

House District _____

Senate District _____

THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: _____

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Le Fetuao Samoan Language Center

Db/a:

Street Address:
3375 Salt Lake Blvd.
Honolulu, HI 96818

Mailing Address:
3327 Ala Ilima Street #2
Honolulu, HI 96818

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Elisapeta Alaimaleata

Title Executive Director

Phone # 808-333-6410

Fax # _____

E-mail alaimale@hawaii.edu

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL
- OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Samoan Language and Culture Preservation

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 73,471

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ 0
 FEDERAL \$ 136,608
 COUNTY \$ 0
 PRIVATE/OTHER \$ 3,000

VE:

Elisapeta Alaimaleata / Exec. Director 1/22/2016
NAME & TITLE DATE SIGNED



RECEIVED

1-22-16 JS

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;
2. The goals and objectives related to the request;
3. The public purpose and need to be served;
4. Describe the target population to be served; and
5. Describe the geographic coverage.

Samoans in Hawaii tend to be disadvantaged and stigmatized relative to other ethnic groups. Many Samoans in Hawaii have low socio-economic status. For example, in public housing project Kuhio Park Terrace in Kalihi, more than 75% of the residents are Samoans. KPT gets plenty of negative media attention for gangs, drugs and violence. Delinquency is an ongoing challenge with Samoan youth on Oahu, as is overrepresentation of Samoan youth in the juvenile justice system, especially for serious offenses. At the same time, Samoan language and culture is quickly diminishing among Samoans residing outside of the Samoan islands. When Le Fetuao Samoan Language Center held its first class in 2008, survey questions included in registration indicated that about 98% of children participants could not speak Samoan or understand Samoan language.

The challenge of teaching and learning to speak and understands Samoan also stems from limited speaking of the Samoan language by parents and family members in the homes. Children have limited exposure to spoken Samoan at home, but cannot speak, read, or write the language. Many parents of participants also cannot read and write in the Samoan language, which makes reinforcement of learning difficult for the children.

Two community surveys were conducted, which expressed a clear need from the Samoan community on the island of Oahu for Samoan language education. 75% of responders from the first survey and 81% of responders from the second survey said there is a moderate to great need for Samoan language classes in their community.

Hawaii has one of the highest costs of living in the U.S; this creates barriers to families in providing quality care for preschoolers because they cannot afford paying for early childhood education (ECE). The average cost for preschool is around \$500 - \$600 dollars a month. In Hawaii about 80% of kindergarteners enters the regular school system without any pre-school

experience either because pre-school is not affordable, parents have family members baby-sit their children at home or they lack an understanding of the benefits of ECE.

The majority of Samoan families living in Hawaii are below the poverty level, residing in one of the most expensive states requires them to have more than one job in order to survive and raise a large family. This leaves little or no time for parents to teach their children how to read, speak and write in Samoan. As this situation continues with families living outside of Samoa, the Samoan language is rapidly in danger of becoming extinct. It will no longer be considered a valuable treasure and an asset to Samoan families residing in the State of Hawaii.

Based on our qualitative interviews of some parents, they stated that they do not have the time to teach the kids; therefore the convenience of using English was dominant in the homes. Yet the parents were sad that none of their children could understand or speak Samoan. Some parents shared their own loss of the native language when they were disconnected as children from their identity as Samoans. Parents report that disciplining their children is a challenge because they were never taught Samoan values. Parents expressed their appreciation that at Le Fetuao children could learn not only language but also cultural aspects and Samoan values of respect, humility, and honor.

In a study of gangs and delinquency published by UH Manoa in 2003, authors Chesney-Lind et al noted that:

“Samoans in Hawaii experience extreme poverty that puts severe pressure on the communal values in traditional Samoan culture. In addition to the stresses of poverty, immigration to a country that places little value on sharing and care for the whole community and a great premium on individualism, consumerism, and competition produces a landscape that is difficult for Samoan youth to negotiate.

Reflecting the marginalization of Samoans in Hawaii, schools and other institutions have few, if any, individuals who speak Samoan or who have cultural competence about Samoa. Negative stereotypes of Samoan youth, often products of a failure to understand Samoan norms for youth, are compounded by a lack of information about key resources in the Samoan community (particularly the Samoan church) that could provide assistance in helping when youth problems are first identified. The failure of key institutions in our state to seek to understand the unique challenges facing the Samoans among us is a problem that requires urgent attention. Institutional discrimination at early levels in the educational system produces a woefully small number of Samoans attending institutions of higher education and even fewer in key leadership positions in our state.”

No public schools in Hawaii offer Samoan language classes from preschool through middle school, leaving preservation of Samoan language to the family. Language is a key ingredient to keeping culture alive and enhancing educational outcomes in other areas.

Le Fetuao Samoan Language Center was established in 2008 to provide preschool to middle school aged children with language, literacy, and cultural vernacular education. Le Fetuao has a mission to help youth build a strong Samoan identity, have pride in their heritage, and gain confidence in their own abilities. It is the only program of its kind in the U.S.

Le Fetuao is offered to children and youth from the ages of 3 to 14. The Center is located in Salt Lake, and students travel there from other parts of the island.

II. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

Le Fetuao is offered to children and youth from the ages of 3 to 14. Activities are split into concurrent age-appropriate groups. This program is designed to provide young Samoan children with an opportunity to learn their heritage language and culture utilizing interactive, hands-on, and culturally relevant strategies. A program with a specific theme will typically run five Saturdays in a row from 9 am – 2 pm and repeat with a new theme. Week-long programs are offered during Fall Break and Spring Break, and a two week session is offered during Summer Break. These sessions have a more intensive schedule with weekly activities Monday to Friday from 8 am to 4 pm.

Fall Semester Classes

August – December (18 weeks)

Saturdays 9 am – 2 pm

Taught by 7 teachers and 4 teaching assistants. Activities are split into concurrent age-appropriate groups.

