Keiki to Career Kaua‘i

Ready to Learn, Ready for Life



Kaua‘i 2022 YOUTH REPORT

Coordination services for Keiki to Career Kaua‘i provided by
KAUA‘I PLANNING & ACTION ALLIANCE
Bringing people together to create a better future for Kaua‘i

Acknowledgements & Appreciation: Our sincere gratitude is extended to those that assisted in the research and writing of this report. The Keiki to Career Kauai Youth Report Data Committee for 2021-2022 included:

- Dr. Janet Berreman, Kauai District Health Office
- Dr. Chia Granda, Department of Health
- Mark Hubbard, Kauai Planning and Action Alliance and Keiki to Career
- JoAnn Yukimura, Keiki to Career
- Phylicia Burris, PATCH
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- LaVerne Bishop, Kauai Planning and Action Alliance and Keiki to Career
- Heidi Aceret, DOE
- Buffy Trujillo, Kamehameha Schools
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Special thanks go to Rob Ladendecker, Keiki to Career Data Consultant, for researching, analyzing, and preparing our data. Much appreciation to Nannie Ann Apalla, our Keiki to Career Program Manager, for creating the professional layout, graphics and charts.

Finally, our appreciation goes to all of our partners and supporters for their vision and commitment to creating an island community where all young people are healthy, competent, confident and caring. Without each and every one of you, this work would not be possible. It is our sincere hope that this report will pro-vide the spark for change to increase support and investment in our children and youth. This is not only the responsibility of our public agencies and community nonprofits. It is the responsibility of everyone in this “village” of Kauai to raise our children. This data is a call to action.

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EXECUTIVE SUMMARY

The 2022 Kaua'i Youth Report is a snapshot of Kaua'i's young people from birth to age 24. It is intended to offer guidance to the community and policymakers looking to identify needs and service gaps, and monitor outcomes for public agencies and nonprofit providers to understand the impacts of their work. While this report is normally published biannually, Keiki to Career did not produce a report in 2020 due to Covid.

This edition of the report features a number of new indicators, including new socio-economic data on housing, poverty, and internet access, as well as social and emotional skills for public school students in grades 3-12. We are including this new data to provide a more comprehensive picture of what life looks like for our keiki, both in school and at home, and to highlight the connections between income, housing, and mental and physical health.

In the "Good News to Celebrate" section below, we highlight some indicators where we saw positive movement, while in the "Areas Where More Support is Needed" section, we outline areas where we can do better. More information is available on each indicator in the individual sections that follow.

✓ Good News to Celebrate

- Internet Access – In the latest available data (2019), 92% of households on Kaua'i have access to high-speed internet. This is better than Hawaii as a whole, which is higher than the nation.
- Juvenile Justice – Since 2016, fewer of our youth have been arrested, committed status offenses or felonies as rates for all three of these measures have steadily declined.
- Children with Health Insurance – Thanks in part to Hawaii's tradition of (nearly) universal healthcare, 97% of our keiki and young people (ages 0-18) have medical insurance coverage.
- Chronic Absenteeism – This important measure has declined slightly in our island's high schools in the most recent years.
- English Proficiency in 11th Grade – Proficiency in English Language Arts increased from 2018 to 2020 (2019 was not measured due to the pandemic).
- On-Time Graduation – This indicator continues to be a bright spot for our island's schools, increasing steadily from 2015. Our rate is now higher than the rest of Hawaii and the U.S.

Areas Where more Support is Needed

- Children in Poverty – According to this broader measure of poverty (ALICE: Asset Limited, Income Constrained, Employed) Kaua'i's rate of households in poverty reached 44% in 2020, despite the aid provided by The American Rescue Plan Child Tax Credit (which ended in early 2022).
- Housing: Overcrowded – In 2020, 10% of Kaua'i households were overcrowded, (defined as having more than 1 person per room). Given the recent run-up in housing and rent prices, this problem has likely increased.
- Physical Activity – The rates of physical activity remain stubbornly low, with less than 40% of high schoolers on Kaua'i getting at least 1 hour per day, 5 days a week of physical activity. Middle schoolers are a little more active.
- Feeling Sad – This indicator has risen in the most recent period (2019) for all three populations; Kaua'i, the state and the nation, and by roughly 5 points since 2017. This means 1 of 3 of our youth feel sad for 2 weeks or more during a year.
- Screen Time – The percentage of students spending more than 3 hours per day (not including television or homework-related activities), remains near 40%.
- Science Proficiency in 8th Grade – This indicator fell in the most recent period (2019) and now shows that less than 1 in 4 Kaua'i students meets or exceeds proficiency. Since many of the STEM (Science, Technology, Engineering & Mathematics) jobs are some of the highest paid, this leaves our youth at a disadvantage.
- Math Proficiency in 11th Grade – The number of students that meet or exceed proficiency on Mathematics fell for Kaua'i in 2020 from 2018 (2019 was not measured due to the pandemic) to 25%.

HIGHLIGHTS
OF 2022 KAUA'I YOUTH REPORT INDICATORS

IV. Social Determinants of Health

	Latest measure:
• Children in Poverty (Federal Poverty Level)	9%
 Children in Poverty (A.L.I.C.E)	44%
• Housing – High Cost burden	32%
 Housing – Overcrowded	10%
 Internet Access	92%

V. Healthy and Connected Young People

 Children with Health Insurance	97%
 Physical Activity	39% (High School)
• Body Weight	31%
 Screen Time	38% (High School)
• Alcohol & Drug Use	24% alcohol, 22% marijuana (High School)
• Sexual Activity	33% (High School)
• Teen Births	6.44 per thousand
• Adult Relationships	81% (High School)
 Juvenile Justice	108 per thousand
• Abuse & Neglect	5.5 per thousand
• Bullying	26% (High School)
 Feeling Sad	33%
• Suicide Attempts	11% (High School)

VI. Academically Successful Students

• Pre-School Participation	42%
• School Attendance	92%
 Chronic Absenteeism	18%
• Social Emotional Learning	various
• English Proficiency – 4th Grade	46%
• Math Proficiency – 4th Grade	36%
• Science Proficiency – 4th Grade	51% (2018-2019)

 = Good news to celebrate or significant achievement

 = Areas where more support is needed

HIGHLIGHTS
OF 2022 KAUA'I YOUTH REPORT INDICATORS

	Latest measure:
• English Proficiency – 8th Grade	39%
Math Proficiency – 8th Grade	16%
Science Proficiency – 8th Grade	24%
✓ English Proficiency – 11th Grade	59%
Math Proficiency – 11th Grade	25%

VII. College or Career Ready Young People

• ACT Performance	28%
• College Enrollment	49%
• Disconnected Youth	14%
✓ Early College	603
• Degrees Awarded	128
• Certificates Awarded	402

✓ = Good news to celebrate or significant achievement

= Areas where more support is needed

Keiki to Career Kaua'i

Ready to Learn, Ready for Life

THE 2022 KAUA'I YOUTH REPORT

The 2022 Kaua'i Youth Report includes indicators from covering the ages of birth to age 24. The purpose of this report is to give the community, policy makers, and other stakeholders a solid understanding of how kids on Kaua'i are doing so they may make informed decisions about education, programs, public policy, and public investments.

The Keiki to Career Kaua'i Leadership Council convenes a subcommittee of experts in the areas included in this report to work on each issue, including the selection of indicators. The Youth Report Data Committee selected 37 indicators for this report. Where possible, indicators are selected that have available county, state, and national data across multiple years to enable comparison and context.

The full report is available on-line at http://keikitocareer.org/data-and-resources/Kaua'i-youth-report/

Data Considerations

The 2022 Kaua'i Youth Report provides key indicators to measure youth progress, using available data that is timely and relevant, compiled with the following considerations:

1. Are the outcomes meaningful and understandable?
2. Are the outcomes supported in national research?
3. Is the data actionable, i.e., can Keiki to Career influence the results?
4. Is data currently available for the target population?
5. If data is not currently available, should action be taken to begin collecting the data?

The Data Committee selected indicators using these guiding principles:

- ***Kaua'i-specific data is of highest priority.*** Special emphasis has been placed on obtaining data that is available for the island of Kaua'i.
- ***Data must be publicly available.*** All data used in this report comes from sources that are publicly available. Whenever possible, we have included links to the specific report or data source that is cited; in a few cases, data is produced specifically from internal reports.
- ***Timeliness of results is important.*** Every attempt has been made to use the most current information. Most often results are from the last two to three years. In limited cases, older data has been used.
- ***Indicators must be of core importance.*** Our goal is to identify those "core" indicators most closely aligned with the goals of Keiki to Career to enable us to see the results of our efforts and to allow for continuous improvement. In each biannual report, indicators may be added, substituted or deleted from the indicators currently presented, based on new concerns and available data.
- ***Data should be actionable.*** Indicators should provide an opportunity for Keiki to Career and other stakeholders to take action to improve future results.
- ***Context is vital.*** To allow comparison with current Kaua'i data, historical rates for Kaua'i and data for the state of Hawai`i are given whenever possible. We provide comparison data for the U.S. when it is available.
- ***Further exploration is encouraged.*** The data presented here offer "food for thought" and should stimulate

- consideration of possible root causes as well as best practices to improve the indicators. We encourage readers to explore the original research in more detail using the references provided in the report.
- ***Statement of accuracy.*** All information is accurate as of the date this report is published. Any subsequent changes to the source data may result in discrepancies within this report.

  If you are aware of source data that has changed, or of any errors in this report, please email to info@keikitocareer.org

About Keiki to Career Kaua'i



Launched in 2012, Keiki to Career Kaua'i is a network of partners in education, health, human service and youth programs, families, and businesses, working together to ensure our young people are "ready to learn and ready for life." Our vision is an island community where Kaua`i's keiki through young adults (birth to age 24) are healthy, competent, confident and caring. Our mission is to unite the community in nurturing and developing Kaua`i's young people from keiki to career so they are ready to learn and ready for life. We work together to insure bright futures for our young people, and strive to align goals, services and metrics around a shared vision and mission. Keiki to Career partners can be found on our website www.keikitocareer.org. Kaua'i Planning & Action Alliance serves as the coordinating agency for Keiki to Career Kaua'i.

Keiki to Career in Action

The Keiki to Career partnership is working in four key areas to improve the lives of our keiki, including:

- Birth to Grade 3 – Provide a strong foundation in early childhood to ensure success along the Keiki to Career Kaua`i developmental continuum.
- Resilience and Life Skills – Create and coordinate a continuum of programming to develop resilience and life skills in students from preschool through high school.
- Parent, `Ohana and Community Engagement – Build parent, `ohana, and community engagement and involvement in the education and development of children, youth and young adults
- High School – Postsecondary Opportunities – Prepare young adults to successfully transition to postsecondary opportunities like college, work, military, and technical training

Stay informed and get involved! We need your help in understanding the root causes that impede progress in these indicators, identify ways to improve cross-system coordination and collaboration, and lastly, identify others from our community, adults and youths alike, that have the ability and passion to be part of this movement. Follow and "like" us on Facebook @keikitocareerkauai, and subscribe to our quarterly newsletter. Visit our website at http://www.keikitocareer.org/, email us at info@keikitocareer.org,
or give us a call at (808) 632-2005.

