

1 many of the successful programs like the Micronesian
2 cultural awareness program and my own program, the
3 Imi Loa. Sam, please stand up. You deserve an
4 applause.

5 Okay, so at this time, without further
6 ado, I would like to ask Dr. David to please come up
7 and introduce their representative for the governor.
8 Dr. David?

9 DR. HANLON: Before I introduce the
10 governor's representatives, I just want to respond
11 to Richard Salvador's request and say that, yes, the
12 Center for Pacific Island Studies will be happy to
13 facilitate, contact, directories, general resources
14 that come out of this conference. We have a web
15 site, and we will be delighted to use that web site,
16 especially its resource section, to facilitate the
17 kinds of contact information and other resources
18 that people are requesting.

19 As I indicated to you in my opening
20 remarks of yesterday, we had asked Governor Lingle
21 to join us and to speak at the end of these two
22 days, and she had very graciously agreed to do so,
23 and Sam, Sam Aiona, had told me earlier that the
24 governor's office was working to help prepare and
25 facilitate her presence. Unfortunately, her mother

1 passed away, and the governor is not able to join us
2 this afternoon. We have expressed our condolences
3 to her, and we also appreciate the fact that she has
4 sent to us representatives to respond to the
5 conference and more particularly to the
6 recommendations that have come out of the breakout
7 session groups.

8 Before I introduce the governor's two
9 representatives, I want to say a special thanks to
10 all of those who were involved in the breakout
11 sessions, to the leaders, to the recorders, and to
12 the panel members who joined in those breakout
13 session groups, and especially to those who worked
14 quickly and effectively and very well to summarize
15 what I am sure was a very extensive, detailed, and
16 complex list of recommendations, so a special mahalo
17 to those of you who worked to facilitate quickly,
18 efficiently, and well the recommendations from those
19 breakout session groups.

20 We have from the governor's office two
21 very distinguished individuals who are well situated
22 to speak to the concerns of this conference and to
23 the concerns of Micronesians here in Hawaii. We
24 have me Linda Smith, who is the senior policy
25 advisor to the governor, and we also have joining

1 Linda Henry Oliva, who is the deputy director of the
2 Department of Human Resources.

3 They will come up to the podium
4 together, and they will first respond to the eight
5 summary points that Ben has presented. They then
6 have a few statements of their own to make about
7 issues and policies regarding Micronesians in
8 Hawaii, and then they are willing to take your
9 questions and to respond to them as best they can
10 about your concerns and about the State of Hawaii's
11 efforts to respond to those concerns. So with those
12 being the ground rules, would you please welcome to
13 the podium Linda and Henry?

14 MS. SMITH: Thank you, David, for that
15 very gracious lead in, and thank you, Henry, for
16 joining me today.

17 First, on behalf of Governor Linda
18 Lingle, I want to express her appreciation for the
19 many expressions of sympathy and condolences that
20 she has received since her mother passed away late
21 on Monday evening, and she regrets that she wasn't
22 able to join you today. She was very much looking
23 forward to this particular event, and one of the
24 suggestions that was made that we would like to echo
25 is the idea of having this kind of gathering on an

1 annual basis, and I'm sure that I can speak on her
2 behalf that she would then like to join you for the
3 second annual conference.

4 I also perhaps before I begin would like
5 to acknowledge and recognize the presence of the
6 Chief Justice of the Federated States of Micronesia.
7 I understand that he gave a very awakening speech
8 this morning, and I am hopeful that the comments of
9 myself and my colleague, Henry Oliva, can insure
10 that we have a very awakening all the way up to the
11 end of this particular conference, so, thank you,
12 Chief Justice for joining us. We very much
13 appreciate your presence throughout these past few
14 days.

15 I would like to start by commenting on
16 the last item, and that was item number eight, which
17 talked about increased collaboration between Hawaii
18 State government and the Freely Associated States of
19 all of the nations of the Pacific Basin, and I would
20 like to do that by sharing with you some excerpts of
21 a letter that Governor Lingle sent on the 3rd of
22 March to the speaker of the Congress of the
23 Federated States of Micronesia because I believe it
24 demonstrates both an understanding and the basis of
25 the continuing dialogue that the State has had, not

1 only with the Federated States of Micronesia but
2 really all of the compact and free association
3 organizations.

4 As you may know, there is a Pacific
5 Basin Council. It is made up of the governors of
6 all of the Pacific nations. It meets usually on an
7 annual basis in conjunction with the National
8 Governors Association. It was somewhat dormant
9 until Governor Lingle came into office in 2002, and
10 then we have had regular meetings between the
11 governors of the various Pacific Basin nations to
12 insure that we have a good dialogue and a sharing of
13 the kinds of concerns and mutual programs that we
14 have together.

15 And along those lines, Governor Lingle
16 communicated with the Honorable Isaac Figir back in
17 March and said to him, and I would like to share
18 these words, please rest assured that we view the
19 citizens of the Federated States of Micronesia as
20 well as all of the other nation states of the
21 Pacific Basin as our brothers and sisters amid the
22 Pacific. The historically important and unique bond
23 between our nations and the United States has been
24 demonstrated not only by the cooperative spirit
25 evident in our mutual health and social welfare

1 initiatives but also by the sacrifices made by your
2 citizens who have so willingly and honorably served
3 in our global war on terror.

4 And the governor wanted to specifically
5 recognize how much we are bound together, and this
6 was in response to an effort on the part of the 15th
7 Congress of the Federated States of Micronesia in
8 which they were enacting resolutions to calling upon
9 the improved delivery of health services to all
10 citizens, particularly with regard to preventable
11 and communicable diseases, both in the very Pacific
12 nations as well as in Hawaii, and that was the basis
13 for that particular communication.

