

1                   You will find rest rooms at both ends of the  
2 upper and lower floors of the conference center.

3                   I think that's all the housekeeping  
4 announcements, so we are at break for now. Thank you. Oh, one  
5 more.

6                   MS. HICKSON: We're happy to see so many people here  
7 today, and I know that many of you were not able to register and  
8 came today in hopes of registering. We think, now, that we can  
9 accommodate more people than we thought.

10                  So if you'd like to, if you would like to stay  
11 with us for the rest of the conference, I hope you'll check in  
12 at the registration desk in front, and we'll get you registered  
13 and get your name tag so you can get a bento lunch too. So  
14 thank you very much.

15                  (Recess taken, 10:04 a.m. to 10:27 a.m.)

16                  EMCEE FILIBERT: Welcome back. And before we do that,  
17 maybe just a reminder, if you have on yourself a cell phone, you  
18 could please put that on shock mode. Not vibrate, but shock  
19 mode. I don't like the word "vibrate mode," so just shock mode,  
20 and so we -- at least we can have a smooth conference and no  
21 interruptions.

22                  We'll begin now with the panel on strengthening  
23 communities. For this panel, it'd be moderated by Joe Peter.  
24 And Joe Peter is director of the SOM-FSM Chuuk campus.

25                  And with that, I'll turn it over to Jo Jo.

1                                   Topic 1: Strengthening Community

2           Introduction

3           BY MR. JOAKIM PETER:

4                                   Thank you very much, Canisius.

5                                   It was a good start this morning with Dr. Hilda Heine.  
6           And I think she has brought those issues that we are going to be  
7           dealing with for the next two days at the forefront in her  
8           presentation this morning.

9                                   So with that, we have a panel this morning talking  
10          about strengthening communities. And like Canisius said, my  
11          name is Jo Jo Peter. I have the easy job of moderating this  
12          panel. It is easy because we have on this panel a group of  
13          young Micronesians who are working in the communities here and  
14          in Hawai`i, dealing with Micronesians and people here in  
15          Hawai`i, in the government and the nongovernment organizations.

16                                  What I would like to do is ask each and every one of  
17          'em do a presentation at one time. They'll all be screaming at  
18          once. So you all gonna try (indiscernible) what they're saying.

19                                  No. One by one, I'd like them to be talking about,  
20          briefly, talk about their group and the organizations that they  
21          represent and they work in and the service that they provide to  
22          the different Micronesian communities here in Hawai`i or  
23          Micronesians in Hawai`i and Micronesians in Micronesia, if  
24          that's the case.

25                                  And also, give some examples on how your group or

1 organization help strengthening the communities, the Micronesian  
2 communities here in Hawai`i; what particular needs or issues  
3 does your group or organization address; and also what proves to  
4 be successful; and some ideas as to why those practice work and  
5 don't work; and also what other needs are there to be done for  
6 you to work and you see out there as the needs of the  
7 communities.

8           There are ways in which -- if there are ways in which  
9 the government and other organization can help, I'd like you to  
10 also address that or bring to the conversation here this  
11 morning. And it will also help very much if you have particular  
12 stories that you want to tell to highlight this points and  
13 special concerns that you would like to share, as well as  
14 particular requests that you would like to make.

15           Let me introduce the panel members first before we ask  
16 each and every one -- each of 'em to do a 10- to 12-minute  
17 presentation. And I would like to ask the audience to hold  
18 until all of them are done, and then we will have about a half  
19 hour for questions.

20           And again, like the overall housekeeper for this  
21 conference, as mentioned earlier, please keep your questions  
22 precise and directly addressing the particular concerns that you  
23 may have for the panel members. If you are not sure as to who  
24 you should address the questions that you have in mind, just go  
25 ahead and ask it, and we'll try to figure out who among them

1 will address those questions.

2 But let me introduce the panel members for this  
3 morning. For our strengthening communities panel, we have,  
4 first of all, Jocelyn "Josie" Howard. And she's the program  
5 coordinator for Imi Loa program, the immigrant employee --  
6 (audience interruption) -- Goodwill Industries in Hawai`i.  
7 Please welcome Josie.

8 (Applause.)

9 CONTINUED BY MR. PETER:

10 And the man who heed any request not to say anything  
11 bad about me so I don't say anything bad about him, Canisius  
12 Filibert. And he is the president of Micronesian Community  
13 Network and program director for Pacific Resource and Education  
14 and Learning, otherwise known as PREL. Filibert.

15 (Applause.)

16 For the Marshall Islands (indiscernible) and of course  
17 a member of the Marshallese education committee, we have  
18 Mr. Justin Lani.

19 (Applause.)

20 Joanna Jacob works for the Department of Education as  
21 a bilingual school and home assistant here in Hawai`i; the  
22 Honolulu District English Language Learners Program; and a  
23 member of the Micronesian Cultural Awareness Program. Joanna.

24 (Applause.)

25 And (indiscernable) for Dionisialynn Bernard is

1 Hawai`i Department of Education. She works at Hawai`i's  
2 Department of Education Behavioral Counseling Research Center  
3 and former leader of Boys and Girls Club pilot program. Dion.

4 (Applause.)

5 So I think I'll just go from my left to, from my  
6 immediate left, this person. We'll start with Josie. So if you  
7 can just do a 10- to 12-minutes talk, tell us about your  
8 programs that you do and those over there -- (voice fades).

9 MS. BERNARD: Good morning, everyone.

10 AUDIENCE: Good morning.

11 Goodwill Industries Imi Loa Program

12 BY MS. JOCELYN HOWARD:

13 I may be sitting up here, but I'm still a Micronesian.  
14 So before I proceed, I would like to do an appropriate cultural,  
15 in opening. (Speaking in foreign language.)

16 You know, when people ask me where do you work, I say  
17 Goodwill. And they ask me, "What store?" (Laughter.) Yeah,  
18 Goodwill has a lot of stores.

19 But Goodwill also has human services programs that are  
20 many. We have a waiver program. We have a first-to-work  
21 program. We have a C program. We have, you know, people who  
22 are receiving food stamp program. Many other programs.

23 And one of our newest programs is the immigrant  
24 program for the COFA nation. Actually, no longer a new program  
25 because now we have the newest program which is for the Hawaiian

1 Homeland program.

2 Before I talk of Goodwill, Goodwill is already doing a  
3 lot of things for the Micronesians, and that's because of the  
4 many Micronesians who are working for Goodwill and also the many  
5 Micronesians who are receiving services from this Goodwill  
6 program.

7 And so with that, I would like to also acknowledge the  
8 other Micronesians who were here before me and also came after  
9 me who are in this audience. Please stand up when I call your  
10 name. And in doing that, just to show that Goodwill is working  
11 for Micronesians on different levels.