2022 Keiki to Career Leadership Council

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Monica Belz, President, Kaua‘i Government Employees Credit Union

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Mason Chock, Kaua‘i County Council Member

Joseph Daisy, Chancellor, Kaua‘i Community College

Mark Hubbard (co-chair), Kaua‘i Planning & Action Alliance Chair

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Buffy Ofisa, Regional Director, Kamehameha Schools

Mark Perriello, President, Kaua‘i Chamber of Commerce

Char Ravelo, Executive Director, Leadership Kaua‘i

JoAnn Yukimura, Kaua‘i County Council Member

Paul Zina, Hawai‘i Dept. of Education, Complex Area Superintendent

Keiki to Career Staff

Alice Luck, CEO, Kaua‘i Planning & Action Alliance

Nannie Ann Apalla, Program Manager

Shyanne Sadora, Program Coordinator



KPAA Board Members, K2C Leadership Council Members, community partners and supporters at Marion Paul’s retirement party.

PROFILE OF OUR YOUTH

Overall, our island has a total of 71,949 people (as of 2020). Of this, 16,327 are young people aged 0 – 18. This report looks primarily at the 12,074 youth of school age (5 – 18). Most of the report is focused on those youth attending middle school and high school. This is because many of the available indicators are from school surveys.

The demographic characteristics of our island's youth provide some context for the indicators in this report. It is important to understand the unique challenges that each area of the island faces. Most of the 2022 Youth Report data is based on public and public charter school students, and does not include private school data.

Currently 9,711 students attend public and charter schools on Kauai (SY 2020-2021), and are distributed as follows:

	Number	% of Total
• High School students	2,959	30%
• Middle School students	2,143	22%
• Elementary students (K-5)	4,609	48%
Total	**9,711**	**100%**
• Public students	9,056	93%
• Charter students	655	7%

More than half of Kauai's students are considered Title I students, who come from low-income homes where basic necessities such as shelter, healthcare and even food are often challenging to obtain. Title I students face additional challenges to learning due to overcrowded housing, lack of access to healthcare, hunger and the general heightened stress posed by the lack of basic resources.

• Students Receiving Free or Reduced-cost Lunch (Title I)	4,995	51%

English Language Learners (ELL) are students that have not yet mastered English. These students face special challenges in learning all subjects and in testing, since they are not yet proficient in English.

• English Language Learners	662	7%

Overall, the race/ethnicity of our students is categorized as:

• Filipino	2,629	28%
• Native Hawaiian	2,511	27%
• White	2,223	23%
• Asian (Chinese, Japanese, Korean and other Asian)	785	8%
• Other Pacific Islanders*	468	5%
• Portuguese	349	4%
• Hispanic	188	2%
• Two or more races	88	1%
• Other (Native American, African-American)	198	2%

*Other Pacific Islanders is comprised of: Chamorros (Guamanian), Indo-Chinese, Marshallese, Micronesian (Chuukese), Samoan & Tongan and potentially others.



INDICATOR SECTION

IV: SOCIAL DETERMINANTS OF HEALTH

This section of indicators is new to the Kaua'i Youth Report this year. It is part of an effort to provide the larger socioeconomic context in which Kaua'i's children live because this context plays an important role in how a child develops.

IN OUR COMMUNITY

Hawai'ian Community Assets, a statewide HUD/Americorps-related organization, has a financial lending center in Anahola and a wonderful financial literacy workbook, Kahua Waiwai. Learn more at https://www.Hawai'iancommunity.net/

A. Socioeconomic Indicators

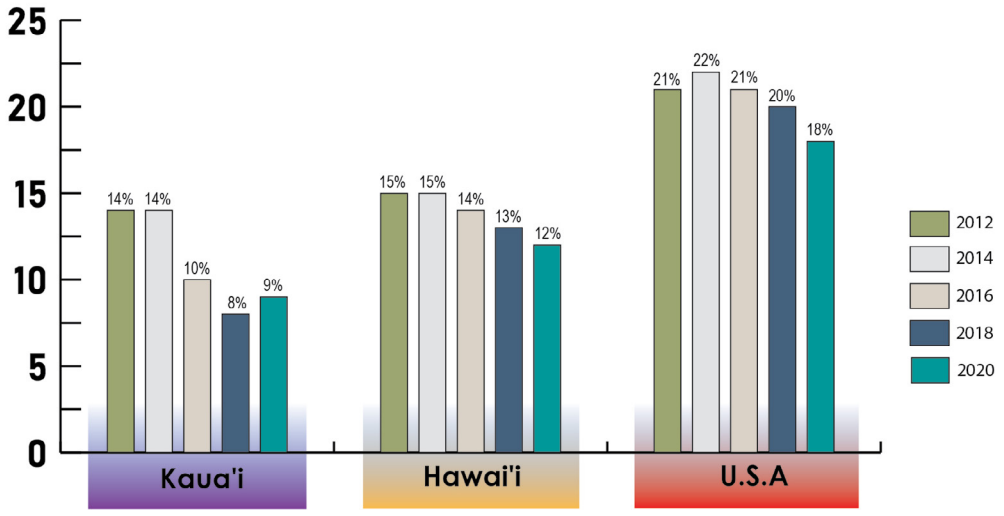
Children in Poverty — Federal Poverty Level

Why is this important?

Poverty during the early years of life can have lasting negative impacts on child development. 90% of brain development happens by age 5 and brain development can be compromised by chronic stress. Chronic poverty is considered an Adverse Childhood Experience, or ACE. ACEs activate the stress response on a child's developing brain. Brain development and physical health are harmed when the child experiences excessive and long-lasting stress. Supportive relationships with adults can help protect children from this stress, but supportive relationships are more difficult when family income is low (for example, parents often work two or three jobs). In fact, family income has been shown to correlate with children's performance in language, memory, executive functioning and social-emotional functioning, as well as academic achievement and rates of learning disabilities. If reducing the gap in school achievement is the goal, attention must be given to the impact of poverty and stress on learning and child development.

What do we see?

Before Covid hit, nearly one in ten children on Kaua'i lived below the federal poverty level, putting these children at higher risk for poor health and developmental outcomes. Rates have been improving, however there is concern over the impact of the pandemic.

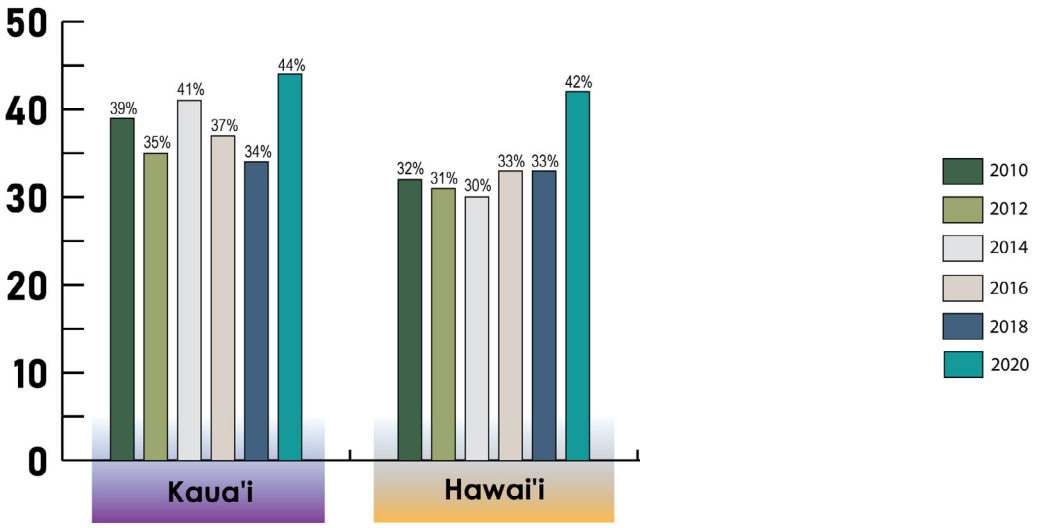


Children under 18 in poverty as measured by the Federal Poverty Level.

What does this mean?
While Kauaʻi saw an overall downward trend in federal child poverty rates over the last five years, this data needs to be taken into context regarding how poverty is measured at the federal level. A family of four in Hawai'i must make below $30,481 to be categorized as living in poverty. This official federal poverty rate does not take into account the cost of living in the area. Unfortunately, this definition is still used to demonstrate eligibility for many federal anti-poverty and health programs.

Children in Poverty — A.L.I.C.E.

What do we see?
In 2018, 42% of households on Kauaʻi struggled to make ends meet. Nine percent of these households were living below the Federal Poverty Level (FPL). Another 33% were living above the Federal Poverty Level but poverty but still not enough to afford basic household necessities. These are called ALICE families: Asset Limited, Income Constrained, Employed. They are working but can't afford the cost of living, and they have no reserve for emergencies. According to the Federal Poverty Level definition in indicator #1 Kauaʻi had the lowest rate of poverty in the state. If we use the alternative ALICE measure, Kauaʻi's rate is consistently higher than the rate for the rest of the state. ALICE is a relatively new measure, so there is little U.S. data to compare against.

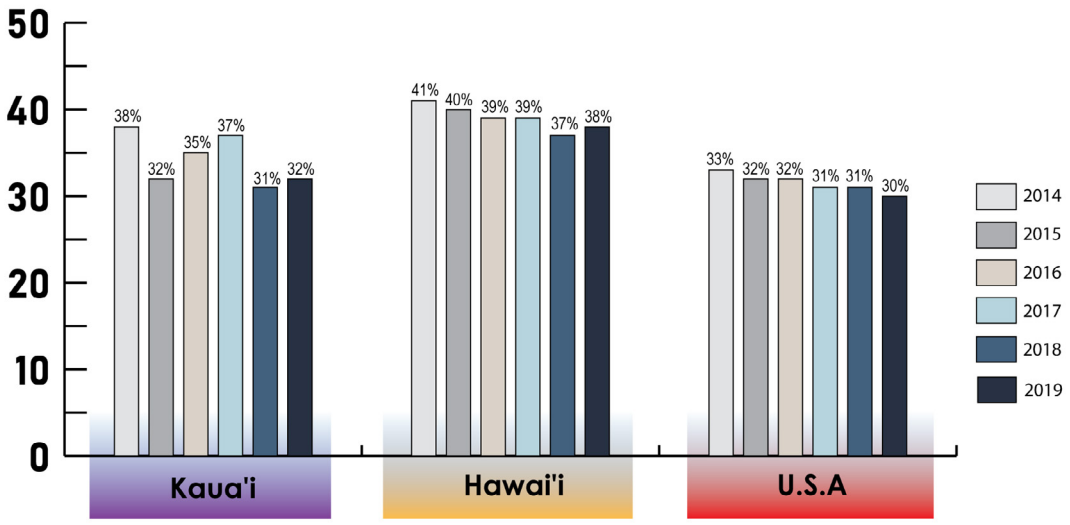


Alternative measure - Percent (%) of Households in poverty per ALICE.