14 Since that time, we have been in
15 discussions with the Federal government and, as some
16 of you may know, have been successful at being able
17 to work with the Centers for Disease Control out of
18 Atlanta who has agreed to put an office here in the
19 State of Hawaii to work very much with both the
20 Hawaii State government as well as the governments
21 throughout the Pacific nations in insuring that we
22 have the kinds of opportunities to both detect,
23 screen, and treat diseases, particularly those types
24 of communicable diseases that CDC is very much
25 concerned about.

1 And that's a type of program that we
2 feel very much is along the lines of insuring that
3 there's a good cooperative relationship both at the
4 Federal level, the State level, as well as the
5 governments of each one of the Pacific nations, and
6 we will continue to work on those very specific
7 kinds of projects to address the point number eight
8 that was raised and form the basis for one of the
9 recommendations from the breakout groups.

10 I wanted to defer to Henry and see if he
11 wanted to add anything on that particular point or
12 maybe address one of the second points.

13 MR. OLIVA: Thank you, Linda. Again,
14 there are a lot of points that your past group or
15 your group has put on the board in back of us. What
16 doesn't surprise me is that all of the issues that
17 you have discussed in the last two days have
18 surfaced again and again and again and again. So,
19 again, I think at this point, I will just defer some
20 comments specifically on some of those items, and we
21 will be able to add additional comments at a later
22 point in time.

23 MS. SMITH: Thank you, Henry. Again I
24 am not going to go in any particular order, but I am
25 going to look at number two, which said to be more

1 accurate, provide more accurate and better data on
2 Micronesian community both spacially, I heard, as
3 well as numerically. A part of that effort, as was
4 referenced earlier by some of the comments, and,
5 Ben, I want to compliment you for doing a very good
6 job of summarizing all of the points from the
7 breakout sessions.

8 There is a legal requirement for a
9 census to be taken this year, this calendar year
10 2008, by the US Census Bureau, and I had the
11 opportunity to meet in February with the new head of
12 the US Census Bureau, Dr. Steven Murdoch.
13 Dr. Murdoch is relatively new on the job. He has
14 been with the -- the head of the Census Bureau for
15 two months at the time that I met with him on the
16 26th of February.

17 It was an excellent opportunity to have
18 that meeting because it helped him understand the
19 importance of an accurate census in the State of
20 Hawaii. I think as many of you know, much of our
21 Federal funding for the next ten-year period may
22 well hinge upon our ability to identify, reach out,
23 and look at the needs of the compact and free
24 association migrants who are here in the State of
25 Hawaii, and so I wanted to make sure that the Census

1 Bureau was aware of that. I was raised three
2 concerns with Dr. Murdoch that I would like to share
3 with you.

4 The first was our concern that there was
5 insufficient money that was provided at the Federal
6 level for the census. \$300,000 has been set aside
7 by the US Census Bureau to do the enumeration here
8 in this state, and figures have ranged in terms of
9 perhaps considerably more, perhaps double that
10 amount that might be necessary to do an accurate
11 count and insure that people of all the required
12 language backgrounds have an opportunity to
13 participate in the enumeration.

14 And so I was able to work with
15 Dr. Murdoch and put him in touch with the Bureau of
16 Insular Affairs within the Department of Interior
17 who said that they are willing to help with
18 resources, including, hopefully, some financial
19 resources, to make sure that the money from the
20 bureau along with the money that might be available
21 through the Federal Department of Interior could be
22 pooled together to insure that we have a good count.

23 As some of you may know, the last time
24 this was done, it was done by a third party, a firm
25 that, while I believe they may have tried their

1 best, was from not within the State of Hawaii,
2 perhaps didn't have all of the background or
3 cultural sensitivities to be able to do the count
4 accurately.

5 So the second point that we raised with
6 Dr. Murdoch was an interest on the part of the
7 University of Hawaii, particularly the school of
8 sociology as well as other portions of the UH campus
9 to help with doing the required census. We feel it
10 is very important to have a local team on the
11 ground. We also sense it will be useful to have --
12 to help in terms of addressing the cost implications
13 to have the UH be willing to offer volunteers
14 through their student body to help with the count,
15 and also to partner with people throughout the
16 community who have the language skills to help do
17 the count, so that was the second point that I
18 raised with Dr. Murdoch.

19 And the third point was to ask them to
20 please insure that they work very closely with us on
21 the timing of the census. Our understanding is that
22 it is to be done before the end of this year. We
23 would like to make sure that all of us have an
24 opportunity to participate, to know what the time
25 schedule is. At the time that I met with him, he

1 was not aware of what that time frame would be, but
2 we have each other's cell phones, we have each
3 other's e-mail addresses, and so he knows that I am
4 going to be right there asking him on an ongoing
5 basis regularly how we can make sure that the State
6 of Hawaii, that all of you here in the audience can
7 work with him on insuring an adequate census?

8 Maybe I should stop at this point and
9 see if there are any questions, or maybe you would
10 like to add to that?

11 MR. OLIVA: Yes, I would like to add
12 because, you know, in the task force that was
13 formed, there was a lot of discussion with regard to
14 the census. The census provides for service
15 providers an idea as to the kinds of services and
16 the numbers of people that need services, so it's
17 really important to have an idea as to who is out
18 there.

