

Annual Report

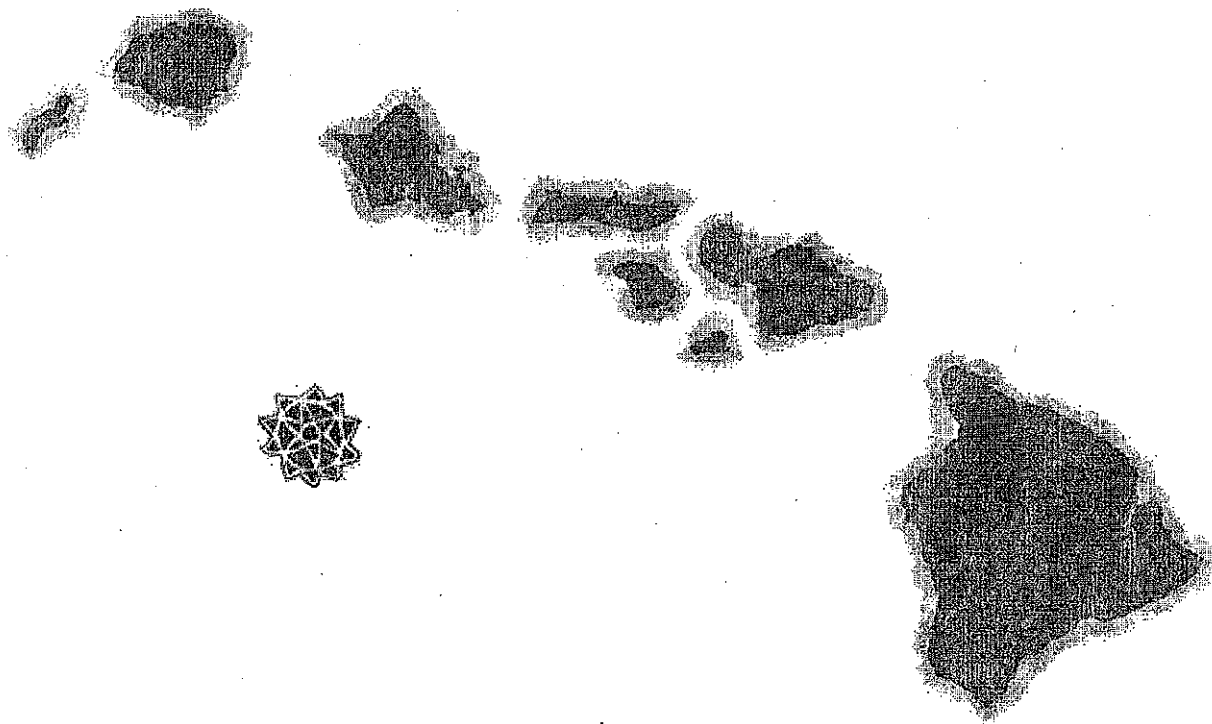
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Native Hawaiian Education Council

**Annual Report For Fiscal Year
October 1, 2001 – September 30, 2002**



'Aha Ho'ona'auao 'O'iwi Hawai'i

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Project Summary

The Native Hawaiian Education Council was established by Congress in 1994, and reauthorized as part of the No Child Left Behind Act of 2001, Public Law 107 – 110, Title VII, Part B, the Native Hawaiian Education Act. Among other things, this act authorizes the Secretary of Education to make a direct grant to the Education Council to carry out the following activities:

- (1) Coordinate the educational and related services and programs available to Native Hawaiians, including the programs assisted under this part.
- (2) Assess the extent to which such services and programs meet the needs of Native Hawaiians, and collect data on the status of Native Hawaiian education.
- (3) Provide direction and guidance, through the issuance of reports and recommendations, to appropriate Federal, State, and local agencies in order to focus and improve the use of resources, including resources made available under this part, relating to Native Hawaiian education, and serve, where appropriate, in an advisory capacity.
- (4) Make direct grants, if such grants enable the Education Council to carry out the duties of the Education Council, as described in paragraphs (1) through (3).

The NHEC is a twenty-five (25) member, statewide council consisting of volunteers from Hawaiian organizations, educational institutions, community members and organizations, and seven (7) Native Hawaiian Education Island Council (NHEIC) subsidiaries representing the islands of Hawai'i, Maui/Lana'i, Moloka'i, O'ahu, and Kaua'i/Ni'ihau. This report highlights and summarizes the Council and Island Council activities for the period October 1, 2001 to September 30, 2002, and is respectfully submitted to the Secretary of Education, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Indian Affairs of the Senate, and finally to update the community on Native Hawaiian education initiatives and developments.

Administration of the Native Hawaiian Education Council and Island Councils

For grant period 2001 - 2002, the Council administered its office and activities under Grant Award No. S924A010001. The Council office is located at the Kamehameha School's Kapalama Campus in Honolulu, Hawaii, and is there by permission and without rental charge. This arrangement has been beneficial to the Council, and is in line with their Phase II of their Strategic Implementation Plan, which calls for Kamehameha Schools to extend its educational reach in collaboration with others. However, at some point in the future, the Council may need to secure other office facilities in the event we are required to relocate due to changes in Kamehameha's plans.

Full-time personnel during this fiscal period included the Executive Director, Administrative Assistant and Fiscal Specialist. Personnel biographies are:

Executive Director, Peter Hanohano Jr., provided overall administrative and operational leadership to the office and Council. He completed his Ph.D. in First Nations Education at the University of Alberta in Edmonton, Alberta, Canada in November 2001. He has worked as the Director of the Multicultural Center at Southern Utah University in Utah, and as the Minority Student Counselor at Hawai'i Community College, Hilo, Hawai'i. His educational background includes a Bachelor of Science in Sociology, a Master of Education in Educational Psychology, and a Juris Doctor in Law.

Administrative Assistant, Heather Kina, provided general office and administrative support to the Council, having earned her Associate of Science degree from Cannon's Business College in Accounting, with many years of experience as an Administrative Assistant. She previously worked for the Native Hawaiian Health Scholarship Program, Paradise Water, Coca Cola Bottling Company, and Aloha State Sales.

Fiscal Specialist, Frank Oducado, provided fiscal and budgetary support and management to the Council, and earned his Master of Arts degree in Organizational Management from the University of Phoenix. He also has a Bachelor of Science degree in Business Management from the University of Phoenix. He previously worked for IT/OHM Remediation Services Hawaii, and for Raytheon Services on Johnston Island.

Implementation of the Native Hawaiian Education Council Strategic Plan

The Council met November 29, 30, and December 1, 2001 in a Strategic Planning Retreat on the island of Kaua'i to revise and update its Strategic Plan to align it with the Native Hawaiian Education Act. The following Vision Statement, Mission Statement, Guiding Principles, and Goals set the foundation upon which the Council is fulfilling its mandate pursuant to the Native Hawaiian Education Act.

VISION STATEMENT

I lahui na`auao Hawai`i pono, i lahui Hawai`i pono na`auao.

(There will be a culturally enlightened Hawaiian nation,
there will be a Hawaiian nation enlightened.)

MISSION STATEMENT

Ma ka `uhane aloha o ke Akua e koi `ia ka `Aha Ho`ona`auao `Oiwī Hawaii e ho`olauka`i, e ana loiloi, a e ho`ike mana`o e ho`omau i ka `ike po`okela o ka ho`ona`auao `oiwi Hawai`i.

