

I Mina'Trentai Tres Na Liheslaturan Received
Bill Log Sheet

BILL NO.	SPONSOR	TITLE	DATE INTRODUCED	DATE REFERRED	CMTE REFERRED	PUBLIC HEARING DATE	DATE COMMITTEE REPORT FILED	FISCAL NOTES
398-33 (COR)	T. R. Muña Barnes	AN ACT TO APPROPRIATE FUNDS FROM FISCAL YEAR 2016 FUND BALANCE OF THE TOURIST ATTRACTION FUND TO GUAM VISITORS BUREAU FOR THE HURÃO ACADEMY CHAMORU LANGUAGE "IMMERSION" PRE-SCHOOL PROGRAM.	11/10/16 4:53 p.m.	11/15/16	Committee on Municipal Affairs, Tourism, Housing, and Historic Preservation	12/13/16 8:00 a.m.	12/26/16 5:15 p.m.	Fiscal Note Request 11/15/16 Fiscal Note 12/05/15



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Office of The Legislative Secretary

Tina Rose Muña Barnes

DEC 23 2016

The Honorable Judith T. Won Pat, Ed.D.
Speaker
I Mina'trentai Tres Na Liheslaturan Guåhan
155 Hesler Place
Hagåtña, Guam 96910

VIA: The Honorable Rory J. Respicio *Rory J. Respicio*
Chairperson, Committee on Rules

RE: Committee Report on **Bill No. 398-33 (COR)**

Dear Speaker Won Pat:

Transmitted herewith is the Committee Report on Bill No. 398-33 (COR) – “AN ACT TO APPROPRIATE FUNDS FROM THE FISCAL YEAR 2016 FUND BALANCE OF THE TOURIST ATTRACTION FUND TO THE GUAM VISITORS BUREAU FOR THE HURÃO ACADEMY CHAMORU LANGUAGE “IMMERSION” PRE-SCHOOL PROGRAM.” - sponsored by T.R. Muña Barnes and referred to the Committee on Municipal Affairs, Tourism, Housing and Historic Preservation.

Committee votes are as follows:

- 6 TO DO PASS
- 0 TO NOT PASS
- 0 TO REPORT OUT ONLY
- 0 TO ABSTAIN
- 0 TO PLACE IN INACTIVE FILE

Sincerely,
Tina Rose Muña Barnes
Senator Tina Muña Barnes

2016 DEC 26 PM 5:15



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Office of The Legislative Secretary
Tina Rose Muña Barnes

COMMITTEE REPORT
ON
BILL NO. 398-33 (COR)

As amended by the Committee on Municipal Affairs, Tourism, Housing
and Historic Preservation
(Sponsor: T.R. Muña Barnes)

“AN ACT TO APPROPRIATE FUNDS
FROM THE FISCAL YEAR 2016 FUND
BALANCE OF THE TOURIST
ATTRACTION FUND TO THE GUAM
VISITORS BUREAU FOR THE HURÃO
ACADEMY CHAMORU LANGUAGE
“IMMERSION” PRE-SCHOOL
PROGRAM.”



I Mina'Trentai Tres Na Liheslaturan Guåhan


Office of The Legislative Secretary

Tina Rose Muña Barnes

DEC 23 2016

MEMORANDUM

To: All Members
Committee on Municipal Affairs, Tourism, Housing and Historic
Preservation

From: Senator Tina Muña Barnes 
Committee Chairperson

Subject: Committee Report on Bill No. 398-33 (COR) as amended

Transmitted herewith for your consideration is the Committee Report on Bill No. 398-33 (COR) "AN ACT TO APPROPRIATE FUNDS FROM THE FISCAL YEAR 2016 FUND BALANCE OF THE TOURIST ATTRACTION FUND TO THE GUAM VISITORS BUREAU FOR THE *HURÁO* ACADEMY *CHAMORU* LANGUAGE "IMMERSION" PRE-SCHOOL PROGRAM."

This report includes the following:

- Committee Vote Sheet
- Committee Report Digest
- Copy of Bill No. 398-33 (COR), as introduced
- Copy of Bill No. 398-33 (COR), as amended
- Public Hearing Sign-in Sheet
- Copies of Submitted Testimony & Supporting Documents
- Copy of COR Referral of Bill No. 398-33 (COR)
- Notices of Public Hearing
- Copy of the Public Hearing Agenda

Please take the appropriate action on the attached vote sheet. Your attention to this matter is greatly appreciated. Should you have any questions or concerns, please do not hesitate to contact me.

Si Yu'os ma'åse'!



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Tina Rose Muña Barnes

COMMITTEE VOTING SHEET

Bill No. 398-33 (COR) as amended – "AN ACT TO APPROPRIATE FUNDS FROM THE FISCAL YEAR 2016 FUND BALANCE OF THE TOURIST ATTRACTION FUND TO THE GUAM VISITORS BUREAU FOR THE HURÃO ACADEMY CHAMORU LANGUAGE "IMMERSION" PRE-SCHOOL PROGRAM."

	SIGNATURE	TO PASS	TO NOT PASS	TO REPORT OUT ONLY	TO ABSTAIN DUE TO CONFLICT OF INTEREST	TO PLACE IN INACTIVE FILE
TINA ROSE MUÑA BARNES Legislative Secretary Chairperson		✓				
BENJAMIN J.F. CRUZ Vice Speaker Vice Chairperson		✓				
JUDITH T. WON PAT, Ed.D. Speaker Member						
RORY J. RESPICIO Senator Member		non reside				
DENNIS G. RODRIGUEZ, JR. Senator Member		✓ 12/27				
NERISSA B. UNDERWOOD, Ph.D. Senator Member						
V. ANTHONY ADA Senator Member		✓				
BRANT McCREADIE Senator Member						
FRANK F. BLAS, JR. Senator Member						
MARY C. TORRES Senator Member		✓				
JAMES V. ESPALDON Senator Member						



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COMMITTEE REPORT

I. OVERVIEW

Bill No. 398-33 (COR) was introduced on November 10, 2016, by Senator Tina Rose Muna Barnes as Chairperson on the Committee on Municipal Affairs, Tourism, Housing and Historic Preservation. A public hearing on Bill No. 398-33 (COR) was held on Tuesday, December 13, 2016 at 8:00 a.m., in I Liheslatura's Public Hearing Room.

Public Notice Requirements

Public Hearing Notices were disseminated via e-mail to all senators and all main media broadcasting outlets on December 6, 2016 (5-Day Notice), and again on December 9, 2016, (48-Hour Notice).

The Public hearing was called to order on Tuesday, December 13, 2016 at 8:00 a.m.

Senators Present

Senator Tina Muna Barnes, Chairperson
Senator Thomas C. Ada

II. SUMMARY OF TESTIMONY AND DISCUSSION

Senator Barnes:Ladies and Gentlemen, the next item on the agenda this morning is Bill No. 398-33, (COR) as introduced by myself, Senator Tina Muna Barnes, which is AN ACT TO APPROPRIATE FUNDS FROM FISCAL YEAR 2016 FUND BALANCE OF THE TOURIST ATTRACTION FUND TO GUAM VISITORS BUREAU FOR THE HURAO ACADEMY LANGUAGE "IMMERSION" PRE-SCHOOL PROGRAM. The notices of these public hearings have been provided to senators, stakeholders and the local media as required by the open government law and this public hearing is also being broadcast on local television.

I do know that there are folks from the Hurao Academy who are here to testify. Ms. Ann Marie, are you going to do a presentation? A video, so if anyone else in the audience wants to testify, please sign in. Please indicate whether you want to give oral testimony, submit written testimony or just here for support so that we can append this list to the committee report.

Ladies and gentlemen, while the folks are signing in right now, I want to go ahead for the record and state the Legislative Findings and Intent, the reason why the Committee felt that Bill 398-33



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(COR) is important and it does say that the Committee on Tourism has been working closely with the Hurao Academy and it states that the number of Chamoru speakers on our island continues to decline and is under immediate threat of extinction. The average number of proficient Chamoru speakers is at an average age of 55 years and older and the average life expectancy of Guam's Chamoru people is between 65 and 70 years of age. It is conceivable that the language will be extinct in the year 2025. The Legislature further finds that efforts must be made to preserve and protect the Chamoru language by encouraging young children to use the Chamoru language in their daily lives. Language immersion methodologies have proven to be successful for language restoration in a number of communities around the world. One mode is the Ana Punana Leo Pre-School in Hawaii, which surrounds pre-school age children in an environment conducive to learning their native language. I'm sure that President Ann Marie Arceo will speak about this. The Legislature further finds that that there was in depth research and collaboration with experts from the mainland and Hawaii in literally true preservation and collaboration of our native languages and identity and because of that this Committee felt that with the team of experts out there, and the passion and heart for advocating that preservation, this bill was born. At this time, I do know that there is a panel here and if I can ask Mr. Cepeda to share with me the listing. Here to speak, Saina Bill Paulino, Ms. Ann Marie Arceo, Senot Roland Quitugua, Ms. Evelyn Topasna, as a parent, Jimmy Santos as a parent, also Senora Rufina Mendiola from the GDOE Chamoru Studies for support, Angelina Cruz and Terence Diego. If there are any other members of the audience who would like to sign up, please don't hesitate to do so. I have Mr. Alan Cepeda, Committee member here to assist.

Saina Paulino, please I will yield to the table. I do know that we have been collaborating, so I will leave it to you Ann Marie and then for the full presentation. Okay. Please proceed.

Ann Marie Arceo: Good morning Senator. First I would like to thank you for this funding because for 30 years we have waited for this dream. Since the start of Hurao, this has been our dream. When I went to Honolulu about 15 years ago, to the Aha Punana Leo Pre-School, I saw the school's model and I realized this is what we had to do to keep the our language alive. For many years I have asked for assistance for this program and 13 years later you are making this possible, because God knows the plan for us that we had to make the necessary preparations in order to make this assistance possible. Thank you and I want to wish you many blessings Senator because I am very sad that you will be leaving the Legislature but I know that in your heart this seed that you are leaving for our children and our people is the most beautiful, most ..., and most worthwhile effort that you could leave for our people. Believe in your heart that you will see ... and all of us here who support the Chamoru language will prove to you and promise you that we will make this possible and continue to move this program forward. I would now like to give you a gift for believing in us and giving us this opportunity to do this.



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So I will begin. My name is Ann Marie BlasArceo. It has been 13 years since I have worked on moving our language and culture forward, especially our language. Many of our elders who I have worked with for our language, have passed away. It is for them that we are here today at this table. Saina Bill Paulino is the most senior here. He taught us how to teach the language. We are happy because we have waited a long time for this moment to plant the seed and make strong our language. God is now shining the light on us to make this possible and this program will come alive. I want you to know ... Please excuse us but we see that not all the senators are here. This is very important and we were depending on them being here. We hope that even if they are not here, they will support our efforts. We will leave this in God's hands. We have worked together for many years and now I want to say that we have worked with GDOE Chamoru Studies. It is a beautiful feeling that we will be together going forward. You will witness that we will be together and work together for the bigger picture.

Testimony of Ann Marie Arceo is hereby appended to this committee report and incorporated herein by reference.

Video Presentation by Ann Marie Arceo, Chief Hurao Academy is hereby appended to this committee report and incorporated herein by reference.

Senator I leave you with this, just small evidence of our work. I thought this would be the best way to prove, aside from the pictures and parents you see here today, our work for the last 13 years. Thank you for your assistance and support. We love you.

Senator Barnes: Thank you all of you. I am Chamoru in my heart, but I am not fluent in speaking. I can understand it. I will try to speak Chamoru every day. Please excuse me for also speaking in English. As oversight chair of Tourism I have to share with the listening audience when I was asked about this program and how we can move to implement it forward, I had to share how embarrassed I was at that meeting because there were families, the Borjas, Pika and Lenny, and their attempt to learn the language with their children. I was sitting in the audience of the meeting at the Latte of Freedom Hall and I couldn't speak when I saw this video and in the audience was also my brother and though we both understand the language, because our grandmother spoke little English or broken English, we at least we understood what she wanted and what she wanted us to do. But when I saw the Fejeran family committing, I was embarrassed that I didn't take the initiative for myself to teach my children. My husband whose father was American and mother was Chamoru, he would speak the language every day to them and to his aunts and uncles, my father, my mother, but when he looked at me he spoke in English. When I asked him why is it that he speaks Chamoru to everyone, even my youngest son, but when it came to me he spoke in English. He said it's because you can't answer me back in Chamoru. When I was sitting there at the meeting, at that conference, listening to why it was important to get resources from the Tourist Attraction Fund, because it was part of the enabling



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legislation to support Chamoru activities, to preserve and to advocate and perpetuate the Chamoru language and Chamoru identity, I said what better way than to start with myself. Though it was a different mindset in the 60s and 70s, that in order for us to have a better education, we had to speak English for better job opportunities. Had I known then what I know today based on preserving my language, I would have said it is not fair for us to learn someone else's language before we learn our own. Ladies and gentlemen, this is my commitment back to the people to say I'm here to start and feel compelled to say that those of you here to present, but I had to share with you Senora Ann Marie, that it was important that I take the time to say thank you for all the hard work ...to the parents, the teachers, the volunteers, the members, the two girls this morning ... is because the commitment from this Legislature is to make sure that we don't lose that language. If there is a program out there that we can help, we have to at least give the little resources that we have and share that. That is why these bills are created today. So thank you very much. Thank you for the presentation. Thank you for the Johnny Sablan music. Thank you for never quitting on teaching the language because I wish I can speak it as fluently and as beautifully as these 4 and 7 year olds. Mr. Paulino I will go ahead and yield the floor to you.

