

# Native Hawaiian Legislative Summit

POST-CONVENING EVENT EVALUATION & REPORT

THURSDAY, SEPTEMBER 22, 2016





## NATIVE HAWAIIAN EDUCATION COUNCIL

735 Bishop Street, Suite 224  
Honolulu, Hawai'i 96813  
(808) 523-6432  
nhec@nhec.org  
www.nhec.org

Established in 1994 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to 'Coordinate, Assess, and Report & Make Recommendations' on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians.

# Native Hawaiian Legislative Summit

HOSTED BY THE NATIVE HAWAIIAN EDUCATION COUNCIL

Thursday, September 22, 2016

9:00 a.m. – 3:00 p.m.

University of Hawai'i – West O'ahu

### No ke aha? An opportunity for...

- Native Hawaiian stakeholders to provide input to the Governor's Every Student Succeeds Act (ESSA) Team.
- Native Hawaiian education and health organizations to identify legislative (State and Federal) priorities.
- Legislators and policy makers (State and Federal) to hear constituents' priorities.
- Native Hawaiian stakeholders to discuss progress toward realizing the Native Hawaiian Education vision and two goals.

# ‘Ōpio Feedback

Kanu o ka ‘Āina  
New Century Public Charter School



The Native Hawaiian Education Council recently held their second annual Native Hawaiian Legislative Summit at the University of Hawai'i-West O'ahu campus, assembling approximately 100 education leaders and advocates from around the pae 'āina. These leaders spent the day discussing what can be improved in the current education system for learners from "womb to tomb". Specifically, the participants identified gaps and opportunities to inform legislators, leaders at the Board of Education and the Governor's Blueprint team.

KANU brought two student leaders to participate in the Summit along ten other Hawaiian-culture based charter students. Ethan Landt was selected as an 'aha haumāna (student council) member and Keliko Hurley was selected as our school's Ke Ea representative. The following are the reflections of our KANU participants. I whole-heartedly believe that experiences like these prepare our students for life-long community contribution and kuleana.



## a) What 2-3 new skills or perspectives did you gain from this experience?

Keliko (Class of 2017): *I realized the importance of what we're being tested on. In charter schools, we should be tested according to our intelligence, diligence, and skills in our culture. Which are things that will be utilized throughout our whole life. Instead, we are being tested on our ability to find the area of a triangle and the square root of a number. The truth is seen through these meetings and I better understand the struggle that charter schools have to go through in order to be successful. We have a place where culture has lived for a long time and to understand that it's still amongst us is a challenge for our youth. There are so many distractions nowadays as a teenager and we sometimes forget that there are bigger issues than the clothes someone else is wearing and who is dating who.*

Ethan (Class of 2020): *From this experience, I gained many new skills that will help me throughout my life. One of these skills would know that my voice can bring about change. At the Native Hawaiian Legislative Summit, I was the youngest person there, and being able to talk to the adults there and have them listen to my ideas and agree to them was great. Another skill I gathered was being able to sympathize with adults and haumāna from other schools about the struggles their schools are going through. For me it was important to know the problems that these other schools are going to need to overcome because I remember when our school was in the same position, and look how much we benefited. These are two of the biggest skills that I gained from this experience.*

## b) How does participating in experiences like these help to prepare you for life after high school?

Keliko: *Being a part of these meetings allows us the opportunity to have a voice in the education we receive and rightfully deserve. Experiences like this help me gain perspective on my goals and aspirations and it provides me with the mindset of knowing who and where I come from in order to be college, career, and community ready.*

Ethan: *Being part of the Native Hawaiian Legislative Summit will help prepare me for my life after high-school for a couple of reasons. For example, I have seen what it would be like to go into the field of law. Going to this event would also look great on my college application and possibly help in getting me a scholarship. Once finished with college this event could help guide me in picking the career that would end up lasting me throughout my life. I believe that it is important to have experiences like this because they will end up helping you in your life no matter what.*

## c) Why do you feel it's important for KANU to participate in events like the Native Hawaiian Education Legislative Summit?

Keliko: *It's important for Kanu to be active in events like this because it was our school that started this amazing chain reaction of Hawaiian Focused Charter schools across the Pae 'Āina. As the youth and as leaders we need to take advantage of opportunities like this to voice our opinions and educate others about why our schools are so great and how we can be better. We are descendants of people who fought hard for us to live as Hawaiian people who stayed true to their culture and dedicated to its lifestyle. Kanu teaches us who we are and where we come from. To know our history is to better understand the history of our people.*

Ethan: *I believe that it is important for Kanu to participate in events like the Native Hawaiian Education Legislative Summit because if we have to set an example for other Hawaiian charter schools. There are a decent amount of Hawaiian charter schools out there, but we did not see all of them at this summit. The best way to get these schools involved is by showing them that through hard work and perseverance their schools will grow. Another reason why I think that Kanu should participate in events like this one is because it may help in getting students who don't know what they want to do after high school to have an idea of what they may want to do. This Native Hawaiian Education Legislative Summit has helped this school in so many ways, and for that I am grateful because that means our school will continue to grow and thrive.*

Any student may be considered for these kinds of experiences if a student expresses interest, maintains grades, maintains good student conduct (no class A, B, C offenses) and exemplifies the values and mission of KANU.

E kūlia kākou!