Spring Semester Classes

January – May (19 weeks)

Saturdays 9 am – 2 pm

Technology-based Fall, Spring and Summer Breaks

Pacific Voices will conduct a special technology-based program during spring break (1 week), summer break (2 weeks) and fall break (1 week). Two instructors (one with a technology specialty and one with a Samoan language specialty). Up to 50 students (2 per computer) may be accommodated at each of the special intercession (school break) programs.

Fall and Spring Breaks are one week (5 days, 5 hours each day)

Summer Break is two weeks (10 days)

Arts Performance Activities with Students

Tihati Productions is a professional dance and theatrical company. Professional dance instructors will be contracted to help develop the performing arts component of Le Fetuao's program. Instructors from Tihati will work with students to produce an arts performance that will be presented at the end of the semester celebrations for both the spring and fall semesters. Tihati will provide a total of 30 teaching sessions and provide support during the performances at the end of the fall and spring semesters.

2-day Symposium and Arts Exhibit “Mataisau”

A two-day symposium will be held at the Ka Papa Lo‘i o Kānewai cultural at UH Hawaii. The symposium is designed for teachers and other community members interested in learning how to create a Samoan language and cultural program. The symposium will include four keynote speakers and Samoan entertainment during lunch. The first evening will feature an arts exhibit of student work, and a luau dinner at Hale Koa.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

July 1, 2016 – June 30, 2017

July

Symposium planning and invitations

August

2-day Symposium

Fall Semester Classes

Performance art sessions with students

September – November

Fall Semester Classes

Performance art sessions with students

Technology-Based Fall Break

December

Fall Semester Classes

Performance art sessions with students

Performance at semester culmination

January - April

Spring Semester Classes

Performance art sessions with students

Technology-Based Spring Break

May

Spring Semester Classes

Performance art sessions with students

Performance at semester culmination

June

Technology-Based Summer Break (2 weeks)

Annual reporting

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and
4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Measurable Outcomes:

Students taking Samoan language classes: 60 students per semester/ 120 per year

Students taking fall, spring, and summer break sessions: 25 per session/ 75 per year

Student digital art projects: 20 per semester/ 40 per year

Performing arts learning sessions: 30/ year; 1 performance per semester

Student recording sessions: 5 per semester/ 10 per year

Attendees at August 2016 Symposium: 150

Benefits:

- Encourage the teaching and enhancement of Samoan language.
- Engage families through teaching children.
- Emphasize value of education for native families and children.
- Strengthen native empowerment, leading to support of native language preservation.
- More people speaking Samoan on a regular basis, supporting maintenance and preservation of the language.
- Increased awareness of Samoan cultural practices.

Impact:

- The overall project goal is to ensure the survival and continuing vitality of the Samoan language and culture for future generations. This can be best measured by the increase in Samoan language ability of Samoan youths in the project area.
- Baseline data show that 10% of participants have some knowledge of Samoan language and culture as determined by registration, survey and interviews. By the end of the program year, 40% of the participants will be able to converse in everyday Samoan language, write simple sentences in Samoan, and use Samoan to demonstrate and explain at least three cultural practices using visuals and/or the arts. For participants in their second year of the program, 60% will be able to demonstrate competencies listed above.

Impact Indicator:

- Improvement in individual students' performance will also be measured. A standard language assessment will be administered to each child beginning classes at Le Fetuao. In addition to language ability overall, the change in language ability will be measured for students still in the language program at the end of each grant year.
- 75% or more of participating youth will gain increased knowledge and skills related to Samoan language and culture.

Measurement Tools:

- A Samoan language basic skills test will be used as a pre and post measure to monitor progress.
- A database will keep track of students' performance and attendance levels, determining interest level through participation in activities.
- Pre and post indices of the Samoan language and culture knowledge will be collected.
- Interviews and informal "talk story" qualitative analysis will be conducted.
- Teachers will prepare monthly student progress reports

III. Financial**Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

Please see attached budget forms: pages 5 and 6

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2017.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$19,901	\$16,460	\$21,555	\$15,555	\$73,471

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2017.
 - Mayor's Operating Support Grant Program (MOCA)
 - Cooke Foundation
 - U.S. Administration for Native Americans
 - City & County of Honolulu Grant in Aid (Culture)
 - In-kind donations from Island Family Christian Church and the University of Hawaii at Manoa
4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not applicable

5. The applicant shall provide a listing of all federal, state, and county government contracts and grants it has been and will be receiving for program funding.

Please see attached budget form page 9

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2015.

\$31,089

IV. Experience and Capability

A. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

The leadership and staff at Le Fetuao have demonstrated the ability to consistently deliver quality cultural-based education for the past seven years. In fact, the program is held up nationally and internationally as a model program. In 2015, Le Fetuao received a prestigious award from Harvard University's Bright Ideas program for its innovative approach to preserving and perpetuating Samoan language and culture among Samoan children and their families.

Since opening its doors in 2008, the school developed a Samoan language curriculum, hired more than 15 staff members, teachers, teaching assistants and staff, and developed an advisory board. Most of the staff and volunteers at the school are Samoan (or other Native Americans). The school also developed a training module for Samoan language teachers, and developed Samoan language assessments.

From a strong foundation at Salt Lake, the school has begun to expand its influence in the community. Another Samoan language site was established in Waianae. Social media (facebook) has reached more than 20,000. More than 500 students were served by Le Fetuao in 2014.

After a three-year federal grant from ANA, the school now has a full semester of curriculum and a teacher training program. The school is well-known in the Samoan community, and demand for classes has been consistent, as has the waiting list. Community participation has been overwhelmingly positive. When Le Fetuao announced its first classes, asking for 25 participants, more than 60 students showed up with parents urging acceptance in the program. Continuing strong community demand in 2016 shows the need for this program.

Please see attached budget form page 9 for list of federal contracts in last three years.

B. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

Since its founding in 2008, Le Fetuao has operated its language classes out of Island Family Christian Church in Salt Lake. The church generously continues to offer an in-kind use of space on Saturdays during class time.

