
GUAM COMMUNITY COLLEGE



Project Title:	Go'ti Yan Adahi I Fino'ta Chamorro
Award Amount:	\$593,459
Type of Grant:	Native Languages
Project Period:	Sept. 2009 – Sept. 2012
Grantee Type:	Public Education Institution

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 32 Elders involved
- 132 youth involved
- \$81,650 in resources leveraged
- 22 partnerships formed
- 2 language surveys developed
- 1,800 language surveys completed
- 50 youth increased their ability to speak a Native language
- 100 adults increased their ability to speak a Native language

BACKGROUND

Guam is an organized, unincorporated territory of the U.S. located in the western Pacific Ocean, with an indigenous Chamorro population comprising over 37 percent of the population. Accredited since 1979 and the island's only community college, Guam Community College (GCC) is a multi-cultural, multi-ethnic career and technical educational institution. Although the majority of the student population is Chamorro and the school offers classes in Chamorro language, the declining number of

Chamorros in Guam combined with migration from other ethnic origins hinders the public use of the Chamorro language, and has weakened the Native language and culture on Guam. Language teachers have indicated their resources are very limited, and they continue to express the need to have more media forms in Chamorro.

In 2007, GCC conducted a survey to assess the status of the Chamorro language and analyzed the results from the 566 Chamorro respondents: 96 percent indicated it is important to preserve the language; 86 percent wanted to learn to speak Chamorro; and 91 percent preferred the instruction tool to be CD, DVD, or video.

PURPOSE AND OBJECTIVES

Based on the survey results, the purpose of this project was to revive, promote, and preserve the bond to the Chamorro past by producing learning modules in Fino' Håya, the indigenous language of Guam. The modules would cover the history of the Chamorro people, word origin, legends, environment, descriptions of the ancient way of life, and traditional names of plants, illnesses, and cures. These modules were meant to benefit Guam's students and increase the usage of the Native language.

The project’s objective was to produce and distribute 16 scripts in digital form. Students expressed a desire to learn the indigenous Fino’ Håya language, rather than the Spanish-Chamorro that has become most prevalent. Therefore, the project team worked with a linguist to isolate original words and compare them to other Austronesian languages for authenticity. Through many successful partnerships, project staff completed 16 Fino’ Håya DVDs with sights, sounds, and historical accounts. The linguist, a fluent Fino’ Håya speaker, narrated all the videos using only pre-contact Chamorro. Project staff felt the DVDs will complement existing language classes in schools and postsecondary institutions because learners can hear phrases in their simplest form and gain proficiency at their own pace by speaking after the narrator, while also learning Chamorro culture and history.

The completed titles include: Prelatte and Latte Period; Origins of Fino’ Håya; Pottery of the Ancient People; Ocean, Land, Heavens, and Moon; Ancient Wordlists; Everyday Phrases; Flying Proa; Ancient Lunar Calendar and Counting; Chanting, Singing, Dancing; ABCs in Fino’ Håya; Cooking Methods; Plants and Animals; Ancient Fishing and Farming Tools; The Gifting (Coconut) Tree; Ancient Village Names; and Ancient Medicines.

Project staff ordered 300 copies of each title, which they will distribute to language teachers, schools, universities, libraries, and other partners. GCC will market and sell additional copies to the general public through its bookstore. GCC also created a Fino’ Håya You Tube channel, and project staff uploaded 11 videos by the end of the project period with plans to upload all 16 titles; during the project, the YouTube channel had 4,140 views. Approximately 6 hours of Native Chamorro historical accounts, visuals, and spoken words are now

available, and over 160 Chamorro teachers can access supplemental language resources.

OUTCOMES AND COMMUNITY IMPACT

Project staff reported they witnessed a higher level of interest in and awareness of the Fino’ Håya language as a result of this project. There was some skepticism from those who thought ancient Chamorro was lost, but the DVDs have shown the community the language still exists, and has built a foundation for the next level of revitalization. Students reported using the videos to learn words and speak them at home; one student stated the project strengthened his family and cultural connections, and influenced him to be more committed to the language.

Much discussion about the pre-contact language also has resurfaced. For example, the University of Guam changed Spanish-Chamorro to Fino’ Håya in titles, posters, and greetings as a result of this project, and there is pending legislation to reintroduce the Native language as an integral part of the kindergarten through 12th grade curriculum.

The project director reported the project addressed the problem of limited resources and media forms available in Chamorro, as well as revitalized the Fino’ Håya language. She stated, “We are beginning to see the impact within our communities, and the passion it is instilling in some of our young Native people.” As learners become aware of the authentic indigenous words, they begin to use those alternatives to the Spanish words that have been perpetuated. This is Guam’s first language revitalization project to use the ancient language and present Chamorro ancestral roots using film.

