Native Hawaiian Well-Being: What do the numbers tell us?

Presentation at the 2013 Hawai’i Data Summit
by Justin Hong and Katherine Tibbetts
Kamehameha Schools, Strategic Planning and Implementation
The Native Hawaiian Educational Assessment

• Initiated by KS in 1981
• Purpose (1981):
  1. To identify the unique educational needs of Native Hawaiians
  2. To identify effective Native American¹ and local programs that could meet the unique educational needs of Native Hawaiians
• Products:
  • Native Hawaiian Educational Needs Assessment, Final Report, 1983
  • Native Hawaiian Educational Assessment, 1993
  • Native Hawaiian Educational Assessment Update, 1999
  • Ka Huaka‘i: Native Hawaiian Educational Assessment, 2005
  • Ka Huaka‘i Update, 2009
  • Ka Huaka‘i: Native Hawaiian Educational Assessment, 2013 (in draft)

¹No Native Hawaiian programs identified during this time

The KS Well-Being Framework
A Sample of Data Sources

- HI DOE student and school level data (KS-DOE MOA)
- HI DOH published data and special tabulations
- HI DBEDT published data
- HI DHHS published data (includes Corrections)
- HI Judiciary published data
- University of Hawai‘i
  - Mānoa Institutional Research Office
  - Hawaiinuikea
  - JABSOM
- U.S. Census (decennial and ACS)
Social, Emotional & Cultural Well-Being

Respondents reporting selected social support resources as a percentage of all adult respondents [adults 18 and older, by Native Hawaiian ethnicity, state of Hawai‘i, 2011]

Source: Kamehameha Schools, Hawaiian Community Well-Being Survey 2011

Physical Well-Being

Trends in individuals who missed a needed doctor visit within the past year because of the cost, as a percentage of all adults [three-year averages, adults 18 years and older, by race/ethnicity, state of Hawai‘i, selected years]

Cognitive Well-Being

Trends in individuals with bachelor’s degrees or higher as a percentage of all adults [adults 25 and older, by race/ethnicity, state of Hawai‘i, 3-year intervals centered around 2003, 2006, and 2009]


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Material & Economic Well-Being (1 of 2)

Unemployment rates [individuals ages 16 and older in the civilian labor force, by race/ethnicity, state of Hawai‘i, 2010]

Material & Economic Well-Being (2 of 2)

Trends in individuals living in poverty as a percentage of all individuals [all individuals, by race/ethnicity, state of Hawaii], 3-year intervals centered around 2003, 2006, and 2009]


Living Wage/Livable Income Inquiry
Livable Income Definition

- Fair Labor Standards Act, 1938 and minimum wage
- Minimum wage and living wage disconnection
- Distinction between living wage and livable income
- Calculated based on a number of cost elements and household characteristics

Cost Elements

<table>
<thead>
<tr>
<th>Elements</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>US Housing and Urban Development</td>
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<tr>
<td>Food</td>
<td>US Department of Agriculture</td>
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<tr>
<td>Child Care</td>
<td>Childcare Aware of America</td>
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<tr>
<td>Transportation</td>
<td>US Census Bureau: American Community Survey (ACS)</td>
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<td>Health Care</td>
<td>Agency for Healthcare Research and Quality</td>
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<td>Other necessities</td>
<td>US Bureau of Labor Statistics</td>
</tr>
<tr>
<td>Taxes</td>
<td>US Internal Revenue Service, Tax Foundation (HI taxes), ACS</td>
</tr>
</tbody>
</table>
Household Characteristics (ACS)

• Household size
• Number of children
• Age of children
• Household income
• Travel time to work
• Household type and composition


Income distribution by educational attainment — highest degree obtained within household [Native Hawaiian households, State of Hawaii, 2009]
Summary and Next Steps

Implications of Living Wage Results

• Limitations of poverty measures for understanding economic well-being?
• Implications for other aspects of well-being?
• Limitations?
• Next steps?
Next Steps for Ka Huaka‘i 2013

- Completing 2013 edition
- Identifying and filling gaps
  - Cultural identity/well-being
  - Other strengths
  - Possible research collaborations