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
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 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
  - Hawaiinuiakea
  - JABSOM
- U.S. Census (decennial and ACS)
A Sample of Findings: 2013
### 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]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Native Hawaiian (82.6)</th>
<th>Non-Hawaiian (81.7)</th>
<th>Native Hawaiian (82.8)</th>
<th>Non-Hawaiian (86.7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>During difficult times I maintain a positive opinion of myself</td>
<td>68.1</td>
<td>57.4</td>
<td>90.3</td>
<td>82.6</td>
</tr>
<tr>
<td>When I encounter challenges, I turn to a higher power</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During difficult times I rely on my family for most support</td>
<td>57.4</td>
<td>48.8</td>
<td>90.3</td>
<td>82.6</td>
</tr>
<tr>
<td>My friends provide the majority of support in times of need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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]

<table>
<thead>
<tr>
<th>Year</th>
<th>Native Hawaiian</th>
<th>Filipino</th>
<th>Japanese</th>
<th>White</th>
<th>Hawai'i Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>9.9</td>
<td>7.6</td>
<td>2.3</td>
<td>7.4</td>
<td>6.9</td>
</tr>
<tr>
<td>2007</td>
<td>11.0</td>
<td>7.9</td>
<td>2.7</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>2009</td>
<td>11.1</td>
<td>9.6</td>
<td>3.0</td>
<td>7.3</td>
<td>7.3</td>
</tr>
</tbody>
</table>

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]

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]

Trends in individuals living in poverty as a percentage of all individuals [all individuals, by race/ethnicity, state of Hawai‘i, 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>
</tr>
<tr>
<td>Food</td>
<td>US Department of Agriculture</td>
</tr>
<tr>
<td>Child Care</td>
<td>Childcare Aware of America</td>
</tr>
<tr>
<td>Transportation</td>
<td>US Census Bureau: American Community Survey (ACS)</td>
</tr>
<tr>
<td>Health Care</td>
<td>Agency for Healthcare Research and Quality</td>
</tr>
<tr>
<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 Huakaʻi 2013

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