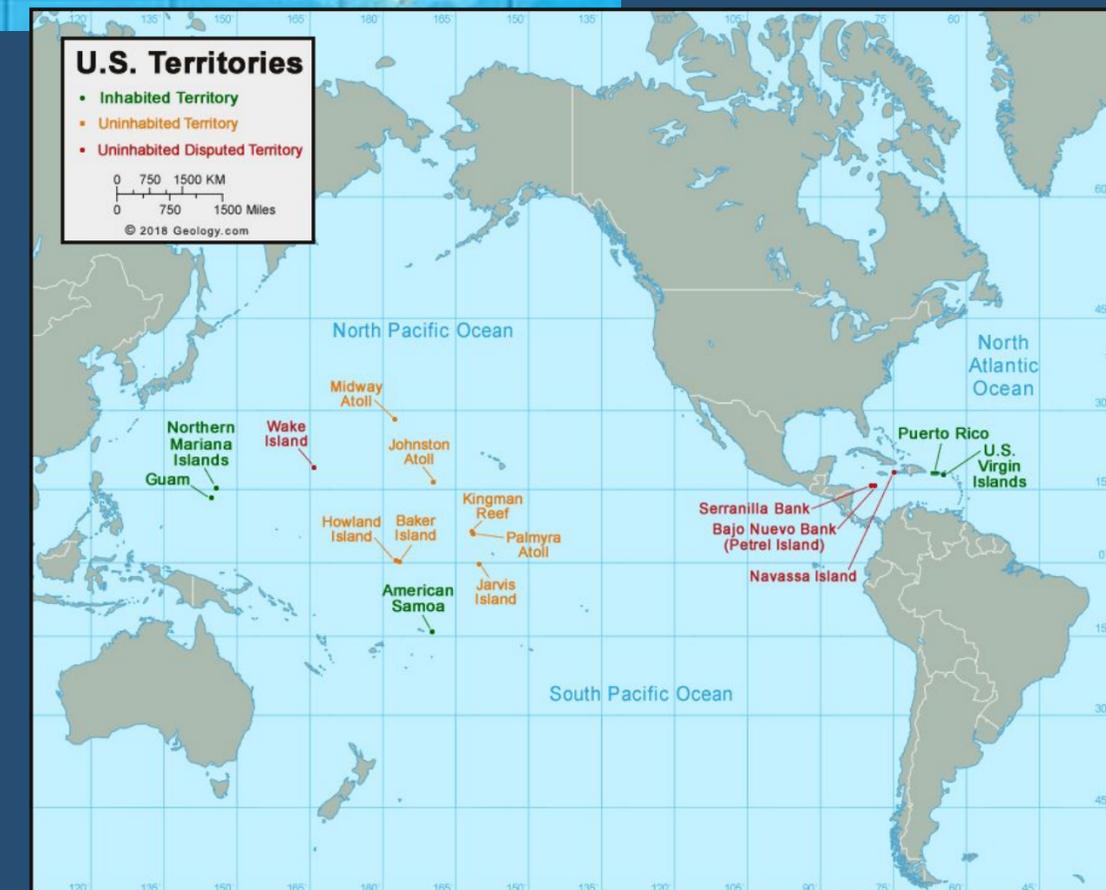


PACEs CONNECTION PRESENTS

# Historical Trauma in Hawaii and the U.S. Territories

Facilitated by

Ingrid Cockhren and Donielle Prince



# AGENDA

- Indigenous Prayer of the Four Directions
- Introduction to PACEs Connection, ACEs, and Historical Trauma
- Historical Trauma in Hawaii and the U.S. Territories
- Group discussion

# Indigenous Prayer of the Four Directions

Great Spirit of Light, come to me out of the **East (red)** with the power of the rising sun. Let there be light in my words, let there be light on my path that I walk. Let me remember always that you give the gift of a new day. And never let me be burdened with sorrow by not starting over again.

Great Spirit of Love, come to me with the power of the **North (white)**. Make me courageous when the cold wind falls upon me. Give me strength and endurance for everything that is harsh, everything that hurts, everything that makes me squint. Let me move through life ready to take what comes from the north.

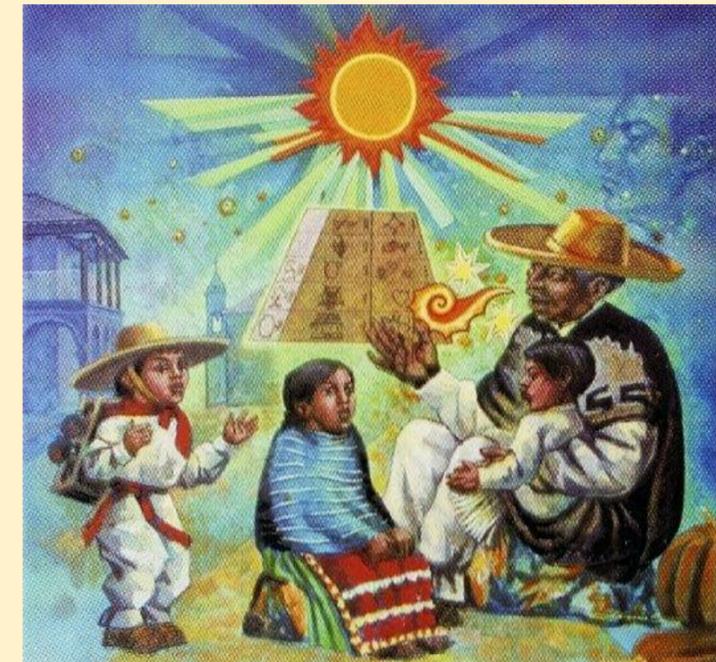
Great Life-Giving Spirit, I face the **West (black)**, the direction of sundown. Let me remember every day that the moment will come when my sun will go down. Never let me forget that I must fade into you. Give me a beautiful color, give me a great sky for setting, so that when it is my time to meet you, I can come with glory.

Great Spirit of Creation, send me the warm and soothing winds from the **South (yellow)**. Comfort me and caress me when I am tired and cold. Unfold me like the gentle breezes that unfold the leaves on the trees. As you give to all the earth your warm, moving wind, give to me, so that I may grow close to you in warmth. Man did not create the web of life, he is but a strand in it. Whatever man does to the web, he does to himself.

*As written by Chief Seattle of the Suquamish and Duwamish Native American tribes. Source: Legends of America*



Source: Wikipedia



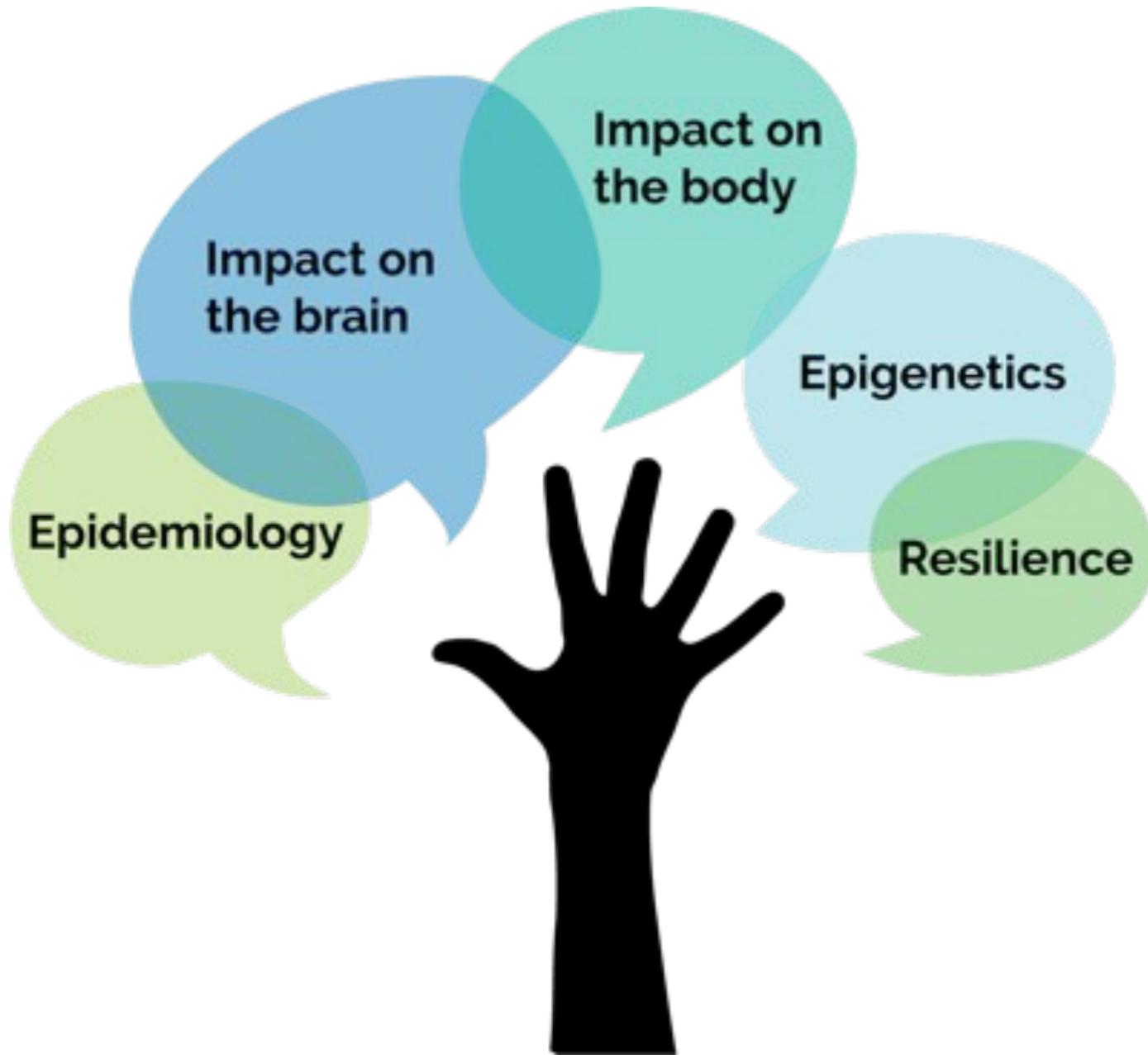
Source: Cultura10.org



# PACES Connection

Creating a **much** better normal

# 5 parts of PACEs science



**Epidemiology.** ACE Study, expanded ACE surveys, PACEs surveys

**Impact on the brain.** Toxic stress caused by ACEs impact children's developing brains.

**Impact on the body.** Short and long-term health consequences of toxic stress.

**Epigenetics.** How toxic stress is passed from one generation to another; historical trauma.

**Resilience.** The brain is plastic. The body wants to heal.



## PACEs Connection Call-to-Action

### Become a Member:

- ✓ Connection-Members can **CONNECT** with like-minded individuals around the world.
- ✓ Resources-PACEs Connection has one of the most extensive and comprehensive online collections of trauma-informed & healing-centered **RESOURCES**, tools, etc.

