produce media pieces that supplement the curriculum materials
 - Expertise with media equipment and related software
 - Content knowledge about Japanese American experience
 - Ability to work well with the team, as well as independently
 - Geographic location within state
- General Timeline
 - Final units and student media pieces are due Spring 2008 to the Japanese American National Museum (in electronic format) for time to edit, clear copyright permissions, graphic designer, and posting on the Web

ASSESSMENT:

- Constructive feedback from peers
 - At team meetings within each state
 - Lesson sharing at the 2007 National Institute
- Education Evaluator (contract) will work with teacher teams to set up and conduct field testing within each state to try out and provide constructive feedback about the curriculum before it is finalized
 - Series of surveys
 - Sample student work to document process
 - Once feedback is received from field testers, necessary adjustments will be incorporated

SUPPLEMENTAL MATERIALS:

- DVD of the student media pieces
- Scholar essays and timelines about the Japanese American experience in the five states
- Map of the confinement sites
- Selected bibliography

DISTRIBUTION:

- Electronic copies available for download in Fall 2008 (free of charge)
- Teacher teams (and students) to preview curriculum at the 2007 National Conference hosted by the National Museum
- Presentations at local, regional, national conferences
- Article in *The Social Studies*, the magazine for the National Council for the Social Studies

FUNDING:

- Institute of Museum and Library Services
- Other funders currently being sought

NATIONAL CONFERENCE MARKETING/COMMUNICATIONS PLAN
(Working Draft as of FY07)

GOALS

- Enhance national awareness and visibility of the National Museum's leadership role as the caretaker of the Japanese American experience.
- Create awareness and visibility of the *Enduring Communities* project goals, and also the relevance today for the National Conference.
- Generate interest and participation in the National Conference.
- Support the National Museum's institutional Marketing/Communications Plan and Development strategies.

STRATEGIES

Pre-conference: create initial buzz, word-of-mouth interest in conference registration through community gatherings, outreach/meetings with key leadership, and distribution of conference materials.

Marketing Activities

Community Outreach

Develop clear, concise conference promotional piece to market conference highlights and solicit participants.

- For donor base, a mailing is recommended; for prospects in each region seek electronic distribution unless budget allows for mailing.
- Utilize existing communication methods for each region.
- Determine which method will be most time and cost effective; assess based upon which region you need the most participation.

E-mail Communications

Develop e-mail schedule, format, required links, and messaging (action-oriented).

- Determine promotion/incentives for early registration with "count down" approach to key registration deadlines, e.g. Six weeks to go, Five weeks to go, etc.
- Create messages and include pitch from key spokespersons to each audience strands (e.g., residents from conference venue, donors, educators, youth/students, families, sponsor prospects, etc.)
- Message tone should be appropriate and impactful for each audience strand, e.g., "Have lunch with (notable name) at the national conference."
- Content/message should be succinct and consistent to ensure messages are read and an immediate and appropriate response can be given.
- Establish sufficient staff and other resources to create and send messages, and respond to any e-mail questions and/or request for more information.

Note: since the inception of the *Enduring Communities* project, the explosion of social media presents new, cost-effective ways to market and outreach to target

audiences. However, due diligence must be done to determine which methods are the most appropriate and viable within your own institution.

Community Presentations

As a nonprofit supported by individuals and community organizations, outreach and the buzz from “word-of-mouth” promotion is key to overall success of the National Conference, the project, and the long-term development goals of the institution.

- Determine with Development staff, markets important to short and long term fundraising goals.
- Establish calendar of museum staff/Board/volunteer trips to key markets.
- Identify which community groups require separate presentations or which groups could be done collectively.
- Determine speakers and hosts as well as talking points and key messaging.
- Distribute appropriate materials including institutional promotional materials.
- Assess the advance preparation needed by staff, regional advisory committee, and key leadership to solicit desired quality and quantity of attendees.
- Consider which individuals or community partnerships needed to lend credibility to the conference and help increase interest; if desiring certain conference registrants then will need to invite those who can help draw them to presentations.

Media sponsorships

Secure media sponsors in regional and national media in radio, TV, and print.

- Identify desired media outlets in both mainstream, community, or other specific outlets (e.g., ethnic, cultural, educational, etc.)
- Create media sponsorship package (pitch should include enhanced sponsor visibility to target audience and other conference sponsors).
- Review media contacts and relationships through Board, regional advisory committee, etc.
- Consider opportunities as conference MC, panelists, first interviews by media reporters.
- Discuss access to PSA or other on air or print mentions/features.
- Keep all sponsors update on new sponsors/partners secured.

Media Outreach

Generate strong media coverage in regional and national media in radio, TV, and print.

- Develop media list for both regional and national markets include own contacts to each media, audience, key reporters, potential feature spots, etc.
- Leverage media contacts and relationships with institution’s current contacts, Board, regional advisory committee, and other partnerships.
- Maintain strong focus on community and regional media to help support Development activities and goals.
- Set-up press release schedule for both overall conference updates/news as well as regional highlights. Post releases to web site.
- If possible, work with local media consultants/partners (in-kind) to do follow-up and be the local liaison.
- Circulate electronic releases to Board, staff, donors, registrants, volunteers, partners, etc.

- Create web site media page and resources (photos, releases, project info, etc.)
- Determine which pitch stories are appropriate for each region and national outlets.

Advertising

Develop ad schedule and placement based upon budget resources and target audience strands.

- Research community papers and in-kind radio/TV spots.
- If budget is limited, select key conference deadline dates to promote with specific message. (e.g. Last chance to register for early-bird rates!)
- Include donors and media sponsors on ad for added incentive for sponsor procurement.

Donor Communications

Maintain periodic communication with donors about conference highlights and project impact.

- Include in donor communications/publications with key highlights – save the date, early-bird registration, keynote/speaker highlights, program/activities update, etc., especially if any exclusive member/donor benefit.
- Use e-mails for general highlights (include important links to project/other web sites).
- Be sure to include acknowledgments to sponsors, partners, or key individuals confirmed. Be clear about why such support is significant to the project especially if beyond financial support. Make sure the Board/staff is aware of the major sponsorship activity for their own networking purposes.
- Review all communications to make sure project goals and impact are clear, concise, and consistent.

Conference Coverage: use media coverage to educate the general audience about the WWII Japanese American experience and increase awareness of the museum's leadership role nationally.

Media Relations

Press Kit

- Press kits should include institution overview, conference overview w/ goals clearly outlined and key highlights/speakers, list of key spokespersons for both conference and the project, venue information, photos, updated sponsors, and list of other resources for possible side stories.
- Create hard copy and online version of conference press kits with institutional and regional contacts. Determine dissemination of kits by mail or e-mail to target media contacts, affiliated and freelance reporters, TV (cable/local) stations and shows, etc.
- Formalize follow-up communication activities, special media events, etc.

Spokespeople

- Determine whom could best represent and speak on behalf of the institution (either staff, Board, volunteers, key individuals from each region) about the conference and project.
- If conference speakers, obtain title/themes of keynote speeches.
- Confirm spokespeople – availability to speak to media, get head shots, bios, topic of keynote, conference travel schedules, etc. and assess which media outlet would want have interest to feature and/or interview.
- Determine story ideas and where to pitch them.

Conference Documentation

- Video/photography documentation of key session, events, and interviews as conference set-up and other behind-the-scene planning.
- Conduct interviews with conference attendees before, during, and after to get record of impact of conference programming, what they learned, etc.
- If possible, set-up live clips or taped clips on web sites as well online community chats or discussion boards.

Post Conference: leverage conference to support institutional communications and development plans.

Communications Plan

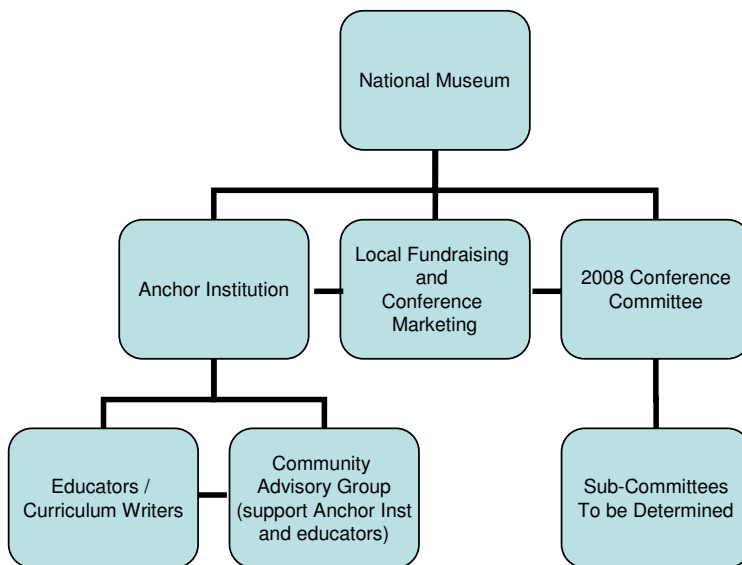
- Coordinate with Development Plan to update donors on conference success/impact – who would be good “cheerleader” to engage new donors.
- Identify which markets (due to high donor support/interest) need thank you ads, acknowledgment mailing, or even Board personal outreach.
- Incorporate conference success/impact into broader institutional goals and objectives (e.g. use in appeals, publications, e-newsletters, etc.)
- Determine need for post-conference activities in key regions (thank you reception, calls, meetings, etc.)
- Establish what additional follow-up is needed to ensure continued support of project and connection to the institutional goals.

Media Release

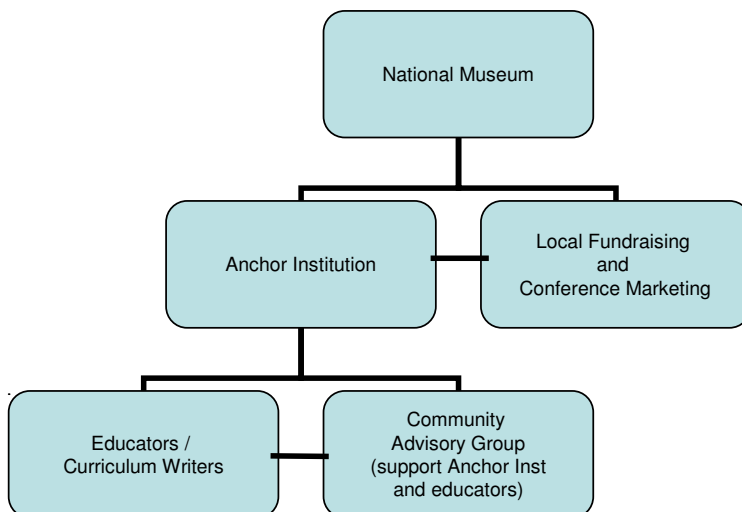
- Send final release on impact and success of national conference, include photos in case only photo is run.
- Be sure to include strong testimonials. If feasible, send separate releases per region with testimonials/photos from that region.