(In the Spirit of Aloha Ke Akua, the Native Hawaiian Education Council will, coordinate, assess and make recommendations to perpetuate excellence in Native Hawaiian education.)

GUIDING PRINCIPLES

E aloha Akua, aloha `aina

Aloha `ohana, aloha `olelo,

Aloha kanaka i na`auao kakou

Ma ka paepae `ike mo`omeheu Hawai`i.

(Our enlightenment will come,
grounded in our cultural wisdom,
through our spirituality,
love of homeland,
family, language and community.)

GOALS

GOAL 1: Coordinate Resources

GOAL 2: Assess educational needs, practices, and models

GOAL 3: Provide recommendations for the improvement of education for Native Hawaiians

GOAL 4: Achieve and demonstrate organizational excellence

This Annual Performance Report documents the work performed by the Council in meeting the intent and mandate of the Native Hawaiian Education Act, and the goals, objectives and activities of the 2000 Strategic Plan.

Relating to GOAL 1 to coordinate resources, objectives included the following activities:

- Provide networking opportunities to enable partnerships
 - Convene focus groups such as Native Hawaiian Education Act grantees, leadership, curriculum development, cultural standards, etc.
 - Develop & maintain a communications network such as website, e-trees, etc.
 - Publicize NHEC/IC activities through various print, video, public access, and other media.
- Identify and share existing resources
 - Survey NHEA grantees and NHEC members to identify community and other resources
 - Update and revise NHEC database of program resources to include information on an on-going basis
 - Develop and maintain an educational lending library
 - Identify and document resource needs; i.e., training, facilities, supplies.
- Gather and disseminate information on educational best practices in Native Hawaiian and other Indigenous communities.
 - Research and compile findings and post on NHEC website
 - Establish Memorandum of Agreements with Native Hawaiian and Indigenous educational organizations

Relating to GOAL 2 to assess educational needs, practices, and models, objectives included the following activities:

- Establish Memorandums of Agreement with appropriate organizations to collect and disseminate Native Hawaiian data
 - Review and update questions and parameters outlined by the Assessment Committee
 - Participate in the development of a clearinghouse for data
 - Develop a process to access data and analyze findings
- Assess the level of cultural appropriateness of all educational programs to determine the impact of cultural practice on student performance
 - Develop a survey tool to field test, collect data, evaluate, and make recommendations on the impact of cultural practices on school performance
 - Contract to survey impact of cultural practices on school performance

Relating to GOAL 3 to provide recommendations for the improvement of education for Native Hawaiians, objectives included the following activities:

- Recommend policies, procedures and priorities relative to the Native Hawaiian Education Act
 - Convene a subcommittee, initiate discussions with the USDOE and Congress, map out current policies governing NHEA
 - Map out current procedures for grant from announcement to award; from grant implementation to end; and identify current priorities of NHEA and its programs
 - Develop policies, procedures, priorities; include all current grantees and other stakeholders
 - Circulate draft from NHEC for review, input and final approval
 - Meet with USDOE and Hawaii congressional delegation to present recommendations
- Adopt and implement the comprehensive learner and performance “Cultural Guidelines”

- Design a process to make recommendations that will utilize findings, priorities and decisions of NHEC
 - Create a DOE draft plan, obtain full Council for discussion and final approval, and incorporate into Administrative policies

Relating to GOAL 4 to achieve and demonstrate organizational excellence, objectives included the following activities:

- Design an organizational infrastructure that assures equal and full access and participation by all stakeholders
 - Create criteria that defines protocols and cultural appropriateness
 - Review, evaluate, and make recommendations of all governance documents of the organization for access, participation, and cultural appropriateness
 - Disseminate Council annual reports and other publications to Hawaiian and general community
 - Create guidelines to ensure full notification and information of Council business and activities
- Design a process that supports, enhances and assures excellence of Council members
 - Develop criteria and selection process for Council membership
 - Develop a schedule for skills-building workshops and create training incentives for Council members
 - Create guidelines for the roles of the State Council, Island Councils, members and staff
 - Plan an annual State Council Retreat
- Design a process for fiscal decision-making that assures predictability, accountability and equity
 - Create standardized allocation guidelines that are mission directed, performance oriented, and culturally based
 - Create a facility and management plan
 - Develop a self-sufficiency plan

Activities of the Native Hawaiian Education Council (NHEC)

1. NHEC Statewide Council Meetings

The NHEC Statewide Council met every other month to coordinate and conduct various statewide and island council meetings, activities and business. To reduce costs and to minimize travel, statewide council meetings are held on the island of O'ahu due to its central location and fewer council members requiring travel. However, discussions have considered holding meetings on the neighbor islands on a rotating basis to better assess the educational needs and encourage participation of those island communities.

2. NHEC Executive Committee Meetings

The NHEC Executive Committee consists of a Chair, Vice-Chair, Secretary, Treasurer, and Immediate Past-Chair. The Executive Committee met on a monthly to determine and set Council policies and procedures, and implementing the Council's Strategic Plan.

3. Council Web Site

The Council's Web Site has been developed and is currently located at www.nhec.us. While the website contains background and basic information concerning the Council, it is still under construction, and at the present time includes the following information and activities:

- The vision, mission, guiding principles, and goals of the Council
- Background information about the Council, and supporting federal legislation
- Contact information for State Council and Island Councils
- Links to Native Hawaiian educational and related organizations
- Calendar of Events
- Members of the NHEC and NHEICs, with brief biographies and photos (still to be added)
- Annual Council and Island Council Reports (still to be added)
- Council Recommendations and Committee Reports (still to be added)
- Native Hawaiian Resource Inventory Database (still to be added)

4. Native Hawaiian Resource Inventory Database

The Council continues to work on developing a database of existing Native Hawaiian educational programs and community resources available by island to Native Hawaiians, and portions of which will soon be added to its website. The Native Hawaiian Resource Inventory is continually being updated because of changes in funding and eligibility, and is being developed

in partnership with Kū Ha`aheo, the Native Hawaiian Community-Based Education Learning Centers located at Waiākea High School and Hilo High School on the Big Island. The database includes the following information:

- organizations/agencies' names
- specific programs and activities
- program and activity type
- funding source
- contact information and eligibility criteria

All of the information will be available in the English language and mirrored in the Hawaiian language. The database will allow for exporting of data and will eventually be published in hard copy form for use by community and government agencies.

5. Native Hawaiian Education Association

The Native Hawaiian Education Association is a grassroots organization focused on supporting, encouraging, networking, collaborating, and furthering the work of those tasked with the responsibility of educating Native Hawaiian children. As an association, NHEA advocates an educational philosophy, which acknowledges a Native Hawaiian perspective to teaching and learning in the 21st century. Modeled after the National Indian Education Association (NIEA), the NHEA is comprised of Native Hawaiian educators, administrators, students, and community members committed to improving educational opportunities and attainment for Native Hawaiians. The Association has as its ideals the following:

- Provide support for educators and practitioners who teach Native Hawaiians;
- Facilitate a network of Native Hawaiian educators and practitioners who share and promote ideas, programs, and activities in the education of Native Hawaiians;
- Unify the voices of the Native Hawaiian people, represented by those in education;
- Advocate an awareness of needs, strategies, and solutions in the education of Native Hawaiians;
- Advocate native education as a human rights issue as described in the "Coolongatta Statement on Indigenous Peoples' Rights in Education,": ratified

during the 1999 World Indigenous Peoples Conference on Education in Hilo, Hawai'i and submitted to the United Nations, August, 1999.

