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BENJAMIN CRUZ <speaker@senatorbjcruz.com>

PL 31-233 Compliance

Ruby Santos <rspreservation@guam.net> Thu, Feb 16, 2017 at 3:27 PM
Reply-To: rspreservation@guam.net
To: speaker@senatorbjcruz.com, centralfiles@guam.gov, Elizabeth Mafnas <elizabeth.mafnas@guam.gov>
Cc: Joseph Quinata <jqpreservation@guam.net>

Hafa Adai,

In compliance to Public Law 31-233, relative to reporting requirements, attached please find the Board Materials from the Guam Preservation Trust's February 13, 2017 Board of Directors Meeting.

Please feel free to contact our office if you should have any questions.

Regards,

Ruby Santos

Administrative Service Coordinator

Guam Preservation Trust

P.O. Box 3036

Hagatna, Guam 96932

Tel: (671)472-9439

Fax(671)477-2047

Board Materials 21317 Meeting.pdf
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GUAM PRESERVATION TRUST
INANGOKKON INADAHI GUA'HAN
P.O. Box 3036 • Hagåtña, Guam 96932
Tel: (671) 472-9439/40 • Fax: (671) 477-2047

GUAM PRESERVATION TRUST
REGULAR BOARD OF DIRECTORS MEETING
MONDAY, FEBRUARY 13, 2017
3:00 P.M., GPT CONFERENCE ROOM
A G E N D A

	1.0.	CALL TO ORDER / ROLL CALL
Action	2.0.	APPROVAL OF MINUTES (January 9, 2017)
	3.0	EXECUTIVE SESSION
	4.0	OLD BUSINESS
Action	4.1.	Guam/National History Day 2017
Action	4.2.	Vehicle Policy
	5.0	NEW BUSINESS
Action	5.1	Grant Moratorium
	6.0.	COMMITTTEE REPORTS
	6.1.	Budget & Finance Report
Info		Refer to Report
		6.1.a. YTD Balance
	6.2.	Architecture Committee Report
Info		Refer to Report
Action		6.2.A. Juan Flores House – Change Order
	6.3.	Grants Committee Report
Info		Refer to Report
Action		6.3.a. A Day at the Museum: Preservation in Action Grant - Pacific Historic Parks
Action		6.3.b. Phase 2 of a Pilot Study of Ancient mtDNA in Skeletal Samples From The Naton Beach Site Grant – Rosalind Hunter-Anderson
Action		6.3.c. Developing Capacity in Maritime Archaeology and Investigating Research & Management Approaches for submerged World War II Sites – UOG College of Liberal Arts & Social Sciences/Sea Grant
Action		6.3.d. Cultural Connections: Preserving Chamorro Fishing Traditions on Guam – Michael Bevacqua/Marie Auyong
	7.0.	OPEN DISCUSSION
Action	8.0.	ADJOURNMENT

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Tel: (671) 472-9439/40 • Fax: (671) 477-2047

GUAM PRESERVATION TRUST
REGULAR BOARD OF DIRECTORS MEETING
MONDAY, JANUARY 9, 2017
3:00 P.M., GPT CONFERENCE ROOM

Present:	**Michael Makio, Architecture – P**	**Marilyn Salas, Chamorro Culture – A**
	Dave Lotz, Planning – P	**Eric Forbes, History – P**
	Cacilie Craft – Archaeology – A	**James Viernes, History – A**
	Rebecca Duenas, Chamorro Culture – P	**Jolie Liston, Archaeology – P**
Also Present:	**Joe Quinata, GPT – CPO**	**Andrew Tenorio, GPT - SPC**
	Terrence Brooks, Legal Counsel	**Lawrence Borja, GPT - DO**
	Vice-Speaker Therese Terlaje,	**Ruby Santos, GPT – ASC**
	34th Guam Legislature	**Nicole Santos, Staff – the Office**
	Joaquin Perez	**of Vice-Speaker Therese Terlaje**

M I N U T E S

1.0. CALL TO ORDER / ROLL CALL

The meeting was called to order by Chairman Michael Makio at 3:10 p.m. and roll call was conducted.
Chairman Makio welcomed Vice-Speaker Therese Terlaje to the Board meeting.
As the Legislative Oversight Chair, Vice Speaker Terlaje offered her assistance to the GPT Board if needed.

2.0. APPROVAL OF MINUTES (December 6, 2016)

Chairman Makio opened the floor for discussion on the minutes of December 6, 2016.
Motion Marilyn Salas motioned to approve the minutes as read. The motion was seconded by Cacilie Craft and with no further discussion, the minutes were unanimously approved.

3.0 ELECTION OF OFFICERS

Chairman Makio reported in accordance to GPT's By-Laws, the election for Vice Chair, Secretary, and Treasurer, is conducted during the 1st month of the each year.
The selection of Chairman is conducted at the Historic Review Board meeting.
Thereafter, the elected Chairman serves as Chair for the both the Historic Review Board and the GPT Board.
The Board discussed the members currently holding the Officer's positions.

3.1. Vice Chair

Chairman Makio opened the floor for nominations for Vice-Chair.
Marilyn Salas nominated Dave Lotz for Vice Chair. The nomination was seconded by Rebecca Duenas.
Dave Lotz accepted the nomination.
No other nominations were made for Vice-Chair.

3.2. Secretary Chairman Makio opened the floor for nominations for Board Secretary.
Jolie Liston nominated Cacilie Craft for Board Secretary.
The nomination was seconded by James Viernes.
Cacilie Craft accepted the nomination.
No other nominations were made for Board Secretary.

3.3. Treasurer
Chairman Makio opened the floor for nominations for Board Treasurer.
Marilyn Salas nominated Rebecca Duenas for Treasurer.
The nomination was seconded by Eric Forbes.
Rebecca Duenas accepted the nomination.
No other nominations were made for Board Treasurer.

With no further discussion, the Chairman closed nominations.
The floor was opened for discussion.

Motion/ Vote There being no further discussion, Chairman Makio called for a vote on the floor.
The nominations of Dave Lotz as Vice Chair, Cacilie Craft as Secretary, and Rebecca Duenas as Treasurer were approved by unanimously vote.
Chairman Makio congratulated the elected Officers of GPT.

4.0 EXECUTIVE SESSION
No Discussion.

5.0 OLD BUSINESS
No Discussion.

6.0. NEW BUSINESS

6.1. Archbishop Flores House
Joe Quinata reported the Archbishop Flores House will be used as part of the Historic Structures Report training scheduled for January 16-17, as part of the Pacific Preservation Project.
Staff requested the Board's approval for $7,800.00 for Record Drawings to be completed prior to the training. The firm of Duenas & Camacho responded to the solicitation for Record Drawing Services. Other firms were solicited however due to time constraints were not available to provide the service within the timeframe allotted.
Cleanup of the site is also necessary to conduct the session.
Staff requested Board approval of a not-to- exceed amount of $2500.00 for cleanup and fencing of the site.
The outcome of the study and training is to provide information to produce a Historic Structures Report for the site.
The Board discussed the procurement and the service to be provided.

Motion With no further discussion, Rebecca Duenas authorized staff to move ahead with the contracting for the as-built drawings of the Archbishop Flores residence, and $2,500.00 for cleaning up and securing the premises alongside the preparation of the measurement for the as built drawings.
The motion was seconded by Cacilie Craft and unanimously approved.

6.2. A Day at the Museum: Preservation in Action Grant - Pacific Historic Parks
Joe Quinata reported Pacific Historic Parks submitted a grant requesting $15,000.00 to promote High School students to read, research, write, and perform a first person interpretation of various World War II historical figures on Guam.
Chairman Makio referred the application to the Grants Committee for review and further recommendation.

6.3. Phase 2 of a Pilot Study of Ancient mtDNA in Skeletal Samples from The Naton Beach Site Grant – Rosalind Hunter-Anderson
Joe Quinata reported Rosalind Hunter-Anderson submitted a grant requesting $4,336.00 to build on Phase 1 studies, and will include ancient DNA analysis of 8 mandible samples.
Chairman Makio referred the application to the Grants Committee for review and further recommendation.

6.4. Developing Capacity in Maritime Archaeology and Investigating Research & Management Approaches for submerged World War II Sites – UOG College of Liberal Arts & Social Sciences/Sea Grant
Joe Quinata reported Dr. William Jeffery submitted a grant requesting $20,350.00 to implement a maritime archaeology field school from July 3 – August 5, 2017.
Chairman Makio referred the application to the Grants Committee for review and further recommendation.

6.5. Cultural Connections: Preserving Chamorro Fishing Traditions on Guam - Michael Bevacqua/Marie Auyong
Joe Quinata reported Michael Bevacqua and Marie Auyung submitted a grant requesting $5,540.00 for transcriptions of oral histories about fishing in Chamorro and English.
Chairman Makio referred the application to the Grants committee for review and further recommendation.

The Grants Committee reviews grant submissions, requests clarification if needed, then moves forward with their recommendation for action by the Board.

6.6. Guam/National History Day 2017
Joe Quinata reported a request for funding support was received from the University of Guam, the lead organizers of NHD. GPT sponsored $28,000.00 in 2016.
UOG has requested $25,000.00 as a sponsor for the 2017 program.
The budget request was distributed for Board review.
Chairman Makio summarized the evolution of the program.
The Board recommended review of the request on the committee level.
The Board discussed concerns of the decrease of participation from the Guam Public Schools, and participating winners support in promoting preservation to the general public upon their return from competition.
With no further discussion, Chairman Makio referred the request to the Grants Committee for further review and recommendation to the Board.

7.0. COMMITTTEE REPORTS

7.1. Budget & Finance Report

Refer to Report

The Board discussed the projects in queue (Chargualaf House, Meno House, FQ Sanchez facility) subject to the availability of funds.

7.1.a. YTD Balance

Joe Quinata reported the current balance is $2,648,691.62, with total obligated funds of $2,395,016.84 for operations, ongoing grants and projects.

A balance of $253,674.78 is restricted funds for pending projects in queue.

The Board discussed the process of recording, collection, and release of permit fees to the GPT.

The Board reviewed the Accounting Summary.

7.2. Architecture Committee Report

Refer to Report

Juan Flores House

Joe Quinata Chairman Makio updated the Board on the progress of the Juan Flores House. Original completion is scheduled for February but due to the current labor issues, the contractor will be requesting a no-cost extension.

The request will be reviewed by the committee and the Board will be apprised of their recommendation.

Guam Congress/Legislature Building

Joe Quinata reported the Commissioner for Leadership in Energy and Environmental Design (LEED), will be on Guam on January 16th to evaluate and certify for LEED Platinum construction.

The building is substantially completed. Furniture procurement and installation is being addressed. GPT will continue working with the Legislature for a year to assist in the transition of training and maintenance of the building as recommended by the architects and compliance to LEED standards.

7.3. Grants Committee Report

Refer to Report

The Project & Program Summary was distributed for the Board updates.

Joe Quinata reported there may be grants that will be terminated and applicants asked to submit work completed.

8.0. OPEN DISCUSSION

- **National Historic Landmarks listing for Inarajan Village; National Historic Landmarks listing for Guam Congress Building; Fena Nomination**

The Board discussed the process of nominating National Historic Landmarks including Inarajan Village, Guam Congress Building, and the Fena Water Shed Sites.

Dave Lotz elaborated on each site's significance and may be considerably different in a thematic approach for nomination.

Discussion on this will continue at the Historic Review Board meeting.

-Public Meeting – Litekyan/Ritidian site
Vice Speaker Therese Terlaje invited the Board to a meeting regarding the Litekyan site on Wednesday, January 11th, at 6:00 p.m. at the Tamuning Community Center. The meeting is coordinated by Ms. Linda Tatreau.

9.0. ADJOURNMENT

Motion There being no further business, James Viernes motioned to adjourn the meeting. The motion was seconded by Rebecca Duenas and unanimously approved. The meeting adjourned at 4:55 p.m.

Transcribed by: _____ **Approved by:** _____

Date: 2/13/17 **Date:** 2/13/2017

DUEÑAS · CAMACHO & Associates, Inc

Website: www.dcaguam.com
Email: dca@dcaguam.com

January 9, 2017

GUAM PRESERVATION TRUST
P.O. Box 3036
Hagatña, Guam 96932

Attention: **Mr. Joseph E. Quinata**
Chief Procurement Officer

Subject: **Request for Proposal**
Archbishop Flores Historical House - As-built Drawings
Hagatna, Guam

Hafa Adai Mr. Quinata:

We are pleased to submit our proposal for the As-Built drawings documentation for the Archbishop Flores Historical House located in Hagatna, Guam. Per our discussion, the primary scope is to prepare an As-Built Drawing documentation of the structure as it exist.

DCA will conduct on site visual non-invasive inspection for the purposes of preparing Architectural As-built drawings of the existing structure.

The inspection shall consist of DCA personnel obtaining measurements of the building that shall include but not limited to building dimensions, door and window openings, window sills and ledger's, doorway jambs and ledger's, wall thicknesses and elevations, roof framing, slopes and features, stairs and steps, and floor elevations. Building material types will be identified where exposed and visible. The As-built documentation will not necessarily include the extent of damage but is intended to document the complete building as it existed.

Due to the condition of the structure (i.e., trash/debris, fire damage, damaged wood frames, overgrown vegetation, etc.) there will be limitations to the accessibility into certain areas of the structure to confirm as-built dimensions and conditions. Therefore, overall dimensions maybe based on assumptions due to the limited access in these areas.

The estimated time to complete this work is approximately 10 working days. Our estimate to provide the proposed scope of work is **Seven Thousand Eight Hundred and no/100 Dollars ($7,800.00).**

Please contact me or Frankie Susuico should you have any questions and concerns or require more information.

ENGINEERING * PLANNING * SURVEYING * ENVIRONMENTAL SERVICES * GEOGRAPHIC INFORMATION SYSTEM * CONSTRUCTION MANAGEMENT
GUAM P.O. Box 8900, Tamuning, Guam 96931 / 238 E. Marine Corps Drive, Suite 201 Diamond Plaza, Hagatña, GU 96910 / Tel: (671) 477-7991 / Fax: (671) 479-6315
SAIPAN PMB 164 Box 10000 Saipan, CNMI MP 96950 / Chalan Pale Arnold, Ada's Building South Garapan, Saipan 96950 / Tel: (670) 234-9017 / Fax: (670) 234-3842

January 9, 2017

Sincerely,

Thomas P. Camacho, SE
Chief Structural Engineer/VP

ENGINEERING * PLANNING * SURVEYING * ENVIRONMENTAL SERVICES * GEOGRAPHIC INFORMATION SYSTEM * CONSTRUCTION MANAGEMENT
GUAM P.O. Box 8900, Tamuning, Guam 96931 / 238 E. Marine Corps Drive, Suite 201 Diamond Plaza, Hagatña, GU 96910 / Tel: (671) 477-7991 / Fax: (671) 479-6315
SAIPAN Caller Box PPP, Suite 164, Saipan, MP 96950 / Chalan Pale Arnold, Ada's Building South Garapan, Saipan 96950 / Tel: (670) 234-9017 / Fax: (670) 234-3842

GUAM PRESERVATION TRUST

Grant Application

GUAM INANGOKKON PRESERVATION INADAHI GUAHAN TRUST

Submission Date: January 5, 2017

Project Title: A Day at the Museum: Preservation in Action

Applicant's Name: Pacific Historic Parks

Applicant's Address: 135 Murray Blvd., Suite 100
Hagatna, Guam 96929

Telephone: (W) 671 477-7279 x 10 (H) _____

Email: <service.learning.doivista@gmail.com> / <jbalajadia@pacifichistoricparks.org>

Duration of Project: January 2017 To May 2017

Amount Requested: $15,000

Project Location: T. Stell Newman Visitor Center in Sumay, Guam

Check (√) One:

- ☒ New Proposal
- ☐ Old Proposal with Changes Date of Previous Submission: _____
- ☐ Old Proposal without Changes Date of Previous Submission: _____

Type of Application (Check (√) One):

☒ New Grant ☐ Continuing Grant ☐ Supplemental Grant

I have made such steps as are necessary to verify the information given in this application package and, to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: Jadlyn Balajadia

1. Identify the GPT Grant Program that this application is submitted under and explain how your proposed project will further the GPT Program's goals.

"A Day at the Museum: Preservation in Action" project is relevant to the Guam Preservation Trust's VIII Miscellaneous grant program. This project offers a new interpretive and historical experience that motivates youth to find personal meaning in the World War II stories they discover at the T. Stell Newman Visitor Center in Sumay, Guam. High school students will be prompted to read, research, write, and then perform a first person interpretation of various World War II historical figures on Guam. Students will use the visitor center exhibits, oral histories, and documents available at War in the Pacific National Historical Park to tap into stories of Guam's culture, history and traditions as they were impacted by World War II. "A Day at the Museum: Preservation in Action" project is a cultural, historical and student-centered project that integrates fine art/theatre into schools' core curricula through encouraging and inspiring the island youth, their families and the community to engage with the T. Stell Newman Visitor Center's stories of the people of Guam during World War II. Students will learn about the struggles of the Chamorro people, the Battle for Guam, and the lasting impact of World War II on the island. This project aligns with the Guam Preservation Trusts mission to preserve and protect Guam's historic sites, culture, and perspectives for the benefit of our people and our future. It advances the purposes of the Guam Preservation Trust by encouraging a new type of Service-Learning for youth so that they become active and engaged preservation stewards of their island's history. The youth will be instrumental in bringing their local history alive and will involve the whole community to learn more about the multitude of historical treasures preserved at the T. Stell Newman Visitor Center.

2. Describe how and when this project was originally conceived and by whom.

This project was originally conceived in April 2016 by the Pacific Historic Parks Team, which included Education Program Coordinators Tanya Sortor and Kina Lewis. Influenced by the Hollywood fantasy-comedy film, *Night at the Museum* (2006), Education Park staff imagined the names of the people written on the walls of the exhibits of the T. Stell Newman Visitor Center and what the museum would look like if these individuals sprang to life. Staff wondered, "What might these individuals say?" or "What important stories would they want to pass down to the residents of Guam today?" and "What values of the time period could be expressed through a short first person narrative?"

In July 2016, Lisa Marie Aguon was chosen by War in the Pacific National Historical Park to become the Department of Interior Volunteer in Service to America (DOI/VISTA) Member and joined the Pacific Historic Parks Education Team to serve as the park's Service Learning Coordinator. Her primary responsibility is to create free Service-Learning opportunities for high school youth to help them develop career-related skills and advance the mission of the park, which is to commemorate the bravery and sacrifice of those participating in the campaigns of the Pacific Theaters of World War II. Soon after, Amanda O'Brien, another volunteer came to the park and began actively supporting the programs run by Pacific Historic Parks Education

Team. O'Brien is a former National Park Service Interpretation ranger and previously worked at Colonial Williamsburg, Virginia, the country's largest living history museum. She provided valuable input as to how Pacific Historic Parks could implement a *Night at the Museum* experience on Guam.

After many discussions, the Pacific Historic Parks Education Team came up with a weekend youth-focused event, titled "A Day at the Museum: Preservation in Action" this program offers the local community an interactive living, history experience in which the people of Guam will have a more meaningful engagement with their past. This better connects and preserves the memories of the people affected by during World War II in the Pacific. The stories of struggles, courage, survival, and spirit of the people of Guam will be conveyed through high school students. Through this project, high school students will get valuable experience in developing their reading, writing, and oral skills. Students will conduct historical research with history research experts, write a first person narrative with a literacy coach, and refine their performances with a theater coach in order to embody the World War II historical figures at the T. Stell Newman Visitor Center. The students will concurrently be earning Service Learning hours to help them graduate.

3. Identify who is involved in designing and implementing this project. Who are the technical experts (i.e. administrative, cultural consultants, archeologists, anthropologists, linguists, etc) identified for the project.

An experienced team of technical experts from both Pacific Historic Parks and War in the Pacific National Historical Park will design and implement the Day at the Museum project. Lisa Marie Aguon, DOI/VISTA member and War in the Pacific National Historical Park Service Learning Coordinator, will oversee the day-to-day operations of the Day at the Museum project as the program coordinator. Aguon will create age-appropriate GDOE Content Standards-based curriculum (lesson plans using ACT Aspire), manage the involvement of the Guam Department of Education, oversee the evaluation process and analysis, and design advertisements and develop the printing materials.

Jaclyn Zapanta Balajadia, Pacific Historic Parks Education Manager, will direct the project grant timeline, balance budget expenses, and ensure grant and evaluation reports are submitted to Guam Preservation Trust. Both Aguon and Balajadia will work closely to select and hire qualified literacy and theater coaches and the program coordinator assistant.

Nina Peck, War in the Pacific National Historical Park Museum Technician, will work alongside high school students in utilizing the museum collection, exhibit information, and digital archives to help them research their first person narrative. Peck will work with a history research assistant to better train and support students.

Mrs. Rhonda Rekdahl is an experienced teacher at Southern High School, located in the village of Agat, who is committed to involving her English ninth grade students in the project. Mrs.

Rekdahl will implement the project curriculum, motivate students to participate in the project, chaperone students at the off-campus events, facilitate the awarding of Service-Learning hours, and work closely with Aguon in coordinating the project.

4. *Explain the project objective(s) and method(s).*

Objectives of the project are (1) a positive student experience at their national park encouraging them to understand the importance of preserving their local histories, (2) improve student literacy, and (3) 200 student hours of Service-Learning combined. Pacific Historic Parks Education Team will assess the impact and effectiveness of these objectives through written evaluations.

Pacific Historic Parks seeks a $15,000 Guam Preservation Trust grant to implement and evaluate the "A Day at the Museum: Preservation in Action" project at the T. Stell Newman Visitor Center. The proposed project will allow Pacific Historic Parks to conduct a 6-month museum theatre project from January 2017 to June 2017. This supports a distinct set of learning and skill-development objectives for high school students, builds upon performance training workshops, and provides a creative avenue to bring to life the experience of the museum's vast story collections of Guam's survival, triumph, peace, and forgiveness in World War II. High school students will choose a specific historical figure who participated in the Pacific Theater of war in Guam. They may select from a variety of individuals, such as Chamorro teacher Agueda I Johnston, Guam Insular Force Guard member Pedro Cruz, Catholic Priest Jesus Baza Duenas, or child war survivor Beatrice Emsley.

Students will attend presentations and training workshops on how to research, write, and perform first person interpretations. First person interpretation occurs when an interpreter projects the persona of a historical figure or character, speaking as if they were that person in that time period. Students will be given training on techniques in creating and performing first person interpretations, thereby bringing the stories of the historical individuals "to live." The youth will visit the T. Stell Newman Visitor Center to gather historical knowledge, meet with park staff and the history research assistant to develop historically accurate scripts, collaborate with a literacy coach to write their first person narrative, and work with theater coaches to refine their performance. Students will then perform their first person interpretation and interact with the general public during a weekend in Spring 2017 at the T. Stell Newman Visitor Center.

This project will be implemented in close collaboration with Pacific Historic Parks education staff members (lead by the DOI/VISTA member), War in the Pacific National Historical Park rangers, and Guam Department of Education High School administration, teachers and students. The timeline of this project includes the following:

January 2017: Submit grant proposal to Guam Preservation Trust; Communicate with Guam Department of Education teachers and students; Create and implement the

Service-Learning curriculum; Recruit Literacy Coach; Recruit Theater Coach; Recruit History Research Assistant Coach; Prepare evaluation materials; Set schedule of training, outreach, workshops for students; Recruit students; Secure venue and date; Arrange transportation

February 2017: Conduct training, outreach, and workshops with park staff and coaches; Conduct pre-evaluations; Students begin reading and researching historical figures; Students have initial meetings with coaches; Purchase costumes, props, and soap boxes

March 2017: Students continue to meet with coaches; Students continue to read, research, and prepare their first person interpretation; prepare advertisements and arrange for printing materials; Rehearsals with students at the T. Stell Newman Visitor Center; Submit Interim Report to Guam Preservation Trust

April 2017: Monitor student progress; Students continue to meet with coaches; Final preparations for event; Event day April 22-23, 2017

May 2017: Conduct post-evaluations; Students write and submit Reflection Papers; Compilation of student first person interpretation scripts

June 2017: Analyze evaluations and prepare Closing Report with recommendations to Guam Preservation Trust

5. Provide a review of pertinent literature as necessary.

According to the SY 2015-2016 Annual State of Public Education Report, Guam public schools have lower test scores compared to the rest of the nation. The Guam Department of Education uses the ACT Aspire to assess district wide student learning. According to Guam's ACT Aspire results in SY 15-16, 60% of 9th graders and 62% of 10th graders were "In Need of Support" in the subject of Reading. In order to address this dire issue, Pacific Historic Parks proposes "A Day at the Museum: Preservation in Action" to support Guam public school students' improved ability to read and write. This program will also help to preserve World War II stories help to understand the past, and to appreciate the experiences and courage of those who survived, as well as those whose lives were taken during this tragic period in history.

Past research has shown incorporating the arts in the core subjects of English and History can result in higher academic achievements by students. Including drama and theater in the curriculum helps youth to create real meaning out of abstract concepts. Fine arts can play a significant role in encouraging children to become better readers. According to Sandra Ruppert (2006), Ruppert is the Director of The Arts Education Partnership; The Arts Education Partnership (AEP) was established in 1995 through a unique interagency agreement between the National Endowment for the Arts and the U.S. Department of Education, an agreement that has continued unabated since that year. The founding organizations continue to provide support and promote AEP as the nation's hub for individuals and organizations committed to making

high-quality arts education accessible to all U.S. students. Ruppert wrote, there is a relationship between drama and the development of literacy skills and "students who participate in arts learning experiences often improve their achievement in other realms of learning and life." In a national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found students with high arts involvement performed better on standardized achievement tests than students with low arts involvement.

With support of the Guam Preservation Trust, "A Day at the Museum: Preservation in Action" project will provide a meaningful and interactive learning experience utilizing the World War II stories of the people of Guam. The Day at the Museum project is a holistic and multi-disciplinary approach to address and connect both students and visitors to inspirational stories of heroes commemorating the bravery and sacrifice of the Chamorro people during World War II.