ORGANIZATIONAL CHART
(Working Draft as of October 2006)

Proposed for Colorado



Proposed for Arizona, New Mexico, Texas, and Utah



Enduring Communities

EDUCATOR EVALUATION DESIGN
Final Draft as of October 6, 2006

Presented by Organizational Concepts

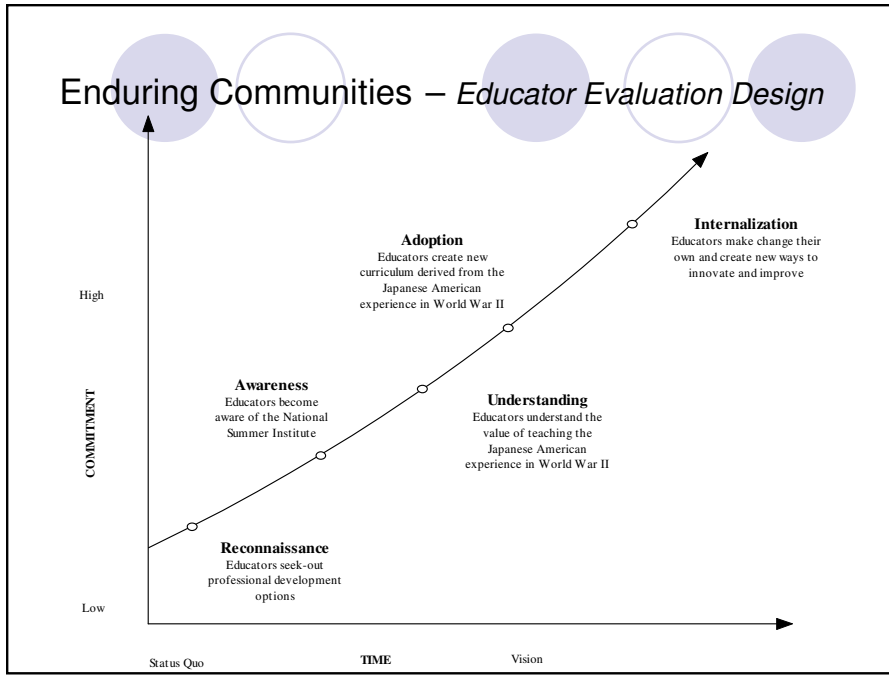
Enduring Communities – *Educator Evaluation Design*

- Characteristics of in-service professional development that affects teaching practice:

- Active learning
- Advanced thinking
- Coherence
- Collective participation
- Content
- Sound pedagogy

Birman, B., Desimone, Garet, M. & Porter, A. (2000)






Enduring Communities – Educator Evaluation Design

Social Network Analysis

- Studies relationships within the context of social situations
- Focuses on relational data and its value
- Derives from the behavior of relationships among actors
- Cannot be measured by a single statistic

Durland, Maryann M. & Fredericks, Kimberly A. (2005)



Enduring Communities – *Educator Evaluation Design*

References

- Birman, B., Desimone, Garet, M. & Porter, A. (2000) *Designing Professional Development that Works*. Educational Leadership, 57(8), 28-33.
- Durland, Maryann M. & Fredericks, Kimberly A. (2005) *Social Network Analysis in Program Evaluation*. New Directions in Evaluation, 107, Fall 2005.
- Norland, Emma & Somers, Cindy (2005). *Evaluating Nonformal Education Programs and Settings*. New Directions in Evaluation, 108, Winter 2005.

NATIONAL CONFERENCE PRE-PLANNING **(Final Draft as of September 2008)**

Location

- Will your intended audience want to come to this city for a conference?
- Are there enough attractions (cultural, sporting, entertainment, etc.) outside of the conference to attract additional attendees – spouses, partners, and children?
- How convenient are the transportation systems?
- Will hotel/conference facilities meet your needs (ballroom capacity, number and size of breakout rooms, food requirements, number of sleeping rooms, etc.)?

Dates

- Are there convention “dead” times during the year when hotels are hurting for business? Possible advantage to negotiate better pricing and additional concessions.
- What are the weather conditions around the time of possible conference dates?
- If young people are to attend, when are they on vacation?
- Convention cities are booked several years in advance - start planning as early as possible.

Registration

- To establish registration deadlines, use the hotel dates for minimum sleeping room guarantees to be met as a starting point and work backwards to set the dates for deadlines.
- If you are a membership organization, consider offering a registration discount if a new membership is included with the registration.
- Offer an “early bird” registration with a significant discount compared to the regular registration rate with a deadline that is # months before the end of the regular registration period. This should provide an indication whether you are on track to meet the expected attendance numbers before the regular registration closes. If the registration numbers are falling short of expectations, there will be enough time to conduct additional marketing and/or adjust the conference planning details.
- Be sure to request guest information related to special accommodations, such as food allergies, dietary requirements, hearing impaired equipment, sign language interpreters, etc.
- Establish a policy, deadline, and procedure for registration refunds.
- Pay special attention to conference speakers and VIP's. Are they required to register or will you complete their registration for them? Also, establish a separate location for speakers within the registration area to ensure honorarium checks are securely handled and any questions or special requests are quickly handled. Assign trusted staff/volunteers to be speaker hosts to greet them when they arrive, handle any special requests, and ensure they are in position well in advance of they're speaking engagement.



Convention and Visitors Bureau

- Build a strong relationship the city's Convention and Visitors Bureau staff. They can provide information and advice on activities, special events, restaurants, free maps, and brochures.

Hotel

- Are there enough meeting rooms and sleeping rooms available at the hotel you are considering? It is always easier to manage the overall conference if all of the activities and attendees are located at the same location. When negotiating the number of sleeping rooms during the actual conference dates, ensure that your numbers are conservative. Also, ensure that enough sleeping rooms are available before and after the conference if special events related to the conference are planned. The agreed upon number of sleeping rooms will be incorporated into the contract as a guarantee. If the guaranteed number of sleeping rooms is not met, a penalty fee will be assessed.
- Is the ballroom large enough for the maximum number of people expected? Is the space flexible to reduce the size of the room if the actual attendance numbers are lower? If the number of attendees exceeds the ballroom capacity, is there another alternative available (larger room at a nearby convention center)? Do groups using the ballroom before and after your conference have similar set-ups (stage, pipe and drapes, seating, audio-visual)? If yes, can the ballroom can be left in tack to split the set-up/breakdown expenses with the other groups?
- Will the food and beverage selections meet your needs? When negotiating the food and beverage guarantee, conservatively estimate the number of attendees expected, number of banquets, and other meals/beverages for the entire conference. This dollar figure will be incorporated into the contract as a guarantee. If the dollar figure is not met, a penalty fee will be assessed. The food and beverage guarantee excludes the service charge fee and taxes, so it is important to add these additional expenses to your budget figures.
- Will the audio-visual support meet your needs in the ballroom and meeting rooms? Audio-visual prices at hotels are usually very expensive. Ask if conference speakers can bring in their own audio-visual equipment. If the hotel will allow this, they will usually tell you that they cannot provide support if the equipment does not work. Also, ask if they will provide discount rates for 501(c)3 non-profit organizations.
- Will security be needed for VIP's, exhibits, etc.? Does the hotel have security staff or will it be contracted?
- If you do not have an established credit line with the hotel, they will usually require a cash deposit by a designated date. If you have used the hotel chain in the past two years for any major event, be sure to provide this information to assist in establishing a line of credit.
- Before a contract is signed, be sure to build a strong relationship with your Sales/Marketing contact, Catering/Event Manager, and Audio-Visual contact. Also, meet the head of Sales/Marketing, as well as the General Manager, if possible. Be sure you are comfortable that this team will meet your expectations and that they are aware that you are a 501(c)3 non-profit organization and working within a limited budget. Ask them to help you find ways to stay within your budget; and, do they provide discounts for non-profits.



Field Guide

#2: ESTABLISHING PROJECT PARTNERS

Everyone had different backgrounds and experiences that were brought. This made the collaboration extraordinary to me. The feedback and discussion have helped motivate me to continue to learn. So many times, professional development workshops do the opposite.

Heather Lundy, Arkansas
National Institute for Educators
July 18–21, 2007

Focus on interconnectedness, while respecting distinctiveness.

Cindy Basye, New Mexico
National Institute for Educators
July 18–21, 2007

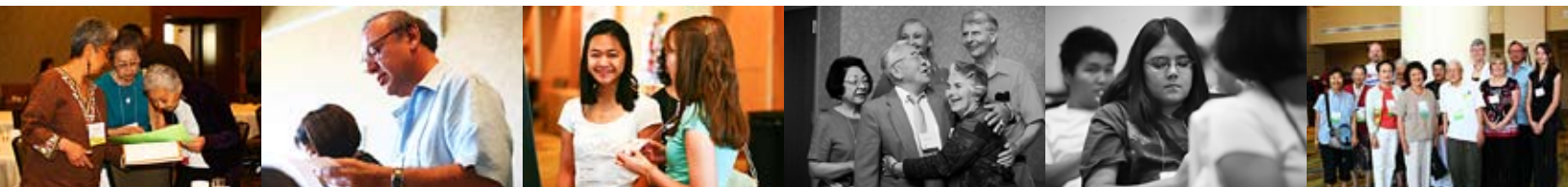
Regardless of whether the partners who join this project already operate collaboratively, it is important to go through a process of formalizing the partnerships and clearly establishing the commitment to transparency, sharing and solving problems together.