19 At this point, because there is this
20 fear of number of people that people feel like,
21 well, if I give my information, I might get thrown
22 out of housing, I might not be eligible for other
23 benefits. Well, what's good about the census that's
24 coming up is that it is not an eligibility census.
25 It really would give us an opportunity to find out

1 exactly or give us a good or better idea as to the
2 population that we need to serve.

3 With regard to the census, it is also
4 very important from a provider's standpoint so we
5 can look at capacity and how to fill this capacity
6 so we can serve the population that we need to
7 serve.

8 So, again, the census serves many
9 purposes, but the most important thing about the
10 census would be, and this is the part that you can
11 help all of us in your own community with, is to
12 give the information to our Micronesian population
13 as to the importance of being counted, you know, so
14 that we are not missing anyone, and I think you
15 would all provide a valuable resource to us if, in
16 fact, we can get those -- the better numbers on the
17 count that we have here in the State of Hawaii.

18 MS. SMITH: Are there any comments in
19 terms of the point number two and what is being
20 done?

21 Again, I want to thank Henry for
22 pointing out that each one of you can help insure
23 that people throughout the community are aware that
24 if somebody comes by with a clipboard starting to
25 ask questions, that it's not something that they

1 should fear or be concerned about, that it really is
2 helping, helping all of us, including those within
3 the compact free association community.

4 MR. OLIVA: I guess part of the strategy
5 that we ought to be thinking about is how can we
6 best insure that we get a better count, and it would
7 be through the churches and the various
8 organizations that we have, that if we communicate
9 this at the time, and we build this crescendo of
10 information to our Micronesian community, that we
11 would in fact have better results.

12 MS. SMITH: Josie is doing something
13 over here. I don't know. It seems like it is
14 important. Great.

15 I would like to go to item number three,
16 clear and concise information to policy makers on
17 what programs the Micronesian community might be
18 eligible for. I thought that was a very good
19 important recommendation. I appreciate seeing it
20 very high on the list of the eight that Ben shared
21 with us.

22 As Henry has indicated, there was a task
23 force that was put together last year headed up by
24 the attorney general of the State of Hawaii. Some
25 of you may be familiar with Mr. James Walters, who

1 is deputy attorney general, and has been very
2 actively involved with working on compact and free
3 association issues and insuring that we are meeting
4 the annual reports that we have to send back as a
5 State to the Department of Interior every year on
6 the funds that are provided at the Federal level,
7 the 10.6 million dollars that are provided at the
8 Federal level.

9 And that task force met throughout 2007,
10 issued a report in 2008, early 2008. It is a public
11 document. It has some, I think, important points to
12 make that are along the lines of what is being
13 suggested here in terms of clear and concise
14 information. What the task force initially said is
15 that they felt at least initially, and they are
16 continuing their work throughout this year, that
17 there seems to be access to services, but that there
18 needs to be improvements in terms of delivery of
19 those services and an understanding of where you can
20 insure that you get full coverage for those
21 services. Very much I want to share that that task
22 force has been proceeding --

23 How many of you have had a chance to
24 either participate, I would like a show of hands
25 either participate on the task force or go to one of

1 their community sessions or outreach or their
2 breakout sessions? Have any of you had an
3 opportunity to do that? Let me see a show of hands
4 here. Okay, some of you. So you are familiar with
5 the effort that I am talking about.

6 They have been working, I think, very
7 diligently to recognize that there are limited
8 resources to our service providers, and that we need
9 to do a much better job of both pulling those
10 together and looking at those resources in a
11 comprehensive manner.

12 One of the things that I think the task
13 force did is it reaffirmed of the intent of the US
14 Congress to not cause any kind of adverse
15 consequences to jurisdictions that open their doors
16 and become a location where compact and free
17 association citizens might settle, and as such, what
18 the task force did was identify the need to work
19 more closely with our US congressional delegation in
20 helping to defray costs, particularly costs in the
21 area of health care, education, social services, and
22 infrastructure. Those are the four areas that they
23 looked at.

24 As a result, we have been working with
25 the congressional delegation in two very important

1 areas, I think, and we reaffirmed and we have been
2 very supportive of pieces of legislation that are
3 now pending before the US Congress. Some of you may
4 be familiar with those pieces of legislation. On
5 the Senate side, it is Senate bill 1976. On the
6 House side, it is House Bill 4000.

7 And what those two pieces of legislation
8 would do would be to open up to the Micronesian
9 community and, really, to all members of the compact
10 and free association community the eligibility for
11 temporary assistance to needy families, often
12 referred to as TANF funds, because we do believe
13 genuinely that there should be a willingness for the
14 Federal government to cover residents of the compact
15 association residents who happen to be in the United
16 States should they be eligible and need to tap into
17 temporary assistance for needy families, that they
18 should be eligible.

19 The second major program that we are
20 encouraging eligibility is for food stamps. Again,
21 a very important federal program that is there to
22 provide assistance to individuals who need some
23 additional support to be able to pay for their
24 grocery bills, and we see these as two key Federal
25 programs, and we would like to continue to work with

1 our delegation and work with all of you here in this
2 room because your voices matter, again, in helping
3 us persuade other members of Congress in the
4 importance of being able to open up these benefits
5 to the Micronesian community, to the compact and
6 free association community. So that's very much
7 what we are trying to do in terms of identify.

8 In addition, as you may know at the
9 State level, Department of Human Services Lillian
10 Kohler and Henry Oliva enacted a program -- I think
11 it was two years ago, Henry, and perhaps you can
12 help me on this -- to identify and insure that
13 individuals who were in Hawaii who maybe didn't have
14 a resident status but were located here in the
15 State, that they have access to prenatal care and
16 that they have access to postnatal care as well for
17 children that are born here in the State of Hawaii.

