

1 UNIDENTIFIED MALE SPEAKER: (Indiscernible.) Thank  
2 very much everyone for participating. You have a break, and I  
3 think the next one will be starting in about 15 minutes.  
4 Mahalo.

5 (Recess taken, 2:45 p.m. to 3:01 p.m.)

6 EMCEE FILIBERT: I'm so determined that we're going to  
7 be following the time on the schedule. We're not gonna do  
8 Micronesian time 'cause really, Micronesian time, if you think  
9 about it, then they ahead. So really, you cannot be late on  
10 Micronesian time.

11 We're gonna go and start in the next session.  
12 This is the final session for the day, "Building Programs in  
13 Education and Health." And the moderator for this needs no  
14 introduction because I wouldn't want to make an introduction for  
15 her. If I get it wrong, she might just do something to me. But  
16 her name is Jocelyn Howard.

17 Topic 3: Building Programs in Education and Health  
18 Introduction

19 BY MS. JOCELYN HOWARD:

20 All right. Good afternoon and aloha again. I know  
21 you already know me, Josie Howard.

22 One thing you don't know about me yet is that I'm from  
23 Chuuk, and I'm from a very small island about half a mile in  
24 width and 3 mimes long and 6 feet above sea level. So  
25 (indiscernible) atoll, like a small island.

1 I came to Hawai'i in 1989 to pursue my education at  
2 the University of Hawai'i at Hilo.

3 On my left is Joanna Jacob, and you already have met  
4 her this morning. She worked so many different programs. But  
5 right now she's gonna represent or she's gonna talk about a  
6 program. Sorry; I'm looking at the wrong paper. Moderators  
7 make mistakes too. Oh, the bilingual school home assistant.

8 And then we have Mary Milne from Central Middle School  
9 with the project with the McKinley complex. We also have John  
10 Ishoda from the DOH (indiscernible). We have Nia Aitaoto,  
11 program coordinator. And then we also have Richard Salvador.

12 And I have to admit; I'm really sorry that I don't  
13 have all those extensive introductions. But when it's your  
14 turn, you can also elaborate on the other projects that you  
15 folks do.

16 I was informed to keep on time, and, you know, it's  
17 really unfortunate because growing up on the island, we didn't  
18 have clocks to look at. So I developed a skill of looking at  
19 time by using the sun. And then again, unfortunately, there's  
20 no sun in this room. So I'm gonna rely on Julie to give us  
21 the -- you know. So panelists, please pay attention to Julie.  
22 She'll let us know when your time is up.

23 Without further ado, let us start. I know that  
24 everybody -- it's at the end of the day. I was also informed  
25 that my panelists are fully charged. We Micronesians, we do our

1 work in the morning; we also do our work in the evening because  
2 that's the coolest time of the day. So I know that these guys  
3 are fully charged to talk to you this afternoon. Joanna.

4 DOE School/Home Assistants with ESL

5 BY MS. JOANNA JACOB:

6 (Indiscernible, not speaking in microphone.) As a  
7 bilingual home/school assistant with the Department of  
8 Education, I'm going to speak from my own personal perspective  
9 that doesn't reflect the Department of Education at all or the  
10 ESL program, ELL program. (Indiscernible.)

11 What I wanted to talk to you about is the kind of work  
12 that we do and what we're being able to accomplish as far as  
13 working with Micronesian families. Currently, there are about  
14 five school/home assistants on O`ahu. Four of them are from the  
15 Marshall Islands. And you can guess the other one; that's me,  
16 from Chuuk.

17 Our roles, as program assistants, basically to  
18 facilitate communications between the school, the homes, and the  
19 community -- also to help with the development of programs that  
20 would be affected in working with families -- to also conduct --  
21 well, I guess part of the presentation of communication is to  
22 conduct workshops with parents; to talk to them about the  
23 school's rules, policies, and just to cover, like, basic things  
24 that is needed for the parents to understand.

25 We also -- some of us have developed what we call a

1 parents learning center. Not all of us do. And I know the  
2 Marshallese school/home assistant at Royal School, Mrs. Lani, is  
3 doing something there at the Royal School.

4 I can't go into details on what she does; but just one  
5 of the things that she do is make herself available for parents  
6 to come and see her, if they need questions answered, or if they  
7 have pressing concerns that they want the school to know. Go to  
8 her, and she will then communicate back with the school, and  
9 then, I guess, the other way around too.

10 Sometimes we do home visits -- not all the time.  
11 Because in Micronesia, it's not a problem to knock on people's  
12 door. Like if you want to go, you just go. Here we also  
13 learned that there is something called liability. We don't want  
14 to be liable for any accidents or any attacks if you go to the  
15 house.

16 So with that said, the home visits are done when there  
17 is an administrator, a school personnel, to come with us. That  
18 person is gonna be the one, the main person to go to the homes  
19 and talk to the families. And we are just there to, you know,  
20 sort of guide them on what kind of cultural things, procedures  
21 or things that they need to know when approaching families of  
22 Micronesian ancestry or from Micronesia.

23 So basically that's what we do. And issues that we  
24 work with, of course, language, culture, home versus here  
25 culture. School culture is different; social skills for

1 children; how to conduct themselves in school.

2 And also parental involvement. These parental  
3 involvement is a little bit of a challenge because we -- coming  
4 from Micronesia, we know that it's not something that is done  
5 back home. So we really have to figure out ways to bring the  
6 parents to the school for have them take part in school  
7 activities because that's very important.

8 I can say -- and I'm going to say it here because I  
9 want the parents, the Micronesian parents who will be watching  
10 this, to also hear me say it -- you are your children's best  
11 advocates. And the cost of your time in the schools is much  
12 more valuable than ignorance, and we do want to understand what  
13 rights we have in the schools so that our children can also  
14 succeed. We can support them in whatever, education or  
15 whatever -- in life, actually.

16 What has been successful for many of us who work as  
17 bilingual school/home liaison -- I can't even pronounce my own  
18 title. I was supposed to be fired from this panel -- well, no,  
19 not fired. But for some reason there were some errors, and then  
20 I thought I wasn't gonna be here on the panel. And forgive me  
21 if sometime I refer back to the Micronesian Cultural Awareness  
22 thing because I wear so many hats. I get confused between them,  
23 and it's all to do with education.

24 Okay. So collaborating with other programs like MCN,  
25 NU, and this Cultural Awareness project. It's proven to be very

1 helpful in working with families.

2 Like I said, I'm the only Chuukese in there. And  
3 sometimes, you know, for me to approach parents, it's a  
4 challenge even in the Chuukese community because we think that  
5 just because I'm Chuukese, I can connect with every Chuukese  
6 there is out there.

7 We have our own differences, and sometimes we don't  
8 like each other. And I have to learn to, you know, work with  
9 them, like, try to find ways to address those differences and to  
10 find a common ground where we can start from.

11 Also, having all these programs and connecting with  
12 people -- like these guys here from different entities, like  
13 Micronesian entities or even Chuukese, from different islands in  
14 Chuuk -- has proven to be very helpful because I come in to talk  
15 to a person from Lagoon, Chuuk, I'm a foreigner to them. So to  
16 have somebody from their place to work with me in connecting  
17 with them, that seems to be very helpful.