Bill Paulino: Senator Tina Muna Barnes, that was a very moving testimonial that you have done. For the record, I am Bill Paulino from Inarajan. I was ill last week when I got a call from Ann Marie. I did not have time to write my testimony as what I wanted to say today. I wake up at this time every day. So, I decided that what I have to say today and yes it is in heart that I want to support this bill and I believe it is in your heart too. This will be useless if it is not in your heart if this is not possible, I am requesting from the Legislature as a whole to support this bill. At first I wanted to say that when the grant was implemented, Hurao Academy was given three years for this grant. There are funds and foundation for this program to work. I am the one they called Master teacher at that time and I was the one to that was tasked to write all the books and how it should be taught, why it is together and how our language should be taught, practices and strategies. We took this and implemented this program at Saint Francis School in Yona. Three or four years when this was first implemented. It is suppose to be the language that was presented, but all the believe that I saw from the children. First I will give you that what was put out by the children. We put together this program because I know that it is a Catholic School. We merged together the program called Corporal Works of Mercy. One child came to school one day and was carrying a can of spam, the child said Mr. Bill can you give this can of spam to the KamelenKaridat, I almost fell, because I couldn't believe that this child spoke in Chamoru. If we do not protect our belief, our language that God gave to us, who will protect it. I will tell you a story, during the Japanese occupation, when the island was occupied, one of the places in Inarajan which was used as a concentration camp which was call Humafit and I know not to many people knew about this story, but my family, whom I come from, nineteen (19) altogether and fifteen (15) other families with probably not less than ten (10) children of each of those family members. One evening, late



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evening, they were all waken, they were made to line up in Humafit, this was out of that cave were the only shelter they had in Humafit. They were told to line up and not say anything. They were all given instructions not to talk to each other. However, my mother could not keep that silence. She stood up and used that language that came from her heart that came as a mother tongue, a tongue no other language she used but what came from her heart. She took out the rosary and started saying the rosary in Chamoru. One of the soldiers, about five of them with guns, one of them stood up and said, you are not to say anything. My mother turned around and looked at them and continued to say the rosary in Chamoru, and before everyone knew what was going on everybody responded in that language. Right after the rosary, they sung the Ave Maria was also sung in Chamoru. One thing that my parents and the others notice that the five (5) with guns, four left and one stayed behind. The rosary and singing was done in Chamoru. The soldier gave them instructions to run, somehow at that time they didn't want to. The soldier became angry and told them again "you better start going" start moving and save your lives, you better start moving, so everybody started running and guess what within a few minutes my oldest brother had to turn around, they heard a gunshot, when they all turned around, the Japanese soldier committed suicide. What did we learned from something like this, something coming from the heart and the value also that came from this, that my parents had to explain to us and I maintain by the way a diary when I was a little boy, I started writing in Chamoru as well as in English. So I wrote these things and one of the things that my parents emphasize is the love for your fellow human being. Love yourself, that one in itself I will never forget and the depth of it I can never, never understate that even till now my relationship with people can never go below that. I need to look, one of the things that was emphasis, is to love yourself, was to look at the highest goodness of a person and that was the relationship that I still carry throughout my life and it is something that I inculcated also with my children. One thing also that at Saint Francis School, the parents started asking that we implement this, also the second year of implementation, is to implement the program with the higher elementary which is from 5th grade down to Pre-K. There was this trouble child, that had to go every Wednesday to Department of, not Corrections, but the Youth, yes. I was in the student store and he was standing there and he took out \$2.00, he went to over to the refrigerator and he took out a drink, he started walking to the door and suddenly he stopped, he turned around and returned the drink, and he said to me Senot Bill, please take this \$200 and give it to Kamalen Karidat because there are other people out there that need it more than I do and you see again because those value that was taught, because if it is just those language that his taught those values and believes must go together, that is why the language and culture could not be separated, it cannot divorce each other, because one you start doing that then language will be superficial type of learning. Therefore, that culture has to be emphasize in whatever teaching aspect that is done and you know things that we've written in these documents, the lesson planning as well as the practices and those examples that we have given, those believes and values are so much imbedded in the writing that we put together, by the way it was edited by the late Bennett Dungca, god bless



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her soul, but I will tell you it is something that she worked on even when she was in the Philippines, I met her there and she took these books and she started editing them and one of the things that Bennett said was “you I don’t think I have that much life to live on earth, but all of you need to make sure you push the legislative body to make sure things are done not only to preserve but ensure the continuity of the language and the culture of the Chamoru people.

I left the school quite bit in a hurry this morning I was out yesterday, but here is the Nobenan Nino and guess what the entire school got together this morning to pray the Nobenan Nino in Chamoru, we are going to be having a culminating activity, where what is it we do after something like this in our culture is to come and share that fellowship. This type of practice that we have done over the years with Saint Francis School, we notice in the implementation of this program that bullying is so minimal that we hardly talk about bullying because of the believe of the love and that we are god’s creatures and therefore whatever it is that is inculcated in this culture has got to be perpetuated and there is hardly a time that we have to talk about the rules and regulations in terms of bullying is very minimal, maybe two or three during the year and that’s it and I testify this because I notice as a school Principal for Saint Francis School. One particular person in school who never spoke in Chamoru, but is now quite fluent and one of the things he testified in front of the students assembly, he said something has to be done with this program. We need funding to ensure that this is constantly perpetuated, so I realize that there is \$150,000.00 dollars that probably may go through and appropriated, but I also ventured to say and recommend with your committee to push for another \$150,000.00 dollars. I came up here because I couldn’t help but to testify for Mr. Morinaga and that really caught my attention, you look at the Island of Guam and what is it that we can give the tourist, the families that we have made friends from Japan and Korea, one of the things that they have talked about is the culture and the language that they hear they want to see more of these and more activities as they come out to this islands. And so I have put together and it can be read, but these are my testimonials and thank you for allowing us, allowing me to be here today, Un dangkuluna Yu’osma’ase and God Bless You.

Senator Barnes: You’re welcome Mr. Paulino, thank you for that wonderful testimony and sharing of your family story I think it is really important that it gets out there and testimonies like that remind us of what we need to do as the people coming together to protect what has god given to us, so thank you, Si Yu’osma’ase. Ladies and gentleman, I know this is out of the ordinary, but I’ve been up here, can I just take a nature break? I’ll be right back, just 30 seconds.

Ann Marie Arceo: Senator can I call them up ... does it have to be in any order or can I just send them up?

Senator Barnes: Yes, we’ll go ahead and have the two of them speak first and then whatever order you want. We will work with you.



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Ann Marie Arceo: Yes, because some have to go back to work, some have to leave and some will stay for the hearing. Thank you.

Senator Barnes: Senora Mendiola.

RufinaMendiola: Good Morning Senator. I am here to testify on Bill No. 398-33. I am here to offer what I know. I am Rufina Mendiola. For the past 36 years, I have been in this work and began to know who and what I am. I continue to work and move forward our Chamorro language and our Chamorro culture. I am here not because of Ann Marie's name, but what she is doing. All of the things she is doing in her program shows, and yes I am able to witness it that it is beautiful and peaceful because I hear the children especially the ones who are in the video. For sure there is something good for our children. It is not for us, but for our children. I also represent the Chamorro Division of the Department of Education which has the same curriculum, especially they have adopted certain aspects of the immersion master plan and I worked with Ann Marie who helped put together the curriculum program for upcoming events. Since Bill is not here, I'm going to talk about him, maybe that's why he left. I am here today because Bill Paulino brought me here. I informed him before he left, "did you forget that in 2000, you kept calling Andersen Elementary School for me and Mrs. Gould, that I am going to teach Chamorro and it took two years to give you an answer? Because the year before, you gave the job to someone else, the school aide, Senot Perez? I said can you please teach the class, so that Senot Paulino and Mrs. Gould will stop asking me. Ann Marie is right, that God is guiding me forward, so in 2002, I informed Senot Bill that I will go ahead and try it and to this day I am still teaching, because you never know when our last day will be on earth and when will we be in heaven. There is no good or bad in everyone. We are all the same. So, since then I knew who I am, what I am today, what I need to do moving forward. I never forgot our parents, elders. I will always ask, whether in heaven or around us that they are very important and because of them our lives and future are bright. Money is very appreciated if it is beneficial if it is for the community, especially our language, our culture. Our island is in my heart. I see now here on Guam that we are moving forward and our lives are good. The same with our education. There is now a Chamorro Studies major. The people in the upper level of education are adults, parents, saina. They have children and want to give their children who are at this young age a way to learn our language and culture. This program for 2 to 4 year olds, I say to myself every night, that this is a good program and is similar to the dual language program by Senora Rosa Palomo. Even if it is in English and Chamorro, at least there is Chamorro in there. I remembered our program in the Department of Education that we have already approved the immersion program and it was moving the mandate forward that Chamorro to be taught until 12th grade, that there be some teaching about Chamorro. During my 13th year in teaching, I realized that 20 minutes was not enough time. We have already done well because Chamorro was being spoken. We mandate that our teachers do everything be in Chamorro, only Chamorro, that they use the language to



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communicate. If this program is taught at this early age, between the ages of 2 and 4 years, it helps us when the children enter the regular classroom, it helps the child, it helps the teacher, it helps the school. It is hard to teach the language in the classroom. Sometimes even after two months, it is still all repetitive. It seems silly, but I'm happy and they are happy because they are speaking the language and in the end they will learn something. I am here but I am looking around and asking where are the rest of the senators? It is very important that we are here. We are important because we are you. Who are we, what are we, Chamorro. Hopefully all will hear what we have to say here today, and not just with the tourism money. Senator Ada, wherever there is money from other committees, and in the coming 34th Guam Legislature, please remember our Chamorro and Cultural programs. Remember Hurao programs, GDOE programs, and Senora Palomo's dual language program. These are already three programs. The more programs the better. Please don't forget our children because we are here because of them. Senot Bill is not here, but I want to tell him thank you for passing on this responsibility to me because for sure we need to do this because of our love of language and culture. Whatever Hurao is doing, it is not because of us or Ann Marie, but for the children and their parents. We hear them speaking Chamorro when they are together. We see the results of the immersion program. We see the children kissing our elders. At eight months old, a child understands to clap his hands when spoken to in Chamorro. He may not be able to speak it yet, but he understands. So many examples we have witnessed. Senator, please speak with your colleagues, to help us, GDOE, Hurao and the dual language programs. Thank you again and may God bless you.

Senator Barnes: You're welcome Ms. Mendiola. That was wonderful. Thank you very for your presentation this morning.

Senator Ada: Please excuse me for leaving for leaving during this the start of this hearing, but I returned because I wanted to assure you that I will support all your programs and your efforts to move our language and culture forward and keep them alive. Thank God that the Legislature has another senator, Senator Mary Torres, who continues to practice speaking the language and we agreed that we will practice speaking Chamorro every day, even if it's just Hafa Adai. At least it is better than saying Hello. I see that if John and Pika are sure that they want to know and learn the language, then we can all do. I was lucky, that at 7 years of age, I knew only Chamorro so I had the foundation, but since then until I was 40 years old, I did not practice the language, because I was in the United States. When I returned home, I worked back then at PUAG and I saw someone on the grounds digging a hole. I went down to him and said Hello. He looked at me and I realized then that I said the wrong thing. Since then, I resolved to practice Chamorro so that I can speak it better and fluently. I am happy to do anything I can to support your programs and make them stronger. Thank you.



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Senator Barnes: Thank you Senator Ada. Mr. Jimmy Teria.

Mr. Teria: Buenas and HafaAdai, I am Jimmy Santos Teria. I am here, yes I am with Senora at office, but I am here also as a parent because I have a son in the Hurao program. I wanted to talk a little about him and because of my schooling . I was a student in Hilo, Hawaii and trying to get my degree in keeping the Chamoru language alive. I know the program Ms. Ann Marie is following. They were my instructors in Hilo. I stayed months in the school in Hilo and followed their activities and I hope our work here will be the same. My son, I have always spoken Chamoru to him ... I have 4 children, all of them, but when they went to public school, since 3 years of age, they realized that they were separate from other students. I want to say that we need a place for children to be with other children who speak Chamoru. The children see that if they are in a place where others don't speak the language, they are more likely not to speak it. The point is to have this pre-school program because in Hawaii who have existed for the last 30 years, they say this model is the most effective. Pre-school paves the way for education in our language. Please give this money so that we can make this program possible and give more money if any. We make every effort at GDOE to find a way to continue the language. When I returned from Hilo, we decided that the best program to follow was the Aha Punana Leo pre-school immersion program. I got together with Ms. Ann Marie and I didn't know that they were working on something similar. This is a sign from God that the path is clear for us to advocate for this program so that we can give our children what they need to speak the Chamoru language. No matter what the language, if there are no children to learn the language and pass it on, the language will die. Therefore this model is important. It is clear that the immersion program is the best model for teaching any language and that it is working. This is all I have to say. Thank you for giving us the opportunity to speak here.

