

1 spreading the word or talking to people about what we're trying  
2 to --.

3 Yes, we respond to our people very well. I should say  
4 better. So that's why --. And the churches, because churches  
5 are very important in our communities and I really would like to  
6 ask all our church leaders if they can have -- (voice fades).

7 As far as governments back home, the Hawai`i  
8 government has done a lot for us. And our governments back home  
9 would like your support as well. Maybe the orientation process,  
10 it will be good to have because sometimes the parents would come  
11 in and they don't understand that they have to have the  
12 guardianship papers. Then it becomes a problem because then  
13 they will have to try to figure out how to get papers to prove  
14 that this child actually belongs to that family.

15 And another thing is if we have our get-togethers, I  
16 would like to see the presence of the consulate offices just to  
17 show support for our efforts here to help -- (voice fades).  
18 Thank you.

19 \* \* \* \* \*

20 (Applause.)

21 MR. PETER: (Indiscernible.) All right, I am the  
22 moderator. I should have a microphone that works. Also next we  
23 have Dionisialynn or Dion Bernard. She works also for the  
24 Department of Education. Dion.  
25 Boys and Girls Club Pilot Programs

1 BY MS. DIONISIALYNN BERNARD:

2 Hello, everybody. We go all the way -- (voice fades).  
3 Just to make a clarification, I do not work for DOE. I was a  
4 previous employer at a Boys and Girls Club, and I worked on a  
5 Pacific grant that was called the Micronesian Needs Assessment,  
6 and that is what I'm here to talk about, my experience working  
7 with that project.

8 It started during the summer of 2006 and then just  
9 ended early this year (voice fades). What it was was a group of  
10 teachers expressed to the state legislatures (indiscernible) a  
11 flood of immigrant Micronesian students, you know, flooding our  
12 education systems (indiscernible) overworked, overwhelmed  
13 and (indiscernible) help these students.

14 So what this -- grant is actually written by Sharon  
15 Miyashiro and was possible because of her. And the Boys and  
16 Girls Club received that grant to do after school, to do the  
17 study, and to provide after-school resources to Micronesian  
18 students.

19 We were lucky to get students from Washington Middle  
20 School, of mostly McKinley complex, to take surveys.  
21 (Indiscernible) needs assessment was taken at the schools --  
22 Kaimuki, McKinley High School, Washington Middle School, and  
23 Ka`ahumanu Elementary, all in the same complex.

24 And we are able to (indiscernible) 171 students  
25 surveyed and about 68 of parents surveyed, and gotten more

1 information (indiscernible) both of them. From this  
2 (indiscernible), we were able to find out that most of the needs  
3 were expressed with language, the language, the English language  
4 barrier. Students were having difficulty because they do not  
5 speak English.

6 (Indiscernible) they wanted more help with computers  
7 and with homework. They were allowed (indiscernible) because  
8 they didn't have (indiscernible) both parents either work or did  
9 not have the education or did not graduate from high school at  
10 all.

11 So among this were also recreational needs that they  
12 expressed. From parents, they expressed that a lot of  
13 the (indiscernible) work and did not have time or  
14 (indiscernible) the language skills to communicate with  
15 teachers (indiscernible).

16 And lot of it was that they were intimidated going to  
17 PTA meetings because teachers (indiscernible) of problems that  
18 their students have (indiscernible). Understandably a lot of  
19 (indiscernible).

20 I'm not gonna spend a lot of time on the needs  
21 assessment because (indiscernible). And from the assessments,  
22 we borrowed and also designed (indiscernible) pilot programs to  
23 see what works.

24 And we have all this information (indiscernible) news  
25 media in meetings like this that we have so many Micronesians,

1 so many of our people from Chuuk overwhelming our education  
2 system, and our state has spent so much money on them. But why  
3 aren't the students graduating? This was my personal question  
4 that I, that led me to be involved in this project.

5 So many students are taking (indiscernible) in the  
6 classroom, why aren't they graduating? Why aren't they going to  
7 high school, to college? And sort of that was (indiscernible)  
8 passion that I wanted to get involved and to find out the  
9 question, the answer to that question.

10 And we ran a separate program, thanks to (audience  
11 interruption). We were to use one of their programs available  
12 on their web site called my story, a media program where  
13 students were able to do their own -- take their own pictures,  
14 videotape their own -- and put together according to where  
15 they're coming from their experience here in Hawai`i. And that  
16 was a collaboration with `Olelo.