- Work together to establish a shared vision of the project at the very beginning
 - Hold face-to-face meetings prior to formalizing the partnerships to establish a shared vision

- Consider engaging an external facilitator
- Come to a shared understanding of what a collaboration is
- Articulate expectations up front
- Be realistic about available resources
- Discuss the interplay between process and outcomes
- Secure institutional commitments to the project
- Confirm each partner's commitment to the collaboration and project
- Consider inviting project funders to join these meetings

Sample Documents

- 2-1 Convening Agenda
 - 2-2 A Framework for Collaboration
 - 2-3 Institutional Agreement
 - 2-4 Independent Contractor Agreement
- Address specific logistical details for the partnership
 - Be clear on institutional work schedules (e.g., academic calendar vs. museum calendar)
 - Establish communication protocols
 - Establish internal financial processes
 - Delineate clearly the decision-making process
 - Continue to refine the shared vision of the project throughout the course of the collaboration
 - Utilize emails and telephone calls to stay in close contact
 - Schedule interim face-to-face meetings
 - Try to schedule these in advance



- Establish and share the agenda and goals prior to the meeting
- Provide time for deeper discussion and problem solving
- Value the work, expertise, and input of the collaborators

Sharing among teachers always holds surprises for me. ... Ideas flowed. Energy escalated. Results delighted and thrilled. What can I say? I am glad that I came today! What great colleagues we have. What magical times we share!

Janet H. Hironaka, California
National Institute for Educators
July 18–21, 2007



AGENDA FOR FIVE-STATE CONVENING IN LOS ANGELES
(Final Draft as of October 6, 2006)

Meeting Goals:

- Gain an overview of the Enduring Communities project and its components
- Understand the role that individuals and institutions will play to support and further the project for the next two years

Friday, October 6, 2006

10:00 a.m. – 11:30 a.m. Meet docents in the lobby of the National Museum.	Docent-led tour of the National Museum's on-going exhibition <i>Common Ground: The Heart of Community</i> , by reservation.
12:30 p.m. Location: Democracy Lab, National Center for the Preservation of Democracy	Registration
1:00 p.m. Location: Democracy Lab	Welcome and Convening Overview <i>By President/CEO</i>
1:15 p.m.	The Culture of Collaborations <i>By Curator</i>
1:30 p.m.	The Diversity of Japanese American Experiences in Arizona, Colorado, New Mexico, Texas, and Utah Followed by Q&A <i>By Lead Project Scholar</i>
2:15 p.m.	Break
2:30 p.m.	"What's the Big Picture" Activity <i>By Teacher Programs Manager</i>
3:15 p.m.	<i>Enduring Communities</i> Project Component Overview and Team Roles <i>By Director, Community Affairs (National Conference); Project Manager (Evaluation and Field Guide); Project Director (Collaborations and Education)</i>
3:30 p.m.	Project Evaluations <i>By Educational Component Evaluator and Partnership Evaluator</i>
4:00 p.m.	Updates from the Five States <i>Arizona State University</i> <i>University of Colorado</i> <i>University of New Mexico</i> <i>UTSA's Institute of Texan Cultures</i> <i>Davis School District (Utah)</i>

4:25 p.m.	Closing Remarks
4:30 p.m.	Day 1 Adjourns
5:30 p.m.	Team Dinner at the Restaurant (Meet in the Plaza at 5:30 p.m.)

Saturday, October 7, 2006

8:00 a.m. Location: Democracy Lab	Optional continental breakfast
8:30 a.m.	Group photo
9:00 a.m.	National Conference (Denver, July 3-6, 2008) Theme: Whose America? Who's American? Diversity, Civil Liberties, and Social Justice Overview of Proposed Conference Themes <i>By Program Advisor</i> Facilitated discussion by Project staff, followed by small-group working sessions
10:30 a.m.	Break
10:45 a.m.	Supporting the Conference and Other Project Components <i>Facilitated by Vice President, External Relations</i> <i>Small-group working sessions</i>
12:00 p.m.	Closing Remarks and Next Steps <i>By Teacher Program Manager</i>
12:30 p.m.	Lunch and self-guided tour of <i>Fighting for Democracy, Fighting for Me</i> at the National Center for the Preservation of Democracy <i>Facilitated by Program Assistant</i>
1:30 p.m.	Small Group Working Session (Mandatory for Five-states' Anchor Institution Project Managers and Education Point People) Please come prepared to discuss your institutional goals (as related to the project goals) and issues that the group might be able to assist with.
1:30 p.m.	Small Group Working Session for Colorado Community Representatives
2:50 p.m.	Next Steps for Working Groups
3:00 p.m.	Convening Concludes

A FRAMEWORK FOR COLLABORATION (Final Draft as of May 2009)

The Vision

[Insert description of the outcome the partners wish to achieve]

Common Values & Operating Principles

We are committed to the following values and aspire to fulfill them in pursuing this vision:

- *Relationships.* We acknowledge the insight and effort that are required to understand others' interests and points of view, and are committed to making that effort. We seek to explore the potential for relationships among people of varied backgrounds, and to foster connections between communities.
- *Inclusive.* We are committed to broad definitions, and to seeking out and supporting a rich mix of experiences, ideas, and opinions to transform perspectives and spur problem solving and innovation.
- *First-person witness accounts.* We believe that the human voice and "story" give life and meaning to facts, and are committed to sharing and preserving these narratives, and to high-lighting their value.
- *Research and scholarship.* We are also committed to the integrity of research and scholarship and to the development of bodies of knowledge that are worthy of trust and respect.
- *Entrepreneurial.* We wish to serve as a catalyst in a culture of creativity and change, challenging our own assumptions and remaining open to learning and opportunity.
- *Purposeful.* We are committed to being intentional and strategic in all matters, seeking out ways to connect, coordinate, and gain impact and efficiency in having activities serve more than one purpose or goal.
- *Humility.* We are committed to seeking and accepting feedback from each other and participants in our programs, recognizing and honoring the need for balance between our beliefs and goals and those of others.

Specific Program Goals

[Insert specific goals for the initiative]

Mutual Expectations

[This section should capture the outcomes of initial discussions about possibilities the partners are likely to encounter and how they intend to handle them. These possibilities should range from "scale" – the level of potential the partners anticipate and the degree of ambition they agree to have in exploiting opportunities, etc. to troubleshooting, and the communications systems they will rely on to address problems.]

INSTITUTIONAL AGREEMENT
(Final Draft as of April 2006)

This agreement shall be entered into this _____ ("Effective Date") by and between _____, a _____, located at _____, (hereinafter "Grantee") and the Japanese American National Museum, a California nonprofit corporation, headquartered at 369 East First Street, Los Angeles, CA 90012 (hereinafter "Grantor").

RECITALS

- A. Grantor is a national museum that collects, preserves and makes accessible the history of Japanese Americans.
- B. Grantor has undertaken a project entitled *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah*, (hereinafter "Project") the purpose of which is to develop educational resources for the five states that examines civil rights and diversity issues in historical and contemporary contexts. The Project's Vision, Conceptual Framework, Anchor Institutions, Objectives, Outcomes, and Methodology are described in Appendix A, attached hereto.
- C. As part of the Project, the Grantor is developing standards-based educational resources that support the Project's conceptual framework.
- D. Grantee is a _____.
- E. Grantor desires to contract with Grantee to perform and provide information, materials and services for the educational resources, as more fully set forth in Section 1.0 below (hereinafter collectively the "Project Work").
- F. Grantee desires to perform and provide the Project Work to Grantor.
- G. Grantee shall provide _____, as Project Principle for work under this Agreement.

NOW, THEREFORE, IN CONSIDERATION OF THE MUTUAL COVENANTS, TERMS AND CONDITIONS SET FORTH HEREIN, the parties agree as follows:

1.0 The Project Principle shall perform and provide the Project Work which shall include, without limitation, the following:

- 1.1 Serve as the liaison between the Grantor and the Grantee through participation in private, web-based discussions in order to report Project progress, contribute suggestions, and help problem solve.
- 1.2 Appoint an Education Point Person who will be responsible for the following:
 - 1.2.1 Lead the creation of the standards-based, primary source-rich educational resources, ensuring that they are based on an essential question and the project's conceptual framework.
 - 1.2.2 Participate in the planning and implementation of the 2006-2007 National Summer Institute for Educators held at the Japanese American National Museum from July 19-22, 2006.
- 1.3 Appoint educators (curriculum writers) to be responsible for the following:
 - 1.3.1 Collaborate to create the standards-based, primary source-rich educational resources that are based on an essential question and the project's conceptual framework.
 - 1.3.2 Participate in the 2006-2007 National Summer Institute for Educators held at the Japanese American National Museum from July 19-22, 2006.
- 1.4 Engage a Media Specialist to be responsible for the following:

- 1.4.1 Ensure that high school students understand how the project's conceptual framework relates to state history.
 - 1.4.2 Guide high school students in the technical aspects of conducting video oral histories.
 - 1.4.3 Work with students to produce at least five video oral histories for inclusion into the educational resources.
 - 1.4.4 Participate in the 2006-2007 National Summer Institute for Educators held at the Japanese American National Museum from July 19-22, 2006.
 - 1.5 Select high school students to be responsible for the following:
 - 1.5.1 Understand how the project's conceptual framework relates to state history.
 - 1.5.2 Become proficient in the technical aspects of conducting video oral histories.
 - 1.5.3 Prepare for, conducting, and editing at least five video oral histories.
 - 1.6 Project Principle shall encourage all participants to take part in Project evaluation, conducted by outside evaluators.
 - 1.7 Project Principle shall use all reasonable efforts to perform Project Work as described in Section 1 and Appendix B, Work Plan, attached hereto.
- 2.0 Grantor shall pay to Grantee the sum of \$_____ upon execution of this agreement. Recommended expenditure is outlined in Appendix C.
- 3.0 The term of this agreement begins on the Effective Date and ends _____. Either party may terminate this agreement upon thirty (30) days written notice in advance to the other.
- 4.0 By submitting any proprietary materials and information the Grantee hereby expressly grants to Grantor permission in perpetuity to use, distribute, publicize and make available to the public such materials and information within the complete discretion of the Grantor, including the discretion not to use such materials and information.
- 5.0 The Grantor agrees to allow the Grantee permission to use, distribute, publicize and make available to the public such materials and information developed and used in the Project.
- 6.0 The Grantee agrees to maintain the confidentiality of information. Confidential information includes, but is not limited to, materials such as donor lists and files, mailing lists, financial and personnel data, and program information, and so forth. The Grantee agrees to seek the Grantor's approval prior to distributing information or materials about the Project.
- 7.0 Printed material in connection with the project including, but not limited to press releases, announcement cards, invitations, brochures, newsletters and all other collateral materials shall be reviewed by both the Grantee and the Grantor for joint sign-off. The final project credit line is pending, but will acknowledge the anchor institution, the Japanese American National Museum, and the Institute of Museum and Library Services.
- 8.0 In the event of any dispute concerning a question of law or fact, or both arising under the agreement, which the parties are unable to resolve by mutual agreement or mediation, either party may pursue any right or remedy which it may have at law or in equity in any court of competent jurisdiction.
- 9.0 Force Majeure. Neither party shall have any liability to the other for any failure to perform, or for any cancellation in connection with the performance of any obligation hereunder, if such failure or cancellation is due to, or in any manner caused by, the laws, regulations, acts, demands, order or interpretations of any government or any subdivision or agent thereof, or by acts of God, strikes, fires, flood, weather, war, rebellion, riots, terrorist acts or credible threat of same, insurrection, or any other causes beyond the control of either party whether

similar or dissimilar to the foregoing and if one party informs the other, in writing within ten (10) days, of such case(s) and its desire to be so released.