What does this mean?
During the height of the Covid shutdown in 2020, Aloha United Way reported the number of ALICE households in Hawaii increased from 46% to 59%. While the pandemic unemployment relief, American Rescue Plan, and additional child tax credit kept many families afloat, these safety nets were temporary.
Record high home prices and high cost of living in the islands will make it hard to reduce the number of ALICE households in the state.

Why is it important?
Housing is the single biggest expense for the average household. Families in Hawai‘i face increasing pressure to pay for the cost of housing, and this means they will have less to spend on other essentials such as food, medical care, childcare, college, and retirement.

What do we see?
On average, one in three households on Kaua‘i pays more than 30% of their household income for housing. The graph shows a small decrease in the percentage of income that households paid for housing costs over the last five years. However, this trend is likely to have reversed with the pandemic-induced recession in early 2020 and the dramatic increase in housing prices in 2021.



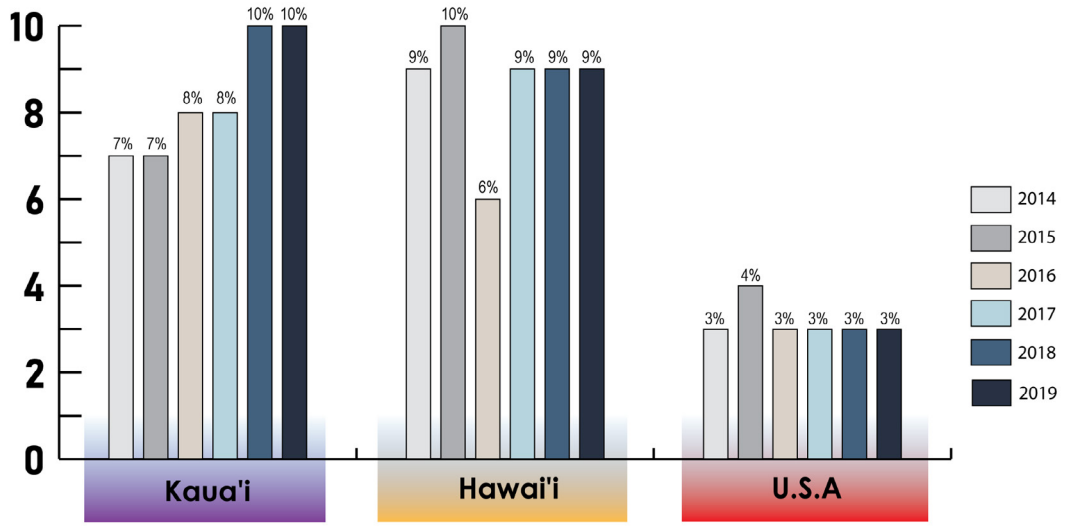
Households spending more than 30% of income on housing.

What does this mean?
Higher housing prices lead to higher rents as well. While the eviction moratorium and rent relief program kept many vulnerable families housed, the County remains in an affordable housing crisis that will increase family stress and crowd out other household spending priorities. According to the U.S. Department of Housing & Urban Development, renters are considered “cost-burdened” if they spend 30% to 49% of their income on rent. They are considered “severely cost-burdened” if they spend at least 50% of their income on rent. 17% of Kaua‘i Households are severely cost-burdened.

At first glance it is hard to understand how Hawai‘i, with the highest average housing prices (and rents) in the United States, can be roughly equal to the U.S. average on this indicator. Rates of overcrowding in Hawaii are three times the national average. This means that there are more people in each household and more wage earners, increasing the household income and lowering the housing cost burden.

What do we see?

For the last several years, around nine percent of households statewide were considered "overcrowded". Kaua'i's rate surpasses the statewide rate at ten percent. Both are significantly higher than the national rate.



Households with more than 1 person per room.

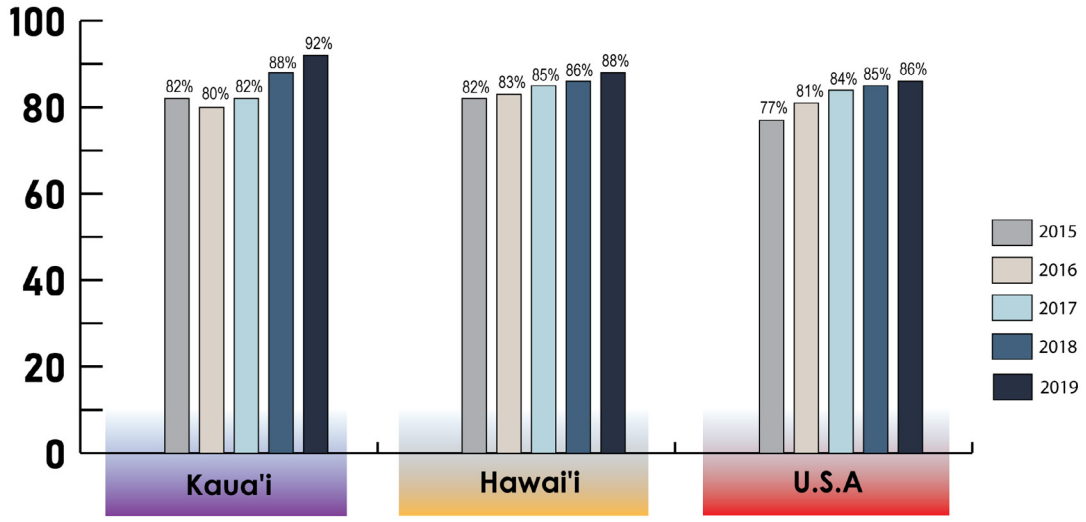
What does this mean?

According to Hawai'i Health Matters, overcrowded housing can impact hygiene, communicable disease transmission, and sleep, which are critical to child brain development and lifelong health. Particularly during Covid, the issue of crowded housing has become even more important, as families struggled to work and learn from home and those that have been exposed to or contracted Covid attempted to isolate themselves from other family members. During Covid, the Domestic Violence Action Center, a state agency, reported a 46% increase in calls to its hotline during the initial months of the pandemic, reflecting increased stress levels in many households and an inability to escape from a perpetrator.

Internet Access

Why is this important?
In this Digital Age internet access is essential to participation in society and to accessing information and opportunities to support family stability, health, and child well-being. Many educational and career opportunities also depend on ready access to the internet and the skills to use web-based technology. Covid increased the amount of time spent at home, which has only intensified the need for high-speed broadband internet access.

What do we see?
Broadband internet access has been growing year after year, throughout the islands and the United States. This indicator shows that over the last couple of years, Kaua‘i has been slightly above the state average. The state average is also above the rate for the U.S.



Percent (%) of households with broadband internet.

What does this mean?
Kaua‘i has made progress in expanding broadband access, although connection quality and reliability due to inclement weather are concerns. During Covid, many leaders on Kaua‘i worked to ensure that children had access to the internet at home and devices to participate in online learning. This is a real success for the island.

IN OUR COMMUNITY

The Auamo Collaborative is leading the way with an effort to map gaps in access on Kaua‘i in order to pave the way for strengthening access and service. Learn more at https://www.auamocollaborative.org/rural-broadband

V: HEALTHY AND CONNECTED YOUNG PEOPLE

This section is about all the non-academic indicators of child and youth health and wellbeing, including physical health, health and risk behaviors, delinquency, adverse experiences, mental health, and resilience factors. This report shows a comprehensive picture of how our kids are faring, both in and out of school. To be "ready for life" means our kids will not only succeed in school. They will also be healthy physically, socially, and emotionally. Moreover, the indicators in this section shine a light on the opportunities we as a community have to promote positive child and youth development.

IN OUR COMMUNITY

"Our mission at Big Brothers Big Sisters of Kaua'i is to build and support one-to-one relationships to ignite the biggest possible futures for Kaua'i's youth. Each year we serve children, teens, parents, and volunteers across Kaua'i by facilitating our unique one-to-one mentoring program in the community. Our program is free and helps Kaua'i's youth to build resilience by having at least one caring and consistent adult in their lives outside their family."

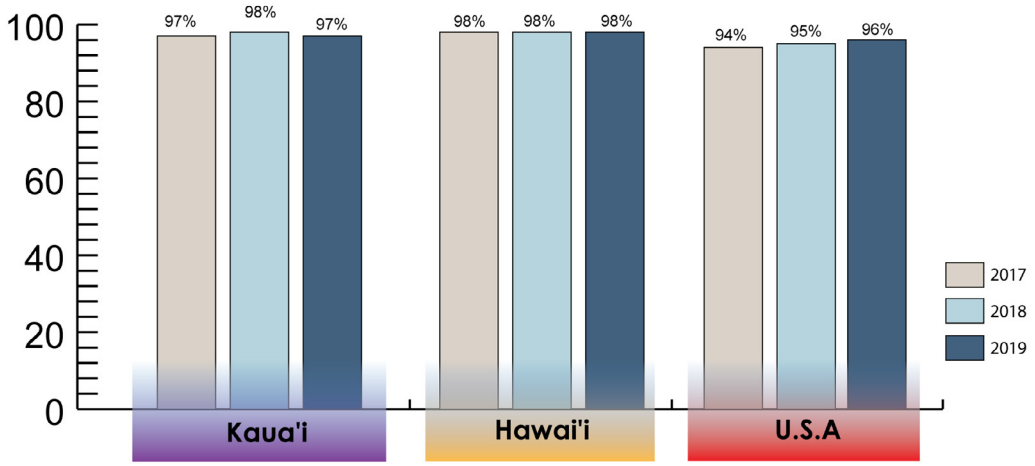
*— **Erin Gaines,** Regional Director of BBCS Kaua'i*

A. Physical Health

Children with Health Insurance

Why is this important?
Children need regular healthcare from infancy through adolescence to monitor their growth and development, support parents and caregivers, provide early intervention for special needs, and ensure they receive required immunizations. When children have health insurance, families can access healthcare with less fear of financial burden.

What do we see?
Only three percent of children on Kaua'i and throughout the state are not covered by health insurance. This is slightly better than the U.S. rate.