### Start a Movement:

- ✓ Community-Healing happens within **COMMUNITY**. Connect with an existing PACEs community or start your own.
- ✓ Consulting-PACEs Connection provides **CONSULTING** services to help create, grow and sustain PACEs communities. Are you ready to take your PACEs Initiative to the next level?

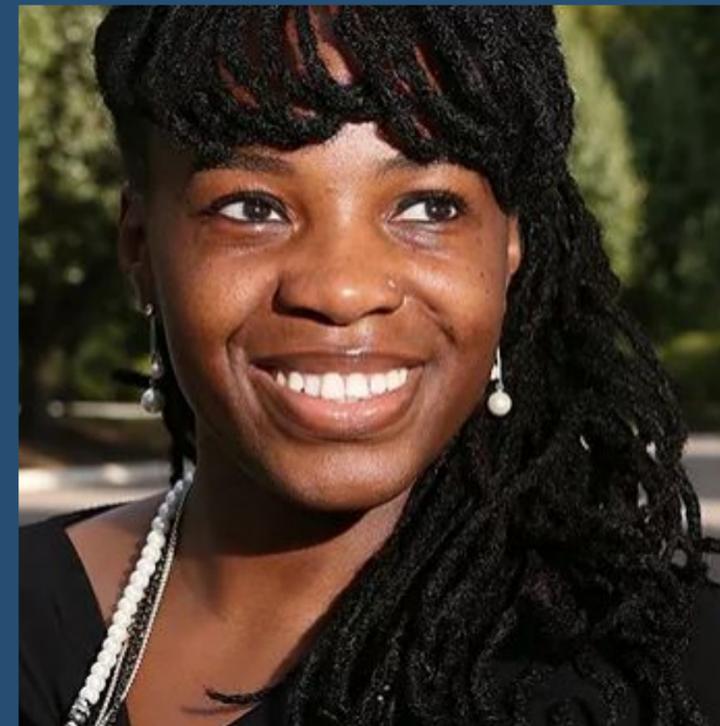
# PACES Connection

We're grateful you've joined us!



**Donielle Prince**

[dprince@pacesconnection.com](mailto:dprince@pacesconnection.com)



**Ingrid Cockhren**

[icockhren@pacesconnection.com](mailto:icockhren@pacesconnection.com)

WHAT ARE THEY?

ACEs are  
ADVERSE  
CHILDHOOD  
EXPERIENCES

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical

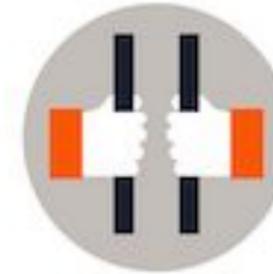


Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently

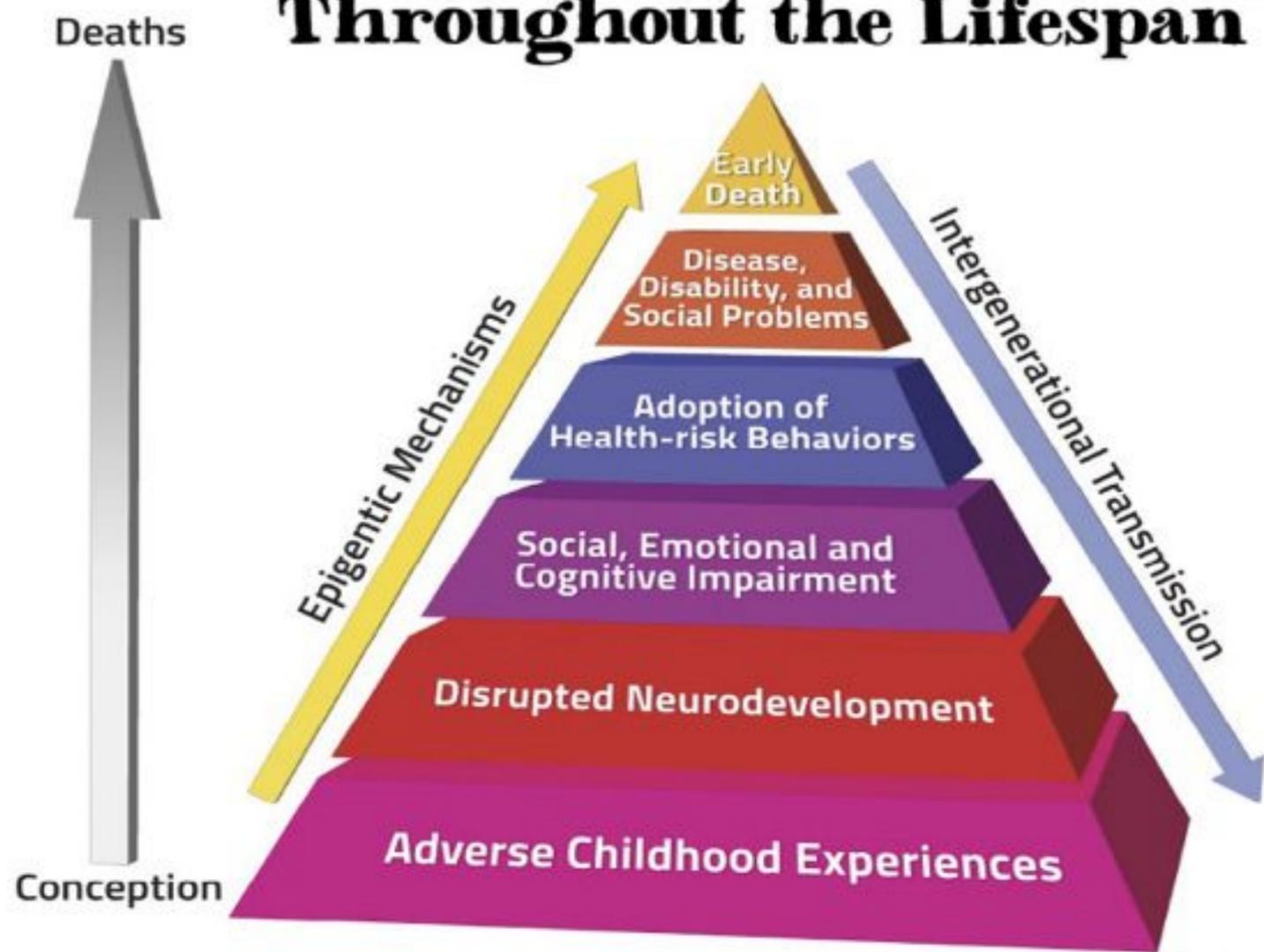


Substance Abuse



Divorce

# Mechanisms by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



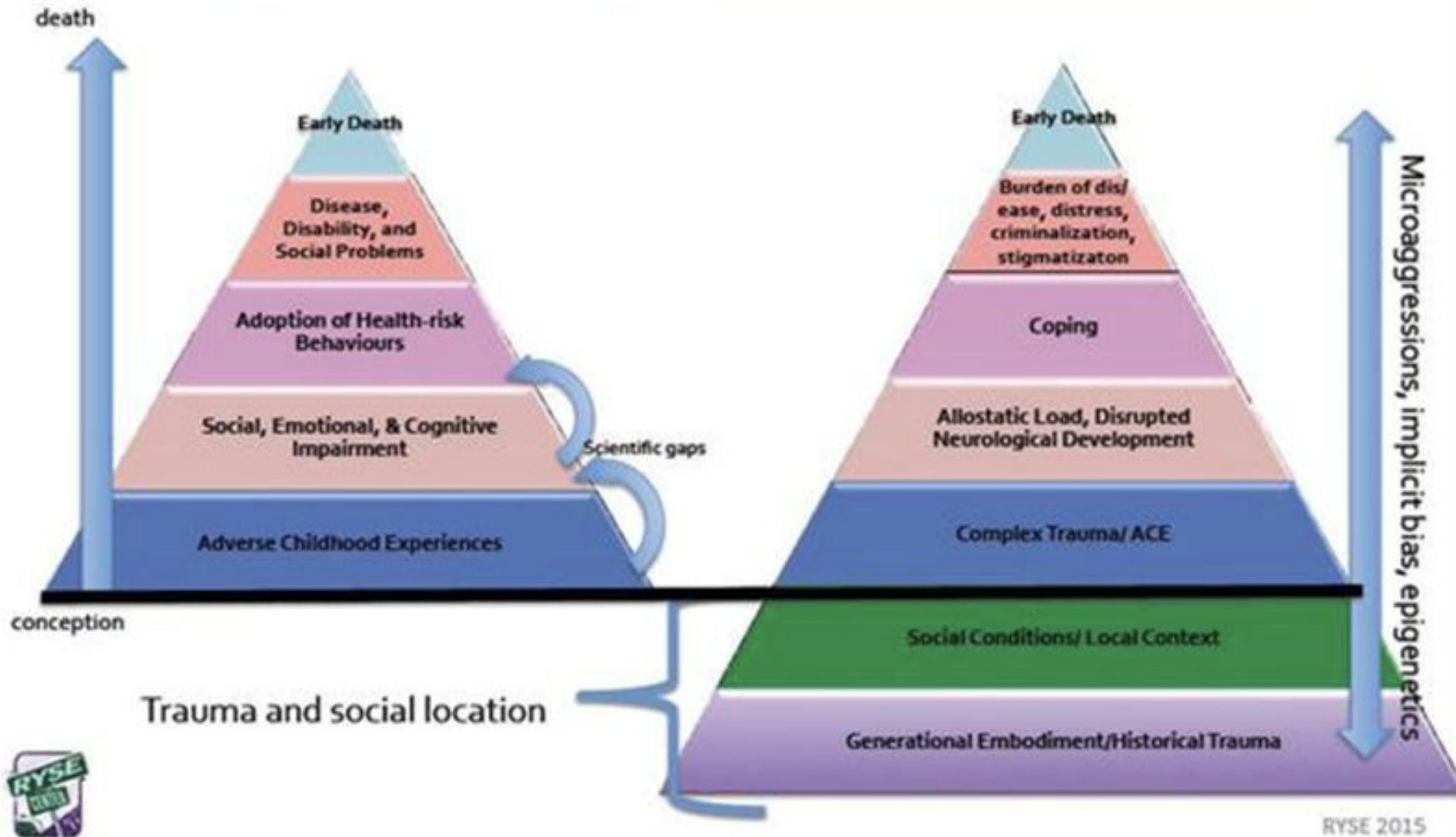
Slide Courtesy of Rob Anda, MD, MS

ACEs  
Pyramid  
Dr. Vincent Felitti &  
Dr. Robert Anda

# Trauma and Social Location

Adverse Childhood Experiences

Historical Trauma/Embodiment



RYSE  
Center's  
Extended  
ACEs  
Pyramid

# Collective Trauma

- “Collective trauma is an event, or series of events that shatters the experience of safety for a group, or groups, of people.”
- “These events are different from other forms of traumatic events because of their collective nature. That is, these events are a shared experience that alter the narrative and psyche of a group or community.”