Mahina Duarte, Po'o Kula  
Secondary Program



# Table Top Conversations

Topic A: State and Federal Policy Priorities

Topic B: Community Readiness and Student Success Descriptors

Topic C: SWOT Analysis – Learning Systems in Hawai‘i





# Topic A: State and Federal Policy Priorities

## Table Top Conversations and Priorities

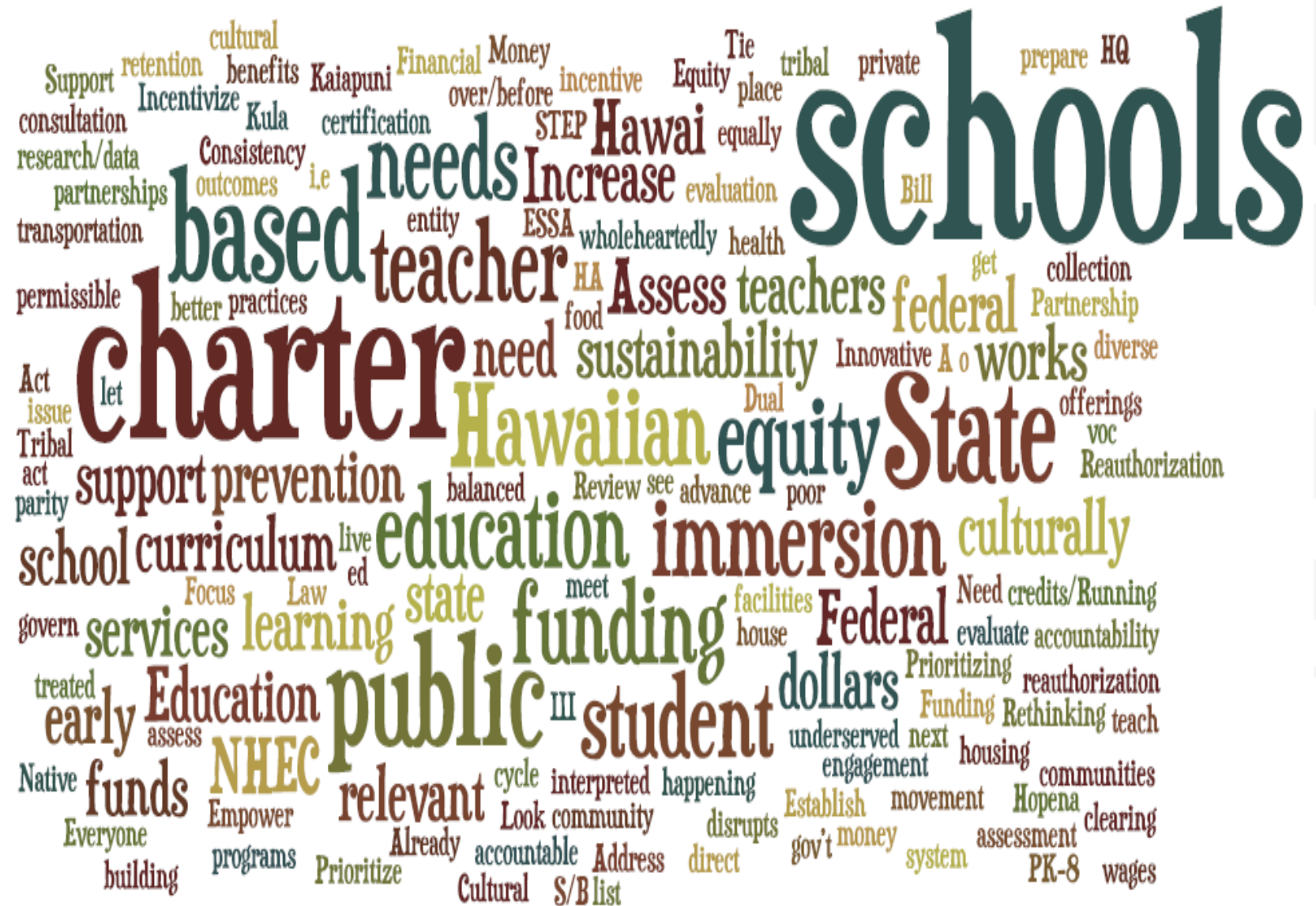
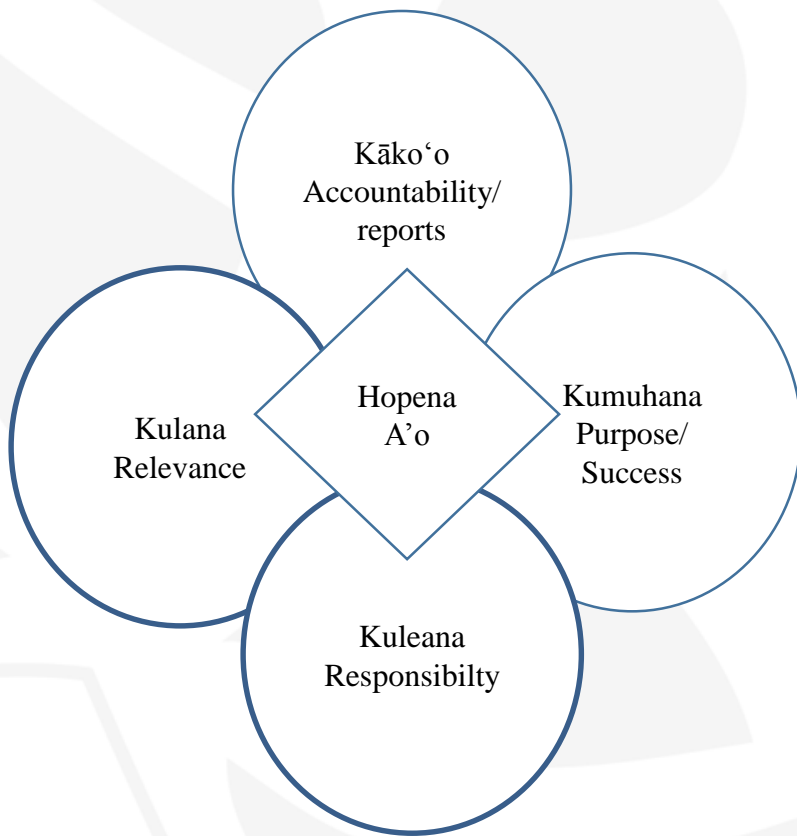
### State

- Hawai'i State Department of Education
- ESSA Implementation in Hawai'i
- Kula Kaiapuni – Hawaiian Immersion
- State Public Charter Schools, particularly Hawaiian Focused Public Charter Schools
- UH System
- State Legislature
- Pre-K

### Federal

- ESSA Implementation, Title VI (American Indian, Alaska Natives and Native Hawaiians)
- Reauthorized Native Hawaiian Education Act (NHEA)
- Higher Education Act (HEA)
  - Title III
  - Financial Aid
- Individuals with Disabilities Education Act (IDEA)
- Career and Technical Education Act (CTE)





# Topic A: State and Federal Policy Priorities

## Raw Data Responses

- Equity issue for public charter schools
- S/B treated equally as public schools
- Cultural based education
- Major education movement
- The Federal gov't can't make the state accountable for sustainability for cultural based education and charter schools.
- Funding cycle for charter schools
- Create accountability of dollars
- Tie dollars to student learning
- Public school consultation
- Look at STEP (State Tribal Education Partnership) to see if NHEC could serve as the "tribal" entity
- Dual credits/Running State - -Increase offerings
- Prioritizing NHEC funds: Innovative programs over/before building and repairs
- Rethinking voc ed.
- Consistency in permissible activities
- Money for research/data collection and evaluation.





# Topic A: State and Federal Policy Priorities

## Raw Data Responses

- CTE Bill
- T III
- What do we need to do to prepare for the next reauthorization?
- Assess what works
- Assess what didn't
- Review list of what didn't get into the act
- State Kula Kaiapuni – Hawaiian immersion, financial incentive to Hawaiian immersion teachers to teach. HQ teacher certification difficult for charter immersion teachers
- Federal Reauthorization Native Hawaiian Education Act
- ESSA: Do not let federal gov't dictate or interpreted evaluation/assessment. Law unclear... Hawai'i: NHEC/DOE/public determine how we evaluate and assess based on what works for Hawai'i.
- State public charter schools: need parity & equity in facilities funding for charter schools. Also food funding equity and transportation funding equity.