The Council continues to be a major supporter of the NHEA, and Council and Island Council members attend its annual convention, which brings together educators, parents, community members and students in a celebration of Native Hawaiian education. Held in March 2002 at Leeward Community College, the convention was a venue utilized by the Council in disseminating to the wider Native Hawaiian community some of its work with Council initiatives, the Cultural Guidelines, and culturally based programs on happening on each of the islands. Further information about the Annual NHEA Convention is provided below.

The Association also has plans to be involved in teacher education, publish a journal and/or newsletter, develop culturally responsive models and collaborations, recognize exemplary programs and educators, and provide meaningful mentoring experiences for developing teachers and students, all of which the Council supports and endorses.

6. Native Hawaiian Educational Assessment

The Council continues to explore the possibility of collaborating with other Native Hawaiian, government and community organizations in conducting an updated comprehensive Native Hawaiian educational assessment and data collection. The last comprehensive report on Native Hawaiian education was completed in 1993 and is considered outdated and unreliable. The Council has established an Assessment Committee as part of Goal Two to assist in defining the scope of services, and in convening all stakeholders in the Native Hawaiian education community interested in the data such a report would provide. Organizations such as the State Department of Education, Kamehameha Schools, Queen Lili'uokalani Childrens Center, Office of Hawaiian Affairs, Alu Like, the University of Hawai'i system, and the Council will be tasked with contributing financial and in-kind resources to this undertaking.

7. Native Hawaiian Charter School Alliance

The Native Hawaiian Charter School Alliance is a group of community based educational alternative schools designed to respect and honor Hawaiian cultural values, philosophies and ideologies. The charter school movement encourages innovative educational approaches to improve public education and expand public school choice. As such, charter schools are exempt by law from most statutory and regulatory requirements in exchange for performance based

accountability. The Council supports the Native Hawaiian Charter School Alliance in principle, and is examining different ways that it can provide additional support and assistance.

8. Intercultural Agreements, Exchanges, and Collaborations

The Council is supportive of intercultural agreements, exchanges, and collaborations for educational enrichment and community empowerment. These initiatives have the potential of bringing Aboriginal and Indigenous peoples of the world together in a spirit of sharing and networking. This will provide opportunities for dialogue, and increase our ability to address and resolve the pressing social and educational issues faced by our various communities and peoples.

The First Nations Adult and Higher Education Consortium (FNAHEC) hosted the Sixth World Indigenous Peoples Conference on Education (WIPCE) in August 2002 on the Stoney Reserve in Alberta, Canada. Further information about WIPCE is provided below.

FNAHEC is the umbrella organization of eight (8) First Nations Tribal Colleges located throughout Alberta, Canada, and has as one of its fundamental beliefs that cultural identity is essential to the development of the self-actualized person. FNAHEC has also expressed interest and support in assisting the Council in establishing a Native Hawaiian Tribal/Cultural College system to benefit our Native Hawaiian youth, families and communities. These exchanges will provide a means for our community members, youth and elder alike, to witness how other Indigenous people honor their cultures and traditions to further ground us in our own worldviews.

The second opportunity for intercultural exchanges is with the World Indigenous Nations Higher Education Consortium (WINHEC) with head offices in Aotearoa (New Zealand). Further information about WINHEC is provided below.

NIEA Annual Convention, Billings, Montana, October 2001

The 32nd Annual National Indian Education Association Convention was held October 2001 in Billings, Montana, and attracted about 3,000 Native educators, administrators, tribal and community leaders, parents and students, as well as over 200 exhibitors. The NHEC was well represented at the convention with 20 State and Island Council members in attendance. The theme of the convention was, "Connecting to the Spirit of Traditional Wisdom."

The Council was fully involved with the convention in presenting two sessions of a workshop entitled, "Building on the Spirit of Community with the Native Hawaiian Education Council," hosting an Exhibition Booth featuring State and Island Council activities; and assisting

with the nomination of Dr. David Sing, Director of Na Pua No`eau (Center for Gifted and Talented Native Hawaiian Children) at the University of Hawaii at Hilo to the NIEA Board of Directors. Both workshops were well attended with approximately 50 participants at the first workshop, and about 25 people at the second. The workshops highlighted activities and initiatives of the State Council, and activities and initiatives of each of the Island Councils.

The selection of Dr. Sing to the NIEA Board demonstrates the broad support we have from our Native American counterparts, and their concern for the obstacles and barriers we face as Native Hawaiians and the education of our children and people. Dr. Sing needs our full support and participation as he seeks to make a difference for Native Hawaiians and advocate for Native Hawaiian educational initiatives at the national level.

Tribal College tour of New Zealand, March 2002, Auckland, New Zealand

The Council was invited to send its Executive Director to travel with a contingent of 30 Tribal College Presidents and representatives from the American Indian Higher Education Consortium (AIHEC) to Aotearoa (New Zealand), to meet and visit with the Consortium of Maori Tribal Colleges. AIHEC had received a grant from the Kellogg Foundation to explore "Indigenous Higher Education: An International Outreach Initiative" with the 3 Maori Tribal Colleges, Te Wananga o Aotearoa, Te Wananga o Raukawa, and Te Whare Wananga o Awanuiarangi. This trip introduced the participants to the breadth and depth of the wananga system for the express purpose of:

Objective 1: To begin the development of a world Indigenous peoples organization dedicated to furthering the interests of Indigenous controlled institutions of higher education.

Objective 2: To allow Tribal College Presidents to explore linkages between Maori curriculum, Maori culture, and the Maori language.

Objective 3: To acquaint Tribal College Presidents with the Maori method of education.

Objective 4: To explore high technology and economic development linkages between Tribal and Maori controlled colleges and universities.

Some of the innovative programs learned about and which are applicable to Native Hawaiians, include the 25 Year Tribal Development Plan, the Marae-based Studies and the Ph.D. in Maori Studies at Te Wananga o Raukawa; the Ph.D. in Maori and Indigenous Education and the International Research Institute for Maori and Indigenous Education at the University of

Auckland; the Mahi Ora Employment Skills and Self Development Distance Education program, the Maori Nautical Studies and Waka Construction program at Te Wananga o Aotearoa; the Bachelor of Maori Immersion Teaching and the Master of Maori Studies and Master of Indigenous Studies at Te Whare Wananga o Awanuiarangi; and the Maori Immersion School – Te Wharekura o Rakaumangamanga in Huntly, New Zealand. Further study of these programs would be beneficial to Native Hawaiian education.

NIEA Legislative Summit, March 2002, Washington, DC

Two Executive Committee members and the Executive Director attended the Fifth Annual National Indian Education Association Legislative Summit in Washington, March 2002. Prior to the start of the summit, the delegation met with Claire Pruett of the Gates Millennium Scholarship Program, who gave an update of her work with the national office of the Organization of Chinese Americans (OCA), which is contracted with Gates to handle the awarding of scholarships to Asian and Pacific Island Americans. Claire also shared the important work that OCA is involved in and the excellent mentoring and internship programs available to Asians and Pacific Islanders, who have opportunities to work in Congress and federal agencies, and receive invaluable training, establish important networks, and develop leadership skills.