17 And another program was the basic life skills, and  
18 that's where I was able to meet Dr. Hanlon and Tisha. The basic  
19 life skills was mainly to orient students coming, new students  
20 coming from Micronesia about schools that they were going into.  
21 A lot of times most kids have a (indiscernible) program where  
22 they say, you know, here's the bathroom, here's the classroom,  
23 this is your schedule.

24 A lot of times they don't understand what is being  
25 said at those orientations because they don't speak English. So

1     what we did or was -- the program was with McKinley High School  
2     students. And we went through the basic life skills and it  
3     focussed mainly on orienting and acculturation, from etiquette  
4     to classroom goals, things that were (voice trailing).

5             And then another one was a collaboration with  
6     (indiscernible). It was a chance to have -- to get students,  
7     Micronesian students, involved with art with the (indiscernible)  
8     something that, you know, is not mainly considered from our  
9     community as something important or education.

10            So a lot of what we concentrated on was the feeling of  
11    belonging (indiscernible) was that either they experienced  
12    discrimination (indiscernible) from other students and from  
13    teachers. And (indiscernible) like they belong.

14            And I just want to point out that Dr. Heine said a lot  
15    of these immigrant families that come here, they say it's  
16    temporary -- which they're just here to get schools -- get  
17    medical help -- and we're going back home.

18            And a lot of times we forget that we're here five, ten  
19    years, fifteen years, and our children are being raised here.  
20    And not only by you, but by the teachers in schools, by the  
21    students they meet (indiscernible) whether it be positive or  
22    negative influence. They're being raised in Hawai`i.

23            And a lot of times we don't know what's going on  
24    because they get involved with drugs. And what we did at Boys  
25    and Girls Club is provide a space and resources where they can

1 look and say: I belong here; I can play basketball here; I can  
2 do my homework here.

3 And that's mainly what we did at Boys and Girls Club.  
4 And I would like to thank Boys and Girls Club, Sharon Miyashiro,  
5 and all the churches where we did pass out surveys, and the  
6 consulates to help (indiscernible) pass out brochures to the  
7 families.

8 We're getting this project done. It is completed.  
9 But the final form of the report is still under (indiscernible).

10 But I just wanted to share that my experience here at  
11 Boys and Girls Club, working with these children -- there were  
12 13 of them -- and they completed all three programs and they  
13 actually showed up, which I was surprised because it took place  
14 during the summer.

15 And personally, when I was a kid, I didn't want to go  
16 and listen to some people talking about (indiscernible).  
17 But (indiscernible). And surprisingly, they did show up and it  
18 appealed to me because there is that need. They want to belong.  
19 And so much through this process of immigration through  
20 acculturation, we forget that our children are here with us and  
21 they're lost and so many of them express that.

22 So on the list of questions, there's -- we have things  
23 to ask the government, from organizations, and to invest in our  
24 children because they are our future. The problems of welfare,  
25 of employment, I believe will be solved if we invest more in the

1 education of our children because we can do it. We are here on  
2 this panel because we made it; and if we invested in our  
3 children (indiscernible ). Thank you.

4 \* \* \* \* \*

5 (Applause.)

6 MR. PETER: Thank you very much, Dion. And last, but  
7 certainly not least, from the Pacific Resource and Education  
8 Learning, and Micronesian United Network, Mr. Filibert.

9 MR. FILBERT: Thank you, Jo Jo. Correction.  
10 Micronesian Community Network. Micronesians United is another  
11 one.

12 MR. PETER: And I know they're sitting in their seat.  
13 That's not the guy.

14 MR. FILIBERT: Yeah. But I'll be speaking more of  
15 MCN, Micronesian Community Network, and I'll let Hilda be the  
16 proud representative -- (audience interruption).

17 Micronesian Community Network

18 BY MR. CANISIUS FILIBERT:

19 So yeah, Dion talked about the feeling of belonging to  
20 something (indiscernible). And Micronesian Community Network  
21 also serves that purpose because, as Hilda was saying, one of  
22 the good things that have come about because of all of this  
23 discussion and issues coming up is the Micronesians themselves  
24 organizing and getting together.

25 And MCN was really sort of --. The idea for it came