Funds are currently sought from other sources to rent fixed office space in 2016 that will have desks for the Executive Director and Administrative Specialist, a meeting table, and shelves for student and teacher supplies. The amount budgeted for rent is based on current rental rates in Kalihi and near the airport. It might also be possible to rent office space at the church where classes are held, which would facilitate the set-up and supplies for Saturday classes.

It should be noted that although the language center is currently housed at Island Family Christian Church in Salt Lake, the language programs are not religious in nature. In Samoan culture, the church is the gathering place for the community, and serves as the most natural place to reach students and parents.

The following is an excerpt from Pacific Islander Health Study Report 2012 by Sela Panapasa et al:

“Faith-based organizations play a significant role in the lives of Pacific Islanders and their community cohesion. These institutions serve as extensions of the mainstream religions while providing community representatives that offer services in the native languages, opportunities for learning and preserving cultural practices, and attention to the needs of Pacific Islander migrants and immigrants entering the United States. According to a Samoan elder pastor, ‘in the islands, Pacific Islanders live and belong to villages, however when they move to America, it is the church that assumes the place of the village.’ ”

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

Executive Director (50% FTE)

The Executive Director is responsible for overall management of Le Fetuao operations and direction. This includes forming partnerships with organizations that can enhance the program through contract work and in-kind donations. Hires and supervise teachers, teaching assistants and other staff. Serves as primary liaison with Advisory Board. Coordinates and conducts teacher training twice per year. Chooses overall themes and learning concepts for education classes and experiential learning activities. Organizes and produces curriculum, in cooperation with the University of Hawai'i Pacific Languages and Cultures Programs. Manages grant funds, including grant reporting.

The Executive Director, Elisapeta Alaimaleata, MA grew up in Samoa and American Samoa and is a native Samoan Language Speaker. She has a master's degree in Teacher Education and Curriculum Studies. She founded Le Fetuao Samoan Language Center in 2008, and has worked and volunteered her time there since.

Teacher (x 7)

Samoan language instruction for youth ages 3-14 using hands-on, culturally relevant techniques. Teachers work six hours per week (planning plus instructional time) during the fall semester, August – December (18 weeks) and spring semester, January – May (19 weeks). Teachers are also expected to attend two five-hour trainings prior to the beginning of each semester (total of 20 training hours for the year). Write up weekly lesson plans, prepare for resources and materials needed. Teach Samoan language classes on Saturdays, work with Teaching Assistants to implement lesson objectives. Assess student learning; report back to Executive Director about student progress.

Teaching Assistant (x 4)

Assist Teachers with Samoan language instruction for youth ages 3-14 using hands-on, culturally relevant techniques. Work with main Teacher on lesson planning. Assist main Teacher to carry out student lessons and implement learning objectives, prepare student and teacher materials needed, clean, ensure student safety.

Teaching Assistants (TAs) are paid for two hours of instructional time, and two hours of planning time per week during the fall semester, August – December (18 weeks) and spring semester, January – May (19 weeks). TAs are also expected to attend two five-hour trainings prior to the beginning of each semester (total of 20 training hours for the year).

Principal Investigator (25% FTE)

The Principal Investigator oversees federal projects to ensure successful implementation and evaluation. Acts as the senior advisor and consultant to the process. He works side by side with the Executive Director to ensure integrity of the project implementation and provide advice and support for improvement and progression. Plays an integral part in ensuring the curriculum is well documented; assists with the teacher training and certification process; as well as building capacity leading towards sustainability of the language preservation project.

John Mayer, Ph.D., Assistant Dean of Pacific Languages and Cultures Programs at the University of Hawaii Manoa, is an expert in Samoan Language.

Communications Coordinator (25% FTE)

The Communications Coordinator provides an important link between the school, parents, and the community. The CC works to gain exposure for the school and improve parent and community understanding of the important role the school plays in the local Samoan community. The CC helps to promote activities happening at the school.

Administrative Specialist (25% FTE)

The Administrative Specialist assists the Executive Director with the implementation of the grant. In addition the AS coordinates training activities, such as booking training facilities, inviting teachers to the training sessions, ensuring an adequate amount of training materials, educational handouts and surveys are available at each of the training sessions.

B. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

The Executive Director is responsible for managing all staff, including communications coordinator, administrative specialist, teachers and teaching assistants. Teaching assistants report directly to teachers. The Executive Director is the primary liaison with the Advisory Board, which meets quarterly.

C. Compensation

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

Executive Director \$50,750
 Administrative Assistant \$13,000
 Communications Coordinator \$10,500

VI. Other

A. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

Not applicable

B. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

Not applicable

C. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

Not applicable

D. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2016-17 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2016-17, but
- (2) Not received by the applicant thereafter.

Le Fetuao opened its doors in October 2008 with 75 students and a handful of volunteer educators. The first phase of Le Fetuao's development was the launch of the school: finding initial curriculum, recruiting volunteer teachers and identifying a temporary location.

In the second phase of its funding development, the organization applied for and received its 501(c)(3) status, and applied for and received federal ANA funding.

In the current phase of funding development, Le Fetuao is seeking funding from local foundations and county and state government to fill gaps in the program and build toward a permanent location and capital fund drive.

Le Fetuao is also branching out to experiment with three new revenue sources to help sustain the Center. In the coming year, for the first time since the school was founded in 2008, Le Fetuao will collect a modest activity fee of \$25 for each student per semester (and winter/summer break session). No student will be turned away if the fee is a hardship for the family.

For the symposium planned for August 2016, participant fees will be charged to help offset the costs (\$25 for Hawaii residents, \$75 for others), with the goal that they symposium can be self-sustaining in future years once word about the knowledge-sharing potential is known.

Le Fetuao is the only program of its kind in Hawaii, and the only non-university Samoan language program school in all of the U.S.; Le Fetuao is in a unique position to share its success by sharing how to develop a similar program in other locations on Oahu, the U.S. mainland and internationally. The online learning systems to be developed in 2016-17 can be licensed to new programs in future years to assist them in launching a program and provide a recurring revenue stream. We anticipate licensing the online Samoan language learning system for \$25-\$100 per month (per organization).