12 So sitting in the audience right there, Felys Suvai  
13 [phonetic]. Please stand up. Felys is from Chuuk. Kawa  
14 (indiscernible) from the Marshall Islands. Earlier we had  
15 Reverend, Mr. Onamwar, who said the opening prayers.

16 And then I don't see the others, but we also have  
17 employers from Pohnpei. One of them is actually the daughter of  
18 the former governor, (indiscernible). And we also have  
19 (indiscernible) from Pohnpei. And we also have Dan  
20 (indiscernible) from Palau, Republic of Palau.

21 So just in saying that, you can already know that  
22 Goodwill is already taking care of the problem. And as I was  
23 sitting listening to Dr. Hilda Heine, she's stating, you know,  
24 lots of the needs and things like that. And I reflect on the  
25 Goodwill mission, which is that Goodwill helps people with

1 employment barriers to reach their full potential and become  
2 self-sufficient. I feel very proud that I feel like we're  
3 already taking care of one of the needs, which is employment.

4 So in saying that -- the microphone went off. There  
5 you go. July 2007, the immigrant program was formed. And I was  
6 asked to name it a Micronesian name. And I said cannot because  
7 Micronesians have lots of languages. So to show our respect for  
8 the host culture, I ask for Hawaiian name.

9 So that's why our program is called Imi Loa. And the  
10 meaning is to seek knowledge and explore new horizon. And I  
11 thought it just fits the purposes of why we Micronesians migrate  
12 and, you know, we sacrifice so much to travel this long --  
13 (microphone problems) -- not only here in Hawai`i, but we go all  
14 the way to the Mainland and all the way to the different parts  
15 of the world.

16 So our immigrant program is focused mainly on the  
17 people, the population from the COFA nation. And some of the  
18 needs that we address, of course, aside from work, we also help  
19 each individual with their individual goals, which are including  
20 housing needs, childcare, continuing their education, either GED  
21 or, you know, obtaining a college degree. So that's a lot of  
22 challenges, a lot of work to do.

23 Like I said, the program had only started in July. So  
24 like, as of today, how many months so far? Like eight months?  
25 Our last quarter, we had serviced more than 50 people, and we're

1 able to help 12. And as of today, I can say we have helped 20  
2 people find jobs.

3 And aside from that, we also have people, you know,  
4 enrolled in college. We also help people enroll in GED  
5 programs. And one of the biggest challenge that we have is, and  
6 we try to provide, is the information. And like one of the  
7 person who asked the question said knowledge is power, and that  
8 is very true.

9 We see our program as a place for Micronesians to come  
10 to, to get the informations that they need, aside from just  
11 employment, to be able to make it here in Hawai`i. And I see  
12 that as the most need for Micronesians.

13 We talk about acculturation. We try to provide the  
14 informations on acculturation so that people can, you know, be  
15 able to go to work and know that they have to call when, you  
16 know, they cannot make it to work or, you know, to know that  
17 it's okay to talk to their bosses, not to be scared.

18 You know, it's so typical of us to be afraid of the  
19 people of power and, you know, just to give them the assurance.  
20 I think that's really, really important. And like Canisius  
21 said, when he went to his interview with Dr. Hilda, he was so  
22 scared. But when he went in there and saw that she was  
23 Micronesian, he was at ease.

24 And I think that's what makes our program also  
25 successful, the fact that it is built by Micronesians and it's

1 also run by Micronesians. 'Cause when our people walk through  
2 that door, they come in with -- you know, like you get to see  
3 that they're so comfortable.

4 And, in fact, like some people come in and scold me.  
5 Like, I didn't know your daughter's working in here. If I knew  
6 you were the one, I would have come long time ago. So, I mean,  
7 like -- and then my supervisor will, like, what are they talking  
8 about 'cause that's not appropriate here in Hawai`i, but so  
9 appropriate in Micronesia. And that's how we, you know, we  
10 provide services in our office.

11 I will stop here and I'll be open to questions later  
12 on and allow my colleagues to also say what they need to say  
13 about their programs. Thank you.

14 (Applause.)

15 \* \* \* \* \*

16 Marshallese Education Day

17 BY MR. JUSTIN LANI:

18 (Speaking in foreign language.) As Julia said, my  
19 name is Justin, and I'm here on behalf of the Marshallese  
20 Education Day Committee. This committee was established by the  
21 Hawai'i (indiscernable) who work for the Leeward, Honolulu, and  
22 Central school district and member of the community.

23 The Marshallese education event is planned for  
24 April 26th at McCoy Pavilion at Ala Moana Park from 10:00 a.m.  
25 to 4:00 p.m. And the motto of the event is -- (speaking in

1 foreign language) -- which means educating mind for the future.  
2 Basically the purpose of this event is to bring Marshallese  
3 community and families together to celebrate education.

4 The committee also recognize the challenges the  
5 Marshallese students and parents face when they move to Hawai`i.  
6 And as a member of the community, this community, the community,  
7 we want to be proactive, to have a little bit challenge. And  
8 so, therefore, our goal or the goal of the event, the  
9 Marshallese Education Day, is to help families to learn about  
10 different expectations in Hawai`i schools from those back home,  
11 to increase parental involvement and participation in their  
12 children education -- and inform student on how to pass, achieve  
13 their educational and career goals.

14 We have a short program that will be done during the  
15 day, and we're hoping to have the speeches from the regional  
16 leaders from the government. Hopefully, we'll try to get  
17 somebody from the ministry, Marshall Island minister of  
18 education. And we just got the information that Mayor Mufi  
19 Hannemann will be there as well.

20 Following the speeches, we'll have traditional musics  
21 and dance, followed by presentation of award to Marshallese  
22 student that are doing good in the school around the island. So  
23 member of the community, the community is gathering all the name  
24 of the students that are achieving good academic standing so  
25 they can be recognized at that time.

1           We will also have a breakout session for parents and  
2 students in the afternoon, and we're hoping that this breakout  
3 session will, the parents and the students will have a chance to  
4 hear and interact with speakers from the panel and learn about  
5 services that are offered here in Hawai`i.

6           Right now we have about 20 service provider who have  
7 or are willing to participate in the event. And we're so  
8 grateful that, you know, they will be there to talk about their  
9 services and programs. And we're hoping that the parents and  
10 the student or the community will have a chance to learn what  
11 kind of services' out there.

12           With a few more days to go, the committee is carrying  
13 out the planning and making progresses. And we've been  
14 receiving a lot of contributions and help from individuals or  
15 organizations, gearing up our preparation for the event. And  
16 we're very grateful for all the help that we've been getting  
17 from everybody.

18           It's a challenge to do something this big. And I just  
19 wanted to express our appreciation for all the help that we've  
20 been getting from the community, individual organization, and  
21 especially the member of the committee that have been meeting  
22 twice a week on their own time, you know, try to come up with  
23 plans, coordinate this event that will be beneficial to the  
24 Marshallese student here in Hawai`i.