The summit itself examined the various funding initiatives put forth by President Bush, the Senate, and the House that had any impact on American Indians, Alaska Natives, and Native Hawaiians. In its Talking Points to the NIEA and the Hawaii congressional delegation, the Council presented the following priorities for congressional support and consideration:

- Crucial to the existence of federal support for Native Hawaiian programs is the fundamental recognition by Congress of Native Hawaiians' right to self-government and self-determination.
- Urge and recommend that appropriations for the Native Hawaiian Education Act be increased from the President's 2003 Budget of \$18 million to at least \$32 million for ongoing services and to support new initiatives, including:
 - Funding for the establishment of Lana'i and Ni'ihau Island Councils as mandated by the reauthorized act.

- ❑ Funding for the additional priorities as mandated by the reauthorized act, including adult literacy, K – 3 reading literacy in English and Hawaiian, and research and data collection.
- ❑ Funding for delivery of educational services and programs to Native Hawaiians residing on the continental United States, and partnerships with other Asian/Pacific Island and American Indian/Alaska Native organizations for maximization of resources and development of effective leadership models.
- ❑ Funding for the establishment of a Native Hawaiian Tribal/Cultural College system, and participation in the development of the World Indigenous Nations Higher Education Consortium (WINHEC), with the assistance of the American Indian Higher Education Consortium (AIHEC) and Te Wananga o Aotearoa (Maori Tribal Colleges).
- ❑ Funding for Hawaiian Language Immersion Schools and the Native Hawaiian Charter School Alliance that provide culturally healthy and responsive learning environments for Native Hawaiian children and families.
- ❑ Funding for Kupuna (Elders in the Classroom) Programs for every Hawaiian child. Our Kupuna are vital to our Native Hawaiian communities, and instill within our children the foundations for successful transition to adulthood.

Native Hawaiian Education Association Annual Convention, March 26 – 28 2002, Honolulu

On March 26 – 28, 2002, over 400 Native Hawaiian educators, students, and community members gathered at Leeward Community College for the 3rd Native Hawaiian Education Association (NHEA) Annual Conference. The NHEC has been instrumental in helping to establish the NHEA, which is a private non-profit organization of Native Hawaiian educators, and adapted after the National Indian Education Association (NIEA).

The Convention theme was *Liko A`e* – Emerging Forth, which is a reflection from a passage in *Mele Hanau no Kau-I-ke-ao-uli*, and refers to the child that grows and matures. It also refers to that which shines, glistens, sparkles, glows, and burns. *Liko A`e* was chosen as the theme to inspire Native Hawaiians to emerge forth as we grow, glisten and glow on the path laid forth by our ancestors. This path is one of experiential knowledge through seeing, hearing, touching, sensing, feeling, doing, thinking, listening, learning, and reasoning; all things essential for the development and maturity of the individual and collective community.

In support of the convention, the NHEC sent 58 Council and Island Council members to attend the various workshops and presentations, and some who served as presenters in the following workshops (see copy of program attached):

Keiki Kawai'ae'a and Andrea Kaumeheiwa – Keynote Panelist Speakers

Keiki Kawai'ae'a, Kalani Akana, Leimomi Malina-Wright, Malia Melemai, and Paula De Morales – “Hawaii Guidelines for Culturally Healthy and Responsive Learning Environments”

David and Flo Keala – “Building on the Spirit of Community with the Native Hawaiian Education Council”

Puanani Wilhelm and Malia Melemai – “Pakui Onaehana: Integrating Technology and Hawaiian Language Instruction”

Lilette Subedi – “The Ka'ala Farm: A Cultural Learning Center”

Maggie Hanohano – “Heluhelu: Reading Achievement and Hawaiian Children”

Peter Hanohano – “Culture as Research Methodology: Native Hawaiian Perspectives for an Indigenous Relational Process”

The Convention is always a success, and serves as the major educational conference serving the educational needs of Native Hawaiians. Congratulations are to be extended to the conference organizers, and special thanks to Dr. David Sing, and members of the NHEA Executive Board. Several Council and Island Council members are active participants in the planning and our mahalo extends to them as well. The convention served as an excellent venue for collaborating and networking between educators and grassroots individuals, and more established institutions and grassroots organizations. The need for more open communications and sharing of information between all segments of the Native Hawaiian community was apparent, and should be encouraged.

RECOMMENDATIONS

1. Continue to support the NHEA and its membership, and become active participants of the association.
2. Continue to support the planning and implementation of the NHEA Annual Conference.
3. Continue to collaborate and network with Native Hawaiian educators, educational programs and organizations not currently involved with NHEC or the NHEA.

4. Encourage the development of community-based, family-oriented, and culturally-driven educational programs for Native Hawaiians.
5. Collaborate with Native Hawaiian researchers, educational programs and organizations in data gathering and educational research initiatives in support of confirming the impact of cultural education on educational achievement and success.
6. Provide supplemental data on Native Hawaiian children and programs consistent with the Hawaii Guidelines for Culturally Healthy and Responsive Learning Environments and in alignment with the No Child Left Behind outcomes.

Native Hawaiian Education Act Grants Workshop and Orientation, April 2002, Honolulu

In April 2002, the Council hosted its Second Annual Native Hawaiian Education Act Grants Workshop and Orientation that was well attended by approximately 125 participants from a broad cross section of educators, community members, and organizational leaders – all involved with some aspect of Native Hawaiian education. The keynote speaker was Lynn Thomas, program officer for Native Hawaiian programs, United States Department of Education. She was able to provide technical assistance and important information about grant opportunities under the reauthorized Native Hawaiian Education Act, Title VII of the No Child Left Behind Act of 2001.

The grant awards under the act were recently announced by Senator Daniel Inouye's office, and totaled \$6,016,436. The Senator stated that the purpose of these funds is to develop, supplement, and expand innovative educational programs that assist Native Hawaiians. He went on to say that the act recognizes Native Hawaiians' unique history and special relationship with the U.S. government, and acknowledges that Native Hawaiians have had limited educational opportunities due to historical and cultural factors, and seeks to improve their access to learning institutions.

The funding for these grant awards provided support for innovative projects that addressed the educational needs of Native Hawaiian children and adults, in five absolute priority areas: family-based education centers, curriculum development, college preparation and scholarship support, gifted and talented, and community-based learning centers.

Na Honua Maoli Ola Statewide Community meetings, May 2002

In May 2002, the Standards Committee of the Council held community meetings across the state and on each island to share and discuss draft guidelines for Na Honua Maui Ola or the

Hawaii Guidelines for Culturally Healthy and Responsive Learning Environments. Patterned after the Alaska Native Knowledge Network's cultural standards and guidelines, Na Honua Maoli Ola was developed with the belief that continued learning and practicing of the Hawaiian language and culture is a fundamental prerequisite for nurturing culturally healthy and responsive citizens, and contributes to the growth and harmony of the whole community.