10.0 Notices. Any notice hereunder shall be sufficient if in writing and either personally delivered or sent by certified or registered mail, postage prepaid, return receipt signature and addressed as follows addressed as follows:

if to the National Museum:

Japanese American National Museum

369 East First Street

Los Angeles, California 90012

Attn: _____

if to Grantee:

Attn: _____

Title: _____

and shall be deemed received either when personally delivered or when mailed pursuant to the foregoing. Either party may change the address herein specified by giving to the other written notice of such change.

10.0 Entire Agreement. This Agreement embodies all of the understandings of the parties and supersedes any previous agreements between the parties.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first above written.

JAPANESE AMERICAN
NATIONAL MUSEUM

GRANTEE

Signature

Signature

Name

Name

Title

Title

Date

Date

Tax I.D.

**APPENDIX A: Project Vision, Conceptual Framework,
Anchor Institutions, Objectives, Outcomes, and Methodology**

VISION:

To educate Americans about the importance of civil rights and social justice by using lessons from our nation's history as case studies that facilitate dialogue and action impacting our country's present and future.

PROJECT CONCEPTUAL FRAMEWORK:

Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah is a three-year initiative in which the Japanese American National Museum collaborates with educators, communities, and students in the five states to develop curriculum that examines civil rights and diversity issues in historical and contemporary contexts. This project is modeled after a recently completed multi-year partnership entitled *Life Interrupted: The Japanese American Experience in World War II Arkansas*.

The situation of Japanese American populations in these states during World War II—in which some lived “free” and others were incarcerated by executive order behind barbed wire—affords the opportunity to explore the contradictions and racism inherent in how we have defined citizenship and dealt with diversity.

These stories provide a compelling point from which to consider more broadly the experiences of other regional communities during World War II and beyond. In this way, the collaboration will generate materials and dialogue that reveal how the diverse realities of American communities have challenged and shaped this country's definitions of citizenship, patriotism, and democracy.

ANCHOR INSTITUTIONS:

Arizona State University, Asian Pacific American Studies Program
University of Colorado, Boulder
University of New Mexico
Institute of Texan Cultures
Davis School District (Utah)

MAJOR FUNDER:

Institute of Museum and Library Services

	OBJECTIVES	OUTCOMES	METHODOLOGY
1.	COLLABORATIONS: To create meaningful linkages between a nationwide network of interested parties in order to further the dialogue and ongoing education about the situation of Japanese American populations in these states and other related issues.	<ul style="list-style-type: none"> National conference Educational resources 	<ul style="list-style-type: none"> Anchor institutions Web site Community outreach PR/Marketing Advisory committees (scholars, educators, community, camp and camp preservation)
2.	EDUCATIONAL RESOURCES: To create an education plan for classroom-based materials and provide educational resources that can be utilized in the five states beyond the conclusion of the Enduring Communities project.	<ul style="list-style-type: none"> State-specific curriculum Video oral histories recorded by students National Summer Institute for Educators Education evaluation 	<ul style="list-style-type: none"> Anchor institutions Education advisors Master teachers Connections with state-wide education officials Field testing Local repositories to house oral histories collected by students Web site Organizational Concepts, evaluator Distribution through existing networks
3.	NATIONAL CONFERENCE, July 3-6, 2008, Denver, Colorado: To present a national conference that makes connections between the Japanese American experience during WWII and examines civil rights and diversity issues in historical and contemporary contexts.	<ul style="list-style-type: none"> Conference Conference attendee evaluation 	<ul style="list-style-type: none"> Anchor institutions Community advisors Scholar advisors Civil rights institutions and organizations Camp advisory and camp preservation groups PR/Marketing Web site
4.	FIELD GUIDE: To document and share with practitioners in the field the process of collaboration between institutional partners (museum, universities, school districts).	<ul style="list-style-type: none"> <i>Field Guide to Collaborations</i> (working title) 	<ul style="list-style-type: none"> Evaluation consultant Publisher
5.	EVALUATION: To measure the impact of the partnerships and resulting programming.	<ul style="list-style-type: none"> Partnership evaluation Education evaluation Conference evaluation 	<ul style="list-style-type: none"> Evaluation consultants IMLS mandated outcome-based evaluation workshops

APPENDIX B: Work Plan for April - September 2006

April - May:	Select and engage Education Point Person, Educators (Curriculum Writers), and Media Specialist. Begin curriculum planning.
May 5-6:	Education Point Person attends National Summer Institute intensive planning meeting in Los Angeles. (Expenses to be paid by the Grantor.)
July 19-22:	Education Point Person, Educators (Curriculum Writers), and Media Specialist attend the National Summer Institute for Educators in Los Angeles. (Expenses to be paid by the Grantor.)
August 30:	Essential questions are finalized and curriculum writing commences.
April - September:	Education Point Person and Media Specialist will prepare high school students to conduct video oral history interviews.
April - September:	Grantee will participate in web-based discussion boards and Project evaluation.

APPENDIX C: Recommended Expenditures

Institutional stipend	\$
Educators (curriculum writers) (4 pp*\$ /pp)	\$
Education point person	\$
Media specialist	\$
High school student oral historians (4 pp*\$ /pp)	\$
Incidentals	\$
Oral history workshop scholar honorarium	\$

TOTAL: \$

The Japanese American National Museum will sponsor the following activities:

- May 6-7, 2006: Airfare, hotel, and per diems for the Education Point Person to attend the National Summer Institute for Educators' intensive planning meeting at the Japanese American National Museum.
- July 19-22, 2006: Airfare, hotel, and per diems for the educators, education point person, and media specialist to attend the National Summer Institute for Educators at the Japanese American National Museum.

INDEPENDENT CONTRACTOR AGREEMENT
(Final Draft as of July 2008)

This Agreement is made between Japanese American National Museum [Client] with a principal place of business at 369 East First Street, Los Angeles, CA 90012 and _____ [Contractor] with a principal place of business at _____.

This Agreement will become effective on _____ and will end no later than _____.

SERVICES TO BE PERFORMED

Contractor agrees to perform the following services:

-
- etc.

PAYMENT

In consideration for the services to be performed by the Contractor, Client agrees to pay Contractor \$_____ according to the following schedule of payments.

\$_____ on _____ (date)
\$_____ on _____ (date) etc.

INDEPENDENT CONTRACTOR STATUS

Contractor is an independent contractor, not Client's employee. Contractor's employees or contract personnel are not Client's employees. Contractor and Client agree to the following rights consistent with an independent contractor relationship.

- Contractor has the right to perform services for others during the term of this Agreement.
- Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed.
- Contractor has the right to perform the services required by this Agreement at any place, location, or time.
- Contractor will furnish all equipment and materials used to provide the services required by this Agreement.
- Contractor has the right to hire assistants as subcontractors or to use employees to provide the services required by this Agreement.

INTELLECTUAL PROPERTY OWNERSHIP

Contractor assigns to Client all rights in all designs, creations, improvements, original works of authorship, formulas, processes, know-how, techniques, inventions and all other information created by Contractor during the terms of this Agreement. The rights assigned include title and interest in all patent, copyright, trade secret, trademark and other proprietary rights.

CONFIDENTIALITY

Contractor will not disclose or use, either during or after the term of this Agreement, any proprietary or confidential information of Client without Client's prior written permission except to the extent necessary to perform services on Client's behalf.

Contractor shall not be restricted in using any material which is publicly available, already in Contractor's possession or known to Contractor without restriction, or which rightfully obtained by Contractor from sources other than Client.

Upon termination of Contractor's services to Client, or at Client's request, Contractor shall deliver to Client all materials in Contractor's possession relating to Client's business.

BUSINESS COMPLIANCE

Contractor has complied with all federal, state, and local laws. Contractor shall pay all taxes incurred while performing services under this Agreement. Contractor understands that neither Contractor nor Contractor's employees or contract personnel are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of Client. Contractor is not entitled to state or federal unemployment compensation payments on behalf of Contractor or Contractor's employees or contract personnel in connection with work performed under this Agreement. Contractor shall indemnify and hold Client harmless from any loss or liability arising from performing services under this Agreement.

TERMINATING THE AGREEMENT

Either party may terminate this Agreement any time by giving thirty days written notice to the other party of the intent to terminate.

This is the entire Agreement between Contractor and Client. If any part of this Agreement is held unenforceable, the rest of the Agreement will continue in effect. This Agreement will be governed by the laws of the state of California. This Agreement does not create a partnership relationship. Contractor does not have authority to enter into contracts on Client's behalf.

SIGNATURES

Client: Japanese American National Museum

By: _____ (Signature)
Name: _____ (Printed)
Title: _____
Date: _____

Contractor:

By: _____ (Signature)
Name: _____ (Printed)
Title: _____
Date: _____
Federal Tax ID Number or Social Security Number: _____

Field Guide

#3: EMPOWERING PROJECT PARTNERS

There's a generosity of spirit here that inspires, enlightens, and empowers. I'm very grateful.

Uma Krishnaswami, New Mexico
<http://umakrishnaswami.blogspot.com/>
July 10, 2008

More important is how good a job you, the facilitators of this conference, have done modeling respect and collegiality to all of us and giving us tools for deepening those aspects of relationships on our campuses.

David Monteith, Jr., Texas
National Institute for Educators
July 18–21, 2007

Once the formal partners are established and the project goals and timeline are set, the partners can begin to work independently, while touching bases with each other along the way. The project partners should be involved to help overcome difficult obstacles, problem solve and make critical decisions. The partners' help facilitate the project's activities to ensure the goals are reached on time and within budget.