25           They know and realize the challenges the family face

1 in the school and wanted to help or come up with something that  
2 we'll be able to give them some -- or help the families face the  
3 challenges they do when they first come to Hawai`i. And the  
4 target group are student and parents.

5 So our committee has been going out to the community,  
6 informing the community leaders that this event is coming up  
7 and, you know, they should be able, they should come to the  
8 event to learn and get information out of it. We're hoping that  
9 when people leave this event, they will have some better  
10 understanding of their role and responsibility as parents and  
11 students.

12 I'm privileged to be here and I wanted to thank my  
13 colleague here in front, Beverly, the UH Center for Pacific  
14 Studies for giving us this opportunity to speak on -- (audience  
15 interruption). Thank you. (Speaking in foreign language.)

16 \* \* \* \* \*

17 (Applause.)

18 MR. PETER: Thank you very much, Justin. (Microphone  
19 problems.) In 1986, I was still a student at the University of  
20 Guam, and that's when the Compact, to start kicking in. Back  
21 then, education was a major reason for Micronesians to travel  
22 abroad to Guam and Hawai`i.

23 And then right at the beginning of the Compact,  
24 we see education has also continues to be a major force and  
25 reason, as presented earlier by Dr. Hilda Heine and yesterday by

1 Ben and also by the last two speakers. So education continues  
2 to be a major reason for people to be moving from the islands to  
3 Guam and here in Hawai`i.

4 When I came up here in 2001, that's when the  
5 Micronesian population just started increasing here. And again,  
6 we see new migrants, students, start appearing here in Hawai`i.  
7 And until today, the issue of education continues to be a major  
8 issue in discussing migrating population, especially the  
9 Micronesians here in Hawai`i.

10 Joanna is going to talk about some of the  
11 programs or the work that she does with the Department of  
12 Education, and I think (indiscernible) will be talking about  
13 that also afterwards. So if we can have Joanna talk about some  
14 of the issues and programs that they're doing with the  
15 Department of Education.

16 Micronesian Cultural Awareness

17 BY MS. JOANNA JACOB:

18 (Speaking foreign language.) Today I will be talking  
19 about a project that we just started. It came out of the  
20 Micronesian Community Network education committee. And we are  
21 fortunate to have partnership with the Department of Labor,  
22 their office of community services. And I really would like to  
23 acknowledge them for funding the program, making it possible for  
24 this program to take place. It is a pilot project that we're  
25 doing to provide workshops on Micronesian cultures to the

1 Hawai`i public schoolteachers, school administrators, and staff.

2 Many of our members are currently, or have something,  
3 or have in the past, worked for the Department of Education.  
4 And we have recognized many of the needs for the department in  
5 terms of working with Micronesian families and students.

6 To talk about Micronesian culture, it's not a singular  
7 culture. It's a lot of cultures make up Micronesia. So with  
8 that in mind, we have representatives from each of the different  
9 entities in Micronesia. We have a representative from  
10 (indiscernible) Lillian Segal. Canisius Filibert and Bruce --  
11 (audience interruption) -- from Palau. Mary Milne and Gloria  
12 (indiscernible) from the Marshall Islands. Myself and Jocelyn  
13 Howard from Chuuk. And we have a new member, Sandra -- (not  
14 speaking in microphone) -- from Yap.

15 So issues that we work with, as I already mentioned,  
16 this was established to provide a workshop for teachers training  
17 on how we can work effectively with the Micronesian families and  
18 students in the schools.

19 Education, I guess other than health and maybe social  
20 service, too, is one of the areas where Micronesian or  
21 Micronesian impact is felt the most. And we realize that  
22 educators -- this includes administrators, staff, and everybody  
23 that works for the Department of Education -- still did not know  
24 too much about Micronesia. Sometimes they ask questions, like  
25 do you speak Micronesian? No, I don't speak Micronesian; I

1 speak Chuukese.

2           So little things like that, they're not aware of. And  
3 there is not too many resources out there to help teachers.  
4 Teachers are very important to our kids who are out here, and we  
5 move out here for education. And the teachers are the ones who  
6 educate our kids. And it is important for teachers to also  
7 understand the background of these children and their families.

8           So with that in mind, our ultimate purpose in doing  
9 this is for student achievement -- Micronesians to be successful  
10 in school.

11           What we provide. Workshops. These workshops, we've  
12 been presenting to individual schools who have requested that we  
13 come and talk with their teachers. And complexes  
14 (undiscernible) complex areas or accommodation of schools and,  
15 you know, to different schools or the whole, say, McKinley,  
16 Roosevelt complex areas. It can be as small as one school or as  
17 big as two or three complexes together.

18           What we cover is basic information on Micronesia:  
19 geography, history, culture. And additional information that we  
20 provide is, um, includes some of the (indiscernible) practices  
21 in classroom management, effective teaching techniques that they  
22 work with this population, and parental involvement strategies.

23           With this project, it's very interesting because  
24 initially we started out as working for the schools. Well, we  
25 were supposed to have like about 10, maybe 8 or 10 workshops to

1       conduct, uh, this many workshops.

2               Well, with, um, at request from non-DOE places, the  
3       life foundation, the child welfare agencies, what you call,  
4       agencies in Kona --. And it's been very interesting because we  
5       can see and we can understand the need to understand. There is  
6       a gap in understanding the culture. There are people out there  
7       who are willing to help, but they need to understand more about  
8       the Micronesian cultures and how they can effectively work with  
9       the cultures.

10              How (indiscernible) strengthen communications? Well,  
11       by doing this, we've learned the many concerns, the many issues  
12       in education that maybe we overlooked at Micronesians in  
13       education. There are other things that we've learned from other  
14       departments. So that kind of help us tailor our training or  
15       workshops towards the many concerns that have been raised by  
16       other places.

17              I can say that going to Kona to do a presentations  
18       there was my first time to go to Kona, to go to that side of the  
19       Big Island. And I did not know what the challenges are over  
20       there. I thought it would be just like Honolulu.

21              Well, by talking to the people there after the  
22       workshop, I've learned that there are not a lot of Chuukese in  
23       Kona. So they're not asking about Chuukese culture, in  
24       particular. But they want to know more about the Marshallese  
25       culture and the Kosraean culture.

1           So this kind of dialogue with the department, or  
2           whoever the service providers are that we are talking to, really  
3           allow us to know what the needs are so that we can help, we can  
4           find out ways to help them.

5           And what we want to do is to also find avenues in  
6           which we can make this, um, this resources on Micronesia  
7           available to them. We even provide some books for the teachers  
8           when we do the presentation. And we also make ourselves  
9           available as resources for Micronesians and any questions that  
10          will pertain to Micronesian here in Hawai`i or in education.