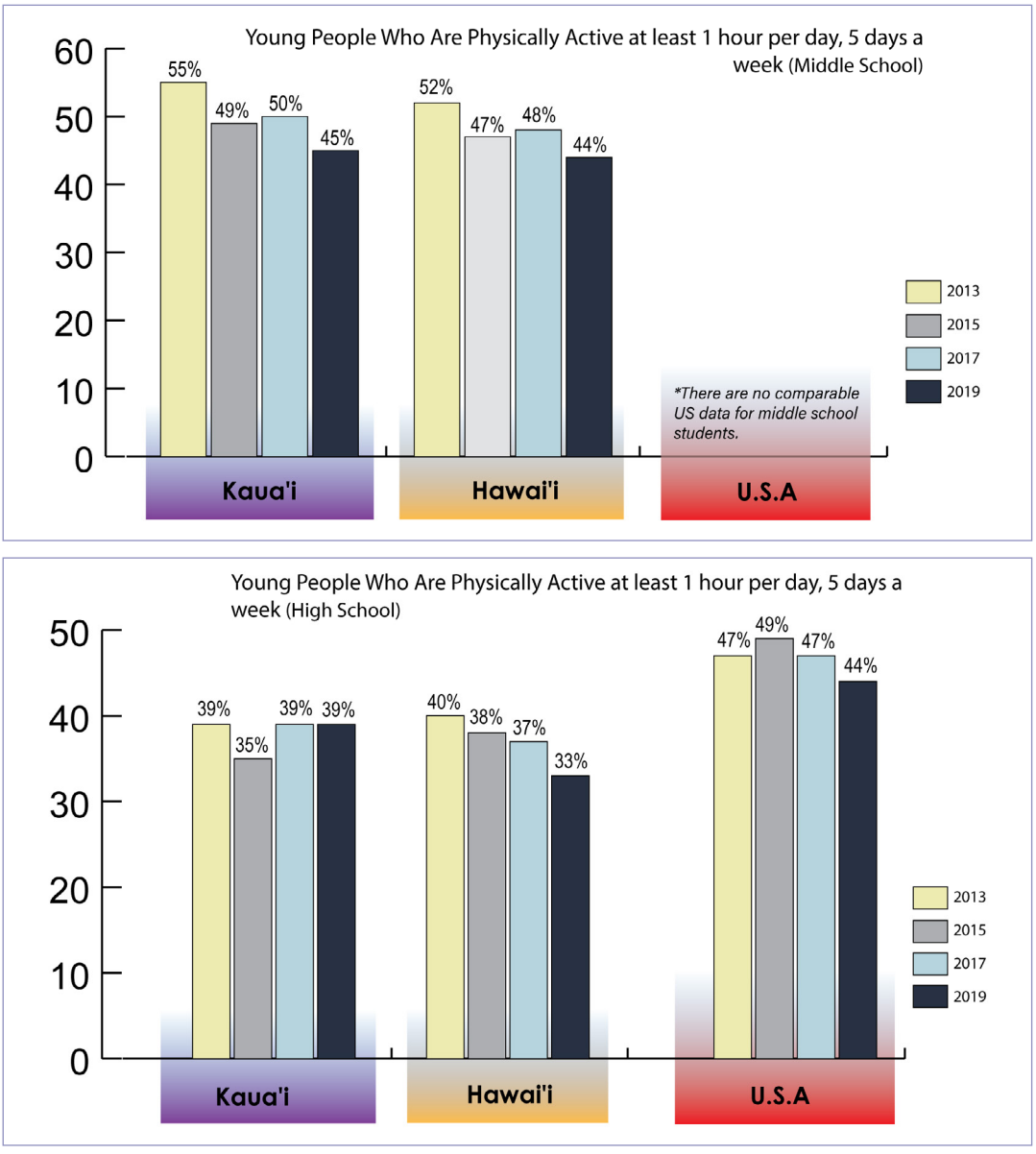
Percent (%) of Children 18 and below with Health Insurance.

What does this mean?
This is a success story for both Kaua'i and the State of Hawai'i. Insurance removes a major barrier to accessing healthcare. Having a highly insured child population allows Kaua'i to explore addressing other barriers to healthcare.

Physical Activity

Why is this important?
Physical activity affects health in many ways. It helps prevent kids from becoming overweight and obese. It protects against heart disease, high blood pressure, stroke, cancer, diabetes, and even depression. Experts recommend that children and adolescents have at least one hour of physical activity every day.

What do we see?
Across all three populations (the U.S., the State of Hawaii, and Kaua‘i), rates of physical activity in middle school have been declining. High school rates for the state and Kaua‘i are lower than the national rate. The rate for middle school students in the state is higher than for high school students.

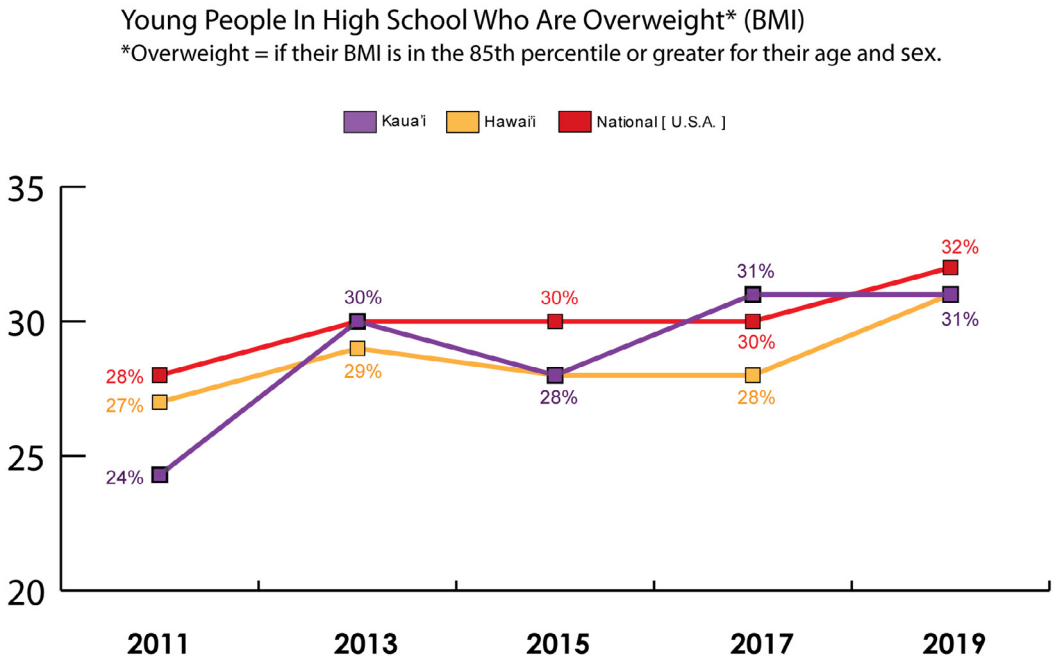


What does this mean?
Kaua‘i’s youth are not as physically active as they should be. They are less active than they used to be, and they become less active as they move from middle school to high school. This presents opportunities for a multitude of creative approaches to increasing physical activity among youth, and laying a foundation for a physically active adult life.

Body Weight

Why is this important?
Body weight is determined by a combination of eating habits, physical activity, genetics, and environment. Children and adolescents who have a healthy weight are more likely to remain healthy as adults. They are less likely to develop chronic diseases like diabetes, heart disease, high blood pressure, and stroke. Body weight is one important measure of overall physical health.

What do we see?
Across all three populations (U.S., the State of Hawaii, and Kaua'i) we see a similar pattern; between 2011 and 2019, the percentage of high school students being classified as either overweight or obese increased. Kaua'i students seem to be slightly higher than the average in the state, and closer to the U.S. rate.



What does this mean?
Iniitiatives that increase physical activity, promote healthy eating, and decrease sedentary screen time can all build healthy habits.

IN OUR COMMUNITY

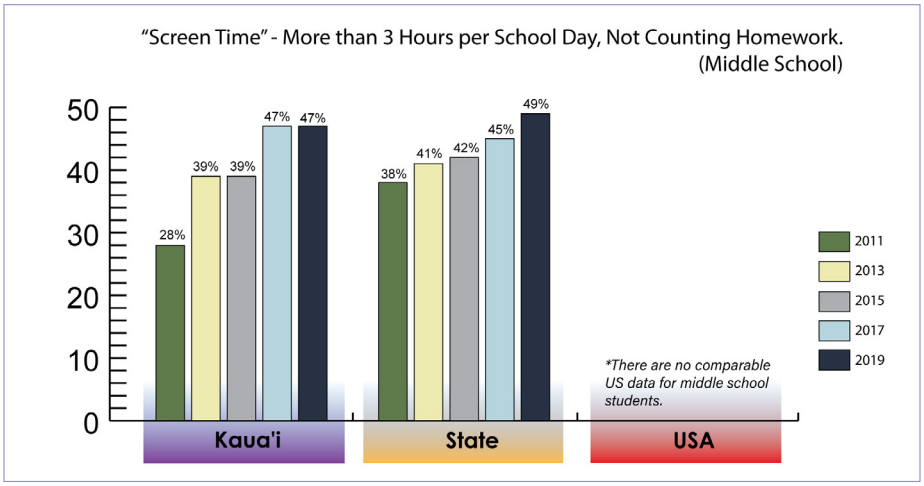
"The Keala Foundation provide safe environments for the youth through various activities and programs on Kaua'i with active facilities in Poipu, Kekaha, Anahola, and Lihue. Our curriculum is a character-modeling program for youth through fitness education, community development and leader mentorship. Keala means "the way" and the fitness curriculum for youth development is focused on the dynamic and multidimensional understanding of wellness as a balance of physical, mental, emotional, relational and spiritual health. There is no barrier for a youth to be involved in our programs and we welcome any child with arms wide open to our home! For more info, visit www.kealafoundation.com"

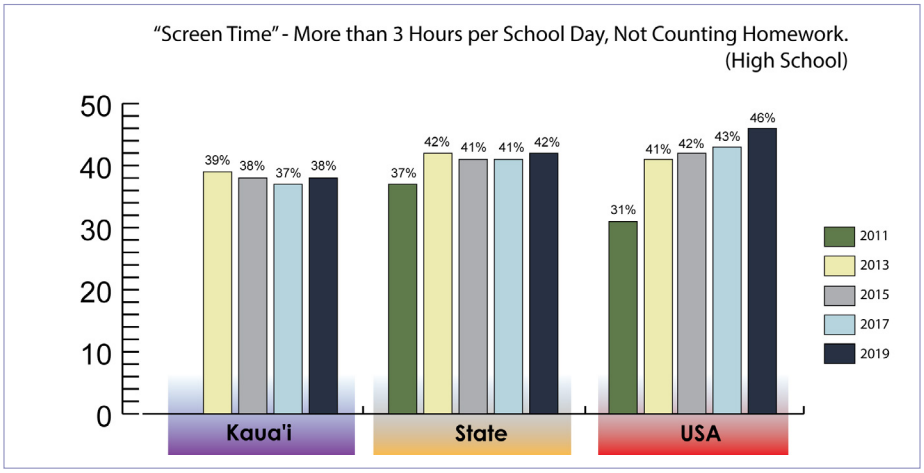
Screen Time

Why is this important?
"Screen Time" is time spent on activities like playing video games, texting, watching YouTube, engaging in social media, and does not include academic activities such as time spent on school work. Screen time is generally stimulating but is often also sedentary and solitary. Screen time often takes time away from activities that are critical for health: social and peer relationships, physical activity, and adequate sleep.

What do we see?
Over thirty percent of Kaua'i high school students report spending more than three hours per day on screens for non-academic purposes. The statewide numbers are slightly higher. Beginning in 2015, the rates for middle school students began to surpass the rate for high school students.