Senator Barnes: You're welcome Jimmy.

Mr. Teria: Senator, may I read written testimony from Kenneth Gofigan Kuper who is a Chamoru living and attending school in Hawaii? He asked me to read his testimony read at this public hearing.

Senator Barnes: Yes, please proceed.

Mr. Teria: Written testimony submitted by Kenneth Gofigan Kuper is hereby appended to this committee report and incorporated herein by reference.

Thank you Senator Barnes.

Ms. Cruz: HafaAdai, my name is Angelina Cruz. I am here today as a parent to speak about my personal experience and my experience with my children and my support of the pre-school immersion concept. I grew up in my grandma's home and as you had shared Senator, everyone



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around me spoke Chamoru, my aunts, my uncles, and my grandparents. At that time, whenever they turn to the grandchildren, they spoke to us in English. So I learned Chamoru, but I learned to speak only English when spoken to in Chamoru because that was the way my home was. My children's father, he spent most of his time at his grandparent's home, but only spoke Chamoru there. They were not allowed to speak English and so he is quite fluent. When we had our children, my eldest is 20, so it's true the way the mother goes, the children follow. So I spoke to her in English so he followed my example and only spoke to her English. My children are 10 years apart so when I had my little one, Hurao was at Chamoru Village and I was looking into it and really wanted to put her there. I think it's very important that she has that exposure to the culture and the language so we enrolled her in Hurao when she was 4 years old. She was at the time in the LBJ pre gate program. My daughter became quite fluent. She speaks Chamoru only to her dad because he's the only one who responds to her in Chamoru. She can speak to me but I respond to her in English. I see my daughter, it was so natural for her, it was easy for her to pick up the Chamoru language. The sad part is that that she only speaks to her dad, my aunts and uncles who still speak Chamoru. My older daughter is attending UOG and decided to take a Chamoru class for her language requirement because she is listening to her sister. She only learned basic Chamoru taught in public school and she knew that her sister could speak fluently and she couldn't. So she took the class at UOG, had trouble with homework, so it was her little sister who is 11 years younger than her, who helped her with her assignments. She would ask me and I would tell her how to say it, but she would ask how to spell the words, and I would tell her to ask her sister. She knows how to spell, pronounce it. When we go rosaries and they say the prayers, my younger daughter would ask me why they are speaking so fast and not pronouncing it correctly. My uncle just passed away and we are saying the rosaries in English. His son asked if we could please say it in Chamoru. I said Gabriela can say it so she's working with my cousin who is a techa to say the rosaries in Chamoru. I fully believe that his immersion concept works. The family component is so important because my daughter I continue to send her to Hurao after school, because after school she has no one to speak to. In order for her to perpetuate the language she needs to feel that it is a language of her peers and she has that when she goes to Hurao. Granted she's the oldest one there, but she enjoys going there and I feel it is important for her to do so. I am a social worker with the Guam head start program. When we register our children from the outer islands, they speak little to no English. Their parents speak limited English. I always tell them don't worry they're coming to the public school and will be immersed in English. They learn just like that, it's very quick for them. It is proven time and time again so why can't we take the same concept for Chamoru and make it work. My sister lives in Los Angeles, her husband is Chinese, but she doesn't speak Chamoru because we grew up in the same home. The community they live in is predominantly Chinese and the public school in their area has a Chinese pre-school immersion program. My nephew is enrolled there and because his siblings grew up on Guam before they moved, they don't speak Chinese as well



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as he does because he was in the immersion program. I fully support this appropriation of funds for the Chief Hurao Academy for the Chamoru immersion pre-school program because it is the best use of our money and I think it would be even more effective if we could pilot that same program or whatever program Hurao comes up with as the model in all of our public schools to expand at least one pre-school program in every public school and we would do it the way we are doing it with the universal pre-k program with one in each area and expanding every year we can. I think that if our outer island people come here and are immersed in English, and it works for them and other places stateside are doing immersion, then Guam has even more evidence of how we can perpetuate our language for our children. Thank you.

Senator Barnes: Thank you Ms. Cruz.

Ms. Munoz:HafaAdai. My name is Alisa Munoz. My husband is Randy Munoz. We have 2 children ... 7 years old and 3 years old. We started talking to our eldest daughter right after she turned 1 and from then we enrolled her in the Hurao Academy. She's able to communicate in full sentences, speak Chamoru to my parents who are fluent in Chamoru. I started speaking to my younger child since she was born. Today, I can honestly say she is fluent in Chamoru. ... (inaudible). When she comes home we speak in Chamoru. We don't have to tell her to speak Chamoru when she comes home, it's automatic. This was our challenge from Saina's guinifi. She was right, the result is right here. This is our proof to you that this will work.

Mr. Munoz: in the beginning, she was the first to think of this. I never knew about Hurao. I already knew it was going to be hard because we were so used to the English language. I decided to give it a shot. When I first spoke with Saina Guinifi, I was telling her about it and she said okay let's start you off by coming in to see us. We noticed it was very hard in the beginning because we were not fluent. It makes me feel good, because when people hear me, they feel comfortable speaking in Chamoru. It was easier with our younger one. More of us in the family are pushing the language. I feel that if we have another child, that child will be more fluent. We are going further every day with the language and will continue it at home and in the public community. The only time we actually speak English is at school or when there are other people around us, but when it's just us, it's always Chamoru. Thank you.

Senator Ada: What more makes you happy other than when you speak to your child in Chamoru?

Mrs. Munoz: I would say just them being able to respond back to us.

Senator Ada: Speak to me in Chamoru.



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Mr. Munoz: When other people notice that we speak Chamoru ... (inaudible). How did you guys start speaking to your children in Chamoru. I say since they were babies. If you start when they are babies, then they will be good when they are grown up.

Senator Ada: We have the same problem. When we look at other people, we assume that they don't know Chamoru so we speak English to them. This is why you spoke to me in English.

Mr. Munoz: I know we will continue to support our language and speak it every day to ensure and to make it stronger forward.

Senator Barnes: Thank you.

Ms. Topasna: HafaAdai, my name is Evelyn Topasna, this is Gaput Topasna. I come here very humbly to share our story. We are a 13 year family for Hurao and the 3 main things I want to talk about is Hurao has been running on labor of love, limited resources and it really works and has been successful in our family. Can you imagine if they are provided this little money how much father they can go with it. I would have to agree with Mr. Paulino that I hope and pray that it doesn't stop at this amount. I hope it goes further because like everyone has said it is not only for my children. Children need other children to speak to besides us. The social aspect of the Chamoru language. The second thing is when we started with Hurao, I always had that burning desire for myself and when I started having children the burning desire grew because I wanted it for my children. Hurao was placed on my plate by God for my children. They gave me the tools so we can do it at home. Our story is my children going to Mr. Carmel School and Hurao was an after school program. My two eldest children were 6 and 4, and when Ann Marie was giving her presentation, about what the Hurao program was going to be, I was in my pants wanting to jump out and start talking so I can sign my kids up. So they started the after school program, a full immersion one and in no time I saw such a progression with my children speaking. I wanted to go further and told Ann Marie that I wanted more. She said full immersion. I said okay I'm going to do it. So my husband and I decided no more English at home. We put labels all over our house because we were not fluent speakers. We understood everyone but could not speak back in Chamoru. I'm very apling and you can talk to me Senator Ada and I will do my very best. The labels were not for the children but for us so we can relay it. I thought, because I'm a teacher and putting up labels in the classroom I thought it was for the children but it was for me so that I can speak to my children at home. My children continued with the after school program only because it was challenging. Anytime Ann Marie calls us, we are there in a heartbeat because our children speak only Chamoru in our house. When they come home, they have to switch the English off because they speak English all day. Understandably they forget at home, so I speak to them in Chamoru and they quickly comprehend that they must speak Chamoru. Mrs. Topasna speaking to her son: Tell them why is Hurao important?



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Senator Ada: Do you like going to school at Hurao?

Mrs. Topasna: Please excuse because he is a little deaf. What is your question again?

Mrs. Topasna's son: Yes, because it is good.

Senator Ada: Do you sing in Chamoru often, read stories, what kinds of activities do you have at Hurao?

Mrs. Topasna's son: Bonito Hurao because ... (inaudible).

Mrs. Topasna: Tell them about fishing, the fish.

Mrs. Topasna's son: (inaudible-not speaking loud enough)

Ann Marie Arceo: This is evidence. I wanted to mention that I convinced Evelyn to get pregnant. (laughter) I asked her to talk to Wil and I will be their Comadre. They made it possible with their youngest child to try the immersion program.

Senator Barnes: Amazing, Mauleg.

Mrs. Topasna: I have 3 children now. They all speak Chamoru at home.

Senator Barnes: Thank you.

Ms. Fejeran: Good afternoon. My name is Pika Fejeran. I just want to share my testimony. I am a 1 year attendee of Hurao. My husband and I, Lenny Fejeran, joined last August and in the short year I have gone from not understanding, unfortunately I grew up with parents who did not speak Chamoru, so I didn't understand at all, to being able to sit here today and understand and that is such a gift for myself. What Saina and the board are doing for the pre-school if they get the money, I'm looking forward to it because I know the gift of the Chamoru language. I've seen my children flourish and that the Munoz family is a model family. They are years ahead of us. Their commitment and fluency is our goal. I have a 2 year old and I hope that when this preschool is started I can put him in and continue to learn Chamoru. Thank you.

Mr. Fejeran: Hafa Adai. My name is Lenny Fejeran. Thank you for having us here. There is not much that I can say that hasn't already been said by the people here today. We consider all of them family and we are all on the same boat here. What Hurao has done is created an environment that inspires and encourages Chamoru speakers so we all look up to each other and our kids look up to the teenagers and aspire to be like them just as we aspire to be, like Pika said, like the Munoz Family. For me I feel like her kids are getting to a point already that they need to start learning more on the scholastic level because my daughter for example, 8 years old, is very smart and we can only do so much at home because of our lack of fluency. We've only



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been in the program 1 year. We are getting better and conversational at this point. I feel like my daughter can be more advanced with the right tools and this is why we are here as parents asking for the support of the funding for these programs for the kids and to start the pre-school immersion program. Thank you.

Senator Barnes: You are very welcome.

Mr. Diego: HafaAdai. I am Terence Diego. I am from Inarajan. I am attending the Hurao Academy since March of this year. I am happy and ashamed, like you spoke earlier. You spoke to me directly because coming from Inarajan I share that embarrassment of not being able to speak. In my late 20s, watching this plan unfold for pre-school immersion, it makes me so happy because this is something I could have used and benefited from. One of the concerns I think we need to raise is that kids that identify as Chamoru but speak English don't have concerns that they don't speak Chamoru so having this school would catch a lot of attention for people to say I identify as Chamoru and don't speak it so I need to send my kids. I learned from Saina all the lessons and activities, the immersion process, but truly my favorite lessons come from speaking to the kids, about their basic routines, snack times, talking to them during snack time. It is truly rewarding, piecing together my identity and I am in full support of this immersion school. Thank you.

Senator Barnes: You are welcome. Thank you for being here to pledge your support.

Mr. Quitugua: My name is Roland Quitugua and I am from Yigo. I am here as a parent in support of this bill. My son has been to Hurao for a couple of years now and I can testify that he first entered the Hurao summer program and he went to Hurao by accident. It was the best accident that ever happened. I can tell you that my son learning Chamoru is more than what it gives him and gives me. I believe the funds being appropriated for Hurao is basically pennies and I honestly believe that what you will see is a return multiple times in your investment, a very wise investment. I see a Chamoru culture coming out of Hurao in a multiplier effect and I say this because in my house what Chamoru has given us, the Hurao program, my family has recognized that my son goes to Hurao. So when they come to the house, they automatically switch off the English and actually make a conscious effort to speak Chamoru to my kids and so we learn and we make mistakes, but we are all trying and it's creating the culture to educate and re-educate us. I can honestly say that I have also experienced that after the first summer program my son went to, we went back to school, back to business as usual, I noticed that the Chamoru being spoken in the home diminished over time. So when we went back the second summer, and we re-engaged and we did so with one change and that was with the immersion component. My wife and I going through the immersion process created a sustainable language or foundation for us. I grew up understanding Chamoru, speaking little, and when I'm angry my Chamoru is good, it depends on the situation. What I will say is that I view the importance of the Hurao immersion



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day care ... what I do on a daily basis. I believe it is my job to protect the natural resources of our island. Why do we do it? If we don't use it, it is not worth anything. If we plant not just a seed but the right seed, I believe that this immersion program can become a very strong root, not a branch or a leaf on a tree, but a root. It will be something that is part of the foundation and when I say foundation not just of the culture and if you look at the GVB 20/20 plan, they talk about how they want to build a higher quality destination. What is that destination built on? Read the report. For a better quality destination culture is a key component. And just like any plant that you put down, when you plant the seed, not when you walk away, that's when the nurturing begins. It is so much easier to nurture a tree and for it to return bountiful amounts of fruit if you care of it from day one. I must give credit to those who have lost their identity and later on in life, have come back full circle and you see around us now that here is a renaissance in the Chamoru culture. I am a firm believer that this pre-school program is one of the integral pieces and this thing can feed right in to the immersion school just passed. I hear from Chamoru teachers and non Chamoru interns how excited they are about this immersion school program. People are lining up. Put up a sign in sheet now. There is going to be a long line for that. I cannot over emphasize the importance of this. I honestly believe that while I know there are concerns about money and things being tight and TAF funds, it is all of our responsibility to not just preserve our culture but to perpetuate it. For that reason, we must all do our part, no matter how little or how big we can afford to do, I honestly believe this is a wise investment. Once again, this not only will help build the community from the perspective of family but as we are talking about building our visitor industry and giving them a quality destination and experience and I think this is one of the components. For that, I think it is a wise investment. Thank you.