11          There are a lot of things that still need to be done  
12          because this is just the beginning of our project and we hope to  
13          continue it because we have big dreams about this. And our  
14          Phase 2 for this project, we hope to reach our own Micronesian  
15          communities and our families, to educate them about the American  
16          culture, to talk to them about what to expect in the schools and  
17          how they can better assist us in helping the kids succeed in  
18          school.

19          We also would like to create resource materials for  
20          teachers or even for parents, videos that they can watch at home  
21          that explain all the procedures for filling out, let's say,  
22          registration forms for that matter.

23          Some of these things that we take for granted, many of  
24          our new arrivals, new parents to the schools don't know about.  
25          They don't know. Requirements; they don't know that. Many of

1       them don't know that you need papers, like guardianship papers,  
2       to have your cousin's kid stay with you.

3               So these are the things that we would like to put in a  
4       Phase 2 of our project. And we would also like to continue with  
5       this workshop because, you know, the state -- (indiscernible) --  
6       the schools are spread out and we can only do so many things.  
7       We were given, since April of 2007 to September of this year, to  
8       do as many as we can.

9               But it was only here in Honolulu or maybe a couple  
10       from the Central or Leeward district. But we haven't gone to  
11       Kona, let's say. 'Cause, um, we haven't gone to Hilo. And Big  
12       Island also has a lot of Micronesians students. At one other  
13       presentation that we did, we had teachers from Kaua`i come out  
14       to us to ask for questions about how we -- how they can service  
15       the Micronesians.

16               So yes, we still have a lot to do. And with this, I  
17       would like to ask the government --. The state government here,  
18       I really appreciate their efforts for supporting the initiatives  
19       that Micronesians are taking or to help our people here.

20               And I want to ask the churches, Micronesian Community  
21       Network, Micronesians United, to help as well for Phase 2 of the  
22       project, which is like outreach to the community, because they  
23       can be a challenge when you're dealing with, you know,  
24       Micronesian communities where they don't live in one particular  
25       area. And we will need more people to kind of -- or in

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

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

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

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

19 \* \* \* \* \*

20 (Applause.)

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

1 BY MS. DIONISIALYNN BERNARD:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4 \* \* \* \* \*

5 (Applause.)

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

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

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

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

17 Micronesian Community Network

18 BY MR. CANISIUS FILIBERT:

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

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

1 from Mary Matayoshi, who is the executive director for the  
2 Volunteer Resource Center of Hawai`i, because a grant from the  
3 Hawai`i Community Foundation, one of the (indiscernible) grant  
4 was made available for the purpose of creating community  
5 leadership among the Micronesians.

6 And so she formed a group, kind of the current  
7 Micronesian (indiscernible) back in 2004. That was towards the  
8 end of 2004. And so convened the group and organized it, got  
9 the grant, originally for 25,000, I think, but only got 9,000  
10 awarded. And that seed money actually began the organization of  
11 MCN.

12 Since then, there have been a lot of other  
13 collaborations, other agencies, groups, persons, who have been  
14 very supportive of MCN or efforts for Micronesians in general.  
15 And one of the persons who's been very involved with MCN is  
16 Mrs. Barbara Tom with the -- I know I'm gonna get this wrong --  
17 Parkinson's Disease or some program of that type. But  
18 (indiscernible) not that she has Parkinson's but, uh.

19 And so in the beginning of 2005, a group came together  
20 that included Richard Salvador, who is sitting right there. And  
21 actually, Richard became the first president of the Micronesian  
22 Community Network. And he took on that role for about two  
23 years. And then just recently, last year, I took over for  
24 Richard.

25 And so Richard was really sort of the -- originally,

1 we were supposed to have officers, but we never got to that  
2 point. We kept talking about our by-laws and never elected  
3 officers.

4 But when I came onboard, I thought that we needed to  
5 have other Micronesians in the leading roles for MCN. So other  
6 Micronesians who are officers are Ms. Callista Mar-bo [Phonetic]  
7 who is with Pact Hawai`i, and she's our treasurer. And Richard  
8 Alex from Pohnpei; he's our vice president. And Ms. Grace  
9 Isaac -- I don't know if she's here, but she's our secretary.  
10 Then we also have Ms. Adeline Foo-lee-yar-tee [Phonetic] from  
11 Palau, and she's the coordinator.

12 Our office are mainly located with the McKinley  
13 Community School for Adults. And for MCSH, through the  
14 generosity of Ms. Helen Satay, [Phonetic] the principal of  
15 McKinley Community School, has really helped us.

16 She also gave us, MCN, a portable up at Stevenson  
17 Middle School, upper Makiki. That's been the location where we  
18 have our computers, donated by other agencies and groups. And  
19 we meet there every -- well, right now we're sort of  
20 transitioning and trying to decide which is the better time.  
21 But prior to this month, we kept meeting at every third Friday  
22 of the month.

23 And so in the beginning, MCN has been sort of like a  
24 conduit for other organizations in the community to come; and if  
25 they need it, to provide services to Micronesians because they

1 were sort of mandated to then be, sort of provided that outlet  
2 for them, that we collaborate with them.

3 So we've done -- (indiscernible). That was back in  
4 2005. We have the state capitol. Then we also helped with the  
5 Hepatitis B or Hep B nonprofit organization for Hawai`i,  
6 organized health fairs, mainly here in Honolulu. And I think  
7 once we went out to Waipahu, other places.

8 So the Micronesian Community Network has really  
9 been -- it began with that 9,000, or however small amount it  
10 was. That ended a long time ago, but we're still going. We're  
11 still running, and I think simply because we see for ourselves  
12 the need to come together and talk amongst ourselves. Even  
13 though we do get into some differences and we get very heated in  
14 our discussions, but we do agree to disagree.

15 We do have committees that address certain issues,  
16 like an education committee, which has probably been the most  
17 active in the Micronesian Community Network. Actually,  
18 because -- they had committed the (indiscernible) or what Joanna  
19 was talking about. That sort of came about.

20 Because as we kept meeting, I found out that I was  
21 doing some things for (indiscernible). I was doing  
22 presentations in the school. (Indiscernible) is doing other  
23 presentations. Joanna did some as well and other Micronesians.  
24 And we thought why are we doing the same thing in different  
25 places? And then it's sort of like a duplication of efforts.

1           So we decided let's get together and form a group and  
2 do presentations, which is probably more effective than one  
3 person going out and doing it by themselves. And because of  
4 that effort, the Office of Community Services approached us  
5 because they saw us doing it and they said, well, are you being  
6 compensated by the Hawai`i DOE? I said no, we're just doing it  
7 because we see the need; and of course, it's really for the  
8 children. And so he said, well, you should. Well, do we?