- Realize that stakeholders (partners, staff team, advisors, funders) are the project's strongest advocates

- Identify and seek key endorsements from other natural supporters as early as possible, for example:
 - Attendees at similar past events that created a "buzz"
 - Members of advisory groups and their constituencies
 - Other like-minded groups
- Listen actively to all stakeholders in order to continuously inform programming
 - Make surveys as meaningful as possible
 - Consult informal advisors
 - Draw upon pre-established and long-standing relationships
 - Look for people who respond quickly and thoughtfully when their advice is sought
 - Be attuned to similarities and differences in opinions of "insiders" and "outsiders"
 - Set up a mailing list to continue to keep these people updated on the progress of the project
 - Be ready for this group to evolve over time
- Establish formal advisory group(s)
 - Ask informal advisors for references and introductions to people they think would be available, interested, and helpful to the project
 - Seek out diverse people who reflect and are inclusive of the communities that they will represent (e.g., heads of community-based organizations and their members)
 - Determine whether multiple advisory groups are necessary (e.g., honorary advisors, community advisors, scholarly advisors, educator advisors,



student advisors, etc.) and how they will complement each other

- Assign a project team member to coordinate each advisory group
- Set clear expectations about roles, modes of communication, frequency of meetings, and honorariums
- Consider asking members of the advisory groups to provide letters of support for grant proposals and other sources of funding

Sample Documents

- 3-1 Project Advisory Structure
- 3-2 Letter to Honorary Advisory Committee
- Host community convenings and public programs as ways to further the project's research, build support and consensus, and create buzz for future programming
 - Tap membership databases of local organizations for invitation lists
 - Invite potential stakeholders
 - Consult formal and informal advisors to determine the best location, time, and agenda
 - Have a sign-in sheet and provide name tags for attendees
 - Consider how to best attract attendees (e.g., partnering with another organization, awarding door prizes, serving refreshments, featuring a prominent guest speaker, etc.)
 - Be open to questions, comments, and ideas offered by those in attendance

- Look out for attendees who could possibly join advisory groups, become informal advisors, and have skill sets or connections that could be of use to the project
- Send follow-up notes or emails to speakers and those in attendance about the project's progress
- Set up a mailing list (electronic or hard copy) for people who would like to receive future project updates

Sample Documents

- 3-3 Community Outreach Convening
 - 3-3.a Community Outreach Invitation
 - 3-3.b Community Outreach Program
 - 3-3.c Volunteer Opportunity Survey
- Refer back to the project goals when receiving conflicting advice
 - Determine whether the project goals are still valid
 - Determine whether a compromise should be brokered and the ramifications of such a compromise
 - Remain open-minded and willing to change
- Document and share desired project outcomes widely
 - Include within organizations' regular publications
 - Utilize social media networks
- Stretch advertising resources
 - Consider both the potentials and the limitations of Web-based marketing and communications
 - Bundle similar programs and advertise them together



Sample Document

- 3-4 Vernacular Advertisement

Every voice is important. Everyone can contribute. Therefore, everyone must feel safe and valued.

Linda K. Oda, Utah
National Institute for Educators
July 18-21, 2007

The National Museum is part of an existing social network. It carries this network from community to community to community and expands it by linking with all of you.

Melvin L. Musick, California
Enduring Communities Five-State Convening
October 6-7, 2006

Volunteering truly is a gathering of many spirits and one common goal.

Cindy Kondo, Colorado
October 9, 2008



enduringcommunities



JAPANESE AMERICAN NATIONAL MUSEUM

ADVISORY STRUCTURE

(Working Draft as of January 5, 2007)

Honorary Advisory Committee:

- Duties:
 - o Lend name to project
 - o Promote project
 - o Provide introductions to key leaders
- Proposed members:
 - o Elected officials from the five states and nationally
 - o Counsel generals from five states
 - o Head of National Parks Service, National Trust for Historic Preservation, National AARP
 - o Heads of the five anchor institutions
 - o Top education person in each state
 - o Contacts received from Museum leadership
 - o Museum member from the local community
 - o Others?
- Already on board: Political Leader, Community Leader

Project Advisory Committee:

- Duties:
 - o Provide regional input and raise local concerns
 - o Marketing of conference
 - o Fundraising for conference
 - o Curriculum distribution
 - o General project feedback
 - o Participate in quarterly conference calls
 - o Organize people and events related to their states
- Proposed members:
 - o CHAIR: Personality (nationally known and well-respected)
 - o AZ: Regional active community members
 - o CO: Regional community leaders
 - o NM: Leaders representing diverse communities
 - o TX: Regional community leaders
 - o UT: Regional community leaders
- Already on board: New Mexico

Colorado Conference Committees:

- Duties:
 - o Operations, Marketing/PR, Fundraising
- Proposed members have self-selected





JAPANESE AMERICAN
NATIONAL MUSEUM

369 East First Street
Los Angeles, CA 90012
Telephone 213.625.0414
Facsimile 213.625.1770

February 7, 2008

«HONORIFIC» «FIRST NAME» «LAST NAME»
«TITLE»
«ORGANIZATION»
«MAILING ADDRESS 1»
«MAILING ADDRESS 2»
«CITY», «STATE» «ZIP»

Dear «HONORIFIC» «LAST NAME»:

On behalf of the Japanese American National Museum, we wish to thank you for accepting our invitation to join our Honorary Advisory Committee for the July 2008 National Conference, "Whose America? Who's American? Diversity, Civil Liberties, and Social Justice" in Denver, Colorado. This will be the fourth major conference organized by the National Museum and 1,500 people from across the nation are expected to attend. By agreeing to join the committee, you are an important contributor to the future of the *Enduring Communities* project. As a member of the Honorary Advisory Committee, we ask that you continue to assist us in promoting the project and providing introductions to other leaders who could be helpful to the project's success. Your name and title will appear on the list of Honorary Advisors on materials that support this project.

If you have any questions, please contact «PROJECT STAFF NAME» at «TELEPHONE NUMBER» or «EMAIL ADDRESS».

Thank you again for your support.

Sincerely,

Chief Executive Officer & President



JAPANESE AMERICAN
NATIONAL MUSEUM

369 East First Street
Los Angeles, CA 90012
Telephone 213.625.0414
Facsimile 213.625.1770

You are cordially invited to a reception

Saturday, October 21, 2006
1:30 p.m.
at the
Colorado Historical Society
1300 Broadway
Denver, Colorado 80203

***Enduring Communities: The Japanese American Experience in
Arizona, Colorado, New Mexico, Texas, and Utah***

Join us for the afternoon to learn about this
exciting new partnership project.

Attached is the most recent Museum Magazine article with more
information on the *Enduring Communities* project.

RSVP by October 14, 2006

<LOCAL COMMUNITY MEMBER #1 NAME>
<EMAIL ADDRESS> (please put "Enduring Communities" in the subject line)

<LOCAL COMMUNITY MEMBER #2 NAME>
<TELEPHONE NUMBER>

Japanese American National Museum
(213) 625-0414 x 2227 or by e-mail: ec@janm.org



enduringcommunities



JAPANESE AMERICAN NATIONAL MUSEUM



JAPANESE AMERICAN NATIONAL MUSEUM

Saturday, October 21, 2006
1:30 – 3:30 p.m.
Reception in Denver, Colorado
at the Colorado Historical Society

***Enduring Communities:
The Japanese American Experience in
Arizona, Colorado, New Mexico, Texas, and Utah***

Welcome
<LOCAL COMMUNITY LEADER #1>
<LOCAL COMMUNITY LEADER #2>

Project Overview
Project Director, Japanese American National Museum
Collaborating Partner, University of Colorado at Boulder

Overview of the National Conference
Conference Coordinator, Japanese American National Museum
Whose America? Who's American?
Diversity, Civil Liberties, and Social Justice
July 3-6, 2008
Hyatt Regency Denver at the Colorado Convention Center

Conference Planning Input
Roundtable Discussion

Volunteer Opportunity Survey

Closing Remarks

The Japanese American National Museum extends its appreciation to the many people who
provided valuable assistance with today's event, including:
<INSERT NAMES OF SUPPORTERS, FUNDERS, ETC.>



enduringcommunities



JAPANESE AMERICAN NATIONAL MUSEUM

VOLUNTEER OPPORTUNITY SURVEY
(Final Draft as of October 21, 2006)

Whose America? Who's American?
Diversity, Civil Rights, and Social Justice

Hyatt Regency Denver at Colorado Convention Center
July 3-6, 2008

I. I would like to volunteer to work with the Museum staff in presenting the National Conference:

- _____ **Operations**
- Assist with coordination of project activities at the local level
 - Assist with local and regional agencies, as required
 - Other
- _____ **Marketing / Public Relations**
- Assist with contacting local and regional media outlets
 - Other
- _____ **Fundraising**
- Educators/Students to participate in the Conference
 - Individual and Corporate Sponsors for the Conference
 - Other

II. I / my organization would be interested in helping with the conference weekend activities:

- _____ Amache Camp Field Trip
- _____ Japanese American Historical Sites - Denver Walking Tour
- _____ Friday, 4th of July Festival / National Community Celebration
- _____ On-site Conference volunteers

III. Do you have any suggestions for other activities to offer during the conference dates? Use the back to provide your ideas.