Senator Barnes: You're welcome Mr. Quitugua. Thank you very much for that presentation. It is truly about nurturing and making sure that programs like this come to full fruition. Ladies and gentlemen, at this time I would like to recognize a Department of Chamoru Affairs Board Member, Mr. Frank Lizama. Thank you for being here today. Thank you for your support.

Mr. Fejeran: Please excuse me. I wear two hats at Hurao. One as a parent and I'm also on the Board and I want to speak a little bit on that. Currently I am the Vice-President of the board of Hurao and the reason why I am on the board is because I believe so much in this program and in our culture. Being Chamoru, I am from Agat, born and raised. I grew up right outside the naval base fence and maybe that's why I pushed myself to speak good English. Now that I'm here in the program I'm really trying to immerse myself and push myself to be a better Chamoru, better citizen and to help these guys as much as possible. What I see is that it seems simple. Thank you Roland for your analogy on planting the seed. We are really trying to plant the right seed and being very careful about how we use the funds and help Saina Guinifi to guide in the business sense because I'm not coming from the education side, I've never been a part of the educational system so I look at it in terms of business and what makes most sense as far as the



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financials and as we ask for this \$150,000 to use for the pre-school we want to make sure we are using it appropriately, for the best idea rather than spending it all on hard assets, to build the foundation. Of the program which is from the curriculum for the pre-school and that's our angle on this and Saina Guinifi mentioned it earlier as well that for the first year we would be using it to build the immersion education certification program which we believe is the right seed to plant in order to create a strong foundation and help us find a home for all of this instead of using it on hard assets but our best assets, Ann Marie Arceo and the team at Hurao and with help of GDOE and other Sainas we can put together the best curriculum with this seed money. Thank you.

Senator Barnes: If there is no one else who would like to speak on this matter, I will declare that Bill No. 398-33 (COR) has been publicly heard. To the listening audience, if anyone wants to submit written testimony, they can do so by sending the same to 155 Hesler Place, Hagatna, Guam, 96932, via email to senator@tinamunabarnes.com., via facsimile 472-3400. Thank you so very much for being here this morning to present your support for this bill.

The public hearing adjourned at 12:04 p.m.

III. FINDINGS AND RECOMMENDATIONS

The Committee on Municipal Affairs, Tourism, Housing and Historic Preservation hereby reports out Bill No. 398-33 (COR), with the recommendation TO DO PASS.

END OF COMMITTEE REPORT FOR BILL NO. 398-33

I MINA'TRENTAI TRES NA LIHESLATURAN GUÅHAN
2016 (SECOND) Regular Session

Bill No. 30843 (COR)

Introduced By:

T.R. MUNA BARNES 

**AN ACT TO APPROPRIATE FUNDS FROM FISCAL YEAR
2016 FUND BALANCE OF THE TOURIST ATTRACTION
FUND TO GUAM VISITORS BUREAU FOR THE HURÃO
ACADEMY CHAMORU LANGUAGE "IMMERSION" PRE-
SCHOOL PROGRAM.**

2016 NOV 10 PM 4:53



1 **BE IT ENACTED BY THE PEOPLE OF GUAM:**

2 **Section 1. Legislative Findings and Intent.** *I Liheslaturan Guåhan* finds
3 that the number of Chamoru speakers continues to decline and is under immediate
4 threat of extinction. The average number of "proficient" Chamoru speaker is over
5 the age of 55 years old. Furthermore, with the average life expectancy of Guam's
6 Chamoru people at 65-70 years, it is conceivable that the language will be extinct
7 by 2025.

8 *I Liheslaturan Guåhan* further finds that efforts must be made to preserve
9 and protect the Chamoru language by encouraging young children to use the
10 Chamoru language in their daily lives. Language immersion methodologies have
11 proven to be successful for language restoration in a number of communities
12 around the world. One model is the Aha Punana Leo Pre-School in Hawaii, which
13 surrounds pre-school age children in an environment conducive to learning their
14 native language.

15 *I Liheslaturan Guåhan* further finds that the Hurão, Inc., dba Hurão
16 Academy is building on the Aha Punana Leo Pre-School's model to teach the
17 Chamoru language to the next generation of Chamoru speakers. Established in

1 2005, Huråo Academy is the first “full-immersion” Chamoru language program to
2 meet the needs of a community struggling to preserve their language by continuing
3 their mission, “to promote and perpetuate the Chamoru language and culture in
4 honor of the past, for present and future generations; through community
5 immersion education and other programs in support of this mission.” The Huråo
6 Academy has served over 4000 students in their short history, and has a wait list of
7 parents wanting their children to participate in this program. The Huråo Academy
8 sees that in order to provide an effective language program, consistent exposure to
9 and practice of the Chamoru language should be integrated in every subject in class
10 starting at the pre-school level.

11 *I Liheslaturan Guåhan* further finds the increase in fluency of the Chamoru
12 language creates a greater awareness of Chamoru culture. This will further develop
13 and enhance our tourism industry, filling a growing trend in a type of traveler
14 called the “experiential traveler” who visits destinations to experience the unique
15 culture of the native people.

16 It is, therefore, the intent of *I Liheslaturan Guåhan* to support the Huråo
17 Academy’s development of a language “immersion” pre-school program.

18 **Section 2. Appropriation.** Notwithstanding any provision of law, the sum
19 of One Hundred Fifty Thousand Dollars (\$150,000) is hereby appropriated from
20 the unappropriated, unallocated fund balance of the fiscal year 2016 Tourist
21 Attraction Fund to the Guam Visitor’s Bureau for the Huråo Academy’s
22 development of a language “immersion” pre-school program.

23 **Section 3. Effective Date.** The provisions contained herein shall be
24 effective upon enactment of this Act.

25

I MINA'TRENTAI TRES NA LIHESLATURAN GUÅHAN
2016 (SECOND) Regular Session

Bill No. 398-33 (COR)

Introduced By:

T.R. MUNA BARNES

* As amended by the Committee on Municipal Affairs,
Tourism, Housing and Historic Preservation

AN ACT TO APPROPRIATE FUNDS FROM THE FISCAL YEAR 2016 FUND BALANCE OF THE TOURIST ATTRACTION FUND TO THE GUAM VISITORS BUREAU FOR THE HURÃO ACADEMY CHAMORU LANGUAGE "IMMERSION" PRE-SCHOOL PROGRAM.

1 **BE IT ENACTED BY THE PEOPLE OF GUAM:**

2 **Section 1. Legislative Findings and Intent.** *I Liheslaturan Guåhan* finds
3 that the number of Chamoru speakers continues to decline and is under immediate
4 threat of extinction. The average number of "proficient" Chamoru speaker is over
5 the age of fifty-five (55) years old. Furthermore, with the average life expectancy
6 of Guam's *Chamoru* people at sixty-five (65) to seventy (70) years, it is
7 conceivable that the *Chamoru* language will be extinct by the year 2025.

8 *I Liheslaturan Guåhan* further finds that efforts must be made to preserve
9 and protect the *Chamoru* language by encouraging young children to use the
10 *Chamoru* language in their daily lives. Language immersion methodologies have
11 proven to be successful for language restoration in a number of communities
12 around the world. One (1) model is the *Aha Punana Leo* Pre-School in Hawaii,
13 which surrounds pre-school age children in an environment conducive to learning
14 their native language.

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16 Academy is building on the *Aha Punana Leo* Pre-School's model to teach the
17 *Chamoru* language to the next generation of *Chamoru* speakers. Established in

1 2005, *Huråo* Academy is the first “full-immersion” *Chamoru* language program to
2 meet the needs of a community struggling to preserve ~~their~~ its language by
3 continuing their mission, “to promote and perpetuate the *Chamoru* language and
4 culture in honor of the past, for present and future generations; through community
5 immersion education and other programs in support of this mission.” The *Huråo*
6 Academy has served over four thousands (4000) students in ~~their~~ its short history,
7 and has a wait list of parents wanting their children to participate in this program.
8 ~~Consistent exposure to and practice of the Chamoru language will allow~~ The
9 *Huråo* Academy sees that in order to provide an effective language program,
10 consistent exposure to and practice of the *Chamoru* language should be integrated
11 in every subject in class starting at the pre-school level.

12 *I Liheslaturan Guåhan* further finds that the increase in fluency of the
13 *Chamoru* language creates a greater awareness of *Chamoru* culture. This will
14 further develop and enhance our tourism industry, filling a growing trend in a type
15 of traveler called the “experiential traveler” who visits destinations to experience
16 the unique culture of the native people.

17 It is, therefore, the intent of *I Liheslaturan Guåhan* to support the *Huråo*
18 Academy’s development of a *Chamoru* language “immersion” pre-school program.

19 **Section 2. Appropriation.** Notwithstanding any provision of law, the sum
20 of One Hundred ~~Fifty~~ Thirty Thousand Dollars (\$~~153~~30,000) is hereby appropriated
21 from the unappropriated, unallocated fund balance of the fiscal year 2016 Tourist
22 Attraction Fund to the Guam Visitor’s Bureau for the *Huråo* Academy’s
23 development of a language “immersion” pre-school program.

24 **Section 3. Effective Date.** The provisions contained herein shall be
25 effective upon enactment of this Act.

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I Mina'trentai Tres Na Liheslaturan Guåhan
 Committee on Municipal Affairs, Tourism, Housing and Historic Preservation
 Office of Senator Tina Rose Muña Barnes
 Public Hearing Sign-in Sheet

Tuesday December 13, 2016 • 8:00 a.m. • Public Hearing Room

Bill No. 398-33 (COR) – “An act to appropriate funds from fiscal year 2016 fund balance of the Tourist Attraction Fund to Guam Visitors Bureau for the Hurão Academy Chamoru Language “immersion” pre-school program.” – sponsor: T.R. Muña Barnes

NAME	AGENCY OR ORGANIZATION (IF ANY)	SUPPORT? OPPOSE?	WRITTEN TESTIMONY	ORAL TESTIMONY	CONTACT NUMBER	EMAIL ADDRESS
Bill M. Paulus	Private Citizen	Support	✓		787-6270	
Roland Quituava	PRIVATE CITIZEN	SUPPORT		✓	777-2519	karabao@mac.com
ANNA MARIE ARCEO	HURAO, INC.	SUPPORT		✓	482-4630	hurao7@gmail.com
Evelyn Topana	PARENT	SUPPORT		✓		
Jimmy Teria	Parent	Support		✓	483-3713	tinakpahnge@gmail.com
Rutina Mendiola	Chamorro Studies DOE	support		✓	300-5048	rfmendiola@ads.net
Angelina Cruz	parent	support		✓	777-8303	amsc92@hotmail.com
Terence Diego	Hurao Academy	Support		✓	487-1069	Terencediego@gmail.com
Pika Fojera						
Lenny Fojera						

I Mina'trentai Tres Na Liheslaturan Guåhan
 Committee on Municipal Affairs, Tourism, Housing and Historic Preservation
 Office of Senator Tina Rose Muña Barnes
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NAME	AGENCY OR ORGANIZATION (IF ANY)	SUPPORT? OPPOSE?	WRITTEN TESTIMONY	ORAL TESTIMONY	CONTACT NUMBER	EMAIL ADDRESS
Lenny Fejeran	Pika's Cafe	Support		✓	488-6069	lennyfejeran@gmail.com
Kenneth G. Kuper	Parent	Support	✓			
Tatiana Perez	Docomo	Support			685-9543	tperez@docomopacific.com
Marilyn Boya	Docomo	Support			688-2484	mboya@docomopacific.com
Rhandy Muñoz	D.O.E / D.O.A.G	Support		✓	685-6035	rhan65lily@yahoo.com
Del Leon Guerrero	Parent Parent	Support			988-7178	
Maite Steffy Lizama		Support			488-2814	
Robert Steffy		Support			477-7829	
Ann Marie Rosario	Hurao	Support			929-3500	lujeta73@yahoo.com
Pika Fejeran	Parent@Hurao	Support		✓	483-7452	
Alisa Muñoz	Parent @ Hurao	Support		✓	929-8197	alisa-st65-lily@yahoo.com
Annette Terry	Parent @ Hurao	Support			477-2440	annette.terry77@gmail.com
Jacqueline Terlaje	Parent / Law Office of JT	SUPPORT			648-9001	jacque.terlaje@terlaje.com
FRANCISCO LIZAMA		SUPPORT.			483-1943	Chiefsaligao@gmail.com

CHIEF HURÃO ACADEMY



Hurão

MANTIENI I HINENGGE-TA...
FA'NÁ'GUE HAM I FAMAGU'ON-MIYU!