Furthermore, limited avenues exist for Guam Department of Education students to participate in theater programs. According to Guampedia.com, Southern High School's Performing Theater was built to provide a venue for international and classical shows. However, due to a lack of funding to maintain the school's facility, the theater is often unavailable for its intended use. "A Day at the Museum: Preservation in Action" project can offer an additional venue for Guam Department of Education students to participate in a fine arts project. The T. Stell Newman Visitor Center will provide a space encouraging theater performance using Chamorro cultural and historical stories, memories, struggles, and heroes of World War II.

6. Attach supporting documents as necessary (i.e. justifications, personnel, qualifications, resumes, etc).

Resumes of the following individuals are attached: Department of Interior Volunteer in Service to America (DOI/VISTA) Member Lisa Marie Aguon, Pacific Historic Parks Education Manager Jaclyn Z. Balajadia, War in the Pacific National Historical Park Museum Technician Nina Peck, and Southern High School English Teacher Rhonda Rekdahl. Furthermore, letters of support are attached from War in the Pacific National Historical Park Superintendent Jim Richardson, War in the Pacific National Historical Park Chief of Interpretation Rose Manibusan, and Lisa M. Aguon, Department of Interior Volunteer in Service to America (DOI/VISTA) Member.

7. Briefly explain the significance and the anticipated benefits of the proposed project.

"A Day at the Museum: Preservation in Action" project is significant because it provides a unique quality educational opportunity for public high school students to help preserve their island's history. Students become involved in re-creating and re-enacting the past forging a personal, living experience. The youth will have a positive experience at their national park encouraging them to understand the importance of preserving their local histories. The project is designed to be student-centered and reinforces age-appropriate developmental learning skills applicable in school.

Anticipated benefits include the youth and general community desiring to preserve the World War II era stories of the people of Guam. The project will help address Guam Department of Education students' low scores in standardized tests by improving student literacy by working with various coaches in guided sessions of reading, writing, researching, and speaking. Another anticipated benefit is the cultivation of stewardship among youth. As volunteers, they are helping to care for Guam's historic heritage and contributing to the preservation, protection, and promotion of historic properties. Additional benefits of the project include the increased availability of and access to a fine arts theater program which enlists community support in an island-wide effort to preserve Guam's culture and history.

8. Give a brief description of the final documentation or product of the proposed project to be submitted to the Guam Preservation Trust.

Pacific Historic Parks will provide two forms of final documentation from "A Day at the Museum: Preservation in Action" project. The first is a compilation of the first person narratives produced by the students. The second is a final report that evaluates the effectiveness of the program incorporating pre- and post- evaluation data and student reflection papers. Both of these binders will be submitted to the Guam Preservation Trust.

9. If the Applicant is an organization, please provide a brief statement of the organization's mission and concise summary of its overall activities.

Pacific Historic Parks' is a non-profit organization in cooperating association with War in the Pacific National Historical Park since 1989 on the island of Guam. The mission of Pacific Historic Parks is to perpetuate the memory and appreciation of the events and people involved World War II in the Pacific theater of war through education, preservation, development, and interpretation. Pacific Historic Parks has partnered with the War in the Pacific National Historical Park to commemorate the bravery, courage, and sacrifice of all those who participated in the Pacific Theater of World War II. The park is home to former battlefields, gun emplacements, trenches, and historic structures all serving as silent reminders of the bloody World War II battles which occurred on Guam in 1944.

The T. Stell Newman Visitor Center is the hub for visitors at the War in the Pacific National Historical Park to learn about the World War II stories the National Park Service preserves. Displayed in the T. Stell Newman Visitor Center are artifacts from the park's collection. The T. Stell Newman Visitor Center is home to state-of-the-art museum exhibits including interactive digital displays, oral histories on video, touch bins, and more. These exhibits tell the story of the events of World War II and the Battle for Guam, and provide an overview of the island's natural resources. The exhibits are free to the public and feature the latest technology, gripping personal stories, museum artifacts, and multiple language support. They comply with the standards in American Disability Act accessibility and design. In addition to the exhibits, the T. Stell Newman Visitor Center hosts a theater that is used primarily to play a compelling 10-

minute movie, *The Battle for Guam*, in 4 languages. The theater is also used for professional presentations and a variety of education programs.

Through donations, memberships, and proceeds from our stores, Pacific Historic Parks funds and leads place-based education programs involving the Guam community, especially youth, at various park sites including Asan Beach, Asan Bay Overlook, Piti Guns, Ga'an Point, Apaca Point, Fonte Plateau, and the T. Stell Newman Visitor Center. Current education programs occurring annually are Experience Your National Park guided outreach and tours, River Ranger Saturday, Reef Ranger Summer Camp, Junior Ranger Academy, Art in the Park, Preservation Ranger Academy, and the Guam Teacher Workshop. For the past six years, Pacific Historic Parks has offered education programs free of charge to the community and has served over thousands of local youths and teachers.

10. Budget: A detailed budget with justification is required.

See attachment.

11. If project includes other funding, identify all source(s) and amount(s).

See attachment.

12. Will this project require the hiring of employees? Please explain.

Yes. The project will require the hiring of non-full time personnel, which includes two literacy support coaches, two theater support coaches, a history research assistant, and a program coordinator assistant:

The literary support coaches will work with students to assist them in the formation of their first person narratives. They will sit individually with students to come up with ideas, plan on how to write their narratives, and how to incorporate sources. They will also assist students in recognizing strengths and weaknesses as well as suggest strategies to help students improve their reading and writing.

The theater support coaches will provide expertise in training workshops to prepare youth for the delivery of the first person interpretation performance. During training workshops, they will demonstrate vocal and body expression, conduct voice exercises, lead speech drills, develop improv skills, and encourage students to stay in character.

The history research assistant will work with the War in the Pacific National Historical Park Museum Technician to help students develop historically accurate first person narratives.

A program coordinator assistant will work very closely with the DOI/VISTA Member to support content development and project implementation. This person will be the lead organizer of the training workshops, auditions, rehearsals, and event coordination.

United States Department of the Interior

NATIONAL PARK SERVICE

War in the Pacific National Historical Park
Casa de España
135 Murray Blvd, Suite 100
Hagatña, Guam 96910

IN REPLY REFER TO:
P4219(WAPA)

December 13, 2016

The Guam Preservation Trust
P.O. Box 3036
Hagatna, Guam 96932

To Whom This May Concern,

I am pleased to submit this letter of support of Pacific Historic Parks' application for the Guam Preservation Trust Grant.

Pacific Historic Parks is a cooperating association and Friends Group that has demonstrated a high level of support to the National Park Service at War in the Pacific National Historical Park in Guam. There is a longstanding and productive relationship between Pacific Historic Parks and the National Park Service to promote resource stewardship and to encourage greater understanding, interpretation, and research related to World War II in the Pacific.

Pacific Historic Parks and the National Park Service have a history of collaborative efforts in offering a broad array of excellent and successful education programs. Led by the Pacific Historic Parks Education Team, youth-targeted programs are supported by a team of park interpreters, scientists, cultural resource experts, and dedicated volunteers. Focusing on the local island community, the programs include fieldtrips, outreach, summer camps, and weekend outings that provide children opportunities for continued engagement in the park for years. In February 2014, Pacific Historic Parks won the Association of Partners for Public Lands (APPL) Media & Partnership Education Award for their work with Guam teachers and youth.

The Day at the Museum program is another innovative program that engages youth and enables the park to cultivate an educated and informed public that supports and actively participates in War in the Pacific National Historical Park. Funds for this proposal would allow Guam Department of Education students, an underserved population and at risk youths, to participate in this up-coming program by providing transportation, purchasing materials and supplies needed to run the Day at the Museum program at the T. Stell Newman Visitor Center in Sumay, Guam.

We hope for a favorable consideration of the proposed grant and offer the Guam Preservation Trust an opportunity to partner with us in reaching a new target audience, our youth, and the future stewards of our national parks.

Sincerely,

Jim Richardson

Jim Richardson
Superintendent

United States Department of the Interior

NATIONAL PARK SERVICE

War in the Pacific National Historical Park
Casa de Espana
135 Murray Blvd, Suite 100
Hagatna, Guam 96910

IN REPLY REFER TO
L3217 (WAP A)

December 28, 2016

Guam Preservation Trust
P.O. Box 3036
Hagatna, Guam 96932

To Whom It May Concern,

On behalf of the War in the Pacific National Historical Park I strongly support the "Day at the Museum" grant application submitted to the Guam Historic Preservation Trust by our partners, Pacific Historic Parks.

War in the Pacific National Historical Park was created to "commemorate the bravery and sacrifices of those participating in the campaigns of the Pacific Theater of World War II and to conserve and outstanding natural, scenic and historic values and objects on the island of Guam for the benefit of future generations."

For over twenty-five years Pacific Historic Parks has served as our non-profit cooperating association and partners. They support the preservation, education and interpretive programs that help us meet our park mission. One of our greatest successes is the "Continuum of Educational Programs" we offer our island youth. The success of the educational curriculum based programs would not be possible without the direct support, dedication, hard work and expertise of the Pacific Historic Park (PHP) Education Team efforts under the direction of Education Program Manager Jackie Balajadia. In addition to park staff, the program is further enhanced by the Department of Interior/AmeriCorps VISTA (Volunteer in Service to America) member Lisa Aguon who will assist in program implementation. As partners, PHP works collaboratively with park staff and other community partners towards the development of successful engaging youth programs. We are confident in their ability to carry out the goals of the grant.

The grant proposal, if awarded would provide the park, Pacific Historic Parks, the Guam Preservation Trust an opportunity to join together to perpetuate our island history and cultural heritage while engaging youth in learning about the "human experiences" of the war. Through this program they will have the opportunity to learn about the war from multiple perspectives through firsthand accounts of those who fought during the Pacific War and from our elders/our manåmko' who survived the war years on Guam. Through these efforts we not only link the past generation to the present, but we help history come alive.

We thank you in advance for your favorable consideration of the grant proposal.

Sincerely,

Rose S.N. Manibusan
Chief of Interpretation

DOI/VISTA MEMBER

P.O. BOX 2206 HAGATNA, GUAM 96932

12/29/2016

Aguon, Lisa Marie
DOI/VISTA Member
P.O. BOX 2206 Hagatna, Guam 96932

The Guam Preservation Trust
P.O. Box 3036
Hagatna, Guam 96932

To Whom This May Concern,

I am a Department of Interior/Volunteer Service To America member (DOI/VISTA) and am currently serving at DOI/ NPS War in the Pacific National Historical Park and National Park Service partner Pacific Historic Parks. As a DOI/VISTA member one of my goals and objectives of my VISTA Assignment Description (VAD), is developing a grant proposal to secure future funding to build the sponsoring organizations capacity. Pacific Historic Parks has a longstanding and productive relationship with the National Park Service and promotes resource stewardship and encourages greater interpretation, and research related to the people of Guam who played a vital role in World War II in Guam. Pacific Historic Parks is supporting me in fulfilling my VISTA VAD by assisting me on writing a grant proposal for the Day at the Museum program.

The Day at the Museum program is an innovative program that engages youths and enables the park to promote and educate the public to participate in War in the Pacific National Historical Park. Funding for this proposal would allow Guam Department of Education students who are underserved and at risk to participate in this up-coming program by purchasing supplies, materials, and compensating partners/advisors needed to run the Day of the Museum program at the T. Stell Newman Visitor Center in Sumay, Guam.

We hope you can consider the proposed grant and hope to partner up with Guam Preservation Trust to continue to reach our youths, and the future stewards of the National Park.

Sincerely,

Lisa M. Aguon
DOI/VISTA Member

JACLYN ZAPANTA BALAJADIA

135 Murray Blvd, Suite 100 Hagatna, Guam 96910
Phone: (671) 988-9486
jbalajadia@pacifichistoricparks.org

EDUCATION

Teachers College, Columbia University New York, NY Aug 2004-Dec 2005

- Master of Arts in the Teaching of Social Studies
- Thesis title: Chamorro Women in the Guam History Course Curriculum

Mount St. Mary's College Los Angeles, CA Aug 2000-May 2004

- Bachelor of Arts in American Studies and minor in History
- Summa Cum Laude

TEACHER CERTIFICATION

Master Educator Secondary Social Studies Certificate Hagåtña, Guam Jan 2008- Jan 2018

Preliminary Single Subject Teaching Credential Los Angeles, CA May 2004-Jun 2009

- Social Sciences with a Cross-Cultural, Language, and Academic Development (CLAD)

WORK EXPERIENCE

Pacific Historic Parks Hagåtña, Guam Jan 2011-Present

Education Manager for Guam and Saipan

- Manages and supervises Pacific Historic Parks Education Coordinators and the DOI/VISTA Service-Learning Coordinator in Guam
- Manages and supervises Pacific Historic Parks Education Specialist in Saipan
- Writes and manages grants to fund education programs for War in the Pacific National Historical Park
  - Secured $6,200 from the Guam Arts and Humanities Council to implement the FY2014 Art in the Park education program
  - Secured $46,000 from the National Park Foundation from FY2014-2017 to implement the Ticket to Ride, America's Best Ideas Reef Ranger Summer Camp, & Every Kid in a Park education programs
  - Secured $1,950 from the National Environmental Education Foundation (NEEF) to implement the FY2015 Junior Ranger Academy
  - Secured $15,000 from the NOAA Marine Education Training Mini-Grant to implement the FY2015 Preservation Ranger Academy Coral Reef Health Monitoring Program
- Coordinates and leads the bi-annual Guam Teacher Workshop, which trains K-12 teachers to utilize place-based learning at historic sites on Guam
- Works with teachers to develop curriculum based on the mission of the War in the Pacific National Historical Park and Guam's K-12 Content Standards
- Oversees the coordination of guided educational tours and presentations to Guam teachers and students
- Co-created the Junior Ranger Booklet publication for War in the Pacific National Historical Park
- Co-created the Ridge to Reef Booklet publication for American Memorial Park, Saipan

- Pacific Historic Parks earned the 2014 Association of Partners for Public Lands (APPL) Media & Partnership Education Award

St. John's School Tumon, Guam Aug 2006-Dec 2010

Upper School Teacher

- Advanced Placement American Government & Politics, 12th grade
- Advanced Placement American History, 10th grade
- Guam History, 10th grade
- World Geography, 9th grade

Social Studies Department Chair

- Conducted monthly department meetings, met regularly with other department chairs and principal to maintain quality curriculum and instruction, and purchased textbooks, supplies, and equipment for department

Guam/National History Day Coordinator

- Organized St. John's School's first three annual Guam History Day

Guam Preservation Trust Hagåtña, Guam May 2007-Jun 2007

- Researched and created a unit about the Plaza de España utilizing the Teaching with Historic Places (TwHP) lesson plan format

Agueda I Johnston Middle School Ordot, Guam March 2006-Jun 2006

- Taught American History, 8th grade

George Washington High School (Eskuelan Puengi) Mangilao, Guam Jan 2006-May 2006

- Taught World History & World Geography, 9th-12th grades

Southern High School (Summer School) Agat, Guam Jun 2005-Jul 2005

- Taught American History & World Geography, 9th-12th grades

AWARDS / FELLOWSHIPS

- Rockefeller Brothers Fund for Students of Color Entering the Teaching Profession Fellow Apr 2003-2005
- USA Funds "Help American Learn" Scholar Aug 2003-2004
- Mount St. Mary's College "Future Teacher" Scholar Aug 2000-2004
- Bill and Melinda Gates Millennium Scholar Aug 2000-2005

AGUON, LISA MARIE

P.O. Box 2206 Hagatna, Guam 96932 taasi09@yahoo.com 671-747-4547

SKILLS & ABILITIES

- The ability to learn new skills and gain new knowledge also, having the ability to share ideas and thoughts in the process.
- Researching and presentational skills.
- Computer skills in Microsoft word, PowerPoint, Excel.

EMPLOYMENT

DOI/VISTA Member, Service-Learning Coordinator
Department of Interior/Volunteer in Service to America
War in the Pacific National Historical Park
135 Murray Blvd., Suite 100, Hagatna, Guam 96910
Office: (671) 477-7279 EXT. 1018
Email: service.learning.doivista@gmail.com
[July 2016-July 2017][Stipend][Hours per week 40]
Responsibilities are to fulfill my VISTA Assignment Description (VAD).
Responsible for all Service-Learning programs for War in the Pacific National Historical Park.

- Creating and implementing Service-Learning projects for Guam Department of Education High School.
- Creating Lesson plans.
- Habitat restoration
- CPR/First Aid Certified

On-call Substitute Teacher [Department of Education]
Department of Education
500 Mariner Avenue,
Barrigada, Guam 96913
Supervisor: Annette Salas
(671)475-0068
[January 2016- April 2016] [Salary $11.89] [Hours worked per week 40]
Responsibilities are classroom management which involves behavioral management.
Mapping and Lesson planning and strategies for effective Teaching and Learning.

EDUCATION

UNIVERSITY OF GUAM, [MANGILAO, GUAM]

University of Guam
UOG Station
Mangilao, Guam 96923
[BACHELORS OF ARTS] [DECEMBER 2015]
Major in Anthropology and Minor in Chamorro Studies.
Was involved with various groups in the University of Guam (Chamorro Studies Program – Charter Day, Mes Chamorro.

REFERENCES

Dr. David Atienza [Associate Professor, Anthropology]
University of Guam
UOG Station,
Mangilao, Guam 96923
atienza.david@gmail.com
(671) 735-2802
Dr. Debra Cabrera [Professor at the University of Guam]
University of Guam
UOG Station,
Mangilao, Guam 96923
dcabrera@stjohnsguam.com
(671) 735-2850
Johnny Quinata [Mayor of Humatak]
P.O. Box 786
Hagatna, Guam 96932
(671)828-8258

REKDAHL, Rhonda

Personal Information

ADDRESS PO Box 4393, Hagåtña, GU 96932
TEL (671) 687-6722
EMAIL rcrekdahl@gdoe.net rcrekdahl@gmail.com

Work Experience

DATES October 2013 - present
POSITION English Teacher
RESPONSIBILITIES Facilitate learning for freshman students (age 14-15) using English 9 curriculum, based on GDOE District standards; participate/facilitate in professional development for peers within the school or department.
EMPLOYER / ADDRESS Southern High School/Santa Rita, Guam
TYPE OF BUSINESS Government of Guam, Department of Education

DATES January 2013 - September 2013
POSITION Motheread/Fatheread Facilitator
RESPONSIBILITIES Co-facilitate Motheread family literacy program using copyright evidence-based curriculum for non-English speaking parents and families.
EMPLOYER / ADDRESS Humanities Guahån (formerly Guam Humanities Council)
TYPE OF BUSINESS Non-profit/literacy program

DATES October 2009 - November 2011
POSITION Perent Mentor
RESPONSIBILITIES Co-facilitate home visits, facilitate parent workshops, trainings, and conferences based on needs of the organization, basic office filing and management as needed.
EMPLOYER / ADDRESS Guam Parent Information and Resource Center
TYPE OF BUSINESS Non-Profit organization

REKDAHL, Rhonda

Education and Training

DEGREE	BA English Literature
INSTITUTION	University of Guam, May 2008
DEGREE	MA Teaching
INSTITUTION	University of Guam, May 2017
CERTIFICATION	Initial Educator, Language Arts 6-12 exp: June 5, 2017 Guåhan Commission for Educator Certification
CERTIFICATION	Motheread Facilitator Motheread Institute (Humanities Guåhan)
TRAINED	Applied Suicide Intervention Skills Training (ASIST) PEACE Office (Training and Prevention Branch, DPHSS)

Skills and Competences

LANGUAGE SPOKEN	English and French
COMPUTER SKILLS AND COMPETENCES	iPad Integration in Education (Striving Readers Comprehensive Literacy program, GDOE)
ADDITIONAL INFORMATION	Class of 2018 Council Advisor (SY 2016-2017) Marzano/Standards Based Grading Faculty Trainer, SHS

Nina Peck, B.A.
Mailbox #174
Suite 275G Farenholt Avenue
Tamuning, Guam 96913
ninampeck@gmail.com

November 2016

EDUCATION

University of Guam

- Bachelor of Arts in Anthropology, Minor in Fine Arts (May 2012)
- Currently working on M.A. in Micronesian Studies

Research Interests

- Anthropology
- History
- Cultural Landscapes and Geographic Information Systems (GIS)
- Art
- Mariana Islands archaeology
- Ethnobotany

WORK EXPERIENCE

2010-current
Museum Technician
War in the Pacific National Historical Park, National Park Service

- Responsible for museum collection. Maintained artifacts and conducted inventory.
- Responsible for curatorial environment. Monitor temperature and humidity and integrated pest management system.
- Responsible for metal conservation project. Sourced appropriate cleaning and polishing material for metal plaques. Coordinated groups to assist with metal conservation project.
- Responsible for report on metal conservation project which will become the Park's standard operating procedure.
- Responsible for tours of the museum collection. Led over 20 groups describing the artifacts currently in collection and the process of preserving them.

February-May 2012
Archaeological Field Assistant
International Archaeological Research Institute Inc.
Assisted in archaeological excavation, midden washing and sorting for Ylig Bridge Rt. 4 Project.

2008-2010
Barista
Java Junction, LLC
Cleaned kitchen, bar, and seating area; washed dishes; made coffee and other beverages; interacted with customers; worked at register.

Doc. No. 34GL-17-0213.*

Nina Peck, B.A.
Mailbox #174
Suite 275G Farenholt Avenue
Tamuning, Guam 96913
ninampeck@gmail.com

2008
Cashier
Ross Dress for Less
Maintained floor area, worked at register, interacted with customers.

PROFESSIONAL TRAINING

- *Preventative Care and Remedial Conservation Techniques for Archival Collections and Wooden Artifacts*, Kalaupapa National Historical Park (November 2015)
- *OSHA 30-Hour General Industry Safety and Health* (August 2015-August 2020)
- CPR & First Aid Certification (May 2015-May 2017)
- *Guiding Principles for Implementing Field-Based Historic Preservation*, Kalaupapa National Historical Park (April 2015)
- Introduction to Geographic Information Systems; M. Kottermair, instructor (2014-2015)
- *Cultural Landscapes*, Guam hosted by National Park Service (2012)
- *Basics of Museum Collections Care*, DOI Learn (2011)
- University of Guam/University of the Philippines-Diliman Archaeological Field School, San Remigio, Cebu, Philippines (2011)
- Nautical Archaeology Society Levels I & II Certification (2009)
- PADI Rescue Diver Certification (2006)

PROFESSIONAL PRESENTATIONS

Peck, Nina, Dave Lotz. 2015. *Cultural Resources Management at War in the Pacific NHP: Museum Management*. Presented at Guam Teacher Workshop, T. Stell Newman Visitor Center, Sumay, Guam.

Peck, Nina. 2010. *The History of Japanese WWII Propaganda*. Presented at the Curator's Corner, T. Stell Newman Visitor Center, Sumay, Guam.

Nina Peck, B.A.
Mailbox #174
Suite 275G Farenholt Avenue
Tamuning, Guam 96913
ninampeck@gmail.com

VOLUNTEER SERVICE

March 2014-March 2016
Guam Kayak & Canoe Federation representative, GNAC board member
Guam National Athletes Commission
Athletic representative for GKCF to the Guam National Athletes Commission. Helped organize athletes' forum in 2015.

November-March 2009
Head Coach, Simon Sanchez HS (girls' flag rugby)
Organized and led practices, set rosters and coached for games, worked with high school students, designed and ordered uniforms.

PROFESSIONAL AFFILIATIONS

2016, Pacific Arts Association (PAA)
Member
2015-2016, Guam Council on the Arts and Humanities Agency (CAHA)
Artist Directory Member
2013-2014, Society for American Archaeology (SAA)
Member

Nina Peck, B.A.
Mailbox #174
Suite 275G Farenholt Avenue
Tamuning, Guam 96913
ninampeck@gmail.com

REFERENCES

Natalie Calvo
Edward M. Calvo Cancer Foundation
138 Martyr St.
Hagåtña, Guam 96910
(671) 472-6854

Cindy Rapadas
Guam & Saipan Regional Manager
Pacific Historic Parks
135 Murray Blvd., Suite 100
Hagåtña, Guam 96910
(671) 477-7278 x 1009

Michael Gawel
Integrated Resources Program Manager
War in the Pacific National Historical Park
135 Murray Blvd., Suite 100
Hagatna, Guam 96910
(671) 477-7278 x 1010

A Day at the Museum: Preservation in Action Budget

1. Salaries and Wages

Guam Preservation Trust Grant Funds

A. Program Coordinator Assistant

Grant funds will be used to temporarily hire a Project Coordinator Assistant who will work very closely with the Pacific Historic Parks Education Team, War in the Pacific National Historical Park rangers, and coaches to lead content development and project implementation. This person will help organize the training workshops, auditions, rehearsals, and Day at the Museum event coordination. This person will work 100 hours at a rate of $12/hour. Total cost is approximately $1,200.

B. Theater Support Coach

Grant funds will be used to pay two Theater Support Coaches, who will bring expertise in training workshops to prepare youths for the delivery of the first person interpretation performance. Each coach will work 50 hours each at a rate of $25/hour. During training workshops they will demonstrate vocal and body expression, conduct voice exercises, speech drills, and develop improve skills, and encourage students to stay within character. Total cost is approximately $2,500.

C. Literacy Support Coach

Grant funds will be used to pay two Literacy Support Coaches, who will work with students to assist them in the creation of their first person narrative. Each coach will work 50 hours each at a rate of $15/hour. They will sit individually with students to come up with ideas, plan on how to write their narratives, and how to incorporate sources. They will also assist students in recognizing strengths and weaknesses and suggest strategies to help students improve their reading and writing. Total cost is approximately $1,500.

D. Museum Technician / History Research Coach

Nina Peck, War in the Pacific National Historical Park Museum Technician, will work alongside high school students in researching the museum collection, exhibit information, and digital archives to help them prepare their first person narrative. Peck will work with a history research assistant to better train and support students. She will work 50 hours at a rate of $18/hour. Total cost is approximately $900.

E. History Research Assistant Coach

The history research assistant will work with the War in the Pacific National Historical Park Museum Technician in helping students develop historically accurate first person narratives. The assistant coach will work 50 hours at a rate of $15/hour. Total cost is approximately $750.

F. Guam Department of Education Teacher Compensation

Mrs. Rhonda Rekdahl is an experienced teacher at Southern High School who is committed to involving her English ninth grade students in the project. Mrs. Rekdahl will implement the project curriculum, motivate students to participate in the project, chaperone students at the

off-campus events, facilitate the awarding of Service-Learning hours, and work closely with Aguon in coordinating the project. Total cost is approximately $700.