MIDDLE SCHOOL





HIGH SCHOOL

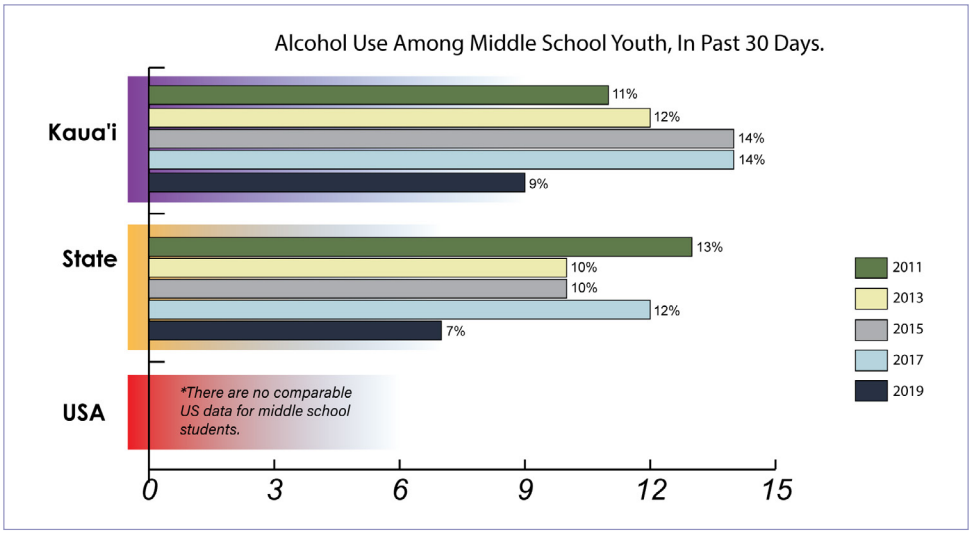
What does this mean?
Electronics have become an integral part of life for adults and youth, particularly during the pandemic. There are beneficial uses of technology, such as: online learning, positive social connections, or accessing telehealth and behavioral health services. At the same time, we need to help kids avoid the risks of screen time, such as the impacts of social media on mental health, online bullying, bring physically sendentary, loss of social skills, and exposure to violent or otherwise disturbing content. Ensuring equitable access to digital devices and high-speed internet for all youth on Kaua'i is another important consideration.

ALCOHOL USE

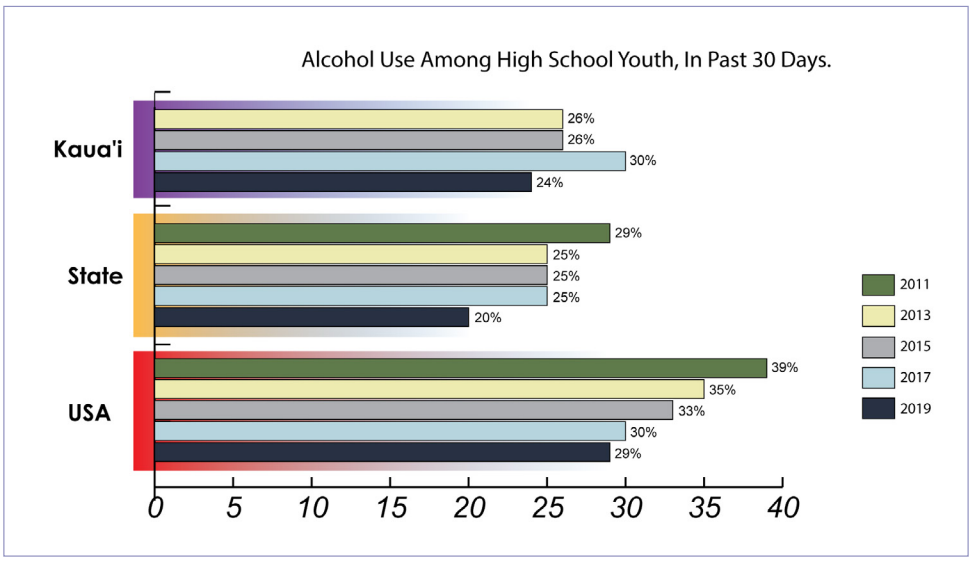
Why is this important?
Alcohol and drug use among youth is a major public health problem nationally. Substance use and abuse can increase the risk of injuries, violence, HIV infection, and other diseases. It can be a sign of emotional distress such as depression or anxiety. It interferes with learning and personal relationships. While experimentation with drugs and alcohol is often considered a normal part of adolescence, substance dependence and abuse are major barriers to educational success and making a healthy transition into adulthood.

What do we see?
For alcohol use among youth, Kaua'i's rates are consistently higher than the state, but both are lower than the national rate. Whereas the U.S. rates are declining, the rates for Kaua'i and the state seem to be unchanged. The numbers for middle school students are less than half the rate for high school students.

MIDDLE SCHOOL



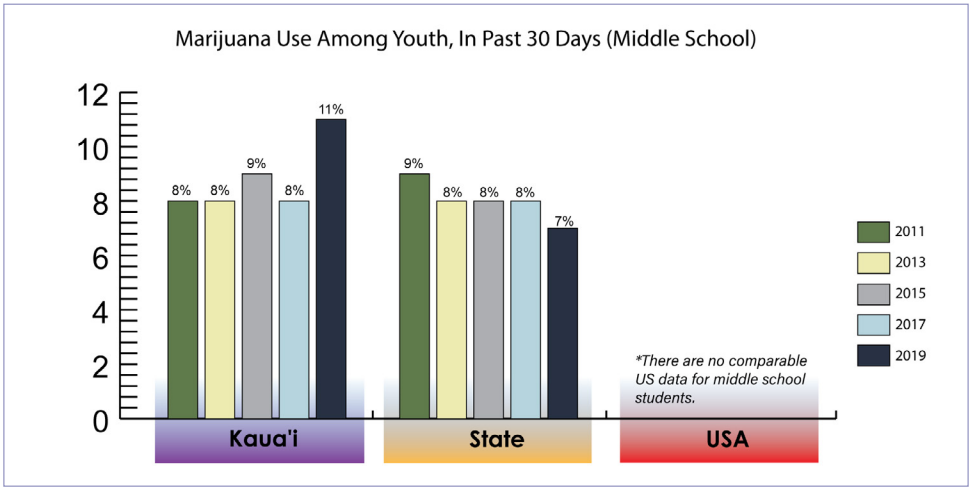
HIGH SCHOOL



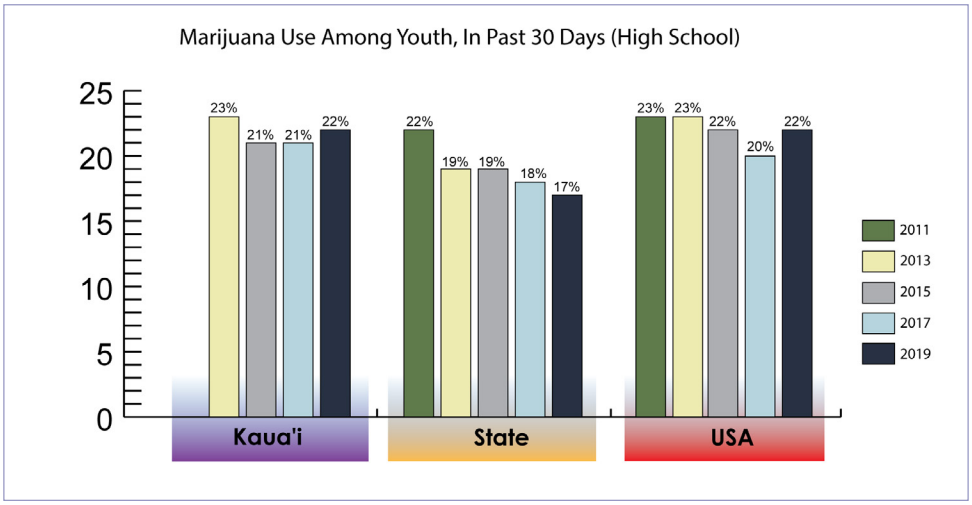
MARIJUANA USE

What do we see?
For marijuana use, Kaua'i's rates are higher than the rates statewide, and are comparable to the national rates. Around one in five high school students on Kaua'i have used marijuana in the previous month. The numbers for middle school students are significantly less than this.

MIDDLE SCHOOL



HIGH SCHOOL



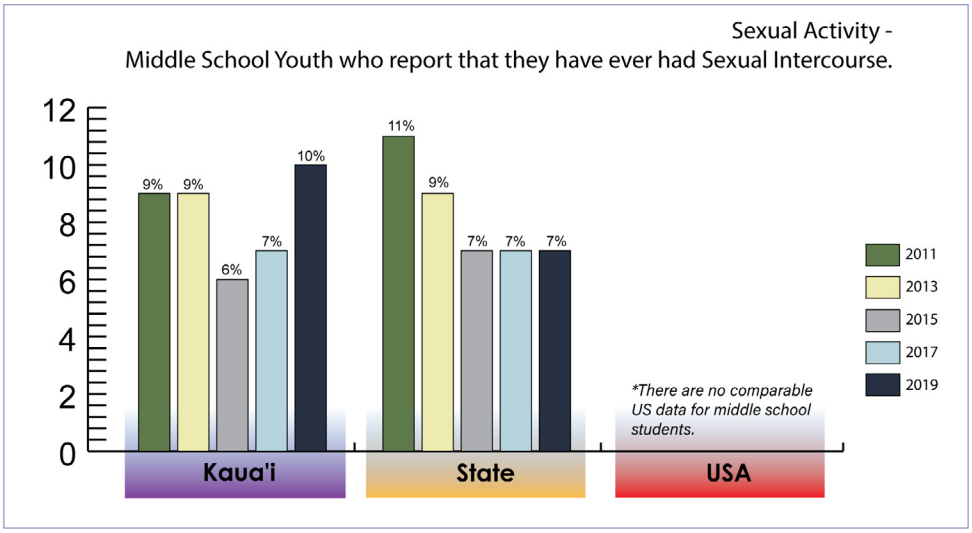
What does this mean?
Use of marijuana or alcohol begins in middle school, but reaches significant levels in high school. Marijuana use is less prevalent in high school than alcohol use, both in Hawaii and in the U.S. Rates of marijuana use are 15% higher in Hawaii than nationally.