HOLD ON TO OUR TRADITIONS...
TEACH US, YOUR CHILDREN

Hafa Adai!

The Hurão Inc. dba Hurão Academy is a non-profit organization that was created in an effort to address the need for a stable and successful Chamoru language program on Guam. Established in 2005, Hurão Academy is the first “full-immersion” Chamoru language program to meet the needs of a community struggling to preserve their language. By continuing our mission, **“to promote and perpetuate the Chamoru language and culture for the past, present, and future generations of children through the implementation of immersion community programs, the development of educational materials, and any other related areas that support this mission”**, will lead to an increase in fluency and usage of the Chamoru language.

ANNA MARIE ARCEO
President/CEO

OUR MISSION:

**Para ta Prutehi yan
na'fitme i lengguáhi**

*To promote and perpetuate the
Chamoru language*

**Yan i kotturan Chamoru
para i manmá'pos**

and culture for the past

**pá'go yan i manmaila na'
hinirasion**

present and future generations of

**famagu'on-ta entre i
inimplementan sinipok**

*children through the implementation
of immersion*

**prugráman kumunidát
yan fina'tinas**

*community programs and the
development of*

**matiriát idukasion, yan
otro siha ni'**

*educational materials and other
related*

**chumilong yan sumupotte
este na misision**

areas that support this mission

The use of immersion methodologies for language restoration has been proven in a number of communities around the world, and here at Hurão, it is no different. It has been said that the average fluent Chamoru speaker is now aged 55 years and older and the life expectancy of our indigenous people is between the ages of 65 – 70 years. At this rate, our language will be extinct by 2026. **The time is now!** The success of this event would not be possible without the generosity of our local business. Through your kind support, you can help us achieve our goals.

Your presence at this symposium will give you an “up close” look at our present and future immersion program plans in hopes that it may touch your heart and move you to be a part of this movement to make a difference by helping us leave behind a legacy that will save what is left of our Chamoru language and culture. We are humbly asking for the support of our business community through financial and/or other types of sponsorship/partnership means to strengthen our efforts to ensure the continuation of these programs.

We appreciate your consideration and look forward to seeing you. Attached you will find the support registration form detailing each participation opportunity available to you. Should you have any questions, please feel free to contact the Hurão Academy at 472-5858 or email us at hurao1@gmail.com. Si Yu'os ma'áse'.

Gi guinaiya yan pás,



Anna Marie Arceo
President/CEO

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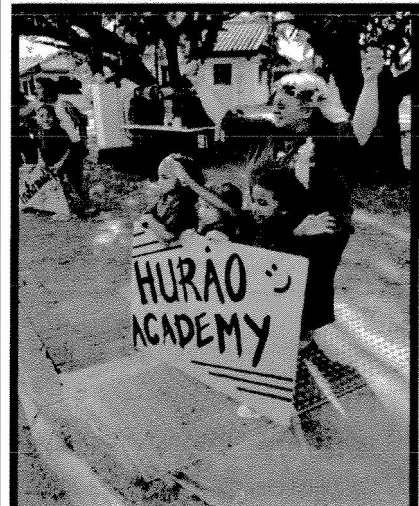
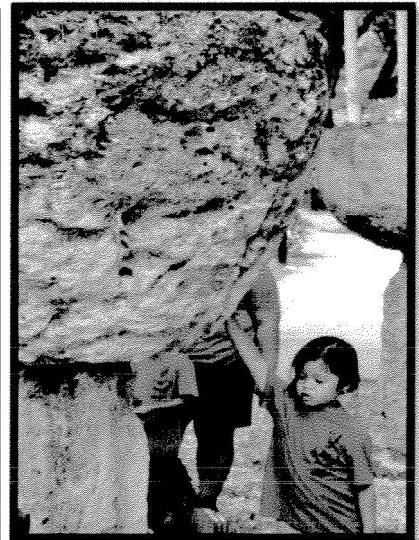
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Hasso Yu'...
Fanã'gue Yu'...
Nã'i Yu' Ni' Iyo-ku...

Remember me,
Teach me,
Give me what is mine.

“One day...Our children and
our people will know, practice
and embrace what it means to
“Be Chamoru” in today’s
world. Huro Academy ©



Hurão gives the children the encouragement to enjoy outdoor activities.



At Hurão, they are taught how our people lived off the land, and how they too can plant and enjoy the fruits of their labor.

The children are taught the language through daily immersion cultural activities such as singing, dancing, weaving, games, storytelling, cooking, reading and writing and more.

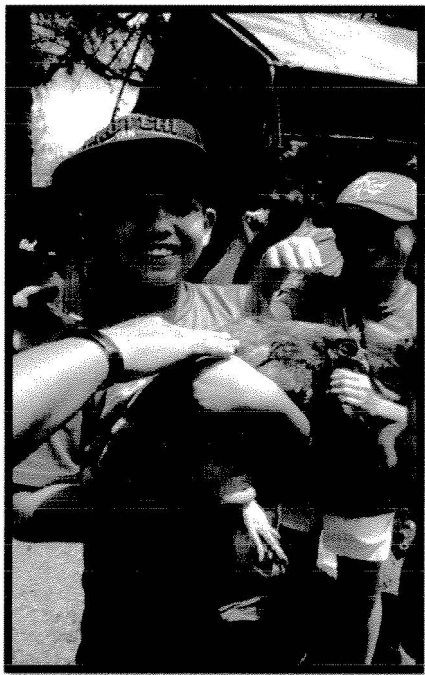




Hurao Academy
takes what are
rare experiences
and turns them
into everyday
living lessons
and experiences.



In a world where our children live with so much Western influences, Hurão gives them a sense of a strong Chamoru self-identity



Buenas yan Håfa Adai

Thank you for taking a moment of your time and for giving us this opportunity to express and expand on this wonderful journey that has helped us to get to where we are today.

My journey started back when I was a young teenager. I grew up in a household like many others with both my parents speaking fluently, to each other, and everyone else whom they would come in contact with. Everyone but us their own children. That all changed as we grew older. My grandfather had such strong pride in the Chamoru language that he implemented a rule that was not to be disobeyed.

"When you come to my house you speak Chamoru. If you do not know or you do not want to try and learn then you were not allowed to speak at all."

Growing up that way was really hard because the native language was not our first language. We were already in our teens when he had implemented this rule and although it was easy to understand it was difficult to speak.



Every now and then I would ask my mother to speak to me but it would only go on a few times within an hour's span and again I would find myself back at the beginning. By that time, I felt like I was never being taken seriously and I just stopped trying.

When my husband was young he remembers his mom always speaking to him in Chamoru but it didn't last very long either because his father was Filipino and although he was able to understand half the time he was not able to communicate with him or his siblings.

After we had our first daughter we decided that we wanted to do more for her and what more than to teach her where we come from, who we are and what we are about. When she was just fourteen (14) months I found myself in that serious state about wanting to learn the language of the Chamoru people, I insisted that we start off with the basics and noticed that she was picking up fairly fast. At just two and a half (2 1/2) years old my daughter was showing great improvement after just days of attending Huråo.



Ali'ra "Guinaiya" is now seven (7) years old and she can speak and read in the Chamoru language. Hurão has taught her so much from speaking, to learning about the legends of Guam, weaving, cooking, they even teach them how to kãmyo niyok. Hurão has done so much for her that she is able to say the prayers and sing in Chamoru. They go on fieldtrips to learn about our ancestors, and how they survived. This creates a picture in their minds about how things are different today.

Today we are still a part of the Hurão family. We have enrolled our youngest daughter Lin'isa "Mina'lak" who is 2-1/2 years of age and is fluent as Chamoru is her first language. During the six weeks of Tiempón Somnak Lin'isa has also shown much progress to our surprise. She loves to sing and she enjoys imitating her older sister. I am just amazed by how far my girls have come. Without the Hurão program standing behind us 100% we probably would not be as advanced as we are today. Although Lin'isa is currently in a daycare she is my additional proof that this journey of ours is worth it all. She is constantly surrounded by the English language on a daily basis but still she always comes back with the Native Language and that for me is an amazing feeling.

My husband and I have been attending the Adult Classes with Hurão for the past 5 years now, which gives us the opportunity to learn without being ashamed or embarrassed when we make mistakes. Hurão is our safe haven because we are comfortable with one another, they give us that opportunity to ask questions, they are patient, and they make it a fun learning environment. We know

what our kids are learning which goes hand in hand with our classes and in between we are learning about other things.

As parents we can give our girls anything and everything that we can afford but certain things that we give them we know that it can never be taken away from them. Things such as our unconditional love for them, a piece of mind of who they are and where they come from, the Native Language, and the memories that we built together as a family are just a few.

I knew I wanted my girls to be different and to stand out in a crowd. I wanted them to be the living proof, an example for others. We always hear people talk about how the native language is dying and that once it is gone that is it for us, that there is no hope or that our hope is running out but in reality the hope is still here. The hope lives in our children. Our children are the future and they deserve this chance to prove that this program here at Hurão, the emersion program is worth it, our children are worth it.

"Mantieni I Familia"

***Hami I Familian Muñoz,
Mestisu, Mestisa,
Guinaiya yan si Mina'lak.***



HÅFA ADAI!

Growing up, we, Vinson and Daria, were both exposed to our grandparents and others of their generation conversing in their native tongue. It was so natural for them. We went about our days picking up some Chamoru words or phrases, but still not enough to understand what they were saying. In grade school, we were taught the bare minimum of what we *should* know as Chamoru-blooded islanders residing in the *Marianas*. We were taught the basics such as the Guam hymn (“The Fanohge Chamoru”), Chamoru greetings, and some colors, but everything in between did not stay with us.

When we became adults, we knew that we were a part of a unique culture, however, that culture was not fully a part of us. Yes, we were aware of our customs, our delicious dishes, and our signs of respect. We were even conscious of some superstitions passed down and legends of the land. We knew this, but we also knew something was missing. Our concept of the Chamoru culture was not whole.

It became imperative to cultivate in us this part of our culture that was missing by seeking guidance and help from those who had it... our language. We knew that we were missing our ability to understand and speak Chamoru, and that troubled us as we were raising our first child. How were we supposed

to teach him our culture, our roots, if we barely knew our language?

We soon enrolled him in the Hurao Academy summer program and us in the parents’ class. It was comforting to know that we were surrounded by parents we can relate to. We both had fears such as looking foolish in front of people by our pronunciation of a word. Class after class, we felt these fears slip away as we learned in a helpful and safe environment. We gained friends that became family, who we can turn to for help and support. We found inspiration in the families who spoke so fluently with their children. We found motivation in our son who was learning the culture with his friends at Hurao. It is a humbling and moving experience to be able to learn about our culture through our language and identify with our land and ancestors.

The hardest part is perpetuating the use of our language in our every day lives. At work, with our friends, and at home, we would automatically slip into our English speaking ways. Because of our busy schedules, we could not make the Hurao classes anymore. We found truth in the phrase, “use it or lose it.” By the time we had our second son, we realized that we have forgotten many things we learned because we did not practice it.

We then returned to Hurao, and they welcomed us back with open arms. As we looked at our children, we were forever grateful for Hurao and the people for being there for us. We knew it was possible to gain back what we learned and continue to persevere in our passion and desire to learn. Today we speak to our two-month old baby in Chamoru as much as we can, reaching out to our Hurao family for advice and support. Our four year old is proud of his Chamoru culture and motivates us to continue learning.

We come before this body today to give our account because we believe in the Hurao Academy and why we think it is so important that this institution not only needs, but deserves, critical attention from our island leaders and from the community as well. We are a part of a generation that is internationally labeled "Generation Y," whose grandparents more than likely can give a primary account of World War II. Today, more and more issues surface in the fast paced world, and our generations' ability to tackle issues are not at a comparable rate. In essence, our problems are piling up.



We want to contribute to the community and our children of the next generations wholesomely and with their best interest at heart. In order to do so, we must come together and save our culture and revitalize the values and practices of our ancestors.