Cost Share / In-Kind Contributions

A. Department of Interior Volunteer in Service to America (DOI/VISTA) Member Salary

Lisa Marie Aguon will serve as the Project Coordinator of the project. The DOI/VISTA Member is paid a living stipend through Conservation Legacy and Americorps program and works 80 hours every pay period at an estimated rate of $14.50/hour. The DOI/VISTA member will work 1,120 hours to oversee the day-to-day operations of the project, create curriculum, coordinate with Guam Department of Education, manage evaluation process and analysis, and spearhead the printing of materials. Total cost is approximately $16,240.

B. Pacific Historic Parks Education Manager Salary

Jaclyn Zapanta Balajadia will oversee the project vision, timeline, evaluation activities, and budgets. She will also work closely with the DOI/VISTA Member to project implementation. The Education Manager will dedicate 200 hours at a rate of $25/hour to the project. Total cost is approximately $5,000.

2. Supplies, Materials, and Equipment

Guam Preservation Trust Grant Costs

A. Costumes and Props

Depending on the historical individual chosen by the student, the costumes and props vary greatly. We anticipate no more than 40 students will participate in this project. Each student performer will have a budget of no more than $60 for their costume and related props to enhance the delivery of their first person interpretation. Artists will also work with students to create the appropriate hair and makeup ($200/ performance day) styles relevant to the era, setting, and period. Five stepstools ($30 each) or mini-podiums will be purchased or built so students can be elevated above the audience when they perform. Total cost is approximately $2,950.

B. Printing Materials

Grant funds will be used to purchase the design and publication of posters and playbills. A graphic designer will be paid $200 to design the printed materials. A total of 625 posters (.80/each) will be shared in schools and the general community to publicize the event. A total of 2,000 playbills ($1.25/each) will be printed for the show program or booklet. The playbill will provide the details of the event, including short biographies of historical figures, individual students involved, and background information about the project. Total cost is approximately $3,200.

Cost Share / In-Kind Contributions

A. Materials, Software, & Equipment

Pacific Historic Parks and War in the Pacific National Historical Park will utilize its software and equipment to plan, conduct, and prepare for the project. The literacy and theater coaches, program coordinator assistant, and history research assistant will be allowed to use these

materials, software, and equipment to conduct their work for this project. Pacific Historic Park's three laptops ($800/each) and two desktop computers ($800/each) with Microsoft Office and Publisher software ($200/per computer and laptop) are available for correspondence. Pacific Historic Parks will also utilize office materials, such as table workspace, pens, pencils, binders, notebooks, flash drives, paper clips, white out, and staples, which is a total of about $1,000. Pacific Historic Parks also has Internet connection ($100/month) that can allow personnel to conduct correspondence with community partners, teachers, youth and their parents, and park visitors over the period of 6 months. Total cost is approximately $6,600.

3. Transportation

Guam Preservation Trust Grant Costs

A. Busing

Grant funds will be used to transport Guam Department of Education high school students on a fieldtrip to the T. Stell Newman Visitor Center. Prior to selecting their historical figures, students will learn about the available resources at the visitor center, familiarize with the exhibits, meet with rangers, learn about the Battle of Guam, and listen to the stories of the Chamorro people who survived World War II. Busing will also be provided to youths and their families who wish to go to the T. Stell Newman Visitor Center to watch student performances. Twenty hours of transportation ($65/hour) will be used to support outreach, research, and community viewing. Total cost is approximately $1,300.

Cost Share / In-Kind Contributions

A. Use of vehicle

War in the Pacific National Historical Park allows Pacific Historic Parks education team and park rangers to use government-owned vehicle ($75/day) and fuel ($25/day) to transport materials, supplies, and people, to and from park sites for 10 days. Total cost is approximately $1,000.

4. Venues

Cost Share / In-Kind Contributions

A. War in the Pacific National Historical Park Administrative Headquarters Facility & Utilities

Located in Agana, Guam, the War in the Pacific National Historical Park Administrative Headquarters building serves as the main location for the clerical planning and preparation for this 6-month project. Pacific Historic Parks utilizes approximately 1,000 square feet on the third floor and rent is $800/month. Total cost is approximately $4,800.

B. T. Stell Newman Visitor Center Theater & Utilities

Located in Sumay, Guam, the War in the Pacific National Historical Park T. Stell Newman Visitor Center serves as the main location for the performances for the project. Estimated cost of the venue is $1,200/night. Total cost is approximately $2,400.

A Day at the Museum: Preservation in Action Budget

Personnel	GPT Grant Costs	Cost Share / In-Kind Contributions
Program Coordinator Assistant	$1,200.00	$0.00
Theater Coach	$2,500.00	$0.00
Literacy Coach	$1,500.00	$0.00
Museum Technician / History Research Coach	$900.00	$0.00
History Research Assistant Coach	$750.00	$0.00
GDOE Teacher Compensation	$700.00	$0.00
DOI/VISTA Member	$0.00	$16,240.00
Pacific Historic Parks Education Manager	$0.00	$5,000.00
Supplies, Materials, & Equipment		
Costumes & Props	$2,950.00	$0.00
Printing Materials	$3,200.00	$0.00
Office Materials, Software, & Equipment	$0.00	$6,600.00
Transportation		
Busing	$1,300.00	$0.00
Vehicle	$0.00	$1,000.00
Venues		
WAPA Administrative Facility & Utilities	$0.00	$4,800.00
WAPA T. Stell Newman Visitor Center Facility & Utilities	$0.00	$2,400.00
Totals	**$15,000.00**	**$36,040.00**

Doc. No. 34GL-17-0213.*

Organizational Profile

Pacific Historic Park's mission is to support the National Park Service through research, preservation, restoration, fund development, education and interpretive programs of WWII in the Pacific and other Pacific historic sites. Pacific Historic Parks follows bylaws of corporation that were certified by the Pacific Historic Parks Board of Directors on August 17, 2007.

Pacific Historic Parks serves as a nonprofit cooperating association of the National Park Service. Pacific Historic Parks currently supports the National Park Service at four sites throughout the Pacific—from Kalaupapa to the USS *Arizona* Memorial on Hawaii, Guam, and Saipan. Pacific Historic Parks ensures that National Park Service sites in these areas are given the funds they need for important education and interpretive programs. Since the organization's founding in 1979, it has provided hours of staff support and millions of dollars in aid to all four parks. Combined, Pacific Historic Parks serves about over 1 million visitors at these sites per year. Visitor demographics range from locals to off-island visitors. Through donations, memberships, and proceeds from our stores, Pacific Historic Parks touches the lives of children, teachers, World War II veterans and survivors, and a continually growing number of park visitors.

In 1979, members of the Fleet Reserve Association's Pearl Harbor/Honolulu Branch 46 formed the Arizona Memorial Museum Association (later changed the name to Pacific Historic Parks in 2010), a non-profit cooperating association of the *USS Arizona* Memorial. In July 1982, the War in the Pacific National Historical Park with the help of the 95th United States Congress, key officials from the National Park Service, and the Government of Guam opened the T. Stell Newman Visitor Center in the village of Asan in Guam. The Visitor Center was a 4,000 square-foot walk through museum and housed the park headquarters and administration offices. In 1989, Pacific Historic Parks became the cooperating association of the War in the Pacific National Historical Park and opened a bookstore within the T. Stell Newman Visitor Center. Then in December 2002, Super-Typhoon Pongsona blew over Guam with winds exceeding 180 miles-per-hour, creating a storm surge in excess of eight feet that eroded hundreds of feet of shoreline throughout the park's historical landscape. Severe damage from flooding and loss of climate control so extensively damaged the park's contact facility, exhibits, and museum that the facility was evacuated and abandoned. Extraordinary efforts by the National Park Service and Pacific Historic Parks staff to safeguard the museum collection in the middle of a raging typhoon ultimately saved the priceless artifacts of Guam's WWII history; many of which were incorporated into the permanent exhibits of display today. In 2008, the T. Stell Newman Visitor Center relocated to the southern part of the island, outside of a U.S. Navy base in a former Army Reserve Center in the village of Sumay. The 1,149 square foot building held ten temporary static exhibits while park staff worked hard to redesign and rebuild a permanent exhibit. In July 2012, the T. Stell Newman Visitor Center opened its new museum exhibits and began a new chapter in its long history of engaging and educating those who seek to learn more about the history, cultural, and natural resources of Guam. The T. Stell Newman Visitor now contains a state of the art theater, climate-controlled museum collection facilities, and the Pacific Historic Parks bookstore.



GUAM PRESERVATION TRUST
GRANT APPLICATION

Submission Date: January 2, 2017

Project Title: Developing Capacity in Maritime Archaeology + Investigative Research + Management Approaches for Submerged WWII Sites

Applicant's Name: Dr. William Jeffery; Ms. Marie Amyong

Applicant's Address: College of Liberal Arts & Social Sciences
UOG Station, Mangilao, GU 96923

Telephone (w) 671-735-2809 **(cell)** 671-483-1630 **(home)** _____

Email: billjeffery@gmail.com

Duration of Project: July 3, 2017 **To:** August 5, 2017

Amount of Request: 20,250

Project Location: Apra Harbor, Orote Peninsula, Amtrac + Landing Craft off Agat

(Check One)
- [X] **New Proposal**
- [ ] **Old Proposal with Changes** **Date of Previous Submission:** _____
- [ ] **Old Proposal without Changes** **Date of Previous Submission:** _____

Type of Application (Check One)
- [X] **New Grant** [ ] **Continuing Grant** [ ] **Supplemental Grant**

I have made such steps as are necessary to verify the information given in this application package and, to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: _____

***No funds will be disbursed when the GPT is funding a partial amount for any grant proposal until the applicant has demonstrated with letter of commitment or by other acceptable means, that adequate support, financial or other, has been guaranteed for the project's completion.**

Guam Preservation Trust Grant Application

Criterion 1: Introduction and Project Overview/Summary

Applicants' Names

Dr. William Jeffery, Anthropology Program, Humanities Division, College of Liberal Arts and Social Sciences, University of Guam
Ms. Marie Auyong, Assistant Instructor, UOG Sea Grant, College of Natural and Applied Sciences, University of Guam

Project Title

Developing Capacity in Maritime Archaeology and Investigating Research and Management Approaches for Submerged World War II Sites

Duration of the Project

July 3 to August 5, 2017

Project Goals

The project has a number of goals:

- Provide University of Guam students and regional personnel with holistic and multivocal skills in implementing maritime archaeology,
- Demonstrate the value and potential of Guam's underwater cultural heritage from archaeological research, heritage, environment, and tourism perspectives, and
- Increase the collaboration of Guam, Micronesian and Pacific-wide stakeholders in maritime archaeology.

Project Objectives (not activities)

The project has a number of objectives in working towards these goals:

- Record and document a number of underwater cultural heritage sites in Guam using multi-disciplinary methods and through the implementation of the Nautical Archaeology Society's (NAS) training program
- Recruit 10 University of Guam students, local members of the Guam community and regional personnel for field school participation,
- Involve specialists to instruct and supervise participants
- Discuss research and management issues between the Guam community, field course participants, and specialists,

- Facilitate a licence agreement with NAS and the Guam Preservation Trust to conduct further avocational training over the next 5 years,
- Develop Guam into a regional training center for maritime archaeology.

Expected Outcome(s) of the Project

The outcomes of the project will include:

- Implementation of a maritime archaeology field school from July 3 to August 5, 2017, which will include:
  - Development of skills in recording archaeological, biological and corrosion site data and include:
    - Photogrammetry recording of underwater cultural heritage sites;
    - *In situ* corrosion monitoring of a number of underwater cultural heritage sites;
    - Documentation of the ecology of the underwater cultural heritage sites;
- Completion of Nautical Archaeology Society (NAS) Part 2 certification by each participant;
- A one-day seminar on the value of, and methods for, preserving World War II underwater cultural heritage sites; and
- Compilation of a report on the outcomes and development of an Action Plan for the future.

Project Location

The project will take place on a number of underwater cultural heritage sites in Apra Harbor (*Cormoran, Tokai Maru;* Seabee Junkyard and an unidentified shipwreck considered to be a 19th century Whaler), a dump of World War II material known as Sharks Pit off Orote Peninsula, and an Amtrac and Landing Craft off Agat.

Introduction of the Proposed Project

With previous support from the Guam Preservation Trust, the University of Guam (UOG) conducted four maritime archaeology field schools in Guam from 2009-2012. A report on these activities has been compiled and delivered to GPT. An additional grant and report was used to research and document the value of an underwater cultural heritage site in Apra Harbor, the Seabee Junkyard. More recently, two documents have contributed to the discussion on underwater cultural heritage sites in Guam and in the Pacific, and in particular submerged World War II sites. These documents include a journal article by applicant Dr. Bill Jeffery, and Kalle Applegate Palmer titled, 'The need for a multivocal approach to researching and managing Guam's World War II Underwater Cultural Heritage'[1], and a UNESCO report on 'Research on Good Practice in the Protection and Management of WWII-related Underwater Cultural Heritage in the Pacific Small Island States and Territories.'

[1] http://onlinelibrary.wiley.com/doi/10.1111/1095-9270.12206/full

In mid-November 2016, news about the mysterious and unauthorised salvage of a number of submerged World War II sites in Java Sea came to light.[2] The six shipwreck sites are highly significant, being war graves, but it would appear local salvage companies have ignored this status, and salvaged the ships for their scrap metal.

These developments and the research highlight the need for a more proactive approach in the research and management of, in particular, submerged World War II sites, which number over 3,800 in the Pacific. This field school, in conjunction with the training and seminar, will raise the level of interest in Guam and the Pacific about ways to proceed in the research and management for the benefit of all communities—not just the war protagonists—but also local communities who are often the ones left to provide for the ongoing protection of these sites.

Guam is uniquely placed to initiate these activities. It contains a number of accessible submerged World War II sites that can be used to investigate and document the issues, and recommend a path forward on the research and management. UOG was recently granted membership to UNESCO's University Twinning and Networking (UNITWIN) Programme for Underwater Archaeology (the only Pacific Island university associated with this network), a group of 20 universities world-wide that has a number of objectives including the 'promotion of an integrated system of research, training and documentation'; the 'promotion of the discipline and advancement of innovative research'; and 'enhancement of an understanding of the status of underwater cultural heritage worldwide.'[3]

The project will bring together a number of Guam and regional participants as well as specialists to assist in the instruction of the field school. This is an opportune time to hold a public seminar on the issues of research and management, as well as the more general management issues from across the region, given Instructors will come from Japan, Australia and the U.S. The seminar to be held at the Westin Hotel in Guam will be planned to be held mid-July or in the latter part of July.

An Application for a Permit for Archaeological Investigations under the Authority of The Archaeological Resources Protection Act of 1979 has been submitted to the U.S. Navy. Discussions have taken place with their archaeologist who regards the application as straight forward in terms of gaining approval. Information has also been passed on to the U.S. National Park Service, and they support the project and are keen to have participants attend their Visitors Centre where they will provide details about the War in the Pacific Park. The U.S. National Park Service do not require any permit application. Information about the project was passed onto the Guam Historic Preservation Office in September, and further project details have been provided after receiving general comments. The project is a non-intrusive project apart from drilling a few ¼ inch holes to test the corrosion of the sites, which will be filled.

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[2] Andrews, T. (2016 Nov. 8). "Several World War II warships mysteriously disappear from water grave at the site of Battle of Java Sea." In *Washington Post*. Retrieved from: https://www.washingtonpost.com/news/morning-mix/wp/2016/11/18/several-world-war-ii-warships-mysteriously-disappear-from-watery-grave-at-the-site-of-battle-of-java-sea/

[3] http://www.underwaterarchaeology.net

Nautical Archaeology Society (NAS) training, recognized world-wide as providing the most effective avocational training (often incorporated into University courses), is generally conducted through a licencing agreement. NAS can provide for this initial training at no cost. Further NAS training would need to enter into an arrangement with NAS and payment of a one-off 5-year fee. It is proposed that this be implemented as it would allow for training of local and regional divers in particular to gain world-wide certification, and to pass on information about sites and issues they may come across. It is recognized around the world that local community collaboration, particularly with those engaged in associated activities such as diving, are extremely helpful in management issues. NAS and the 30 training groups around the world generally charge a small fee for these courses to cover costs associated with implementing the courses, and for future licence fees. To enable ongoing training, it is proposed that Guam Preservation Trust enter into a 5-year agreement with NAS to utilize their training program, and the fee has been added to the budget for this purpose.

Criterion 2: Need for Assistance

Need for Assistance

This project covers a diverse range of activities which fall into a number of programs that GPT supports and as outlined in their Grant Application Information, including:

- Historic Property Documentation and Register Nomination
- Public Interpretation
- Archaeology Research
- Archaeological Field Schools
- Community Based Preservation

The project also fits into the following sections of the **GPT's 2013-2017, 5-year Strategic Plan**:

Preservation Projects:

- Section 5, Community-Based Preservation
- Section 6, Archaeological Research
- Section 12, Marine Archaeology Program

Preservation Education Outreach and Awareness:

- Section 1, Preservation Outreach and Awareness
- Section 5, Preservation/Conservation Integrated Program

Preservation Capacity Building

- Section 1, Historic Preservation Capacity Building Conferences and Forums
- Section 5, Archaeological Field Schools

Preservation Resource Development

- Section 2, Historic Preservation Service Learning Program

Budget (See page at the end of the application)

Applicants' long-range goals

This application is a joint application from the University of Guam's Sea Grant (UOGSG) program (College of Natural Arts and Applied Sciences Cooperative Extension & Outreach) and the Department of Anthropology (College of Liberal Arts and Social Sciences).

UOGSG facilitates research, science education, and science-based communication to coastal communities, in the service of equipping coastal residents to become informed participants in resource management. Of four national priority focus areas, UOGSG addresses two: Healthy Coastal Ecosystems, which utilizes integrated resource management (natural and cultural resource management based on scientific and socioeconomic data), and Workforce Development/Environmental Literacy, which promotes scientific literacy and marine-related occupations through formal and informal education activities. During applicant Ms. Auyong's 18 month tenure at Sea Grant she has increased the number of Workforce Development/Environmental Literacy projects, including a 95-hour academic course in ecological surveying and three general audience-targeted workshops on marine topics (tides, maritime archaeology, and fish taxonomy/identification).

Since 2006, the Department of Anthropology has implemented four Maritime Archaeology Field Schools and other academic courses in the discipline of Archaeology, such as Coastal Archaeology. In Fall 2015 UOG employed the project applicant, Dr. Jeffery, as a tenure track faculty to further the development of a Maritime Archaeology program in Guam, and to further the development of Maritime Archaeology as an academic discipline. In addition to this field school, the project applicant taught an Introduction to Maritime Archaeology course in Spring 2016 and will teach an Asia-Pacific Maritime Archaeology course in Fall 2016.

UOG is committed to teaching and researching maritime archaeology in Guam and the region. It is committed to having local people educated to implement programs that are relevant and beneficial to Guam and the regions' communities.

Criterion 3: Project Approach

Partnership planning (Community involvement in the planning of the project)

Being a joint application from the University of Guam's Sea Grant (UOGSG) program and the Department of Anthropology, both of whom see community engagement as essential in developing their respective fields, will maintain a proactive role for community involvement in their planning and implementation for the project. At least 50% of Ms. Auyong's work time is formally dedicated to outreach (or "Extension") and education efforts.

Implementation plan

This training course will commence with three days of introductory lectures and preliminary practical training. The Nautical Archaeology Society (NAS) training program will be used as the framework for the training, allowing community members to join with UOG students. Each participant will receive the NAS training certification, which is recognized in over 30 countries. An additional day is dedicated to exploring the maritime cultural landscape of Guam through site visits and interviews with staff from the U.S. War in the Pacific National Park and Pacific Historic Parks.

After the preliminary practical training, the course participants will join three teams under the supervision of a specialty leader, being: *in situ* corrosion, 3D photogrammetry. The third team will implement site recording using guidelines prepared by specialists in archaeological site recording, biological data and corrosion recording. These Underwater Cultural Heritage guidelines, titled **UCHeck,** have been developed for community divers to use in assessing and monitoring the 'health' of underwater cultural heritage sites, in the same manner as 'Reef Check'. Each group will rotate between these three specialty tasks so as to gain experience in the various skills.

The 3D photogrammetry site recording is an effective and efficient means in providing accurate and visually impressive site data, using simple and relatively cheap underwater cameras in combination with sophisticated software. The data obtained at the various sites will help in their mapping and three dimensional (3D) visualizations, and provide the basis for site interpretation and raising community awareness. In association with the *in situ* corrosion investigations, it will also help to monitor the stability and condition of the objects. The 3D recording is a method that many divers can use with a small amount of training and a budget.

The *in situ* corrosion studies will be led by specialists from the Western Australian Museum, who have many years' experience in this work. This information will form the baseline data for ongoing monitoring the corrosion of some of the various objects located at the sites. This has been used on a number shipwrecks and is an effective method of stabilizing and treating material *in situ* rather than recovering them. The material can stay *in situ* and be viewed by tourist/community divers. This concept has application to many sites in Guam as well as around the Pacific.

Participants will be expected to write up reports of their work, and two to three days after the diving are allocated for this purpose. All of this data, will be brought together to compile one report by the organizers.

Fifteen days diving will be allocated to implement the field work. With the five to six days 'classroom' work, the field school amounts to about 150 hours total of training and 6 credit hours for University of Guam and Guam Community College students.

The one-day seminar targeting the general public, will take place on a Sunday, possibly on July 16. The seminar will provide a forum for the specialists to present on their fields as it pertains to the research

and management of submerged World War II shipwrecks, and additional speakers, particularly from Guam and the Pacific Region, will be invited to participate.

Accessibility to the general public

The general public is allowed to participate in field work (providing individuals meet scuba diving certification requirements). The seminar will specifically be geared for a general audience, and UOGSG has a demonstrated ability in implementing education for diverse audiences; in regards to maritime archaeology alone, UOGSG has already offered one maritime archaeology in partnership with GPT in March (23 participants), and two classroom workshops in April and December 2016 (37 high school marine biology students).

Additionally, outcomes and value of the project will be made accessible to the general public through the websites of GPT and UOG.

CRITERION 4: Organizational Capacity

Applicant Organization and cooperating partner organizations

The project will be implemented by the Anthropology faculty of the Humanities Division of the College of Liberal Arts and Social Sciences and faculty with University of Guam's Sea Grant (College of Natural & Applied Sciences).

UOG will commit the salaries of Dr. Jeffery (c. 8 weeks for organizing and implementing the project), and Dr. Farrer and Dr. Atienza (one week each as Dive Masters) to this project.

UOG Sea Grant Assistant Instructor Marie Auyong will commit at least three weeks' of in-kind salary time to the project.

Applicant organizational structure

The Anthropology program is in the Humanities Division of the College of Liberal Arts and Social Sciences, which is headed by the Dean. The Dean's Office serves as the central coordinating and supervisory unit for the academic, research, and service activities of the College's four divisions. The Dean's Office is supported by an Administrative Officer and two secretaries. Functional and coordinating support for each division is provided by the Associate Dean, faculty chairs and secretaries.

University of Guam Sea Grant (UOGSG) is a program in the Cooperative Extension and Outreach division, within the College of Natural and Applied Sciences. There are two full-time faculty including Ms. Auyong, who reports to Mr. James Hollyer, Associate Director of Cooperative Extension and Outreach. UOGSG

also has two part-time Directors, Drs. John Peterson and Lee Yudin, who split academic guidance and administrative roles.

Project staff biographies and position descriptions.

Staff biographies and position descriptions have been included for William Jeffery and Marie Auyong. Biographies for other Anthropology Faculty, Dr. Doug Farrer, Dr. David Atienza have also been included, as have biographies for the Conservation Specialists, Vicki Richards and Jon Carpenter, the photogrammetry specialist, Dr. Kotaro Yamafune, and ecologist Kalle Applegate Palmer.

Dr. William (Bill) Jeffery has been working as a maritime archaeologist for over 30 years. Bill's background in maritime archaeology is in Australia, where after studying with the Western Australian Museum, he formulated and coordinated a maritime heritage program for a state government agency, Heritage South Australia from 1981-2001. He went onto working with the Federated States of Micronesia National Historic Preservation Office and completing a PhD in maritime archaeology at James Cook University in 2008. He has implemented various types of archaeological and heritage investigations in Australia, the Pacific region, Hong Kong, Sri Lanka and various countries in Africa, including an Earthwatch funded project in Chuuk Lagoon from 2006-2008. Bill has lectured in cultural heritage preservation, maritime archaeology and conducted maritime archaeology field schools with Flinders University, Chinese University of Hong Kong, University of Guam and James Cook University in addition to teaching Nautical Archaeology Society (NAS) training programs in eleven different countries.

Ms. Marie Auyong has been an Assistant Instructor at UOG Sea Grant since May 2015. She piloted a 95-hour academic snorkel-based field course on u ecological surveying techniques in Summer 2016 in the Biology Program, and continues to implement informal education activities such as workshops that combine scientific and Pacific Islander cultural knowledge. By April 2017, she will have completed PADI Open Water SCUBA and Emergency First Responder Instructor certifications. Other professional in-water experience includes three years as a SCUBA-based tour leader in Guam's only aquarium, UnderWater World, and certifications as a lifeguard (American Red Cross) and freediver (Performance Freediving International). Ms. Auyong is also an alumna of Dr. Jeffery's 2011 GPT-supported field school. She holds a B.A from New York University and a M.A. in Family and Community Education from Teachers College, Columbia University.

Dr. Douglas Farrer is Head of Anthropology at the University of Guam. He has conducted ethnographic fieldwork in Malaysia, Singapore, Thailand, Hong Kong, and Guam. Dr. Farrer's research interests include martial arts, the anthropology of performance, visual anthropology, the anthropology of the ocean, psychoanalysis, digital anthropology, and the sociology of religion. He *authored Shadows of the Prophet: Martial Arts and Sufi Mysticism*, and co-edited *Martial Arts as Embodied Knowledge: Asian Traditions in a Transnational World.* Recently Dr. Farrer compiled "War Magic and Warrior Religion: Cross-Cultural Investigations" for the Journal *Social Analysis*. Currently he is researching Brazilian jiu-jitsu and learning SCUBA diving.