# Topic A: State and Federal Policy Priorities

## Raw Data Responses

- Support “Nā Hopena A‘o” wholeheartedly; already happening in all schools; HĀ is now integrated framework/lens; everyone needs to live it!
- Continuity and sustainability of state and federal funds - Constant flux of money disrupts learning system
- Leverage public and private partnerships to meet critical needs i.e. mental health services
- Increase early prevention services for underserved communities.
- Establish a clearing house of best practices
- Need for balanced assessments to support diverse needs
- Address poor student engagement through relevant and culturally responsive curriculum
- Incentivize teacher retention through better wages, support, benefits and teacher housing
- Prioritize the development of culturally relevant and place based curriculum and assessment.
- Empower school community boards to direct and govern their schools to advance student outcomes
- Focus resources on early intervention and prevention, PK-8.



# Topic B: Community Readiness and Student Success Descriptors

## Nā Hopena A'o – Community Readiness/Student Success Descriptors

### B – Strengthened Sense of Belonging

- Genealogy both familial and occupational
- Auntie Betty Jenkins –4B's Belong\*Believe\*Behave\*Become
- 'Ohana – our keiki 1<sup>st</sup> teachers need to create a home where everyone feels like they belong. Teachers at school create classrooms where everyone belongs
- A high school student should know their genealogy, at least 3 gens.
- Know your communities wahi pana
- level of connectedness to schools and community organizations
- Create & expand opportunities for place based learning
- Connections
  - Ahupua'a
  - School
  - Family

Q: How do we assess this?



# Topic B: Community Readiness and Student Success Descriptors

## Nā Hopena A‘o – Community Readiness/Student Success Descriptors

### R – Strengthened Sense of Responsibility

- Kuleana – lookup at kuleana from different ages child/adolescent/parent/grandparent
- To our community understanding
- Ahupua‘a
- Opportunity to mentor next gen (cultural values, professional day)
- Community development and involvement
- Engage community members to be mentors/used a resources (role models) Intentional/purposeful – In

Q: Will there be a community “panel” that can collectively agree on success descriptors?

## Nā Hopena A‘o – Community Readiness/Student Success Descriptors

### E – Strengthened Sense of Excellence

- Peer critique – Ron Sergers
  - Be kind, be specific be helpful
- BOE over a DOE diploma
- Building upon the foundation that was set down for us by our kumu, kupuna, family
- Empower school based decision making and governance to advance specific school visions of success.

Q: How do we get the school community councils actively engage to assist with assessment of Nā Hopena A‘o?



# Topic B: Community Readiness and Student Success Descriptors

## Nā Hopena A'ō – Community Readiness/Student Success Descriptors

### A – Strengthened Sense of Aloha

- How we care for our elderly, and nurture our children
- Build upon and understand the relationship of self, akua, and 'āina
- Build school and community relationships
- Expand networks

Q: How does Nā Hopena A'ō overlap with academic assessments?

## Nā Hopena A'ō – Community Readiness/Student Success Descriptors

### T – Strengthened Sense of Total Well-Being

- Mind – Body – Heart – Spirit
- Social/Emotional/Physical/Spiritual/Intellectual
  - Look at Youth Risk Behavior Survey (YRBS) for indicators of wellness
- Physical and spiritual
- Identify successful public/private partnerships that can be made available at schools – as a hub for families to access these resources.

Q: How do you assess this?

Q: How are we assessing teachers and administration in these measures?





# Topic B: Community Readiness and Student Success Descriptors

## Nā Hopena A'o – Community Readiness/Student Success Descriptors

### H – Strengthened Sense of Hawai'i

- Strengthen everyone individually to make the whole (Hawai'i) stronger.
- Offer culture/place base curriculum in schools incorporate world time lines.
- Offer more Hawaiian language in schools and community afterschool program.
- Preservation of 'āina, self-sufficiency, water, less importing resources, food, more producing and preserving our resources.
- Healthy options for lunch



# Topic C: SWOT Analysis – Learning Systems in Hawai‘i

Learning Systems	Policy	People	Practices
<b>Strengths</b>	HĀ	<ul style="list-style-type: none"> <li>Haumana, keiki, administrators</li> <li>dedicated individuals</li> </ul>	Live what they preach
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Don't have a policy where 'ōlelo Hawai'i is optional/required</li> <li>Inadequate support and resources to support afterschool learning</li> <li>State legislators kuleana should be for them to come back to the communities and see how their decisions affect the community</li> </ul>	<ul style="list-style-type: none"> <li>More 'ōlelo Hawai'i kumu. Where are they all going?</li> <li>Still need to build more native speakers</li> </ul>	<ul style="list-style-type: none"> <li>'ōlelo Hawai'i                             <ul style="list-style-type: none"> <li>- Not enough opportunities</li> <li>- Make it more of a predominant practice</li> </ul> </li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>Create a Hawaiian language policy to make it optional in all schools</li> <li>Continue efforts in advancing 'ōlelo Hawai'i</li> </ul>	<ul style="list-style-type: none"> <li>Where are our 'ōlelo Hawai'i kumu? Where are they going/where have they gone?</li> </ul>	<ul style="list-style-type: none"> <li>'ōlelo Hawai'i                             <ul style="list-style-type: none"> <li>- For anyone who wants to learn</li> <li>- Open to the community</li> </ul> </li> </ul>
<b>Threats</b>	Lack of financial resources should not be a barrier.	<ul style="list-style-type: none"> <li>Not producing enough teachers.</li> <li>Not enough who teach/not enough who stay in Hawai'i</li> </ul>	As much as possible use 'ōlelo Hawai'i
<b>Elements to Measure Progress Toward the Native Hawaiian Education Summit Vision and Mission</b>	Community needs to be vested. Recommend that at the next summit, each person bring a community person to participate in the conversation.	Continue to include kupuna in the discussions.	