9           I guess because it never came to mind; we're doing it  
10 because we need to do it for our own children and our own  
11 families. And I guess it was a good thing that that came around  
12 because we needed to, I guess, sort of set a standard that, as  
13 we go along, some of these things, we're doing it, we have our  
14 own other jobs and we're not being compensated. So it's sort of  
15 like an unfair thing, if you really look at it that way.

16           And so yeah, I think we are setting standards. But  
17 we're very accommodating. Micronesians are very accommodating,  
18 by the way. We'll talk (indiscernible).

19           Let's see. What other things for MCN? How we doing  
20 on time? I hope I'm not going over.

21           MR. PETER: You still have a few minutes.

22           CONTINUED BY MR. FILIBERT:

23           Maybe just one more thing. So maybe my last point was  
24 really juggling the roles. Because sometimes it gets to be a  
25 little bit hectic when you're trying to do your own real job

1 duties. Not that MCN is not real, but -- I don't know how to  
2 say it. It's the other real one, another reality show.

3 But we see the need to come together amongst ourselves  
4 and talk and move along some of the issues. And really, some of  
5 the bills that have come across the state legislature has been  
6 also addressed at Micronesia Community Network.

7 And we've gone to the legislature. We provided oral  
8 testimonies there. And some of it has helped. Other times it  
9 sort of just fell on deaf ears, and maybe it's a juggle also  
10 there at the legislature. You do your thing, but they take it  
11 or not. But we're there. We're still there and we continue to  
12 provide the support and the belongingness for Micronesians.

13 And so just to add. The numbers for Micronesian  
14 Community Network members has really not been definite. We  
15 don't really know. I mean, if you come, you're a member. If  
16 you don't come, fine. But come back again; you're still a  
17 member. So it becomes a problem for our treasurer Callista  
18 because we try and get dues for members, but it never really  
19 materializes.

20 But that's really not the driving force for MCN. It's  
21 really the dedication of the Micronesians and for us coming  
22 together. Thank you.

23 \* \* \* \* \*

24 (Applause.)

25 MR. PETER: Thank you very much, Canisius. And on

1 that note, maybe a few things we can point out before we open up  
2 for questioning. We have actually finished. Surprisingly, it's  
3 a Micronesian conference. We finished a little bit ahead of  
4 time in terms of presentations. So we have more time for  
5 questions.

6 But I think there's some things we need to  
7 provide, just some overview, a little bit in summarizing the  
8 presentations. It is very evident from the five presenters  
9 today, that there are these five people, who are involved in  
10 their own efforts to provide the services to Micronesian  
11 communities and helping strengthen the communities, are really  
12 stuff, things they are doing. Some of them on their own,  
13 independent of any connection. It is evident in the Micronesian  
14 efforts and the -- (indiscernible) -- connection to the  
15 governments back home.

16 In fact, there is a lot of need, an articulated  
17 need for some kind of organization among the groups, as  
18 presented earlier. And also, of course, the overwhelming, you  
19 know, need for the Micronesian communities here, by the state  
20 and the local governments, to have the general understanding and  
21 good understanding of the cultural differences among the group.  
22 It's also quite evident.

23 And along that note, I would like to open up, for  
24 the general conference here, to ask questions, specific  
25 questions. And again, if you're not really sure as to who

1 should answer it, go ahead and ask and we'll try to -- that  
2 question on to one of the presenters.

3                   Again, there are Micronesians in the aisles and  
4 we are being televised. We are on TV, so I ask that you keep  
5 that in mind. Before that -- (audience interruption).

6                   MS. HOWARD: Hi, again. I just wanted to add four  
7 things to my presentation earlier. One is the acknowledgment of  
8 the State of Hawai`i allowing us to have a voice here in  
9 Hawai`i.

10                   And again, like Joanna, I would like to thank,  
11 especially the Office of Community Services 'cause I feel like  
12 they're the ones that really give us the voice and the many  
13 other service providers out there that are, you know, giving  
14 voices to us, the Micronesians here in Hawai`i.

15                   The second thing I want to acknowledge that, yes,  
16 there's five of us up here, you know, under the title  
17 strengthening communities. But each individual Micronesian out  
18 there who are sitting in the audience are also contributing to  
19 that. And on that -- you know, when you go back into the homes  
20 of the Micronesians, in each family they are working hard trying  
21 to contribute to strengthening communities here in Hawai`i.

22                   The church groups, you know, other  
23 organizations -- church group, like, you know, Daniel --  
24 (indiscernible) -- with the Catholic, I want to acknowledge  
25 Sunset. They're working really hard, you know, working with

1 this community, trying to make life better here for us  
2 Micronesians in Hawai`i. Rev. Akendo from Pohnpei. I'm sorry,  
3 David.

4 And the third thing is I want to ask the  
5 government back home now, even though we've been away and being  
6 gone from our islands, to give us a voice back home so that, you  
7 know, you can hear what our recommendations are here and  
8 hopefully then give us a voice back home to be heard. Then we  
9 can make things happen here.

10 Then the fourth and most important thing is to be  
11 open as, you know, service providers and even us up here on a  
12 daily basis, always open to effective ways of communicating with  
13 Micronesians. And each every one of us has a unique way. You  
14 know, just turn to the next person and -- (indiscernible) --  
15 help you make things happen. And I think if we do that, we can  
16 make things happen, you know, and achieve goals. Thank you.

17 MR. PETER: Thank you, Jocelyn. And you should know  
18 that Jim -- (indiscernible) -- is taking notes.

19 Let's open up for question.

20 AUDIENCE MEMBER JENNIE BETHEL: (Speaking in foreign  
21 language.) Mahalo. Thank you so much for all the wonderful  
22 gifts and all the sharing of your knowledge and tools to improve  
23 with the lives of our community, including my community.

24 My name is Jennie Bethel. I'm coming from Maui  
25 District Health Office, Department of Health, Family Health

1 Services Section. And we are tasked in public health to  
2 collaborate and to really partner with all of our communities  
3 around the state.

4 And on Maui -- I know you said no statements and  
5 keep your questions short -- but do you have plans or dreams to  
6 come to Maui and share your knowledge and expertise?

7 UNIDENTIFIED MALE PANEL MEMBER: Sure. We always have  
8 dreams of coming to Maui. We do -- or we have to do -- we have  
9 been told by the Office of Community Services, OCS, that they  
10 can still help us or give funds to support the same workshops  
11 provided through the Micronesian Cultural Awareness Project to  
12 the neighboring islands. It's just that it needs us to provide  
13 them with a proposal.

14 And so, as I talked about juggling roles, that's  
15 one of the things that I have on my to-do list. So yeah, we  
16 will be coming to the neighboring islands. I cannot tell you or  
17 give you a guaranteed date, but we'll be there. We'll come to  
18 Maui (indiscernible).