Dr. David Atienza received a PhD in Anthropology from the Complutense University of Madrid in 2006. He has taught history, philosophy, anthropology and applied linguistics at different institutions and universities in Spain. Dr. Atienza's research interests are focused on Cultural Identity Processes, Speech Analysis, Linguistic Anthropology, and Ethnohistory. He has published the book, *Viaje e Identidad: La Genesis de la Elite Quichwa-Otavalena en Madrid*, a multilocal ethnography product of fieldwork conducted in Otavalo, Ecuador and Spain or La Violencia del Amor, an edited volume focused on different perspectives on human violence. Dr. Atienza has recently published the articles "Death Rituals and Identity in Contemporary Guam" and "Embodied silent narratives of masculinities: Some perspectives from Guam Chamorros" and he is working in ethnohistorical interpretation of the Mariana history with articles like "A Mariana Islands History Story" or "Priests, Mayors and Indigenous Offices: Indigenous Agency and Adaptive Resistance In the Mariana Islands (1681 -1758)", among others.

Vicki Richards has been a Conservation Scientist in the Materials Conservation Department of the Western Australian Museum since 1987. Some of her primary research areas involve investigating deterioration mechanisms of metals and organic materials from shipwreck sites to improve current treatment regimes, performing on-site conservation surveys and from this information, devising and implementing appropriate on-site management plans for the long-term *in-situ* preservation of underwater cultural heritage sites. She has also developed and presented courses to post graduate archaeology and conservation students concentrating on the general conservation of underwater finds, on-site conservation surveys and *in-situ* preservation of underwater cultural heritage. In addition, she have been involved in developing capacity building programmes for conserving and preserving underwater cultural heritage in Sri Lanka, the Federated States of Micronesia, the Commonwealth of the Northern Marianas Islands and South Africa.

Jon Carpenter is a Maritime Archaeological Conservator at the Western Australian Museum he has 40 years of experience in the Conservation Profession. As a diving conservator Jon conducts pre-disturbance surveys of shipwreck sites and provides conservation support for excavations ensuring that the degraded materials that comprise artifacts are recovered with due care, are stabilized and safely packed for transportation to the Conservation Laboratory. In more recent years Jon's expertise and knowledge has been utilized in teaching conservation courses for maritime archaeologists and students of conservation. He has worked in conjunction with UNESCO in Sri Lanka, Academia Sinica Institute in Taiwan, University of Guam, Flinders University in South Australia, East Carolina University and in conjunction with Curtin University and the University of Western Australia.

Dr. Kotaro Yamafune received his Bachelor of Arts degree in history from Hosei University in Tokyo in 2006. He entered the Nautical Archaeology Program in the Anthropology Department at Texas A&M University in September 2009 and received his Master of Arts degree in August 2012. He continued his studies in the Texas A&M University Nautical Archaeology Program and earned his doctorate in May 2016. His research interests include shipbuilding in Medieval Europe and the European Age of Discovery, and ship reconstruction both manually and through the use of digital tools such as 3D modeling software. He also focuses on photogrammetric recording of submerged cultural heritage, including shipwreck sites. He also expands his study interest to museology for nautical and maritime archaeology.

In September 2016, he found A.P.P.A.R.A.T.U.S. LLC. and became its president. Currently he is helping both terrestrial and underwater archaeological projects and providing workshops in many countries using his skills of photogrammetry.

Kalle Applegate Palmer is currently a high school science teacher at High Tech High, a project based learning school, in San Diego, California. She holds an MS in Environmental Science from the University of Guam and a BA in Community, Environment and Planning, History and Finnish Language from the University of Washington. Kalle is a PADI SCUBA Instructor, First/Aid/CPR/Oxygen Provider Instructor, AAUS certified scientific diver, and is working on her Nautical Archaeology Society Level III certification. Her experience includes work with organizations including Oregon Coast Aquarium, Birch Aquarium, Scripps Institute of Oceanography, UnderWater World Guam, National Park Service and Palau Historic Preservation Office.

The specialists need to come from off-island as their expertise is not locally available, and they are needed to successfully teach and supervise the activities and achieve the goals of the project. The specialists are leaders in their particular fields, and Kalle Applegate Palmer has implemented a successful ecological survey of one of the sites in Apra Harbor.

Program management capacity

Bill Jeffery has run four previous field schools, three in association with the University of Guam. He has also run field schools with James Cook University and Flinders University in Australia, and NAS courses for several years in Australia, Hong Kong, Sri Lanka, Tanzania, Mozambique and South Africa. He has been a supervising archaeologist on a number of shipwreck projects in Australia, Hong Kong, Tanzania and Sri Lanka and has the experience to co-lead this project.

Marie Auyong currently manages overall project (fiscal, progress) tracking and compliance, reporting, and administration of Sea Grant's $255,000 four-year award ($1.2 million total from the National Oceanic and Atmosphere Administration) and an additional grant of $16,201 (NOAA, National Marine Fisheries Service). Within the Sea Grant award activities, administratively she oversees one subcontract in Palau, two subcontracts with UOG faculty, and runs four graduate student grant awards. She has experience in managing both federal funds and those competitively bid out through local Government of Guam departments (DYA, DPHSS, PEACE).

Fiscal management capacity

UOG has extensive institutional capacity to receive, administer, and manage various revenue streams.

Partnership agreements, letters of commitment, etc.

Letter of commitment and support from the University of Guam's Sea Grant program is attached, and a letter of support from UNESCO's Apia Office is also included.

CRITERION 5: Project Impact and Evaluation

Expected project impact

It is expected the project will raise the level of interest in underwater cultural heritage sites with sections of GovGuam (including Guam Historic Preservation Office and Guam Visitors Bureau), the community, the U.S. National Park Service, the U.S. Navy, and with the media.

Outcomes of the 3D photogrammetry recording, the *in situ* corrosion surveys, and the **UCHeck** documentation should provide further evidence of the value of the sites in Guam as a Regional Training Centre for Maritime Archaeology, and beneficial to the Guam and regional communities. Participants will receive good quality and effective field work training, and gain additional benefit from the seminar discussion with specialists and regional community members.

With input from UNESCO and the UNESCO UNITWIN Network in particular, we are confident they would be supportive of a Regional Training Center in Guam, and the acquisition of the NAS Training Program by GPT will provide the official sanctioning and facilitation for ongoing avocational training. The training could be taken to other islands in Micronesia in association with UOG maritime archaeology field schools.

Evaluation and monitoring process

Evaluation on whether the project has been successful in a number of ways will be conducted through a combination of the following:

- Participant questionnaires on the quality of the training and the knowledge gained before and after the course, as well as future training needs;
- Press release before the field school and the stories that are subsequently told in the press;
- Broad International and Regional recognition on the value of a maritime archaeology training centre in Guam
- Greater recognition of the importance of tangible underwater cultural heritage in Guam's cultural landscape through:
    - An increase in the commitment from GovGuam and U.S. National Park Service on the protection, preservation and interpretation of underwater cultural heritage though a more active and publicized maritime archaeology program;
    - Feedback from the Guam community in the form of passing on new site information;
    - Students, community individuals seeking further maritime archaeology training;

Budget

• Boat and diving gear hire for 15 days (Includes fees for boat charter which comes with a registered skipper, qualified deck-hand/dive master and safety equipment, and dive gear and tanks to undertake 2 dives a day)	$5,000
• Fees for Corrosion specialists from Western Australian Museum, V. Richards and J. Carpenter @ $2500 each	$ 5,000
• Fee for K. Yamafune, photogrammetry specialist from Japan	$ 2,500
• Fee for K. Applegate Palmer from San Diego	$ 2,500
• Operational costs and recording materials	$ 500
• Van hire during the project	$ 1,200
• Venue hire and implementation of Seminar Implementation costs include a fee for representatives from Federated States of Micronesia, UNESCO Samoa and National Oceanic and Atmospheric Administration (NOAA) Hawaii Office to participate	$ 2,500
• NAS/GPT 5-year agreement to train further participants $950 (750GBP) and 10 training record cards	$ 1,050
Total	$20,250

Leveraged resources

UOGSG financial contribution towards boat charter	$10,000
The need for assistance from Guam Preservation Trust is:	**$20,250**

The University of Guam will support the Seminar with $500 to assist an additional speaker from Micronesia to participate.

The budget includes fees for three specialists to come from off-island given their expertise is not available on-island. They are needed to successfully teach and supervise the activities and achieve the goals of the project. The four specialists are leaders in their particular fields (see project staff biographies).

UOG Sea Grant Assistant Instructor Marie Auyong will commit to at least three weeks of salary time to the project.

UOG will commit the salaries of Dr. Jeffery (c. 8 weeks), and Dr. Farrer and Dr Atienza (one week each) to this project.

GUAM PRESERVATION TRUST

Grant Application

GUAM PRESERVATION TRUST

Submission Date: December 18, 2016

Project Title: Phase 2 of a Pilot Study of Ancient mtDNA in in Skeletal Samples from the Naton Beach Site, Guam

Applicant's Name: Rosalind L. Hunter-Anderson

Applicant's Address: 1513 Wellesley Dr. NE

Albuquerque, NM 87106

Telephone: (W) _____ (H) 1 (505) 232-9702

Email: rozinabq@gmail.com

Duration of Project: Jan. 1, 2017 **To** Dec. 31, 2017

Amount Requested: $4336

Project Location: Guam, Great Britain, New Mexico

Check (√) One:

- ☒ New Proposal
- ☐ Old Proposal with Changes — Date of Previous Submission: _____
- ☐ Old Proposal without Changes — Date of Previous Submission: _____

Type of Application (Check (√) One):

☒ New Grant ☐ Continuing Grant ☐ Supplemental Grant

I have made such steps as are necessary to verify the information given in this application package and, to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: _____

GUAM PRESERVATION TRUST

Grant Application

Submission Date: December 18, 2016

Project Title: Phase 2 of a Pilot Study of Ancient mtDNA in in Skeletal Samples from the Naton Beach Site, Guam

GUAM HISTORIC PRESERVATION TRUST

Applicant's Name: Roselind L. Hunter-Anderson

Applicant's Address: 1513 Wellesley Dr. NE

Albuquerque, NM 87106

Telephone: (W) _____ (H) 1 (505) 232-9702

Email: rozinabq@gmail.com

Duration of Project: Jan. 1, 2017 To Dec. 31, 2017

Amount Requested: $4336

Project Location: Guam, Great Britain, New Mexico

Check (√) One:

- ☐ New Proposal
- ☒ Old Proposal with Changes — Date of Previous Submission: July 27, 2015
- ☐ Old Proposal without Changes — Date of Previous Submission: _____

Type of Application (Check (√) One):

☒ New Grant ☐ Continuing Grant ☐ Supplemental Grant

I have made such steps as are necessary to verify the information given in this application package and, to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: _____

Grant Application to Guam Preservation Trust
December 18, 2016

The project applicant is Rosalind L. Hunter-Anderson, Ph.D. The project title is "Phase 2 of a Pilot Study of Ancient mtDNA in Skeletal Samples from the Naton Beach Site, Guam." The Guam Historic Properties Inventory number of the Naton Beach Site is 66-01-2488. This proposal is the second of two phases planned for the pilot study and outlined in detail in a full proposal submitted July 27, 2015. Therefore this proposal is relatively brief. Duration of Phase 2 is one year, from Jan. 1, 2017 to Dec. 31, 2017. As in Phase 1, Phase 2 activities will take place in three geographic locations: Guam, Great Britain, and New Mexico.

This proposal is submitted under GPT's Archaeological Research Program, FOCUS Project Archaeology Research, Original Research. The project was originally conceived in 2009, developed in 2014, and began with GPT support in 2015-2016 by Dr. Rosalind L. Hunter-Anderson in consultation with partners: Ms. Joanne Eakin, Naton project osteologist who initially recognized the importance of the early Naton burials for understanding Chamorro origins; Prof. Martin Richards, Univ. of Huddersfield Huddersfield Archaeogenetics Laboratory and Ancient DNA Facility; Dr. Peter Ditchfield, Univ. of Oxford Research Laboratory for Archaeology and History of Art (RLAHA); and Dr. Stephen Oppenheimer, School of Anthropology, Institute of Human Sciences, Pauling Centre, Univ. of Oxford. CVs of project personnel were submitted with the GPT grant proposal describing both phases of the pilot project. To reduce paperwork, these documents are not included again here.

The present study is significant locally, nationally, and internationally for its contribution to a better understanding of Chamorro origins and ancient Marianas population relationships with indigenous groups in Island Southeast Asia and other Pacific Islands. The findings will enhance our currently limited understanding of these relationships and could form the basis of a major research project that will complement and extend the significance of ongoing contemporary genetic studies by Miguel Vilar and colleagues (2013; 2016). The latter has generated intense local interest (Eclavea 2016) as well as rnational scientific recognition (Vilar 2013).

Phase 2 of the pilot project contributes to the current GPT Five Year Strategic Plan (2013-2017) by building upon what we have learned from studying the Naton dentitions in Phase 1. Phase 2 will include ancient DNA analysis of the Sample 8 mandible identified in Phase 1; inventory and selection of 3-4 petrous bones (the hard, narrow bone that protects to inner ear) from the early burials in the Naton skeletal collection; testing for %N of the 3-4 petrous bones to determine if sufficient collagen is present to justify analysis of ancient DNA from these samples; and stable isotope analysis of the enamel in the eight dentitions that were evaluated for %N in Phase 1.

If the %N tests of the 3-4 petrous bone samples are positive, the GPT pilot project will have served its purpose of demonstrating the feasibility of ancient DNA analysis of the Naton collection, and a full project to study ancient mtDNA from Guam will begin at the Archaeogenetics Laboratory, Univ. of Huddersfield, UK. A full project will require major funding, which will be sought elsewhere.

Brief Summary of Phase 1 Results

Completed on Oct. 31, 2016, Phase 1 was the first step in a feasibility study of eight dentitions from the Naton Beach Site skeletal collection. The primary aim of Phase 1 was to determine if ancient DNA likely has survived in any of the dentitions (teeth and attached mandible or slower jaw bones). The eight dentition samples were selected from burials found in the oldest portion of the Natoin site, estimated by associated pottery to date between 2500 and 1600 years before present. Percent Nitrogen (%N) tests were conducted on eight dentitions. The purpose of the %N test was to determine if adequate collagen was present in any of the samples, which would jusify a future attempt at DNA extraction. Only one tested high enough in %N, the Sample 8 mandible. This sample will be analyzed for ancient DNA during Phase 2.

Collagen, in addition to being closely associated with DNA, is the organic substance in bone and teeth that can be dated by a special radiocarbon method called Accelerator Mass Spectrometry (AMS). This method only requires a minute amount of material and is much less destructive than conventional radiocarbon dating methods. The %N testing of Sample 8 mandible indicated it contained a high enough percentage of collagen to allow us to directly date this individual and, by implication, the part of the cemetery where he had been interred.

In January, 2016 I proposed to Mr. Joe Quinata that part of the Phase 1 budget be re-programmed to cover the cost of radiocarbon dating the Sample 8 mandible. The request was approved, and the dating analysis was performed at the Radiocarbon Accelerator Unit (ORAU) at the Oxford Univ. Research Laboratory for Archaeology and history of Art. The result was 2483+/-27 years before present or 774-509 BCE, calibrated. The radiocarbon date of the Sample 8 mandible lies at the early end of date range estimated by pottery for the older part of the Naton Beach Site.

As part of the radiocarbon dating procedures for Sample 8, an analysis of the stable isotopes of 15N and 13C in the collagen was performed by Dr. Ditchfield. He comnpared the Sample 8 istopic data with isotopic data from skeletal collagen from individuals from a rock shelter site in the rock islands of Palau, where several human interments occurred between 3000-1800 years before present (Nelson et al. 2016). The relatively low values of 15N and 13C in the Naton individual suggest significantly less marine dietary protein than the Palau population. Although this result is limited to one person from Naton and may not be representative of all those who lived at the site, it suggests that people on Guam may have been relatively more dependent on land foods than were those buried at the Palau rock island site at about the same time period. Our Phase 2 research will extend the study of diet at Naton through stable isotopes analysis of the eight dentitions.

Phase 2 Research Tasks, and Objectives and Benefits

Task 1: aDNA Analysis of the Sample 8 Mandible

The Sample 8 mandible %N test result during Phase 1 was just above the lowest threshold for adequate collagen to justify proceeding with DNA extraction in Phase 2. The analysis will be performed by Dr. Martin Richards at the Archaeogenetics Laboratory, Univ. of Huddersfield early in Phase 2. Detailed discussion of the research background and personnel, and laboratory facilities for the project are contained in the July 27, 2015 proposal. Briefly, if mtDNA is successfully extracted from

the Sample 8 mandible, Dr. Richards and colleagues will conduct comparisons of the sample's mtDNA with published mtDNA of modern Chamorros and of regional populations (e.g.,Vilar et al 2013) as well as their unpublished data. Dr. Stephen Oppenheimer, whose research and writing in archaeogenetics provides a stong motivation for the project (e.g., Oppenheimer 1999; Soares et al. 2009). The results of these comparisons will be integrated with archaeological input from Dr. Hunter-Anderson and Ms. Eakin, whose expertise includes familiarity with the Marianas prehistoric sequence and many years of experience in ancient human osteology in the Pacific Islands and the U.S. Southwest.

Comparative analysis will help determine the Sample 8 individual's likely place of origin, maternal lineage, and genetic affiliations with other groups within the Oceanic area. Specifically, the ancient mtDNA from Sample 8 can determine whether the haplogroup E lineages seen in the current population of Guam are also seen in the early Naton population, which could be considered a founding group. The very low mtDNA diversity seen in the present Chamorro population makes continuity between Naton and modern Chamorros a readily testable hypothesis with even a small number of samples using predominantly control-region variation.

We are cautiously optimistic that the ancient mtDNA analysis of the Sample 8 mandible will be successful despite the relatively low quantity of collagen indicated by the %N test. However, even if this attempt fails we have another option to obtain aDNA, from petrous bones as described in Task 2.

Task 2: Petrous Bone Inventory, Sample Selection, Testing for %N

Successful extraction of mtDNA from Sample 8 will be significant, being the oldest human genetic record in the Marianas. However, it represents just one individual. Ideally, several individuals in the Naton population should be studied to more comprehensively characterize the genetic variability of this early group in terms of possible origins, genetic histories, and relationships. While the Phase 1 results showed that aDNA in the Naton dentitions has not been well preserved, aDNA preservation is more likely in the petrous portion of the temporal bone, as demonstrated by recent research (Pinhasi et al 2015). The hard, narrow petrous bone surrounds the inner ear, and in life, contains the highest concentrations of DNA of any bone in the human skeleton. Due to the naturally high concentration of DNA in the petrous bone, the chances are much greater that DNA can be retrieved from very old and fragile skeletons such as those from the Naton Beach Site. The %N testing of the selected petrous bones during Phase 2 will determine whether this option is superior to using dentitions.

Task 3: Stable Isotopes in Enamel of Teeth in Samples 1-8

During Phase 1, Dr. Peter Ditchfield, Univ. of Oxford, UK, performed analysis of stable isotopes C and N in the Sample 8 mandible. Analysis of this bone indicated the dietary tendencies or patterns that characterized the individual over his lifetime. The results of the Sample 8 mandible stable isotopic analysis suggest a relative dependence upon land foods compared with similarly dated individudals from a rock shelter site in Palau, where more dietary dependence upon marine resources was indicated.

Stable isotope analysis can also be applied to tooth enamel, for different information about the individual's dietary history. For example, when tooth enamel is analyzed for stable isotopes C and O,

the results can indicate the dietary tendencies and quality of drinking water consumed in infancy and early childhood, when tooth enamel is forming. Stable isotopes analysis of C and O will be conducted by Dr. Ditchfield, using a well preserved tooth from each of the eight dentition samples. The results will provide a broad picture of dietary and drinking water conditions while these individuals were very young. One possibility is that some of the individuals spent their early years in different places; another is that they all were young in the same place, depending upon similarity or differences in their tooth enamel isotopes. This kind of information bears on the.question of population origins at Naton—were people born there or did some come from elsewhere?

Laboratory Facilities and Scientific Personnel

The ancient mtDNA analysis will be performed at the Univ. of Huddersfield under the direction of Dr. Martin Richards. The petrous bone testing for %N and the stable isotopes analysis of tooth enamel will be performed at the Univ. of Oxford Research Laboratory for Archaeology and History of Art (RLAHA) under the direction of Dr. Peter Ditchfield.

Work Plan

First, the Sample 8 mandible will be transferred from the Oxford Research Laboratory by Dr. Ditchfield to Dr. Richards at the Univ. of Huddersfield Archaeogenetics Laboratory. The sample preparation will begin immediately, followed by the extraction process. Analytical results will be reported to Dr. Hunter-Anderson and other team members as soon as they are available. Next, the stable isotopes analysis will be performed by Dr. Ditchfield and results reported to Dr. Hunter-Anderson and other team members as soon as they are available. The findings will be included in the required GPT Interim Reports.

Dr. Hunter-Anderson and Ms. Eakin will perform the inventory and sample selection of petrous bones at the Guam Museum's storage facility in Hagåtña during March 2017. The work should take no more than three days and will also involve preparation of the selected petrouis bones for postal shipping to Dr. Ditchfield at the Univ. of Oxford. The samples will be shipped either from Guam or from New Mexico. Access to the collection will be arranged by the Museum staff, as was the case during Phase 1.

When the stable isotopes analysis is complete, the eight dentitions will be returned to the Guam Museum. When the mtDNA analysis is complete, the Sample 8 mandible will be returned to the Guam Museum. If the petrous bone samples prove not to contain adquate collagen according to the testing for %N, they will be returned to the Guam Museum. However, if the %N testing indicates adequate collagen in any of the samples, they will be retained by Dr. Richards for future mtDNA analysis during a full research project devoted to analyzing ancient mtDNA from Guam.

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Phase 2 of a Pilot Study of Ancient mtDNA in Skeletal Samples
from the Naton Beach Site, Guam

Estimated Budget

	GPT	In-Kind
Personnel		
Inventory and Sampling of the Naton Collection		
Hunter-Anderson 10 hrs @75	750	
Eakin 10 hrs @65	650	
Report Preparation in NM		
Hunter-Anderson 10 hrs @75	750	
Travel and Lodging		
Hunter-Anderson		
RT airfare ABQ-Guam @1800	1000	800
Hotel @125 x 3		375
Per Diem @50 x 3	150	
Vehicle rental @35 x 3	105	
Gas	25	
Supplies		
Packing materials	25	
Contracted Services		
International Postage to UK	65	
Nitrogen Testing @18.75 x 4	75	
Stable Isotopes Analysis @39 x 8	312	
aDNA Analysis Sample 8 mandible		2580
Subtotal	4282	
NMGRT @.072 x 750	54	
Total Estimated Cost of Project	4336	3755

Budget justification

To accomplish the Phase 2 work plan, we will first inventory the early Naton burial collection for petrous bones and select 3-4 suitable petrous bones to send to the Oxford Research Laboratory for Archaeology and History of Art for %N testing.

The Naton collection is housed at the Guam Museum storage facility in Hagåtña and will be available through prior contact with curators. The inventory and sampling will be conducted by Dr. Hunter-Anderson and Ms. Eakin over two days and the following day the samples witll be prepared for shiping. When the samples arrive at Dr. Ditchfield's laboratory, he will immediately conduct the %N testing and will report the results to Drs. Hunter-Anderson and Richards.

In addition to the %N tests, Dr. Ditchfield will perform stable isotopes analysis on the enamel of one tooth from each of the eight dentitions that he had evaluated for %N during Phase 1 and retains in his laboratory.

As soon as convenient for both researchers, Dr. Ditchfield will transfer the Sample 8 mandible to Dr. Richards at the Univ. of Hudderfield. Dr. Richards will prepare the mandible for mtDNA analysis and perform the extraction. He will report the results to Drs. Hunter-Anderson and Ditchfield as soon as they are available.

A portion of Hunter-Anderson's airfare and lodging, and the entire cost of the mtDNA analysis provided by the Univ. of Huddersfield, are in-klind contributions.

GUAM PRESERVATION TRUST

Grant Application

GUAM INANGOKKON PRESERVATION INADAHI GUAHAN TRUST

Submission Date: January 5, 2017

Project Title: Cultural Connections: Preserving ~~Chamorro Fishing Traditions on Guam~~

Applicant's Name: Michael Lujan Bevacqua / Marie Auyong

Applicant's Address: PO Box 217851
Barrigada, GU 96921

Telephone: (W) 685-4355 (H) 969-1558

Email: marie.uogseagrant@gmail.com

Duration of Project: May 2017 To December 2017

Amount Requested: $5,540

Project Location: Guam

Check (√) One:

- ☒ New Proposal
- ☐ Old Proposal with Changes Date of Previous Submission: _____
- ☐ Old Proposal without Changes Date of Previous Submission: _____

Type of Application (Check (√) One):

☒ New Grant ☐ Continuing Grant ☐ Supplemental Grant

I have made such steps as are necessary to verify the information given in this application package and, to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: _____ 1/5/2017

PROPOSAL AS PER CRITERIA

INTRODUCTION AND PROJECT OVERVIEW

Applicant names: Marie Auyong
Michael Lujan Bevacqua

Project title: Cultural Connections: Preserving Chamorro Fishing Traditions on Guam

Duration of project: May – December 2017

Project applicants, Unibetsedåt Guåhan (UOG) faculty Assistant Professor Michael Lujan Bevacqua (Chamorro Studies) and Assistant Instructor Marie Auyong (Sea Grant), propose *Cultural Connections: Preserving Chamorro Fishing Traditions on Guam.* The applicants request $5,540 total to support transcription services for oral histories conducted in Chamorro, gray literature about each interview subject/history, and a public outreach event about fishing called Dinanña' i Mampeskådot.

Project goals and objectives.
The project's two goals and relevant objectives include the following:

Goal I. Perpetuate the Chamorro language.

Objective A. Increase availability of and accessibility to materials in the Chamorro language through content creation in various media.

Objective B. Institutionalize the use of Chamorro language materials in formal and informal education activities.

Goal II. Perpetuate Chamorro traditions and knowledge.

Objective A. Increase availability of and accessibility to materials about Chamorro traditions and knowledge through content creation in various media.