18 This was the first time that our health
19 care services supported by State dollars were
20 extended to that particular community, but we
21 recognize that it is very important to insure that
22 our children that are born in Hawaii, regardless of
23 the original origin of their mother, have the kind
24 of prenatal care services that are important to
25 insure that the child is healthy at the time that it

1 is born.

2 So the Department of Human Services
3 stepped up in 2000 -- was it 2005?

4 MR. OLIVA: 2005.

5 MS. SMITH: Okay.

6 MR. OLIVA: And as you can see,
7 generally, the idea was to look at prenatal and
8 postnatal care of young children, and it was a very
9 sweeping change as far as we were concerned because
10 all we wanted to have was healthy babies, and it
11 didn't matter wherever you came from, so we are very
12 successful in doing that.

13 One other thing that I wanted to add
14 about the item number three with regard to the
15 service providers, and, you know, really, it zeroes
16 in on how we look at the kinds of capacity that is
17 available to the community, and, again, I think we
18 will talk a little bit about that when we have
19 additional comments.

20 MS. SMITH: Great. So I think we have
21 covered number eight, number six, number two, and
22 number three so far.

23 Moving to item number four, larger pool
24 of qualified and certified interpreters in all of
25 the major languages. I hope that most of us are

1 familiar with the Office of Language Access within
2 the Department of Labor and Industrial Relations.
3 There was an office that was set up last year as a
4 result of legislation that was passed in late 2006
5 by our State legislature. It has been growing in
6 terms of staff and insuring that it both works with
7 our executive agencies, and this is what I think is
8 important is it covers all public agencies.

9 So it covers the cabinet agencies within
10 the State of Hawaii. It covers the judiciary,
11 because we know there's very important need to
12 insure that there are interpreters in the court
13 system when any of us who have a language challenge
14 need to tap into legal services, so we have been
15 working with the judiciary.

16 The third area is with the counties
17 because there are times when there may be permits,
18 there may be licenses that an individual needs,
19 let's say, a vocational license that they might
20 require where they might want to make a case before
21 the County Councils, and they would like to have
22 interpretive services before the County Council, and
23 so it also covers our county governments as well as
24 the State government. It doesn't cover the Federal
25 level because the Federal government already has its

1 only obligations under Federal law to provide
2 interpretive services or language services.

3 Additionally, as many of you know, we
4 have been working to insure that all documents in
5 the State of Hawaii are translated into the major
6 languages that are used here in this State, our
7 written pamphlets, our forms that go out. The
8 governor's state of the State message was actually
9 translated into a variety of languages. I think
10 this was the first time that a governor's state of
11 the State was translated, and, additionally, of
12 course, elections, our laws require that all of the
13 major languages, that there are both interpreters as
14 well as ballots that are in all of the proper
15 languages.

16 So those are the kinds of steps that we
17 are trying to take there, but we are still staffing
18 up and realize the need to identify and reach and
19 work with more interpreters in the major languages
20 throughout the Pacific Basin area.

21 MR. OLIVA: One of the things that we
22 found in the discussions that we had in the task
23 force group with regard to interpretation,
24 interpreters and the process which was being used
25 was that, you know, they are really looking for a

1 high caliber interpretation type of person when you
2 get a certification or some translator's diploma.
3 What we were concerned with was what you heard from
4 the reverends and the pastors that were here is the
5 ability of, you know, our Micronesian community to
6 access interpreters.

7 There is a central theme around the
8 language with regard to seeking interpreters that
9 could do something as simple as when you get to the
10 airport and somebody needs assistance, that you can
11 get the person who understands the language as
12 opposed to a court reporter's interpretation. So
13 it's kind of important to look at, you know, those
14 and create for ourselves a cadre of interpreters in
15 the very different languages that we have that would
16 be available through some central point of contact.

17 You know, how simple would it have been
18 for the officer at the airport in the case that the
19 reverend gave, to have had a number that he could
20 have called to say I need an interpreter for
21 whatever? And in this case someone was available,
22 but they didn't even know that the person was
23 available to interpret for him.

24 So, again, some thought needs to be
25 given, yeah, we need to have certified translators,

1 interpreters at a court proceeding and all of these
2 different levels where it is necessary, but we also
3 need to find a cadre of people that can help those
4 who need to access services in our community.

5 MS. SMITH: And maybe what I would like
6 to suggest is one of the things that we will offer
7 is to provide Ben in the final (inaudible) of all
8 the recommendations of the number in the web site of
9 the Office of Language Access and also contacts on
10 each of one of our cabinet agents in the judiciary
11 in terms of who is responsible for language access
12 in each one of those organizations, so you have that
13 as background as reference coming out of this
14 particular conference and can either access it
15 yourself or direct people that you would like to be
16 able to access and identify where they can get
17 interpreters as required or volunteer if you have
18 this particular skill to be able to serve as an
19 interpreter. So we will go ahead and make sure that
20 that's available.

21 The other area that I think I would like
22 to also comment on is the point that I think Sam did
23 such a good job of addressing, Sam Aiona, and that's
24 the need for a centralized place for better
25 dissemination of information. I want to thank Josie

1 Howard for her organization both for the work you do
2 as Goodwill Industries as well as her organization's
3 willingness to step up, to apply, and to serve as a
4 point of -- a physical point of a central place
5 where individuals can go. I think it will be very
6 helpful working with a faith based community and
7 certainly with all of our State offices.