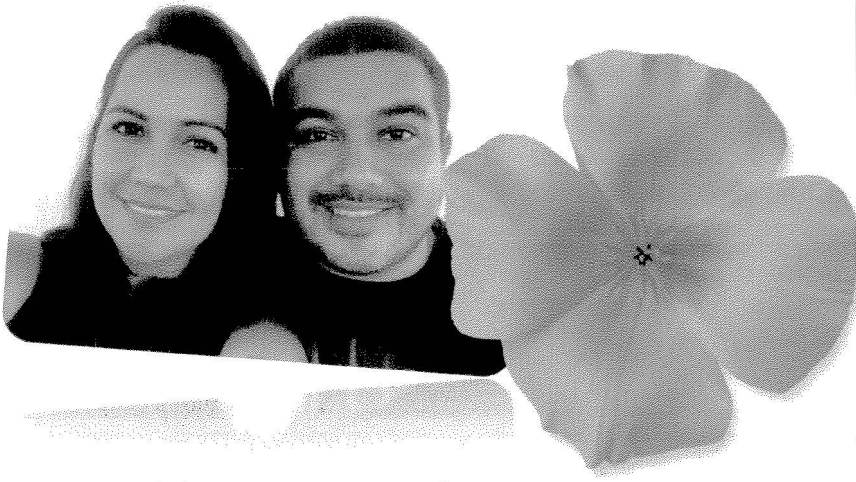
Anne Marie Arceo always reminds us that our time to learn our language is slipping away as the great generation, who holds it as their first language, will be leaving us eventually. It is up to us to patch the holes in our culture so our place in society will be as strong as the roots we have grown from.



This will not only benefit our families, but the families all around our island. It is not too late to fix the problems that are stemming from a loss of culture and respect. The values that the Hurao Academy teaches our children are the values that will empower them to be good citizens, responsible adults, and strong and enduring Chamoru people. They will have a strong sense of who they are and how important they are to this land. Hurao serves our community by creating an environment that nourishes our culture making it a place to go to learn. It will forever be our goal to instill in our children the values and language of our culture. We are very grateful that our family has Hurao to help us achieve that goal. The people at The Hurao Academy know how important it is to conserve our culture. It is time the people of Guam, especially the Chamoru people, knew how important it is as well.

FAMILIAN CALVO!

HÅFA ADAI



As part of the Hurao Academy for 1 full year now, we are happy to give a testimonial. Our progress using The Hurao Academy method of immersion has brought us farther along than we ever thought we could in one year. From being complete non speakers, just so much as a Hafa Adai and Adios. I remember Pika even having a hard time saying "Si yu'os ma'ase". But today we are not only using the language in our home daily but we are reading and telling stories in Chamoru and are constantly learning new words in the household. Because we understand more, we are also able to communicate with our parents in Chamoru. Not just listening and understanding but actually speaking back to them. It's nice to be able to apply what we learn at Hurao Academy directly at home with our kids and family. We all learn from each other.

1. Her method of immersion and using everyday phrases works. We basically take our daily routine and translate that to Chamoru. Having 3 kids and a

pretty steady daily routine, converting what we do into Chamoru is the way we practice amongst ourselves at home and build that foundation. Instead of asking our kids if they want water? We ask "kao malago hao hãnom?" And they answer. "Hunngan pot fabot sa gof mã'u yu."

2. It has fulfilled an empty part of ourselves. There has always been something that didn't feel quite right. Wasn't sure what it was until We discovered Hurao. We learned about our history and how we got to this point. Then I realized our culture was taken from us. That's what was missing. I understand the modern Chamoru ways. But the language is a huge part of being Chamoru. It's what made us who we are. Our values of respect, family and ina'fa'maolek all come from our language and culture being passed down from generation to generation. We had to get this back.

3. We are part of the Hurao family.

A huge family of people that care about each others well being. A group of people that make us feel comfortable with where we are and helps us to reach our goals. People who truly care about the preservation of our land, its people and especially our language and culture. Hita Hurao!

4. Afterschool program and summer camp are fantastic for the kids. Even though it's a challenge to get our kids from school, drop them to Hurao and go back to work, we have done it for 1 year and can't see it another way. It is so critical for our kids to be around and using the Chamoru language daily. Not just with us but also interacting with others who children and adults who speak Chamoru. They have developed strong relationships with other students and are happy with the teachers and staff.



We believe that if every family had access to the Hurao program, the well-being of our families and larger community would be dramatically improved. Children would be strong in their identity and value themselves.

Families would be stronger as they all learn together. We know Ann Marie Arceo gives her all to the program, but she is only one woman with a family of her own. With proper funding, she may be able to train others to administer and implement her program in other villages and for other families.

We applaud all those who recognize the value of her work, and aim to help her do more.

Sincerely,
Lenny and Pika Fejeran





HÅFA ADAI!

Since beginning our journey toward Chamoru language immersion a year ago, our family has grown by leaps and bounds in our use and understanding of the language. The Mantieni I Familia program has encouraged us to employ immersion practices such as playing Chamoru music frequently, using basic vocabulary and phrases as regularly as possible, labeling items in our home, employing the use of the Chamoru dictionary, and even referring to our group chatroom for assistance from each other for translations. Through the program, our daughter, Animu has developed a more intermediate ability to understand directions given to her in Chamoru than I currently possess. She can now respond to basic directions and questions in Chamoru. Although our abilities are still elementary in form, our use and understanding of the language is far greater than where it was a year ago. Although our usage is still minimal, we have witnessed the advantages of remaining within the cohort and employing the skills acquired. Our daughter has become more confident with speaking the language with others, she is teaching her infant sister basic words and phrases, and is even conversing with her great-grandparents in Chamoru! As a result of our efforts within the cohort, my grandparents have also taken it upon themselves to advance our abilities.

It is such a joy to see Animu interacting with her great-grandparents, being quizzed on her vocabulary, and even sharing little jokes in Chamoru. Not only has this development in her abilities fascinated us as her parents, grandparents, and great-grandparents, but also the public community who have witnessed Animu's use of the language. Often, a child saying "Si Yu'os Ma'ase" has many ashamed that they were unaware of the response, "Buen Prubechu" or "Hågu Mås." At this, we encourage others by sharing our knowledge and by sharing that support opportunities are available to them through the Hurao Academy. In our second year of being a part of the Mantieni I Familia program, JoRos, myself, along with our daughters are aiming toward advancing toward basic conversational abilities. The Mantieni I Familia program has ignited a desire within us to ensure that our children are capable of understanding and speaking the Chamoru language and sharing the language and our abilities with our families and the community.

Si Yu'os Ma'ase'
 Raenate, JoRos,
 yan i Famagu'on-måmi

Håfa Adai



Growing up in a house where both parents spoke fluently to each other, their parents and their siblings on a daily basis, you would think, I too, should be fluent, but this, unfortunately, isn't the case. My parents grew up in an era where more often than not, physical discipline was enforced when they spoke their native tongue in school. They were lead to believe that speaking English ONLY was the key to success. My dad, who is a couple of years shy of 60, can still vividly remember his teachers disciplining him when he was just 5 years old. How many of us can say we remember being 5 years old, hell, sometimes I forget what I ate two days ago. Chamoru was my dad's first language, he did not know how to speak English when he entered grade school, so you can imagine how many times he was punished for it. Because of what he endured, my parents truly believed, if Chamoru were to be our first language, we would trail behind in school and not be as smart as our peers whose first language was English. What they inadvertently created was a loss of self-identity...I longed for my language. My soul yearned for it so much so that, there were times I would daydream I was a fluent speaker.

My husband too, grew up with English being his first language, although speaking came a lot easier for him than it did for me. As a young man, he was belittled for not sounding "fluent" enough. Because of this he made a conscious effort not to speak the language in public for fear of being ridiculed again.

After we had our son, we wanted him to speak his language but didn't know how or where to start. When he was 4 years old we heard about Hurão and decided to enroll him. We did not expect this decision to change our lives forever. We attended the family immersion classes also known as Eskuelan Mañaina and never looked back! These classes were tailored to help the parents speak to their children at home and to continue the language outside of Hurão. This is a place where families get together to share and learn from each other without fear of being ridiculed for mispronunciation, peer learning at its best. It was during these Eskuelan Mañaina classes that my husband was able to find the courage to speak Chamoru, at home. PRIDE for the first

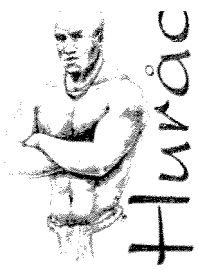


Fast-forward to today, our son, who is 6 years old, is now speaking with my parents and other fluent speakers in Chamoru. My parents established a FINO' CHAMORU HA' rule with him, which has allowed him to grow so much so that I sometimes have to ask him to translate some English words into Chamoru. We now have an 11-month-old daughter, who understands Chamoru words and phrases, from "put fabot" to "baba i pachot-mu." We are on track for making Chamoru her first language, which was a reality I never thought, was possible. Without the help, support, encouragement and love from Ann Marie Arceo and Staff we wouldn't have made it this far.

Hurao's immersion methodologies works, we cannot give up, our children are counting on us. We need to leave them with something that no one can take away from them and that is our LANGUAGE...OUR CULTURE!

GUINAIYA YAN PÁS! FAMILIAN QUITUGUA





DONATION TYPES:

ANNUAL DONATIONS

Chief Hurao Sponsor
\$25,000.00 and above

Chief Kepuha Sponsor
\$10,000.00 and above

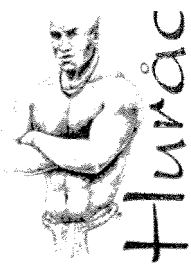
Chief Gadao Sponsor
\$5,000.00 and above

Maga'haga' Sponsor
\$2,500.00 and above

PERIODIC DONATIONS

\$1,500.00 and Above

DONATION OF GOODS AND SERVICES



LEVELS OF CONTRIBUTION

\$25,000.00 and above

- Primary logo placement in any and all digital media ads and all social media exposure
- Primary logo placement in summer school program banner placed at Hurão Academy and any summer school external activity grounds
- Primary logo placement on T-Shirts to be used daily by the Teachers, Staff and students
- Business collateral placement opportunity on-site

\$10,000.00 and above

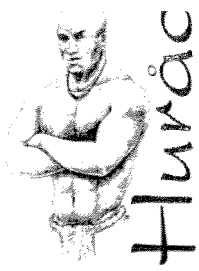
- Sponsor logo placement in any and all digital media ads and all social media exposure
- Sponsor logo placement in summer school program banner placed at Hurão Academy and any summer school external activity grounds
- Sponsor logo placement on T-Shirts to be used daily by the Teachers, Staff and students

\$5,000.00 and above

- Company name listed in in any and all digital media ads and all social media exposure
- Company name listed in summer school program banner placed at Hurão Academy and any summer school external activity grounds
- Company name listed on T-Shirts to be used daily by the Teachers, Staff and students

\$1,500.00 and above

Donation of Goods and Services



DONATION FORM

Company Name: _____

Phone: _____

Point of Contact: _____

Title: _____

Individual Name: _____

Phone: _____

Email: _____

Fax: _____

Address: _____

Our Company/I would like to donate in the sponsorship level of:

Our Company/I would like to donate an in-kind contribution of:

1. _____
2. _____
3. _____
4. _____

SI YU'OS MA'ÅSE'

Additional Information:

1. Email your company logo in EPS or JPEG format (300 dpi or higher) to hurao1@gmail.com
2. If you opted for in-kind donations, we will contact you to schedule a pick-up or drop-off arrangement.
3. For more information, please contact: Anna Marie Arceo at 482-4630 or email.
4. Checks should be payable to: Hurao Academy

Sinidora Tina Muna Barnes yan Todudu Hamyo
Ni' Sinidora yan Sinidot Siha:

Hafa adai, guahu si Bill M. Paulino taotao Inalahan yu'. Dngkolo na Saludu para hagu Sinidora Tina Muna Barnes yan i otro sinidot yan sinidora siha ni' numa'posipble este na priniponi guini gi Leheslatura este na "Bil" i numiru 398-33.

Kumu petsona yu', bai sangan na dangkolo guinaiya-ku ni' este i lengguahi-ta, i fino' Chamoru. I manaina-ta mana'siguru na u la'la' este i fino' Chamoru. Lu' fino' i tata-hu yan i nana-hu, maloffan i Espanot yan i Hapones guini gi isla ya mana'siguru na mana'la'la' este i lengguhi-ta yan kultura-ta ni' manaina-ta siha kumu manChamoru hit. Pues obligasion-ta ni' para ta abansa mo'na este na lengguhi gi famagu'on-ta siha.

Hu hungge na yaggnen ma pasa este na "Bil" siempre sinipotte yan sina machocho' este i prugaman i "Pre-school Chamoru Immersion" gi Hurao Academy. Ayu na rason na u sasangan na sina este ma cho'cho' sa' en implimenta este na program gi eskuelan St. Francis gi ya Yona.