Name _____

Street Address _____

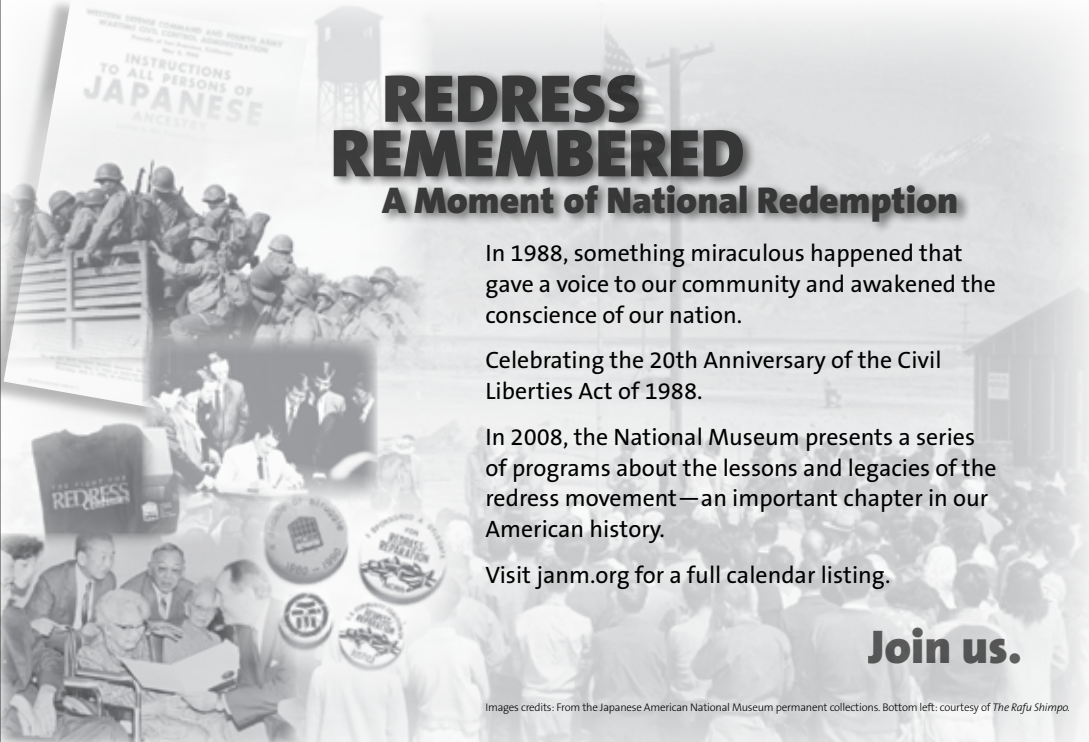
City, State, Zip _____

Telephone # _____ FAX # _____

Email Address _____

Affiliation (Organization / Company) _____

Return to: <PROJECT STAFF NAME>
Japanese American National Museum, 369 E. First Street, Los Angeles, CA 90012
Tel: <TELEPHONE NUMBER> Fax: <FAX NUMBER> E-Mail: <EMAIL ADDRESS>



REDRESS REMEMBERED

A Moment of National Redemption

In 1988, something miraculous happened that gave a voice to our community and awakened the conscience of our nation.

Celebrating the 20th Anniversary of the Civil Liberties Act of 1988.

In 2008, the National Museum presents a series of programs about the lessons and legacies of the redress movement—an important chapter in our American history.

Visit janm.org for a full calendar listing.

Join us.


National Conference
**Whose America?
Who's American?**
Diversity, Social Justice,
and Civil Rights
July 3-6, 2008
Denver, Colorado

Presented by the National Museum to examine the Japanese American experience within the historical and contemporary issues surrounding democracy and social justice.

Visit janm.org/projects/ec for more information, or call Nancy Araki at 213.830.5649.

**HURRY!
EARLY BIRD
REGISTRATION
DEADLINE IS
JANUARY 31**

Images credits: From the Japanese American National Museum permanent collections. Bottom left: courtesy of The Rifu Shimpō.

 **JAPANESE AMERICAN NATIONAL MUSEUM**

369 East First Street, Los Angeles, California 90012
Tel 213.625.0414 • janm.org • janmstore.com

Field Guide

#4: MANAGING EXPECTATIONS

When there is a “crisis” of some kind, get the group involved. Don’t think you are “bothering” them because this is part of communications. They will tell you when they cannot or don’t want to participate, but don’t make that decision for them. Keeping the group focused on the end will help you get there and this may be the most difficult part for you because of distances and time zones. However, it is something to which you must pay attention.

Lloyd Kajikawa, California
e-mail message
September 15, 2006

Throughout the course of the project, consider how to build excitement about the project and activities while simultaneously managing the expectations. Expectations can be realistic if the project partners remain committed to the project vision and goals, while being flexible and in communication with each other.

- Maintain focus on project vision and goals, but remain as flexible as possible with timelines and budget
- Continuously review the project progress and budget

- Make informed guesses and be open to changes along the way
 - Consider the target audience
 - Consider past events
 - Consider global, national, and local economic and political landscapes
 - Ask for advice and input
 - Be creative about how project goals can be accomplished
 - Take advantage of unforeseen opportunities that will arise
- Update project stakeholders—including funder(s)—about the progress of the project
- Create and distribute written documents early-on to ensure that all project partners and stakeholders are on the same page

Sample Documents

- 4-1 National Conference Overview Schedule
- 4-2 Volunteer Outreach Committee Training
- 4-3 Spirit of Volunteering



OVERVIEW OF THE SCHEDULE OF EVENTS FOR THE 2008 NATIONAL CONFERENCE
(Working Draft as of June 14, 2007)

Thursday, July 3, 2008	Friday, July 4, 2008 (Fourth of July)	Saturday, July 5, 2008	Sunday, July 6, 2008
Full-day Amache Camp visit with program. Japanese American history tour of Denver sites. “How-to” workshops Family programs, Community Marketplace (Repeats on 7/6)	“How-to” workshops Camp Preservation Meetings Youth Expo, Community Marketplace Mini Film Festival Fourth of July (program under discussion)	Full-day conference sessions at the Hyatt Regency Denver at the Colorado Convention Center Family programs, Community Marketplace Luncheon with keynote speakers. Dinner banquet with keynote speakers.	Full-day Amache Camp visit with program. Japanese American history tour of Denver sites. “How-to” workshops Family programs, Community Marketplace (Repeats on 7/3)

The National Conference is part of a three-year project entitled *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah* which is a collaboration of educators, communities, and students with the Japanese American National Museum to create curriculum about the Japanese American experience for every classroom in these five states.

VOLUNTEER OUTREACH COMMITTEE TRAINING
(Final Draft as of March 17, 2007)

Meeting Goal: Provide committee members an overview of the Enduring Communities project, including information about the upcoming national conference.

- I. *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah*
 - Project vision and evolution
 - Project overview
 - Project goals and timeline
- II. View DVD clip – *Reunion and Remembrance in Arkansas*
- III. Review “top ten” questions about project:
 1. Why is the museum doing this project?
 2. What are the major components of this project?
 3. Which states is the project focusing on and why?
 4. Why isn’t Wyoming included?
 5. If I’m not from those specific states, will this be relevant to me?
 6. How will this compare to Arkansas?
 7. How is this project being funded?
 8. Is this something that my grandchildren will be interested in attending?
 9. Why is the conference on the Fourth of July?
 10. How do I get more info about the project? How do I register for the conference?

Do you have other questions that we haven’t answered?
- IV. Materials for Committee Members to distribute to the public at outreach events
 - Two-page overview
 - National Conference save-the-date, which includes info for the website
 - Conference registration booklet
 - Map of five states in relationship to the Japanese American experience

SPIRIT OF VOLUNTEERING (Final Draft as of Fall 2007)

The Japanese American National Museum is grateful to have many volunteers— from the members of its Board of Trustees and Board of Governors to the individuals who come to the museum weekly to lead tours and assist with office and administrative work. We also have volunteers that help with events such as the annual gala dinner fundraiser, festivals and events.

The Museum's general policy is:

Volunteers are required to pay if they are planning to participate in the program or event.

Volunteers are not required to pay if they do not participate in the program or event.

Volunteers who provide specialized services that are required and ordinarily compensated, but are willing to volunteer their services, may receive complimentary registration or tickets. These volunteers are directed by the National Museum staff.

Note: this policy covers National Museum leadership (Trustees, Governors), the day-to-day operational volunteers and docents residing in the greater Los Angeles area, as well as volunteers nationally and internationally.

People that have registered for the conference may volunteer for tasks that do not conflict with the conference sessions/activities that they intend to participate in. In this way, we are assured that volunteers are focused entirely on their volunteer tasks. This is in keeping with the National Museum's existing policy regarding volunteers volunteering at events. Volunteers that pay may be able to deduct expenses incurred while volunteering (i.e. mileage, fees, meals) when filing income taxes and should consult with their accountant for the specifics.

We hope that this document will help to clarify the question of volunteering and the spirit in which the museum hopes that volunteer services are offered. If there are further questions, please do not hesitate to contact <PROJECT STAFF NAME> at <TELEPHONE NUMBER> or <EMAIL ADDRESS>.

Field Guide

#5: CHECKING THE PULSE

Ultimately, the whole internalization, where almost unconsciously, you don't even realize that you have now adopted this whole body of knowledge into your mind, into your being, into your work process. Made it a part of how you think and how you work.

Melvin L. Musick, California
Enduring Communities Five-State Convening
 October 6–7, 2006

Talking to someone helps.

Billy Allen, Arizona
 National Institute for Educators
 July 18–21, 2007

It is important to set up mechanisms for formal feedback while informally touching bases with project partners and stakeholders throughout the course of the project. These feedback mechanisms provide the project partners and stakeholders a voice—so the importance of seeking and listening to this feedback cannot be emphasized enough. Even if the feedback comes too late to be incorporated into the current project, constructive comments can be used when planning future projects.

- Establish formal feedback loops, including stakeholder surveys

Sample Documents

- 5-1 Assessment of Project Partnership Structure and Process
 - 5-2 Survey for National Institute for Educators
 - 5-3 Curriculum Field Testing by Classroom Teachers
 - 5-3.a Educator Field Test Survey #1
 - 5-3.b Educator Field Test Survey #2
 - 5-3.c Educator Field Test Survey #3
 - 5-4 National Conference Evaluation Form
-
- Take advantage of informal feedback loops, using social and political capital wisely
 - Recognize that feedback is sometimes found in unlikely places and from unlikely sources
 - Gauge how the group is feeling
 - Create a blog, discussion group, or listserve for the project
 - Don't panic if something unexpected occurs
 - Be honest, but do not overshare
 - Review the project goals
 - Reach out for help
 - Don't take it personally



ASSESSMENT OF PROJECT PARTNERSHIP STRUCTURE AND PROCESS
(Final Draft as of October 16, 2007)Purpose of Interim Interviews by Project Evaluator

- 1) To document current progress and pace of project;
- 2) To document current lessons learned as a “snapshot” to be reviewed at time of final evaluation

Original Design

1. How did you learn about the *Enduring Communities* initiative? What was the substance of your early conversations with the National Museum? What were the general expectations with which the partnership was launched, as you recall them?
2. How has the actual activity differed, if it has? From the National Museum’s perspective, if you’re aware of it?
3. How does this project relate to your institution’s mission? Has it been a good “fit”? Have you had to make any adjustments to your original goals?
4. What were the complementary objectives you and the National Museum both held, as you saw them? What are the mechanisms you established to help focus on them?
5. Have you experienced any “cultural differences?” (Institutional, geographical, specialty/discipline, ethnic, etc.) Have they created opportunities or obstacles? If so, how are you addressing them?
6. Is there anything in the original concept and design that you would alter if you had the opportunity?