8 We would welcome that as an opportunity
9 to have a central location, a one stop shop.
10 Clearly, we do it for businesses in the State of
11 Hawaii. We do it for underground utilities. You
12 have a one call center where you can call, and you
13 know what's underground. So there's a lot of good
14 models out there of how you can provide a central
15 place, and I think that finding an organization
16 that's willing to do it such as Josie's organization
17 is helpful, and we will cooperate in whatever way we
18 can.

19 MR. OLIVA: I think as you have
20 identified, you know, to have a place that's central
21 is paramount because you would have a point of
22 contact, a place in which all the information would
23 funnel and flow through, and you would have this
24 place in which information could be disbursed from.
25 All of the issues that you have in back of me, in

1 back of us, you know, could emanate from such a
2 place, and the kinds of services, the issue of
3 language, creation of, you know, the cadre of
4 people, it hinges on our ability to create for
5 ourselves a place.

6 One of the things that's important in
7 looking at a place, though, is that we always think
8 of bricks and mortars and the expense of building a
9 place. If we organize ourselves which we are
10 working so hard to do is to create for ourselves an
11 opportunity to be -- find a central point of contact
12 for all of us. If we are able to do that and
13 organize ourselves to the point in which, you know,
14 you heard about the churches, how they go from one
15 building to another building. They actually didn't
16 have to build their church, so if we can find
17 partners in the community that would create for us
18 this opportunity to at least house us, house a
19 central -- in a central or some location that would
20 be in a central collecting point for us, I think
21 that could also work.

22 You know, because for me, I am a little
23 impatient to think that we have to find land, we
24 have got to go build, we have got to go get the
25 money from the leg, we have to do all of this other

1 stuff. What it probably means is we have to think
2 differently as to how we can help ourselves, and our
3 collective efforts I think will hold us in good
4 stead in trying to find a location so that we can
5 truly organize our efforts towards our Micronesian
6 community.

7 MS. SMITH: I am going to comment on
8 just one more of the points, and then I would like
9 to make sure that we leave some time for questions
10 and comments to me and Henry.

11 Number seven, strengthening, training,
12 mentoring for young Micronesian people into the work
13 force. I don't think we can say enough about the
14 importance of doing this. I want to share with you
15 that the governor's office, Nani Medeiros, who is a
16 member of the governor's policy team, has spent some
17 time with the community over in Pauoa that is of
18 Micronesian background and is concerned about the
19 quality of education that they had been receiving
20 through the Department of Education system.

21 We have been working with that community
22 and the local school complex, school community
23 complex, to see what can be done to both help
24 teachers understand the cultural sensitivities that
25 they need to be aware of as they are working with

1 youngsters who come from the Pacific Basin area and
2 need some extra time, need some extra attention,
3 some extra mentoring, and some extra support to be
4 able to integrate successfully into our public
5 school system.

6 There also are models that have been
7 used in the Hawaiian community. I think many of you
8 may be familiar with the fact that there are a
9 number of host culture schools, particularly charter
10 schools that are based on the Hawaiian host culture
11 that have found that that's an alternative way to
12 address learning needs within a particular
13 community.

14 I'm not suggesting that that is
15 something that necessarily the (inaudible) community
16 wants to consider, but it is something to at least
17 be mindful of, that the charter schools have been
18 successful in terms of working with particular
19 groups of young children who have not fit into the
20 traditional public school system effectively or with
21 only great difficulty, and they have found
22 alternative ways of reaching out and working with
23 them to insure that they get that support, training,
24 and most of these charter schools are much smaller
25 than regular public schools.

I see Joy Bounds in the audience, and I

2 would be remiss if I didn't mention that she has
3 been really very significant in terms of helping
4 with the charter school movement and the work that
5 we have been doing in that area.

6 The third example that I would like to
7 mention is the focus that the Lingle Aiona
8 administration has had on what we call hands on
9 project based types of learning because we know that
10 not all students learn in the same way, and
11 sometimes it takes a contextual learning environment
12 to be able to bring students along and help them
13 understand the concepts that are very dry.

14 Perhaps the best example of that, as
15 some of you may know, is the work that has been done
16 in what is called the First and the Highest
17 Academy's focusing on robotics as a contextual
18 learning environment for students who maybe had an
19 aversion to math or engineering or any kind of a
20 technical type of training, but really gravitated
21 towards the idea of engaging in a contest in which
22 they had six weeks, they all had the same parts,
23 they were all given the same parts, and they were
24 asked to design a robot that could run around the
25 track and throw a ball over an overpass, and at the

1 end of two minutes and fifteen seconds, put that
2 ball on to the top of the overpass and get points
3 for being able to do so.

4 Last year, we had four schools in the
5 State of Hawaii that competed in this kind of
6 contextual learn. This year we had 25 schools,
7 along with twelve schools that competed in a
8 regional contest that was held at the Stan Sheriff
9 Center last weekend. I don't know if any of you had
10 a chance to see some of the coverage on that
11 particular event, but it was both exciting from the
12 standpoint that we went from four to 25 very
13 successful teams.

14 And I would like to share with you that
15 some of these teams were made up of students who
16 were in Hawaii for less than five years, some of
17 them where English was not their native language at
18 the time that they arrived in Hawaii, some of them
19 who did a lot of their robotics in their native
20 language because they could communicate with their
21 team members better in their native tongue than they
22 felt comfortable in English, but put successful
23 teams together, and six of our teams from Hawaii
24 will be going to Atlanta, Georgia, in May in what is
25 called the Super Bowl of Smarts, which just like

1 football or any kind of a major super bowl event,
2 you will have teams from around the United States
3 competing with each other in this kind of robotics
4 competition.