Event Evaluations

Event Evaluations

Event Evaluations

Event Evaluations

Event Evaluations

Event Evaluations

Event Evaluations

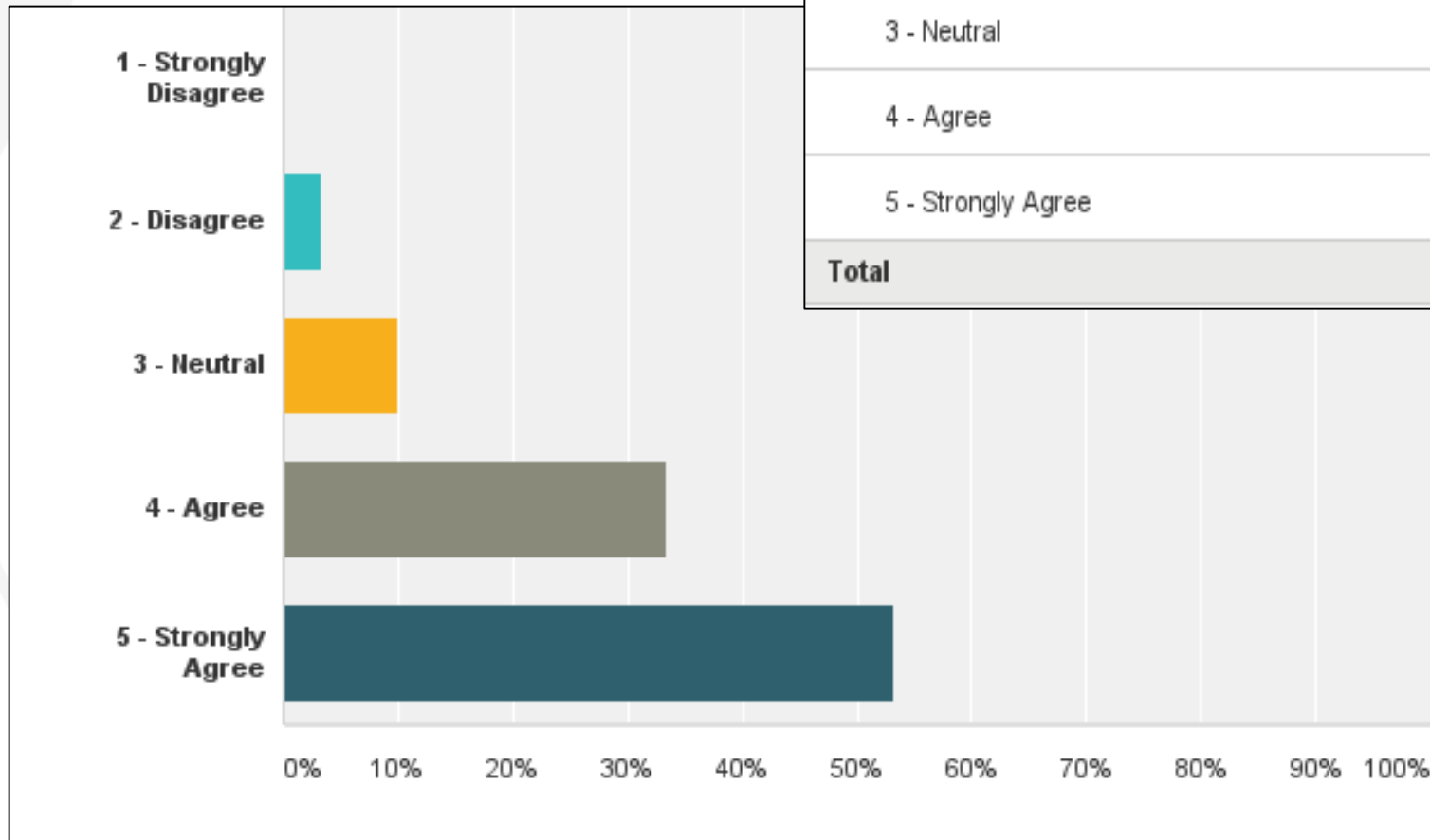
Event Evaluations

Event Evaluations



# Q1: Event objectives were clear.

Answered: 30 Skipped: 2

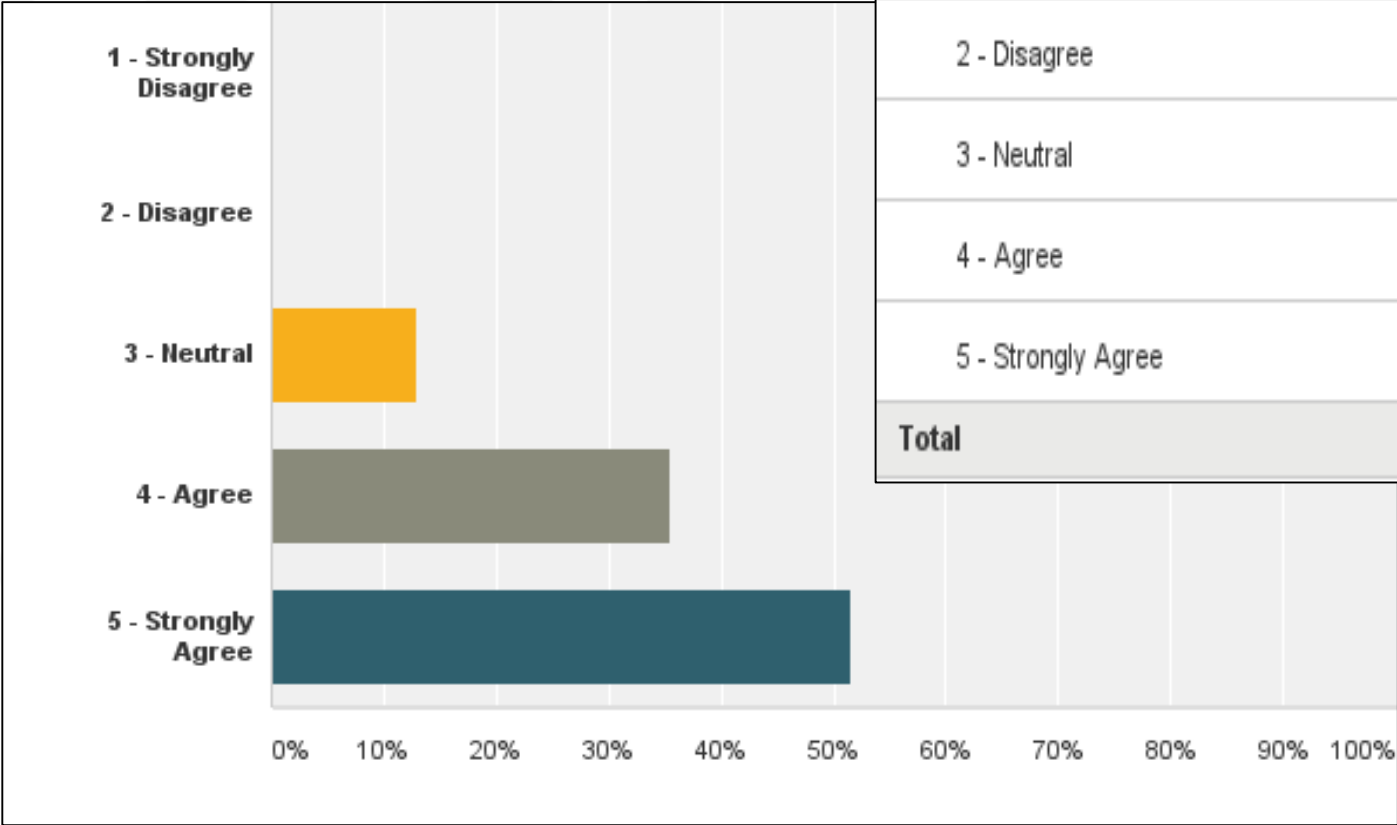


Answer Choices	Responses
1 - Strongly Disagree	0.00% 0
2 - Disagree	3.33% 1
3 - Neutral	10.00% 3
4 - Agree	33.33% 10
5 - Strongly Agree	53.33% 16
Total	30



# Q2: Format (e.g., panels, table top conversations, activities, large group sharing) aided in meeting the event objectives.