These guidelines are the framework for a comprehensive support system for student-centered learning environments. These learning environments are places where holistic processes for learning, teaching, leading and reflecting occur. They foster the development of our children in becoming responsible, capable, caring and healthy human beings who have a strong cultural identity and sense of place. These guidelines complement and enhance the Hawaii State Content and Performance Standards and define what students should know, be able to demonstrate, value, and care about.

WINHEC 2002, August 2002, Kananaskis, Alberta, Canada

The Council was invited to be part of a pre-WIPCE planning session held in Kananaskis, Alberta, Canada, from August 1 – 3, 2002, to join discussions regarding the establishment of an international Indigenous higher education consortium with the American Indian Higher Education Consortium (AIHEC) and the Maori Tribal Colleges (Te Wananga o Aotearoa, Te Wananga o Raukawa, and Te Whare Wananga o Awanuiarangi). Indigenous groups represented at this meeting included: American Indians, Alaska Natives, Native Hawaiians, Maori, Australian Aboriginals, Canada's First Nations people and the Saami people of Norway.

Discussions of an international Indigenous higher education consortium had taken place as early as 1993 with WIPCE presentations by Ray Barnhardt of Alaska and Sonny Mikaere of New Zealand, and as a result of these discussions, the World Indigenous Nations Higher Education Consortium (WINHEC) was established. A Working Group was appointed to assist in the creation and establishment of the consortium worldwide, and founding nations of WINHEC were allowed representation on the working group as follows: American Indians (4), Maori (4), Canada's First Nations (4), Alaska Natives (2), Native Hawaiians (2), Australian Aboriginals (2), and Saami (2).

The declaration establishing WINHEC states:

On this day, August 5, 2002, at Kananaskis, Alberta, Canada, we gather as Indigenous Peoples of our respective nations recognizing and reaffirming the educational rights of all

Indigenous Peoples. We share the vision of Indigenous Peoples of the world united in the collective synergy of self-determination through control of higher education. We commit to building partnerships that restore and retain Indigenous spirituality, cultures and languages, homelands, social systems, economic systems, and self-determination.

We do hereby convene the World Indigenous Nations Higher Education Consortium. This Consortium will provide an international forum and support for Indigenous Peoples to pursue common goals through higher education. By our signatures, we agree to:

1. Accelerate the articulation of Indigenous epistemology (ways of knowing, education, philosophy, and research);
2. Protect and enhance Indigenous spiritual beliefs, culture and languages through higher education;
3. Advance the social, economical, and political status of Indigenous Peoples that contribute to the well-being of Indigenous communities through higher education;
4. Create an accreditation body for Indigenous education initiatives and systems that identify common criteria, practices and principles by which Indigenous Peoples live;
5. Recognize the significance of Indigenous education;
6. Create a global network for sharing knowledge through exchange forums and state of the art technology; and
7. Recognize the educational rights of Indigenous Peoples.

WIPCE 2002, August 2002, Stoney Park, Morley, Alberta, Canada

In August 2002, the Sixth World Indigenous Peoples Conference on Education (WIPCE) was held in Stoney Park, Morley, Alberta, Canada. The conference attracted approximately 1,500 participants from around the world, including about 200 Native Hawaiians. Held every three years, this conference brings together Indigenous educators from around the world to celebrate and honor the holistic ways of our ancestors, while mastering the tools of the 21st Century. The next WIPCE will occur in Aotearoa (New Zealand) in 2005.

Conference workshops and presentations were held in traditional Plains Indians tipis, and provided a truly Indigenous setting for an Indigenous conference. Set on the plains of southern Alberta, on the traditional lands of the Nakoda Nation, in the middle of the buffalo paddock,

Indigenous people from around the world sat and taught one another in circles of friendship. These sharing circles are the basis of networking and collaborative efforts that are only now being realized. Connections were made by and between Indigenous educators, institutions, and communities for future projects, programs and exchanges.

Without question, this is one of the premier Indigenous education conferences in existence, and all who are involved in Native Hawaiian education are encouraged to participate as these conferences are special and unique, and truly give us memories that linger and give us hope for a brighter future for our collective survival. Indeed, there is much that mainstream education and society can learn from the durability and resilience of Indigenous societies.

NHEC 2002 Annual Retreat, August 2002, Honolulu

The passage of the No Child Left Behind Act into law has created concerns about its mandates that new or current paraprofessionals involved in teaching must have completed at least 2 years of study at an institution of higher education, or obtained an associate's (or higher) degree, or have earned a secondary school diploma or its recognized equivalent. For some of our Kupuna, these requirements would be problematic, and may even be unreasonable and unrealistic depending upon their age and life's experiences. For that reason, the Council has passed a resolution urging the USDOE to Promote Native Hawaiian Indigenous Acknowledgements and Honors, which states:

Whereas, the Native Hawaiian people have developed a unique and precious way of knowing and understanding their universe as expressed in their culture and language, and

Whereas, the Native Hawaiian people have developed Indigenous acknowledgements and honors to confer formally upon their experts having traditional knowledge and expertise, and

Whereas, these acknowledgements and honors are known indicators of expertise and proficiencies in specific areas of Hawaiian history, culture, customs, traditions, and language, and

Whereas, such knowledge and expertise cannot be gotten anywhere else in the world or conferred by any other body of knowledge or institution, other than the traditional experts and elders possessing such knowledge and expertise;

Therefore, Be it Resolved that the Native Hawaiian Education Council on this 31st day of August 2002, in Honolulu, Hawai'i urges the Secretary of the United States

Department of Education to adopt as a funding priority, in and through the Native Hawaiian Education Act, programs that promote Native Hawaiian ways of knowing and acknowledgement systems of that knowing, and

Further, the Council urges the Association of Hawaiian Civic Clubs, and other American Indian, Alaska Native, and Native Hawaiian organizations, agencies and institutions to call upon President Bush, the United States Congress, and our elected officials to amend the law so that our Kupuna are accorded proper respect and accreditation for their life's experiences and prior knowledge and learning.

Highlights of Native Hawaiian Island Councils (NHEICs) Activities

The Native Hawaiian Education Island Councils (NHEICs) have been functioning on the islands of Hawai'i, Maui/Lana'i, Moloka'i, O'ahu, and Kaua'i/Ni'ihau. The NHEICs ensure adequate representation of island and community interests within the Council, and generally meet at least once a month to discuss island concerns and initiatives. Each NHEIC has unique interests and concerns, and membership seeks to involve individuals knowledgeable in the specific areas being addressed. The NHEIC's range in membership from ten (10) to thirty five (35) members, with each island council either affirming or electing a chairperson to guide and direct its affairs. This is just a summary of initiatives occurring on each island council, and fuller descriptions are included in each Island Council's report that is attached hereto.

Hawaii Island Council has developed a successful teacher development and orientation program entitled Huakai Hele for teachers ranging in experience from first-time or recently arrived teachers to more culturally knowledgeable and informed teachers. Designed for both east and sides of the Big Island, this program provides excursions to historical and cultural sites not generally accessible to tourists and the general public, but rich in pre-contact Hawaiian history and culture.