Objective B. Institutionalize the use of materials about Chamorro traditions and knowledge in formal and informal education activities.

Expected outcomes.

The project will generate the following *outputs*: transcriptions of oral histories about fishing in Chamorro and English, gray literature about interviewees including interview excerpts (a 1,000-1,500 word essay per interview), and a public outreach event called Dinanña' i Mampeskådot with at least 50 attendees total.

Longer term *outcomes* include the incorporation of both oral history transcriptions and gray literature into Chamorro Studies and Guam History courses in various formal and informal education environments, thereby contributing to a public more informed about Chamorro language, traditions, and knowledge.

Project location. All work will take place on Guam.

Project introduction.

In August 2016, UOG Sea Grant convened a stakeholder listening session with 20+ representatives from various nonprofit and government agencies as part of its regularly scheduled community input process. Facilitators specifically asked, "What skills could we [Cooperative Extension or Sea Grant] teach, during an Extension & Outreach short course for example, that would have *significant* value in your life?" One of the most popular topics requested were indigenous fishing techniques and Chamorro names for species and the environment.

The listening session corroborated survey responses collected from three workshops that Auyong piloted in 2016, in which 50+ workshop attendees total were asked to list topics that UOG should address. The last 2016 workshop from November, called *Nå'an Guihan Siha: Chamorro Fish I.D.*, was about scientific taxonomy and Chamorro fish names, received 23 participants total, and had a waitlist of 10 more.

More significantly, the Chamorro Studies Program at UOG was institutionalized in 2013 and has since become the fastest-growing academic program at the university, currently serving a cohort of 40 undergraduate majors. The academic core revolves around Chamorro language learning and use. Student language learning needs are easily being met at the 100 and 200 levels, especially since an Administration for Native American grant (2013-2016) supported Beginning and Intermediate textbook and curriculum development. However, as students matriculate through the upper division, they need more varied and more advanced reading materials than exist; currently those students read Bible translations to practice Chamorro reading skills. To continue to develop students who are fluent in the reading and writing of the Chamorro language, more higher-level Chamorro materials are needed.

The stakeholder listening session and workshop evaluations demonstrate a profound community interest in Chamorro-related fishing traditions. The proposed project elegantly reconciles community interest with durable educational products and activities—oral history transcriptions, gray literature, an educational event called Dinanña' i Mampeskådot —that simultaneously fulfill pedagogical needs in diverse educational environments.

NEED FOR ASSISTANCE

After successfully competing through a pre-proposal process in November 2016, project applicants were invited to apply for a National Oceanic and Atmospheric Administration (NOAA) Preserve America grant for $12,000, through the engagement of Adrienne Loerzel (Coral and Coastal Zone Management Liaison, NOAA). This initial funding supports the collection of 6-8 interviews about fishing, in the Chamorro language, by Bevacqua and videography/audio recording services. Notification of funding should be available by April 2017.

Project applicants request an additional $5,540 from GPT to fund interview transcription services in Chamorro and English and to provide limited support in the delivery of a public education and outreach event about fishing, Dinanña' i Mampeskådot, that promotes and incorporates gray literature about the overall project.

This project is submitted for consideration under GPT's program, *V. Ethnography and Oral History*, as its primary scholarship approach is oral history. However, the project also has crosscutting relevance to *II. Public Interpretation and Presentation*, as the educational products, gray literature about the oral histories and the Dinanña' i Mampeskådot event, are "an education tool to assist educators in presenting lessons directly related to historic properties."

This project directly corresponds to the 2013-2017 GPT Strategic Plan, *Preservation Projects*-Initiative 13, Preserving Traditional Fishing and Farming Practices, and *Preservation Outreach & Awareness*-Initiative 1, Preservation Outreach and Awareness (through printed materials, special tours).

Applicant long-range goals.

Project applicants have the long-term goals of perpetuating Chamorro language and culture and will continue to use the transcriptions and gray literature in their professional capacities. Additionally, there are documented institutional needs and community requests for supplementary educational materials in the Chamorro language or about Chamorro traditions and knowledge.

PROJECT APPROACH

Partnership planning.

Project applicants Bevacqua and Auyong have already implemented one UOG collaboration through a January 2016 workshop called *Tides: The Science and Cultural Impact of Waves.* Both of them planned the workshop agenda and delivered relevant lecture/content. In addition, Auyong oversaw event promotion, participant recruitment, logistics, and workshop evaluation as part of her formal workplan. For the Dinanñia' i Mampeskådot, Auyong also collaborates with the Western Pacific Regional Fisheries Council, and received affirmative support in 2016 to assist with the recruitment of fishermen to participate in some kind of fishing-centric public outreach event.

Implementation plan.

From May to August 2017, Bevacqua will conduct oral histories about fishing on Guam in the Chamorro language. He will also identify and recruit someone to provide videography and audio recording services.

In June to October 2017, GPT funds will be used to fund transcription services for the resulting interviews.

Beginning in September and continuing through October 2017, Sea Grant funds will allow Auyong to begin reading the transcriptions and create a series of 1,000 to 1,500 word articles about each interview subject and history. (See sample gray literature attached, *Maritime Archaeology.*)

Also beginning in September and continuing through December 2017, project applicants will plan and implement the Dinanñia' i Mampeskådot. In the style of Auyong's Sea Grant education workshops, the event will include a few talks of no more than 20 minutes, hands-on activities, and various speakers to discuss fishing styles. A suggested program agenda would include: introductory talk or panel about fishing, 3-5 "table stations" in the Guam Community College auditorium with fishing gear and a related speaker to interact with participants, and a fish cleaning/gutting demonstration or seafood kelaguen tasting.

Accessibility to the general public.

It is a major priority to ensure that the event is accessible to the public. To date Auyong's workshops for UOG Sea Grant routinely attract participants ages 7 to 75 from villages throughout Guam. They are always held at ADA-compliant facilities on weekend mornings or week nights to accommodate work and school schedules of prospective attendees, and are not held strictly at UOG to broaden UOG's community reach.

ORGANIZATIONAL CAPACITY

Project applicants Auyong and Bevacqua, while affiliated with UOG in their professional capacities, are applying as individuals for the purposes of fiscal expediency. Funds requested are modest relative to amounts received by UOG or its affiliated arm Research Corporation of University of Guam, and moreover do not require complex disbursements, human resource processing, nor does the project incur significant liabilities. Funds handled outside of UOG will also avoid an indirect charge. Project applicants, outside of UOG, already conduct work as independent contractors/consultants and have been vendors with GovGuam.

Michael Lujan Bevacqua is an Assistant Professor in Chamorro Studies at the University of Guam. Much of the basis for his work deals with conducting ethnographic research amongst Chamorro elders in order to challenge certain canonical assumptions about Chamorro in the past and the present. For his Masters in Micronesian Studies at UOG he conducted more than a 100 interviews with Chamorros born before World War II. In 2015 he helped coordinate *Honga Mo'na,* an oral history project that focused on telling previously untold stories in the Chamorro language. Most significantly, he led the faculty group that started the Chamorro Studies

Program in 2013 and also served as the project coordinator for the ANA grant *I Ma'adahen I Fino' Chamorro gi Koleho,* which over the course of three years developed standardized textbooks for the teaching of Chamorro at the Beginner and Intermediate college level. He will oversee the oral history and transcription project components.

Marie Auyong is an Assistant Instructor at University of Guam Sea Grant, a research and educational outreach program within the College of Natural and Applied Sciences' Cooperative Extension and Outreach Division. In 2016 she piloted three interdisciplinary, hands-on workshops combining marine science and other fields: *Tides: The Science and Cultural Impact of Waves, Maritime Archaeology: Cultural Heritage of Communities,* and *Nå'an Gulhan Siha: Chamorro Fish I.D.* Prior to Sea Grant, she worked as an Extension Associate in Cooperative Extension, implementing educational activities about agricultural production, food processing, organizational development, and public health interventions. Since 2013 she has executed 25+ workshops through UOG targeting attendance of ~20 participants each, regularly recruiting above target. She has a Master's degree in Family and Community Education from Teachers College, Columbia University. She will oversee the gray literature development and event planning components.

Leveraged funding and in-kind support.

Project applicants will apply for a National Oceanic and Atmospheric Administration (NOAA) Preserve America grant for $12,000, through the engagement of Adrienne Loerzel (Coral and Coastal Zone Management Liaison, NOAA). This initial funding supports the collection of 6-8 interviews about fishing, in the Chamorro language, by Bevacqua and videography/audio recording services. Notification of funding should be available by April 2017.

Applicants requests GPT funds in the amount of $5,540 specifically to pay for transcription services and some support for the public outreach event, Dinanña' i Mampeskådot.

Project applicant Marie Auyong pledges in-kind salary of at least four weeks' to the development and design of gray literature. In addition, she will plan and coordinate the Dinanña' i Mampeskådot. These types of tasks are already a part of her scope of work at UOG and so long as they address community need, are allowable.

PROJECT IMPACT AND EVALUATION

In the longer term, the resulting oral history transcriptions about Chamorro fishing and the gray literature are durable materials useful to supplement formal and informal educational activities. In particular, the Chamorro Studies program has a significant need for higher level Chamorro language materials beyond Bible translations, and no transcriptions in the Chamorro language about fishing are widely available.

For every UOG Sea Grant workshop, Auyong distributes a survey to participants eliciting responses about speaker effectiveness, suggestions for improving workshops, and topics that they would like to see in future events. If supplementary educational materials are developed specifically for the workshop—in the past, a tide chart publication and Chamorro fish bingo cards were drafted—she distributes an additional survey focused on user friendliness (i.e. ease of reading, appropriate reading level, attractiveness of design). Thus, evaluation activities are already standardized and integral to Auyong's Sea Grant activities, and will be enacted for this project as well.

SUPPLEMENTAL QUESTIONS FROM APPLICATION INSTRUCTIONS

1. Identify the GPT grant program that this application is submitted under and explain how your proposed project will further the GPT program's goals.

This project is submitted for consideration under GPT's program, *V. Ethnography and Oral History*, as its primary scholarship approach is oral history.

However, the project also has cross-cutting relevance to *II. Public Interpretation and Presentation*, as the other products, gray literature about the oral histories and the Dinanña' i Mampeskådot event, are "an education tool to assist educators in presenting lessons directly related to historic properties."

2. Describe how and when this project was originally conceived and by whom.

In February 2016, the project applicants piloted an interdisciplinary workshop as a collaboration between UOG Chamorro Studies and Sea Grant programs to explore if there was a viable audience and interest in educational activities combining science and Chamorro culture. The resulting collaboration, *Tides: The Science and Cultural Impact of Waves,* easily attracted 20+ attendees. Since then, UOG Sea Grant has easily attracted audiences for two more similarly structured events in 2016 on maritime archaeology and fish identification, and elicited responses about information and activities participants want. Overwhelmingly, the surveys indicated fishing and Chamorro language.

The Department of Agriculture and the Western Pacific Region Fisheries Council regularly coordinate fishing derbies and conduct outreach at large-scale events like the Festival of Pacific Arts and Culture. However, no outreach event accommodates people who 1) Are not already active fishers, and 2) Allows deeper engagement with fishers or techniques on an introductory level.

More significantly, the Chamorro Studies Program at UOG was institutionalized in 2013 and has since become the fastest-growing academic program at the university, currently serving a cohort of 40 undergraduate majors. The academic core revolves around Chamorro language learning and use. Student language learning needs are easily being met at the 100 and 200 levels, especially since an Administration for Native American grant (2013-2016) supported Beginning and Intermediate textbook and curriculum development. However, as students matriculate through the upper division, they need more varied and more advanced reading materials than exist; currently those students read Bible translations to practice Chamorro reading skills. To continue to develop students who are fluent in the reading and writing of the Chamorro language, more higher-level Chamorro materials are needed.

Over the centuries fishing has been a central part of Chamorro culture and a means of bodily and cultural sustenance. Despite this centrality, there is a clear lack of islander-centered literature that discusses fishing practices from a Chamorro perspective, with an eye at preserving or perpetuating traditional practices.

This project thus fulfills multiple needs and requests on various institutional and community levels. The project generates high level Chamorro reading materials through transcriptions of a topic highly relevant to the culture's perpetuation, results in gray literature accessible to a wide audience via print and website delivery, and incorporates a public education event about fishing, Dinanña' i Mampeskådot.

It is the brainchild of the project applicants and Adrienne Loerzel (Coral and Coastal Zone Management Liaison) of National Oceanic and Atmospheric Administration (NOAA). Loerzel generously notified project applicants of an internal NOAA funding opportunity in October 2016. Together, the team have developed a useful, unique project leveraging their respective expertises, professional responsibilities, and most importantly, personal passions for the Chamorro culture.

3. Identify who is involved in designing and implementing this project. Who are the technical experts identified for the project?

Michael Lujan Bevacqua is an Assistant Professor in Chamorro Studies at UOG. Much of the basis for his work deals with conducting ethnographic research amongst Chamorro elders in order to challenge certain canonical assumptions about Chamorro in the past and the present. For his Masters in Micronesian Studies at UOG he conducted more than a 100 interviews with Chamorros born before World War II. In 2015 he helped coordinate *Honga Mo'na,* an oral history project that focused on telling previously untold stories in the Chamorro language. Most significantly, he led the faculty group that started the Chamorro Studies Program in 2013 and also served as the project coordinator for the ANA grant *I Ma'adahen i Fino' Chamorro gi Koleho,* which over the course of three years developed standardized textbooks for the teaching of Chamorro at the Beginner and Intermediate college level. He will oversee the oral history and transcription project components.

Marie Auyong is an Assistant Instructor at UOG Sea Grant, a research and educational outreach program within the College of Natural and Applied Sciences' Cooperative Extension and Outreach Division. In 2016 she piloted three interdisciplinary, hands-on workshops combining marine science and other fields: *Tides: The Science and Cultural Impact of Waves*, *Maritime Archaeology: Cultural Heritage of Communities*, and *Nå'an Guihan Siha: Chamorro Fish I.D.* Prior to Sea Grant, she worked as an Extension Associate in Cooperative Extension, implementing educational activities about agricultural production, food processing, organizational development, and public health interventions. Since 2013 she has executed 25+ workshops through UOG targeting attendance of ~20 participants each, regularly recruiting above target. She has a Master's degree in Family and Community Education from Teachers College, Columbia University. She will oversee the gray literature development and event planning components.

4. Explain the project objective(s) and method(s).

The project has the following goals and objectives:

Goal I. Perpetuate the Chamorro language.

Objective A. Increase availability of and accessibility to materials in the Chamorro language through content creation in various media.

Currently there are no oral histories about fishing, in the Chamorro language, that are widely available. The GPT-funded portion of this project will meet this objective by producing written Chamorro and English transcriptions of oral history interviews about fishing that can be added to an archive for scholarly research and/or distributed through website channels. NOAA funds will underwrite oral history video and audio recordings, and recording excerpts must be accessible on NOAA-affiliated websites.

Objective B. Institutionalize the use of Chamorro language materials in formal and informal education activities.

The project will meet this objective by producing transcriptions that can easily be incorporated in Chamorro language, culture, and Guam history classes. Project applicant Bevacqua routinely teaches these courses at UOG. Project applicant Auyong conducts informal educational activities and will use these materials. Both applicants routinely collaborate with Guam Department of Education educators or outreach specialists from other organizations. Written transcriptions are inexpensive to reproduce and distribute, thus reducing barriers to their use for various educational activities.

Goal II. Perpetuate Chamorro traditions and knowledge.

Objective A. Increase availability of and accessibility to materials about Chamorro traditions and knowledge through content creation in various media.

The project will meet this objective by producing gray literature, an essay of 1,000 to 1,500 words about each interviewee with selections from the relevant transcription, for each oral history. To date project applicant Auyong has developed or edited three similar publications for Sea Grant ("How to Read Tide Charts for Guam," "Maritime Archaeology: A Brief Introduction," "Boring Algae Are Not So Boring!"). While full transcriptions are available to the public, excerpts appeal to younger audiences or those who cannot read longer texts—thus broadening the potential audience for this kind of information. The proposed gray literature are also small files and can easily be uploaded/downloaded to and from websites, or physically reproduced on copy machines.

Objective B. Institutionalize the use of materials about Chamorro traditions and knowledge in formal and informal education activities.

The project will meet this objective by gray literature that can easily be incorporated in Chamorro language, culture, and Guam history educational activities. Both applicants routinely collaborate with Guam Department of Education educators or outreach specialists from other organizations. Gray literature will be inexpensive to reproduce and distribute, thus reducing barriers to their use for various educational activities. To date, Sea Grant's "Maritime Archaeology: A Brief Introduction" gray literature has been incorporated into classrooms by two public high school science teachers, used because of its distillation of a complex subject matter, linguistic accessibility, and low cost for reproduction.

Timeline of activities

Activity/Task	May '17	Jun '17	July '17	Aug '17	Sept '17	Oct '17	Nov '17	Dec '17	Jan '18
NOAA-funded: Plan and conduct oral histories with videography, audio recording	X	X	X	X					
GPT-funded: Interview transcription in Chamorro and English.		X	X	X	X	X			
Sea Grant-funded: Gray literature about interviewees developed and printed.					X	X	X		
GPT and Sea Grant-funded: Dinnana na Peskadot planning and implementation.					X	X	X	X	
Final report									X

5. Provide a review of pertinent literature as necessary.

The *Marine Resources Bibliography of Guam* (Izumi and Jackson, 1993), lists eight publications related to traditional fishing practices on Guam. The bibliography does not include GPT-funded booklet *Traditional Fishing on* Guam (Amesbury, 2012), and *Tungo' Suma'u Talâya'* (2009), a self-published book project by Chamorro teacher Antonia Castro. The latter two are increasingly difficult to find in print, and none of the extant resources are specifically in the Chamorro language.

The proposed project research element, transcription of interviews in Chamorro, is a unique contribution to the historical record due to the perspectives and language engaged in the oral histories.

6. Attach supporting docs as necessary.

Please see "Maritime Archaeology: A Brief Introduction" as an example of proposed gray literature.

Please see letter of support from Adrienne Loerzel (NOAA).

CVs of project applicants are available upon request—they are 25 pages in sum and so the most relevant career and project experiences were highlighted in application biographies.

7. Briefly explain significance and anticipated benefits of proposed project.

There are no Chamorro language oral histories about fishing, a tradition central to Chamorro culture and people, that are widely accessible. There are extremely limited higher level reading materials in the Chamorro language that can be used to develop reading and writing fluency. Transcriptions about fishing in Chamorro and English thus serve multiple needs both at UOG and in the community at large by being durable products for use in classrooms and archival research.

This project fulfills multiple needs and requests on various institutional and community levels. The project generates high level Chamorro reading materials through transcriptions of a topic highly relevant to the culture's perpetuation, results in gray literature accessible to a wide audience via print and website delivery, and incorporates a public education event about fishing, Dinanña' i Mampeskådot.

8. Give brief description of the final documentation or product of proposed project to be submitted to GPT.

GPT's contribution to the project will produce full transcriptions of oral histories in both Chamorro and English.

Applicants will also write and produce 1,000-1,500 word gray literature essays about each interview subject and an interview overview. These essays will be distributed at the Dinanña' i Mampeskådot, and can be made freely available online through the UOG College of Natural & Applied Sciences webpages (http://cnas-re.uog.edu/new-and-refreshed-cnas-publications-posters/), Guampedia, and/or the GPT website.

The public outreach event, Dinanña' i Mampeskådot, will occur in the fourth quarter of 2017. This event will last 3-4 hours on a weekend morning and include a few talks of no more than 20 minutes each plus hands-on activities. A prospective agenda is: introductory talk or panel about Chamorro fishing, 3-5 "table stations" in the Guam Community College auditorium where each station has a speaker to interact with participants and demonstrate fishing gear/techniques, and a fish cleaning/gutting demonstration or seafood tasting.

9. Organization overview

Project applicants Auyong and Bevacqua, while affiliated with UOG in their professional capacities, are applying as individuals for the purposes of fiscal expediency. Funds requested are modest relative to amounts received by UOG or its affiliated arm Research Corporation of University of Guam, and moreover do not require complex disbursements, human resource processing, nor does the project incur significant liabilities. Funds handled outside of UOG will also avoid an indirect charge. Project applicants, outside of UOG, already conduct work as independent contractors/consultants and have been vendors with GovGuam.

10. Budget and justifications

Cultural Connections: Preserving Chamorro Fishing Traditions on Guam Budget

CATEGORY	Unit cost	Total cost
Salary/Personnel There are no personnel hired for this project.	$0	$0
Fringe There is no fringe charged for this project.	$0	$0
	Category total	**$0**
Equipment There is no equipment being procured for this project.	$0	$0
	Category total	**$0**
Supplies	$0	$0
	Category total	**$0**
Travel There is no travel charged for this project.	$0	$0
	Category total	**$0**
Contractual *Transcription and translation services* A short interview runs two hours, and transcription takes 3-4 times as long to type. Industry standard rate is $1/minute (audio) x 120 minute/interview (audio) x 4 hours (transcription time) = $480/interview. This line item accounts for the completion of eight interviews at two hours each *or* 16 hours worth of transcription services total.	$480	$3,840
	Category total	**$3,840**
Miscellaneous – Other Direct Costs *Speaker honoraria* $200/individual at Dinanña' i Mampeskådot x 6 speakers, guest facilitators, and/or student assistants. Prospective speaker-assistants include interviewees, panelists, fishermen who demonstrate and show their gear, culinary students who assist with fish cleaning demonstrations or food tastings.	$200	$1,200
Facilities fee $500 (Guam Community College auditorium).	$500	$500
	Category total	**$1,700**
	PROJECT TOTAL	**$5,540**

IN-KIND

Project applicant Marie Auyong pledges in-kind salary of at least four weeks' to the development and design of gray literature. In addition, she will plan and coordinate the Dinanña' i Mampeskådot. These types of tasks are already a part of her scope of work at UOG and so long as they address community need, are allowable.

PENDING

Project applicants will apply for $12,000 from NOAA, Notification pending April 2017.

11. Include other potential funding.

After successfully competing through a pre-proposal process in November 2016, project applicants were invited to apply for a NOAA Preserve America grant for $12,000, through the engagement of Adrienne Loerzel (Coral and Coastal Zone Management Liaison, NOAA). The application is due on January 13 and notification will be out by April 2017.

Project applicant Bevacqua will apply for faculty funding from the College of Liberal Arts and Social Sciences. The application is due in April.

Project applicant Marie Auyong pledges in-kind salary of at least four weeks' to the development and design of gray literature. In addition, she will plan and coordinate the Dinanña' i Mampeskádot. These types of tasks are already a part of her scope of work at UOG and so long as they address community need, are allowable.

12. Will project require hiring of employees? Explain.

This project will not require the hiring of employees. Transcription and translation services will be contracted to qualified and fluent Chamorro speakers and teachers.

U.S. DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
Office for Coastal Management

Guam Preservation Trust
167 Padre Palomo St.
Hagatna, Guam 96910

Re: Cultural Connections: Preserving Chamorro Fishing Traditions on Guam project

Hafa adai,

I am writing to express my strong support for the *Cultural Connections* grant application to support efforts to document, preserve and ultimately to sustain Chamorro fishing traditions. The project will help address a major gap in efforts to effectively manage Guam's limited natural resources – a better understanding and stronger connection to important cultural practices and unique local fishing traditions.

As NOAA's Coral Management and Coastal Management Liaison to Guam, I work with a range of local government, federal and community partners to address natural resource challenges. A common theme through work on both terrestrial and marine issues is the need to better incorporate Chamorro themes in management efforts. Projects like this oral history, which I hope will also be supported by NOAA, are vital to informing broader efforts to protect Guam's unique cultural and natural resources.

Please do not hesitate to contact me should you have any questions about my support for and involvement in the project. I may be reached via email at adrienne.loerzel@noaa.gov or phone at 671.688.6877.

Regards,

Adrienne Loerzel

visitors perceive the worth of a site. The management of maritime archaeological sites depends on understanding many of these values.

People dive sites in many places of the world to experience firsthand these values and to see the spectacular natural beauty of the underwater world. Museums around the world display material recovered from maritime archaeological sites, and innovative museums are using underwater sites as part of their museum displays.

MARITIME ARCHAEOLOGIST SKILLS

Maritime archaeologists generally study archaeology for several years; some go on to earn advanced degrees.

Additionally, they pursue specialized training related to field work. For those who intend to do the majority of their field work underwater, they develop their SCUBA competency, which can include technical diving, deep diving, nitrox or mixed gas breathing, rebreather use, using dry suits in very cold water, and using photography to develop 3D models. Dive skills that make a maritime archaeologist effective include underwater writing and sketching, photography, multitasking, dive supervision/safety planning, and buoyancy control.

Aspiring maritime archaeologists should also work on being patient, persistent, and collaborative. Field work is expensive, sometimes frustrating, and requires the many talents of people working together. But the rewards are worth the efforts!

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March 2016

MARITIME ARCHAEOLOGY: A BRIEF INTRODUCTION

Marie Auyong

Archaeology is the study of manmade objects and structures. Collectively they are referred to as material culture. Archaeologists use material culture as evidence in developing theories about how people live and understand the world.

Maritime archaeology studies material culture dealing with human activities on the coast, in the ocean or in bodies of freshwater, like lakes. These human activities include trade, exploration, settlement, exploitation, disasters, and war. The objects and structures do not need to be underwater to fall under maritime archaeology's purview.

TOPICS IN MARITIME ARCHAEOLOGY

Frequently people think of maritime archaeology as the discovery of shipwrecks and "sunken treasure," but researchers also study sites such as fish traps, bridges, lighthouses, and canoes, either as individually sites or collectively as part of a maritime cultural landscape.

RESEARCH TOOLS AND METHODS

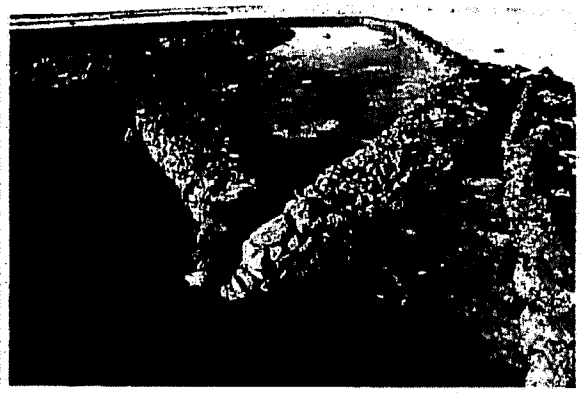
Archaeologists who study sites underwater may use snorkel gear or self-contained underwater breathing apparatus (SCUBA) as tools to reach their sites. Cameras on remotely operated vehicles (ROVs) can also assist researchers by extending the time and depth beyond human dive limits.