Answered: 31    Skipped: 1



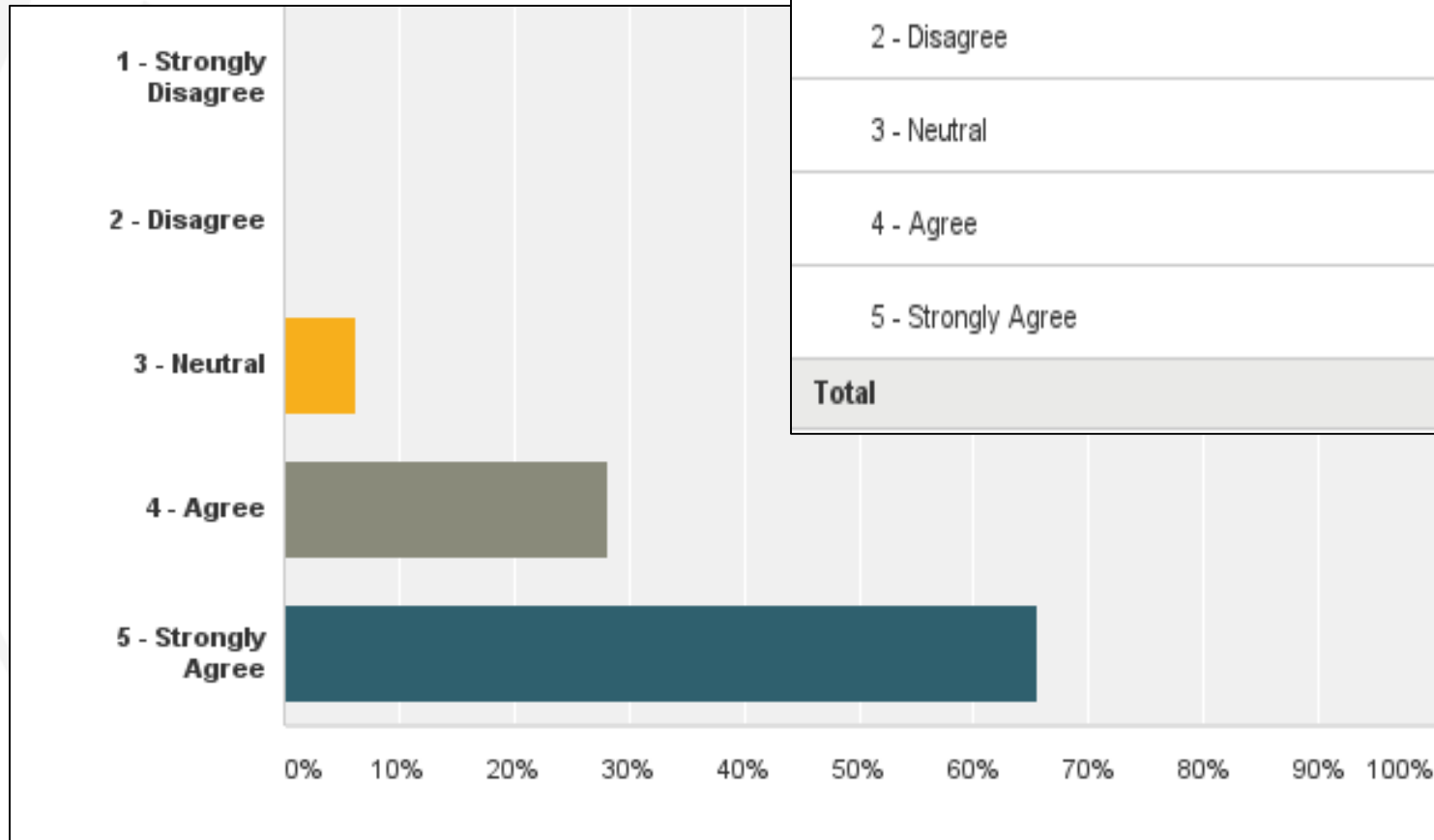
Answer Choices	Responses	
1 - Strongly Disagree	0.00%	0
2 - Disagree	0.00%	0
3 - Neutral	12.90%	4
4 - Agree	35.48%	11
5 - Strongly Agree	51.61%	16
Total		31