Maui/Lana'i Island Council sponsored its annual Native Hawaiian Scholarship program that attracts over 300 parents, students and community members. The program provides student financial aid and scholarship information, appropriate application forms and assistance in filling and processing those forms. The program brings together all agencies and organizations that provide financial aid and scholarship assistance, such as Alu Like, Gates Millennium Scholarship Program, Hawaii Community Foundation, Kamehemahe Schools, Office of Hawaiian Affairs, and the University of Hawaii.

Moloka'i Island Council has successfully implemented its Community Education and Outreach Program that involves every major Hawaiian organization on the island in pooling together all human, financial and other resources for the benefit of all island members. These collaborations work to bring together needed educational services and programs that are otherwise unavailable on island, and epitomizes the adage that it takes a whole community to raise a child.

O'ahu Island Council successfully collaborated with the Waianae Hawaiian Civic Club and Na Lei Na' auao, the Native Hawaiian Charter School Alliance, in developing culturally rich and appropriate curricula to enhance the success and matriculation of Native Hawaiian children.

Kaua'i/Ni'ihau Island Council has successfully developed its Kupuna (Elders in the Classroom) Program to help every child to experience Hawaiian culture, language and values. These Kupuna help to transmit to succeeding generations important cultural knowledge and practices.

Recommendations

1. Urge Congress and the USDOE to continue funding the Council and other programs assisted by the Native Hawaiian Education Act by increasing funding to \$32 million to support continuing and new initiatives to:
 - Support the establishment of Native Hawaiian Education Island Councils for the islands of Lana'i and Ni'ihau as called for by the Native Hawaiian Education Act;
 - Support those activities as set forth in the Native Hawaiian Education Act, but to date has not received any federal funds; i.e., activities that enhance beginning reading and literacy in either the Hawaiian or the English language among Native Hawaiian students in kindergarten through third grade and assistance in addressing the distinct features of combined English and Hawaiian literacy for Hawaiian speakers in fifth and sixth grade, and research and data collection activities to determine the educational status and needs of Native Hawaiian children and adults;
 - Support the establishment of a National Office of Native Hawaiian Education to deliver services not only to the State of Hawaii, but to include those Native Hawaiians residing on the continent. Additionally,

this office will also provide a mechanism to consolidate resources at a national level and collaborate with American Indian and Alaska Native counterparts;

- Support the establishment of a Native Hawaiian tribal/cultural college system through a planning grant to provide for faculty, students and supporting infrastructure.
2. Support the further development of the Native Hawaiian Education Council Strategic Plan and Action Plans.
 3. Support the work and initiatives of the Council's four Goal Groups and Committees.
 4. Support the further development and expansion of information on the Council's and Island Councils' Web sites, including the updating and maintenance of the Native Hawaiian Resource Inventory Database.
 5. Support the establishment and expansion of the Native Hawaiian Education Association and its annual convention.
 6. Design and conduct a comprehensive Native Hawaiian educational assessment with the assistance, support and collaboration of other interested partners and stakeholders.
 7. Support the establishment of community-based, family-oriented, culturally driven Native Hawaiian Charter Schools.
 8. Support the execution of intercultural agreements, exchanges and collaborations with other national and international Indigenous groups for educational enrichment and community empowerment.
 9. Support the activities and initiatives of other national and international Indigenous groups consistent with the Council's mission, goals, and mandate.
 10. Support the activities and initiatives of the Island Councils.
 11. Seek adequate support for the further development and expansion of Kupuna (Elders in the Classroom) Programs. Our Kupuna (elders) are vital to our Native Hawaiian communities, and instill within our children the foundations for

successful transition to adulthood, and in becoming contributing members of society.

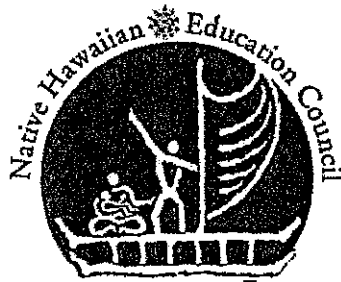
12. Support the expansion of Hawaiian Language Immersion Schools serving all Native Hawaiian communities requesting such services.
13. Support the expansion of Title III programs for Native Hawaiians and Native Hawaiian communities by seeking increases in funding for:
 - Native Hawaiian higher education and health scholarships.
 - Native Hawaiian Serving Institutions to assist Native Hawaiians to better prepare for and succeed in college, provide culturally responsive teacher preparation and professional development programs, and educational research to further expand the delivery of higher education to Native Hawaiian communities.
 - Provide leadership and practical experiences to young Native Hawaiians in the form of annual student internships to work at the USDOE and other federal agencies to learn the administrative and regulatory process, and/or the Hawai'i congressional delegation to learn the federal legislative process.
14. Support the enactment of a bill that provides for a process for federal recognition of a Native Hawaiian governing entity based on a political relationship with the United States, and not one based on racial classifications.

Acknowledgements

The Council is deeply appreciative of the financial and other assistance generously provided by the U.S. Congress, the U.S. Department of Education, the Hawai'i congressional delegation, the Native Hawaiian community, and its many partners committed to the improvement of educational services and programs for Native Hawaiians.

For further information, the Council can be contacted at:

Native Hawaiian Education Council
1850 Makuakane Street, Bldg F
Honolulu, HI 96817
TEL: (808) 842-8044
FAX: (808) 842-8662
Email: p-hanohano@hawaii.rr.com
Website: www.nhec.us



'Aha Ho'ona'auao 'Ōiwi Hawai'i

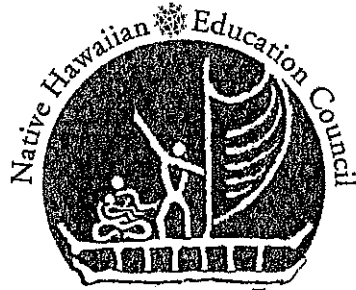
STATE COUNCIL MEMBERS

MEMBERS:

1. Anifa Arce
2. Betty Jenkins
3. David Keala
4. E. Nani Watanabe
5. Gale Flynn
6. J. Pine Kelley
7. Janet Kahalekomo
8. Jean Evans
9. Joshua Akana
10. Kelki Kawal'ae'a
11. Kekuhi Kanahelo-Filas
12. Lillette Subedl
13. Lui Hokoana
14. Maggie Hanohano
15. Manu Ka'ama
16. Nāmaka Rawlins
17. Pat Hamamoto
18. Paula De Morales
19. R. Ka'iulani Vincent
20. Robert Worthington
21. Sherlyn Goo
22. T. Kamuela Chun
23. V. Lelmomi Malina-Wright
24. W. Kaho'onei Panoke

ORGANIZATIONS:

- Moloka'i Island Council Chair
- Nā Kāpuna
- Maul Island Council Chair
- Lāna'i Island Council Chair
- Queen Lili'uokalani Children Center
- Ni'ihau Island Council Chair
- Kaua'i Island Council Chair
- Pālama I Nā Kelki
- Hawai'i Island Council Chair
- 'Aha Kauleo Kalapuni Hawai'i
- Edith Kanaka'ole Foundation
- Ka'ala Farms, Inc.
- Hālau A'o
- Pihana Na Mamo
- Native Hawaiian Leadership Project
- 'Aha Pūnana Leo
- Hawai'i State Department of Education
- Ku Haeo
- Office of Hawaiian Affairs
- Association of Hawaiian Civic Clubs
- INPEACE
- Native Hawaiian Community Based Education Learning Centers
- Ke Kula Kalapuni o Ānuenue
- O'ahu Island Council Chair