18 One other thing is that the schools do -- I've seen  
19 only two schools that did this. But they have, like, many  
20 cultural festivals. And it seems, like, parents are very  
21 interested. Sometimes it's the language barrier that kind of  
22 keeps them away from participating in the school.

23 But this festival is a mini festival, really bring out  
24 some or, if not, a lot of parents. And it's proven at Linapuni  
25 Elementary School where there's a lot of Chuukese parents over

1       there. They all come. A lot of them come just to see their  
2       kids perform. That's also a way that you can engage parents in  
3       planning those mini festivals.

4                 Sometimes we tend to think of people with limited  
5       language skills as a liability. (Indiscernible) a liability.  
6       But actually, if we learn to work with these parents, they can  
7       actually be an asset to the school and they can enrich the  
8       educational experience of our children.

9                 Okay. What needs to be done still? There's a lot.  
10       There's a lot to be done. And I would be working with this  
11       (indiscernible) what government can do, I think I would like to  
12       see another, maybe another Chuukese person to help me. 'Cause  
13       sometimes I cannot cover all the schools. And right now, we  
14       just had a change in policy where now I'm gonna be servicing, if  
15       requested, from the neighbor islands. Then I will have to do  
16       that. That's kind of a big responsibility to do. I need to  
17       share it with somebody.

18                Okay. So anyways, I just want -- I was gonna close  
19       with this earlier, but I think I got (indiscernible) that I  
20       forgot to say. But what I'd like to say is that we, as  
21       Micronesians, also need to educate ourselves about this culture  
22       and how to succeed in this culture.

23                And it goes with the other service providers to also  
24       learn to understand. And we will help you to learn to  
25       understand our families and our kids. Because, like, as said by

1 somebody, in every child there is a brilliant student  
2 (indiscernible) there somewhere. They just need to be nurtured.

3 And with no public education on Micronesian cultures  
4 and if we don't educate ourselves, then our (indiscernible)  
5 language, attitudes, ignorance, frustration, (indiscernible),  
6 and those are (indiscernible) added on to the social problems  
7 that are already here. It's no win-win situation for anybody.

8 Thank you.

9 \* \* \* \* \*

10 (Applause.)

11 MS. HOWARD: Thank you so much, Joanna. And so what I  
12 have learned from you is that the success that your program has  
13 done to help Micronesians students here in Hawai`i  
14 (indiscernible) involvement (indiscernible) establishing  
15 partnership and parenting (indiscernible). Did I say that  
16 already?

17 Very good. All right. So let's hear from Mary  
18 tell about her program and what her program does, some of the  
19 (indiscernible) of her program, challenges, what still needs to  
20 be done (indiscernible).

21 Bilingual Coordinators at Central Middle School

22 BY MS. MARY MILNE:

23 Thank you, Josie. I'm here on behalf of the  
24 (indiscernible) ELL project. And what is that is a pilot  
25 program about the principals from the McKinley came together to

1 wrote out a grant. And they got funded from Title 3, and they  
2 wanted to hire bilingual speakers to be part-time teachers, and  
3 I'm one of eight bilingual speakers in the project.

4 What it is is that they wanted to -- they wanted to  
5 help the students meet standards. And with that, they  
6 (indiscernible) trying to address -- it's different for each  
7 school. And I'm gonna talk on (indiscernible) Central Middle  
8 School because that's where I'm currently working at.

9 At Central Middle School (indiscernible) supervisor  
10 and we talk about what are the issues that we need to address in  
11 the school within the Micronesian population. It's student  
12 attendance, student achievement, parental involvement. These  
13 are the three areas that we're trying to address.

14 And how we are going about doing that is that poor  
15 student attendance, it's because it's a -- (indiscernible)  
16 middle school. It's harder for students to come to school  
17 because they are at that age where it's hard to come to school,  
18 peer pressure, and things like that.

19 And how we are trying to address that is, you know,  
20 we're trying to build a relationship for the student. And by  
21 doing that, I think it really helps 'cause -- and also with the  
22 families. Because if the student's not coming to school, we do  
23 home visits, phone calls. And it can be very challenging.

24 And for student achievement, we work one-on-one with  
25 the student. I have a group of students that I'm monitoring and

1 I monitor how they're doing in class. If they're not doing  
2 well, then, you know, (indiscernible). I work with the teachers  
3 and (indiscernible) the parents and figure out how we can help  
4 the students (indiscernible).

5 And for parental involvement, we've been doing  
6 workshops for parents. We've been -- for this year we did  
7 parent orientation. We did that last year too. And in the  
8 orientation (indiscernible), we try to educate them about the  
9 American system, education system, and also what to expect here,  
10 and what to expect (indiscernible), and what's different from  
11 here, the education system here, what's different in the  
12 (indiscernible) and trying to get them acculturated to the  
13 education system here.

14 And another thing that we did was homework workshops  
15 that I think it was very successful. We have a lot of parents  
16 that came too. And one of the parents said, "Oh, how can I help  
17 my child? I don't know how to speak English." So what we try  
18 to teach them or, you know, tell them is, like, you don't have  
19 to know how to speak English to help your child. You know.

20 My parents (indiscernible). I don't even remember  
21 them helping me doing my homework. But, you know, they set  
22 rules at home. And if I don't do my homework, I cannot watch TV  
23 or go outside. And they can also do that, (indiscernible) set  
24 rules (indiscernible) so they can do their homework, things like  
25 that.

1           What are the success of the project? Well, it was a  
2 one-year project that (indiscernible). They funded it for  
3 another year. It's because there was a significant increase of  
4 parental involvement. They show that the parents were more  
5 receptive to hear from someone that could speak their own  
6 language. I think that's very (indiscernible).

7           What are the needs? I think, because I work in the  
8 middle school, many of the students are starting to drop out in  
9 middle school and high school. And I think there is a need for,  
10 you know, to build a newcomers' center for students that come  
11 here so they can have that support. As Dion said, that sense of  
12 belonging, so they can succeed in high school and graduate and  
13 get a high school diploma.

14           What can the government do to help? I think the  
15 government in Micronesia should have classes for students and  
16 parents to, you know, learn about the culture here and  
17 expectations here before coming to Hawai'i 'cause it's very  
18 important. And I think if we have more (indiscernible) you  
19 know, programs like this, I think it would be easier for  
20 students, the Micronesian students, to succeed in school.

21           I think this conference is very -- I thank everybody  
22 for coming to the conference. I think it's very educational  
23 (indiscernible) opportunity for (indiscernible) and people to  
24 come together and share ideas.

25

\* \* \* \* \*

1 (Applause.)

2 MS. HOWARD: Thank you so much. (Indiscernible) two  
3 things (indiscernible). One thing is that the Department of  
4 Education is doing something to help our children and that they  
5 are -- another thing that I did hear you throughout the whole  
6 thing, the need for Micronesians working for Micronesians, that  
7 acculturation (indiscernible) that really help our people to  
8 succeed for this program successful. Thank you, Mary.

9 And let's hear from John, and he'll talk about  
10 his program in the Department of Health.

11 Ala Moana Health Center

12 BY MR. JOHN ISHODA:

13 Aloha. (Indiscernible; not speaking in microphone.)

14 I'm so used to talking without a mike.

15 Anyway, yesterday I was trying to decide whether I  
16 should write down what I have to say. And I hear my daughter's  
17 voice. One day she told me, "Dad, you're getting forgetful.  
18 You're getting old." There goes my honesty -- teaching her  
19 honesty is the best policy.