# Q3: Venue (UHWO) aided in meeting the event objectives

Answered: 32 Skipped: 0

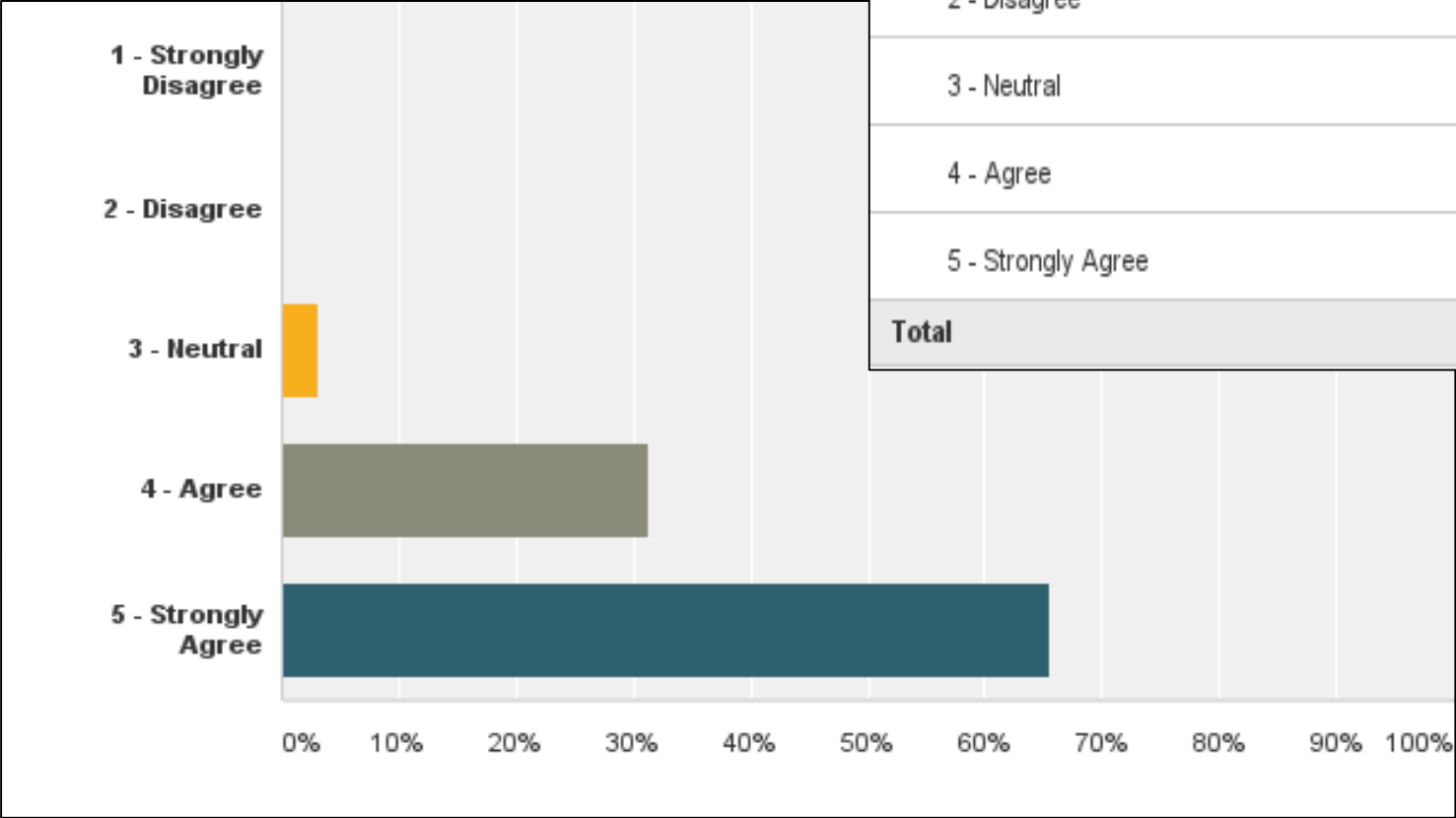


Answer Choices	Responses	
1 - Strongly Disagree	0.00%	0
2 - Disagree	0.00%	0
3 - Neutral	6.25%	2
4 - Agree	28.13%	9
5 - Strongly Agree	65.63%	21
Total		32



# Q4: Room set up aided (e.g., table rounds of 8, food and beverage in room) in meeting the event objectives.

Answered: 32 Skipped: 0

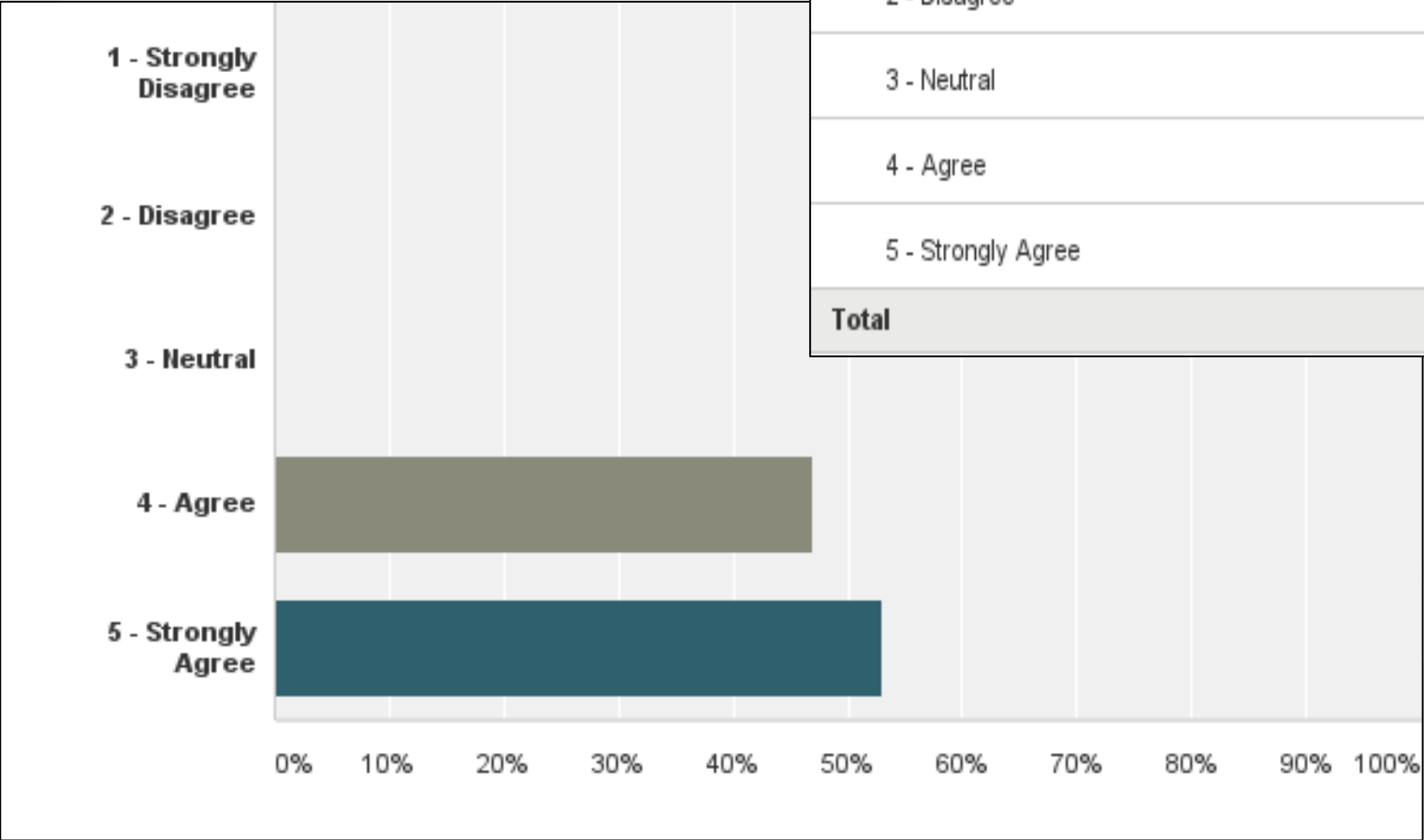


Answer Choices	Responses
1 - Strongly Disagree	0.00% 0
2 - Disagree	0.00% 0
3 - Neutral	3.13% 1
4 - Agree	31.25% 10
5 - Strongly Agree	65.63% 21
Total	32



# Q5: Food and beverage selections were maika‘i

Answered: 32 Skipped: 0



Answer Choices	Responses
1 - Strongly Disagree	0.00%0
2 - Disagree	0.00%0
3 - Neutral	0.00%0
4 - Agree	46.88%15
5 - Strongly Agree	53.13%17
Total	32



## 3 takeaways or insights gained from today's event

## Synthesized Takeaways

- Increased understanding of ESSA, Nā Hopena A'o, Governor's Blueprint for Education
- Increased understanding of ESSA implementation in HIDOE schools and communities
- More charter school support

The importance of  
haumana,  
community, field  
workers' mana'o in  
shaping policy.