'Aha Ho'ona'auao 'Ōiwi Hawai'i

Native Hawaiian Education Council (NHEC) Island Council Members 2002 - 2003

Hawai'i - 14 Council Members

Akana	Janice	Jones	Luana
Akana	Joshua - Chair	Kahlwa, Jr.	Walter
Arnold	Cathy	Lancaster	Raylene
Enos	Leinā'ala	Makuakāne-Jarre	Jon-Mae
Hanoo	J. Keolalani	Pal	Mahealani
Ikeda	Patty	Romero	Kathy
Ikeda	Mike	Romero	Don

Kaua'i - 37 Council Members

Anakalea	P. Pumehana	Kealoha	Christobel
Anakalea	Clyde	Koerte	Jamie
Bukoski	Lynn	Koerte	E. Lu
Cook	Mauliola	Koerte	Michael
Fyfe	R. A. Kai'apua	Kon	Arlene
Graham	Mapuana	Machado	Ka'iwi
Gutierrez	U'ilani	Machado	Elwood
Holl	Olga	Machado	Momi
Hunter	Laua'e	Naihe	Marilyn Inoa
Ito	E. U'ilani	Newcomb	Christopher K.
Jumawan	W. Mälle	Newcomb	Carrie Ahonui
Kahalekomo	Janet - Chair	Parbo	Linda
Kahalekomo	Brandee	Perry	A. J. Kimo
Kahalekomo	Chellse N.	Rivera	Lel
Kalelohi	Lellani	Sadler	Daphne La'akea
Kanoho	Kau'i	Sahut	Ronson Keli'i
Kauanui	Vern Keao	Stevens	Malle
Kauka	Sabra	Sueoka	Julia Smith
Kauwe	Chris		

Lāna'i - 9 Council Members

Evans	Martha	Paoa	Pua
Gasper	Jonathan	Ropa	Denise
Holsomback	Michele	Watanabe	E. Nani
Kauhane	Aaron	Woolsey	Georgette
		Woolsey	Jackie

Maui - 20 Council Members

A'i	Allen	Lock	Terry
Hanson	Sandra	Mahoe Morando	Ohua
Hokoana	Lui	Martin	Julia
Hu'e'u	Sunnie	Melemai	Mälal
Kamaunu	Kapono	Peterson	Ana
Kapaku	Mona	Pokini	Virginia
Kaumeheiwa	Andi	Raymond	Ki'ope
Kaumeheiwa	A. Hlnano	Tomoso	John A.
Keala	Flo	Tomoso	Susan
Keala	David - Chair	Vaught	Alexa

Moloka'i - 52 Council Members

Ainoa	Vivian	Kawa'a	Ka'ea
Akaka	Pualani	Kim	Moke
Aki	Lorraine	Kimball	Ronald
Albino	Louella 'Opu'ulani	Lee	Wayde
Alcain	Bobby	Lee	Adele
Arce	Anita - Chair	Lima	U'ilani
Ashitomi	Allen	Lukonen	Dara
Basques	Audrey	Makahana'loa	Flame
Bell	Kuulei Elizabet	Manaba	Dodie
Bush	Ochie	Mokuaua	Kerianne
Cathcart	Edna	Naki	Leimana Kaiwi
Domingo	Akaka	Napoleon	Awapuhi
Ella	Paul	Newberry	Vicky
English	Evan	Pa	Milton Kaonohi
Friel	Yvonne	Pa	Rowan Lae
Fujimori	Nalana	Pali	H. Handel
Hamakua	Luana	Paoa-Hatikyo	Donna
Hanakahi	Vanda	Parague	Richalle
Helm	Kekama	Perez	Ku'ulei
Higa	Lori	Peters	Manuwai
Ka'ahanui	Irene	Ravelo	Kyno
Ka'awa	Jay R. Kuulpo	Rawlins	Sam
Kalaiwa'a	Pili'aloa	Reyes	E. Kauila
Kapuni	Bill	Selitz	Ka
Kawa'a	Nana	Takatsuka	Aulani
Kawa'a	Blossom Puanani	Teves	Hana

Ni'ihau - 9 Council Members

Benamina	J. Ilei	Kelley	Lulubelle
Kahale	A. Keala	Kelley	J. Pine - J. Pine
Kanahale	Nancy	Niau	Dolores
Kanahale	Geraldine	Pahulehua	Rhoda
Kanahale	Lindy		

O'ahu - 20 Council Members

Akana	K. Kalani	Holokai	Marian
Anderson	Milton	Kamahale	Momi
Baker	M. Kanani	Kong	Winston
Balutski	Momilani	Lefcourt	Yvonne
Boyer	Nancy	Lidstone	Mikiata
Coleman	Aloha	Lindsey	Jan
Durante	Kawao	Maluo	Kehau
Frias	Emma	Panoke	W. Kaho'onei - Chair
Gaspar	Greig	Paul	Becky
Hewett	Kerri-Ann	Yoneda	Jan



JANUARY - DECEMBER 2002

'Aha Ho'ona'auao 'Ōiwi Hawai'i



January						
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JANUARY

- 1** New Year's Day - Federal & State & NHEC Holiday
- 2** Kaua'i Island Council Meeting
- 4** Executive Committee Meeting
- 8** Maui Island Council Meeting
- 9** Moloka'i Island Council Meeting
O'ahu Island Council Meeting
- 16** Kaua'i Island Council Meeting
- 17** 'Onipa'a - NHEC Holiday
- 18** State Council Meeting

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FEBRUARY

- 1** Executive Committee Meeting
O'ahu Island Council Retreat
- 2** O'ahu Island Council Retreat

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APRIL

- 3** O'ahu Island Council Retreat
- 6** Kaua'i Island Council Meeting
- 12** Maui Island Council Meeting

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- 13** Moloka'i Island Council Meeting

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- 15** Executive Committee & Island Chair Meeting

- 18** All'i Day (Kamehameha IV, Princess Ke'elikolani) - NHEC Holiday
President's Day - Federal & State Holiday

- 20** Kaua'i Island Council Meeting

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MARCH

- 1** Executive Committee Meeting

MARCH

- 6** Kaua'i Island Council Meeting
- 12** Maui Island Council Meeting
- 13** Moloka'i Island Council Meeting
O'ahu Island Council Meeting
- 14** Grantee Orientation
- 15** State Council Meeting
- 20** Kaua'i Island Council Meeting
- 24** NIEA Legislative Summit
- 25** NIEA Legislative Summit
- 26** NHEA 2002 Convention
NIEA Legislative Summit
Prince Kūhū Day - State & NHEC Holiday

- 27** NHEA 2002 Convention

- 28** NHEA 2002 Convention
- 29** Good Friday - State Holiday

APRIL

- 3** Kaua'i Island Council Meeting
- 5** Executive Committee Meeting
- 9** Maui Island Council Meeting