20 Before I proceed, I would like to acknowledge a lady  
21 that's been very active in (indiscernible) throughout the  
22 communities here on O'ahu. I'm talking about you, Barbara Tom.

23 MS. HOWARD: Stand up, Barbara. She needs to be  
24 recognized.

25 (Audience applause.)

1 CONTINUED BY MR. ISHODA:

2 I was born and raised in (indiscernible), but I spend  
3 most of my adult life here in these beautiful islands. I am  
4 currently employed by the state Department of Health as  
5 (Indiscernible), commonly referred to as the bilingual health  
6 (indiscernible). And we are at the Ala Moana Health Center.  
7 You want my number, my number is 587-5425. I should remind you;  
8 I am happily married.

9 We go (audience interruption) reason (indiscernible)  
10 target population is the Marshallese group. (Indiscernible)  
11 bilingual staff as well. We have Filipino, Chinese, Samoans,  
12 and Vietnamese.

13 So what do we actually do? Speaking for myself, one  
14 of my assigned tasks is to assist these Marshallese people,  
15 especially the newcomers, to make sure that they have health  
16 coverage, help them apply for Quest health plan.

17 So every Wednesday, every Wednesday morning, I'm at  
18 the Lanakila Health Center assisting the (indiscernible) who are  
19 doing immunization for the students so that they can start going  
20 to school. (Indiscernible) orientation, explaining our program,  
21 for the families, especially, making sure they know where to go  
22 for the affordable health services.

23 (Indiscernible) clinics to make sure the doctor and  
24 his patient (indiscernible) health treatment. My daughter still  
25 don't like her doctor. Sometimes you can be really

1 (indiscernible) between the patient and the doctor.

2 But what I like most is doing home visit with the  
3 (indiscernible) nurse, chance to touch base with the Marshallese  
4 (indiscernible) and also talk stories and probably eat some  
5 Marshallese food.

6 I also have the (indiscernible) where I promote  
7 healthy lifestyle. 'Cause when we do our home visits, it is  
8 obvious that one of the problems is unhealthy lifestyle among  
9 the Marshallese.

10 We also can see there are a lot of problems with  
11 diabetes, health-related illness. Also cancers. For obvious  
12 reasons. If I might mention, a lot of the Marshallese don't eat  
13 much of what you folks eat that you consider healthy, like  
14 vegetables. The Marshallese like to eat rice and canned food.  
15 These are something that they're used to from back home.

16 Throughout this conference, I've been hearing  
17 (indiscernible) health needs or health-related needs. And that  
18 is language access. There was a conference last week. It was  
19 on language access. Obviously, that is one of the barriers. It  
20 is very noticeable everywhere I go: Hospitals, clinics, even  
21 schools. Mary mentioned that.

22 And it's very sad when you go to the hospital and you  
23 see some old folks, old Marshallese sitting over there. And  
24 it's obvious they're not sure what they are supposed to do, but  
25 they don't know how to speak English. I witnessed that.

1           So that is certainly the issue. It is a barrier to  
2 access a lot of the health services.

3           One of the barrier, of course, is cultural  
4 sensitivity. You cannot discuss sex with both male and female  
5 member of the family being present. You have to talk to them  
6 separately. These are just one aspect of the cultural problems  
7 or difficulties.

8           One of the other barriers that I've noticed is lack of  
9 proper documentation. You might have the same persons,  
10 especially with the kids, that have different last name on  
11 different documents. That is very common.

12           Lack of transportation too. We take it for granted  
13 that we can get to where we are. (Indiscernible) on Majuro,  
14 there's only one main road. You can see where you're going  
15 because the island is flat. Well, if you tell one Marshallese  
16 family to get on the bus and go to Kapi`olani hospital, for  
17 example, from Waipahu, and you tell them they have to transfer,  
18 maybe three times before they get to Kapi`olani hospital, you  
19 can be sure they're not gonna go.

20           A lot of us, we take it for granted that, hey, I'll go  
21 to my appointment. No problem.

22           And another problem when they apply for Med-QUEST,  
23 they don't know that they're supposed to select the health plan  
24 that they would be under. And also they have to select their  
25 own doctor. That is a problem. And naturally, because on



1                   Anyways, I'm sorry to take you away from this  
2 conference. But let me bring you back to Nia, and she will tell  
3 you about her program. Thank you.

4 Pacific Diabetes Education Program

5 BY MS. NIA AITAOTO:

6                   (Speaking in foreign language.) Welcome from the  
7 beautiful island of Yap. Many of you never seen Yapese before.  
8 As you can see, we're very gorgeous and beautiful people.

9                   (Audience interruption) honor my culture by saying  
10 "kuro." [Phonetic.] Kuro is a word that when we're talking to  
11 another elder, we bend down and talk. That's (indiscernible) of  
12 respect.

13                   With that spirit and in that note, I would like to say  
14 kuro to our traditional leaders who are here. I would like to  
15 say kuro to our FAPE-based leaders who are here. I would like  
16 to say kuro to our elders who are here, and I would like to say  
17 kuro to all the women who prosper and nourish (indiscernible).  
18 So thank you very much.

19                   Now on to my presentation. The word (indiscernible).  
20 So the word (indiscernible) describes -- to many people, the  
21 word -- you know, words that you use have a conceptual framework  
22 for your Ph.D. dissertation -- the word that we use as a buzz  
23 word so you can get money to serve Micronesians.

24                   But ask Micronesians, the word is very tangible. I  
25 wake up in the morning (indiscernible). And we go to bed

1 (indiscernible). So I'm gonna cry. People never see me cry.  
2 All people know me; they know I'm tough.

3 But anyway, (indiscernible) talking about my people,  
4 it's very tough to talk about my people because, you know, we  
5 use that word, but it's real. It's real to me and it's real to  
6 all of us here.

7 In that note, what can you do about it as  
8 Micronesians? What I can say right now, I'm here as a provider,  
9 you know, as a health professional. But I'm not gonna sit --  
10 stay on this (indiscernible). I'm gonna sit on a different  
11 (indiscernible). I'm gonna (indiscernible).

12 My words come from my voice as a Micronesian. So  
13 please excuse me if you invited me as a professional, but I'm  
14 gonna talk about my issues as a Micronesian woman and  
15 Micronesian (indiscernible).

16 I only have 15 minutes. Or is it half an hour?

17 MS. HOWARD: 12 minutes.

18 (Talking over each other.)

19 CONTINUED BY MS. AITAOTO:

20 (Indiscernible). So if you want to know the  
21 statistics, I (indiscernible) Department of Health. You can  
22 talk to her about statistics.

23 What I'm here, I'm talking about health service  
24 providers who are serving Micronesians here. And my message to  
25 you is that, you know, all the barriers and all the things you

1 hear up here, the solution is in the community. You go to your  
2 communities (indiscernible).

3 I only have a few minutes, but I have a great example  
4 for you. I am part of a great group called Micronesians United.  
5 And I think all the alpha females are here. Gina?  
6 (Indiscernible). Give them a hand.