As for the research process, maritime archaeology requires the review of historical documents (if available), field work, analysis, and report writing. Field work includes documentation of artifacts through writing and photography site surveying, otherwise known as mapping. Depending on the site and nature of the material culture, crews may remove artifacts or leave them *in situ*, which is Latin for "in the original place." Analysis includes cataloging or putting together a database of the artifacts and their examination. After analysis researchers write reports about their findings targeting scholarly and general audiences.



Guam divers measure an amphibious assault vehicle in Hagat. Technology can include deep sea submersibles and robots, but measuring tape is still an indispensable tool for many practitioners—professional and amateur alike. This vehicle once carried military supplies. *Image courtesy of Bill Jeffery.*

Doc. No. 34GL-17-0213.*



An aech, or fish weir, named "Deqoloch" in Rikeen, Yap. When tides are high, fishes swim into the structures. After the tide ebbs, they are trapped, either for immediate harvest or further cultivation. Fish weirs are found throghout the world and vary in size, material, and design. This aech is part of a larger collection throughout Yap. They are an important food source, profound source of cultural pride, and link ancestral practice to contemporary culture. *Image courtesy of Bill Jeffery.*

GUAM AND REGIONAL ARCHAEOLOGICAL SITES

Due to the region's significant number of historic military activities, there are various underwater sites associated with World War II occupation and combat. From historical records and discovery, we know that aircraft, ships, construction equipment, cargo, and supplies are submerged throughout Micronesia.

On Guam, some World War II-affiliated sites are located within and south of Apra Harbor. These areas are where the U.S. military dumped equipment or supplies (Seabee Junkyard, Shark's Pit), Japanese boats sank (*Kitsugawa Maru* in Apra Harbor), or remnants of Japanese aircraft exist (Apra Harbor).

In the Federated States of Micronesia (FSM), Chuuk is world famous for the 50+ World War II shipwrecks in its lagoon. In addition to the archaeological interest, they form artificial reefs and are a natural resource teeming with fish and other marine life.

Sites associated with indigenous people predate modern military interventions throughout the region as well. For example, fishing plays an integral role in island cultures. One of Guam's fishing-specific sites include the remains of an ancient fish camp at Litekyan (Ritidian). There are also gigao, or fish traps, in Apra Harbor and Cocos Lagoon, which differ substantially from the 700+ fish traps (also known as weirs) in the FSM's Yap state. Those fish weirs are not only important for their age and history, but also in the maintenance or revival of traditional fishing practices.

Latte sets (Hapulo) and settlement sites (Pågat, Pago Bay, Tumon) are found throughout Guam and the Northern Mariana Islands, along with scars from the quarrying of latte components, the haligi (stands) and tåsa (cups). Of quarry sites, Luta has the biggest, most intact area. The latte components therein indicate how the Chamorro people developed these massive stone structures.

Pohnpei state, FSM, houses what has been characterized as a "canal city," the 1,500-year-old Nan Madol containing 90 islets. Thought to have been built next to a more ancient settlement, the area was investigated by maritime archaeologists, but no tangible remains were found.



A partial section that makes up the 60,000-piece Song Dynasty (960-1279 CE) ceramic cargo from the Nanhai No.1 Shipwreck in China. Maritime archaeologists differentiate themselves from commercial "treasure hunt" companies, both in their methods and objectives. *Image courtesy of Bill Jeffery.*

The intangible cultural heritage associated with maritime archaeological sites is a valuable part of what constitutes Micronesia's maritime archaeological heritage, as it is in many other parts of the Pacific. The connection people have had with the sea and coastline for 3,500 years in Guam and the region contributes to our understanding of the significant maritime cultural land and seascapes.

ISSUES IN MARITIME ARCHAEOLOGY

Impacts on artifacts. Humans impact the environment in all sorts of ways, and archaeological research is no different. Researchers change the nature of sites, including detaching sea grass that has grown over artifacts, taking away sediment that has settled over objects, and removing artifacts from the site altogether.

Furthermore, site disturbance can actually lead to an artifact's speedier deterioration. For example, removing sediment from a buried metal artifact leaves it exposed to elements in the water that can cause rust to occur more quickly.

At other times, objects can be recovered but must be followed by conservation work to protect them. Or, in cases where researchers leave objects *in situ*, they may monitor them to observe changes over time and do recovery work if necessary. Additionally, as technology improves or becomes cheaper, an item subject to corrosion twenty years ago might be saved by a new technique today.

Private versus public good. The removal of objects for commercial sale is controversial and declared illegal in most countries. Some companies fund expeditions to look for a wreck, take artifacts, and then sell them to private collectors. This is not appropriate as documented in best practices for maritime archaeology.

Archaeologists affiliated with a university or government body aspire to study, interpret, and display objects for the public. Removing objects from a wreck without documentation, or for private collections, can prevent the community from learning about its maritime heritage, and could be construed as vandalism.

Values. Archaeological sites and artifacts have different meanings for different audiences. For example, while U.S. naval history enthusiasts want to dive the Chuuk Lagoon to see wartime remains, others might consider them sacred graveyards and prefer that they not be photographed or touched. There can also be significant differences in how a community that "hosts" the site and



A diver surveys the World War II shipwreck "Dockboat" in the Chuuk Lagoon. Structures can provide areas where coral reefs grow and support an astonishing variety of life. *Image courtesy of Bill Jeffery.*

Doc. No. 34GL-17-0213.*

PROPOSAL AS PER CRITERIA

INTRODUCTION AND PROJECT OVERVIEW

Applicant names: Marie Auyong
Michael Lujan Bevacqua

Project title: Cultural Connections: Preserving Chamorro Fishing Traditions on Guam

Duration of project: May – December 2017

Project applicants, Unibetsedåt Guåhan (UOG) faculty Assistant Professor Michael Lujan Bevacqua (Chamorro Studies) and Assistant Instructor Marie Auyong (Sea Grant), propose *Cultural Connections: Preserving Chamorro Fishing Traditions on Guam.* The applicants request $5,540 total to support transcription services for oral histories conducted in Chamorro, gray literature about each interview subject/history, and a public outreach event about fishing called Dinanña' i Mampeskådot.

Project goals and objectives.
The project's two goals and relevant objectives include the following:

Goal I. Perpetuate the Chamorro language.

- Objective A. Increase availability of and accessibility to materials in the Chamorro language through content creation in various media.
- Objective B. Institutionalize the use of Chamorro language materials in formal and informal education activities.

Goal II. Perpetuate Chamorro traditions and knowledge.

- Objective A. Increase availability of and accessibility to materials about Chamorro traditions and knowledge through content creation in various media.
- Objective B. Institutionalize the use of materials about Chamorro traditions and knowledge in formal and informal education activities.

Expected outcomes.

The project will generate the following *outputs*: transcriptions of oral histories about fishing in Chamorro and English, gray literature about interviewees including interview excerpts (a 1,000-1,500 word essay per interview), and a public outreach event called Dinanña' i Mampeskådot with at least 50 attendees total.

Longer term *outcomes* include the incorporation of both oral history transcriptions and gray literature into Chamorro Studies and Guam History courses in various formal and informal education environments, thereby contributing to a public more informed about Chamorro language, traditions, and knowledge.

Project location. All work will take place on Guam.

Project introduction.

In August 2016, UOG Sea Grant convened a stakeholder listening session with 20+ representatives from various nonprofit and government agencies as part of its regularly scheduled community input process. Facilitators specifically asked, "What skills could we [Cooperative Extension or Sea Grant] teach, during an Extension & Outreach short course for example, that would have *significant* value in your life?" One of the most popular topics requested were indigenous fishing techniques and Chamorro names for species and the environment.

The listening session corroborated survey responses collected from three workshops that Auyong piloted in 2016, in which 50+ workshop attendees total were asked to list topics that UOG should address. The last 2016 workshop from November, called *Nå'an Guihan Siha: Chamorro Fish I.D.,* was about scientific taxonomy and Chamorro fish names, received 23 participants total, and had a waitlist of 10 more.

More significantly, the Chamorro Studies Program at UOG was institutionalized in 2013 and has since become the fastest-growing academic program at the university, currently serving a cohort of 40 undergraduate majors. The academic core revolves around Chamorro language learning and use. Student language learning needs are easily being met at the 100 and 200 levels, especially since an Administration for Native American grant (2013-2016) supported Beginning and Intermediate textbook and curriculum development. However, as students matriculate through the upper division, they need more varied and more advanced reading materials than exist; currently those students read Bible translations to practice Chamorro reading skills. To continue to develop students who are fluent in the reading and writing of the Chamorro language, more higher-level Chamorro materials are needed.

The stakeholder listening session and workshop evaluations demonstrate a profound community interest in Chamorro-related fishing traditions. The proposed project elegantly reconciles community interest with durable educational products and activities—oral history transcriptions, gray literature, an educational event called Dinanña' i Mampeskådot —that simultaneously fulfill pedagogical needs in diverse educational environments.

NEED FOR ASSISTANCE

After successfully competing through a pre-proposal process in November 2016, project applicants were invited to apply for a National Oceanic and Atmospheric Administration (NOAA) Preserve America grant for $12,000, through the engagement of Adrienne Loerzel (Coral and Coastal Zone Management Liaison, NOAA). This initial funding supports the collection of 6-8 interviews about fishing, in the Chamorro language, by Bevacqua and videography/audio recording services. Notification of funding should be available by April 2017.

Project applicants request an additional $5,540 from GPT to fund interview transcription services in Chamorro and English and to provide limited support in the delivery of a public education and outreach event about fishing, Dinanña' i Mampeskådot, that promotes and incorporates gray literature about the overall project.

This project is submitted for consideration under GPT's program, *V. Ethnography and Oral History*, as its primary scholarship approach is oral history. However, the project also has crosscutting relevance to *II. Public Interpretation and Presentation*, as the educational products, gray literature about the oral histories and the Dinanña' i Mampeskådot event, are "an education tool to assist educators in presenting lessons directly related to historic properties."

This project directly corresponds to the 2013-2017 GPT Strategic Plan, *Preservation Projects*-Initiative 13, Preserving Traditional Fishing and Farming Practices, and *Preservation Outreach & Awareness*-Initiative 1, Preservation Outreach and Awareness (through printed materials, special tours).

Applicant long-range goals.

Project applicants have the long-term goals of perpetuating Chamorro language and culture and will continue to use the transcriptions and gray literature in their professional capacities. Additionally, there are documented institutional needs and community requests for supplementary educational materials in the Chamorro language or about Chamorro traditions and knowledge.

PROJECT APPROACH

Partnership planning.

Project applicants Bevacqua and Auyong have already implemented one UOG collaboration through a January 2016 workshop called *Tides: The Science and Cultural Impact of Waves.* Both of them planned the workshop agenda and delivered relevant lecture/content. In addition, Auyong oversaw event promotion, participant recruitment, logistics, and workshop evaluation as part of her formal workplan. For the Dinanña' i Mampeskådot, Auyong also collaborates with the Western Pacific Regional Fisheries Council, and received affirmative support in 2016 to assist with the recruitment of fishermen to participate in some kind of fishing-centric public outreach event.

Implementation plan.

From May to August 2017, Bevacqua will conduct oral histories about fishing on Guam in the Chamorro language. He will also identify and recruit someone to provide videography and audio recording services.

In June to October 2017, GPT funds will be used to fund transcription services for the resulting interviews.

Beginning in September and continuing through October 2017, Sea Grant funds will allow Auyong to begin reading the transcriptions and create a series of 1,000 to 1,500 word articles about each interview subject and history. (See sample gray literature attached, *Maritime Archaeology.*)

Also beginning in September and continuing through December 2017, project applicants will plan and implement the Dinanña' i Mampeskådot. In the style of Auyong's Sea Grant education workshops, the event will include a few talks of no more than 20 minutes, hands-on activities, and various speakers to discuss fishing styles. A suggested program agenda would include: introductory talk or panel about fishing, 3-5 "table stations" in the Guam Community College auditorium with fishing gear and a related speaker to interact with participants, and a fish cleaning/gutting demonstration or seafood kelaguen tasting.

Accessibility to the general public.

It is a major priority to ensure that the event is accessible to the public. To date Auyong's workshops for UOG Sea Grant routinely attract participants ages 7 to 75 from villages throughout Guam. They are always held at ADA-compliant facilities on weekend mornings or week nights to accommodate work and school schedules of prospective attendees, and are not held strictly at UOG to broaden UOG's community reach.

ORGANIZATIONAL CAPACITY

Project applicants Auyong and Bevacqua, while affiliated with UOG in their professional capacities, are applying as individuals for the purposes of fiscal expediency. Funds requested are modest relative to amounts received by UOG or its affiliated arm Research Corporation of University of Guam, and moreover do not require complex disbursements, human resource processing, nor does the project incur significant liabilities. Funds handled outside of UOG will also avoid an indirect charge. Project applicants, outside of UOG, already conduct work as independent contractors/consultants and have been vendors with GovGuam.

Michael Lujan Bevacqua is an Assistant Professor in Chamorro Studies at the University of Guam. Much of the basis for his work deals with conducting ethnographic research amongst Chamorro elders in order to challenge certain canonical assumptions about Chamorro in the past and the present. For his Masters in Micronesian Studies at UOG he conducted more than a 100 interviews with Chamorros born before World War II. In 2015 he helped coordinate *Honga Mo'na,* an oral history project that focused on telling previously untold stories in the Chamorro language. Most significantly, he led the faculty group that started the Chamorro Studies

Program in 2013 and also served as the project coordinator for the ANA grant *I Ma'adahen i Fino' Chamorro gi Koleho,* which over the course of three years developed standardized textbooks for the teaching of Chamorro at the Beginner and Intermediate college level. He will oversee the oral history and transcription project components.

Marie Auyong is an Assistant Instructor at University of Guam Sea Grant, a research and educational outreach program within the College of Natural and Applied Sciences' Cooperative Extension and Outreach Division. In 2016 she piloted three interdisciplinary, hands-on workshops combining marine science and other fields: *Tides: The Science and Cultural Impact of Waves*, *Maritime Archaeology: Cultural Heritage of Communities*, and *Nå'an Guihan Siha: Chamorro Fish I.D.* Prior to Sea Grant, she worked as an Extension Associate in Cooperative Extension, implementing educational activities about agricultural production, food processing, organizational development, and public health interventions. Since 2013 she has executed 25+ workshops through UOG targeting attendance of ~20 participants each, regularly recruiting above target. She has a Master's degree in Family and Community Education from Teachers College, Columbia University. She will oversee the gray literature development and event planning components.

Leveraged funding and in-kind support.

Project applicants will apply for a National Oceanic and Atmospheric Administration (NOAA) Preserve America grant for $12,000, through the engagement of Adrienne Loerzel (Coral and Coastal Zone Management Liaison, NOAA). This initial funding supports the collection of 6-8 interviews about fishing, in the Chamorro language, by Bevacqua and videography/audio recording services. Notification of funding should be available by April 2017.

Applicants requests GPT funds in the amount of $5,540 specifically to pay for transcription services and some support for the public outreach event, Dinanña' i Mampeskådot.

Project applicant Marie Auyong pledges in-kind salary of at least four weeks' to the development and design of gray literature. In addition, she will plan and coordinate the Dinanña' i Mampeskådot. These types of tasks are already a part of her scope of work at UOG and so long as they address community need, are allowable.

PROJECT IMPACT AND EVALUATION

In the longer term, the resulting oral history transcriptions about Chamorro fishing and the gray literature are durable materials useful to supplement formal and informal educational activities. In particular, the Chamorro Studies program has a significant need for higher level Chamorro language materials beyond Bible translations, and no transcriptions in the Chamorro language about fishing are widely available.

For every UOG Sea Grant workshop, Auyong distributes a survey to participants eliciting responses about speaker effectiveness, suggestions for improving workshops, and topics that they would like to see in future events. If supplementary educational materials are developed specifically for the workshop—in the past, a tide chart publication and Chamorro fish bingo cards were drafted—she distributes an additional survey focused on user friendliness (i.e. ease of reading, appropriate reading level, attractiveness of design). Thus, evaluation activities are already standardized and integral to Auyong's Sea Grant activities, and will be enacted for this project as well.

SUPPLEMENTAL QUESTIONS FROM APPLICATION INSTRUCTIONS

1. Identify the GPT grant program that this application is submitted under and explain how your proposed project will further the GPT program's goals.

This project is submitted for consideration under GPT's program, *V. Ethnography and Oral History*, as its primary scholarship approach is oral history.

However, the project also has cross-cutting relevance to *II. Public Interpretation and Presentation*, as the other products, gray literature about the oral histories and the Dinanña' i Mampeskådot event, are "an education tool to assist educators in presenting lessons directly related to historic properties."

2. Describe how and when this project was originally conceived and by whom.

In February 2016, the project applicants piloted an interdisciplinary workshop as a collaboration between UOG Chamorro Studies and Sea Grant programs to explore if there was a viable audience and interest in educational activities combining science and Chamorro culture. The resulting collaboration, *Tides: The Science and Cultural Impact of Waves,* easily attracted 20+ attendees. Since then, UOG Sea Grant has easily attracted audiences for two more similarly structured events in 2016 on maritime archaeology and fish identification, and elicited responses about information and activities participants want. Overwhelmingly, the surveys indicated fishing and Chamorro language.

The Department of Agriculture and the Western Pacific Region Fisheries Council regularly coordinate fishing derbies and conduct outreach at large-scale events like the Festival of Pacific Arts and Culture. However, no outreach event accommodates people who 1) Are not already active fishers, and 2) Allows deeper engagement with fishers or techniques on an introductory level.

More significantly, the Chamorro Studies Program at UOG was institutionalized in 2013 and has since become the fastest-growing academic program at the university, currently serving a cohort of 40 undergraduate majors. The academic core revolves around Chamorro language learning and use. Student language learning needs are easily being met at the 100 and 200 levels, especially since an Administration for Native American grant (2013-2016) supported Beginning and Intermediate textbook and curriculum development. However, as students matriculate through the upper division, they need more varied and more advanced reading materials than exist; currently those students read Bible translations to practice Chamorro reading skills. To continue to develop students who are fluent in the reading and writing of the Chamorro language, more higher-level Chamorro materials are needed.

Over the centuries fishing has been a central part of Chamorro culture and a means of bodily and cultural sustenance. Despite this centrality, there is a clear lack of islander-centered literature that discusses fishing practices from a Chamorro perspective, with an eye at preserving or perpetuating traditional practices.

This project thus fulfills multiple needs and requests on various institutional and community levels. The project generates high level Chamorro reading materials through transcriptions of a topic highly relevant to the culture's perpetuation, results in gray literature accessible to a wide audience via print and website delivery, and incorporates a public education event about fishing, Dinanña' i Mampeskådot.

It is the brainchild of the project applicants and Adrienne Loerzel (Coral and Coastal Zone Management Liaison) of National Oceanic and Atmospheric Administration (NOAA). Loerzel generously notified project applicants of an internal NOAA funding opportunity in October 2016. Together, the team have developed a useful, unique project leveraging their respective expertises, professional responsibilities, and most importantly, personal passions for the Chamorro culture.

3. Identify who is involved in designing and implementing this project. Who are the technical experts identified for the project?

Michael Lujan Bevacqua is an Assistant Professor in Chamorro Studies at UOG. Much of the basis for his work deals with conducting ethnographic research amongst Chamorro elders in order to challenge certain canonical assumptions about Chamorro in the past and the present. For his Masters in Micronesian Studies at UOG he conducted more than a 100 interviews with Chamorros born before World War II. In 2015 he helped coordinate *Honga Mo'na,* an oral history project that focused on telling previously untold stories in the Chamorro language. Most significantly, he led the faculty group that started the Chamorro Studies Program in 2013 and also served as the project coordinator for the ANA grant *I Ma'adahen i Fino' Chamorro gi Koleho,* which over the course of three years developed standardized textbooks for the teaching of Chamorro at the Beginner and Intermediate college level. He will oversee the oral history and transcription project components.

Marie Auyong is an Assistant Instructor at UOG Sea Grant, a research and educational outreach program within the College of Natural and Applied Sciences' Cooperative Extension and Outreach Division. In 2016 she piloted three interdisciplinary, hands-on workshops combining marine science and other fields: *Tides: The Science and Cultural Impact of Waves*, *Maritime Archaeology: Cultural Heritage of Communities*, and *Nå'an Guihan Siha: Chamorro Fish I.D.* Prior to Sea Grant, she worked as an Extension Associate in Cooperative Extension, implementing educational activities about agricultural production, food processing, organizational development, and public health interventions. Since 2013 she has executed 25+ workshops through UOG targeting attendance of ~20 participants each, regularly recruiting above target. She has a Master's degree in Family and Community Education from Teachers College, Columbia University. She will oversee the gray literature development and event planning components.

4. Explain the project objective(s) and method(s).

The project has the following goals and objectives:

Goal I. Perpetuate the Chamorro language.

Objective A. Increase availability of and accessibility to materials in the Chamorro language through content creation in various media.

Currently there are no oral histories about fishing, in the Chamorro language, that are widely available. The GPT-funded portion of this project will meet this objective by producing written Chamorro and English transcriptions of oral history interviews about fishing that can be added to an archive for scholarly research and/or distributed through website channels. NOAA funds will underwrite oral history video and audio recordings, and recording excerpts must be accessible on NOAA-affiliated websites.

Objective B. Institutionalize the use of Chamorro language materials in formal and informal education activities.

The project will meet this objective by producing transcriptions that can easily be incorporated in Chamorro language, culture, and Guam history classes. Project applicant Bevacqua routinely teaches these courses at UOG. Project applicant Auyong conducts informal educational activities and will use these materials. Both applicants routinely collaborate with Guam Department of Education educators or outreach specialists from other organizations. Written transcriptions are inexpensive to reproduce and distribute, thus reducing barriers to their use for various educational activities.

Goal II. Perpetuate Chamorro traditions and knowledge.

Objective A. Increase availability of and accessibility to materials about Chamorro traditions and knowledge through content creation in various media.

The project will meet this objective by producing gray literature, an essay of 1,000 to 1,500 words about each interviewee with selections from the relevant transcription, for each oral history. To date project applicant Auyong has developed or edited three similar publications for Sea Grant ("How to Read Tide Charts for Guam," "Maritime Archaeology: A Brief Introduction," "Boring Algae Are Not So Boring!"). While full transcriptions are available to the public, excerpts appeal to younger audiences or those who cannot read longer texts—thus broadening the potential audience for this kind of information. The proposed gray literature are also small files and can easily be uploaded/downloaded to and from websites, or physically reproduced on copy machines.

Objective B. Institutionalize the use of materials about Chamorro traditions and knowledge in formal and informal education activities.

The project will meet this objective by gray literature that can easily be incorporated in Chamorro language, culture, and Guam history educational activities. Both applicants routinely collaborate with Guam Department of Education educators or outreach specialists from other organizations. Gray literature will be inexpensive to reproduce and distribute, thus reducing barriers to their use for various educational activities. To date, Sea Grant's "Maritime Archaeology: A Brief Introduction" gray literature has been incorporated into classrooms by two public high school science teachers, used because of its distillation of a complex subject matter, linguistic accessibility, and low cost for reproduction.

Timeline of activities

Activity/Task	May '17	Jun '17	July '17	Aug '17	Sept '17	Oct '17	Nov '17	Dec '17	Jan '18
NOAA-funded: Plan and conduct oral histories with videography, audio recording	X	X	X	X					
GPT-funded: Interview transcription in Chamorro and English.		X	X	X	X	X			
Sea Grant-funded: Gray literature about interviewees developed and printed.					X	X	X		
GPT and Sea Grant-funded: Dinnana na Peskadot planning and implementation.					X	X	X	X	
Final report									X

5. Provide a review of pertinent literature as necessary.

The *Marine Resources Bibliography of Guam* (Izumi and Jackson, 1993), lists eight publications related to traditional fishing practices on Guam. The bibliography does not include GPT-funded booklet *Traditional Fishing on* Guam (Amesbury, 2012), and *Tungo' Suma'u Talåya'* (2009), a self-published book project by Chamorro teacher Antonia Castro. The latter two are increasingly difficult to find in print, and none of the extant resources are specifically in the Chamorro language.

The proposed project research element, transcription of interviews in Chamorro, is a unique contribution to the historical record due to the perspectives and language engaged in the oral histories.

6. Attach supporting docs as necessary.

Please see "Maritime Archaeology: A Brief Introduction" as an example of proposed gray literature.

Please see letter of support from Adrienne Loerzel (NOAA).

CVs of project applicants are available upon request—they are 25 pages in sum and so the most relevant career and project experiences were highlighted in application biographies.

7. Briefly explain significance and anticipated benefits of proposed project.

There are no Chamorro language oral histories about fishing, a tradition central to Chamorro culture and people, that are widely accessible. There are extremely limited higher level reading materials in the Chamorro language that can be used to develop reading and writing fluency. Transcriptions about fishing in Chamorro and English thus serve multiple needs both at UOG and in the community at large by being durable products for use in classrooms and archival research.

This project fulfills multiple needs and requests on various institutional and community levels. The project generates high level Chamorro reading materials through transcriptions of a topic highly relevant to the culture's perpetuation, results in gray literature accessible to a wide audience via print and website delivery, and incorporates a public education event about fishing, Dinanña' i Mampeskådot.

8. Give brief description of the final documentation or product of proposed project to be submitted to GPT.

GPT's contribution to the project will produce full transcriptions of oral histories in both Chamorro and English.

Applicants will also write and produce 1,000-1,500 word gray literature essays about each interview subject and an interview overview. These essays will be distributed at the Dinanña' i Mampeskådot, and can be made freely available online through the UOG College of Natural & Applied Sciences webpages (http://cnas-re.uog.edu/new-and-refreshed-cnas-publications-posters/), Guampedia, and/or the GPT website.