-Dr. Leia Saltzman,  
Assistant Professor, Tulane University  
School of Social Work



# Collective Trauma

**"Collective trauma is a cataclysmic event that shatters the basic fabric of society. Aside from the horrific loss of life, collective trauma is also a crisis of meaning.**

**Collective trauma transforms into a collective memory and culminates in a system of meaning that allows groups to redefine who they are and where they are going.**

**For victims, the memory of trauma may be adaptive for group survival, but also elevates existential threat, which prompts a search for meaning, and the construction of a trans-generational collective self."**

**-Gilad Hirschberger**

# Intergenerational Transmission of Trauma via DNA

- Trauma is capable of changing genetic material.

- ***Telomere shortening***

- Children exposed to childhood trauma had shorter *telomeres*, protective caps at the ends of chromosomes.
- Shorter telomeres are correlated with several chronic diseases, cognitive impairment, and mental health disorders.

- ***Epigenetic marks***

- Chemical modifications, also known as DNA methylation, change gene expression by silencing or activating genes.
- DNA methylation is an epigenetic mechanism that modifies the function of the genes and affecting gene expression, which can alter fundamental biological processes and adversely affect health outcomes throughout life.

# Historical Trauma

- Another term for Intergenerational Transmission of Trauma is Historical Trauma.
- Historical trauma is defined as multigenerational trauma experienced by a specific cultural group.





# Historical Trauma

- The term was first coined in the 1980's by Dr. Maria Yellow Horse Brave Heart, a Native American social worker.
- Dr. Brave Heart defined historical trauma as “a cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma”.
- Dr. Brave Heart stated that historical trauma may also be accompanied by "historical unresolved grief."

# Historically Traumatic Events

- Genocide
- Chattel slavery
- Mass incarceration
- Forced relocation/displacement
- Terrorist events (e.g., 9/11)
- Jim Crow
- Poverty
- Natural disasters/pandemics
- Racism and its resulting microaggressions
- Large scale economic downturns
- Police brutality
- Stripping of cultural identity and practices
- Community violence
- War

# Groups Most Impacted by Historical Trauma



- Indigenous/Native Americans
- African Americans
- Individuals living in Poverty
- LGBTQI
- Refugees
- Survivors of Natural Disasters & Other Widespread Traumatic Events
- Children & Adolescents
- War Veterans

# Historical Trauma Symptoms

- Vulnerability to PTSD and other stress disorders
- Higher rates of violence, including domestic violence and physical child abuse
- Vulnerability to depression and suicide
- Increased use of alcohol and substances
- Lack of educational attainment
- Higher crime and incarceration rates
- Higher rates of unemployment
- Higher mortality and early death rates
- Lower Intelligence Quotient (IQ)
- Higher likelihood of developmental delays and behavioral problems in childhood
- Higher risk of child sexual abuse

# "Ground Soil" of Historical Trauma

“Individuals may be exposed to traumatic experiences, which may lead to the transgenerational transmitting of trauma in larger identity groups or within families. Insufficient coping mechanisms with highly stressful and traumatic experiences become a (difficult) psychological legacy.”

–Berghof Foundation



## Additional ACEs:

- **Adverse Climate Experiences**
  - **Adverse Childhood Experiences**
  - **Adverse Community Experiences**
  - **Atrocious Cultural Experiences**
- Impact macro- and socio-historical conditions. Examples include: slavery, genocide, colonization, segregation, forced family separation.

-North Carolina Partnership for Children, SmartStart, Building Health & Resilient Communities Across North Carolina

# Critical Race Theory



White supremacy is deeply embedded within American society. White supremacy is permanent.



Racism is institutional, not individual.



America's power structure was built to marginalize people of color.



Race is a social construct, a tool to stratify power.



## Race:

"Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape). Though many believe that race is determined by biology, it is now widely accepted that this classification system was in fact created for social and political reasons. There are actually more genetic and biological differences within the racial groups defined by society than between different groups."

# Definitions & Key Terms

## Racial Trauma:

Refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes. In the U.S., Black, Indigenous People of Color (BIPOC) are most vulnerable due to living under a system of white supremacy. Also referred to as race-based traumatic stress.

Experiences of race-based discrimination can have detrimental psychological impacts on individuals and their wider communities. In some individuals, prolonged incidents of racism can lead to symptoms like those experienced with post-traumatic stress disorder. This can look like depression, anger, recurring thoughts of the event, physical reactions (e.g. headaches, chest pains, insomnia), hypervigilance, low-self-esteem, and mentally distancing from the traumatic events.

Race-based traumatic stress is a mental injury that can occur as the result of living within a racist system or experiencing events of racism. (Mental Health America)



# Interacting Layers of Trauma and Healing



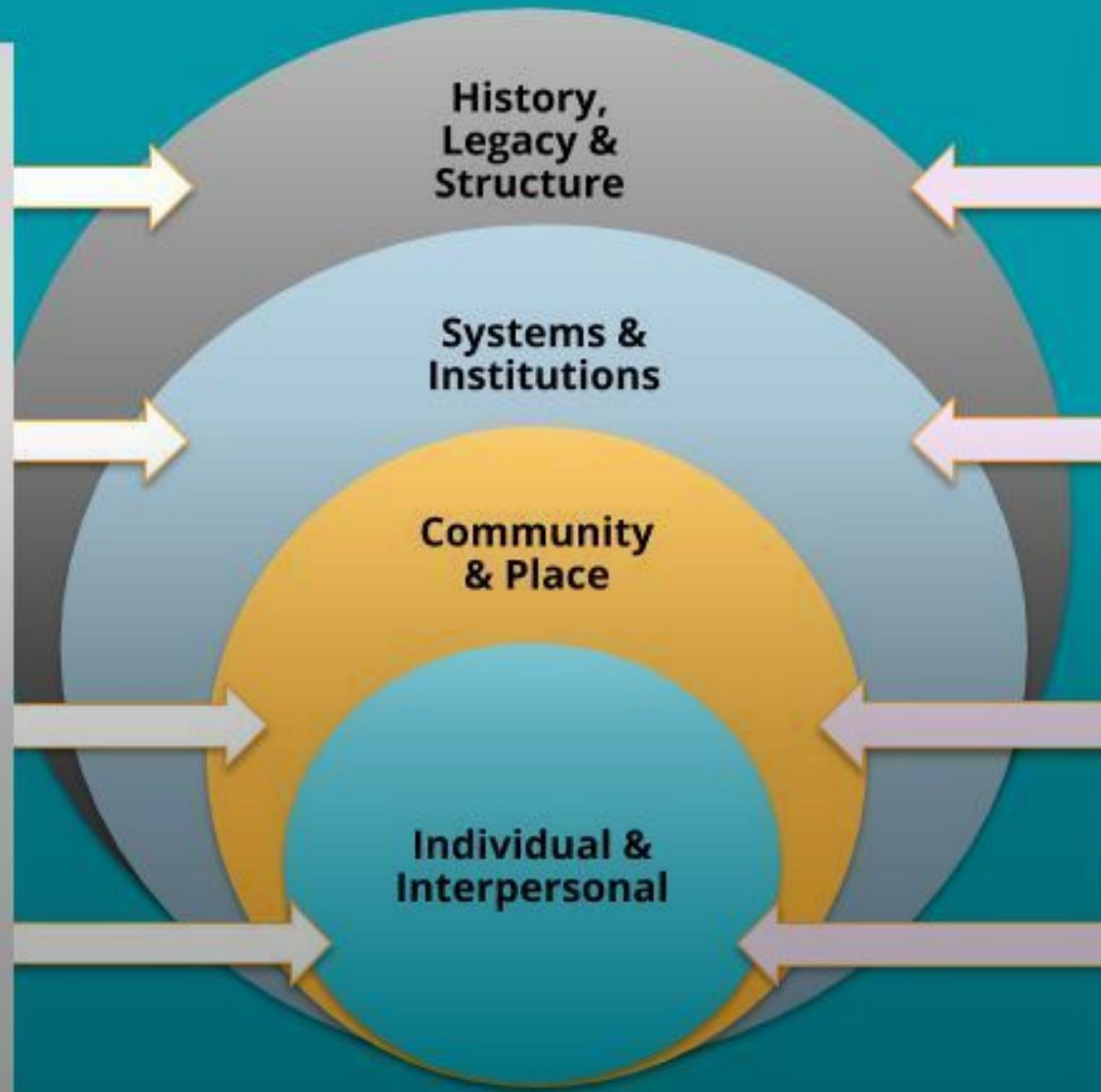
## Dehumanization and Distress

**Nation Building** by Enslavement, Genocide, Colonization, Economic Exploitation, Displacement, Cultural Hegemony, White Supremacy