5 So, again, I use that as a model of
6 where training, mentoring, because every single one
7 of these teams comes with a mentor, and these
8 mentors came from organizations such as Hawaiian
9 Electric, the Ocean Net, the shipyard, because they
10 know that their future is dependent upon having
11 youngsters that are trained in engineering and math
12 and science if they are ever going to be able to
13 have a work force that is successful.

14 So it's a model that I share with you.
15 It's a model that works across the spectrum, but
16 hands on contextual learning as a way in which we
17 can work to better reach out to students across the
18 spectrum, including students from the Micronesian
19 community who have perhaps had challenges in our
20 traditional public school system. So those are the
21 kinds of things that we are looking at and we plan
22 to build upon.

23 MR. OLIVA: I would like to just add a
24 few comments with regard to item number seven, and I
25 think it's an important item with regard to bridging

1 the gap and training for our young children, but it
2 also begs a question as to what capacity do we have
3 in being able to do what item number seven is asking
4 for. What it probably means is that some
5 consideration needs to be given as to how we empower
6 ourselves into building the capacity that would in
7 fact help us effectuate the learning of our young
8 people.

9 I do know and I like the words of
10 cultural sensitivity that it is written in. I heard
11 a little bit about the transition into Hawaii and
12 also the assimilation of our Micronesian brothers
13 that come to Hawaii, so, again, you know, these are
14 really good words, but when you take it one step
15 further, it means that you have got to have the
16 capacity to do it.

17 And from our standpoint, when you look
18 at -- and this is from the task group standpoint,
19 that if you look at how do we empower our
20 Micronesian community to, in fact, assist us in
21 building the capacity from within their own -- their
22 own different language places, and I think if we can
23 empower people to assist us in doing this from
24 within the community, you know, we will be able to,
25 I think, look at how we can do this better.

1 Again, I think and I do know that
2 whatever resources the State has that it can put
3 towards helping to help you bridge the gap, we will
4 certainly want to be your partners in this effort.
5 So, again, it is just an idea of looking at building
6 capacity so, in fact, we can do those things that it
7 looks like in item number seven, but you have got to
8 have the means of doing it. So again, how do we,
9 how do we build staff? How do we build, and how do
10 we get people to assist us in doing this?

11 MS. SMITH: I think on that note, I
12 would like to open it up to questions. Here is your
13 chance to ask the governor's office anything that's
14 on your mind. I know some of you, I understand a
15 significant number of you are people who are from
16 various state agencies, Department of Health,
17 Department of Human Services. Maybe I can have a
18 show of hands to see how many of our service
19 providers to our State agencies are here? Don't be
20 bashful. Good, okay. Great, great, we are glad to
21 see that. Here is your opportunity to see how we
22 can work better with you in this particular area.

23 Yes, sir, thanks for breaking the ice.
24 And he has got both of his shoes on.

25 MR. SALVADOR: Thank you. I wanted to

1 provide a comment about Henry Oliva's statement
2 about work force development and building capacity.
3 In 2004 and 2005, they were passed in the State
4 legislature that -- I think it passed but went as
5 far as the -- the second one went as far as the
6 governor's office but was -- for some reason didn't
7 follow through because of language in the bill.
8 That concerned the Federal Reed Act funding for
9 Micronesian community, and I think the concern was
10 with the language made for the four Hawaii counties.

11 But the way they did it is Randy
12 Francisco from Leeward Community College had done
13 some work with others who had helped him in creating
14 a work force development program that if you read
15 the act of those years, provide a very clearly
16 articulated program of work force development
17 teaming up with Leeward continuing ed program and
18 the Oahu work force development committee, the
19 (inaudible) commission, and in creating a program
20 that was very feasible providing assistants and
21 nurses, education, and other things I think
22 including agriculture related trades and stuff.

23 But for some reason, and as the previous
24 bills in this legislation session has done, they get
25 stuck somewhere in limbo and never get through, so

1 we need the assistance of the governor in terms of
2 understanding where these bills are made and
3 following through with funding.

4 MS. SMITH: Maybe I could try and
5 address that, and thank you very much for raising
6 that point. You are correct, and I think it was
7 2005, there was originally a proposal. I don't know
8 how many of you are familiar with the Reed Act fund.
9 Basically, they were monies that were provided to
10 all states when the terrorism hit in 2001, and there
11 was significant increase in unemployment throughout
12 most jurisdictions. The Federal government gave
13 states additional money to be able to cope with what
14 they anticipated at that time would be perhaps some
15 long term dislocations within the employment market.

16 As it happened with the State of Hawaii,
17 we were relatively resilient as a state, and we were
18 able to bounce back from that particular episode
19 within a fairly short period of time, which left the
20 Reed Act monies within the Department of Labor and
21 Industrial Relations to be spent. There are some
22 sort of parameters in terms of what you can and can
23 not spend it on.

24 2005, there was a proposal to spend some
25 of those monies outside of what the normal Federal

1 government requirements would have allowed, and that
2 didn't work successfully in terms of the way the
3 language was in the particular bill, but in terms of
4 2006, there was a successful effort to take some of
5 the monies, and I don't remember the exact amount,
6 but it was, I believe, at least five million dollars
7 from the Reed Act fund and distribute those monies
8 to work force development councils in each one of
9 the counties.