For 2016-17, grant funding is pending from the federal Administration for Native Americans, the Mayor's Office of Culture and the Arts, the City & County of Honolulu and local foundations, including Cooke Foundation. In-kind support in the form of classroom space is committed from Island Family Christian Church, which has supported Le Fetuao since the beginning. If insufficient funds are raised to sustain the program at currently funded levels, the contingency plan would still be to continue the program. Le Fetuao has existed on a shoe-string budget through the passion of community volunteers for several years, and the will is there to continue the program even during lean years. Much of the grant funding in the past three years have been capacity building; the value of the curriculum developed, trained teachers and the growth of student population and community partnerships will continue to reap benefits as part of the on-going programming at the churches and community locations.

Community partners have been very generous with in-kind donations of time and knowledge resources, including on-site learning opportunities for youth at Waikiki Zoo, UH Manoa and Polynesian Cultural Center.

Le Fetuao has a dedicated volunteer board of seven people active in the Samoan community and passionate about continuing this work. The founder and Executive Director has been tireless in developing and growing the program.

The core existence of heritage is language. Without the native language, there is no culture. With the state's support, Le Fetuao will continue to maximize the output from each dollar invested and will sustain momentum and impact when the Samoan Language and Culture Preservation project funding ends.

E. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2015.

Please see attached.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

Applicant: Le Fetuao Samoan Language Center

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	51,250	66,500	53,718	4,000
2. Payroll Taxes & Assessments	3,921	8,146	4,947	
3. Fringe Benefits	2,050	2,660	1,601	
TOTAL PERSONNEL COST	57,221	77,306	60,266	4,000
B. OTHER CURRENT EXPENSES				
1. Lease/Rental of Space (includes utils)			10,600	11,000
2. Staff Training	950			
3. Supplies (Program Activities)			6,600	
4. Telecommunication			500	
5 Office Supplies			3,500	
6 Mileage and Parking			420	
7. Travel	6,000			
8. Student Transportation			2,000	
9 Symposium	4,300		6,400	8,000
10 Develop Learning Portal			4,150	
11 Student Book Production	5,000		4,860	
12 Technology-Based spring Breaks			5,500	
13 Accounting			11,400	
14 Arts Performance Activities with Students			7,000	
15 Web Site Management			1,200	
16 Samoan Musicians			600	
17 Online Learning System		50,000		
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	16,250	50,000	64,730	19,000
C. EQUIPMENT PURCHASES	0	0	0	0
D. MOTOR VEHICLE PURCHASES	0	0	0	0
E. CAPITAL	0	0	0	0
TOTAL (A+B+C+D+E)	73,471	127,306	124,996	23,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	73,471	Elisapeta Alaimaleata (808) 333-6410		
(b) Total Federal Funds Requested	127,306	Name (Please type or print) Phone		
(c) Total County Funds Requested	124,996	Signature of Authorized Official Date		
(d) Total Private/Other Funds Requested	23,000	Elisapeta Alaimaleata, Executive Director		
TOTAL BUDGET	348,773	Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2016 to June 30, 2017

Applicant: Le Fetuao Samoan Language Center

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	0.5	\$35,000.00	75.00%	\$ 26,250.00
Communications Coordinator	0.25	\$15,000.00	100.00%	\$ 15,000.00
Administrative Specialist	0.25	\$10,000.00	100.00%	\$ 10,000.00
				\$ -
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				\$ -
				\$ -
				\$ -
TOTAL:				51,250.00
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS AND / OR GRANTS

Applicant: Le Fetuao Samoan Language Center

Contracts Total:

687,392

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Samoan Language Preservation in Hawaii (Year One)	August 1, 2013 - July 31, 2014	Administration for Children & Families/ Administration for Native Americans (ANA)	U.S.	211,639
2	Samoan Language Preservation in Hawaii (Year Two)	August 1, 2014 - July 31, 2015	Administration for Children & Families/ Administration for Native Americans (ANA)	U.S.	248,470
3	Samoan Language Preservation in Hawaii (Year Three)	August 1, 2015 - July 31, 2016	Administration for Children & Families/ Administration for Native Americans (ANA)	U.S.	227,283
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**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Le Fetuao Samoan Language Center

(Signature)

1/22/2016

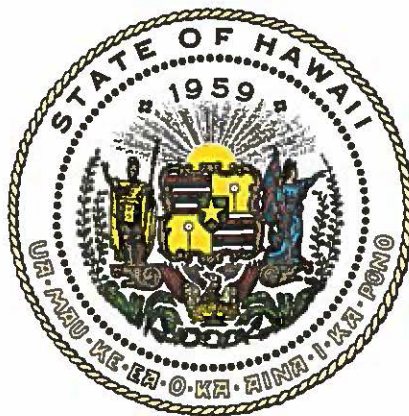
(Date)

Elisapeta Alaimaleata

(Typed Name)

Executive Director

(Title)



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

LE FETUAO SAMOAN LANGUAGE CENTER

was incorporated under the laws of Hawaii on 02/24/2009 ;
that it is an existing nonprofit corporation; and that,
as far as the records of this Department reveal, has complied
with all of the provisions of the Hawaii Nonprofit Corporations
Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set
my hand and affixed the seal of the
Department of Commerce and Consumer
Affairs, at Honolulu, Hawaii.

Dated: January 22, 2016



Director of Commerce and Consumer Affairs



LE FETUA'O

SAMOAN LANGUAGE CENTER

Contact Us

Phone: 808-333-6410

Email: admin@lefetua'o.com

Website: www.lefetua'o.com

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Mailing Address

Le Fetua'o Samoan Language Center
3227 Ala Ilima Street #2
Honolulu, Hawaii 96818

School Location

Island Family Christian Church
3375 Salt Lake Blvd.
Honolulu, HI 96818

Free classes for children and adults are held
on Saturdays from 10 a.m. to 12 p.m.



LE FETUA'O

SAMOAN LANGUAGE CENTER



Based in Honolulu, Hawai'i, Le Fetua'o teaches Samoan language, art, culture and values to children and adults.