Sexual Activity

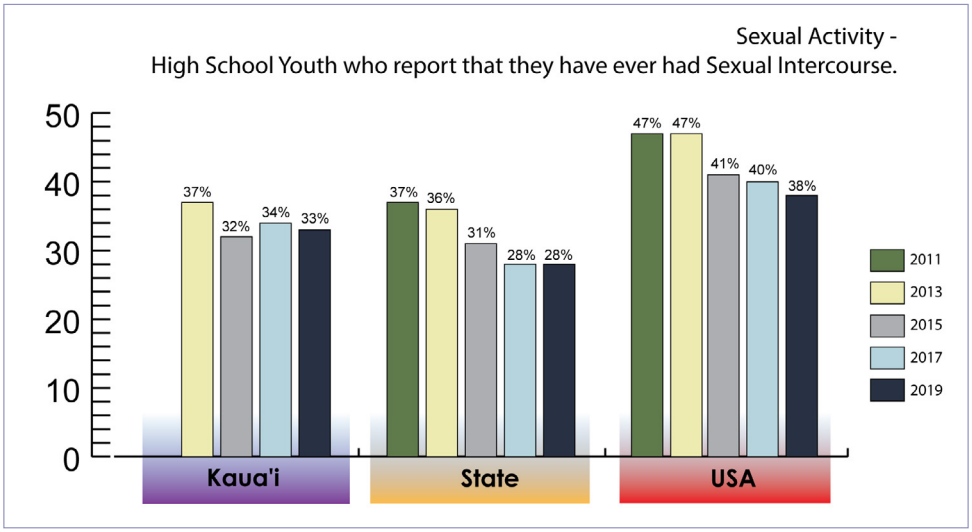
Why is this important?
Becoming sexually mature and sexually active are major life transitions and are normal parts of growing up. However, early sexual activity can also have unintended health outcomes, including HIV infection, other sexually transmitted infections, and unintended pregnancy. These outcomes can interfere with educational attainment and career prospects. In short, they can get in the way of being “ready to learn and ready for life”.

What do we see?
About one in three Kaua’i high school students is sexually active, which is slightly more than the average statewide. The U.S. rate is almost 20% higher, though the rate for both the U.S. and the state is trending down. Kaua‘i’s rate seems to be relatively flat. One in fifteen middle school students on Kaua’i is sexually active.

MIDDLE SCHOOL



HIGH SCHOOL



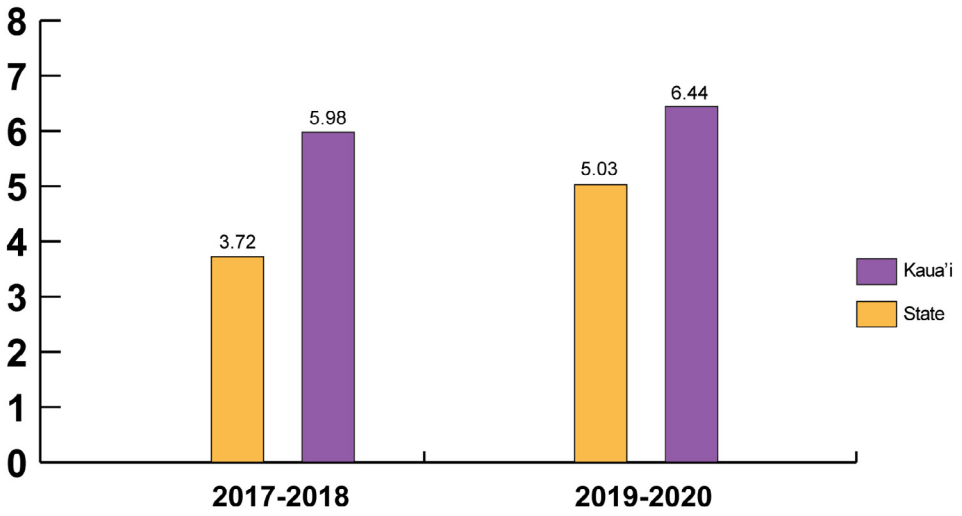
What does this mean?
Many Kaua‘i youth are sexually active. Youth need to have access to accurate information and resources to allow them to make responsible decisions, engage only in consensual activities if they are sexually active, and have access to sexual health services.

Teen Births

Why is this important?
Teenage mothers and their children face extra challenges in completing their education. Only about half of teen mothers successfully graduate from school. Children of teen parents also struggle. They are more likely to perform poorly in school, drop out of high school, have health problems, be incarcerated, give birth as teenagers themselves, and face greater risk of unemployment as young adults.

What do we see?
Based on very limited data, over the two time periods, Kaua'i's birth rate for teens ages 14-17 years old is higher than the rate statewide.

Teen Births (age 14 -17) per 1,000. *(Average Teen births per year, over a two year period.)*



What does this mean?
Births to mothers under the age of 18 may be unplanned. It is important that all youth, girls and boys, have access to the information and resources to aid them in making responsible decisions, engage only in consensual activities, and have access to reproductive health services.

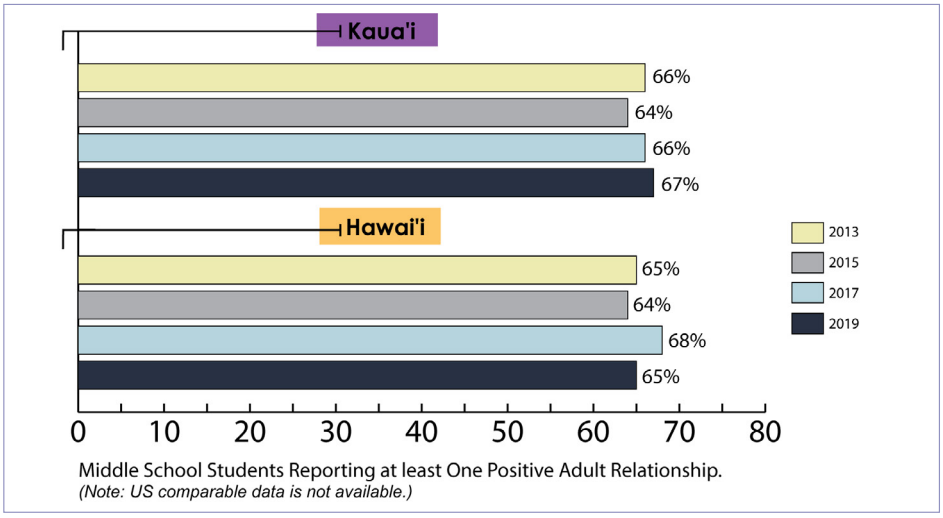
B. Social and Emotional Health

Adult Relationships

Why is this important?
A stable relationship with at least one caring adult is one of the strongest factors in youth resilience. Resilience is the ability to successfully navigate life's challenges. Emmy E. Werner and Ruth Smith, in their landmark longitudinal study "The Children of Kaua'i", were among the first scholars to demonstrate the importance of such relationships.

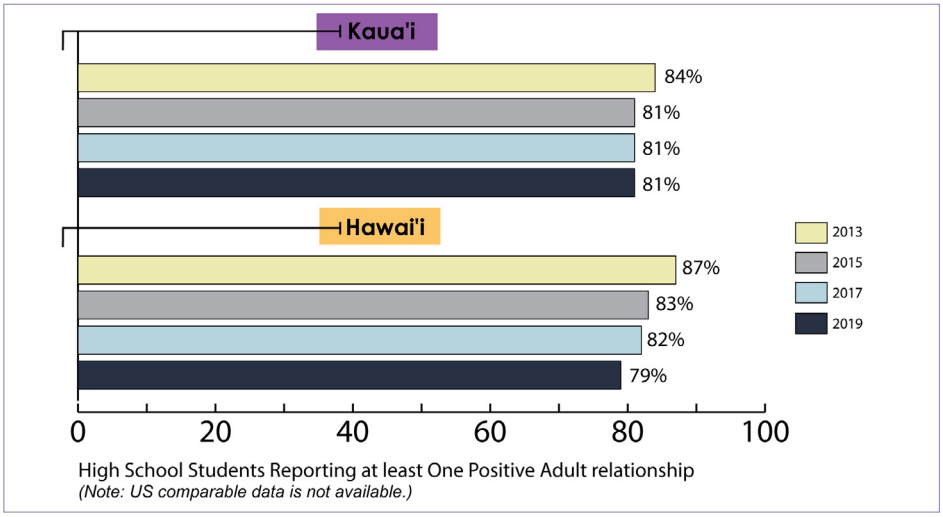
What do we see?
For high school students, both statewide and on Kaua'i, 80% of youth report that they have an adult they can talk to. Rates for middle school youth are consistently less, only around 67% report having such a relationship. There are no comparable rates for the nation.

MIDDLE SCHOOL



Middle School Students Reporting at least One Positive Adult Relationship.
(Note: US comparable data is not available.)

HIGH SCHOOL

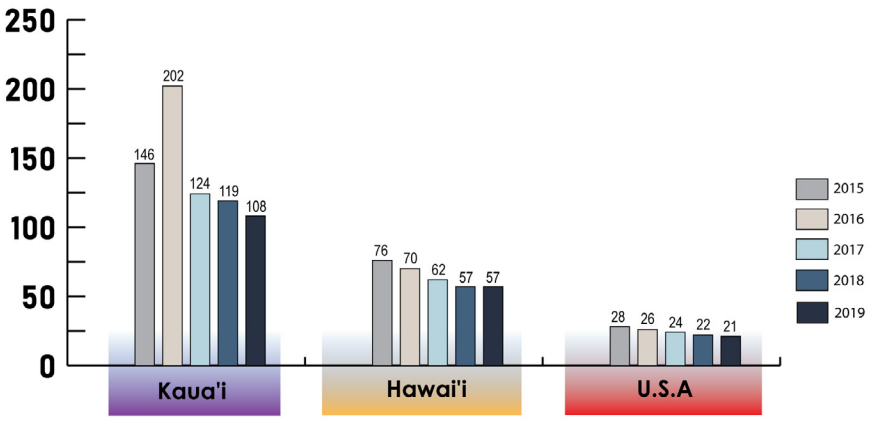


High School Students Reporting at least One Positive Adult relationship
(Note: US comparable data is not available.)

What does this mean?
The high rate of positive youth/adult relationships reflects Kaua'i's strong sense of community.These youth are more likely to be resilient and feel supported when they face challenges. The Kaua'i children who say they don't have a positive adult relationship are a call to action for our community. Every adult can ask him/herself, "For whom can I be that stable, caring person?"

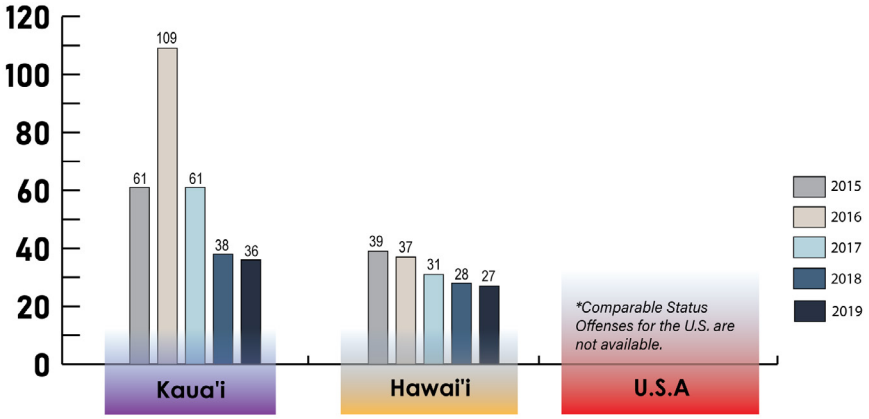
Why is this important?
The age of youth when they first have contact with the justice system is a predictor of continued involvement with the system.