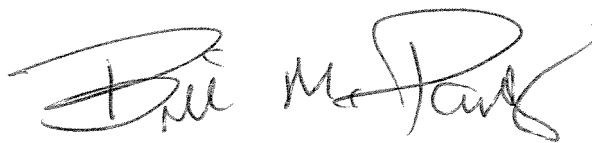
Hu li'e' dangkolon binefisio-na este na prugrama gi eskelan St. Francis. Annai en implementa este na prugrama, en tutuhon gi tres yan kuattro anos na famagu'on ya gi duranten i fine'nena mes esta duru manfino' Chamoru i famagu'on. Taya' lini'e-hu ni' para ta sangan nu u guaha prubleman-niha manfino' Engles i famagu'on sa' mafa'nana'gue gi fino' Chamoru. Mas manmagof i famagu'on sa' ma li'e' na guaha koneksion-na kontra i familia siha gi gima'. Todu i dos lengguahi mana'fansesetbe ni' famagu'on siha. Mas i famagu'on guini na gradu siha manenteresao para u fanmanaitai lepblo yan hafa kumeke'ilek-na i palabra siha.

Gi mina' dos sakkan na ma implimenta este na prugrama gi St. Francis an eskuela, en chile' este na kurikulum yan i planuon

leksion ya en chagi ta'lo gi todudu i gradu gi elementariu, desdi Prek3-esta i singko gradu. En li'e ta'lo este na dangkolon binefisiu gi famagu'on-ta siha. Duru manfino'Chamoru ya taya' prubleman-niha manfino' Engles. Mangofmagof i manaina sa' ma lili'e adilanto kontra i dos lenguahi. Manma maisen I manaina kao sina lokkue' manma fa'nague fino' Chamoru i talo' na eskuela, i 'middle school' Ma na'sesetbe este siha na maneran fina'nague guini gi talo' na eskuela. Sigi ha' i manaina ma soyo' na u mas ma abansa i fina'na'gue. Kadda diha ma chule' ni' famagu'on i nuebu na palabra gi fino' Chamoru ya ma espiha i hafa kumeke'ilek-na gi fino' Engles. En li'e' este prubecho-na kontra i SAT na tes. Maninayuda mas i famagu'on gi "Language Arts".

Pues ginen este i immersion na prugrama ni' ginen i Hurao Academy, gaigi pa'go na mamafa'nana'gue i middle school and estudiante yan kadda simian i Parent Bulletin, guaha leksion fino' Chamoru. Un prufisot ginen i Unibsidat Guahan (University of Guam), kadda simana ha chule' este na leksion ginen i bulitin para i manaina ya ha na'halom gi iyo-na Website. Sina un taitai yan sina un hungok hafa taimanu ma sangan-na i sinangan pat i palabra.

Hu gagao na todudu hamyo en supotte este na "Bil" ya u ma pasa para i famagu'on-ta siha sa' yanggen ta nega este, maput mas la'la' este i lenguahi-ta. Dangkolo na si Yu'os Ma'ase'.



Si Bill M. Paulino

Preschool Immersion Testimony

Håfa Adai todus hamyo,

Guåhu si Kenneth Gofigan Kuper. Taotao Guåhan yu', lao sumasåga yu' pã'go giya O'ahu sa' umeskuekuela yu' guini. Hu tuge' este para bai hu kesohyo' hamyo gi liheslitura para en aprueba i planu para i eskuelan sinipok para i manneni.

Håfa Adai, my name is Kenneth Gofigan Kuper, Chamorro from Guam, but currently living in O'ahu getting my Ph.D. in Political Science at the University of Hawai'i-Manoa. I am writing to show my full support for the funding of a Chamorro immersion preschool back home. The creation of this preschool can be one of the most monumental steps we take as a people and island towards reviving the language. As of the last census, only around 16% of the population were reported to speak Chamorro while 44% of households reported to speak only English in their households. This situation gets even more serious when we realize that most of the speakers of the language today are manåmko'. Ask yourself a honest question, how many people under 30 do you know who can speak fluent Chamorro? I am willing to bet this number can be tabulated on your fingers. This is frightening.

There can be a disillusioning comfort when we compare our language to some other indigenous languages. For example, there are languages in the world such as the Aboriginal languages of Australia, with fewer than 100 speakers. There are two things we can do here: 1. We can smile knowing that our language has thousands of speakers and feel that our language is safe, or 2. Realize that we have to do something so that our language never reaches this point. According to linguists like Lenore Grenoble, Leanne Hinton, and Joshua Fishman who focus on language revitalization, the strength of a language does not lie in how many speakers there are, but in intergenerational transmission, or is the language being passed down to future generations? Unfortunately, for Fino' Chamoru, this is not the case. I have seen this situation many times: where two fluent speakers will be using Chamorro to speak to one another, but as soon as their grandchildren enter the conversation, they switch to English with their grandchild. It doesn't matter if we have thousands of speakers if those speakers are not passing it down to their children or grandchildren. However, even those who speak to their children in Chamorro need a social infrastructure of support.

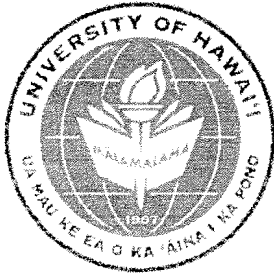
This is where an immersion preschool can greatly help! The preschool can serve as a place for children to be completely surrounded in the language. With dedicated parents and teachers, an environment can be created in which Chamorro is the natural language of choice. I did not grow up knowing the language, and only started speaking fluently in my early 20's when I realized that learning Chamorro would be the best way to reconnect to my culture. Now, I have a two-year old daughter, Inina, whom my partner and I speak to only in Chamorro. It is amazing watching her progress. One of my favorite moments coming home from a long day is when Inina says "Tåta, nihi ta baila" or "Dad, let's dance." Having a two-year old who speaks Chamorro shows that it is possible and is a gift so precious to give our children the language of their ancestors.

To end this, I want to say that the sad part of all of this is that my daughter learned Chamorro in Hawai'i. Being a graduate student and socially isolated has led to my daughter knowing Chamorro as her primary medium of communication. Yet, when we went to Guam this summer for FESTPAC, we saw the switch to English happen immediately. She began using English and would even answer me in English when I would speak to her in Chamorro. The saddest realization was that it was easier to raise my daughter in the Chamorro language living in Hawai'i where I was socially isolated than it was back home. This is why the preschool is so important: it can make Guåhan a place where my daughter can flourish in Chamorro once again. Shouldn't our island be this way already?

So, I kindly request of you legislators to support this legislation and fund this preschool. Think 50 years from now and picture which of these two futures you wish for the island: Do we want to find Chamorro only in the Guam museum and on road signs or do we want to hear the language roll off the tongues of our children once again? If you support the latter, then fund this preschool. It may be the most important thing you do for the language.

Si Yu'os Ma'åse' yan Na'lå'la I Fino'-ta,

Kenneth Gofigan Kuper



**KULANUI O
HAWAI'I MA HILO**

Ka Haka 'Ula O Ke'elikōlani
College of Hawaiian Language

<http://www.olelo.hawaii.edu/khuok/>

**MOKUNA
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Ho'oiikaika Kumu
Hawaiian Medium Teacher Development

Ho'omohala Ha'awina
Lawelawe Pāpaha & Keleka'a'ike
Curriculum Development,
Media and Telecommunication Services

KE'ENA HO'OKELE KOLEKE
Administrative Office

200 W. KĀWILI STREET
HILO, HAWAI'I 96720-4091
KELEPONA (Phone): (808) 932-7360
KELEPA'I (Fax): (808) 932-7651

**KE KULA 'O
NĀWAHIKALANI'ŌPU'U**
Hawaiian Medium Laboratory School

16-120 'ŌPŪKAHA'LA ST, SUITE 1
KEA'AU, HAWAI'I 96749
KELEPONA (Phone): (808) 982-4260
KELEPA'I (Fax): (808) 966-7821

**He Mea Hai Ma Ka Papaha
Kaulike Me Ke Pai Laemāuna**

**An Equal Opportunity/
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**TESTIMONY FROM DR. WILLIAM H. WILSON
SUPPORT FOR FUNDING OF HURAO
FOR CHAMORRO IMMERSION PRESCHOOL**

Hafa Adai Members of the Guam Legislature,

My name is Dr. William H. Wilson. I write in support of legislation before you to fund a Chamorro immersion preschool program through Hurao Academy.

I am the senior faculty member of the Hawai'i State Legislature mandated Hawaiian Language College. Housed in the University of Hawai'i at Hilo, we offer the B.A., teacher licensure, two M.A. degrees and the Ph.D. all taught through our state's official indigenous Hawaiian language. Our College also operates a P-12 Hawaiian language laboratory school in partnership with the non-profit 'Aha Pūnana Leo.

The non-profit 'Aha Pūnana Leo is parallel to Hurao Academy in providing total focus on the revitalization of our official language here in Hawai'i. I have also been on the board of the 'Aha Pūnana Leo since its founding in 1983. It provides the preschool base for what is now a statewide system of education through the medium of the Hawaiian language. Today that P-12 system serves over 3,000 students with others on waiting lists.

This past year I was privileged to testify before the Guam Board of Education regarding the benefits of indigenous language immersion as experienced in Hawai'i and in other areas with which I have connections. During my visit I was also visited Hurao Academy. I was impressed with the program at Hurao and the full understanding of indigenous immersion pedagogy.

We have had considerable success in Hawai'i in revitalizing Hawaiian through immersion. That success has also been accompanied by a higher rates of high school graduation and college attendance than the state average. Key to the success of our programs in Hawai'i has been the strong Pūnana Leo preschool based in total Hawaiian programming for children aged three to five integrate with a parent component.

I understand that you are considering funding a similar preschool program to assure that Chamorro immersion in the public schools benefits from the same strengths that we have seen here. Hurao Academic has the unique expertise to implement such a program.

I strongly support funding of Hurao Academy to provide Chamorro immersion preschool programming for Guam.

Sincerely,

Dr. William H. Wilson
Professor, Academic Programs Division
Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language



COMMITTEE ON RULES

I Mina'trentai Tres na Liheslaturan Guåhan • The 33rd Guam Legislature
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Senator
Rory J. Respicio
CHAIRPERSON
MAJORITY LEADER

December 5, 2016

Senator
Thomas C. Ada
VICE CHAIRPERSON
ASSISTANT MAJORITY LEADER

Memorandum

Speaker
Judith T.P. Won Pat, Ed.D.
Member

To: **Rennae Meno**
Clerk of the Legislature

Vice-Speaker
Benjamin J.F. Cruz
Member

From: **Senator Thomas C. Ada** *gc*
Acting Chairperson of the Committee on Rules

Legislative Secretary
Tina Rose Muna Barnes
Member

Subject: **Fiscal Notes**

Senator
Dennis G. Rodriguez, Jr.
Member

Hafa Adai!

Attached please find the fiscal notes for the bill numbers listed below.
Please note that the fiscal notes are issued on the bills as introduced.

Senator
Frank Blas Aguon, Jr.
Member

FISCAL NOTES:

- Bill No. 388-33(COR)
- Bill No. 389-33(COR)
- Bill No. 398-33(COR)
- Bill No. 399-33(COR)
- Bill No. 400-33(COR)

Senator
Michael F.Q. San Nicolas
Member

Please forward the same to MIS for posting on our website. Please contact our office should you have any questions regarding this matter.

Senator
Nerissa Bretania Underwood
Member

V. Anthony Ada
MINORITY LEADER

Si Yu'os ma'åse'!

Mary C. Torres
MINORITY MEMBER

2016 DEC - 5 PM 1:40

TESTIMONY TO BILL 983-33

ANNA MARIE B. ARCEO, CEO/FOUNDER CHIEF HURÃO ACADEMY

The Chief Hurão Academy has been in existence for over 10 years (Founded in 2005). Anna Marie B. Arceo, founded the school with the intent to model Aha Punana Leo, a prominent and accredited indigenous language preschool immersion program in Hawaii. However, with the lack of resources at the time, a more feasible and economical structure of an immersion summer camp program was established. With an enrollment of almost 200 students for the first summer, a request by popular demand pushed the implementation of an afterschool program which followed that same year. Since then, the programs have been sustainable and productive. Below are just some of the successes of Chief Hurão Academy thru the years:

- 2005 to present: Implemented 13 years of the Tiempon Somnak (summer program) *approx. **3,000 immersed students**
- 2005 to present: Implemented 13 years of the Tiempon Minagof (Afterschool program) *approx. **500 immersed students**
- 2008 to present: implemented 10 years of Mantieni I Familia classes
 - approx. **300 immersed families**
- 2010 to present: Community/Corporate Cho'gue Ha' classes
 - *approx. **200 immersed students**

- 2010-2013: **ANA:**Garnered an \$900,000.00 grant under the ANA, Esther Martinez Initiative which10 training manuals and an immersion curriculum module we produced in which 15 immersion educators were trained.

We believe that of these programs, our **FAMILY IMMERSION PROGRAM IS THE MOST SUCCESSFUL IN PRODUCING FLUENT SPEAKERS.**

We need a high level of parent and family support to start and sustain the schools. Support from parents and families—is crucial for any immersion program to thrive. This structure allows opportunity for parents and family members to practice using the language in everyday communication within the household. Participation by parents and family members creates opportunities for them to provide input into their children's learning, a practice common in many Indigenous and non-Indigenous cultures and to drive the immersion program forward.