7 (Applause.)

8 (Indiscernible). We spend millions and millions of  
9 dollars trying to get Micronesian women to go in and get a  
10 mammogram. But, you know -- so we have Ph.D.'s. We have  
11 M.D.'s. We have nurses. Everyone. With all these resources  
12 and money in, and guess what? Our rates -- mammography rates is  
13 very low. One, two a year.

14 So we decided -- Micronesian women -- that we gonna  
15 take action. We didn't get a (indiscernible) from anyone.  
16 There is a saying in Micronesia: A bird sings, not because he  
17 has the answer but because he has a song. We didn't have the  
18 answer, but we do have a song, a song that our maker gave in our  
19 heart to help our people.

20 So we're not gonna wait until the paper is published,  
21 (indiscernible) is published. We're gonna do it because it is a  
22 song that we need to do it for our people.

23 So what we did is we take all the (indiscernible).  
24 All of you said, oh, best practice. You know what? We took  
25 best and appropriate practice. A lot of people giving us

1 practice from Arkansas and Kentucky, and it doesn't apply over  
2 here.

3 So what we did is we also followed the science. There  
4 is a science in there. We look at five curriculums, and we took  
5 the best curriculum. I think (indiscernible) all five  
6 (indiscernible) to make it appropriate or us.

7 Now, what does that mean? That doesn't mean you put a  
8 flower over the brochure and you pass it around and that's  
9 appropriate. No. We translated.

10 I think that somebody over here asked a question about  
11 translation, on how you know that's right. What we did is we  
12 also paid our translator. A lot of you think that, oh,  
13 Micronesians, they'll work for free. They gonna translate this  
14 whole five-page paper and it's free. (Indiscernible) hello?  
15 (Audience interruption).

16 And a lot of people, you know, talk about, you know,  
17 (indiscernible) (audience interruption). The point is that  
18 (indiscernible). (Indiscernible) multilingual. Not all of us  
19 can speak four, five languages and English and pidgin.

20 And what we trying to (indiscernible). It's  
21 (indiscernible) there's a cultural concept. My program is  
22 actually develop educational material for the Pacific, not only  
23 diabetes, -- also diabetes, cancer, and cardiovascular disease.  
24 We have all these materials (indiscernible).

25 If you think that's not culturally appropriate, we

1 actually work with all the doctors and nurses. (Indiscernible)  
2 health professionals to (indiscernible) because there's a lot of  
3 terms in there. There is a difference between putting medicine  
4 in your ear and put 'em in the other part of your body.

5 But if you get the wrong translator, (indiscernible)  
6 (audience interruption).

7 (Indiscernible) participatory. You know a lot of  
8 people (indiscernible) oh, it's a nice word (indiscernible).  
9 (Indiscernible) the recommendation. That's another part of this  
10 disparity.

11 But anyway (audience interruption). These group of  
12 women -- you know, high school graduates, 15 of them. We  
13 actually outreach to 550 Micronesian women in the State of  
14 Hawai`i. That is more than half of women over the age of 40.  
15 We sent 180 women to get a mammo in six months.  
16 (Indiscernible).

17 All the money that went into the other program, they  
18 couldn't get one or two in. We got 108. That's the power of  
19 Micronesian women. That's the power of Micronesian people, and  
20 that's the power of Micronesian communities in Hawai`i.

21 So we need to really figure out whatever program  
22 you're in, you need to go and touch base with your community.  
23 (Indiscernible). If you don't know who they are, then just look  
24 around you, all the beautiful people around here. They're  
25 Micronesians.

1 (Audience interruption) in that curriculum.  
2 (Indiscernible). We cover that. We have too much discussion on  
3 how to translate (indiscernible) in Marshallese. (Yelling while  
4 talking.) Come on. Look around you. We're not only beautiful;  
5 we're very, very intelligent.

6 (Indiscernible; audience interruption.)

7 \* \* \* \* \*

8 MS. HOWARD: Oh, my gosh. I told you. My panelists  
9 are fully charged. When I notice the people who are gonna be on  
10 my, you know, panel, I was really worried. I'm, like, oh, my  
11 gosh. But you know what? I think they should sitting in my  
12 place.

13 Anyways, let me see the time. Richard, you have  
14 approximately 15 minutes before questioning. It's your turn.  
15 McKinley Community School

16 BY MR. RICHARD SALVADOR:

17 I don't know if I can top that.

18 Anyway, I want to let you know that I'm teaching at  
19 McKinley Community School. I have a lot of Micronesian students  
20 in my class. Unfortunately, a lot of them either drop out for  
21 various reasons.

22 I think it was last Christmas I saw one of my students  
23 came in and (indiscernible). Then I found out that  
24 (indiscernible) Christmastime, Lokahi tree giving, that they  
25 were one of the families who were looking for beds.

1           And any time you take the class, there's always  
2 something (indiscernible). (Indiscernible) concerned about him.  
3 And so I know that he was suffering at home. And he was  
4 struggling in school. And the problems (indiscernible) said  
5 (indiscernible) struggling with issues here and struggling  
6 (voice fading).

7           When I began to be involved -- I used to be involved  
8 with Micronesians United before I created Micronesian Community  
9 Network.

10           And I thought that (indiscernible) provide mentoring  
11 and tutoring programs. So I began to create -- to begin to  
12 create the Micronesian professionals mentoring and tutoring  
13 program where we sort of identifying (indiscernible)  
14 Micronesians here in Hawai`i and putting them with younger  
15 students who provide (indiscernible) -- not just student  
16 (indiscernible) to be successful in education, role models. And  
17 so we work with -- we try to work with teachers.

18           (Indiscernible) have a lot of funding to continue. We  
19 had, for one semester, (indiscernible) in school. We got  
20 funding from that Even Start program. I think it was  
21 (indiscernible) only one semester. Like I say, we don't have  
22 any money so we couldn't continue.

23           Anyway, that's one of the things. I'm currently -- as  
24 I told you before, I currently serve as the chairperson of the  
25 Micronesian Community Network education committee. So we try to

1 (indiscernible) things that we (indiscernible) accessing  
2 educational opportunities and then provide them to our people.

3 Briefly, I (indiscernible) all of the education I had  
4 to get, I had to really struggle (indiscernible) didn't have a  
5 lot of funding from (indiscernible), didn't have a lot of money.

6 I went to (indiscernible). Before I came to Hawai`i,  
7 I spent about two years in a church mission in Louisiana,  
8 Mississippi, and Alabama. And I began to work with a lot of  
9 African-American communities, and I learned a lot of things that  
10 they were struggling with in terms of racial issues in the  
11 United States, you know, accessing (indiscernible) stuff. I  
12 began to, uh, more sensitized to the needs of (indiscernible)  
13 nonwhite communities.

14 When I came to the University of Hawai`i,  
15 (indiscernible) American (indiscernible) committee, with  
16 (indiscernible) anti-nuclear war. So I had a chance to work  
17 around the Pacific and other parts of world.

18 I served once in the international (indiscernible).  
19 It's the oldest (indiscernible) world, in doing a lot of  
20 important work. And for one-third (indiscernible), two  
21 (indiscernible) male and male representative (indiscernible).