What do we see?
The first table looks at the total number of arrests (not the number of offenses), each year for youths ages 10-17. The second table presents the number of these arrests that are status offenses, which are based on the offender being under 18 years old (for example curfew violations, truancy, runaways, and being beyond parental control), and the last table records the felonies (serious crimes) committed by this youth population. An individual might be charged with multiple offenses during one arrest, (for example, being charged as a runaway, while being arrested for shoplifting - resulting in 1 status offense and 1 misdemeanor during 1 arrest). Also, the same individual might be arrested many separate times, (10 arrests might reflect only 2 individuals). Looking at arrests over the 5 years, all three populations (Kaua'i, statewide, and national) have shown a long-term decline in each of the categories: felonies, status offenses and total arrests. However, rates for Kaua'i's youth are significantly higher for each measure.



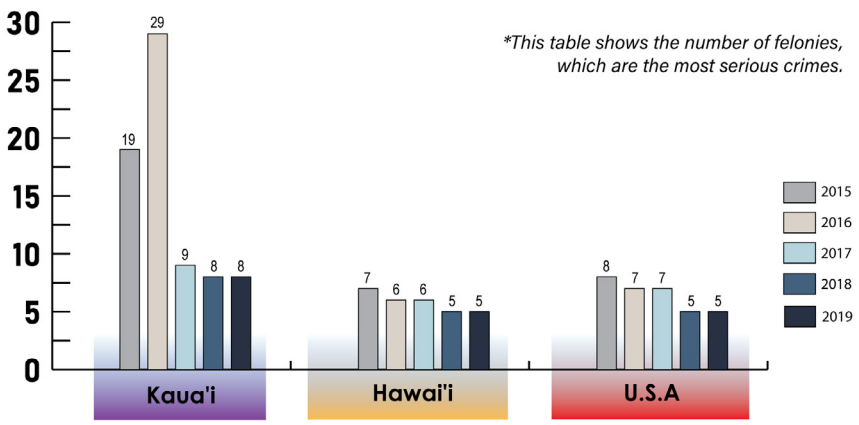
Arrest rates among youth 10-17, per 1,000. *(This data is often presented as arrests per 100,000 youth. Due to Kauai's small population size, the rates in this table are per 1,000.)*

As you will see in the table below, about half of all Kaua'i and statewide arrests are status offenses (curfew violations, runaway). These would not count as crimes if the youth were over 18. While not considered serious crimes, the data is a portrait of youth disconnected from societal norms and provides opportunities for assessment and referral to appropriate family, education, and other services.



Status Offenses among youth 10-17, per 1,000. *(This data is often presented as arrests per 100,000 youth. Due to Kauai's small population size, the rates in this table are per 1,000.)*

This table shows the number of felonies, which are the most serious crimes. It is important to note that the data represents the number of youth arrested, not the number of offenses committed.



Felonies among youth 10-17, per 1,000. *(This data is often presented as arrests per 100,000 youth. Due to Kauai's small population size, the rates in this table are per 1,000.)*

What does this mean?

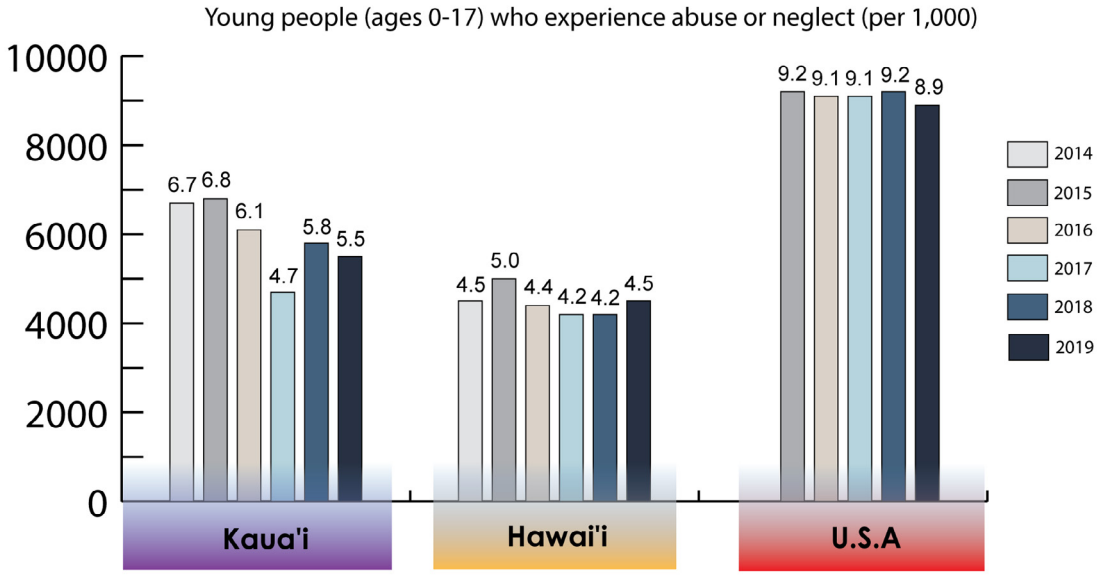
Arrests are down across the board. It is important to expand access and engagement with restorative court systems that partner with families and other mental health and social services systems to create opportunities for positive youth development.

IN OUR COMMUNITY

Juvenile justice systems are becoming more focused on restorative or rehabilitative treatment, rather than punishment. This approach reduces the number and severity of juvenile offenses, and offers opportunities for juveniles to be accountable for their offenses and repair the harm they have caused while also receiving appropriate support services. Both youth and family participation is at the heart of the process. This aligns police officers, prosecutors, probation officers, and community partners, like Hale Opio's Teen Court, to work together to help our youth.

Why is this important?
Household stability and support within the home are critical for healthy growth and development. Children who have more adverse experiences, such as child abuse and neglect, are more likely to suffer from ill health and social, emotional and cognitive impairment.

What do we see?
In the state of Hawai‘i children are abused or neglected at a rate of 4-5 children per thousand. This is well below the national rate of approximately 9 per 1,000. Kaua‘i’s rate is slightly higher than the state rate. Rates of abuse and neglect have been relatively consistent over the 5-year period.



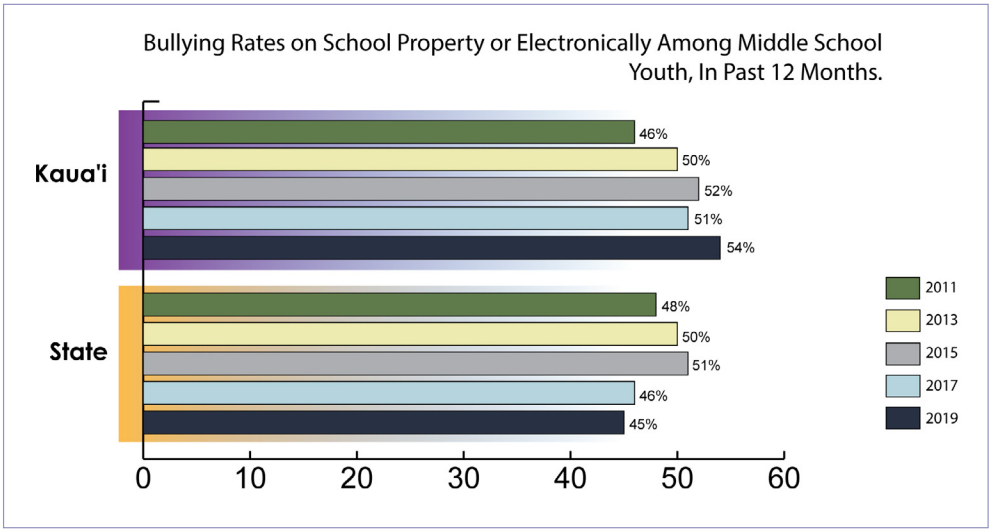
What does this mean?
Measuring abuse and neglect is challenging. These data do not include the pandemic years. There is concern that the pandemic may have increased strain on families, thus increasing the risk of abuse and neglect. At the same time, children were less visible to the watchful eyes of school and healthcare personnel (who are mandated to report suspected abuse or neglect). With relatively low baseline rates of abuse and neglect, Kaua‘i is well positioned to be alert to new trends as we emerge from the pandemic.

Bullying

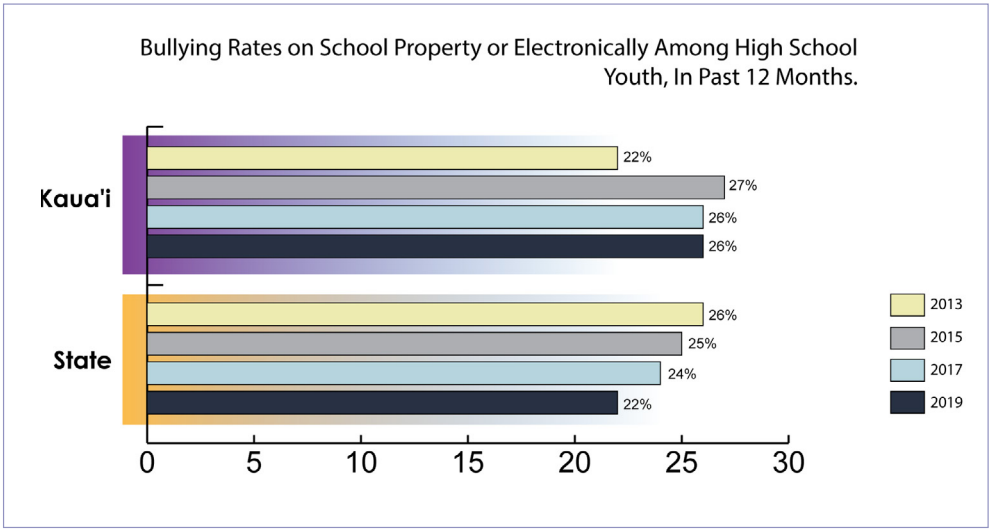
Why is this important?
Bullying is a form of violence. It can injure physical and mental health and cause social, emotional and academic problems. It affects youth who are bullied, those youth who bully others, and the overall health and safety of our schools and neighborhoods. Bullying is a risk factor for youth suicide. Bullying disproportionately impacts specific populations, for example those with disabilities or those who identify as LGBTQ+, but it can happen to anyone.

What do we see?
Kaua'i's rates for bullying are slightly higher than the statewide average. Middle school rates are almost twice as high as they are in high school.