**Systemic Subjugation of POC** by Interacting Policies & Systems: War on Drugs, Mass Incarceration, Segregation (de jure and de facto), Anti-Immigrant Policies, Climate Violence, Media Assaults, Displacement & Redlining

**Atmospheric Distress** that includes Interpersonal, Family, Community Violence & Exposure; Sexual Exploitation, Lack of Safe Passage & Safe Spaces, Underinvestment, Oversurveillance

**Embodiment and Expression of Distress** through Personal Traumatic Experiences; Bullying, Family Systems Stressors, ACEs, Shame and Blame, Generational Transmission



## Liberation and Healing

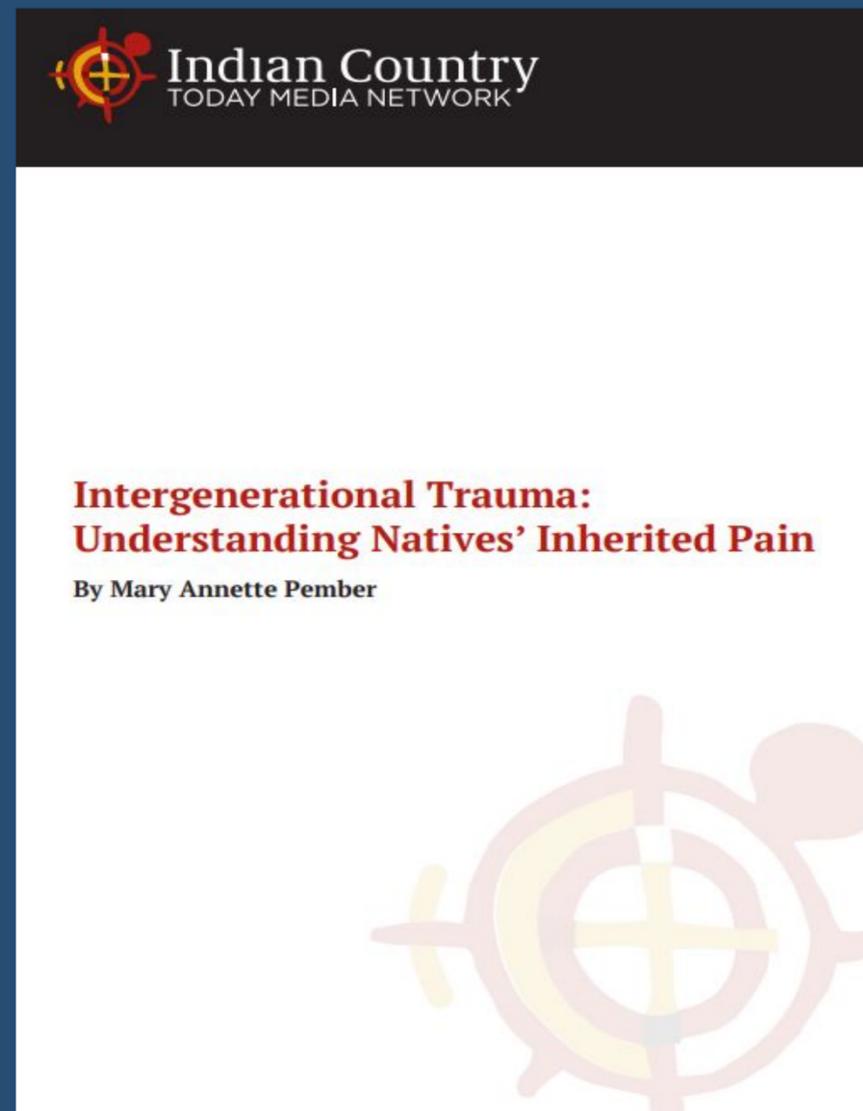
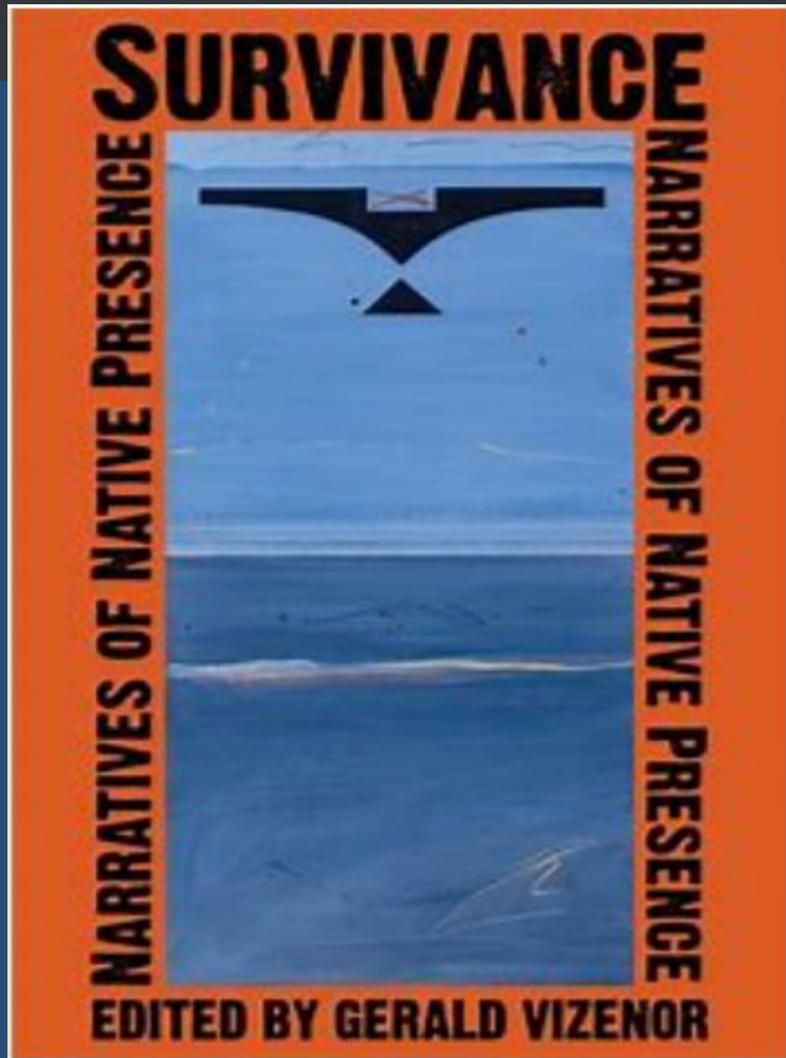
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**Lead with Love and Justice** by Healing-Centered & Restorative Practices, Listening Campaigns, Collective Care, Adaptive, Responsive, and Proximate, Power-sharing (Nothing about us without us)

**Build Beloved Community** by Radical Inquiry, Popular Education and Culture Building, Celebration and Affirmation; Healing Spaces, Arts & Expression, Base & Power-Building

**Honor Resilience and Fortitude** by Listening & Validating, Processing/Integrating Personal Traumatic Experiences, Family Healing, Tailored Supports & Opportunities, Loving Connections & Structure

# Intergenerational Transmission of Survivance



“Scientific developments such as epigenetics can offer exciting new insights not only into how our bodies react not only to trauma but also how we manage to survive it.

Native people’s ability to maintain culture and sense of who they are in the face of such a traumatic history suggests an inherited resilience that bears scientific examination as well, according to Gone.”

-Mary Annette Pember, Intergenerational Trauma: Understanding Natives’ Inherited Pain, <https://amber-ic.org/wp-content/uploads/2017/01/ICMN-All-About-Generations-Trauma.pdf>



# Discussion Questions

What links can you make between historical trauma and current-day events and/or issues in your community?

What historical trauma do you need to learn more about to better understand the needs of members of your community and/or how things are structured in your community?

# Interacting Layers of Trauma and Healing



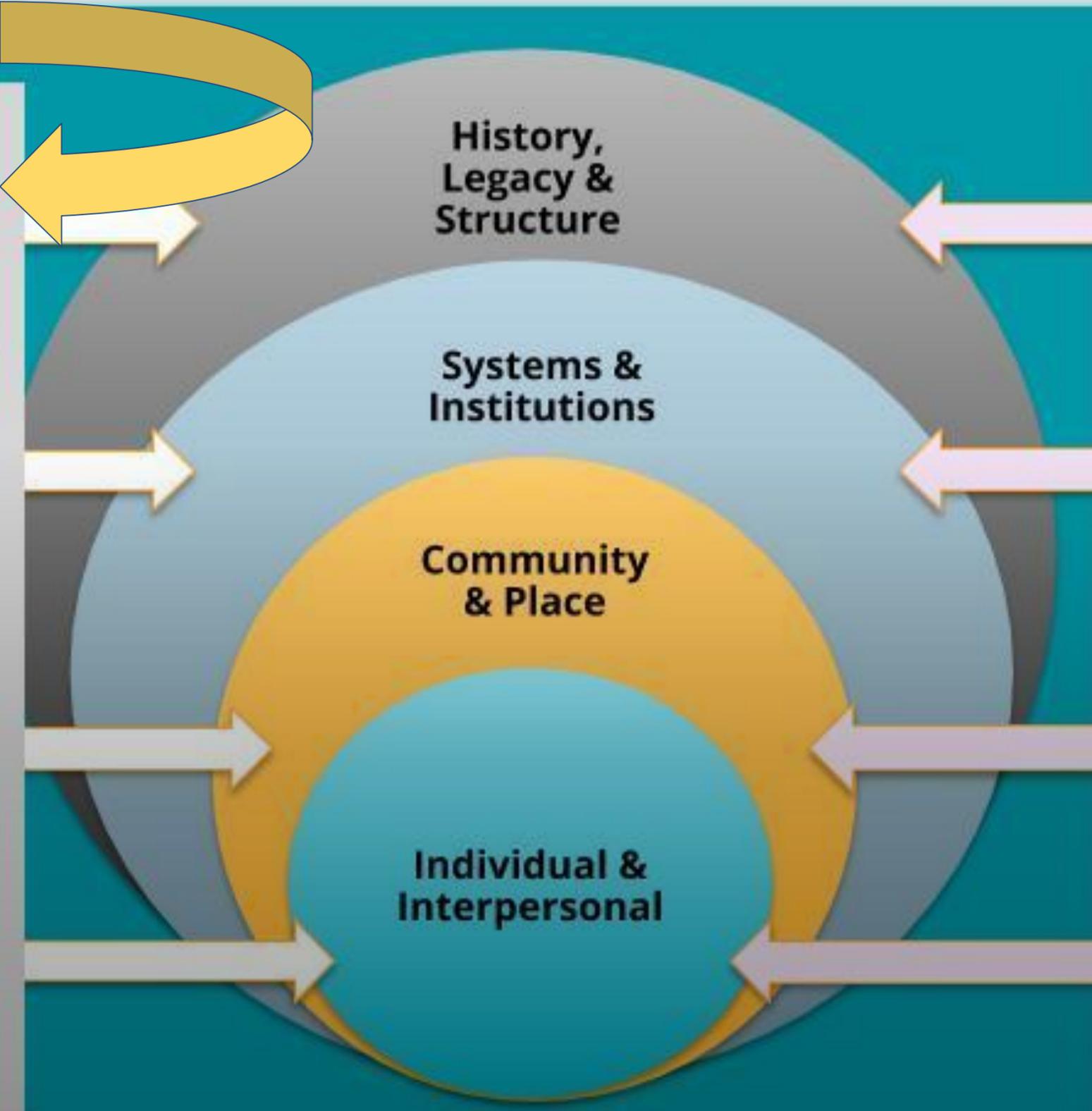
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TRACKS