Le Fetua'o is run by caring community members that dedicate their time and talent to teaching fa'asamoa to anyone who wants to learn.

Le Fetuao Samoan Language Center Executive Team



Elisapeta Tu'upo-Alaimaleata is from American Samoa, Samoa and is Le Fetuao's *Executive Director/Founder*. She obtained her Bachelors and Masters degrees in Education from the University of Hawaii – Manoa. Currently, she is continuing her studies by pursuing an Advanced Graduate Certificate in Second Language Studies at Manoa, leading towards a doctoral degree in Education specializing on Indigenous Education.

As a founding member of Faga'itua High School Alumni Association in Hawai'i, she enjoys developing programs to help the community thrive via their heritage. She secured more than half a million of funds to help the Samoan community in Hawai'i. Elisapeta has also worked as a Samoan language educator and consultant in Hawaii, Samoa and New Zealand.

Fepuleai Lasei John Mayer is an Associate Professor of Samoan and Chair of the Department of Indo-Pacific Languages and Literatures at the University of Hawaii at Manoa. He is the *Senior Advisor/Principal Investigator* for Le Fetuao.

Following six years with the United States Peace Corps in Samoa, he established the Samoan Language and Literature Program at the University of Hawaii in 1976. His current research interests include language change in Samoan heritage language communities, code switching, and second language teaching.



Alice Malepeai Silbanuz has more than 15 years of public relations experience working for organizations across the Pacific. She is the *Communications Coordinator* for Le Fetuao.

Her professional communications experience has been put to work for government agencies such as the Office of Hawaiian Affairs and the Hawai'i State Department of Health, and non-profit organizations, such as The Nature Conservancy and Le Fetuao Samoan Language Center. Her interests include the use of social media and digital technology to enhance communications and learning. Alice is originally from the village of Fagaitua in American Samoa.



A Hawaii transplant, with roots from Pago Pago, American Samoa and Sa'anapu, Samoa, **Moana Melendez** is the *Administrative Specialist* for Le Fetuao. She has over 10 years of business management experience. With an educational background in Business Administration and Criminal Justice, Moana plans on furthering her knowledge by pursuing a law degree. She volunteers for a number of community organizations, including Girl Scouts and non-profit Polynesian dance groups and can usually be found hanging out a soccer field or dance practice.

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Harvard Lauds Samoan Language Center

MUFI HANNEMANN on April 1, 2015 at 12:32 am

A recent Gallup poll reported that one in four American adults are basically conversationally proficient in another language. We live in an increasingly global world, in which speaking only one language does not suffice.

I recall visiting an international school in Brussels, Belgium, in the 1980s as a guest of the European Community, and I came away incredibly impressed with young teenagers sitting at a table and conversing in four languages – French, German, Spanish and English. I recall thinking: Wouldn't it be great if that were to happen in Hawaii, with students speaking in Hawaiian and various Asian and Pacific Island languages?

Rebecca Calahan, associate professor of bilingual/bicultural education and cultural studies in education at University of Texas, says, "The time has come to rethink the emphasis on monolingualism in the U.S." In a paper she wrote on this subject, she notes: "Bilinguals show higher test scores, better problem-solving skills, sharper mental perceptions and access to richer social networks."

Moreover, she argues, "Bilingual children are able to draw support from mentors in their home-



The author with Dr. James Skouge and Mautumua Porotesano of Pacific Voices with Le Fetuao students at their technology camp

PHOTO COURTESY ALICE SILBANUZ

language communities and from the dominant culture,” and as they grow older, are more likely to finish high school, go to college and are better prepared to interview successfully in the job market.

Studies indicate that bilingualism prepares one for “greater intellectual focus” as well as an additional health benefit of helping to delay “dementia symptoms.”

Hawaii, with its multiethnic communities, can be a shining example to the rest of the nation of what linguistic experts such as Calahan have been advocating: “Today’s potential bilinguals will contribute more as adults if they successfully maintain their home language.”

The key to all of this is the education system. The latest in a long line of excellent language schools in Hawaii is Le Fetuao (“morning star”) Samoan Language Center, which received a prestigious award from Harvard University’s Bright Ideas program for its innovative approach to preserving and perpetuating Samoan language and culture among Samoan children and their

families. I know that when All-American quarterback Marcus Mariota closed his highly celebrated Heisman acceptance speech in

New York by uttering "*Fa'afetai lava*" (thank you very much), many throughout the nation were impressed with his affinity for his Samoan culture and heritage.

Bright Ideas is an initiative of the broader Innovations in American Government Awards program administered through Harvard's Ash Center. It is linked to Government Innovators Network, which serves as an online platform for practitioners and policymakers to share innovative public-policy solutions. In honoring Le Fetuao, Stephen Goldsmith, director of the Harvard program, stresses that "often seemingly intractable problems can be creatively and capably tackled by small groups of dedicated civic-minded individuals ... with an emphasis on efficiency and adaptability."

Thanks to a modest three-year grant awarded by Administration for Native Americans (ANA) in 2013, Le Fetuao became the first ANA-funded program in the U.S. dedicated to the Samoan language. One of its goals is to develop a Hawaii-based Samoan-language curriculum platform that can be shared with other U.S. states and territories.

The driving force behind Le Fetuao is hard-working executive director and founder Elisapeta Tu'upo-Alaimaleata, a former teacher in American Samoa and research assistant at University of Hawaii, whose inspiration to start a community-based educational-service program stemmed from her four children, who were born and raised in Hawaii. Her goal was to provide an opportunity for Samoan children to learn their ancestral language and culture through an interactive hands-on approach. Her vision has blossomed into free weekly instruction for 100 children, from preschool to high school age, Saturdays at Island Family Christian Church annex in Salt Lake. "We soon discovered that because our students, like in a regular classroom setting in school, were taking their homework home, and some of the parents were unable to help them because their inability to speak the language. Thus, it only made sense that we try to direct our efforts toward teaching the parents also," says Tu'upo-Alaimaleata. She found a natural ally in John Mayer, who offers classes in Samoan language at UH. Mayer's assistance was critically important to Le Fetuao in launching free classroom instruction in the Samoan language to adults. Mayer, whose Samoan name is Fepulea'i Lasei, feels that "providing language instruction to the entire family helps us to make learning the language a priority."