22 And then I currently serve as the Pacific rep for that  
23 new network called the International Network (indiscernible),  
24 International Network to eliminate nuclear weapons. And my  
25 initial interest (indiscernible), I grew up in the time

1 (indiscernible) fighting (indiscernible) to preserve the  
2 (indiscernible).

3 And then I came and I began to learn about the  
4 (indiscernible) of the Marshallese. That gravitated me towards  
5 activism with the (indiscernible) committee. I began to  
6 question the basis of democracy. When we voted so many times to  
7 say no, we don't want nuclear weapons, and the United States  
8 kept insisting. (Indiscernible.)

9 And so I began to question why. The (indiscernible)  
10 supported democracy was against democracy (indiscernible). And  
11 that's how I (indiscernible) community work.

12 And after completing my master's, I went to BYU.  
13 (Indiscernible; trucks passing.) So before coming to the  
14 University of Hawai'i, I was molded out of my bachelor years,  
15 undergraduate years (indiscernible) conservative thinking person  
16 working within the confines of (indiscernible) institutions.

17 And when I came to the University of Hawai'i, I began  
18 to see a lot of the (indiscernible), under the surface. I  
19 rebelled against a lot of the things I saw happening, the things  
20 that I had buried within the American educational system, and  
21 began to question why. So I spent a lot of years trying to  
22 (indiscernible).

23 Anyway, (indiscernible) I think it was a good thing  
24 that I decided to get involved with the Micronesian Community  
25 Network because it allowed me to now take an interest that was

1 (indiscernible) around the Pacific (indiscernible) do something  
2 that is (indiscernible) Micronesians themselves. So I was happy  
3 (indiscernible) leader of the Micronesian Community Network and  
4 (indiscernible), get a chance to (indiscernible) Office of  
5 Community Services.

6 (Indiscernible) but the Office of Community Services  
7 is within the Department of Labor and Industrial Relations.  
8 They had had some extra money in 2006 and wanted to look around  
9 and work with (indiscernible) community groups. And him and  
10 Robert (indiscernible) no, we gotta work with Micronesians.

11 So they came to us and said that we're interested in  
12 collaborating (indiscernible) issues Micronesians are facing in  
13 Hawai`i. So we came up with the idea of a Micronesian cultural  
14 exchange festival -- many of you attended in 2006. And  
15 (indiscernible) \$65,000. And Office of Community Services  
16 provided that money. So we (indiscernible) appreciated that  
17 they gave us the chance to (indiscernible) Micronesian cultures  
18 and talk with service providers and Micronesian community  
19 leaders.

20 Then that led to other things. I wanted to say  
21 something that I think some -- maybe the -- controversial, in  
22 terms what we've been discussing previously this morning and  
23 this afternoon. Senator Akaka proposed a bill in the U.S.  
24 Senate to expand the med-QUEST and food stamps services to  
25 Micronesians in the United States.

1           And the whole Hawai`i delegation is actually  
2 supporting -- the government of the Republic of Palau is against  
3 it, strongly oppose this idea.

4           And the reason is this: They said that 30 years ago,  
5 Micronesian (indiscernible). We have to be faithful to these  
6 ideas. And 20 years after independence, we have to address  
7 (indiscernible) and not asking for crumbs from American tables.

8           This is how I feel about (indiscernible). I agree  
9 with my government (indiscernible). But at the same time,  
10 working to create the (indiscernible) opportunities for  
11 Micronesians -- not create a new underclass of citizens in the  
12 United States -- but create opportunities for us to get student  
13 education, jobs, and the students (indiscernible) from struggles  
14 that we go through.

15           I hope that 20 years from now, you're gonna look at  
16 the struggles we're facing today saying it was for nothing. We  
17 have to do something. We have to teach our young. We cannot  
18 continue to come to Hawai`i with so many opportunities open to  
19 us and not take advantage of it.

20           So we have a school, McKinley Community School that is  
21 very supportive of Micronesians. (Indiscernible) has provided a  
22 lot of facilities for free. He gives us a portable for  
23 (indiscernible) meetings and sold us computers to help us learn  
24 computers and classes and even creates two classes, a  
25 Marshallese class and a Chuukese class.

1           Unfortunately, students were (indiscernible). So my  
2 concern is we may not be taking full advantages of the  
3 opportunities we're getting. And of all the niceties that we  
4 make as well as collaborating with people in Hawai`i, we have to  
5 show that we have the initiative to (indiscernible) ourselves.  
6 This is what the Palauans believe in, and I think that I have  
7 shown to some extent their economic development.

8           We have a very bad reputation of being very aggressive  
9 (indiscernible) is not working. Even (indiscernible) their own  
10 (indiscernible). So I think it's the experience to some extent  
11 how I feel about working aggressively to create a program, but  
12 not creating a new underclass and not allowing the United States  
13 to say, oh, yeah, we gave you so much, you still screwed up, and  
14 here you are right now asking for more (indiscernible) crumbs  
15 off the table.

16           So I think that the important thing we Micronesians  
17 should get from this conference is to (indiscernible). The  
18 reason we're here, I know that I agree with -- I respect  
19 Ambassador Naich, justifying the presence of our people outside  
20 of our nations.

21           But nation building does not justify 15 or 20 or  
22 30,000 people moving away. We have to address our  
23 (indiscernible) association just allow us to move back and  
24 forth. But traditional conceptions of nation building  
25 (indiscernible) and creates opportunities for people who develop

1 their full potential within their territories.

2 So I hope that the Compact of Free Association that  
3 have created opportunities for us to come here, theoretically,  
4 the resources that we did not have there, we have here. And so  
5 let's resolve to take full advantage of those things. Mahalo.

6 \* \* \* \* \*

7 MS. HOWARD: Thank you very much, Richard, for your  
8 frank and insightful opinions. We know it's -- that's why this  
9 is very important 'cause (indiscernible) are sharing and through  
10 learning of our differences that we come up with ways to make  
11 lives better.

12 And I can assure that this event right now is  
13 building -- you know, building, strengthening our communities  
14 and building towards a better future. And I trust each and  
15 every one of the Micronesians who are here in the crowd, that  
16 they are making good judgment to lead our people to a better  
17 future.

18 Thank you, and right now we are open up for  
19 questions.

20 FEMALE AUDIENCE MEMBER TUSI: (Speaking foreign  
21 language.) Aloha, my name is Tusi (phonetic; indiscernible).  
22 I'm a nurse and I am the program coordinator for a very special  
23 program, and it's called Cancer Treatment and Education Program  
24 at Hawai'i Medical Center, formerly St. Francis Medical Center.

25 And I have several grants. I have the BCCP

1 grant, which is the Breast and Cervical Cancer Control Program,  
2 as well as a grant from the Susan G. Komen Foundation, to screen  
3 women, to offer women medically, underserved women, to target  
4 the Pacific Islanders, Native Hawaiians. That is our population  
5 target. Of course, it is open to all women that -- from, uh, in  
6 our guidelines.

7 And I really don't have a question, but I do have  
8 a comment. And I wanted, you know, this special lady; she's  
9 also Samoan, by the way. So I'm Samoan. She's my sister.

10 And we worked together. I've met this incredible  
11 person, and we have worked together in getting Micronesian  
12 women -- Pacific Island women -- in to get mammograms  
13 (indiscernible).