10 The counties have, to the best of my
11 knowledge, had varying levels of progress in being
12 able to span some of those Reed Act funds. The Big
13 Island of Hawaii has perhaps been the most
14 aggressive in terms of utilizing those monies for
15 work force projects, and they are actually back into
16 the legislature this year to get a little bit more
17 funding for the Big Island of Hawaii to help them
18 with the projects they put in place.

19 I would have to defer to anybody here
20 that is here from the counties in terms of how the
21 other counties are doing with their Reed Act
22 expenditures, but there were monies that were
23 released specifically, but it wasn't just for this
24 particular community. From anybody under the
25 compact and free association, it was for training

1 and work force development really across the board.

2 MR. OLIVA: What it probably means
3 there, Richard, is that if we were better organized
4 and if we were aware of those situations, even on
5 the different islands, you know, we can -- we should
6 be able to lobby and look at redirecting or
7 directing those funds towards the Micronesian
8 community. But then again, it just means that we
9 have to be looking at and be aware of those issues
10 that come up and could impact the community and
11 participate in the process in looking at how we can
12 do better in doing that.

13 I did want to add, you know, we are
14 really working with all of you to increase awareness
15 of the plight of our Micronesian community in
16 Hawaii. This has been a good session for us. We
17 think we are working both with the legislature and
18 within the administration in raising awareness of
19 the impact of the compacts on the State of Hawaii,
20 so, again, it is just a -- it warms me to know that,
21 you know, there are people working to do this and at
22 least raise the awareness of the plight of the
23 Micronesian community in Hawaii.

24 MS. SMITH: Did Richard have the only
25 question? Oh, here we go.

1 UNIDENTIFIED SPEAKER: Thank you for
2 coming. You always have difficult decisions to make
3 from the governor's perspective, but I am wondering
4 about number seven you had mentioned about youth
5 work force development, and then you had -- you took
6 sort of that, and you talked about particular
7 smaller programs and the charter schools.

8 But I am wondering about the Department
9 of Education as a whole as opposed to small little
10 programs, about policies in trying to aculturate the
11 kids because if you don't do it now and it
12 continues, there's issues brewing that I am afraid
13 are going to get bigger, I know will get bigger,
14 they are already getting bigger, and I would like to
15 see that more funding be changed, maybe not more,
16 but moved so that there's people in the schools that
17 can really help the kids on the ground. Sometimes
18 it's not very expensive to do that, and it's a huge
19 investment up front so you don't have the problems
20 later on. That's one of them.

21 The other issue, and I thank you for
22 taking the questions. The other issue is that I
23 hope that the Micronesian population census will go
24 through, so I would encourage you to keep calling
25 him on his cell phone, Dr. whatever his name is.

1 MS. SMITH: Murdoch.

2 UNIDENTIFIED SPEAKER: Murdoch.

3 MS. SMITH: No relationship to David
4 Murdoch who owns (inaudible.) I asked.

5 UNIDENTIFIED SPEAKER: Unfortunately.

6 MS. SMITH: Unfortunately.

7 UNIDENTIFIED SPEAKER: They have money.

8 MS. SMITH: But spelled the same way.

9 UNIDENTIFIED SPEAKER: The other one is
10 the number three. I realize that there are -- oh,
11 and the language acts, that group. From my
12 experience sort of on the ground is that what has
13 happened for us is a mandate to do more and more
14 paperwork, and I have told them, no, I'm not going
15 to have my staff do more paperwork. You figure out
16 how to get the information to you. That people, I
17 understand, need more access to people who can speak
18 their language, however, it's not okay to make my
19 staff do four pieces of paper on every client. It's
20 just not going to work. We have 90 percent of our
21 clients who don't speak English as a first language.
22 It's ridiculous. So I will just put that out there.
23 It is not very effective.

24 The other one is, excuse me, it would be
25 wonderful if, yeah, with the interpreters, that was

1 number -- they are all sort of related, that's why I
2 am confused, I'm sorry.

3 For number three, what we have found is
4 that I think many people in the Department of Human
5 Services, from my experience, they are just
6 confused about what people qualify for, what they
7 don't qualify for, so when you call us a service
8 provider to ask about it, I have this wonderful
9 person here who wants a job, can they go through the
10 first to work program or whatever? You know, so
11 many people want a hand up. They don't -- they
12 really appreciate that you want to give money for
13 cash assistance for TANF and they really appreciate
14 getting food stamps. I don't disagree with that.

15 But there's also a huge pool of them
16 that want help to get in to training so they can get
17 jobs, and, oh no, they are in TANF, they are in
18 TANF, they don't qualify for this. They are
19 married, so they can't do this. And it's like they
20 want a job, you know? And I would love to see that
21 some of those barriers get broken down, so even if
22 you are putting money into food stamps or -- and I
23 realize the different pots of money can't be mixed,
24 food stamps or cash assistance. I am wondering if
25 there is some way that that money could go to help

1 these people with training for jobs.

2 MS. SMITH: Do you want to take that
3 part, and I will take the DOE part?

4 MR. OLIVA: Thank you, I appreciate your
5 question. You know, the Department of Human
6 Services, and I have to have a soft spot in my heart
7 for eligibility workers because, you know, they have
8 to be so versed in so many issues, but you are
9 correct in looking at how we can do it better?

10 There are signals that have been raised
11 with regard to the issues that our workers are so
12 busy looking at their case load, that if you asked
13 them when was the last time that you received any
14 other types of training, it could have been a long
15 time ago. So, again, I think as we get better at
16 identifying those issues and looking at how we can
17 make them better be able to serve and so that people
18 have access to our services, we certainly want to do
19 that.

