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## AMERICAN SAMOA SWIMMING ASSOCIATION

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<b>Project Title:</b>	Swimming and Water Safety Education
<b>Award Amount:</b>	\$465,407
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	9/30/2005 – 12/31/2007
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 6 jobs created
- 1 Native American consultant hired
- 20 elders involved
- 593 youth involved
- \$6,735 in resources leveraged
- 15 people trained
- 19 partnerships formed
- 6 products developed

### BACKGROUND

American Samoa is located in the South Pacific, southeast of the sovereign state of Samoa. The main and most populous island is Tutuila, upon which the capital city of Pago Pago is located. The population of American Samoa is approximately 58,000.

There are currently few people who can swim correctly and safely in American Samoa, resulting in a high incidence of death by drowning. On average, seven deaths per year occur due to drowning; as a percentage of the population, this rate is seven times higher than in the United States.

The American Samoa Swimming Association (ASSA) was established to reduce the high incidence of drowning in

American Samoa. Founded in 1994, the ASSA lay dormant until 2003, when an increase in the number of deaths pressed the organization to become active in teaching swimming classes and providing water safety instruction.

### PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to reduce the high incidence of drowning deaths by providing a comprehensive public Swimming and Water Safety Education Program. The Program focused on the training and certification of local water safety instructors (WSIs) and lifeguards.

The Project's first objective was designed to develop and implement the Swimming and Water Safety Education Program by certifying ten WSIs and ten lifeguards, conducting classes in swimming and water safety education, giving lectures in schools and holding a swimming competition. Over the Project period, Project staff trained eight lifeguards and seven WSIs. Two participants were trained and certified in both disciplines. These fifteen individuals taught swimming lessons four to five times a week during the summer months, and conducted community water safety courses. Project staff collaborated with the

Environmental Protection Agency (EPA) and held workshops at local elementary schools on littering, pollution, water safety and watershed management. ASSA also provided lifeguards, swimming lessons and lectures on water safety and reef etiquette to the youth summer program, Camp Enviro Discoveries. ASSA sponsored a first annual swimming competition in August 2006, which drew 100 participants and included a traditional canoe race. Eight adult swimmers also competed in the regional swimming competition held in Western Samoa during the fall of 2006.

The Project’s second objective was to secure the ASSA’s sustainability through public promotion of the organization and partnership development. The Project staff designed brochures and fliers to advertise the Program in churches, schools and youth organizations. Staff transported portable swimming pools to various locations to attract a variety of participants. The Project developed nineteen partnerships to aid in sustaining the program. For example, local hotels will continue to allow ASSA to utilize swimming facilities for classes, the Department of Health and the EPA will continue to collaborate on lectures and information sessions and the American Red Cross will continue to aid in lifeguard and WSI training and certification.

The third objective was to expand the ASSA lifeguard division service by stationing lifeguards on public beaches, establishing a Junior Lifeguard Program and conducting public first aid and CPR demonstrations. At the end of the Project’s timeframe, this objective remained incomplete, despite the award of a three-month extension from ANA. Project staff was unable to secure local government funding to pay the lifeguards past the Project timeframe, and staff therefore abandoned the objective due to lack of sustainability.

The major challenge faced by Project staff was lack of safe and dependable locations to conduct water activities. American Samoa does not have many suitable beaches for swimming instruction, nor is there a public swimming pool. The staff overcame this challenge by utilizing hotel and private swimming pools. The Project also encountered difficulties regarding certification of lifeguards and WSIs, as there was no one qualified on the island to certify these positions. In order to become a certified instructor, staff had to travel to Hawaii to complete a 30-hour course. The lack of training and certification opportunities on the island resulted in the Project falling short of its goal to train and certify ten WSIs.

**PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY**

This Project advanced the American Samoa Swimming Association’s capacity to produce qualified, professional lifeguards and instructors to promote water safety throughout the island. The Project met its goal of reducing the incidence of death by drowning; only two drownings were reported during the Project’s two-year timeframe. The Project also provided a complete stock of water safety equipment and supplies that ASSA will use to continue the Water Safety Education Program. An additional positive impact is the formation of a youth swim team that participated in a regional competition. Overall, 600 American Samoan youth and adults learned to swim, strengthened their basic water safety skills, gained awareness about the ocean and learned to respect the environment.

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## INTERSECTIONS, INC.



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<b>Project Title:</b>	Crossroads Theatre for Youth: “Community Transformation Through the Arts”
<b>Award Amount:</b>	\$1,090,970
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	9/1/2004 – 8/31/2007
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 11 jobs created
- 10 Native American consultants hired
- 100 youth involved
- \$4,845 in revenue generated
- \$175,500 in resources leveraged
- 310 people trained
- 21 partnerships formed
- 30 products developed

### BACKGROUND

American Samoa is located in the South Pacific, southeast of the sovereign state of Samoa. The population of American Samoa is approximately 58,000, 60% of which live below the poverty level. Intersections Inc. is a nonprofit faith-based organization founded in 2002, with the mission to make lasting positive differences in the lives of families by empowering them to break the cycle of poverty and improving the physical, social and spiritual aspects of family life.

This Project focused on specific social issues faced by American Samoan youth. The current trend of social problems relate to substance abuse, child abuse, violence, teen pregnancy and suicide. There is a great

deal of concern within the community regarding cultural erosion, the conflict between traditional and contemporary customs, and the war on poverty.

### PROJECT PURPOSE AND OBJECTIVES

This Project’s purpose was to raise public awareness about social issues through the use of community theater. The Project utilized this medium as a way to bring sensitive and oftentimes taboo issues to light in the community. Overall, this Project sought to reach 80% of the population under the age of 25 in American Samoa.

Objective 1 in the Project’s first year was focused on the establishment and implementation of the Community Theatre for Youth (CTY) program, as well as the purchase of equipment and materials needed to produce plays. Intersections, Inc. modeled CTY on Hawaii Theatre for Youth, a 50-year old program that produces theater and drama education projects. Members of CTY include five actors, one technician and Project staff. In addition to hiring the actors and staff, the Project purchased production equipment such as lighting instruments, costumes and props.

The Project included objectives in the first and second years to implement a public

information and promotional campaign. CTY members gathered information from community agencies such as Social Services, the Child Abuse Task Force and the Department of Public Safety in order to create educational texts for teachers to use in their classrooms. To meet this objective, marketing materials were produced, which were distributed to all the schools, youth organizations, and churches on the island. Staff also created a CTY website to expand the promotional campaign during the first months of the Project.

Objective 3 was to develop and perform three new plays during each year of the Project. Staff successfully completed this objective, performing nine plays addressing child abuse, the hazards of smoking, suicide, substance abuse and peer pressure. CTY performed these plays at schools, local events and churches.

Objectives for the second and third years of the Project were to recruit 50 native youth each year to form a Junior Company and to compose original plays. The Project succeeded in forming the Junior Company, involving 100 youth who participated in theater workshops on script writing, model programming, acting and incorporation of drama into education. The youth also wrote and performed original plays at a community event entitled Theatrefest. Due to overwhelming support, Theatrefest is now an annual event, held in different locations on the island, and features staged readings and musical performances in addition to the Junior Company plays.

The final objective of this Project was to take both the CTY actors and the Junior Company on the road to Hawaii to learn and share with other youth theater groups. The CTY actors also performed their plays in fifteen different Hawaiian locations for Samoan communities, including a halfway house for women.

Initially, the Project experienced difficulty in garnering support for CTY, as some of the issues addressed in the plays are taboo in Samoan society. However, these groups eventually saw the value in using community theater as a means of awareness-raising. Due to the sensitive nature of the issues presented in the plays, oftentimes youth audience members were loath to participate in post-performance discussions. Project staff overcame this challenge by leading the discussions themselves, rather than having officials or teachers facilitate.

**PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY**

This Project helped the community identify problems and bring them to the forefront of discussion. CTY performed plays for over 12,000 youth and 2,000 elders in American Samoa and Hawaii. It increased familial communication while still managing to maintain Samoan cultural traditions. Additionally, Project staff stated they noticed increased confidence and self-esteem in the junior performers. Ipu Lefiti, a community member, stated, “The Project is building bridges between generations.”

Samoa’s government agencies, which had initially resisted the Project’s activities, hired the Junior Company to film public service TV spots. Churches and other community groups invited them to perform, increasing the reach of the Project and ensuring that the Project met the stated goal of reaching 80% of American Samoa’s youth.

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## NATIVE AMERICAN SAMOAN ADVISORY COUNCIL

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<b>Project Title:</b>	Empowerment in Native American Samoa Agribusiness: Revitalizing Tradition and Identity
<b>Award Amount:</b>	\$504,582
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	9/01/2004 – 8/31/2007
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 7 jobs created
- 35 elders involved
- 281 youth involved
- \$81,150 in resources leveraged
- 128 people trained
- 32 partnerships formed

### BACKGROUND

In the early 1900s, the US acquired five small islands in the South Pacific Ocean. The inhabitants of these beautiful islands, now known collectively as American Samoa, share a common language, governmental structure and value system. As generations pass, the American Samoan people are working to define the fragile relationship between their traditional lifestyle and their role as American citizens. The key to developing this relationship is finding a balance that will honor and preserve the Samoan cultural identity.

The Native American Samoan Advisory Council (NASAC) was incorporated in 1993. The organization's purpose is to preserve and protect Samoan cultural values by empowering citizens to find solutions to

the challenges that threaten to unravel their culture.

### PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to create a sustainable local agri-business environment for young men and women of the villages. The agri-business environment would begin revitalizing the traditional cultural values and renewing a sense of Samoan identity.

Objective 1 of the Project was envisioned to create two village plantation sites and training 20 young men to process raw material used in traditional Samoan items. Additionally, staff planned to create and maintain two hiking trails. After hiring the Project staff, a community advisory board was formed to ensure the Project garnered essential community input and support. Next, staff selected young men to participate and began negotiations to secure land for traditional planting. As the process of grooming the fields began, typhoon-like weather destroyed the work completed on both plantation sites.

Rather than halting the Project, staff concentrated on activities in the next objective. Objective 2 was to hold four training workshops in production, quality control and marketing of traditional Samoan

goods. The culmination of this objective was to host an agri-business fair for women to sell handmade goods. The workshops targeted 50 women; some sessions had 65 women in attendance. Due to success and demonstrated talent, additional workshops were held to teach other women about the specialty skills: traditional weaving, costume design and tapa cloth making. In all, staff held seven agri-business fairs.

The focus of objective 3 was to build one traditional fale (house) on each plantation site. This objective was completed by the group of young men selected to plant and harvest at each site; this group also developed oral presentations on the traditional method of constructing a Samoan fale. In the future, the speeches will be delivered at hiking trails created along the plantation sites for visitors to the island.

Objective 4 was to create and launch a website for the global sale of goods crafted by local women. In order to sell items on the site, staff required each woman to complete the series of workshops. The website was launched shortly before the completion of the Project.

Objective 5 was to create a permanent location for agri-business fairs. Due to complexities involved with attaining rights to property, the Project staff was unable to successfully negotiate land acquisition with the village council of chiefs. However, staff continued holding fairs at various locations throughout the community and in conjunction with conventions and gatherings.

**PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY**

Implementation of the Project provided opportunities for community women and young men to expand cultural knowledge and begin the process of finding balance with traditional Samoan culture. Forty

seven women artisans began or started home-businesses, which enabled them to provide for their families. Building the traditional fale and hiking trails allowed male participants to share Samoan culture in a public forum.