14 And one of the things that, when I worked with  
15 this -- started this program, I was working -- I recall it now.  
16 I was working in an area (indiscernible) looking down.

17 Now that I'm actually in the trenches, and I love  
18 it. I enjoy what I'm doing, but I want to say that, Nia, you're  
19 absolutely right. Being out in the community, touching bases  
20 and touching a woman, one-on-one, is most important because the  
21 trust that you develop with this women is absolutely incredible.

22 And I just want to say thank you, Nia, for  
23 opening my eyes to all this wonderful talent that we have. And  
24 (indiscernible) work with a lot of Micronesian women, and I tell  
25 you they are awesome -- incredible Micronesian women.

1                   And don't wait for them to come to you. You  
2                   gotta go to the source. You gotta get down to the trenches.  
3                   And that's what I've done, and it has been quite rewarding.  
4                   (Indiscernible.) (Speaking in foreign language.)

5                   MS. AITAOTO: (Indiscernible) magic. You marry  
6                   someone, the magic is gone. I got no magic, so (indiscernible)  
7                   after that. (Indiscernible.) And that's another thing too. We  
8                   want to go to women providers that look just like us, talk just  
9                   like us, walk slow just like us. (Indiscernible; yelling voice)  
10                  that kind of stuff. And (indiscernible).

11                  And that's another thing too. (Indiscernible)  
12                  community-based. But you have to (indiscernible) a provider  
13                  that is competent. That means very (indiscernible), and you  
14                  know, accommodating to us Micronesians. So thank you  
15                  (indiscernible) for that. And I do have a commercial.

16                  Anyway, one of (indiscernible) is diabetes  
17                  education. We have this grant. You know. It's kind of a  
18                  stupid grant. We take up all these materials. You know. And  
19                  it's great. (Indiscernible) translate it into 20 different  
20                  languages. (Indiscernible) translation. (Indiscernible.)  
21                  Actually about 5,000 Micronesians actually see the brochure and  
22                  (indiscernible).

23                  But anyway, at the end of the day, we do  
24                  (indiscernible) food care. It's offered by (indiscernible). So  
25                  at the end of the day, the brochure was wonderful, translated,

1 everything. At the end of the day, (indiscernible). You know,  
2 (indiscernible) to go look and (indiscernible). We don't have  
3 any of that.

4 So I decided. You know what? If we're not gonna  
5 have the resources to do what the brochures, don't pass it out.  
6 So until (indiscernible). So if you're a service provider here  
7 looking for diabetes educational materials in language and  
8 school --.

9 Another thing is that they keep on telling us  
10 measure your food and portion it and everything else. In  
11 Micronesia, a cup is anything that holds water. So guess what?  
12 (Indiscernible; yelling voice.) Actually, not only developing  
13 educational materials and translating them to this language, we  
14 also provide tools, like the foot care kit and then measuring  
15 cup, measuring spoon. (Indiscernible.)

16 But then, you know (indiscernible.) Stuff like  
17 that. But I'm (indiscernible) they don't do stuff like that for  
18 us, that they never asked us what we like.

19 So that's the end of the commercial.

20 UNIDENTIFIED FEMALE SPEAKER: Any more questions out  
21 there?

22 UNIDENTIFIED FEMALE AUDIENCE MEMBER: (Indiscernible;  
23 speaking without microphone.) What is the Micronesian view of  
24 confidentiality (indiscernible). (Indiscernible) we don't have  
25 to disclose to your parents (indiscernible). (Indiscernible.)

1 MS. AITAOTO: What's that? We don't know what that  
2 is. (Indiscernible) compliance with medical services and all  
3 that kind of thing. Well, here in Hawai`i, you know, we do  
4 sometimes our own (indiscernible).

5 For example, (indiscernible) in hospitals and  
6 things like that. (Indiscernible). (Indiscernible) talk to  
7 this one person because they want the information to go out.

8 But you know Micronesian culture, we talk to a  
9 whole family. You know? (Indiscernible) the decision is  
10 (indiscernible) group or something like that. So, you know, so  
11 our (indiscernible) hold us back, you know, that kind of thing.  
12 But we have such close families that, you know, they're gonna  
13 share information anyway.

14 So -- and I don't know if that answers your  
15 question. But the concept in itself -- it is a community thing.  
16 You know. And it's hard to keep information 'cause we have the  
17 coconut wireless (indiscernible) stronger than any in the  
18 (indiscernible) anywhere. You know. But, so that's it.

19 One of those lines between policies and what  
20 actually happened in the community and health care (voice  
21 fades.)

22 UNIDENTIFIED FEMALE AUDIENCE MEMBER: (Indiscernible.)  
23 My question is aside from the DOE that has the health standards  
24 (indiscernible) curriculum, do any of your programs do  
25 assessments of youth and adult smokers? And if you do, do you

1 provide education or counseling? If you don't, who do you refer  
2 smokers to?

3 MS. HOWARD: Mary or Joanna?

4 MS. AITAOTO: Actually, we do have -- um --  
5 (indiscernible) resources here. And the reason why is because  
6 of the Department of Health. But we ask for you to do a  
7 (indiscernible) sample, Pacific Islanders? Oh, that's too  
8 expensive.

9 You know what? We can do it, so they haven't  
10 prioritized up on the top. There is resources. It's just  
11 (indiscernible) we're important enough to (indiscernible). But  
12 we do. You know, we need to do stuff like that. We do have  
13 smoking cessation (indiscernible).

14 We're actually much more ahead than the State of  
15 Hawai`i. Do you know in April 30th, the last day of this month,  
16 we're gonna have an integrated Pacific Island tobacco, diabetes,  
17 cancer, and cardiovascular. All the members -- anyone from  
18 Micronesia -- I think about 20 people (indiscernible) will be  
19 on-island looking at all those issues.

20 So we have a problem with data because we have  
21 such a small population. That's why if you separate Pacific  
22 Islander from Native Hawaiians or other populations, we do have  
23 that data, but the (indiscernible) is very huge. You know. So  
24 things like that. But (indiscernible). But anyway.  
25 (Indiscernible) Micronesian inside.

1                   But, uh, so it comes up, you know, and things  
2                   like that too. So, but we do have a smoking cessation program  
3                   for Pacific Islanders here. (Indiscernible) Native Hawaiian  
4                   culture. But we do have a policy. If you come in, it doesn't  
5                   matter (indiscernible) -- birth control, broken leg, you know,  
6                   headache or whatever -- we still gonna ask you if you smoke and  
7                   then we (indiscernible) you up to a smoking cessation counselor.

8                   And if you have a chronic disease like diabetes,  
9                   cardiovascular, or cancer, we are gonna give you a special talk  
10                  on why you really, really, really need to stop smoking right,  
11                  right, now. So that's (indiscernible). And if they don't  
12                  listen, then I come and talk to you.

13                  But anyway, so talk to -- what's that? -- Julian.  
14                  Right. Tell Julian (indiscernible) sample Micronesians.

15                  MS. HOWARD: Next question?

16                  UNIDENTIFIED MALE AUDIENCE MEMBER: (Indiscernible) to  
17                  the panel for all their contributions. I'm still disturbed by  
18                  John's example of the Micronesian couple sitting in a hospital  
19                  waiting for care because there was no way to communicate with  
20                  them.