# History of American Aggression in Hawaii

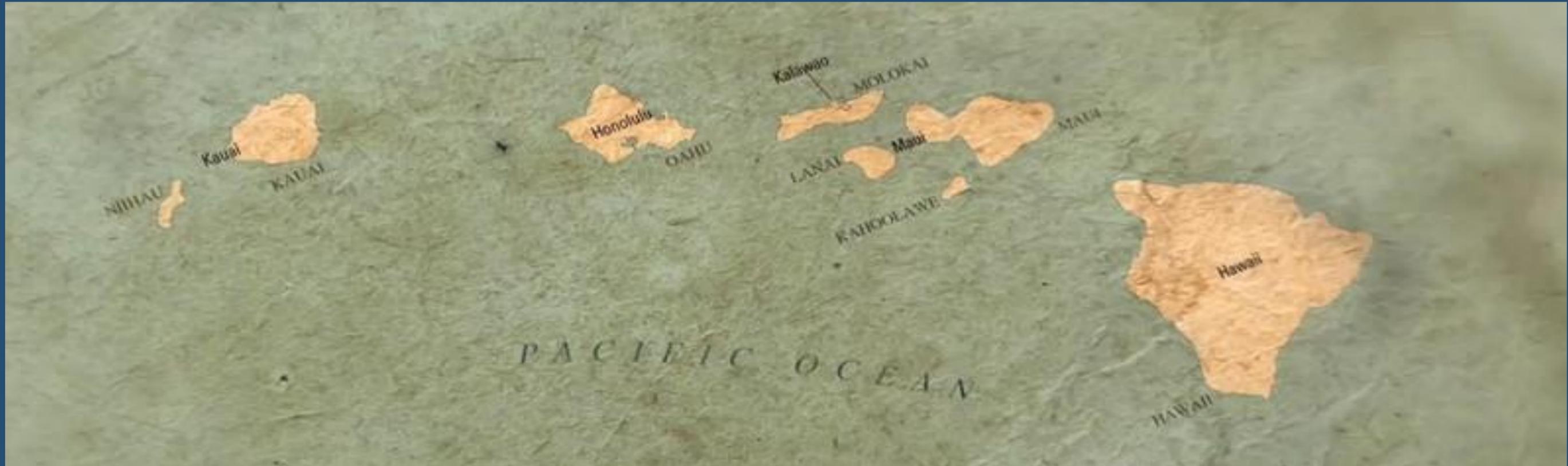
from documentary “Hawaii: The Stolen Paradise”



- 1798: First documented arrival of foreigners to Hawaii- British expedition led by Captain Cook
- Foreign settlers demand rights to development- develop “Annexation Club Committee of Safety” to protest Hawaiian government
- Queen Liliuokalani drafts constitution that will exclude western settlers from voting

# History of American Aggression in Hawaii

from documentary “Hawaii: The Stolen Paradise”



1893 - U.S. sends “military support” to its citizens living in Hawaii

- In spite of treaties acknowledging Hawaiian sovereignty
- Imprisonment of the Queen
- **Hawaii declared a U.S. territory**

# Queen's Protest to U.S. Senate against Annexation

*"I, Liliuokalani of Hawaii, by the will of God named heir apparent on the tenth day of April, A.D. 1877, and by the grace of God Queen of the Hawaiian Islands on the seventeenth day of January, A.D. 1893, do hereby protest against the ratification of a certain treaty, which, so I am informed, has been signed at Washington by Messrs. Hatch, Thurston, and Kinney, purporting to cede those Islands to the territory and dominion of the United States. **I declare such a treaty to be an act of wrong toward the native and part-native people of Hawaii, an invasion of the rights of the ruling chiefs**, in violation of international rights both toward my people and toward friendly nations with whom they have made treaties, the perpetuation of the fraud whereby the constitutional government was overthrown, and, finally, an act of gross injustice to me."*

# History of American Aggression in Hawaii

from documentary “Hawaii: The Stolen Paradise”



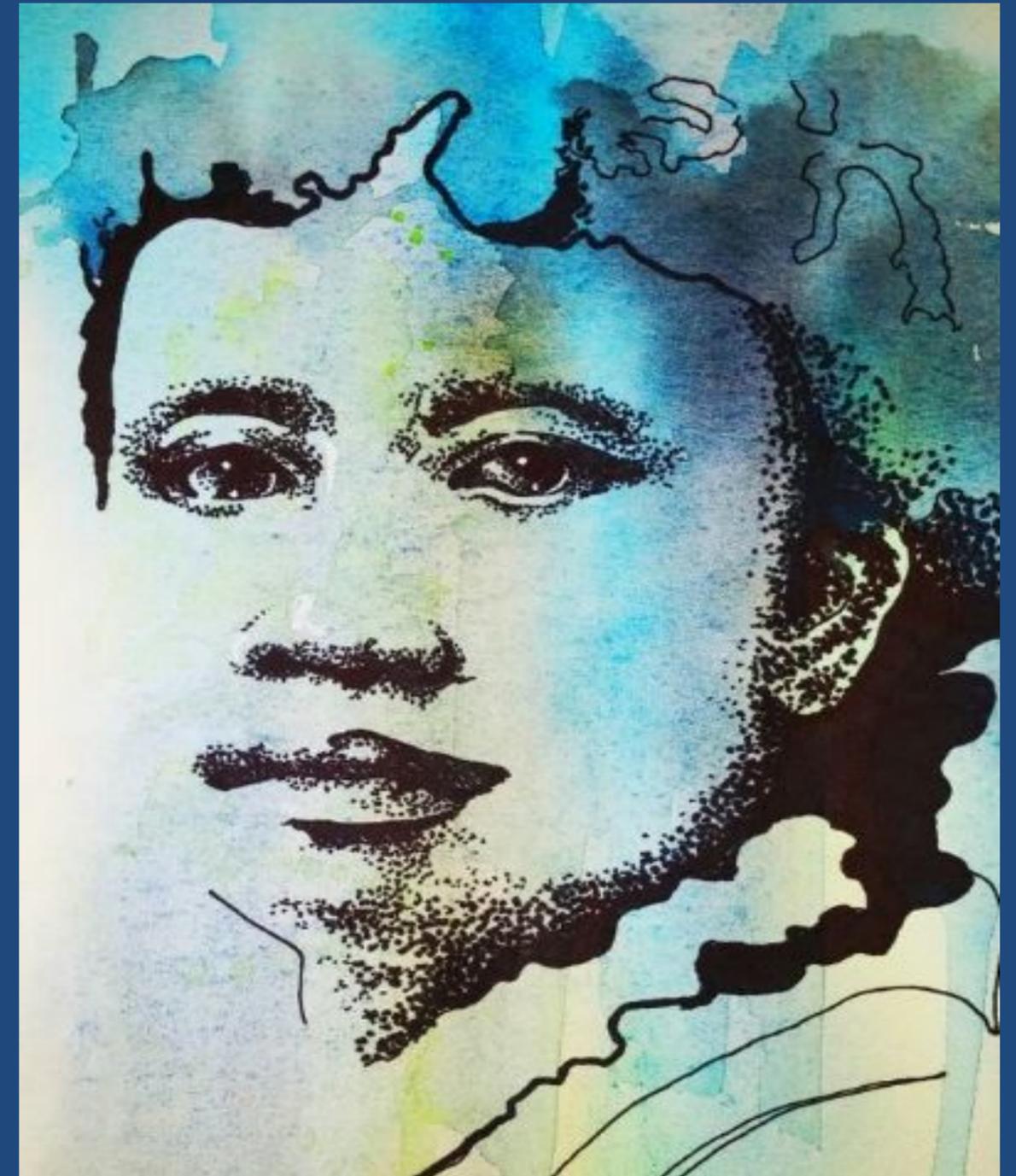
*Iolani Palace became a Hawaiian History Museum in 1978*

- 1893-94 -
  - American settlers form Republic of Hawaii
- 1898 -
  - Hawaii falls under American control through “annexation”
- 1959 -
  - Hawaii becomes a U.S. state

# Timeline is a Toolkit

## New Hawaiian Government:

- Rules that all schooling must be in English
- Desecration of holy lands
- Racialization of Hawaiians to distinguish Westerners from Indigenous
- Militarization of Hawaiian Seaports
  - Hawaii a “Crucial stronghold for American WWII military campaigns”
  - This interest intensified formal annexation efforts