19 UNIDENTIFIED MALE SPEAKER: Yeah, I think one of  
20 the -- also, perhaps an important thing to do is to have a list  
21 of the groups that the Micronesian community and the other ones  
22 that can help provide this kind of awareness and cultural  
23 awareness for the state government and other agencies that are  
24 interested, so that at least there is some -- you know, that we  
25 have that information for our people to tap into.

1                   Let me ask that gentleman (indiscernible).

2                   AUDIENCE MEMBER EARL NAKAU: My name is Earl Nakau.  
3 I'm a minster of the pentacle church. In my ministry, we do a  
4 lot of children's activities, children's sleepovers, and  
5 children's camps.

6                   And in some of my visits, I notice a lot of kids  
7 are home even though school is in session. And they would say  
8 they're sick or -- um, so I think it seems like they're sick  
9 often because they're home often. But in actuality, they don't  
10 seem to be sick. So I believe there's some -- it might be  
11 particular to this family, but they seem to be very laxed about  
12 education.

13                   And also, some of the children, they say, oh,  
14 they're trying to get their papers. I suppose it's the  
15 guardianship papers; and for at least one child, it's been over  
16 a year. What is the normal process in time to get those  
17 guardianship papers?

18                   MR. PETER: Before I ask one of them to address that,  
19 that has been an issue -- people leaving the islands and  
20 bringing children with them who are not their immediate child,  
21 for example. And then later on, they would write or call back  
22 for some kind of power of attorney for those that, the legal  
23 form that they usually need for the Department of Education  
24 here.

25                   And the process of processing those back home, it

1 takes -- you know, it takes some time to get it through. But in  
2 that case where it's, like, one year, then maybe some other  
3 factors are, you know, at lay here.

4 But, I mean, the statement about being relaxed  
5 about, uh, those kind of barriers, and I think those are the  
6 barriers that we need to identify so that we, you know, on this,  
7 like, group, among this group here and other organizations here  
8 that can find ways to address this. So let me ask anybody else  
9 on the panel to comment on that.

10 (Break in proceedings.)

11 MR. PETER: No? Once again, let me also remind you  
12 that we have the breakout sessions. If you can sign up for them  
13 in the breakout session, we will be discussing those kinds of  
14 things more in-depth and actually bring these things in more of  
15 an organized way to present it to our governments and  
16 policymakers. So I encourage you to sign up for the breakout  
17 sessions.

18 Go ahead.

19 AUDIENCE MEMBER MICHELLE PARK: Hi. Thank you very  
20 much for your presentations and the resources that are available  
21 to the population out there. My name is Michelle Park and I  
22 work at the Coalition for a Drug-Free Hawai`i. I intend to take  
23 a prevention standpoint of providing services, but just the  
24 same, you know, we have to work with intervention and treatment  
25 as well.

1                   I'm curious. Does anybody on the panel have  
2 plans to work with law enforcement and the judiciary system  
3 around some of the issues that are going to cause them getting  
4 caught up in the legal issues with the Micronesian population?  
5 Or are there plans to begin that effort?

6                   EMCEE FILIBERT: Are you asking if we are planning to  
7 be active in law enforcement? Is that the --?

8                   AUDIENCE MEMBER MICHELLE PARK: Not specifically law  
9 enforcement, but just supporting law enforcement and the  
10 issues --

11                   UNIDENTIFIED MALE PANEL MEMBER: -- support --

12                   (Audience member and panel member cutting into each  
13 other.)

14                   AUDIENCE MEMBER MICHELLE PARK: -- dealing with around  
15 some of the issues with youth and the variety of issues.  
16 Because in part -- I'm not only asking from the viewpoint of  
17 prevention. But going back to Dr. Hilda's presentation this  
18 morning, that's the presentation that the state gets about the  
19 Micronesian population. It's really, uh, it's all negative.

20                   And I don't like that, personally. And hearing  
21 the presentations today and Dr. Hilda speak this morning is just  
22 a whole different representation of the Micronesian population.  
23 And with respect that we do, we deserve to them just as equally  
24 as they deserve to the state and United States in coming here  
25 and trying to integrate into our populations here. So.

1           EMCEE FILIBERT: I echo your (indiscernible) you come  
2 from a preventive approach. And one of the things that the  
3 Micronesian groups are doing now is being represented in a task  
4 force that would address --.

5           One of the things is the sexual violence  
6 prevention. Because the issue has come up in the schools and in  
7 the community, and part of it is cultural, but the other part is  
8 more on the legal side of it. And we want to address that, get  
9 Micronesians involved. So we are developing and working with  
10 other groups to develop a plan and put it in place so that, if  
11 something comes up, then at least we can deal with.

12           Other ways that we sort of go on that direction  
13 is really working with the courts -- the Office of Language  
14 Access -- and getting a number of Micronesians to be trained to  
15 become interpreters and translators. Because a year ago, the  
16 need for interpreters in the courts, I believe, was the highest.  
17 I know topping the list was Tagalog. And the beginning of this  
18 year, Chuukese being the number one need.

19           And so the good news is that last month, there  
20 were a number of Micronesians -- Chuukese -- that attended an  
21 orientation workshop to become what we call Tier One  
22 interpreters to the courts.

23           And as we go along -- I mean, there has to be  
24 some oral test and written test that we have to take. But for  
25 the moment, at least, those who attended the workshops have now

1 have their names listed in the state listing of interpreters and  
2 translators. In terms of real law enforcement, I'm not sure if  
3 we have crime fighters among ourselves.

4 UNIDENTIFIED FEMALE PANELIST: I'm gonna answer your  
5 question. Yes, for my program, my program is involved in that  
6 for our acculturation purpose or orientation purpose.

7 In fact, right now, I am currently working with a  
8 group of people, a family from the attorney general's office,  
9 and Pat in the Office of Community Services. We're working on a  
10 booklet, orientation booklet for immigrants. Thank you.

11 UNIDENTIFIED FEMALE PANELIST: Just very quickly, just  
12 to address the issue of drug-free prevention, I did work at Boys  
13 and Girls Club with the (audience interruption) program, with  
14 the (audience interruption) public safety.

15 And so far, out there, there isn't  
16 (indiscernible) other program for Micronesians, addressing the  
17 prevention for (indiscernible) Micronesians youth and adults.  
18 And I think that's a need and (voice fades). And I think that's  
19 a need, and good thing you brought it up.

20 UNIDENTIFIED MALE PANELIST: Let me ask the lady  
21 standing with us.

22 UNIDENTIFIED FEMALE AUDIENCE MEMBER: Thank you. My  
23 question is geared towards Joanna and Dion. And with regards to  
24 your education programs and the needs assessment that you have  
25 conducted, do you address pregnant and parenting of Micronesian

1       teens differently than you would within your education program,  
2       Joanna?

3                       Or is it all the same? I mean, do you just  
4       incorporate that population in with your general education  
5       programs? Or is there anything different, I mean, that you  
6       would do with your pregnant and parenting Micronesian teenagers?