21                  Since I want to take Nia's point of view, why  
22                  don't we make a communication system for them? And what we're  
23                  really talking about is that the medical profession demands  
24                  special attention, rather than coming out and asking what needs  
25                  to be done.

1                   So what I would suggest doing is if we can get  
2 something like the earlier panel on communication  
3 (indiscernible), if we can get some sort of way of color-coding  
4 your symptoms in the different languages, let the person  
5 (indiscernible) paint selection (indiscernible), hand that  
6 (indiscernible) to the admissions nurse or doctor. You might  
7 have the doctors coming over and seeing what's wrong with the  
8 patient, trying to see what the colors meant.

9                   Something like that might trigger a more positive  
10 response from the people who said I can't do anything (voice  
11 fades.)

12                   MS. AITAOTO: That's a great idea. So for all you  
13 Department of Health departments that your end of the year is  
14 like the end of April and you're gonna have a lot of extra  
15 funds, that's a nice idea for you to put that in, right? Hint,  
16 hint, hint?

17                   MS. HOWARD: Let's move along. The lady over there  
18 has been waiting. So I need to give her a chance.

19                   AUDIENCE MEMBER TINA: (Indiscernible). I can't  
20 remember actually who it was. (Indiscernible) talked about just  
21 the proper ways to enter someone's home.

22                   And my name is Tina. I work at Weinberg Village  
23 Waimanalo. And so it's part of our program. We do home visits  
24 and we do go into people's homes and actually we're there to  
25 make sure that the home is clean (indiscernible). So it's kind

1 of an invasive process anyway. But could you maybe talk more  
2 about how to kind of use that.

3 MS. HOWARD: I believe it was Joanna and John that  
4 talked about the home visits. So I would ask any of them to  
5 answer that question.

6 UNIDENTIFIED MALE SPEAKER: First of all,  
7 (indiscernible) in response to the gentleman's question about  
8 the color code, ID, or something? Currently, right now, I  
9 believe there is a multiple language ID card that is in the  
10 process of being produced. I don't know (indiscernible) status  
11 of that card now.

12 But we're hoping that every -- especially the  
13 older people that don't know how to speak English -- would have  
14 a card that would say that they're Marshallese, they don't know  
15 how to speak English. And they would meet (indiscernible) sort  
16 of help provide an interpreter. That's what I have heard, that  
17 there is a language card. I hope I've answered your question.

18 For the home visit question from that lady,  
19 nobody, I believe, (indiscernible). Normally, you would have to  
20 call beforehand and let the people know that you're gonna be  
21 interviewing them.

22 'Cause a lot of times the reason why they  
23 hesitate to have you go in, it's because -- like most of us, we  
24 have our dirty laundry all over the place. So you want to let  
25 them know you're coming so they can prepare, clean a little bit,

1 make things tidy inside the house. I hope that answer your  
2 question.

3 MS. HOWARD: Anybody wants to add to that? Richard?

4 MR. SALVADOR: I apologize. I was supposed to talk  
5 about the -- one thing I was supposed to was (indiscernible)  
6 language assessment. I know that (indiscernible). She is  
7 working at the Department of Health and she had extra money from  
8 the CDC. So she used it to create a Micronesian family health  
9 and language assessment (indiscernible) what the needs are in  
10 terms of language.

11 Again, to access healthcare systems and  
12 (indiscernible). Some others were participating in the  
13 interview of about 430 or 450 families representing about  
14 approximately 2,000 people. But that's just Micronesians living  
15 in public housing, mostly.

16 We went, some instances, to beaches and parks  
17 where they're holding the events. But it's -- Palolo, you know,  
18 (indiscernible) and other (indiscernible), major public housing  
19 areas. Around 2,000 people. And what it was asking for a  
20 list of current health problems for each member of the family --  
21 what were the initial reasons for migrating to Hawai`i and  
22 whether they were health related and whether they have the  
23 language ability to access relevant health care.

24 I think there were some other non-health  
25 information (indiscernible) we gathered in terms of how many

1 people are actually working and not working. So they were  
2 actually contributing (indiscernible). And Dr. (Indiscernible)  
3 the families of the assessment.

4 But a lot of the families, (indiscernible)  
5 language problems. There needs to be a number of efforts made  
6 to bridge the gap in terms of providing translation services and  
7 other things. Mahalo.

8 MS. HOWARD: You know, just to, in general, let me  
9 invite -- for any of you who has ideas and who have comments,  
10 you know, the nation of Micronesia holds a meeting monthly on  
11 every second Thursday. Those ideas like, you know, the  
12 color-coded thing -- it's the language access. The court is  
13 working on interpreting services. That's where you can go and  
14 input all those other great ideas.

15 But anyway, let's move on. And Lillian, you have  
16 a question?

17 MS. SEGAL: Actually, I think Elfriede was in line  
18 first.

19 MS. HOWARD: Oh, I'm so sorry, Elfriede. I wasn't  
20 looking. I'm sorry.

21 MS. SUDA: I'm Elfriede Suda. I (indiscernible)  
22 parents and children together. My daughter is two months old;  
23 and in regards to the comments earlier about home visits,  
24 sometimes we gotta be aware of whose home because home is  
25 comprised of a lot of people.

1                   So during the day when it's convenient for you,  
2                   service providers, it may be inconvenient for us, the ones who  
3                   work at night. So even though your visit may be announced, it  
4                   may be an intrusion of privacy for the people that are resting  
5                   during the day. Thank you.

6                   MS. SEGAL: Actually, what I have to say is very  
7                   connected to what Elfriede was just saying. So to give you  
8                   non-Micronesians a little more insight about making home visits  
9                   with Micronesian families, you know, we talked a little bit  
10                  about concepts.

11                  And it's so true. Like every action that is  
12                  taken with a Micronesian, there is a lot involved. It was hard  
13                  to answer the question earlier about Micronesian art because  
14                  that's a whole 'nother conference. We'll not go there right  
15                  now.

16                  But with the home visits, (indiscernible)  
17                  Kosraean culture, hospitality is a really big thing. And so  
18                  when you're approaching somebody and asking them --.

19                  You know, first of all, Micronesians have a hard  
20                  time saying no. It's our way. And then bringing yourself to  
21                  someone's home, you're putting it on the family and they're  
22                  gonna get all stressed out. Like, oh, my house is not good  
23                  enough. Oh, we don't have enough good dishes to serve them. We  
24                  have to serve those people, something to serve them in.

25                  And then also -- you know, we do community work,

1 and it took years to establish the relationship that we have.  
2 So I could show you those projects. And I'm Micronesian, and I  
3 have to think about that.

4 It is more difficult for me to think about -- to  
5 work with Micronesians than it is to work with non-Micronesians  
6 because there's all this unknown cultural stuff that we just  
7 know as Micronesians and you're slowly finding out and maybe  
8 some day there will be a book.

9 So please be aware of that. And what I suggest  
10 is before trying to establish the home visit, go --. Well,  
11 first of all, work on establishing a relationship and trust,  
12 number one, before you bring yourself to the home. But think of  
13 a neutral place and offer to maybe pick up somebody. Take them  
14 to Zippy's. Offer them lunch. Something like that. So I  
15 suggest more neutral grounds before coming into their home.