There needs to be greater community investment in education.

Language and culture assessments can go hand in hand with academic assessments.

Need for more  
Hawaiian language  
teachers to teach  
students as a choice  
in every school.



# 3 takeaways or insights gained from today's event

## Raw Data Responses

- There are aligned philosophical mindsets amongst all of us.
- Economics are important - focus on job readiness
- Learning about Nā Hopena A'o
- Career opportunities
- Importance of operationalizing "community readiness"
- An understanding of the goals for the future of Hawai'i
- Great connection and great Mana'o
- ESSA - prepare language in advance support NH initiative
- With new ESSA, make sure we (Hawai'i) determine how to evaluate and assess success
- The outlooks and info others had about charters
- There needs to be greater community investment in education
- Better understanding of ESSA

## Raw Data Responses

- Learned a lot of info from NIEA presentation
- DOE panel gave great update on ESSA blueprint
- Need for student feedback by individual schools.
- Nā Hopena Pule indicators and how they can function in schools
- We should be involved in defining meaningful
- The importance of haumana, community, field workers' mana'o in shaping policy.
- Having DOE staff here made it clear on how non-profit/social services can approach DOE.
- The awareness of the need for the children in education and living
- Need more vertical articulation time across organizations and place
- ESSA implementation in the works
- Connections made
- Knowledge





# 3 takeaways or insights gained from today's event

## Raw Data Responses

- Increase 'Ōlelo Hawai'i learning and practice opportunities
- Prepping for next reauthorization
- Charter Schools need more support.
- Need to include commonwealth - Kipuna
- A new understanding of Hopena A'o
- We are making progress in Hawn education and need to celebrate our successes like UH increasing NH graduation rates.
- Federal updates
- Charter school relationship to DOE
- Importance of a sense of place (specifically Hawaii)

## Raw Data Responses

- The learning objectives and how they will be considered
- Progress of state efforts regarding strat plan (Tammi Chun)
- An assurance that the future of Native Hawaiian education will thrive
- A clear idea of the changes we want to see happen.
- Blueprint process
- Funding for charter schools facilities need to be equitable w/public schools.
- How charter schools are being affected by the Gov.
- Lang. and culture assessments can go hand in hand w/academic assessments
- Better understanding of BOR strat. plan
- Encourage more youth/student input
- Still not sure how the State blueprint plan and DOE strategic plan will be [implemented]
- 'Ōpio attendance important



# 3 takeaways or insights gained from today's event

## Raw Data Responses

- Cultural assessments
- An updated federal report and ESSA! Title six.
- We need more data on the DOE including teacher retention rates, NH disparity.
- Table discussions
- ESSA fed and state planning
- Importance of 'Ohana
- The collective gathering of all pieces within the school system.
- Government policy and official is critical to improving education
- Fed presentation very informative
- Reviewing other types of measures rather than numbers only.
- Learning about Native American Tribes and their representation on fed level.
- consultation
- The disconnect going on between support services and DOE

## Raw Data Responses

- Summary of bill priorities
- How to plan my own legislative summit
- ESSA plan is an overarching guiding plan "blueprint"
- Got to meet great people and heave their Ha
- Mana'o that we can take back to where we're from to inform and educate.
- HI DOE initiatives
- Need for more Hawaiian language teachers to teach students as a choice in every school.
- Different plans for the future of charter schools
- Our elders need to be present at these mtgs
- Better understanding of Gov's blueprint
- Everyone wants community input.
- Realistic concerns of the gaps between school, home, and community.
- Between community, state, and federal legislation and/or initiatives



# What is the most valuable insight gained from today's event?

**Synthesized Takeaways**

- Community commitment to Native Hawaiian education
- Federal implications on local education context
- Nā Hopena A’o and HIDOE
- Future of Native Hawaiian education

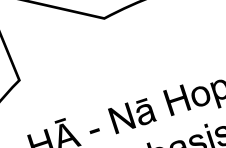
HĀ - Nā Hopena A'o as the basis for Hawaiian way of education, learning and thinking

Collective impact and informed decision-making is critical in this time of transition for education.

We're moving in the right direction!

The focus on charters from each of the tables.

- Community commitment to Native Hawaiian education
- Federal implications on local education context
- Nā Hopena A'o and HIDOE
- Future of Native Hawaiian education



HĀ - Nā Hopena A'o  
as the basis for  
Hawaiian way of  
education, learning  
and thinking

Collective impact and informed decision-making is critical in this time of transition for education.



We're moving in the right direction!

The focus on  
charters from each  
of the tables.



# What is the most valuable insight gained from today's event?

## Raw Data Responses

- Need to include all stakeholders. How will ESSA change the state to incorporate 'Ōlelo Hawai'i like ELL/EDEA into ESSA.
- Having different mana'o from different people.
- Our community has so many talents and resources combined with an opportunity to make NH a priority in the DOE.
- Federal updates
- How to weigh in on blueprint and DOE/ESSA planning
- The focus on charters from each of the tables.
- DOE panel's commitment to NH ed. was refreshing.

## Raw Data Responses

- Kuleana
- We're moving in the right direction!
- For me, I thought the most valuable insight gained was getting to see what a legislative summit is like so that I can help plan one.
- State Panel - the totality of what was shared was valuable.
- I think the new connections are very important but also goals and affirmations of Hawaii's future education.
- A great table full of amazing people who understand the needs and goals for the future of education.
- Hā Nā Hopena A'o as the basis for Hawaiian way of education, learning and thinking



# What is the most valuable insight gained from today's event?

## Raw Data Responses

- Good sharing of ideas by panel.
- NHEC's next steps and impact and need for future use.
- The need for grassroots control and involvement within all areas for the future.
- The federal context
- Have people from DOE and government to stay throughout the event so they can clearly understand what is going on and the needs.
- Table top conversations.
- Everyone looking not only what's outside "Big Picture" but what is really "inside".

## Raw Data Responses

- Collective impact and informed decision-making is critical in this time of transition for education.
- The growing future of charter schools and how it will benefit me as a charter student
- We are developing students to be a part of the community so the community should be a part of the process.
- Systems overview via panel and NIEA presentation
- How do we solve the economic disparity in the islands...over crowded issues, homelessness
- Federal legislation
- Valuable federal contact NIEA





## Suggestions for future convening events

## Raw Data Responses

- More haumana involvement - possibly include other stakeholders as well.
- For future events, I think they should be longer.
- Continue the work groups; more structured report out or have only 1-2 groups or volunteers. Report out too long.
- Have 1 or a few ice breakers and energizers.