“The films brought many students to appreciate our culture and language much, much, more than ever.”

Chamorro Language Teacher

PA’A TAOTAO TANO’



Project Title:	Eskuelan Maestro Kutturan Chamorro: Chamorro Cultural Preservation Apprentice Project
Award Amount:	\$944,707
Type of Grant:	Social and Economic Development Strategies
Project Period:	Sept. 2009 – Sept. 2012
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 9 full-time equivalent jobs created
- 15 Elders involved
- 75 youth involved
- \$19,200 in resources leveraged
- 22 individuals trained
- 11 partnerships formed

BACKGROUND

Pa’a Taotao Tano’ (way of life of the people of the land) is a nonprofit cultural organization, incorporated in 2001. Pa’a’s mission is to preserve, perpetuate, and promote the cultural traditions of the indigenous Chamorro people of Guam and the Marianas Islands. Guam’s Chamorro culture has undergone many challenges, including years of occupation by outside forces including Spain, Japan, and the U.S. Guam now is almost completely Westernized due to its political status as an unincorporated U.S. territory.

The influences that come with years of colonization have threatened the existence and continuation of indigenous Chamorro

traditions. Consequently, there are an inadequate number of indigenous Chamorro cultural instructors on Guam, and the need to create and train such instructors in Chamorro dance, chants, songs, and weaving is critical to the survival of the Native culture.

PURPOSE AND OBJECTIVES

The purpose of the project was to ensure the preservation and perpetuation of Chamorro culture by establishing an apprentice program to develop existing indigenous cultural practitioners to become maestro kutturan Chamorro (Chamorro cultural instructors). These instructors will teach and promote Guam’s indigenous traditions of Chamorro dance, chants, songs, and weaving.

The first objective was to develop and produce a standard for cultural instructors and a guide manual on cultural traditions. Project staff completed the standard for cultural instructors in the first project year, as the culmination of efforts beginning in 2007. In June 2012 the Guam Board of Education (BOE) approved the standards, which include a full-year course curriculum

and tools for teachers, as part of a Chamorro traditional arts program for middle and high schools, effective for the 2012-2013 school year. Project staff also completed the guide manual, “Bailian I Taotao Tano—The Chamorro Dance Manual: Chamorro Dances, Costumes, Songs, and Chants,” which will serve as a classroom text for the approved course. A recognized Master of Chamorro Dance carried out the preparation for the manual, an extension of his research efforts that began in the 1970s. After the manual was finalized, staff printed 200 copies and distributed them to cultural apprentices, universities, schools, and libraries on Guam. Together, the standard for instructors and guide manual meet BOE requirements to include Chamorro language and culture in the public school curriculum.

The second objective was for six cultural apprentices to complete intensive cultural traditions training by masters of Chamorro culture. Project staff partnered with the mayors of six communities across the island to use community centers and school buildings as a place to practice cultural traditions. Six apprentices officially participated in the intensive training conducted by the Master of Chamorro Dance, which included dance, costume-making, body ornaments, weaving, and cultural values. Despite turnover in two of the positions, six cultural apprentices received certificates at a graduation ceremony in September 2012. Four of the apprentices were hired by the Guam Public School System, with two additional positions available, and Pa’a has partnered with a private school to continue training four new apprentices.

The third objective was to establish community cultural preservation training sites in six villages, where cultural apprentices could gain on the job training while teaching village residents Chamorro

cultural traditions. Through cultural activities in six villages, 256 residents learned Chamorro dance, chants, songs and weaving, and six new community groups, or “cultural houses,” were established.

OUTCOMES AND COMMUNITY IMPACT

Although the demand from the community was there, prior to this project cultural teaching in the schools was very limited. Now, with the ability to become certified, cultural instructors can obtain employment in the public school system. While becoming a master of Chamorro culture takes many years of study and commitment, and learning is a continuous process, this project has allowed cultural apprentices the opportunity to make a living while devoting time to learning the culture.

In addition to culture, the apprentices trained on appropriate pedagogy and classroom management skills, so they had mentorship on the “totality of themselves as educators.” Pa’a’s hope is all schools on the island will eventually have cultural instructors who have been certified using the BOE-approved standards and curriculum developed as part of this project. Project staff reported that as a direct result of this project they will be able to multiply the number of cultural practitioners on Guam and the number of people practicing at the community level.

Many youth previously had no connection to their Chamorro identity, but the recognition and certification of cultural instructors has helped bolster pride in the local Chamorro culture. Similarly, project staff reported the general community has benefitted from gaining a deeper understanding of Chamorro culture, and they are now more respectful. This project has enhanced the credibility of cultural instructors and respect for the Native culture, when in the past there was little awareness of Chamorro traditions.