These two individuals have made it possible for a strong partnership to be established with the UH Samoan Language and Culture Program, local businesses and churches.

From its inception in 2008 to the present, many talented people in the community have come

forward to contribute their talents and services to the 501(c) nonprofit organization because they believe passionately in its mission. Aitulagi Peto and Vaega'au Falaniko volunteered to help create a solid preschool program. Sauileoge Ueligitone, a retired artist and educator, teaches tattoo and siapo designs, which are so integral to the Samoan culture. And like Tu'upo-Alaimaleata, Alice Malepeai Silbanuz's commitment to construct a substantive social media platform to heighten awareness about Le Fetuao through Facebook and its website lefetuao.com is fueled by her 9-year-old daughter Trinity's desire to absorb and learn as much as she can about her heritage language and customs.

I had a wonderful Saturday morning there recently at the closing ceremony of Le Fetuao's technology camp, in which each student shared their digital storytelling projects with the audience. Held every year during DOE spring break, it enables the students to utilize the latest tools in technology, such as iPads, MacBooks, audio and musical equipment, and apps to facilitate learning the Samoan language. My impression was that these tech skills are invaluable and obviously transferable to other academic subjects. Retired UH educator James Skouge, with years of experience of working with American Samoa's educational system, along with his colleague Mautumua Porotesano, have been extremely helpful in teaching technology to the students. His organization, Pacific Voices, has been a major sponsorship partner of the tech camp.

With a steadily growing wait list and a reputation for excellence starting to emerge, the next major challenge for the 8-year-old language school is to secure a permanent home. It clearly has started to outgrow its present facility. Tu'upo-Alaimaleata and her dedicated staff and volunteers hope to solicit private and/or public partners to enable them to fulfill the admonition of an ancient Samoan proverb:

la soso'o le fau ma le fau – “like the braiding of bark fiber, we come together” – for the good of Le Fetuao Samoan Language Center.

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LE FETUAO FIRST ANNUAL SUMMER TECH FAIR

Submitted by tylams on Tue, 06/23/2015 - 15:42



Writer and Photographer: Nate Jaramillo

Display boards lined the room and children opened the ceremonies by singing traditional Samoan songs as students exhibited the cultural and technical knowledge acquired during Le Fetuao Samoan Language Center's first annual summer Tech Camp. The camp was a product of Le Fetuao's collaboration with Pacific Voices—an on-island Pacific Islander organization—and was held at Leeward Community College. This Tech Fair was a cumulative exhibition of the collaborative skills they learned and digital media programs they worked with over the course of the two-week summer Tech Camp.

Typically held during the Department of Education's spring and fall intermissions, Tech Camps serve to integrate digital technology into Samoan culture and its communities. According to Le Fetuao communications coordinator Alice Malepeai-Silbanuz, the program was extended to two weeks for the summer. "They're really building up their creative writing skills, their Samoan language skills, communication skills because they're working together as groups, but they also have time to do work as individuals," said Malepeai-Silbanuz.

Leeward professor Betty Ickes runs a language school in her Tokelauan community and agrees with what Le Fetuao is trying to accomplish with their Tech Camps. "I believe in their mission. Their mission is to revitalize the

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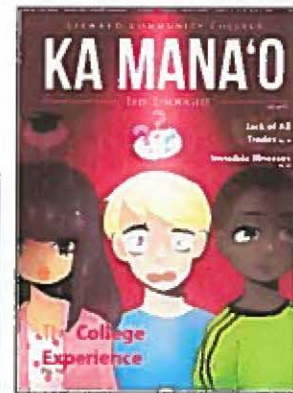
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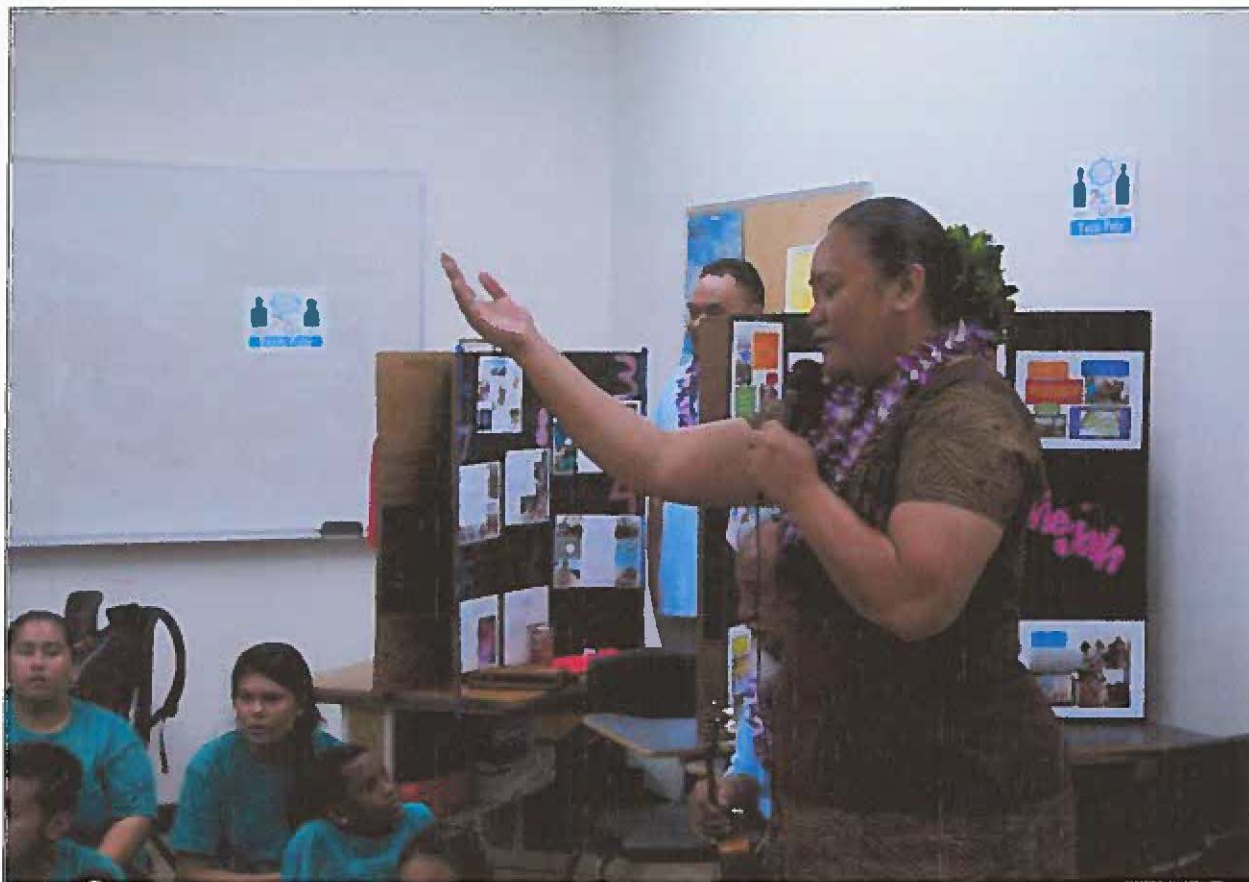
Samoa language and culture for Samoan—for students of Samoan ancestry who live outside of Samoa. ... Learning your roots certainly helps you to establish a more firm identity from which you can build your own life experience and academic experience on," Ickes said.