16 I don't disregard your work. You're trying to do  
17 important work, and I value that you're trying to come into the  
18 home. That's probably your personal time as well. Just to  
19 share a little insight on (indiscernible) Micronesian things.

20 MS. HOWARD: There you go. (Indiscernible)  
21 acculturation. The fear of not knowing what they're gonna talk  
22 to you about, the fear of thinking that you're not gonna  
23 understand what they're talking about is very true. And that's  
24 what, you know, create all these barriers about home visits.

25 And I know how important (indiscernible). You

1 are trying to get your work done. But you know, one thing I  
2 learned from Mike Mattos -- I don't know (indiscernible) you  
3 know him. He's a great social worker. But after how many years  
4 of studies, he said I didn't learn anything, but now I come to  
5 realize that the best way to find out what is the most effective  
6 ways to talk to your client.

7 So talk to them. Ask them. If they cannot tell  
8 you today, ask them again tomorrow. Find another way to find  
9 out from them. Just that peace of mind.

10 MS. MILNE: Another thing they keep -- something to  
11 keep in mind when you're trying to do home visits. Like me and  
12 my friend had to do a home visit at one of the public housing.  
13 And safety is an issue and so -- because even though we're  
14 Micronesians, we are not from that area.

15 So it's important that you get a person that can  
16 speak that language and is from that community because even  
17 Micronesians tell us, you know, we're not part of the community  
18 and it's hard -- you know -- even harder on us to go inside a  
19 person's house, a stranger's house, and tell them  
20 (indiscernible) the service providers are telling us. Because  
21 (voice fades).

22 MS. HOWARD: Thank you, Mary. Next question.

23 UNIDENTIFIED FEMALE AUDIENCE MEMBER: (Indiscernible)  
24 babies from birth to three who have development delays. So one  
25 family that we worked with that was from Chuuk, the child was

1 hard of hearing and it was suggested that she have hearing aids  
2 placed. The parents didn't want to have hearing aids placed  
3 because they were gonna go back home, and they said that their  
4 child would be shunned by their community for the hearing aids.

5 So I tried to know if that's factual or is that  
6 across the board. She said that individuals with developmental  
7 delays -- it looked different than the rest of the community.  
8 People within the community talk about that there is curses put  
9 on their family or they did something wrong. So I just wanted  
10 to know if that was factual or that's common.

11 MS. HOWARD: Anyone wants to comment on that question?

12 UNIDENTIFIED FEMALE SPEAKER: With that kind of  
13 question, it's very hard to generalize culture. As you can see,  
14 Chuuk -- I don't know which island in Chuuk, you know, that they  
15 are from and things like that, too.

16 But I think (indiscernible) educating them on how  
17 the hearing aids gonna help the kids. So actually that kind  
18 of -- you need to spend a lot more time on the education of that  
19 (indiscernible) too.

20 But when it comes to the cultural beliefs and  
21 (indiscernible), it's very hard for us to generalize it  
22 because -- you know, (indiscernible) Chuuk, it's not just one  
23 Chuuk but hundred islands and that things like that.

24 And it is, you know. Kids are tough. You know,  
25 (indiscernible) everywhere. (Indiscernible), whatever. So you

1 have to really work on that communication with (indiscernible)  
2 explaining the material itself versus the cultural aspects of  
3 it.

4 MS. HOWARD: Any more questions? Oh, Jo Jo has a  
5 question. Sorry.

6 MR. PETER: I don't have a question. I was just going  
7 to add a little bit to the answer to the lady's question.  
8 (Indiscernible) a little bit (indiscernible) disability and the  
9 cultural response to disability.

10 And I think what may have happened is they  
11 brought the child in, with already, with the disability, that  
12 they had already (indiscernible) of functioning.  
13 (Indiscernible) dealing with child at home.

14 What they may have hard time getting, you know,  
15 to understand what you're trying to get through is the function  
16 of the hearing aid, you know, beyond the home. (Indiscernible)  
17 hearing aid is (indiscernible) the child can go to school, then  
18 maybe they still have a hard time with the idea that their child  
19 has the disability should go the school. And so that's where  
20 there's that tension.

21 It's not that they don't want the child to have  
22 the hearing aid. They may just not see the function. If  
23 they're keeping the child at home in Chuuk because of the  
24 disability, then they probably (indiscernible) point of putting  
25 the hearing aid in the child's ear when he's at home.

1                   So I think it has to do with disability and  
2                   culture, that way that they're still (indiscernible) and deal  
3                   with disability in a (indiscernible) culture of (voice fading).

4                   MS. HOWARD: Did everybody hear that? Okay, we have  
5                   five more minutes for questions. Go ahead.

6                   UNIDENTIFIED FEMALE AUDIENCE MEMBER: I just wanted to  
7                   ask real quickly, (indiscernible) couple of organizations that  
8                   was represented here. I just wanted to find out we could just  
9                   (indiscernible) real quick get the contact information so us, as  
10                  providers, if we want to contact somebody who would we contact.

11                  UNIDENTIFIED MALE SPEAKER: Basically you can contact  
12                  Micronesian Community Network through Canisius. I think  
13                  (indiscernible) is SMCM@gmail.com or (indiscernible) McKinley  
14                  Community School (indiscernible) liaison there.  
15                  (Indiscernible), can you please stand, please. She is our  
16                  Micronesian Community Network liaison at the McKinley Community  
17                  School.

18                  UNIDENTIFIED FEMALE SPEAKER: For Micronesians United,  
19                  you can contact (indiscernible). (Indiscernible), please stand  
20                  up. So they can actually can -- you can give them your phone  
21                  number and whatever else information you want to, you know,  
22                  (indiscernible).

23                  UNIDENTIFIED FEMALE SPEAKER: Okay, Micronesians  
24                  United phone number is 842-1532, and we have a cell phone  
25                  number, 223-2812 and 223-2619.

1 MS. AITAOTO: And also (indiscernible) Native Hawaiian  
2 healthcare system, but we also do work in the Pacific.  
3 Actually, my work is actually in the Pacific region. I also do  
4 (indiscernible) in the South Pacific. So I do the whole Pacific  
5 area. But, you know, I do lot work here because this is where I  
6 live. And you can contact me at Nia, N-i-a, at Hawai`i dot  
7 (indiscernible). If you are sending money, it's P.O. Box --  
8 (audience interruption).

9 MS. HOWARD: John, you have something to say? No?

10 UNIDENTIFIED MALE SPEAKER: Just adding to what Nia  
11 was saying about the money. I'm happy to share the money  
12 (indiscernible).

13 MS. HOWARD: Any more questions? You can call me at  
14 Goodwill. My phone number is 792-8595 (indiscernible).

15 Okay, I guess there's no more questions. Like my  
16 one-year-old barely trying to learn to speak say, "Aw why." I  
17 guess he meant, "All right."

18 We have come to the end. Thank you so much,  
19 panelists.

20 EMCEE FILIBERT: Wow, we're five minutes ahead. I'm  
21 shocked. Thank you, Josie, for that very arousing  
22 end-of-the-day panel. I bet you never thought we can have this  
23 (indiscernible) a conference where you heard the word "nipple."  
24 Thank you, Nia.

25 Before we leave for the day, I'd like to remind