# Trauma of Colonization: “Hawaii: The Stolen Paradise”

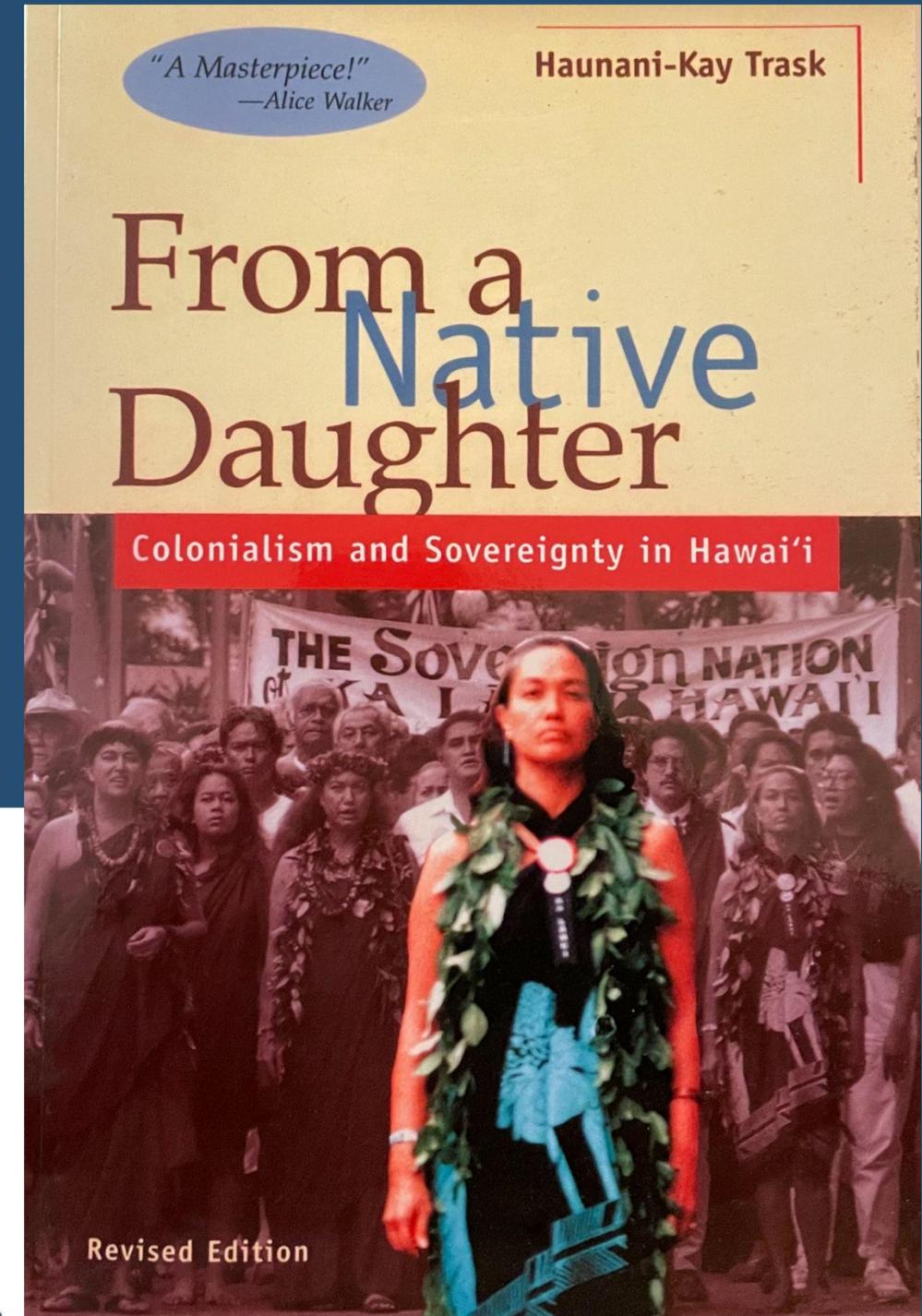


# Continued Struggle for Hawaiian Sovereignty



## *Haunani-Kay Trask, Champion of Native Rights in Hawaii, Dies at 71*

She helped found the field of Hawaiian studies and pressed for Indigenous sovereignty. “We will die as Hawaiians,” she said. “We will never be Americans.”



# Trauma of Colonization: Stolen Paradise, Stolen Culture, Stolen Language



*“With the overthrow, things Hawaiian were outlawed and things haole American were imposed” ...*

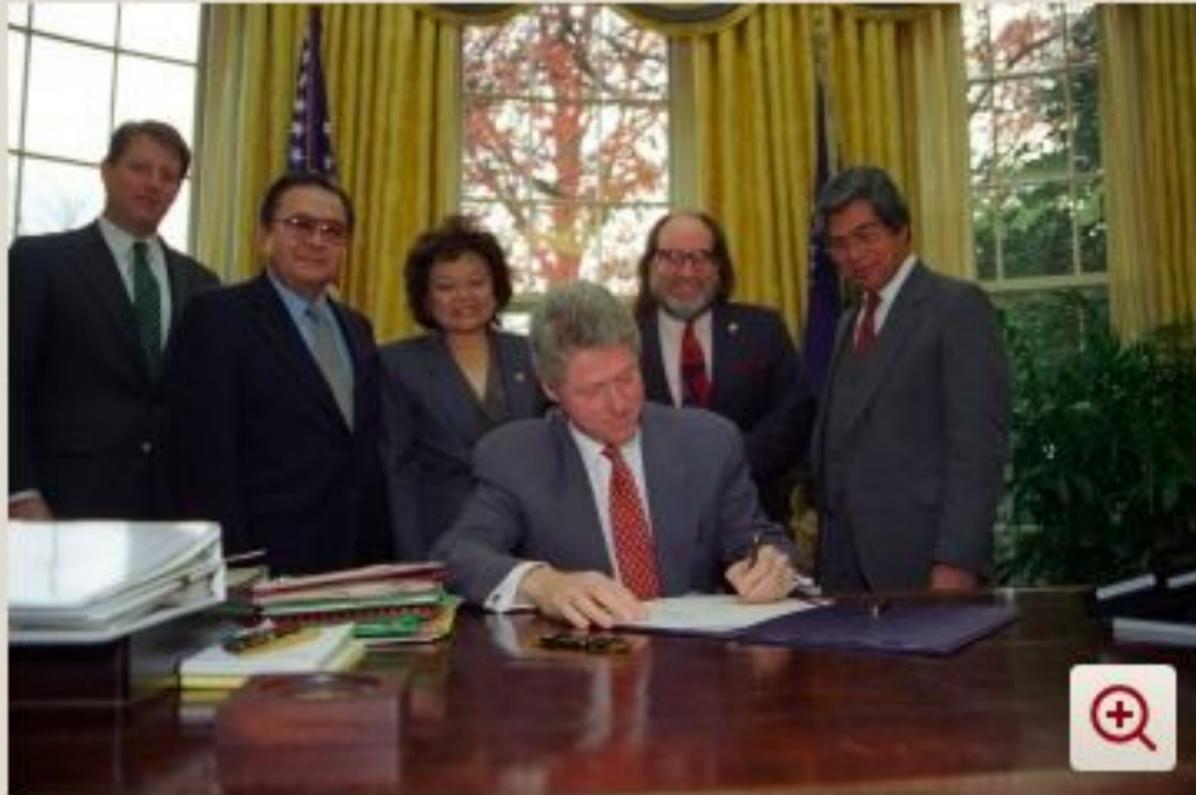
*The reason they get so upset is because it’s a native woman saying it to the dominant white class,” said Trask. “I break the ideology of happy natives and that makes me dangerous.”*

Source: 1990 LA Times Interview

# Ka Lahui Hawaii Initiative

“Ka Lahui is a Native initiative – it is something that developed from grassroots Hawaiians. It is based on a democratic constitution, created by Native Hawaiians. Citizenship is open to all Hawaiians and honorary citizenship is offered to non- Hawaiians. ... Ka Lahui Hawaii is the evolutionary product of three generations of Hawaiians who have sought to regain their Native lands and to re-establish themselves as a self-governing people.”

# Symbolism not Sovereignty



President Clinton signing an official apology for U.S. involvement in the overthrow of the Hawaiian monarchy in 1893

Courtesy William J. Clinton Presidential Library

## **1993:** President Clinton apologizes for 1893 overthrow of Hawaiian monarchy

President Bill Clinton signs legislation apologizing for the U.S. role in the 1893 overthrow of the Hawaiian monarchy. The apology, meant as a means of reconciliation with Native Hawaiians, acknowledges the historic significance of the event—but the apology does not provide federal recognition to Native Hawaiians as other federal laws provide to American Indian tribes.

## Native Hawaiian program continues to decolonize academic space



<https://www.hawaii.edu/news/2020/11/24/native-hawaiian-program-decolonize/>

# U.S. Territories

*A territory is an area which is under the control of another state or government and does not have sovereignty*

Puerto Rico	Guam	US Virgin Islands	No. Mariana Islands	American Samoa
Midway Atoll	Palmyra Atoll	Baker Island	Howland Island	Jarvis Island
Johnston Atoll	Kingman Reef	Wake Island	Navassa Island	