Kainoa Taka and daughter

Kainoa Taka, who enrolled her children in the Tech Camp program, comments on the blending of digital technology and the largely natural Samoan culture. "(Technology) can really help learning—learning Samoan language more than anything. Technology helps that tremendously. It's great to use both and have both coincide with each other," Taka said.

Curious about what the program had to offer, she took it upon herself to experience the program firsthand alongside her children. "It was very liberating because I have technology but I don't know how to use it. I figured since I'm sending them, might as well I learn as well. ... Hopefully, we can do it together and make it a part of our home life, make stories and books—just create," Taka said.



Executive Director of Le Fetuao Elisapeta Tuupo-Alaimaleata

Thanks to a grant from the Administration for Native Americans, Le Fetuao earned federal funding to improve upon the program. With the grant, Le Fetuao could begin paying employees while acquiring the essential technologies needed to maximize the impact of the Tech Camps. "We were also able to acquire our own equipment—a mobile computer lab, basically, that includes iPads, laptops, recording equipment as well as a (piano) keyboard," Malepeai-Silbanuz said.

Aside from supplementing Le Fetuao's technological resources with their own, Pacific Voices founder and retired UH Manoa professor James Skouge and member Mautumua Porotesano had a hand in the instruction of the students at the Tech Camps. "We're trying to use it in an educational format where they're not only learning new apps, for instance, but they're also using the apps to create language material that relates to the Samoan language and culture as well," Porotesano said.

Pacific Voices is an organization that teaches the language of Samoa as a second language to students outside of Samoa. They also teach English as a second language to English Language Learner (ELL) students around the Pacific Islands with tech programs in places such as Micronesia and American Samoa. "What's really important is the technical expertise that Pacific Voices provides and helps with this tech camp," Malepeai-Silbanuz said.

According to Malepeai-Silbanuz, while securing the facilities for these camps usually costs the most, the two-week Tech Camp was held at Leeward free of charge to Le Fetuao with the help of Ickes. "I also run a language program for the Tokelauan community and so—the director of Le Fetuao and I—we collaborated on a variety of things and this is one of them," Ickes said. She approached her division chair when she was contacted by the director of Le Fetuao. Ickes emphasizes the mutual benefits of future partnerships with Le Fetuao, citing increased enrollment of Pacific Islanders to Leeward, the sharing of resources and networking.

255 reads



LE FETUAO SAMOAN LANGUAGE CENTER SHOWCASES STEM EFFORTS AT OPEN HOUSE

Thu, 08/27/2015 - 1:23pm | Category: [Featured Article](#) [Linking Samoans](#)

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Source: Media release Le Fetuao Samoan Language Center

Verizon Wireless Hawai'i presented a \$5,000 Verizon Foundation grant to Le Fetuao Samoan Language Center to support their innovative work, uniting culture and language with STEM (science, technology, engineering and math). The check presentation took place during Le Fetuao's open house event at the Moanalua Community Center on Friday, August 14.



(L-R) Students Isalei Alopepe, Fa'atausala Stanley and Amy Vitale with Ta'ao Manua coordinator Debbie Stanley. Ta'ao Manua is a new program offered through Le Fetuao that connects Samoan youth with local and national opportunities. [photo: Alice Malepeai Silbanuz.]

"The team at Le Fetuao does a beautiful job tapping the true potential of technology to help kids learn about culture, language and the world around them," said Bill Hozey of Verizon Wireless Hawai'i. "One of the best parts of my job is having the opportunity to invest in programs like the Bilingual Technology Camp that make a meaningful impact in our community."

Le Fetuao's open house event featured a special cultural presentation, a traditional 'Ava ceremony, and the grant award presentation by Verizon Wireless Hawai'i.

"We use technology to engage students in language learning and recording family history, while instilling cultural knowledge," said Elisopeta Tu'upo-Alaimaleata, executive director and founder of Le Fetuao. "Funding from supporters like Verizon Wireless Hawai'i enriches the quality and further elevates the level of service we are able to provide through our community-based program implementation."

Le Feluao's open house event also featured Keynote Speaker Dr. Tui Lauilefue who provided tips for success to the youth at Le Feluao. After graduating from Samoana High School, Lauilefue studied at the University of Hawai'i at Mānoa where she earned her PhD in medicine. She currently works at Queens Medical Center. Lauilefue is the daughter of Filemoni & Ana Lauilefue from the village of Tafuna.