SANCTUARY, INCORPORATED OF GUAM



Project Title:	Relationship Intelligence Project
Award Amount:	\$804,032
Type of Grant:	SEDS - Strengthening Families
Project Period:	Sept. 2009 – Sept. 2012
Grantee Type:	Native Nonprofit

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 180 Elders involved
- 1,151 youth involved
- \$34,198 in resources leveraged
- 8 individuals trained
- 10 partnerships formed

BACKGROUND

Sanctuary, Incorporated of Guam is a nonprofit, community-based organization that was founded in 1971 to serve the needs of runaway and homeless youth in the unincorporated U.S. territory of Guam. Granted full accreditation in 2008, it is the only organization in the region that is accredited by the Commission on Accreditation of Rehabilitative Facilities. Sanctuary's vision is "to improve the quality of life for Guam's youth and families, to promote reconciliation during challenging times, and to advocate for their needs by providing 24-hour crisis intervention services, a temporary safe refuge during family conflicts and abuse, outreach, education and prevention programs."

The economic, social, and educational adversity that young people face on the island of Guam continues to pose a significant challenge to healthy development and places youth at high-risk for unhealthy relationships. As a result, there is a need for culturally appropriate educational opportunities to allow youth to develop the skills necessary to practice healthy commitment and communication, and form healthy relationships.

PURPOSE AND OBJECTIVES

The purpose of this project was to enhance the well-being of young people on Guam by increasing the percentage of youth and young adults who have the life skills and knowledge to make informed decisions about healthy relationships, and the percentage of couples who are equipped with the life skills and knowledge to form and sustain healthy relationships and marriages.

The project's objective was for participants between the ages of 12 and 18 to attend a 3-month healthy relationship education program with a 95 percent completion rate. Project staff purchased and adapted the "Relationship Intelligence" (RQ) curriculum, developed by Dr. Richard

Panzer of the Institute for Relationship Intelligence. Project staff modified the curriculum to be culturally sensitive by adding photos and relevant examples, and adjusting the presentation style. The curriculum takes 17 hours to complete so project staff based the delivery schedules on participants’ needs. For example, many schools held weekly sessions, while other nonprofit or governmental organizations used a retreat-style weekend to complete the curriculum. Most of the participants were students from nine schools, but the project also served existing clients in Sanctuary’s emergency, transitional, and residential shelters.

Project staff reported a total of 1,151 participants, with a 97 percent completion rate. All participants filled out a satisfaction survey; results showed that 80 percent reported overall they were very or extremely satisfied with the program, and 100 percent were at least somewhat satisfied. Staff also used the surveys to adjust the program as they went, adding more interactive aspects to the curriculum to increase satisfaction. Participants also completed pre- and post-tests with questions taken from a survey developed by Dr. Panzer to accompany the RQ curriculum. The pre-test average score was 56 percent, with an average post-test score of 91 percent.

Although the initial target audience was high school students, Sanctuary staff soon realized many youth already are dealing with relationship issues by the time they are in high school; staff therefore adjusted the program to serve middle school students. The topics addressed included: high divorce rates, teen pregnancy, uncommitted sex, drugs, alcohol, violence, power, and boundaries.

OUTCOMES AND COMMUNITY IMPACT

As a result of the RQ program’s success, the Guam Department of Education agreed to

start including RQ components in the standard school curriculum; prior to this project the healthy relationship and sexuality education offered in public schools was reported to be sparse and inadequate. With this curriculum, students receive information generally considered taboo, which is important, because many only have seen examples of unhealthy relationships, and have not talked about what is a good and bad relationship. Additionally, many adults in the community who heard about the program requested to attend workshops to increase their own knowledge about healthy relationships.

Based on 2011 in-house statistics, Sanctuary staff established a correlation between the time the project began in 2009 and decreased divorce and teen parent rates. Project staff also reported anecdotally that no youth from the first curriculum cycle are pregnant or married, and that the program has opened students’ eyes to what are appropriate boundaries.

Sanctuary is a member of many coalitions and task forces on Guam, and can now provide knowledge of the curriculum and statistical resources to others working in the field. The general community has been very supportive of the curriculum, including the Guam Police Department, which wants to use it particularly to help women in abusive relationships. The RQ curriculum has become an integral part of Sanctuary’s services, and project staff will continue to work with the organization’s clients to deliver relationship intelligence education.

“[This project] has given youth a voice and the knowledge to make informed decisions.”

Relationship Intelligence
Project Director