# Colonialism by any other name...

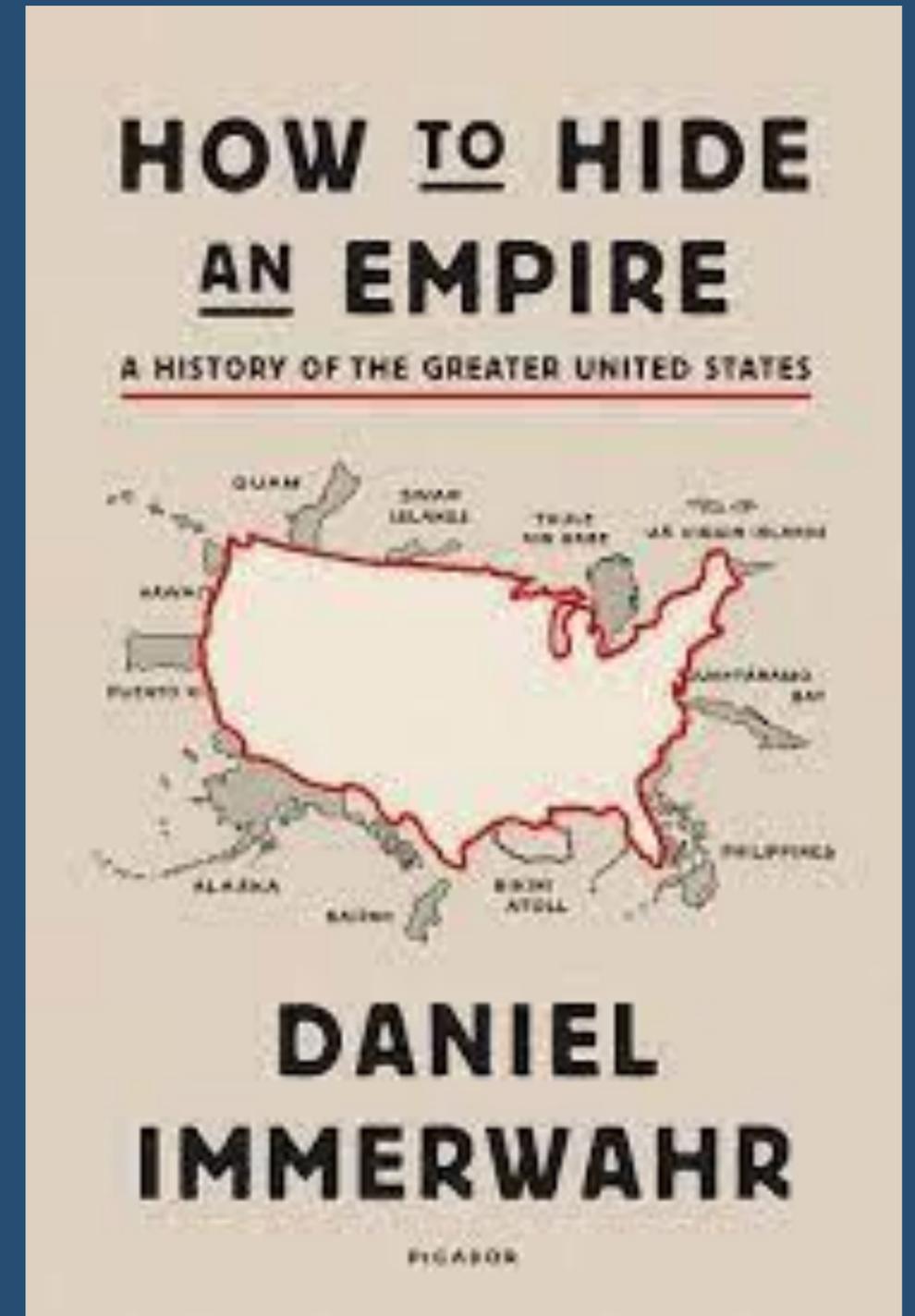
“At the turn of the 20th century, when many were acquired (Puerto Rico, the Philippines, Guam, American Samoa, Hawaii, Wake), their status was clear. They were, as Theodore Roosevelt and Woodrow Wilson unabashedly called them, colonies. ...

Within a decade or two ... the c-word became taboo. “The word colony must not be used to express the relationship which exists between our government and its dependent peoples,” an official admonished in 1914. Better to stick with a gentler term, used for them all: territories.”

-Daniel Immerwahr, “How the U.S. Has Hidden Its Empire”

# Colonies Hidden in Plain Sight

- In 1940 the U.S. controlled land inhabited by nearly 19 million people in colonies.
- One in eight of the people governed by the US lived outside of the states.
- One in 12 Americans at that time was African American: *“If you lived in the US on the eve of the second world war, in other words, you were more likely to be colonised than black”*.
- The U.S. government- Administration, Congress, and Supreme Court- contain troves of historical evidence of their arguments to both **control colonies, and refuse democratic rights on the basis of racial inferiority**, including during the battle for Hawaiian statehood.



# Elements of Empire



- U.S. granted the Philippines independence in 1946, but pressured the former colony into a 99-year rent-free lease on 23 military installations.
- Today, the US maintains roughly 800 overseas military bases around the world, in 80 countries and territories.
- Since 1945, US armed forces have been deployed abroad for conflicts or potential conflicts 211 times in 67 countries.

# Example: Guam

- After World War II, the military disposed of hundreds of thousands of pounds of ordnance in Guam and the Northern Marianas through detonation, burning or dumping at sea.
- Since that time, a dumpsite near Guam's Andersen Air Force Base has leached dangerous and toxic compounds.
- Today, the base itself is on the Environmental Protection Agency's list of the nation's worst environmental contamination sites.
- In 2017 the U.S. developed a plan to relocate the ejected Okinawa base by seizing 1,800 acres of private and protected lands,
  - Increase Guam's total population by 50 percent without expanding civilian infrastructure to handle the growth
  - Build a shooting range atop sacred Chamorro land.

# A Pressing Question

“Why, in 2017, decades after the civil rights and decolonization eras, does the United States still have colonies and citizens who lack full democratic rights by law? The answer is largely simple, but troubling:

Because the desires and power of the United States military have overwhelmed the desires and rights of colonized peoples.”



# Military Installation in Guam



*As Maj. Gen. Dennis Larsen bluntly told a reporter in 2004: “Guam is a U.S. territory. We can do what we want here, and make huge investments without fear of being thrown out.”*

**Despite protests,  
Camp Blaz was officially  
activated in October 2020**

## *Gorsuch Calls for Overruling ‘Shameful’ Cases on U.S. Territories*



The Insular Cases, issued between 1901 and 1922, said so-called unincorporated territories had second-class status because, as one justice put it in 1901, they were “peopled with an uncivilized race” that was “absolutely unfit to receive” the “immediate bestowal of citizenship.”