Successful language revitalization involves a long, multi-stage, and multi-pronged process, addressing not only programmatic, curricular, and pedagogical issues, but also policy and infrastructure development. The Hawaiian language revitalization movement and specific efforts within the Hawai'i Department of Education is a good example: ('Aha Punana Leo, 2016; HI DOE website, 2016)

“Most linguists and educators would agree that total-immersion programs are the best option for revitalizing a language. They are built on the commonsense premise that the best way to learn a language is to create an environment in which that language, and only that language, is used constantly.” (Grenoble & Whaley, 2006, p. 51)

And now I shall allow the evidence of our work for the past 13 years to speak for itself.
VIDEO

Year 1: CURRICULUM /TRAINING/MATERIAL DEVELOPMENT

Phase 1 (Month 1-3: Jan.-March): TO RECRUIT EXPERIENCED AND TRAINED IMMERSION EDUCATORS TO REFINE CURRENT CURRICULUM AND ASSESSMENT TO FIT PRESCHOOL STANDARDS.

Phase 2 (Month 2-3: February-March):TO RECRUIT FACULTY AND STAFF ON IMPLEMENTATION OF IMMERSION CURRICULUM AND ASSESSMENT.

Phase 3: (Month 4-9: April-September): TRAIN FACULTY AND STAFF ON IMPLEMENTATION AND PRACTICUM OF IMMERSION CURRICULUM AND ASSESSMENTS.

Phase 4: (Month 10-12: October-December): FACULTY TO DEVELOP PRESCHOOL VISUALS AND LEARNING AIDS THAT COINCIDE WITH IMMERSION CURRICULUM AND ASSESSMENTS.

Phase 5: (Month 12: December): PRINT ALL VISUAL AND LEARNING AIDS

Phase 6: (Month 1-12: Jan-Dec): FIND SUITABLE FACILITY FOR PRESCHOOL

Year 2: ESTABLISHMENT OF LOCATION/RECRUITMENT/IMPLEMENTATION

Phase 7 (Months 1-3: Jan-March):PURCHASE AND SET UP ALL NECESSARY PRESCHOOL EQUIPMENT FOR OPENING OPERATION.

Phase 8 (Months 1-5: Jan-May):RECRUITMENT OF STUDENTS/FAMILIES.

Phase 9 (Months 6: June): OPEN PRESCHOOL!

**Bureau of Budget & Management Research
Fiscal Note of Bill No. 398-33 (COR)**

AN ACT TO APPROPRIATE FUNDS FROM FISCAL YEAR 2016 FUND BALANCE OF THE TOURIST ATTRACTION FUND TO GUAM VISITORS BUREAU FOR I FANLALAPAN FOR THE PRINTING, PURCHASING, AND DISTRIBUTION OF CHAMORU LITERATURE FOR CHILDREN.

Department/Agency Appropriation Information	
Dept./Agency Affected: Guam Visitors Bureau	Dept./Agency Head: Jon N. Denight, General Manager
Department's General Fund (GF) appropriation(s) to date:	-
Department's Other Fund (Tourist Attraction Fund) appropriation(s) to date: (Operations Only)	<u>12,567,472</u>
Total Department/Agency Appropriation(s) to date:	\$12,567,472

Fund Source Information of Proposed Appropriation			
	General Fund:	FY2016 TAF Fund Balance:	Total:
FY 2016 Unreserved Fund Balance (Unaudited)- 9/30/16		\$1,726,289	\$1,726,289
FY 2016 Adopted Revenues	\$0	\$0	\$0
FY 2016 Appro. (Outstanding Encumbrances, Continuing Appropriations, Mayor's Council Appropriations)	\$0	(\$2,928,109)	(\$2,928,109)
Sub-total:	\$0	(\$1,201,820)	(\$1,201,820)
Less appropriation in Bill	\$0	(\$150,000)	(\$150,000)
Total:	\$0	(\$1,351,820)	\$1,576,289

Estimated Fiscal Impact of Bill						
	One Full Fiscal Year	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
General Fund		\$0	\$0	\$0	\$0	\$0
FY2016 Tourist Attraction Fund 1/	\$150,000	\$150,000	\$0	\$0	\$0	\$0
Total	\$150,000	\$150,000	\$0	\$0	\$0	\$0

- Does the bill contain "revenue generating" provisions? // Yes /x/ No
If Yes, see attachment
- Is amount appropriated adequate to fund the intent of the appropriation? // N/A /x/ Yes // No
If no, what is the additional amount required? \$ _____ /x/ N/A
- Does the Bill establish a new program/agency? // Yes /x/ No
If yes, will the program duplicate existing programs/agencies? // Yes // No
Is there a federal mandate to establish the program/agency? // Yes /x/ No
- Will the enactment of this Bill require new physical facilities? // Yes /x/ No
- Was Fiscal Note coordinated with the affected dept/agency? If no, indicate reason: // Yes /x/ No
// Requested agency comments not received by due date. /x/ Other: DOA provided fund balance

Analyst: Matthew Quintana Date: 11/24/16 Director: Jose S. Calvo Date: **DEC 02 2016**

Footnotes:
1/ Bill 398-33 (COR) proposes to appropriate a total of \$150,000 from the FY2016 Tourist Attraction Fund's fund balance. Appropriations are to the Guam Visitors Bureau (GVB) on behalf of the Hurao Academy to develop a language immersion pre-school program. The Department of Administration provided BBMR with a report showing an unaudited fund balance of \$1,726,289. However, with outstanding encumbrances, continuing appropriations and Mayor's Council appropriations for FY2016 totaling \$2,928,109, the adjusted fund balance as of 9/30/16 is (\$1,201,820). Funds are not available to cover the proposed appropriation in this bill.



COMMITTEE ON RULES

I Mina'trentai Tres na Liheslaturan Guåhan • The 33rd Guam Legislature

155 Hesler Place, Hagåtña, Guam 96910 • www.guamlegislature.com

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Senator

Rory J. Respicio
CHAIRPERSON
MAJORITY LEADER

Senator

Thomas C. Ada
VICE CHAIRPERSON
ASSISTANT MAJORITY LEADER

Speaker

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Senator

Nerissa Bretania Underwood
Member

V. Anthony Ada

MINORITY LEADER

Mary C. Torres

MINORITY MEMBER

November 15, 2016

MEMORANDUM

To: Rennae Meno
Clerk of the Legislature

Attorney Julian Aguon
Legislative Legal Counsel

From: Senator Rory J. Respicio
Chairperson of the Committee on Rules

Subject: Referral of Bill No. 398-33(COR)

As the Chairperson of the Committee on Rules, I am forwarding my referral of **Bill No. 398-33(COR)**.

Please ensure that the subject bill is referred, in my name, to the respective committee, as shown on the attachment. I also request that the same be forwarded to all members of *I Mina'trentai Tres Na Liheslaturan Guåhan*.

Should you have any questions, please feel free to contact our office at 472-7679.

Si Yu'os Ma'åse!

Attachment

I Mina'Trentai Tres Na Liheslaturan Received
Bill Log Sheet

BILL NO.	SPONSOR	TITLE	DATE INTRODUCED	DATE REFERRED	CMTE REFERRED	PUBLIC HEARING DATE	DATE COMMITTEE REPORT FILED	FISCAL NOTES
398-33 (COR)	T. R. Muña Barnes	AN ACT TO APPROPRIATE FUNDS FROM FISCAL YEAR 2016 FUND BALANCE OF THE TOURIST ATTRACTION FUND TO GUAM VISITORS BUREAU FOR THE HURÃO ACADEMY CHAMORU LANGUAGE "IMMERSION" PRE-SCHOOL PROGRAM.	11/10/16 4:53 p.m.	11/15/16	Committee on Municipal Affairs, Tourism, Housing, and Historic Preservation			

Subject: FIRST NOTICE - Tuesday, December 13, 2016

From: Alan Cepeda (alan@tinamunabarnes.com)

To: morinaga@kona.net; nathan.denight@visitguam.org; riene@rlenelive.com; hurao1@gmail.com;

Cc: sgtarms@guamlegislature.org; mis@guamlegislature.org; clerks@guamlegislature.org; phnotice@guamlegislature.org;

Date: Tuesday, December 6, 2016 12:51 PM

FIRST PUBLIC NOTICE

FOR IMMEDIATE RELEASE
Tuesday December 6, 2016

Hafa Adai! The Committee on Municipal Affairs, Tourism, Housing and Guam Preservation Trust will be conducting a public hearing on **Tuesday, December 13, 2016** beginning at **8:00 a.m.** in the **Public Hearing Room**. This hearing is scheduled to receive public testimony on the following items:

Appointment of Mr. Milton Morinaga, **Member, Guam Visitors Bureau Board of Directors.**

Bill No. 398-33 (COR) – *“An act to appropriate funds from fiscal year 2016 fund balance of the Tourist Attraction Fund to Guam Visitors Bureau for the Hurão Academy Chamoru Language “immersion” pre-school program.”* – sponsors: T.R. Muña Barnes

Bill No. 399-33 (COR) – *“An act to appropriate funds from fiscal year 2016 fund balance of the Tourist Attraction Fund to Guam Visitors Bureau for I Fanlalai’an for the printing, purchasing, and distribution of chamoru literature for children.”* – sponsors: T.R. Muña Barnes

Pursuant to 5 GCA, Chapter 8, Subsection 8107, public hearing notices should be sent on Tuesday December 6, 2016, which is five (5) working days prior and a second public notice on Friday December 9, 2016, which is forty-eight (48) hours prior.

Written testimonies may be submitted on the day of, prior to, or up to ten days after the public hearing to the Office of Senator Tina Rose Muña Barnes, 155 Hesler Place, Hagatña Guam 96910, via facsimile to 472-3400 or via email to senator@tinamunabarnes.com. We comply with Title II of the Americans with Disabilities Act (ADA). Should you require assistance or accommodations please contact Jeanenne Cordero, Bernice Rivera or Alan Cepeda from our office at 472-3455/6 or via email at jean@tinamunabarnes.com, Bernice@tinamunabarnes.com or alan@tinamunabarnes.com. I look forward to your attendance and participation.

Si Yu'os Ma'åse'!

cc: Sergeant-At-Arms/Protocol/AV
 MIS

Clerk of the Legislature
 All Media

Alan Cepeda
 Legislative Assistant
 (671) 472-3455/6
 alan@tinamunabarnes.com

Attachments



I Mina'Trentai Tres Na Liheslaturan Guåhan
Office of The Legislative Secretary
Tina Rose Muña Barnes

FIRST PUBLIC NOTICE

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Si Yu'os Ma'åse'!

cc: Sergeant-At-Arms/Protocol/AV
MIS

Clerk of the Legislature
All Media

Subject: SECOND NOTICE - Tuesday, December 13, 2016
From: Alan Cepeda (alan@tinamunabarnes.com)
To: morinaga@kona.net; nathan.denight@visitguam.org; rfene@rnelive.com; hurao1@gmail.com;
Cc: sgtarms@guamlegislature.org; mis@guamlegislature.org; clerks@guamlegislature.org; phnotice@guamlegislature.org;
Date: Friday, December 9, 2016 7:56 AM

SECOND PUBLIC NOTICE

FOR IMMEDIATE RELEASE
Friday December 9, 2016

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Si Yu'os Ma'áse'!

cc: Sergeant-At-Arms/Protocol/AV
MIS

Clerk of the Legislature
All Media

Alan Cepeda
Legislative Assistant
(671) 472-3455/6
alan@tinamunabarnes.com



I Mina'Trentai Tres Na Liheslaturan Guåhan
Office of The Legislative Secretary
Tina Rose Muña Barnes

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Si Yu'os Ma'åse'!

cc: Sergeant-At-Arms/Protocol/AV
MIS

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All Media

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action@weareguahan.com	communications@frankaguonjr.com	jason@senatormorrison.com
admin@bbmr.guam.gov	communications@guam.gov	jborja@senatorada.org
admin2@guamrealtors.com	cor@guamlegislature.org	jean@tinamunabarnes.com
admin@frankaguonjr.com	coy@senatorada.org	jennifer.lj.dulla@gmail.com
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I Mina'Trentai Tres Na Liheslaturan Guåhan
Office of The Legislative Secretary
Tina Rose Muña Barnes

**Committee on Municipal Affairs, Tourism, Housing and
Historic Preservation**
Confirmation/Public Hearing
Tuesday, December 13, 2016

AGENDA

8:00 a.m. **Appointment of Mr. Milton Morinaga, Member, Guam Visitors Bureau Board of Directors.**

Bill No. 398-33 (COR) – *“An act to appropriate funds from fiscal year 2016 fund balance of the Tourist Attraction Fund to Guam Visitors Bureau for the Huråo Academy Chamoru Language “immersion” pre-school program.”* – sponsors: T.R. Muña Barnes

Bill No. 399-33 (COR) – *“An act to appropriate funds from fiscal year 2016 fund balance of the Tourist Attraction Fund to Guam Visitors Bureau for I Fanlalai'an for the printing, purchasing, and distribution of chamoru literature for children.”* – sponsors: T.R. Muña Barnes