Roles and Relationships

7. What role have you personally played in conceptualizing and/or implementing the initiative?
8. How well have you and the National Museum collaborated in developing the educational materials, and outreach to the community? Are there documents that articulate roles and relationships?
9. Where, if anywhere, have problems of authority or responsibility arisen?



10. Within your state, have you developed a formal or informal advisory group for this project? If so, is this group helpful? How did you determine who was part of this group?
11. Is there anything in the roles and relationships as originally conceived that you would change if you had the opportunity?

Implementation

12. Please describe the communications systems on which you are relying in developing activities – those with whom you are communicating and the means you are using. Are there challenges?
13. How is mutual consultation (input) being handled? Review of draft curriculum? Has the time for your review been adequate?
14. What opportunities are you seeing for real collaboration – i. e., shared development of ideas and materials?
15. Is there anything about the implementation process that you would change right now if you had the opportunity?

Other

16. How would you describe your approach to building a “community of understanding” on the issues being explored by *Enduring Communities*? Does it differ from that of the National Museum? If so, how are you handling that? How are you seeking to build a constituency for public education on such issues? Are you and JANM in accord on that?
17. How do you think the partnership will affect the public’s ultimate understanding of the availability and relevance of the educational materials, if at all in both the long-term and the short-term?
18. How does this partnership compare with other joint projects, partnerships, and collaborations with which you have been involved?
19. Did you envisioning partnering as a learning process? If so, what did you hope to learn? What *are* you learning?
20. Is there anything else that you can add that might help strengthen the initiative in any way at this, its mid-point?

**Survey for National Institute for Educators
(Final Draft as of September 1, 2007)**

This survey is one of the tools used to collect data from you and other educators who participated in the Institute and the *Enduring Communities* project. Please share your candid thoughts about your participation. There are no correct, incorrect, or preferred responses to the questions on this survey. The survey is confidential. Your responses will inform three distinct processes: (1) the project evaluation; (2) internal decision-making at the National Museum; and (3) providing reports to the project's generous resource providers. Please be assured that the National Museum will not connect your comments to your identity for any promotional purpose. We ask that you send your responses directly to <EVALUATOR> at <EMAIL ADDRESS> by November 15, 2007.

- What is your reaction to having participated in the National Institute for Educators?
- What is your opinion of the protocol on sharing your curriculum and/or student work with your peers?
- What skills and knowledge do you now attribute to your participation in the Institute?
- Summarize what you are sharing with your friends and colleagues about your participation in the Institute.
- How do you plan to use your new knowledge with your students or others?
- How many students do you teach each year?
- What specific features of the Institute had the most effect on your experience?
- Would you like the National Museum to send a letter of commendation to your principal? Yes___ / No___

If yes, please include your name, your principal's name, position, and mailing address. Or, you can email this information to <TEACHER PROGRAM MANAGER> at <EMAIL ADDRESS>.

Please return this completed survey by November 15, 2007 to <NAME OF EVALUATOR> at <EMAIL ADDRESS>.

Thank you.

EDUCATOR FIELD TEST SURVEY #1 (Final Draft as of November 2007)

This survey is to be completed by the field-testing teacher prior to reviewing the unit.

This instrument is one of three assessment tools used to collect data from you in your role as a field-tester of a new unit. This unit is the product of a colleague from your state who is participating in the multi-year project, *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah*.

The project is collaboration between the Japanese American National Museum; Arizona State University's Asian Pacific America Studies Program; University of Colorado, Boulder; University of New Mexico; UTSA's Institute of Texan Cultures, and Davis School District, Utah. For more information about this multi-year project, please visit the website www.janm.org/projects/ec.

This initial—baseline—survey is for completion **before** you review the new unit, which should be **before** you conduct the field test. This document is confidential. Please be assured that no one will publish your responses or use your comments for any promotional purpose. Depending on the arrangements made during your selection, colleagues in your state may read your responses and comments before sending them to the project evaluator located in Los Angeles.

There are no correct, incorrect, or preferred responses to the ten statements below. Use the five point scale below to indicate to what extent you: Strongly Agree = 1, Agree = 2, Neutral = 3, Disagree = 4, or Strongly Disagree = 5 with each of the statements below. You may include additional comments on the back page.

1	2	3	4	5
		Neither		
		Agree Nor		
Strongly Agree	Agree	Disagree	Disagree	Strongly Disagree

Guidelines in my state emphasize the internalizing of learning by presenting materials that draw on the personal experiences of students.

1	2	3	4	5
---	---	---	---	---

A unit based on the real life experience of Japanese Americans during World War II would be a valuable resource.

1	2	3	4	5
---	---	---	---	---

A unit that is effective with students includes the use of visual aids to teach content.

1 2 3 4 5

I have sufficient content knowledge to teach my students about the Japanese American experience in World War II.

1 2 3 4 5

The learning of students is greater when their teachers increase their own learning.

1 2 3 4 5

The goals of an educator should include connecting historical events to the life experience of students.

1 2 3 4 5

The portrayal of minority groups in curricular materials has an influence on the thinking of students.

1 2 3 4 5

Intellectual freedom derives, in part, from the knowledge of the traditions of struggle, resistance, and achievement.

1 2 3 4 5

I have experience using essential questions as the organizing method to teach students.

1 2 3 4 5

I have experience field-testing new units with my students.

1 2 3 4 5

Additional Comments (please use the back of the page, if necessary):

Note: Within five days, please return this survey to the educator who recruited you to participate in the field test. THANK YOU!

EDUCATOR FIELD TEST SURVEY #2 (Final Draft as of November 2007)

This survey is to be completed by the field-testing teacher upon initial review of the unit.

This document is the second in a series of three surveys that we ask that you complete in your role as a field-tester of a new curricular unit developed for *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah*. If you have not completed Survey #1, please do so before completing this document. As you know, the unit that you are field-testing is the product of a colleague in your state. Each of the statements below deals with some aspect or a closely related issue of the curricular unit.

At this time, please review the unit before using it with your students. We would like you to share your candid thoughts about the appearance, content, and organization of the unit **before** you test it with your students. There are no correct, incorrect, or preferred responses to the questions below. The survey is confidential.

1. What date did you receive the field-test materials? _____
(Date)
2. Is the writing in the unit clear (readability)? Yes [] No []
3. Does an essential question guide the unit? Yes [] No []
4. Is the unit's content developmentally appropriate? Yes [] No []
5. Do you like the layout of the unit? Yes [] No []
6. Do you like the visuals that accompany the unit? Yes [] No [] N/A []
7. Does the unit reflect the use of primary sources? Yes [] No []
8. At this time, does the unit appear to be easy to use? Yes [] No []



9. At this time, are you satisfied with the way the unit is presented? Yes [] No []

10. What state do you teach in? _____

11. How many students do you teach per year? _____

12. What grade(s) do you teach? _____

13. Which class will you field-test this unit in? _____

14. What is the name of the unit you will be using? _____

15. Do you have other comments that you would like to share? Yes [] No []
If yes, please do so below and continue on to the back page.

Thank you!

Note: Within five days, please return this survey to the educator who recruited you to participate in the field test. THANK YOU!

EDUCATOR FIELD TEST SURVEY #3 (Final Draft as of November 2007)

This survey is to be completed by the field-testing teacher after teaching the unit.

This is the final assessment tool used to collect data from you in your role as a field-tester of a new curricular unit. Complete the survey soon after presenting the curricular unit to students in your class. Remember that this survey is confidential and that no one will publish your responses or make use of any comment that you provide for any promotional purpose. Depending on the arrangements made during your selection as a field-tester, colleagues in your state may read your responses before sending them to the project evaluator.

SECTION ONE

Class Name: _____ Grade level: _____

Date(s) presented: _____ Number of students: _____

Unit title: _____

SECTION TWO – You may include additional comments on the back page.

Describe student interaction & participation:

Summarize student feedback:

SECTION THREE

There are no correct, incorrect, or preferred responses to the ten statements below. Use the five point scale below to indicate to what extent you: Strongly Agree = 1, Agree = 2, Neutral = 3, Disagree = 4, or Strongly Disagree = 5 with each of the statements below. Include any additional comments on the back.

1	2	3	4	5
		Neither		
		Agree Nor		
Strongly Agree	Agree	Disagree	Disagree	Strongly Disagree

Students were aware that they are participating in a field test of the unit.

1	2	3	4	5
---	---	---	---	---

The content of the curricular unit is fully developed.

1 2 3 4 5

Essential questions within the unit stimulated student learning.

1 2 3 4 5

The flow of student learning activities was consistent throughout the unit.

1 2 3 4 5

The unit effectively connects a historical event to the life experience of students.

1 2 3 4 5

Primary sources are evident throughout the unit.

1 2 3 4 5

Writing within the unit is clear.

1 2 3 4 5

There are no apparent inaccuracies in the content of the unit.

1 2 3 4 5

The unit meets state learning standards.

1 2 3 4 5

The unit requires the skill of an experienced educator to present it effectively.

1 2 3 4 5

SECTION FOUR – You may include additional comments on the back page.

Summarize the adjustments needed in the unit:

Describe your experience field-testing the unit:

May we contact you if we have any questions about your responses? If so, please provide your name, telephone number, and email below:

Rate your overall experience as a field-tester: **1** **2** **3** **4** **5**

Will you continue to use the unit with students? ☐ Yes ☐ No

Would you like the Japanese American National Museum to send your principal a thank you note for your participation in the field test? If so, please provide your name, your principal's name, and mailing address below:

Field testing Teacher Name:

Principal Name:

School Name:

School Address:

City/State/Zip:

Thank you!

Note: Within five days, please return this survey to the educator who recruited you to participate in the field test. THANK YOU!

2008 NATIONAL CONFERENCE EVALUATION FORM
(Final Draft as of July 6, 2008)

Thank you for participating in the conference! Please tell us about your experience.