# Health Outlook for Hawaiian/Pacific Islander Communities

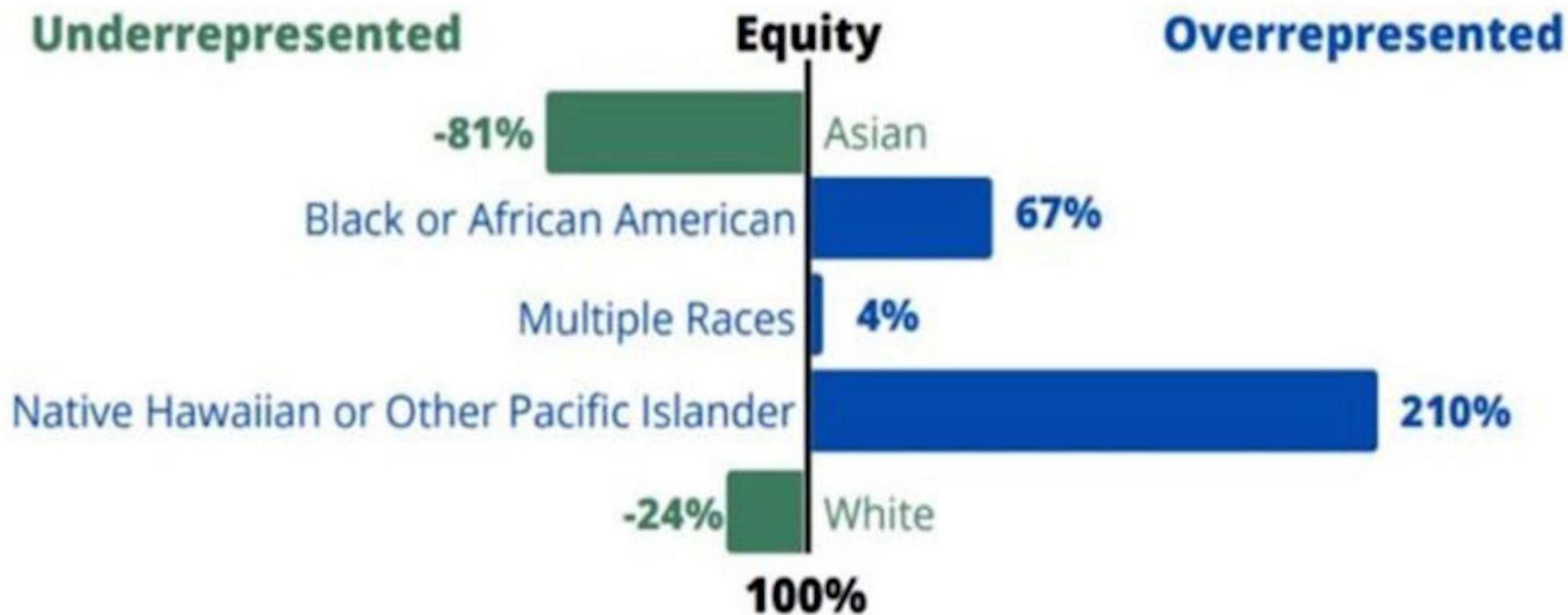


# Outcomes for Indigenous Hawaiians Today

## Racial Equity of 2020 Homeless Population

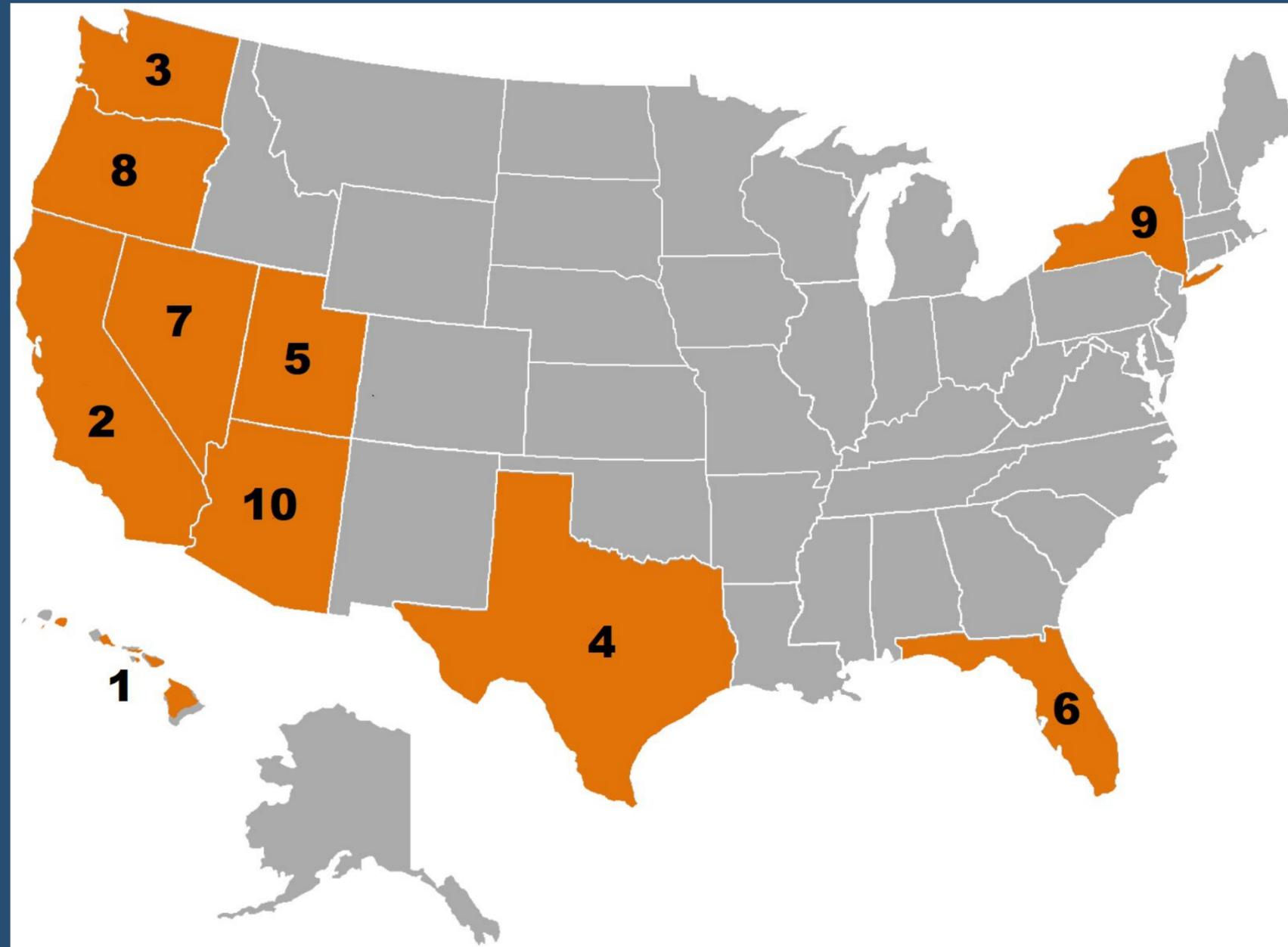
Under or Overrepresentation of Homeless Race/Ethnicity Compared to Total Population of O'ahu

\* The closer the bar is to the black line in the center, the closer the racial group is to racial equity.



“Native Hawaiians, the first people to live in Hawaii, currently “have the highest poverty rates for individuals and families” in Hawaii.

# States that have significant Native Hawaiian/Pacific Islander populations according to the Census Bureau<sup>1</sup>



<sup>1</sup> Profile: Native Hawaiians/Pacific Islanders from U.S. Department of Health and Human Services Office of Minority Health <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=65>

# Current Social Determinants of Health Data: Native Hawaiians/Pacific Islanders in 2019<sup>1</sup>

- **Educational attainment**

- 88.7% had high school diploma or higher (vs. 93.3% non-Hispanic whites)
- 23.8% had BA or higher (vs. 36.9% non-Hispanic whites)

- **Economics**

- 14.8% living at poverty level (vs. 9.0% non-Hispanic whites)
- 5.9% unemployment (vs. 3.7% non-Hispanic whites)

- **Insurance coverage**

- 65.8% used private health insurance (vs. 74.7% non-Hispanic whites)
- 9.1% uninsured (vs. 6.3% non-Hispanic whites)

<sup>1</sup> Profile: Native Hawaiians/Pacific Islanders from U.S. Department of Health and Human Services Office of Minority Health <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=65>

# Health data: Pacific Islanders (PIs)\*<sup>1</sup>

- US Pacific Islanders (PIs) are composed of “more than 20 ethnic subgroups with rich indigenous ties across the Pacific regions of Polynesia, Micronesia, and Melanesia.”
- Compared to most racial groups, PIs suffer from disproportionate health burden:
  - Lower average life expectancies
  - Higher mortality rates
  - High rates of diabetes, cardiovascular disease, cancer
  - Higher rates of COVID-19



\*Includes Native Hawaiians or other Pacific Islanders

<sup>1</sup> Cha, L., Le, T., Ve'e, T., Ah Soon, N. T., & Tseng, W. (2021). Pacific Islanders in the Era of COVID-19: an Overlooked Community in Need. *Journal of racial and ethnic health disparities*, 1–10. Advance online publication. <https://doi.org/10.1007/s40615-021-01075-8>

# Examples of Liberation and Healing



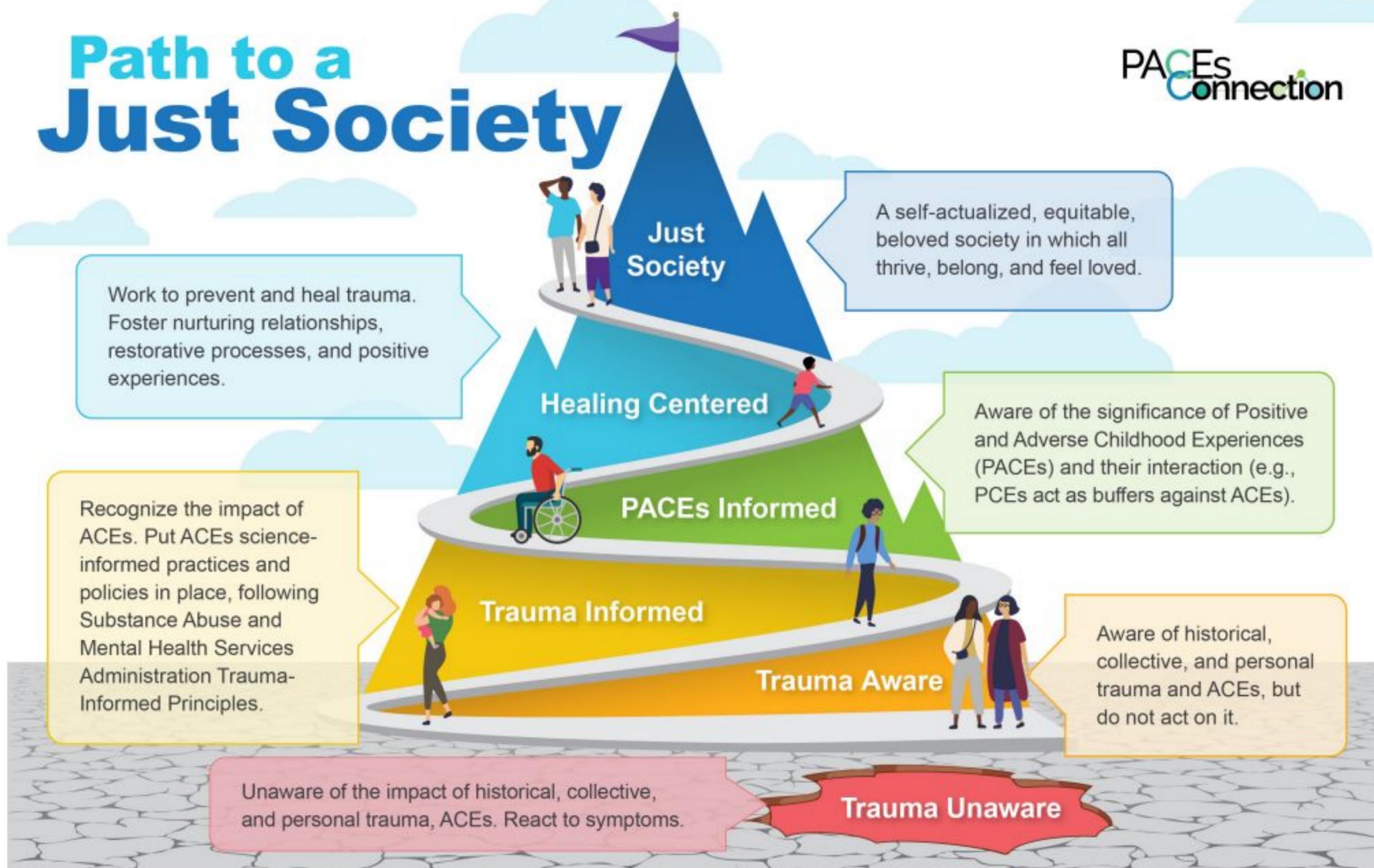
- **Base and Power-Sharing**
  - Mai Ka Pō Mai: Integrating Hawaiian Culture into the Management of Papahānaumokuākea<sup>1</sup>
- **Healing Centered and Restorative Practices**
  - Center for Indigenous Innovation and Health Equity: Pairing traditional models of health with Western scientific data collection<sup>2</sup>
- **Redistribution**
  - Kalima case claimants celebrate historic Hawaii settlement<sup>3</sup>

<sup>1</sup><https://kawaiola.news/cover/mai-ka-po-mai-integrating-hawaiian-culture-into-the-management-of-papahanaumokuakea/>

<sup>2</sup><https://dailyonder.com/new-research-center-dedicated-to-indigenous-populations-focuses-on-health-disparities/2021/10/25/>

<sup>3</sup><https://www.khon2.com/local-news/hawaiian-home-lands-beneficiaries-get-settlement/>

# Path to a Just Society



What can we do to create a world in which all feel safe, valued, and loved? We can learn about, prevent, and heal adverse childhood experiences (ACEs) and create more positive childhood experiences (PCEs) in our communities. We can start or join a positive and adverse childhood experiences (PACEs) initiative to accelerate change. Join us on the path to creating a just society.

Thank you to members of the PACEs Connection Race and Equity Workgroup for their vision and contributions.

# Discussion Questions

What links can you make between historical trauma and current-day events and/or issues in your community?

What historical trauma do you need to learn more about to better understand the needs of members of your community and/or how things are structured in your community?



## PACEs Connection Call-to-Action

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- ✓ Resources-PACEs Connection has one of the most extensive and comprehensive online collections of trauma-informed & healing-centered **RESOURCES**, tools, etc.

### Start a Movement:

- ✓ Community-Healing happens within **COMMUNITY**. Connect with an existing PACEs community or start your own.
- ✓ Consulting-PACEs Connection provides **CONSULTING** services to help create, grow and sustain PACEs communities. Are you ready to take your PACEs Initiative to the next level?

# PACEs Connection: How did we do?

The purpose of this brief survey is to gather feedback from participants regarding PACEs Connection events in order to improve future offerings.

We appreciate your help in evaluating this learning experience!