The public outreach event, Dinanña' i Mampeskådot, will occur in the fourth quarter of 2017. This event will last 3-4 hours on a weekend morning and include a few talks of no more than 20 minutes each plus hands-on activities. A prospective agenda is: introductory talk or panel about Chamorro fishing, 3-5 "table stations" in the Guam Community College auditorium where each station has a speaker to interact with participants and demonstrate fishing gear/techniques, and a fish cleaning/gutting demonstration or seafood tasting.

9. Organization overview

Project applicants Auyong and Bevacqua, while affiliated with UOG in their professional capacities, are applying as individuals for the purposes of fiscal expediency. Funds requested are modest relative to amounts received by UOG or its affiliated arm Research Corporation of University of Guam, and moreover do not require complex disbursements, human resource processing, nor does the project incur significant liabilities. Funds handled outside of UOG will also avoid an indirect charge. Project applicants, outside of UOG, already conduct work as independent contractors/consultants and have been vendors with GovGuam.

10. Budget and justifications

Cultural Connections: Preserving Chamorro Fishing Traditions on Guam Budget

CATEGORY	Unit cost	Total cost
Salary/Personnel There are no personnel hired for this project.	$0	$0
Fringe There is no fringe charged for this project.	$0	$0
	Category total	**$0**
Equipment There is no equipment being procured for this project.	$0	$0
	Category total	**$0**
Supplies	$0	$0
	Category total	**$0**
Travel There is no travel charged for this project.	$0	$0
	Category total	**$0**
Contractual *Transcription and translation services* A short interview runs two hours, and transcription takes 3-4 times as long to type. Industry standard rate is $1/minute (audio) x 120 minute/interview (audio) x 4 hours (transcription time) = $480/interview. This line item accounts for the completion of eight interviews at two hours each *or* 16 hours worth of transcription services total.	$480	$3,840
	Category total	**$3,840**
Miscellaneous – Other Direct Costs *Speaker honoraria* $200/individual at Dinanña' i Mampeskådot x 6 speakers, guest facilitators, and/or student assistants. Prospective speaker-assistants include interviewees, panelists, fishermen who demonstrate and show their gear, culinary students who assist with fish cleaning demonstrations or food tastings.	$200	$1,200
Facilities fee $500 (Guam Community College auditorium).	$500	$500
	Category total	**$1,700**
	PROJECT TOTAL	**$5,540**

IN-KIND

Project applicant Marie Auyong pledges in-kind salary of at least four weeks' to the development and design of gray literature. In addition, she will plan and coordinate the Dinanña' i Mampeskådot. These types of tasks are already a part of her scope of work at UOG and so long as they address community need, are allowable.

PENDING

Project applicants will apply for $12,000 from NOAA, Notification pending April 2017.

11. Include other potential funding.

After successfully competing through a pre-proposal process in November 2016, project applicants were invited to apply for a NOAA Preserve America grant for $12,000, through the engagement of Adrienne Loerzel (Coral and Coastal Zone Management Liaison, NOAA). The application is due on January 13 and notification will be out by April 2017.

Project applicant Bevacqua will apply for faculty funding from the College of Liberal Arts and Social Sciences. The application is due in April.

Project applicant Marie Auyong pledges in-kind salary of at least four weeks' to the development and design of gray literature. In addition, she will plan and coordinate the Dinanña' i Mampeskådot. These types of tasks are already a part of her scope of work at UOG and so long as they address community need, are allowable.

12. Will project require hiring of employees? Explain.

This project will not require the hiring of employees. Transcription and translation services will be contracted to qualified and fluent Chamorro speakers and teachers.

U.S. DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
Office for Coastal Management

Guam Preservation Trust
167 Padre Palomo St.
Hagatna, Guam 96910

Re: Cultural Connections: Preserving Chamorro Fishing Traditions on Guam project

Hafa adai,

I am writing to express my strong support for the *Cultural Connections* grant application to support efforts to document, preserve and ultimately to sustain Chamorro fishing traditions. The project will help address a major gap in efforts to effectively manage Guam's limited natural resources – a better understanding and stronger connection to important cultural practices and unique local fishing traditions.

As NOAA's Coral Management and Coastal Management Liaison to Guam, I work with a range of local government, federal and community partners to address natural resource challenges. A common theme through work on both terrestrial and marine issues is the need to better incorporate Chamorro themes in management efforts. Projects like this oral history, which I hope will also be supported by NOAA, are vital to informing broader efforts to protect Guam's unique cultural and natural resources.

Please do not hesitate to contact me should you have any questions about my support for and involvement in the project. I may be reached via email at adrienne.loerzel@noaa.gov or phone at 671.688.6877.

Regards,

Adrienne Loerzel

visitors perceive the worth of a site. The management of maritime archaeological sites depends on understanding many of these values.

People dive sites in many places of the world to experience firsthand these values and to see the spectacular natural beauty of the underwater world. Museums around the world display material recovered from maritime archaeological sites, and innovative museums are using underwater sites as part of their museum displays.

MARITIME ARCHAEOLOGIST SKILLS

Maritime archaeologists generally study archaeology for several years; some go on to earn advanced degrees.

Additionally, they pursue specialized training related to field work. For those who intend to do the majority of their field work underwater, they develop their SCUBA competency, which can include technical diving, deep diving, nitrox or mixed gas breathing, rebreather use, using dry suits in very cold water, and using photography to develop 3D models. Dive skills that make a maritime archaeologist effective include underwater writing and sketching, photography, multitasking, dive supervision/safety planning, and buoyancy control.

Aspiring maritime archaeologists should also work on being patient, persistent, and collaborative. Field work is expensive, sometimes frustrating, and requires the many talents of people working together. But the rewards are worth the efforts!

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Saina ma'ase to Bill Jeffery, Luis Cabral II, and Joseph Quinata for their support of the 2010 Maritime Archaeology Field School. Saina ma'ase to James Hollyer and Robert Schlub for their insightful editorial advice.

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Doc. No. 34GL-17-0213.*

March 2016

MARITIME ARCHAEOLOGY: A BRIEF INTRODUCTION

Marie Auyong

Archaeology is the study of manmade objects and structures. Collectively they are referred to as material culture. Archaeologists use material culture as evidence in developing theories about how people live and understand the world.

Maritime archaeology studies material culture dealing with human activities on the coast, in the ocean or in bodies of freshwater, like lakes. These human activities include trade, exploration, settlement, exploitation, disasters, and war. The objects and structures do not need to be underwater to fall under maritime archaeology's purview.

TOPICS IN MARITIME ARCHAEOLOGY

Frequently people think of maritime archaeology as the discovery of shipwrecks and "sunken treasure," but researchers also study sites such as fish traps, bridges, lighthouses, and canoes, either as individually sites or collectively as part of a maritime cultural landscape.

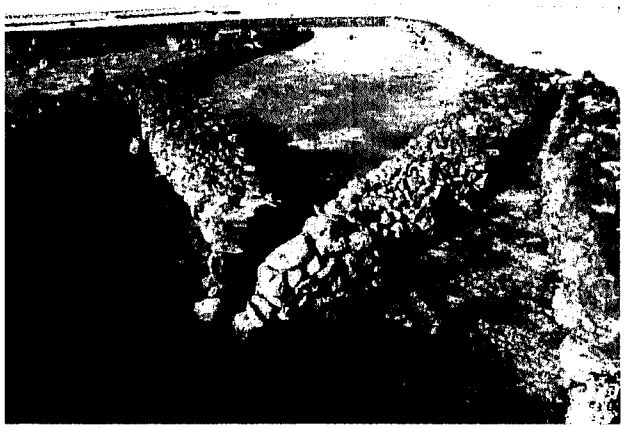
RESEARCH TOOLS AND METHODS

Archaeologists who study sites underwater may use snorkel gear or self-contained underwater breathing apparatus (SCUBA) as tools to reach their sites. Cameras on remotely operated vehicles (ROVs) can also assist researchers by extending the time and depth beyond human dive limits.

As for the research process, maritime archaeology requires the review of historical documents (if available), field work, analysis, and report writing. Field work includes documentation of artifacts through writing and photography site surveying, otherwise known as mapping. Depending on the site and nature of the material culture, crews may remove artifacts or leave them *in situ*, which is Latin for "in the original place." Analysis includes cataloging or putting together a database of the artifacts and their examination. After analysis researchers write reports about their findings targeting scholarly and general audiences.



Guam divers measure an amphibious assault vehicle in Hagat. Technology can include deep sea submersibles and robots, but measuring tape is still an indispensable tool for many practitioners—professional and amateur alike. This vehicle once carried military supplies. *Image courtesy of Bill Jeffery.*



An aech, or fish weir, named "Daqoloch" in Rikeen, Yap. When tides are high, fishes swim into the structures. After the tide ebbs, they are trapped, either for immediate harvest or further cultivation. Fish weirs are found throghout the world and vary in size, material, and design. This aech is part of a larger collection throughout Yap. They are an important food source, profound source of cultural pride, and link ancestral practice to contemporary culture. *Image courtesy of Bill Jeffery.*

GUAM AND REGIONAL ARCHAEOLOGICAL SITES

Due to the region's significant number of historic military activities, there are various underwater sites associated with World War II occupation and combat. From historical records and discovery, we know that aircraft, ships, construction equipment, cargo, and supplies are submerged throughout Micronesia.

On Guam, some World War II-affiliated sites are located within and south of Apra Harbor. These areas are where the U.S. military dumped equipment or supplies (Seabee Junkyard, Shark's Pit), Japanese boats sank (*Kitsugawa Maru* in Apra Harbor), or remnants of Japanese aircraft exist (Apra Harbor).

In the Federated States of Micronesia (FSM), Chuuk is world famous for the 50+ World War II shipwrecks in its lagoon. In addition to the archaeological interest, they form artificial reefs and are a natural resource teeming with fish and other marine life.

Sites associated with indigenous people predate modern military interventions throughout the region as well. For example, fishing plays an integral role in island cultures. One of Guam's fishing-specific sites include the remains of an ancient fish camp at Litekyan (Ritidian). There are also gigao, or fish traps, in Apra Harbor and Cocos Lagoon, which differ substantially from the 700+ fish traps (also known as weirs) in the FSM's Yap state. Those fish weirs are not only important for their age and history, but also in the maintenance or revival of traditional fishing practices.

Latte sets (Haputo) and settlement sites (Pågat, Pago Bay, Tumon) are found throughout Guam and the Northern Mariana Islands, along with scars from the quarrying of latte components, the haligi (stands) and tåsa (cups). Of quarry sites, Luta has the biggest, most intact area. The latte components therein indicate how the Chamorro people developed these massive stone structures.

Pohnpei state, FSM, houses what has been characterized as a "canal city," the 1,500-year-old Nan Madol containing 90 islets. Thought to have been built next to a more ancient settlement, the area was investigated by maritime archaeologists, but no tangible remains were found.



A partial section that makes up the 60,000-piece Song Dynasty (960-1279 CE) ceramic cargo from the Nanhai No.1 Shipwreck in China. Maritime archaeologists differentiate themselves from commercial "treasure hunt" companies, both in their methods and objectives. *Image courtesy of Bill Jeffery.*

The intangible cultural heritage associated with maritime archaeological sites is a valuable part of what constitutes Micronesia's maritime archaeological heritage, as it is in many other parts of the Pacific. The connection people have had with the sea and coastline for 3,500 years in Guam and the region contributes to our understanding of the significant maritime cultural land and seascapes.

ISSUES IN MARITIME ARCHAEOLOGY

Impacts on artifacts. Humans impact the environment in all sorts of ways, and archaeological research is no different. Researchers change the nature of sites, including detaching sea grass that has grown over artifacts, taking away sediment that has settled over objects, and removing artifacts from the site altogether.

Furthermore, site disturbance can actually lead to an artifact's speedier deterioration. For example, removing sediment from a buried metal artifact leaves it exposed to elements in the water that can cause rust to occur more quickly.

At other times, objects can be recovered but must be followed by conservation work to protect them. Or, in cases where researchers leave objects *in situ*, they may monitor them to observe changes over time and do recovery work if necessary. Additionally, as technology improves or becomes cheaper, an item subject to corrosion twenty years ago might be saved by a new technique today.

Private versus public good. The removal of objects for commercial sale is controversial and declared illegal in most countries. Some companies fund expeditions to look for a wreck, take artifacts, and then sell them to private collectors. This is not appropriate as documented in best practices for maritime archaeology.

Archaeologists affiliated with a university or government body aspire to study, interpret, and display objects for the public. Removing objects from a wreck without documentation, or for private collections, can prevent the community from learning about its maritime heritage, and could be construed as vandalism.

Values. Archaeological sites and artifacts have different meanings for different audiences. For example, while U.S. naval history enthusiasts want to dive the Chuuk Lagoon to see wartime remains, others might consider them sacred graveyards and prefer that they not be photographed or touched. There can also be significant differences in how a community that "hosts" the site and



A diver surveys the World War II shipwreck "Dockboat" in the Chuuk Lagoon. Structures can provide areas where coral reefs grow and support an astonishing variety of life. *Image courtesy of Bill Jeffery.*

Doc. No. 34GL-17-0213.*

Richard Flores Taitano
Micronesian Area Research Center
M • A • R • C
Unibetsidat Guahan • University of Guam
T: 671-735-2150/1 F: 671-734-7403 Webpage:http://www.uog.edu/marc.html

July 19, 2016

Mr. Joe Quinata
Chief Program Officer, Guam Preservation Trust
Hagatna, Guam 96910

Subject: Guam History Day 2016

Dear Mr. Quinata:

Submitted for your review is a report that highlights the 2016 Guam History Day/National History Day program coordinated by MARC.

The official start of Guam History Day 2016 began with an invitation to attend the GHD School Coordinator's meeting on Saturday, September 9, 2015. There were five participating schools: Mary Williams – Andersen Middle School, Dr. Gina Gonzales – McCool Middle School, Anthony Blas – Father Duenas Middle School, Vince Leon Guerrero – Untalan Middle School, Azure Fernandez – Guam High School and Academy of Our Lady of Guam.

On February 27th the GHD competition took place at the University of Guam campus. The College of Liberal Arts and Social Sciences and the Robert F. Kennedy Library provided space for our contest. The breakdown reflects the 92 students that participated this year.

Grade	Paper	Documentary		Exhibit		Performance		Websites		Total
	Individual	Individual	Group	Individual	Group	Individual	Group	Individual	Group	
6th								1		1
7th	1	3	2	4	6		4		5	25
8th	2	2	4	2	4	1	4		9	28
9th	1				2					3
10th	4	3	2	4	2			4	2	21
11th										0
12th			4	1	4			1	4	14
Total	8	8	12	11	18	1	8	6	20	92

School Representation

Andersen Middle School	20
Dominican Catholic School	5
Father Dueñas Memorial School	27
Harvest Christian School	1
McCool Middle School	18
St. John's School	10
Untalan Middle School	11
Total	92

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Here is the list of winners broken down by category:

High School Division

Categories	1st	2nd	3rd
Paper	Ethan Storie *Father Duenas*	Allison Zhang *St. John's*	Youngyoon (Amy) Seo *St. John's*
Documentary Single	Davin Yang *St. John's*	Ivan Skvaril *St. John's*	Eduardo Calvo *Father Duenas*
Documentary Group	Lazaro Quinata Juan San Nicolas *Father Duenas*	Samuel Concepcion Rembrandt Tumanday *Father Duenas*	Ricardo Duenas Donovan Taitingfong *Father Duenas*
Exhibit Single	Sarah Wilkinson *St. John's*	Anne Jing Ping Wen *St. John's*	Aaron Arizala *Father Duenas*
Exhibit Group	Pin Hsuan Chen Tasi Petra *St. John's*	Joseph Shinohara II Christian Quichocho *Father Duenas*	Antonio Calvo Javen Palomo *Father Duenas*
Website Single	Earl Delfin *Father Duenas*	Alexander Baldyga *St. John's*	Brandon Yu *St. John's*
Website Group	Keone Aliphios Jeno Aquino *Father Duenas*	Mason Pablo Jason Cruz *Father Duenas*	Russell Pasetes Terance Camacho *Father Duenas*

Middle School Division

Categories	1st	2nd	3rd
Paper	Isabella Rodriguez *Anderson Middle*	Brooke Bocina *Anderson Middle*	Mari Leon Guerrero *Anderson Middle*
Documentary Single	Eusebio Orot Dominican	Avearen Tan-Lago *Anderson Middle*	Aiden Sanchez *Anderson Middle*
Documentary Group	Kaila Owen Jeana Godoy *Untalan Middle*	Michala Connelley Ha'ani Losongco *McCool Middle*	Ariella Delapena Jude Avarado *McCool Middle*
Exhibit Single	Logan Dana *McCool Middle*	Ivan Lescano *Dominican School*	Alec Lumba *Dominican School*
Exhibit Group	Amber Guerrero Lara Camacho *Anderson Middle*	DaviAnn Blas Ashton Quichocho *Anderson Middle*	Cayden George Connor Chadwick *McCool Middle*
Performance Single	Keith Kalima *Untalan Middle*		
Performance Group	Rodion Balbin Thomas Babauta Jr *Untalan Middle*	Katja Gehr Isabel Garcia *McCool Middle*	Ashton Tatum Sameha Wilbanks *McCool Middle*
Website Single	Antonio Francisco *Anderson Middle*		
Website Group	Denzyl Ngiralmau Mika Labadnoy *Untalan Middle*	John Quilantang Yvan Oftana *Untalan Middle*	Kyle Bustamante Maichail Navarro *Dominican School*

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Budget : Competition/Travel

Income:		Expenses	
Guam Preservation Trust	$28,000.00	UAirlines $1,486.83 x 22 Students	$32,710.26
Copy Express – Guam	250.00	University of Maryland Shuttle	480.00
GTA Guam	1,000.00	TFactory – Tshirts	1,373.00
Galaide Professional Services	150.00	Buttons/Patches	355.00
SPPC Guam	500.00	Travel Insurance	106.00
East West Rental	500.00	Fed Express	78.00
RNK Architects	2,000.00	National History Day – State Fees	600.00
UOG Office of the SVPresident	2,973.66	National History Day – Medals	363.00
Dr. Hiro Kurashina	1,000.00		
Student Funds Collected	2,732.00		
Total	39,105.66	Total	36,065.26
		NET	3,040.40

MARC actively pursued corporate sponsorship. We were able to secure $6,374 and the Office of Senior Vice President agreed to fund the travel expense for the Teacher of the Year awardees. Moreover, in addition to a $500 donation, South Pacific Petroleum Corp. provided coffee and condiments for the competition while McDonald's Guam offered two 5-gallon containers of fruit punch and 150 pieces of cookies. The attached addendum shows the University of Guam's contribution to Guam History Day.

Accomplishments and Problems Encountered

Every year, MARC attempts to provide additional ways for students to access and utilize our resources. This year we decided to extend our daily hours of operation to 6p and also open on Saturdays from 9a to noon. Wanting to assist students as they prepare for the GHD competition, we held various Saturday workshops on the presentation formats used. These presentations were given pro-bono by our institutional/community partners and our staff of professionals. Email invitation was sent to all the school coordinators encouraging students to attend them. Here is the list of workshops we offered and their presenters.

Documentary	Rlene Steffy	MARC Research Associate
Exhibits	Dr. Michael Bevacqua	Chamorro Studies Program
Performance	Athena Meno	UOG Theater Graduate Student
Research Paper	Kisha Borja-Quichocho-Calvo	English/Creative Writing Faculty
Website	Dominica Tolentino	Content Manager, Guampedia

Although the number of students who participated in these workshops was few, those that did attend indicated it was beneficial. A side note: several of our 2016 winners were participants of our workshops.

During the registration process, competing students are handed cards with their coding. The cards are presented to the judges, in lieu, of their names. It was during this process that some confusion occurred at the registration table resulting in an error in the issuance of awards. Students from Andersen Middle School were given 1st place recognition versus their last place stance. As soon as the inaccuracy was discovered we consulted with the school teacher, and the

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State Coordinator and then notified all the students affected by the error. The appropriate students were then invited to participate in the NHD contest. Crisis adverted.

As part of the preparation for the NHD competition, twenty-two students attended three weekend workshops with professional consultants. Our consultants were: Teresita Perez, CLASS English, Dominica Tolentino, Guampedia, Dr. James Viernes, CLASS History of Guam, and Kel Muna, CLASS Fine Arts. These professionals reviewed the projects and offered grammar, content, historical and technical assistance. The students were required to make the necessary changes to bring their projects to national competition levels.

Furthermore, we were honored to host Dr. Cathy Gorn, Executive Director of the National History Day program, who was invited to Guam by the NHD Regional Director. Her itinerary involved school visits to several GHD participating schools: Father Duenas Memorial School, Andersen Middle School and Untalan Middle School. The schools were thrilled to receive her visit, in fact, Untalan Middle School presented her with many gifts that included a plaque of appreciation. On May 19, 2016, a Medals Award Ceremony was held at the Latte of Freedom. This served as a meet and greet event for Dr. Gorn who had the opportunity to address the students, teachers and parents. With UOG President Robert Underwood, she presented NHD Winning ribbons to the students.

On May 20, 2016 the GHD student winners participated in the Pacific History Association Conference, held at the Hyatt Regency Resort. The students provided a GHD poster display and gave a short presentation on their specific projects. On May 28, 2016 several student projects were highlighted at the Festival of the Pacific events at the Guam Museum.

Moreover, this year UOG was given full responsibility to coordinate the travel of all the students and teachers. Although, this task was given at the "eleventh hour" we were able to accept the challenge and successfully get students and teachers ticketed and ready for competition.

On June 11, 2016 Team Guam departed Guam via Narita, Japan to College Park, University of Maryland to participate and compete in the 2016 National History Day competition. Middle School students, Reese Artero and Bless Robinson took the opportunity to display their WWII exhibit at the Museum of American History. Outstanding recognition was given to Tasi Scout Petra and Pin Hsuan Chen for their project on Camp Roxas and Logan Dana for his project on the Marianas Trench. Team Guam returned on June 18, 2016 under the supervision Dr. Monique Storie.

Respectfully submitted,

LaVonne G. Guerrero-Meno
Guam History Day Program Coordinator

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Micronesian Area Research Center
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UOG Contribution to Guam History Day

Program Coordinator	LaVonne Guerrero-Meno	458 hours/22% +310 hours	$25	$19,200.00
MARC Director	Dr. Monique Storie	300 hours	$50	$15,000.00
Mentorship 4 hours	Dr. Michael Bevacqua	Exhibits	$35	$140.00
	Rlene Steffy	Documentary	$40	$160.00
	Athena Meno	Performance	$25	$100.00
	Kisha Borja-Quichocho-Calvo	Research Paper	$30	$120.00
	Dominica Tolentino	Websites	$30	$120.00
CLASS Room	2 classrooms x 3days	Workshop	$75	$450.00
	MARC Conference Room	Workshop	$75	$75.00
MARC Collection	Extended Hours of Operation	Evenings 55h	5months	$1,375.00
		Saturdays 76h	5months	$1,875.00
COMPETITION	Island-wide			
CLASS Rooms	10Rooms, Atrium, Lecture Hall			$1,325.00
MARC	General Collection			$250.00
RFK Library	AV Room I/II Federal Doc	200/100/200		$550.00
	Fieldhouse Chairs – 100			$200.00
Tabulators	Ursula Guerrero/Therese Guerrero	2 x 4hrs x $35		$280.00
Staff Support	Registration/Logistics/Hosting	3 x 8hrs x $16		$384.00
	Tech Support	1 x 8hrs x $20		$160.00
	Student Assistants	4 x 8hrs x $10		$320.00
Materials	Judging materials			$500.00
	Certificates of Award/Participate	200 ea.		$500.00
Refreshments	Sandwiches/Soups/Cookies			$500.00
POST COMPETITION	NHD Preparation/Competition			
T. Guerrero	Buttons/Patches Design			$75.00
A. Meno	Patches	25ea x $2.50		$62.50
Professional Consultation/ Mentorship 12 hours	Teresita Perez, CLASS English	Grammar	$30	$360.00
	Dominica Tolentino, GUAMpedia	Content	$30	$120.00
	Kel Muna, CLASS Fine Arts	Technical	$30	$360.00
	Dr. James Viernes, CLASS History	Historical	$35	$240.00
Washington DC	Dr. Monique Storie	Travel		$1,386.83
	LaVonne Guerrero-Meno			$2,861.83
Teach of Year	Anthony Blas / Mary Williams			$2,773.66
State Fees	NHD Program Fees			$600.00
Ribbon Medals	26ea – Gold/Silver/Bronze			$363.10
			Total	$52,786.92

GUAM/NATIONAL HISTORY DAY 2017
Budget Proposal

Personnel — Subtotal: $44,200.00

DESCRIPTION	GPT PROPOSED FUNDS	IN-KIND CONTRIBUTIONS	SUB-TOTAL
1. Program Coordinator MARC (22% of time)	-0-	$19,200.00	$19,200.00
2. MARC Director (2% of time)	-0-	$15,000.00	$15,000.00
3. Volunteers (50 volunteers @ $20.00 per hour @ 10 hours each)	-0-	$10,000.00	$10,000.00
SUB-TOTAL	-0-	$44,200.00	$44,200.00

Venue — Subtotal: $2,500.00

DESCRIPTION	GPT PROPOSED FUNDS	IN-KIND CONTRIBUTIONS	SUB-TOTAL
1. Facility to include chairs/tables, & PA equipment.	-0-	$2,500.00 (UOG)	$2,500.00
SUB-TOTAL	-0-	$2,500.00	$2,500.00

Awards/Prizes — Subtotal: $2,275.00

DESCRIPTION	GPT PROPOSED FUNDS	IN-KIND CONTRIBUTIONS	SUB-TOTAL
1. Medals	-0-	$ 375.00	$ 375.00
2. Certificates (printing cost)	-0-	$ 1,000.00	$ 1,000.00
3. State Fee	-0-	$ 900.00	$ 900.00
SUB-TOTAL	-0-	$2,275.00	$2,275.00

Program/Publicity — Subtotal: $6,000.00

DESCRIPTION	GPT PROPOSED FUNDS	IN-KIND CONTRIBUTIONS	SUB-TOTAL
1. Advertisement	-0-	$6,000.00 (UOG)	$ 6,000.00
SUB-TOTAL	-0-	$6,000.00	$ 6,000.00