1. What made you want to attend this conference? (check all that apply)

☐ topic ☐ visit Denver ☐ family reunion ☐ Amache Visit ☐ support Museum ☐ sessions/workshops
☐ learn more about the Japanese American story ☐ other _____

2. Which of the following were key conference highlights for you? (check all that apply)

☐ Amache Visit ☐ July 4 Program ☐ sessions/workshops ☐ Luncheon Program ☐ Dinner Program
☐ Youth Expo ☐ *Beyond the Call of Duty* Display ☐ Mini Media Festival ☐ Community Marketplace
☐ other _____

3. What were the three most memorable sessions that you attended? (please list)

a. Session Title: _____
Comments: _____

b. Session Title: _____
Comments: _____

c. Session Title: _____
Comments: _____

4. Please check the activities you attended and provide comments about what you liked/didn't like:

☐ Youth Expo: Comments _____

☐ Community Marketplace: Comments _____

☐ University of Denver Reception: Comments _____

☐ Yasui Exhibit: Comments _____

☐ U.S. Navy Language School Walking Tour: Comments _____

☐ National Archives Workshop: Comments _____

☐ Amache Camp Site Visit: Comments _____

5. What types of programs that help to share the Japanese American story would you be interested in attending?

☐ conferences ☐ exhibitions ☐ workshops ☐ lecture series ☐ on-line programs

6. Tell us about yourself:

National Museum Member: ☐ yes ☐ no State Traveled From: _____

Age Range: ☐ 6-18 years ☐ 19-29 years ☐ 30-50 years ☐ 50-64 years ☐ 65+

What did you learn about the Japanese American experience that you didn't know before the conference?

Please use the back of this form to provide any additional comments. Completed forms can be returned to the JANM Booth (Centennial Foyer, 3rd Level) or you may return it by mail or fax to the Japanese American National Museum at 369 E. First Street, Los Angeles, CA 90012, Fax 213.625.1770.

Field Guide

#6: CONCLUSION OF THE COLLABORATION

It has been a life-changing three years and I would love to continue a relationship with the museum in terms of educational programs.

Diane Ball, New Mexico
e-mail message
July 7, 2008

I have to admit that I am a bit (OK, a lot) jealous of those that continue to work with you. I count my time in our project as some of the most rewarding work I have been involved with for a very long time.

Margaret Wilks, Arkansas
e-mail message
October 3, 2006

I have Los Angeles as one of my weather settings on my i-phone, so strangely enough, I often know the weather where y'all are...it's my nerdy way of staying connected.

Amanda Linn, Arkansas
e-mail message
June 2, 2009

Power of the individual – individual matters. Our histories, past and experiences matter. If we begin from that perspective, then the Japanese American experience becomes more clear.

Cindy Stout, Colorado
National Institute for Educators
July 18–21, 2007

Convene debriefing sessions on goals, timeline, and budgets. This will likely require multiple sessions: one session with project staff and the other with project partners and key stakeholders. At each gathering, reflect on the project in its entirety, from planning to conclusion, the lessons learned, experiences gained and resources created. Celebrate a project done well together!

Sample Documents

- 6-1 Thank You Invitation
- 6-2 Final Convening Agenda
- Begin planning the next project
- Plan to keep in touch, even when everybody moves on to other projects—if the collaboration has been a successful one, the project partners and stakeholders will stay in touch informally after the project concludes, likely leading to future collaborations





JAPANESE AMERICAN
NATIONAL MUSEUM

369 East First Street
Los Angeles, CA 90012
Telephone 213.625.0414
Facsimile 213.625.1770

September 2, 2008

<NAME>
<ADDRESS>
<CITY/STATE/ZIP>

Dear <NAME>:

We first convened interested community members in December 2006 to share information about the national conference, "Whose America? Who's American? Diversity, Civil Liberties, and Social Justice," July 2008 seemed so far in the future. Over the next few years, time passed quickly as we had a chance to meet and experience the generosity of spirit of so many Coloradoans. So thanks very much to the time, hard work, expertise, and generosity demonstrated by the Colorado volunteers, we were able to together produce a successful national conference that was attended by almost 1000 people from 32 states, plus Japan, Canada, and New Zealand.

By the end of the conference, we talked about coming back in September for a "Wrap Party" to reminisce and to thank you for all of your help. To that end, we would like to cordially invite you to join us so that we may, in a very modest way, thank you for all of your help:

Wednesday, September 17, 2008
6:00 p.m.
Palace Restaurant
6265 East Evans Avenue, Denver
(303) 782-0300

RSVPs are required by September 12, 2008, due to space limitations.

Please contact <EMAIL ADDRESS> or <TELEPHONE NUMBER> with the name of each person in your party who will be in attendance.

We have been receiving steady feedback over the past few months from attendees about the impact that the national conference had on them. As you read the following excerpts, please know how much we value the role that all of your played in making these experiences possible:

While I have remained mostly uniformed, since I also didn't live in LA and make little effort to visit the Museum, I had no real interest in endorsing efforts that had little effect, or so I thought, on me or my family. Last weekend's emotion, information, reflection, and enlightenment was an epiphany. The care and consideration that went into the design of the conference, the quality of many of the presentations, and the professionalism of the staff and



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volunteers was incredible. I walked into the Hyatt naively, not really expecting much, and left regrettably on Sunday with a newfound respect, appreciation, and admiration. It was a truly humbling and profound experience.

(DO, California)

It was encouraging to see representatives of numerous camps, military units, organizations, and academies from all walks of life and from literally around the world, gathered in one place to share their thoughts, goals, and experiences with the others. ... I would argue that perhaps more than anything else, this was the reason for the success of the conference. The title, "Whose America? Who's American? Diversity, Civil Liberties, and Social Justice," suggests the complexity of defining America and Americans, and I believe it is through truly diverse yet unified gatherings like this conference that we can celebrate differences and share in the important task of passing on our heritage to protect the civil liberties of our future.

(AS, Texas)

Throughout the history of the United States, people have struggled perpetually with defining who is an "American." ... Perhaps that is what makes Americans unique; people can stand up for themselves and win. The fight for the right to be treated as American gives us common ground. We can change and we can learn as Senator Inouye stated, "the lessons learned must serve as a grave reminder."

(JR, Colorado)

I'm deeply touched by the incredible inclusiveness of this program. When I spoke on my panel and later read with Cynthia [Kadohata], I became aware that my books, about a very different cultural experience, were still seen by the audience as relevant to a larger story. ... There's a generosity of spirit here that inspires, enlightens, and empowers. I'm very grateful.

(UK, New Mexico)

I often wondered what would happen to our history, our legacy to future generations or more immediate, to our Sanseis and Yonseis? ... But after seeing all the wonderful displays made by students from the Enduring Communities projects, meeting their parents, talking to John Hopper from the Amache Preservation Society, and sitting next to a teacher couple from Phoenix on my way home – he, a Pima Indian, who remembers going into Gila Camp in the 1940's and she, a Mexican-American, soon to retire but both plan to keep working in the EC projects – our legacy will continue because of all the dedicated teachers who inspire and allow their students to explore all of America's history, not just what is written in the standardized textbooks.

(TT, California)

As you can see, we have together touched the lives of many people. We hope to be able to thank you in person in a few weeks.

Sincerely,
<ENDURING COMMUNITIES PROJECT LEADERS>

FINAL CONVENING AGENDA (Final Draft as of March 24, 2009)

Meeting Preamble:

Partnerships reflect the work that makes the Japanese American National Museum unique. They help us to engage communities in carrying out the National Museum's mission of promoting the understanding and appreciation of America's ethnic and cultural diversity by sharing the Japanese American experience.

Meeting Goals:

- Reflect and share feedback on *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah* and the project partnerships
- Develop a deeper understanding of the National Museum's strategic vision and goals
- Get input on ways in which we might build on these and other past partnerships to create effective next steps

Tuesday, March 24, 2009

10:00 a.m. – 12:00 p.m. (Please meet in the front of the National Museum)	Guided tours for all interested of <i>Common Ground: The Heart of Community and Fighting for Democracy: Who is the "We" in "We, the People?"</i>
11:00 a.m. – 1:00 p.m. (Pavilion)	Museum Store open (limited hours)
12:00 p.m. – 1:30 p.m. (Democracy Lab)	Lunch, catered on-site
1:30 p.m. – 2:00 p.m.	Welcome and overview of convening by Project Director
2:00 p.m. – 3:00 p.m.	Report out from the <i>Enduring Communities</i> states (10 minutes/report) and short video of Gila River Monument Clean-Up
3:00 p.m. – 3:15 p.m.	Break

3:15 p.m. – 4:45 p.m.	Sharing of initial partnership evaluation findings by Partnership Evaluator
4:45 p.m. – 6:00 p.m.	Amplification of National Museum's strategic vision and goals
6:30 p.m.	Dinner, catered on-site

Wednesday, March 25, 2009

8:30 a.m. (Democracy Lab)	Coffee service (Continental breakfast provided for out-of-town guests at the Miyako Inn)
9:00 a.m. – 9:05 a.m.	Opening words by President/CEO
9:05 a.m. – 9:20 a.m.	Reflection on first day by Board Member
9:20 a.m. – 11:45 a.m.	“Whose America? Who’s American?” - Activity Introduction - Brainstorming of possible regions - Small group work
11:45 a.m. – 1:15 p.m.	Lunch, catered on-site
12:00 p.m. – 1:00 p.m. (Pavilion)	Museum Store open (limited hours)
1:15 p.m. – 2:30 p.m.	Report-out from each group
2:30 p.m. – 3:00 p.m.	Closing words by Project Staff



Selected Bibliography

74

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75

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Discover Nikkei
Dr. Chiyo Horiuchi
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Third Millennium, in honor of Ruby Takanishi
Members and Donors of the Japanese American National
Museum

*The mission of the Japanese American National
Museum is to promote understanding and appreciation
of America's ethnic and cultural diversity by sharing the
Japanese American experience.*



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Special Thanks

Once you join others, even though at first your mission fails, you become a different person, a much stronger one. You feel that you really count, you discover your strength as an individual because you have along the way discovered others share in what you believe, you are not alone; and thus a community is formed. ... So, my credo consists of the pursuit and the act. One without the other is self-indulgence.

—Studs Terkel, Forward to *This I Believe: The Personal Philosophies of Remarkable Men and Women*, 2006

The *Enduring Communities* project and this curriculum were made possible through the contributions of many people from across the nation over the span of four years. The camaraderie, insights, and lively discussions with the following educators, volunteers, community members, advisors, and staff have guided and strengthened the project:

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78

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