20 MS. SMITH: And let me just add too that
21 one of the things that we do, and you raised a good
22 question because I don't know the answer to your
23 question in terms of, you know, are they eligible
24 for the C program, for example, or the first to work
25 program, but we should all know that so that one of

1 the things that Henry and I have to commit to is
2 trying to get back to Ben with at least, you know,
3 what are the eligibility requirements, and would
4 people who are from any of the compact free
5 association states be eligible for those?

6 The Department of Education, is there
7 anybody here from the DOE? Okay, that in itself is
8 perhaps an indication, right? And I will just share
9 with you, because the governor shared this, her
10 biggest frustration is that she has no direct line
11 of authority over the Department of Education. As
12 we all know, it's run by an elected Board of
13 Education that sets the policies, gives guidance,
14 and handles a very very large organization.

15 However, having said that, there are
16 ways in which you can sort of go in sideways, and
17 one of them that I think exists and I would like to
18 encourage is there are a whole group of positions
19 called education assistants, EAs, you will hear that
20 terminology. You don't have to have a bachelor's
21 degree, you don't have to have a teaching
22 certificate, but you can apply for and become an EA
23 and be able to work with kids in a classroom as an
24 educational assistant alongside the teacher to help
25 mentor and provide extra assistance. And I recently

1 did see a list of DOE vacancies, and I can tell that
2 you there were hundreds of EA vacancies in that
3 listing that I saw.

4 So I want to encourage you or any of who
5 you have language skills and are interested in that
6 kind of or if you know of people who are interested
7 in becoming an education assistant, and we are also
8 looking at a career ladder that then allows
9 education assistants to move up and with course work
10 be able to qualify for becoming an actual teacher
11 within the DOE, because we also know we have got a
12 tremendous sort of upcoming, not an existing, but
13 actually an upcoming problem with teachers retiring
14 and needing to backfill from behind. So I would
15 like to at least suggest that.

16 Additionally, I think we do know that
17 when a student does not do well in the standard DOE,
18 some of them are able to go out into Job Corps. Job
19 Corps has been quite successful in working with
20 people within the Micronesian community, giving them
21 hands on training, experience, and getting them
22 connected with employers to actually have successful
23 careers, so I mention that as another option. I
24 happen to know some of the people who work very
25 closely with the Job Corps training center over in

1 Waimanalo. But it's, you know, it's there as sort
2 of a back stop when the traditional public school
3 system isn't successful in terms of helping somebody
4 who really does need training to be able to become
5 self-sufficient.

6 So I just mention those, but I don't
7 think we have hit everything. I do want to learn
8 after this discussion maybe a little bit more about
9 that paperwork problem so we can better understand
10 what your staff is up against. But I think we have
11 time for one more question, is that right, David?

12 DR. HANLON: Yes.

13 LILLIAN: (Speaks foreign language.) My
14 name is Lilian, and I am from Kosrae, and I am an
15 educator here in Hawaii but sort of also in
16 Micronesia because a lot of the work I do goes back
17 and forth.

18 Yesterday, in part of my presentation, I
19 tried to make the point of using media. I am an
20 educator who likes to use media and believes in the
21 power of media, and I also know that reading, you
22 know, we are talking about language access, so maybe
23 my point is mostly related to number four, but it
24 could touch on everything.

25 Reading is an issue for Micronesians in

1 both English and in the Micronesian languages, and
2 so we are talking about the lack of funding and
3 resources, but there's laws to have everything
4 interpreted, so just the simplest suggestion
5 from a simple educator. Can we do some of the
6 interpretation work through media?

7 And a small project that I showed
8 yesterday was something that a group I presented on
9 called Pacific Voices is happy to collaborate with
10 people on where we are working on. We made a DVD in
11 Marshallese and Chuukese language on ten different
12 methods of birth control, and this was done by
13 Micronesian and Marshallese women who are already
14 working at Kalihi Palama Health Clinic, and, yes, it
15 does take a day to do the video shoot and few more
16 days to do the editing, and then once you have that,
17 it is in electronic format, you can spin out
18 thousands of DVDs which the Micronesian families may
19 respond more to because we are visual people and
20 learners.

21 And this can be watched in the privacy
22 of people's homes or when people come to the health
23 clinics and so forth, and so I invite people to, as
24 you think about language access, think of there are
25 other means than just paper and print. Thank you.

1 MS. SMITH: Thank you, very good point.
2 I appreciate your raising that.

3 On behalf of the governor again, thank
4 you very much for listening to us this afternoon,
5 for being concerned about this particular area for
6 all of our compact and free association states and
7 the Micronesian community in particular. Thank you,
8 David Hanlon for your organization and for
9 sponsoring this effort, for Josie and all of your
10 work and making sure we were on time. She kept us
11 all on time. And on behalf of all of you and again
12 on behalf of the governor, mahalo.

13 MS. HOWARD: Thank you very much, Linda
14 and Henry for your answers, and very, very
15 informative. I learned so much, and I'm sure
16 everyone did. At this time, I would like -- I would
17 like to ask Dr. Hanlon to come and say some final
18 comments.

19 MR. HANLON: It's been a long very good
20 couple of days. I suppose the question at the end
21 of any conference is what next? Is there a next?
22 Well, it seems pretty clear from your voices that
23 there will be other things to come. Indeed, this
24 conference is not quite over in the sense that it
25 will be broadcast and fairly soon to the larger