National Competition/Registration — Subtotal: $1,325.00

DESCRIPTION	GPT PROPOSED FUNDS	IN-KIND CONTRIBUTIONS	SUB-TOTAL

GUAM/NATIONAL HISTORY DAY 2017
Budget Proposal

1. Student Registration @ $110.00 each x 10 students maximum	-0-	$1,100.00	$1,100.00
2. Teachers Registration @ $45.00 each x 5 teachers	-0-	$ 225.00	$ 225.00
SUB-TOTAL	-0-	$1,325.00	$1,325.00

Travel Insurance **Subtotal: $96.00**

DESCRIPTION	GPT PROPOSED FUNDS	IN-KIND CONTRIBUTIONS	SUB-TOTAL
1. Travel Insurance @ $6.00 10 student and 5 teachers	-0-	$90.00	$90.00
SUB-TOTAL	-0-	$90.00	$90.00

T-Shirts & Buttons **Subtotal: $505.00**

DESCRIPTION	GPT PROPOSED FUNDS	IN-KIND CONTRIBUTIONS	SUB-TOTAL
2. T-Shirts @ $9.00 per shirt x 3 shirts per person x15 persons	-0-	$405.00	$405.00
3. Buttons @ .50 per buttons x 20 buttons per student x 10students	-0-	$100.00	$100.00
SUB-TOTAL	-0-	$505.00	$505.00

National Competition/Travel & Per diem **Subtotal: $36,270.00**

DESCRIPTION	GPT PROPOSED FUNDS	IN-KIND CONTRIBUTIONS	SUB-TOTAL
1. **Travel** for students @ $1,600.00 x 10 students	$16,000.00		$16,000.00
2. **University of Maryland Dorm** Room/Board for 10 students @ $500 (for 6/10 – 6/15) X 10 students + one (1) day @ $63 x 10.	-0-	$5,630	$ 5,630.00
3. **Travel** for Teachers @ $1,600.00 x 5 teachers	$ 8,000.00		$ 8,000.00
4. **University of Maryland Dorm** Room/Board for 5 teachers @ $500(for 6/10 – 6/15) + one (1) day @ $63 x 5.	-0-	$ 2,815.00	$ 2,815.00
5. Travel for State Coordinator @ $1,600per person.	-0-	$ 1,600.00	$ 1,600.00
6. Per diem for Coordinator@ $175 per day X 7 days	-0-	$ 1,225.00	$ 1,225.00
7. Airport Shuttle	$ 1,000.00		$ 1,000.00

GUAM/NATIONAL HISTORY DAY 2017
Budget Proposal

SUB-TOTAL	$25,000.00	11,270.00	$36,270.00

2017

TOTAL PROPOSED REQUEST:	**$ 25,000.00**
TOTAL IN-KIND CONTRIBUTION, GRANTS & DONATION:	**$ 68,171.00**
TOTAL PROJECT COST:	**$ 93,171.00**

GUAM PRESERVATION TRUST ACCOUNTING SUMMARY

For Period Ending: December 31, 2016

ADMIN & OPERATIONS	BOARD APPROVED	YTD EXPENSE	BALANCE
	$ 710,903.91	**$ 109,048.83**	**$ 601,855.08**
BOARD FUNDED INITIATIVES			
Pacific Heritage Youth Summit-I	$ 60,498.00	$ 43,728.63	$ 16,769.37
Pacific Heritage Summit	$ 20,000.00	$ -	$ 20,000.00
NPS Sponsorship	$ 50,000.00	$ 35,395.40	$ 14,604.60
Architectural Book for Guam	$ 49,500.00	$ 24,750.00	$ 24,750.00
GEDA(Bell Tower/Magellan Mon	$ 101,413.07	$ 98,624.07	$ 2,789.00
M.Guerrero Admin Bldg/	$ 1,000,000.00	$ 345,085.58	$ 392,914.42
Umatac Bridge Repair $262,000		$ 43,227.00	$ 218,773.00
Teaching with Historic Places	$ 14,400.00	$ 2,850.00	$ 11,550.00
Latte Quarrying Project	$ 6,200.00	$ 2,091.85	$ 4,108.15
5 Year Strategic Plan	$ 2,500.00	$ -	$ 2,500.00
APT Conference	$ 4,176.63	$ 4,176.63	$ -
NTHP Conference	$ 5,112.24	$ 5,112.24	$ -
Guam Legislature-Ribbon Cutting	$ 10,000.00	$ -	$ 10,000.00
SUBTOTAL	**$ 1,323,799.94**	**$ 605,041.40**	**$ 718,758.54**

ETHNOGRAPHY & ORAL HISTORY			
Amot Hunters - Ian Catling	$ 5,000.00	$ 3,750.00	$ 1,250.00
Ta Na'La'La, Ta Pratika	$ 3,930.00	$ 2,947.50	$ 982.50
SUBTOTAL	**$ 8,930.00**	**$ 6,697.50**	**$ 2,232.50**

REPAIR, REHABILITATION, RESTORATION AND RENOVATION			
Guam Legislature	$ 2,759,277.75	$ 2,478,015.47	$ 305,362.90
CO1 (GPT 24,100.62; Leg 44758.28)	$ 24,100.62		
CO2, CO3, CO4 No Cost to GPT			
4 Inalahan Homes-Const Mgt	$ 128,960.00	$ 10,746.66	$ 118,213.34
Juan Flores House	$ 572,090.59	$ 363,751.11	$ 208,339.48
Doris Lujan House	$ 410,392.00	$ -	$ 410,392.00
SUBTOTAL	**$ 3,894,820.96**	**$ 2,852,513.24**	**$ 1,042,307.72**

ARCHAEOLOGY RESEARCH			Page 2 of 3
Who Wears the Beads	$ 15,000.00	$ 15,000.00	$ -
Pilot Study of Ancient mtDNA	$ 3,028.00	$ 2,271.00	$ 757.00
Building Site Study-Anne Perez	$ 2,500.00	$ 2,450.00	$ 50.00
SUBTOTAL	**$ 20,528.00**	**$ 19,721.00**	**$ 807.00**

PUBLIC INTERPRETATION AND PRESENTATION			
MARC - Ritidian Story	$ 5,000.00	$ 3,750.00	$ 1,250.00
Fan Hasso Guahan-Guampedia	$ 9,920.00	$ 7,440.00	$ 2,480.00
SUBTOTAL	**$ 14,920.00**	**$ 11,190.00**	**$ 3,730.00**

ARCHIVAL RESEARCH			
SUBTOTAL	$ -	$ -	**$ -**

ARCHITECTURAL RESEARCH			
Rosario House - HSR	$ 28,260.00	$ 25,434.00	$ 2,826.00
FQ Sanchez A & E	$ 208,054.00	$ 207,554.00	$ 500.00
Amendment 1	$ 35,608.00	$ 35,608.00	$ -
Archbishop Flores & Ambrosio	$ 22,000.00	$ -	$ 22,000.00
Shimizu Houses - HSR			
SUBTOTAL	**$ 293,922.00**	**$ 268,596.00**	**$ 25,326.00**

HISTORIC PROPERTY DOCUMENTATION & REGISTER NOMINATION			
SUBTOTAL	**$ -**	**$ -**	**$ -**

FEDERAL GRANTS*			
Pacific Preservation Project	$ 18,335.00	$ 12,571.95	$ 5,763.05

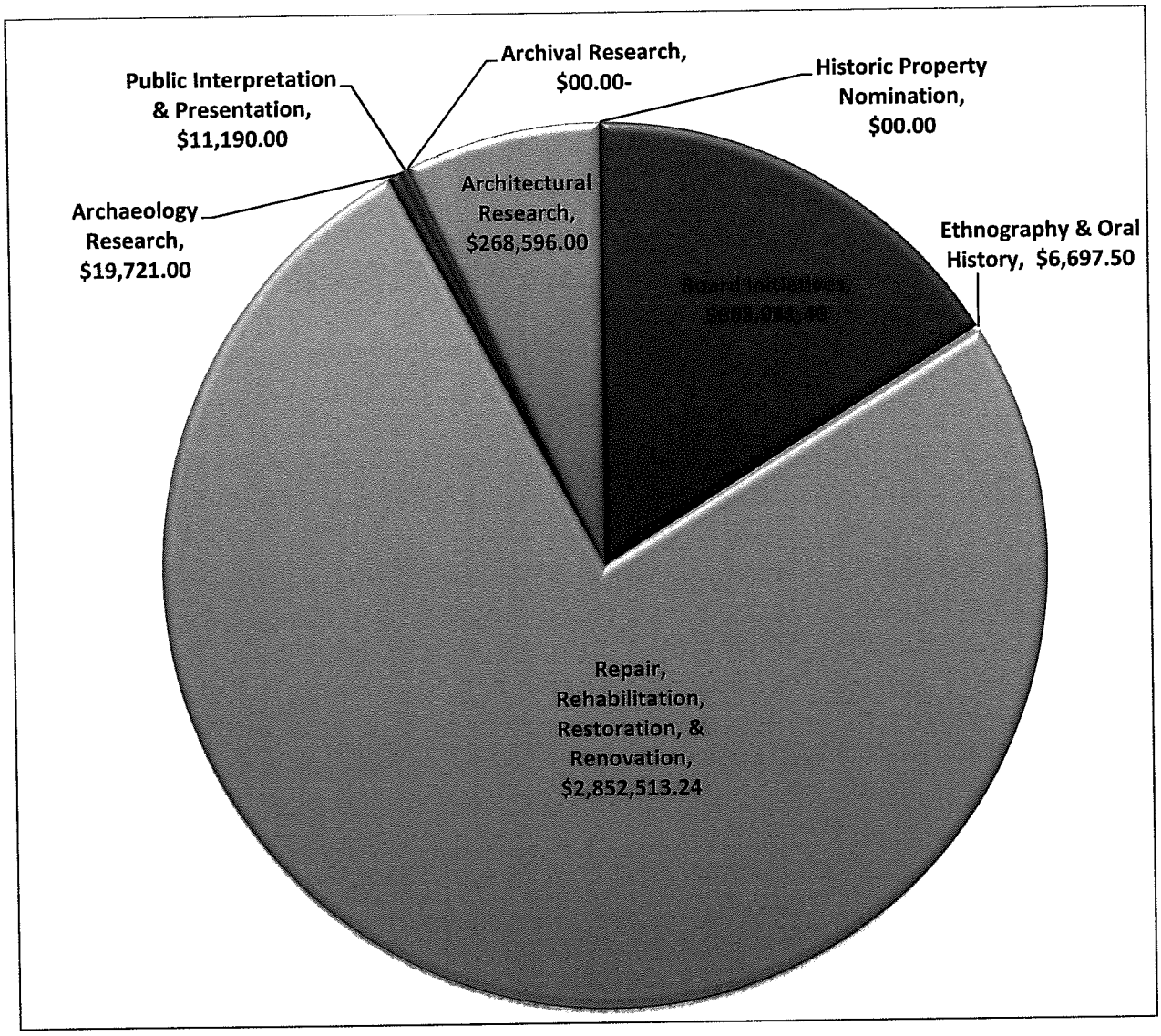
*Fed Grant Awarded $126,473.00

TOTAL OBLIGATED FUNDS	$ 6,267,824.81	$ 3,872,807.97	$ 2,395,016.84

CURRENT FUND BALANCES			**$ 2,648,691.62**
Bank of Guam Trust	*$ 30,830.49*	*11/30/2016*	
TD Ameritrade	*$ 0.23*	*12/31/2016*	
Merrill Lynch	*$ 940,466.35*	*12/31/2016*	
Raymond James	*$ 535,775.77*	*12/31/2016*	
Trade PMR	*$ 708,024.14*	*12/31/2016*	
Bank of Guam Checking	*$ 433,594.64*	*12/31/2016*	
Total	***$ 2,648,691.62***		
TOTAL OBLIGATED FUNDS			**$ 2,395,016.84**
RESTRICTED FUNDS FOR GRANTS & PROJECTS			**$ 253,674.78**

PROJECTS IN QUEUE	
Chargualaf House	$ 331,744.00
Meno House	$ 383,000.00
FQ Sanchez Rehabilitation*	$ 2,000,000.00
A&E Rosario House	Pending
HSR George Flores House	Pending
HSR Jose & Josefina San Nicolas House	Pending
Grants	
Agana Basilica	Pending
SUB-TOTAL	**$ 2,714,744.00**

EXPENDITURE SUMMARY – DECEMBER 31, 2016



GUAM PRESERVATION TRUST

Projects & Program Summary

For Period Ending: December 31, 2016

Repair, Restoration or Renovation of Historic Buildings and Structures

PROJECT NAME	APPLICANT	DATE APPROVED	AMOUNT APPROPRIATED	MILESTONES
Inarajan Homes (4) – A/E & Construction Administration (AT)	1. Doris Flores Lujan (Doris Lujan House) 2. Cecilia Manibusan (Chargualaf House) 3. Meno Family (Juan and Patrona House)	08/2013 (A/E Design) 04/2014 (A/E Design) 08/2014 (soils testing/Archaeology 06/2015 (Construction Administration)	$215,571.76 $66,656.21 $3,722.00 $128,960.00	• A&E Completed • Construction Administration Contract signed 6/2015 with PTJA. Bid documents to be finalized. • Bid Announcement 7/27 and 8/3. • Bid Opening • Bid advertised in December; Prebid for Rebidders 12/29; Site visits scheduled for January 4 and 6; Bid close 1/15/16. • Bid opening 1/15/16 Amanabat lowest bidder. • Letter of Intent to Award given. Under negotiation • Contract awarded to AMManabat for DF Lujan House. Extension for Chargualaf and Meno. • Lujan House in permitting process; PTJA working with AMManabat regarding DPR Archaeological Mitigation/Monitoring plan. • Meeting with Contractor Z4 and GPT scheduled for Janaury to go over progress of Flores house completion.
Inarajan Homes (1)- Construction of Juan SN Flores Home (AT)	Juan SN Flores	10/22/2015	572,090.59	• Z4 given Notice of Intent to Award October 2015

Doc. No. 34GL-17-0213.*

				• Building Permit received. NTP given effective 1/29/16. Project to be completed in 310 days. • Kick off meeting scheduled in February • House boarded up; bodega cleaned up, and site inspection completed. Project ongoing. • Footings being poured, bodega; stairways being worked on. • Received notices from IRS and RevTax regarding contractor and payments. • Roof pouring complete; Site tour completed with board 11/25/16 • Contractor received additional IRS levy 84,000. • Contractor awaiting 2 shipments of materials for house. Requesting extension of 60 days to complete contract.
Inarajan Homes (2)- Construction of Doris Flore Lujan House	Doris Flores Lujan	7/11/2016	$410,392.00	• AMManabat awarded. Stakeholder meeting scheduled for 10/10/16. • Contract signed and in permit process. • Contractor working with PTJA regarding SHPO AMMP.
Guam Legislature Building, Hagåtña (JQ)	29th Guam Legislature	9/2014 4/2015	$180,000.00 $2,759,277.75	Awarded Const. Mgmt. to RNK Architects •Notice to Award: BME &Sons, Inc. Notice to Proceed: May 11, 2015 • Building Permit for Overburden Phase: Issued May 21, 2015 • Building Permit for Construction Phase: Issued August 5, 2015 • Certification of Substantial Completion issued and Certificate of Occupancy has been obtained December 21, 2016. • Change Order for Furniture & Fixtures (FF&E) was awarded and estimated completion for FF&E is March 10, 2017.

Doc. No. 34GL-17-0213.*

Magellan Monument and Malesso Bell Tower (Hot Bond Project)	GEDA	5/2015	$45,000.00 $56,413.07	• Board Approved on May 2015 • MOU w/GEDA. • Project Awarded to Maeda Construction. • Arborist conducted assessment and recommend removal of tree (see full report) • Project completed.

Public Interpretation and Presentation

PROJECT NAME	APPLICANT	DATE APPROVED	AMOUNT APPROPRIATED	MILESTONES
Ritidian Story: An Illustrated History of Ancient life & Landscape at Ritidian (JQ)	Monique Storie and Mike Carson (MARC)	06/2013	$5,000.00	• Request for no-cost extension granted
Amot Hunters (JQ)	Ian Catling	11/25/13	$5,000.00	• Request for no-cost extension granted.
Architectural Book for Guam (AT)	Jack Jones	5/15/14	$49,500.00	• Board Project Agreement 15-07 signed on 2/23/15. 12 reports to be given every two months during the 2 year duration of the project. Report 1 due 4/23/15 • Report 1 received 4/23/15. Met with Mr. Jones regarding layout and review of photography. • Report 2 submitted October 23. Report reviewed and approved. • Project ongoing- awaiting Report 3 • Report 3 received 2/15/16 • Report 4 received 5/3/16 • Awaiting report 5 due in July • Report 5 received 8/24/16. Photos for book received as well as some written work. Advised Jack Jones to use an editor to review and revise work. • Project ongoing and is 40% completed. • Report #6 received 11/10/16
Fan Hasso Guahan (AT)	Guampedia	12/10/15	$9920.00	• Report 1 received 4/30/16 • Report 2 received 6/30/16

Doc. No. 34GL-17-0213.*

				• Hasso Litekyan featured at Guampedia's Julale office. Lao Nao de China Exhibit ongoing; SMS Cormoran II Exhibit posters designed; Fanohge Chamorro in progress. • Awaiting Final report which was approved to be due November 30, 2016 at no cost to GPT. Lesson plans on all other parts of Hasso are being completed. • Project ongoing. • Awaiting Final Report • Final Report received. 11/30/16. Awaiting revised affidavit of debt and claims for final payment.

Ethnography and Oral History

PROJECT NAME	APPLICANT	DATE APPROVED	AMOUNT APPROPRIATED	MILESTONES
Pagat, Haputo, and Hila'an Ethnographic Film (JQ)	Jeannae Rayes Flores & Michael Bevacqua	3/2012 Ext Date: 3/15/16	$5,000.00	• Final report and film production is on its final editing and a request for no-cost extension has been approved.

Archaeological Research

PROJECT NAME	APPLICANT	DATE APPROVED	AMOUNT APPROPRIATED	MILESTONES
Phase I of a Pilot Study of Ancient mtDNA Dentitions at the Naton site (AT)	Rosalind Hunter-Anderson	10/22/15	$3028.00	• Grant Agreement signed • Project ongoing- awaiting Report 1 due Jan 2016 • Project Ongoing • Report 1 received 2/1/15; $1324 expended; Request for reprogramming for write up funds as part of Phase 2 of project. • 2nd interim report received 4/30/16 and corrected 7/27/16. • 3rd report received 7/28/16

Doc. No. 34GL-17-0213.*

				• Only one sample had enough collegen to proceed with aDNA and radiocarbon dating; Tests on that sample suggest less marine dietary protein than Palau population. • Project ongoing. Final report due 10/30/16 • Final Report received. Project complete. Phase II grant application will be sent in by due date January 2017. • Project Complete
Who Wears the Beads? (AT)	Judy Amesbury	10/22/15	$15,000	• Report 1 received 1/29/16 • Website and Brochure completed. Launch around FestPac events. • Report 2 received 5/1/16. • Report 3 received 8/2/16 • Final report received 9/30/16. GPT received booklets for distribution. Website was created and applicant has display and exhibit items for educational purposes that will displayed at the Guam Museum. • Final payment to be processed per contract. • Payment and Project Complete

Miscellaneous

PROJECT NAME	APPLICANT	DATE APPROVED	AMOUNT APPROPRIATED	MILESTONES
Pacific Heritage Youth Summit (LB)	GPT	12/2014	$20,000	• Initial Partner meeting held 1/22/16. • Created website and brochure • Contacts made to SHPO in FAS/CNMI areas • Received $50,000.00 for NPS • Final Partner held June 30, 2016. • 3rd Qtr Federal Financial Report ending June 30 submitted to NPS. • Summit lodging, meals, and supplies and other logistical needs procured. • Project completed • 4th Quarter and Final report to remit by December 30. • Report submitted

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Governor Manuel Guerrero Administration Building (JQ)	Public Law 33-19	7/2015	$1,000,000.00	• MOA entered between DPW and GPT. • Demolition project completed (Landscape & Memorial still pending) • Umatac Bridge ongoing.
Ta na'la'la Ta Pratika Para I Hinemlo-ta (AT)	Zita Pangelinan (Haya Foundation)	10/22/15	$3,930	• Project ongoing • Curriculum portion of grant approved in February 2016 board meeting. Funding for Workshops to be used after Curriculum is completed. • Awaiting Project interim reports 1Q, 2Q, 3Q, and final.
Pacific Preservation Training (AT)	GPT with DOI grant funding	2/2016	126,000	• Session 1 (GIS Intro/Adv, HSR, and Underwater Archaeology) to begin Jan 14-20. • Session 2 in planning tentatively scheduled for May 1-5, 2017. (Secy Int Stds, Vrnclr Archt) • Session 3 in planning tentatively scheduled for October 2-6 (Trd Cul Plcs, Sec106, Cult Rsrc Mgmt) • Website created to receive registrations • Project ongoing

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GUAM PRESERVATION TRUST

Projects & Program Summary

For Period Ending: December 31, 2016

Repair, Restoration or Renovation of Historic Buildings and Structures

PROJECT NAME	APPLICANT	DATE APPROVED	AMOUNT APPROPRIATED	MILESTONES
Inarajan Homes (4) – A/E & Construction Administration (AT)	1. Doris Flores Lujan (Doris Lujan House) 2. Cecilia Manibusan (Chargualaf House) 3. Meno Family (Juan and Patrona House)	08/2013 (A/E Design) 04/2014 (A/E Design) 08/2014 (soils testing/Archaeology 06/2015 (Construction Administration)	$215,571.76 $66,656.21 $3,722.00 $128,960.00	• A&E Completed • Construction Administration Contract signed 6/2015 with PTJA. Bid documents to be finalized. • Bid Announcement 7/27 and 8/3. • Bid Opening • Bid advertised in December; Prebid for Rebidders 12/29; Site visits scheduled for January 4 and 6; Bid close 1/15/16. • Bid opening 1/15/16 Amanabat lowest bidder. • Letter of Intent to Award given. Under negotiation • Contract awarded to AMManabat for DF Lujan House. Extension for Chargualaf and Meno. • Lujan House in permitting process; PTJA working with AMManabat regarding DPR Archaeological Mitigation/Monitoring plan. • Meeting with Contractor Z4 and GPT scheduled for Janaury to go over progress of Flores house completion.
Inarajan Homes (1)- Construction of Juan SN Flores Home (AT)	Juan SN Flores	10/22/2015	572,090.59	• Z4 given Notice of Intent to Award October 2015

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				• Building Permit received. NTP given effective 1/29/16. Project to be completed in 310 days. • Kick off meeting scheduled in February • House boarded up; bodega cleaned up, and site inspection completed. Project ongoing. • Footings being poured, bodega; stairways being worked on. • Received notices from IRS and RevTax regarding contractor and payments. • Roof pouring complete; Site tour completed with board 11/25/16 • Contractor received additional IRS levy 84,000. • Contractor awaiting 2 shipments of materials for house. Requesting extension of 60 days to complete contract.
Inarajan Homes (2)- Construction of Doris Flore Lujan House	Doris Flores Lujan	7/11/2016	$410,392.00	• AMManabat awarded. Stakeholder meeting scheduled for 10/10/16. • Contract signed and in permit process. • Contractor working with PTJA regarding SHPO AMMP.
Guam Legislature Building, Hagåtña (JQ)	29th Guam Legislature	9/2014 4/2015	$180,000.00 $2,759,277.75	Awarded Const. Mgmt. to RNK Architects •Notice to Award: BME &Sons, Inc. Notice to Proceed: May 11, 2015 • Building Permit for Overburden Phase: Issued May 21, 2015 • Building Permit for Construction Phase: Issued August 5, 2015 • Certification of Substantial Completion issued and Certificate of Occupancy has been obtained December 21, 2016. • Change Order for Furniture & Fixtures (FF&E) was awarded and estimated completion for FF&E is March 10, 2017.

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Magellan Monument and Malesso Bell Tower (Hot Bond Project)	GEDA	5/2015	$45,000.00 $56,413.07	• Board Approved on May 2015 • MOU w/GEDA. • Project Awarded to Maeda Construction. • Arborist conducted assessment and recommend removal of tree (see full report) • Project completed.

Public Interpretation and Presentation

PROJECT NAME	APPLICANT	DATE APPROVED	AMOUNT APPROPRIATED	MILESTONES
Ritidian Story: An Illustrated History of Ancient life & Landscape at Ritidian (JQ)	Monique Storie and Mike Carson (MARC)	06/2013	$5,000.00	• Request for no-cost extension granted
Amot Hunters (JQ)	Ian Catling	11/25/13	$5,000.00	• Request for no-cost extension granted.
Architectural Book for Guam (AT)	Jack Jones	5/15/14	$49,500.00	• Board Project Agreement 15-07 signed on 2/23/15. 12 reports to be given every two months during the 2 year duration of the project. Report 1 due 4/23/15 • Report 1 received 4/23/15. Met with Mr. Jones regarding layout and review of photography. • Report 2 submitted October 23. Report reviewed and approved. • Project ongoing- awaiting Report 3 • Report 3 received 2/15/16 • Report 4 received 5/3/16 • Awaiting report 5 due in July • Report 5 received 8/24/16. Photos for book received as well as some written work. Advised Jack Jones to use an editor to review and revise work. • Project ongoing and is 40% completed. • Report #6 received 11/10/16
Fan Hasso Guahan (AT)	Guampedia	12/10/15	$9920.00	• Report 1 received 4/30/16 • Report 2 received 6/30/16

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				• Hasso Litekyan featured at Guampedia's Julale office. Lao Nao de China Exhibit ongoing; SMS Cormoran II Exhibit posters designed; Fanohge Chamorro in progress. • Awaiting Final report which was approved to be due November 30, 2016 at no cost to GPT. Lesson plans on all other parts of Hasso are being completed. • Project ongoing. • Awaiting Final Report • Final Report received. 11/30/16. Awaiting revised affidavit of debt and claims for final payment.

Ethnography and Oral History

PROJECT NAME	APPLICANT	DATE APPROVED	AMOUNT APPROPRIATED	MILESTONES
Pagat, Haputo, and Hila'an Ethnographic Film (JQ)	Jeannae Rayes Flores & Michael Bevacqua	3/2012 Ext Date: 3/15/16	$5,000.00	• Final report and film production is on its final editing and a request for no-cost extension has been approved.

Archaeological Research

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