The Project has helped define the community’s ideas about being a member of the American Samoan community today. The Project sparked an important renewal process of traditional Samoan culture; both artisans and consumers have become more confident in creating and purchasing items made locally. This resurgence of culture will help create a positive place for traditional Samoan cultural components as the community continues to define their roles in society today and in the future.

*“This is where my heart is. This is what my family has done for generations.”*

Leslie W.  
Traditional tapa maker

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## PACIFIC ISLAND CENTER FOR EDUCATIONAL DEVELOPMENT

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<b>Project Title:</b>	Youth Empowerment for Success (YES!)
<b>Award Amount:</b>	\$442,340
<b>Type of Grant:</b>	Social and Economic Development Strategies
<b>Project Period:</b>	9/1/2004 – 8/31/2007
<b>Grantee Type:</b>	Native Nonprofit

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### PROJECT SNAPSHOT

- 1 job created
- 500 youth involved
- \$27,800 in resources leveraged
- 500 people trained
- 28 partnerships formed

### BACKGROUND

Since inclusion in the United States in the early 1900s, the five islands of American Samoa have experienced a time of rapid change and adaptation. Traditionally, the American Samoan people lived independently and produced all necessities for everyday life from resources found on their land. Youth received direction and guidance from parents and community members.

Currently, the benefits of post-secondary education are valued, and more students are willing to move off-island for higher learning opportunities. However, such moves are extremely challenging and take preparation to deal with accompanying cultural, financial and social obstacles. One pressing challenge Samoan youth encounter is learning to function in an environment that lacks a strong cultural support network.

Additionally, some youth require supplemental educational courses to prepare for a four-year college program.

The Pacific Island Center for Educational Development (PICED) was formed in 2002 to increase the number of Pacific Islander youth graduating with bachelor's degrees. The Center is located on the island of Tutuila, and works closely with churches, schools, businesses and community programs to help nurture essential skills to help youth succeed in college.

### PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to encourage and prepare Samoan youth to pursue higher education by offering classes to develop leadership, financial and time management, and cultural adaptation skills.

The Project's first objective was to increase community awareness about the college preparation program. Staff created and distributed fliers advertising the kick-off event that introduced the program to the community. PICED staff and board members answered questions about the planned program.

The second objective was designed to create a holistic and culturally sensitive college preparation program for Samoan youth.

Staff members researched and selected materials and assessment tools for the initial summer program; participated in training to administer and score assessment tools; edited the summer seminar outline and course content for cultural sensitivity and relevancy to Samoan youth; and contacted youth to determine interest for the mentoring program.

The third objective was to launch the summer seminar for Samoan youth and parents. Staff held classes twice a week to develop leadership, financial and personal skills. Sixty students participated in the internship program with community business partners. Staff placed students based on each student’s career aspirations, which ranged from banking to marine biology. Students maintained detailed journals to track internship experiences and wrote a report at end of the program.

The fourth objective was to gather written feedback from student and parent participants. Staff distributed post-tests to students, while teachers, mentors, and parents provided oral feedback on experiences. Staff incorporated feedback into the training material for the program schedules.

The final objective was intended to develop a strategy to incorporate the summer seminar into PICED’s regular program activities. Due to the support of numerous community partners, PICED incorporated the summer seminars and the internship program into its normal array of services for students.

**PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY**

The Project directly benefited youth participants of the summer program. In addition to gaining valuable life skills to help them succeed in college, they developed mentoring relationships with

members of the Samoan community. Many participants accepted job offers for holiday and summer breaks. Project staff gained valuable experience designing and implementing the summer curriculum. The youth outwardly expressed their gratitude to Project staff.

Local schools in Tutuila also gained a valuable partner to keep students learning during the summer break. The courses offered at PICED served as a complement to regular school year courses.

*“This is a program the community has adopted. We now have kids coming up to us and asking to be in our summer program.”*

Sandra King-Young,  
Project Director