7                       MS. JACOB: Actually, right now, because this is a  
8       pilot project that we started, we started with the teachers  
9       (indiscernible) on culture and (indiscernible) with the  
10      families. I would say that that would be something to consider,  
11      as far as when we go into Phase 2 of our project, which is to  
12      work with the families. And so, I guess, to answer your  
13      questions right now, we don't have anything --

14                      (Audience member and panelist cutting into each  
15      other.)

16                      MS. JACOB: -- incorporated. But, yeah.

17                      UNIDENTIFIED FEMALE AUDIENCE MEMBER: And then my  
18      other question is how can we get contact information for the  
19      panel members? We just come up afterwards, or is there gonna be  
20      a signup sheet -- great.

21                      UNIDENTIFIED MALE PANELIST: Yeah, you can ask them  
22      individually. But I think the Center for Pacific Island Studies  
23      has the contact information for all the participants on this  
24      panel and I think everybody else participating one way or  
25      another on the conference.

1 Richard?

2 MR. SALVADOR: I wanted to respond (indiscernible)  
3 information to the previous question that had been asked.  
4 (Indiscernible). The Hawai`i Youth Services Network received  
5 FAPE-based grants which were given to -- some of it was given to  
6 the Volunteer Resource Center of Hawai`i, community  
7 (indiscernible) programs, (Indiscernible) prevention of teenage  
8 pregnancies and child abuse and trying to prevent teenage  
9 violence. And actually, I'm involved with those kinds of  
10 education.

11 The director of the Volunteer Resource Center of  
12 Hawai`i, Mary Matayoshi, which is one of our Micronesian at work  
13 advisors, heads those programs under Hawai`i Youth Services  
14 Network and identifying the (indiscernible) to work with.

15 With regards to efforts made through other  
16 neighbor islands, the Compact task force (indiscernible) as was  
17 called for by the state legislature, they talked about the  
18 desire (indiscernible) statewide Compact of Free Association  
19 (indiscernible) which would be responsible for the State of  
20 Hawai`i (indiscernible) addressing the needs of the Compact of  
21 Free Association citizens. (Hammer pounding throughout.)

22 A resolution was made when the state legislature  
23 was still in session. Unfortunately, I think it died. And so  
24 (indiscernible) made. People or persons who addressing those.

25 And in the Micronesian Community Network

1 (indiscernible), perhaps Canisius Filibert will also say  
2 something.

3 But we had previous conversations. And one of  
4 the things that came up was the, uh, some Marshallese  
5 communities on the Big Island (indiscernible) who are existing  
6 in really bare necessities of life. And I suggested to the  
7 group that we form our own group and go visit them so then we  
8 are able to effectively (indiscernible) legislature. (Hammer  
9 pounding continues.)

10 And the resolution (indiscernible) also died in  
11 the state legislature. And as previously in the last two years,  
12 there has been at least two major bills to provide.

13 The first one was to provide 4.7 million Compact  
14 work force development funding under some federal program, that  
15 the moneys was to be given to the poor countries, including  
16 Micronesian citizens here. But since there was not a  
17 (indiscernible) identified separately from the counties as a  
18 group --.

19 But the bill passed; went to the governor. But  
20 the attorney general decided that it had some language contained  
21 regarding funding for the counties (indiscernible) support for  
22 the Micronesian funding was pretty strong. That it  
23 was (indiscernible) as far as the governor releasing the funds.

24 As mentioned, the other one was (indiscernible)  
25 Hawai`i funding for a program was set up at Leeward Community

1 College. A Micronesian program to provide other assistance and,  
2 uh -- the program was created, but without funding. So for over  
3 a year, the (indiscernible). (Indiscernible) back to the state  
4 legislature to ask for \$1 million, and they turned it down.

5 So there's efforts in the state legislature to ry  
6 to get funding to support. But it's the legislature that were  
7 the greatest (indiscernible). So as far as the assistance with  
8 it, people here who are friends of Micronesians (indiscernible)  
9 to help influence the (indiscernible) passing through.

10 And the other issue is with -- (indiscernible)  
11 Micronesian and (indiscernible) the Hawai`i symposium  
12 (indiscernible) came and talked about his efforts to try to work  
13 with Micronesian youth get in trouble.

14 In March, I think, was 2006, we had a conference  
15 with Ed Kubo. That's one of the main speakers. And Ed Kubo and  
16 the Hawai`i (indiscernible) program was trying to also involve  
17 us in some efforts to address legal issues to the Micronesians.

18 Fortunately, we have the Legal Aid Society just  
19 hired a Palauan woman to be one of their members. And so the  
20 Legal Aid Society will continue to provide those kinds of legal  
21 services.

22 But the Micronesian community will address needs  
23 as they surface (indiscernible) identify them. So please  
24 contact Canisius Filibert for your collaboration in the future.

25 MR. PETER: Thank you very much, Richard. Richard

1 will be participating on other panels in this conference. He's  
2 a strong advocate of Micronesians here in, uh --.

3 UNIDENTIFIED FEMALE AUDIENCE MEMBER: First of all,  
4 let me comment on (indiscernible) one of the contributions  
5 (indiscernible) here.

6 One of the -- the question I wanted to ask --  
7 there seems to be a lot of programs, a lot of services that you  
8 guys have provided for Micronesians and people that probably  
9 would need information. Is there any future plans on possibly  
10 making what Dr. Heine said, a one-shop center where people can  
11 come in and get resources and informations on what they need to  
12 know?

13 The other thing I want to say is education. The  
14 education program that Justin Lani's conducting this month, I  
15 think it would be good to see all participants from Micronesia  
16 take part and take his program through the schools. Maybe  
17 one-day program so that teachers and families that need to know  
18 more about Micronesia, you guys can take it out there and do a  
19 program. Thank you.

20 UNIDENTIFIED FEMALE PANELIST: I want to answer the  
21 question about the idea of that one stop center that Dr. Hilda  
22 Heine talked about. The answer is yes, Goodwill Industries of  
23 Hawai`i has already put in a (indiscernible). I guess (audience  
24 interruption) about three weeks ago we went down, we were  
25 invited to come down and give support (indiscernible) at the

1       capitol. It looks good. We're gonna need everybody's support.

2                       But I want to say, yes, there is an effort to put  
3       that.

4                       UNIDENTIFIED FEMALE AUDIENCE MEMBER: Again, just  
5       refreshing what everyone said. Thank you so much for you folks  
6       and everyone here that's putting on this conference to help  
7       learn more about Micronesian community.

8                       My name is (indiscernible). I'm from Catholic  
9       Charity and head of Healthy Start. We have a contract with  
10      Child Welfare Services to go into people's homes to teach  
11      parents and children from birth to age three about development  
12      and how to be better parents.