- 10** Moloka'i Island Council Meeting

- 17** Kaua'i Island Council Meeting

- 19** Executive Committee & Island Chair Meeting

MAY

- 1** Kaua'i Island Council Meeting
- 3** Executive Committee Meeting

- 8** Moloka'i Island Council Meeting
O'ahu Island Council Meeting

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JANUARY - DECEMBER 2002

'Aha Ho'ona'auao 'Ōiwi Hawai'i



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MAY

- 14** Maui Island Council Meeting
- 15** Kaua'i Island Council Meeting
- 17** State Council Meeting
- 27** Memorial Day - Federal & State & NHEC Holiday

JUNE

- 5** Kaua'i Island Council Meeting
- 7** Executive Committee Meeting
- 11** Kamehameha Day - State & NHEC Holiday
Maui Island Council Meeting

- 12** Moloka'i Island Council Meeting

- 19** Kaua'i Island Council Meeting

- 21** Executive Committee & Island Chair Meeting

JULY

- 3** Kaua'i Island Council Meeting

- 4** Independence Day - Federal & State & NHEC Holiday

- 5** Executive Committee Meeting

- 9** Maui Island Council Meeting

- 10** Moloka'i Island Council Meeting
O'ahu Island Council Meeting

- 17** Kaua'i Island Council Meeting

- 19** State Council Meeting

- 31** Lāho'ihole - NHEC Holiday

AUGUST

- 4** WIPCE 2002 Convention

- 5** WIPCE 2002 Convention

- 6** WIPCE 2002 Convention

AUGUST

- 7** WIPCE 2002 Convention
Kaua'i Island Council Meeting

- 8** WIPCE 2002 Convention

- 9** WIPCE 2002 Convention

- 10** WIPCE 2002 Convention

- 13** Maui Island Council Meeting

- 14** Moloka'i Island Council Meeting

- 16** Executive Committee Meeting (Morning)
Admissions Day - State Holiday

- 21** Kaua'i Island Council Meeting

- 28** Executive Committee & Island Chair Meeting

- 29** NHEC Retreat

- 30** NHEC Retreat

- 31** NHEC Retreat

SEPTEMBER

- 1** State Council Meeting & Elections

- 2** All'i Day (Queen Lili'uokalani) - NHEC Holiday
Labor Day - Federal & State Holiday

- 4** Kaua'i Island Council Meeting

- 6** Executive Committee Meeting

- 10** Maui Island Council Meeting

- 11** Moloka'i Island Council Meeting

- 18** Kaua'i Island Council Meeting

OCTOBER

- 2** Kaua'i Island Council Meeting

- 8** Columbus Day - Federal Holiday
Maui Island Council Meeting

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JANUARY - DECEMBER 2002

'Aha Ho'ona'auao 'Oiwī Hawai'i



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OCTOBER

- 9** Moloka'i Island Council Meeting
- 16** Kaua'i Island Council Meeting
- 17** All'i Day (Princess Ka'iulani) - NHEC Holiday
- 18** Executive Committee & Island Chair Meeting (Noon)
Executive Committee Meeting (Morning)

NOVEMBER

- 1** Executive Committee Meeting
- 2** NIEA 2002 Convention
NIEA Convention - Albuquerque, NM
- 3** NIEA 2002 Convention
NIEA Convention - Albuquerque, NM
- 4** NIEA 2002 Convention
NIEA Convention - Albuquerque, NM
- 5** NIEA 2002 Convention
NIEA Convention - Albuquerque, NM
- 6** NIEA 2002 Convention
NIEA Convention - Albuquerque, NM
Kaua'i Island Council Meeting
- 11** Veterans' Day - Federal & State Holiday
- 12** All'i Day (King Kalākaua) - NHEC Holiday
Maui Island Council Meeting

- 13** Moloka'i Island Council Meeting
- 15** State Council Meeting
- 20** Kaua'i Island Council Meeting
- 28** Thanksgiving - Federal & State & NHEC Holiday

DECEMBER

- 4** Kaua'i Island Council Meeting

DECEMBER

- 10** Maui Island Council Meeting
- 11** Moloka'i Island Council Meeting
- 18** Kaua'i Island Council Meeting
- 19** All'i Day (Kamehameha V, Princess Pauahi) - NHEC Holiday
- 20** Executive Committee & Island Chair Meeting (Noon)
Executive Committee Meeting (Morning)
- 25** Christmas Day - Federal & State & NHEC Holiday

July						
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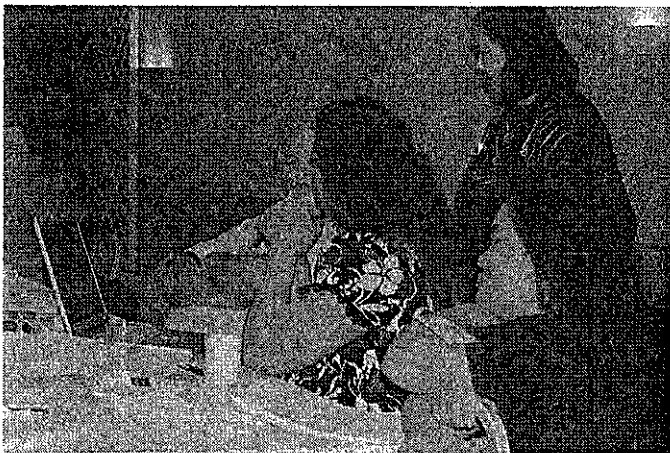
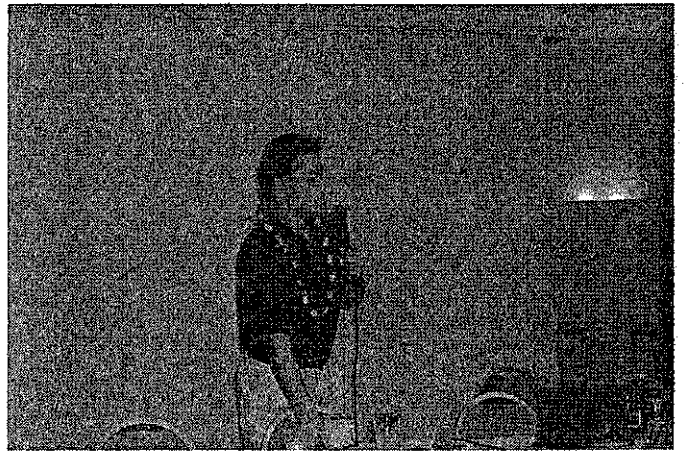
September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

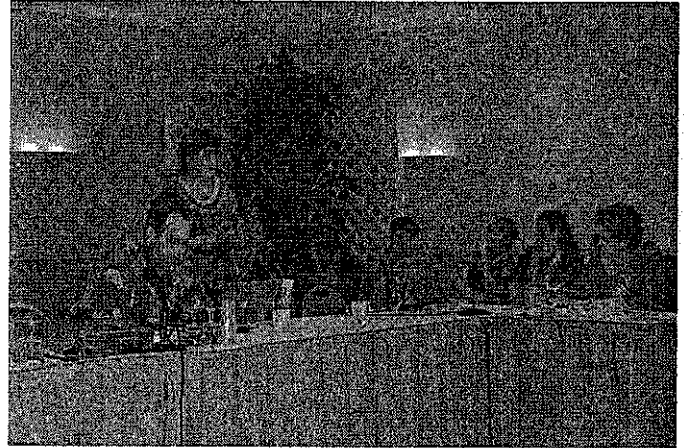
November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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