Students participating in Le Feluao's new Taeao Manuia program also had an opportunity to share their experiences (mostly in STEM-focused programs) at the open house. Taeao Manuia, led by Le Feluao's Samoan Language Teacher of the Year Debbie Stanley, connects Samoan youth with local and national opportunities, such as internships, scholarships, and programs, that help build a brighter future for students and their families.

Fa'atausala Stanley, 14, shared her experiences interning at Lt. Governor Shan Tsutsui's office. During the summer internship, she learned a lot about Hawai'i government, how laws are passed and the work done in the Governor's Office. From A'oga Samoa, she carried the values of being respectful, obedient, persistent and caring.

Amy Vitale of Wa'anae shared her summer experience in Boston at a math and science summer summit. At the summit, she had the opportunity to meet Buzz Aldrin, the first man to walk on the moon. Vitale maintains a 4.0 GPA at Wa'anae High School.

Isolei Alopepe of Kalihi shared about her time participating in a week-long recreational camp called Camp Erdman. The camp, held on the beautiful North Shore of O'ahu, provided many opportunities to interact and enjoy the natural environment. Isolei is a student at Hālau Kū Māna, a Hawaiian charter school.



Pursuing his interest to major in Criminal Justice, Faleupolu Leon Alaimaleata volunteered at the Hawai'i Judiciary Court System in Honolulu. While his twin brother Malaga Deon Alaimaleata had the opportunity to attend the Administration for Transportation Engineer Summer Summit in Washington D.C. Both are seniors at Moanalua High School.

Since it was established in 2008, Le Feluao has continuously grown in its ability to serve the Samoan community in Hawai'i. Le Feluao will begin its Saturday language classes for children and adults on August 22.

It also offers Samoan dance classes taught by doctoral candidate Grant Mu'agululifa. Additionally, the center partners with Pacific Voices to host bilingual technology camps during public school breaks. The culture preservation program thrives through community collaborations and the efforts of staff dedicated to teaching Samoan language and culture. For more information, please visit www.lefeluao.com.



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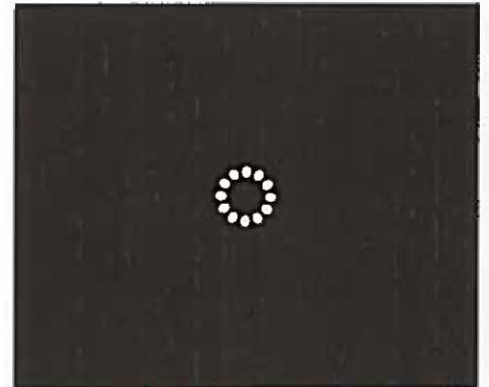
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SAMOAN LANGUAGE AND CULTURE HONORED AT LE FETUAO CELEBRATION

Sun, 06/07/2015 - 7:35am | Category: [Featured Article](#) [Linking Samoans](#)

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Source: Media release Le Fetuao Samoan Language Center

HONOLULU — More than 200 students, parents and Samoan community members filled the Moanalua Terrace Community Center for Le Fetuao Samoan Language Center's End of School Year Celebration. The event held on Saturday, May 24, 2015 was dedicated to celebrating the Samoan language and culture.



Fourteen year old Valasi Falelei Alaimaleata serves as the taupou for Le Fetuao's End of Semester Celebration. [photo: Alice Malepeal Silbanuz]

Each of Le Fetuao's A'oga Samoa classes presented traditional Samoan songs, dances, poems, and reflections about their learning experiences.

Presentations made by Penina (preschool), Sina ma le Tuna (elementary), Tufu ma Lele (middle), Fonuea (high school) and Mamanu (adult/parent) featured a variety of educational lessons.

Le Fetuao Samoan Language Center thrives with the help of partners, volunteers, students and staff that are dedicated to the common goal of instilling Samoan language skills and cultural pride in its students. Le Fetuao acknowledged exemplary contributions made during the 2014-2015 school year at a presentation of awards. This year four of the awards were donated by community members, while the remaining awards were sponsored by Le Fetuao.

Fepulea'i Lasei Dr. John Mayer, UH Manoa Samoan Language Program received the Tautua Award

Debbie Stanley received the Samoan Language Teacher of the Year Award

Sue Mufitolo received the Volunteer of the Year

Gwen To'omalatai received the Samoan Language Tech Teacher Award

Fialelei Alaimaleata received the Tech Volunteer Award.

Siva Awards donated by elder siva instructor Lorita Achica

Each aiga participating in Le Fetuao's Samoan language preservation program was recognized and acknowledged for their support and dedication to the community-based project.

As a finale, Le Fetuao's siva class shared songs and dances based on the semester theme "Si'osi'omaga - Environment" taught by dance instructor Grant Muāgututū'a, a UH doctoral student studying linguistics.

After a prayer offered by Rev. Pesi Vitale, everyone enjoyed a meal that featured lots of Samoan food and two roast pigs!

Congratulations to the students, staff and families at Le Fetuao Samoan Language Center on the completion of another successful school year.

During the summer, Le Fetuao will offer a two-week summer tech camp at Leeward Community College. 30 students will be using technology to learn the Samoan language and create Samoan language resources. The summer program will run from June 8th to the 19th. The program is made possible through funding from the Administration for Native Americans and Le Fetuao Samoan Language Center.



Le Fetuao Teacher of the Year Deborah Stanley and Executive Director and Founder Elisapeta Tu'upo-Alaimaleata with about 50 staff and students that participated during the 2014-2015 school year in the Samoan language maintenance and preservation program. [photo: Alice Malepeai Silbanuz]

About Le Fetuao Samoan Language Center

In 2013, Le Fetuao was awarded a three-year grant by the Administration for Native Americans (ANA), making it the first ANA-funded program in the nation dedicated to Samoan language preservation and maintenance. The center, located in Salt Lake, O'ahu, Hawai'i, provides free Samoan language classes to

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children in pre-school to high school, as well as parents and community members. The culture preservation program thrives through community collaborations and the efforts of staff dedicated to teaching Samoan language and culture. For more information, please visit www.lefetuao.com.

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