## Raw Data Responses

- Round table discussion on specific issues to develop a strategic plan of action.
- Having students participate was great! Continue this!
- The event was lovely and loved the community feel. Talking with everyone was a joy.
- Each guest should bring a community member to the next mtg.

## Raw Data Responses

- Expand youth participation
- Have a dedicated external facilitator/recorder/reporter in each group.
- Table discussion on topics and current work.
- Really liked the idea of bringing a community member
- Better distribution of small groups and have facilitators.
- Keep it coming and we like the suggestion of bringing a community member to get their input.



# Suggestions for improving future Grantee symposiums

## Raw Data Responses

- Share a few examples of success and celebrate it!
- Same as 8
- Mahalo for supporting youth participation
- Have school administrators attend.
- Same as #8
- Was this a grantee event?
- none
- Getting more committee involvement to the even[t].



## Raw Data Responses

- Please keep student involvement :) They were all so amazing!
- It would be helpful to see a timeline of all the different "NHEC big events" that has showed progression along the journey. It seems it would be helpful to see where we came from - how we got here - and then maybe where we are going.
- Same thing as number 8

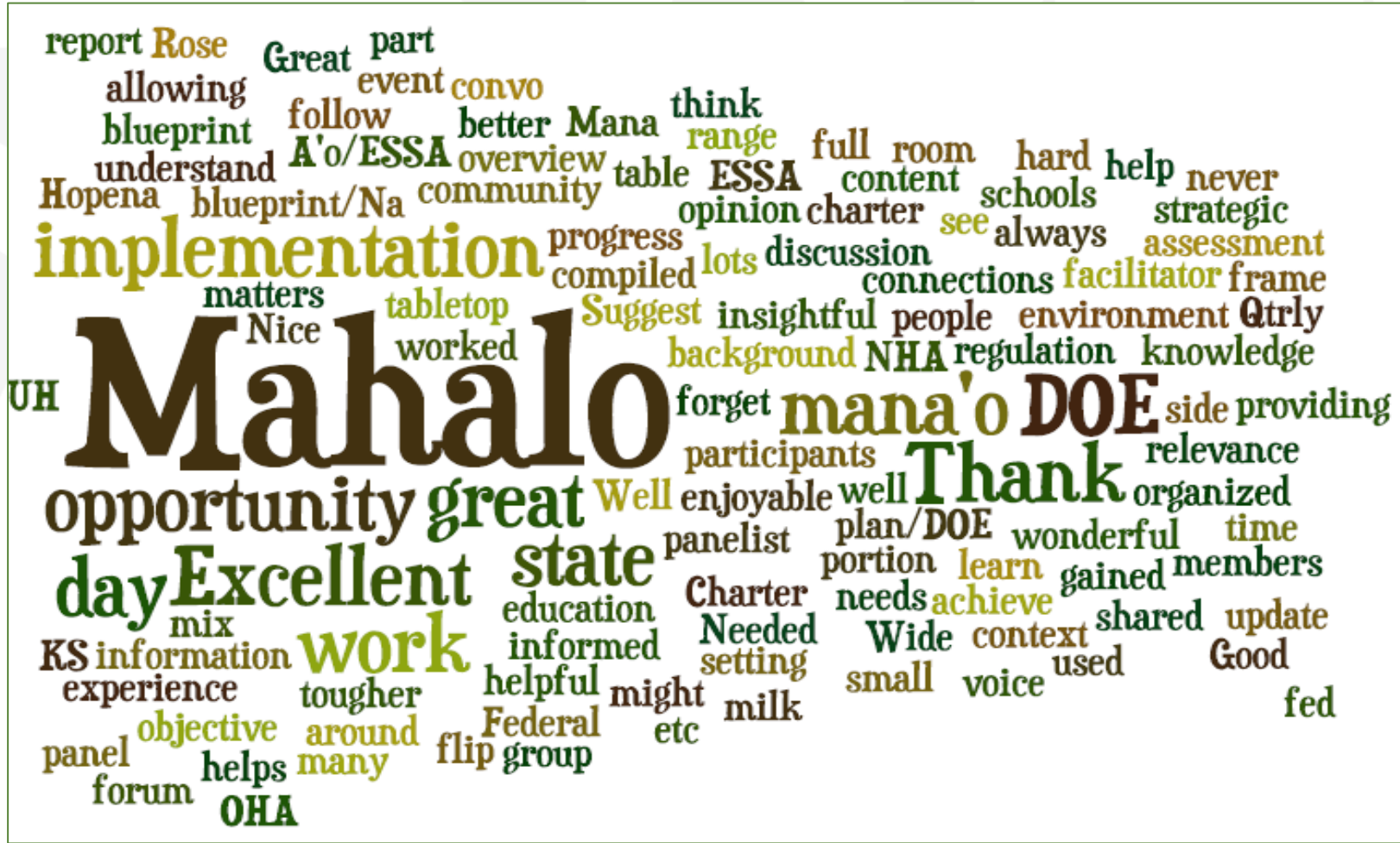


- Great to do overview of fed and state regulation progress - helps us to see connections and relevance to our work.
- Thank you for all your hard work.
- With all the mana'o shared - how will it be compiled and used?

- I had a great time and will never forget the knowledge I gained from this experience.
- Mahalo for the opportunity!!!
- Mahalo for a wonderful day full of Mana!
- Mahalo for providing this opportunity to learn about the education environment.







## Raw Data Responses

- Mahalo for the needs assessment report! Suggest Qtrly follow up so that we are all informed about the DOE strategic plan/DOE blueprint/Nā Hopena A'o/ESSA implementation
- Thank you for allowing charter schools to voice our opinion on such matters.
- Well organized event; Wide range of participants
- Excellent forum.
- Mahalo for the milk, very insightful.
- Needed more information on the content of the blueprint, NHA, ESSA implementation to help frame the tabletop discussion.
- Excellent
- always lots of mana'o, very enjoyable.

## Raw Data Responses

- Good state panel and Federal update (A. Rose), Nice mix (KS, OHA, Charter, DOE, UH, etc.) of community members.
- The room worked well for the better part of the day (small group convo) but was tougher for the panelist portion (people on once side of table had to flip around.)
- I think the context setting was great. But many didn't have background to understand. facilitator might be more helpful to achieve the objective.

# Native Hawaiian Education Council

## Staff Contacts

Sylvia Hussey, Executive Director ([sylvia@nhec.org](mailto:sylvia@nhec.org))  
Erika Vincent, Operations Manager ([erika@nhec.org](mailto:erika@nhec.org))  
Ervin Gong, Accountant ([ervin@nhec.org](mailto:ervin@nhec.org))  
808.523.6432      [www.nhec.org](http://www.nhec.org)





NATIVE HAWAIIAN  
EDUCATION COUNCIL

MAHALO