13                      My question is what is the most effective and  
14      respectful way to build trust with these families, especially  
15      since one of our job requirements is we have to see the  
16      children? And sometimes they're not there or the babies are  
17      really bundled up, and we don't know if it's okay to ask them,  
18      can we see your kids. You know -- that that will offend  
19      somebody or they'll be frightened or what. Again, it's not  
20      to -- if you don't -- or if you have resource that we can go to  
21      to have questions like that answered. Thank you.

22                      MR. PETER: I was going to turn it over to our  
23      cultural expert Canisius Filibert. But just a couple of  
24      comments on that. Maybe there are, for example, church groups  
25      here, and I know there is a strong Catholic church group here,

1 as well as the other denominations. That is one avenue that you  
2 may want to explore.

3 The other groups, Micronesian Community, the one  
4 that our cultural expert Canisius represents, that is another  
5 one. And they are various organizations there, and I think that  
6 would be a good way to start. Canisius?

7 EMCEE FILIBERT: One thing you may want to do is  
8 determine which island group they're from. And then when you  
9 find that out, find out also what is the greeting in their  
10 language because you want to approach them and you want to say  
11 the proper greeting. Because if you get it wrong the first  
12 time, you're wrong all the way.

13 The other thing you want to do is there's -- and  
14 Micronesians are very sensitive to the age thing. If you're a  
15 younger person coming in and addressing an elderly man or  
16 parent, there's a little bit of a mismatch in the dynamic. One  
17 parent may not be able to listen as effectively as you want them  
18 to do what you are saying.

19 The other thing is to be consistent. If you're  
20 going to be doing visits to the home over a number of times, try  
21 and have the same person doing it. Because if you keep  
22 changing, that sort of gives the message to Micronesians, well,  
23 that person came and now it's changed, they probably not really  
24 care. And of course, you as the service provider want to --  
25 because you're trying establish trust, that one person should be

1 the key contact for the family or the home.

2 And of course, there's -- you know, go visiting  
3 parents and you're staying, get a snack and food as a courtesy  
4 of peace offering.

5 MR. PETER: Spoken like a real cultural expert.

6 AUDIENCE MEMBER REBECCA DELAFIELD: Hello, my name is  
7 Rebecca Delafield. I'm from Kokua Kalihi Valley. I think the  
8 question would be for Joanna or Dion.

9 I was wondering -- it's two parts. First, when  
10 you did your workshops with the schools and you work with the  
11 different programs, what was some of the biggest challenges that  
12 were identified, specifically in the Department of Education  
13 complexes or (indiscernible) in terms of their working with some  
14 of the Micronesian students they have?

15 And secondly, I think more importantly, what has  
16 happened within the schools and complexes you worked with after  
17 they participated in the workshops and got some better  
18 understanding of some of the cultural issues and circumstances  
19 that the Micronesian students face, especially with new  
20 immigrants.

21 MR. PETER: If I can have Joanna and Dion answer the  
22 question.

23 UNIDENTIFIED FEMALE PANELIST: (Indiscernible; not  
24 using microphone.)

25 (Indiscernible) to form a stronger Micronesian

1 club at McKinley High School, and what happened after  
2 (indiscernible) the type of students went through the program  
3 was that they learned to teach the program and went to Kaahumanu  
4 Elementary School and (audience interruption) actually do the  
5 program with the younger children.

6 So what we are sort of (indiscernible). This is  
7 what you need to do or someone else needs to do this. You do  
8 this. It's our problem. We need (indiscernible).

9 Afterwards -- 'cause they were pilot programs --  
10 what we're doing now is in staying there (indiscernible) the  
11 data has been collected. What we need now that I forgot the  
12 mention in my presentation is that fellow Micronesians educators  
13 who didn't want to take part in it, to come forward because  
14 (indiscernible). There is the data. What we need to do is  
15 actually move and do something about it. And that's sort of --  
16 yeah.

17 MR. PETER: And Joanna, you only have less than two  
18 minutes.

19 MS. JACOB: I guess to answer the first part of your  
20 question which was what kind of issues came out as, like, the  
21 most pressing, we have the language barrier is definitely one;  
22 and cultural, just misunderstanding between the two cultures,  
23 the school culture because there is, like, more than one  
24 culture, or more than two, I should say, because there's your  
25 school culture, your American culture, and your Hawaiian

1 (indiscernible).

2 But anyway, language, just (lawn mower  
3 interruption) involvement, something that is not really -- the  
4 school, home, and schools at home is separate. So to try to get  
5 parents to be more involved is kind of like a challenge.

6 But slowly, because we have -- I cannot say that  
7 it's a direct result from the impact or Micronesian Cultural  
8 Awareness project, but the efforts of the school/home liaisons  
9 to go out in the community and establish relationship with the  
10 families, slowly we've been getting parents, more parents to  
11 come to (indiscernible).

12 Before, it was kind of discouraging, for me as a  
13 brand-new person in DOE, because we called parent meetings.  
14 It's only maybe -- you'd be lucky if you get one. But slowly,  
15 we've managed to have, like, up to ten Micronesian parents to  
16 come to meetings. It's not consistent, but it's a start. So  
17 that's that.

18 And so with that -- with them coming, we can talk  
19 to them about the school's procedures and rules that need to be  
20 communicated to them, and we've done also translated materials  
21 for parents to take away.

22 This also -- or our efforts' impact is also  
23 opened up more -- it's kinda like it opened communication  
24 between us and the schools that I guess need more of this help  
25 (voice fades away).

1                   So the dialogue that we've been talking -- and I  
2 think many of them still want us to come into their -- I think  
3 that's the Royal school, one time they want us to do a cultural  
4 fair where we invite Micronesians to do something in this  
5 community.

6                   I'm not sure if it's only for the Royal school or  
7 they were working with -- what is that senator's name? Tam?  
8 Rod Tam? -- to put together something within the McKinley  
9 complex. So that's a possibility that they --.

10                  It's a combination of a lot of efforts, ours and  
11 the schools, to work together.

12                  MR. PETER:.. Thank you very much, and I think we are  
13 out of time. I want to thank our panelists. There are some  
14 issues that are brought up. We would like, again, once again,  
15 invite everybody to sign up for breakout sessions; and I think  
16 those will be the important areas and avenues to engage this  
17 issues at a more in-depth conversation. Thank you very much all  
18 of you. It's been very wonderful.

19                  EMCEE FILIBERT: And how about a hand for our  
20 moderator, Jo Jo Peter. Thank you, Jo Jo.

21                  We are now at the lunch hour. And again, lunch  
22 will be served in the lower garden level downstairs. And if we  
23 could, half of the room go down that direction and half this way  
24 so that we don't tilt the boat if we all go this way. And  
25 please, if you could return at 1:15 before the start of the