MIDDLE SCHOOL



HIGH SCHOOL



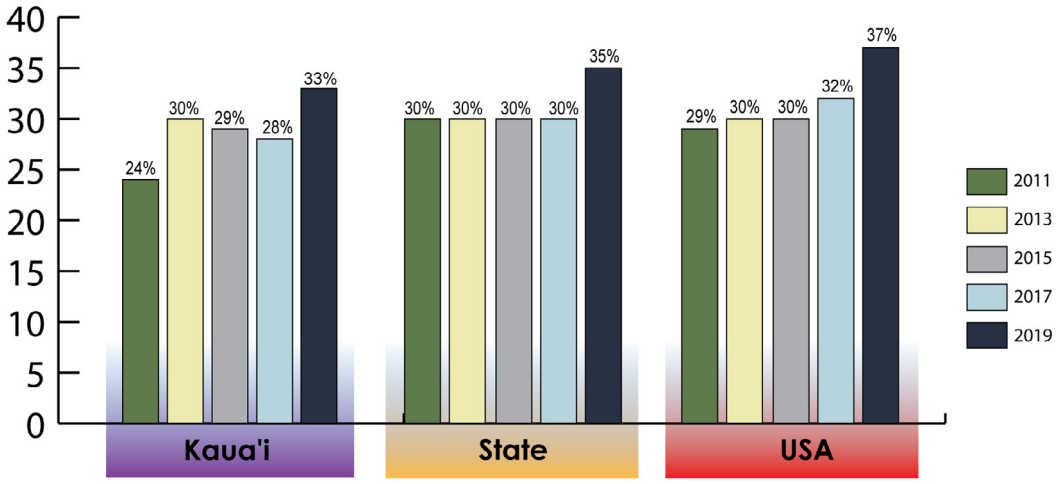
What does this mean?
Bullying is particularly high for middle school youth, highlighting the need for additional attention on this issue. There may be opportunities to enhance youth/adult relationships in the setting of sports or other physical activities, and engage adults as allies in combating bullying.

Feeling Sad

Why is this important?
Young people who feel persistently sad, hopeless, or worthless may be clinically depressed. These feelings can interfere with attention, eating, sleeping, and socializing. Depressed youth have difficulty focusing on learning. They are at increased risk of self-injury, self-destructive behavior, and even suicide. Everyone has a "bad day now and then", which is normal. This indicator identifies young people who feel this way for extended periods of time.

What do we see?
The rates for Kaua'i, Hawai'i and the U.S all increased in 2019. The rates for middle school students are less than high school students.

Feeling Sad and/or Hopeless More than 2 Weeks at a Time in the Past 12 Months
(High School)



What does this mean?
One third of Kaua'i youth are in significant emotional pain. There is concern that the pandemic years have likely made this proportion higher. The need and the opportunities remain great.

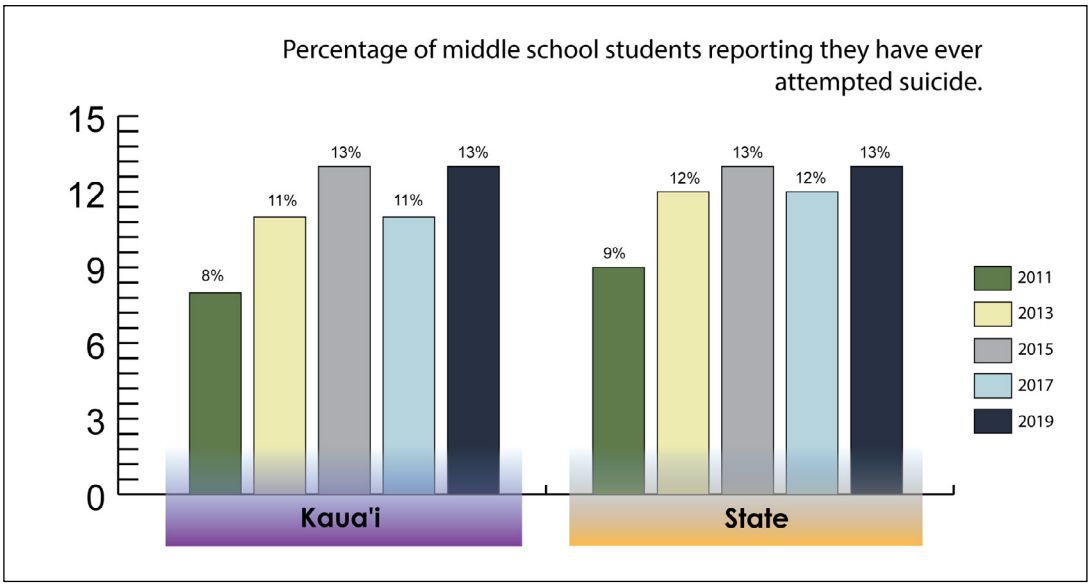
IN OUR COMMUNITY

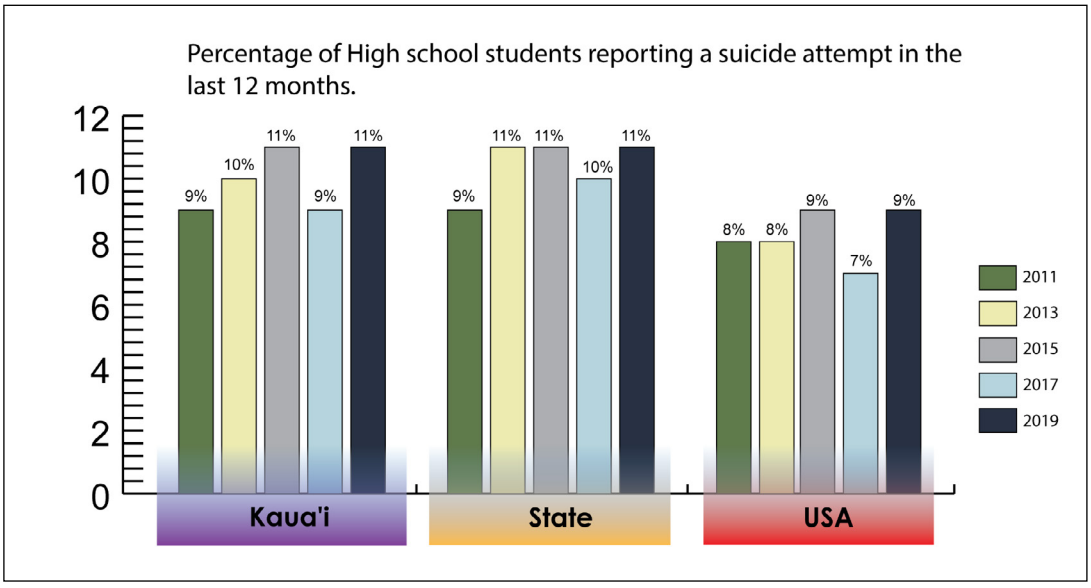
"During the pandemic, the Kaua'i Resilience Project's "You Got This Kaua'i" monthly contest provided local youth with inspiration to participate in activities that built resilience and fostered positive youth development. Youth across Kaua'i completed various challenges such as physical activities, arts, writing, cooking, and service to their community and environment. Participating youth inspired us at the Kaua'i Resilience Project through their talents, spirit, kindness, and resilience through hardship."
— Alice Luck, *CEO of Kaua'i Planning & Action Alliance*

Suicide Attempts

Why is this important?
A suicide attempt is defined by the Centers for Disease Control (CDC) as, “non-fatal, self-directed potentially injurious behavior with an intent to die as a result of the behavior. A suicide attempt may or may not result in injury”. Attempted suicide is a sign of emotional distress and may be a precursor to actual suicide.

What do we see?
Rates for both Kaua‘i and the state are higher than nationally. Middle school rates are higher than high school rates; however, the question on the survey is worded differently for middle and high school. High school students are asked if they have “attempted suicide in the last 12 months”. Middle school students are asked if they have “ever tried to kill themselves”. There is no significant difference between high school rates statewide versus Kaua‘i over the last four years. The rates for middle school students on Kaua‘i are slightly higher than for those in the state, but Kaua‘i‘s extremely small population means this difference may be not statistically significant.





What does this mean?
All youth need a connection with a caring adult that they can go to during periods of distress. Adults need to know the warning signs in our youth and understand how to intervene when youth display these signs. Rates are higher in rural areas and our community needs more opportunities for youth to build protective factors.

IN OUR COMMUNITY

"The Kaua'i Resilience Project is an island-wide collective impact initiative of over 30 public and private partners coming together to reduce youth suicide rates by building resilience skills and developmental assets in middle and high school youth. We work to further the four pillars of our Action Plan: 1) Increase Protective Factors for Youth, 2) Increase Safe Spaces in the Community for Youth, 3) Increase Access to Quality Afterschool Opportunities, and 4) Increase Social and Emotional Skills in Youth through In-School and Afterschool Programs. For more information and to join the movement to support local youth, visit http://www.kauaiskidsareyourkids.org."

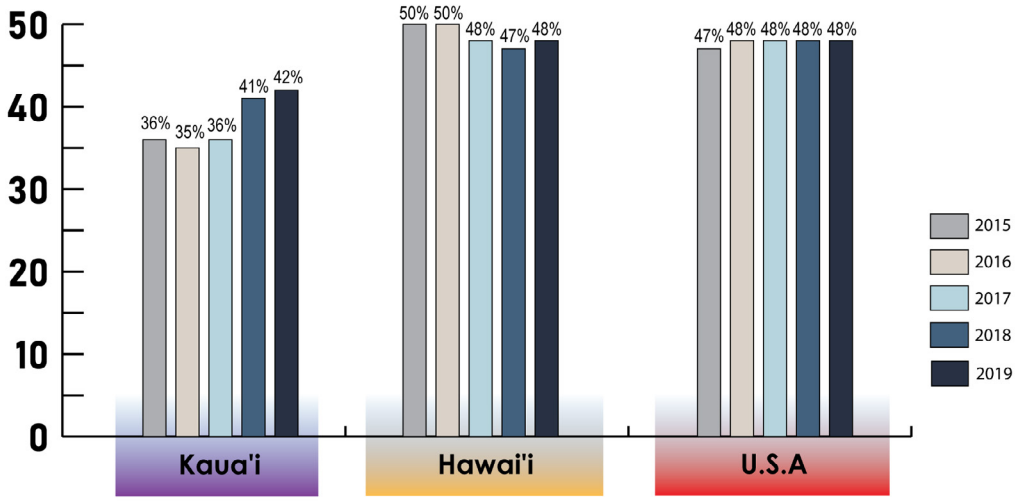
— ***Alice Luck,*** *CEO of Kaua'i Planning & Action Alliance*

VI. Academically Successful Students

Pre-school Participation

Why is this important?
Research shows that children who participate in quality preschool often enter kindergarten with a greater range of vocabulary and language proficiency. Preschool participants are more likely to exhibit proficiency in later grades, and have higher high school graduation rates.

What do we see?
The national average for pre-school attendance is around 48%, similar to the statewide rate. The rates in the state and the nation are fairly flat during the 5-year period. Kaua'i has less participation, though our rate appears to be increasing over the last few years.



Keiki enrolled in Early Learning Program or Pre-school, as percent (%) of all 3-4 year olds.

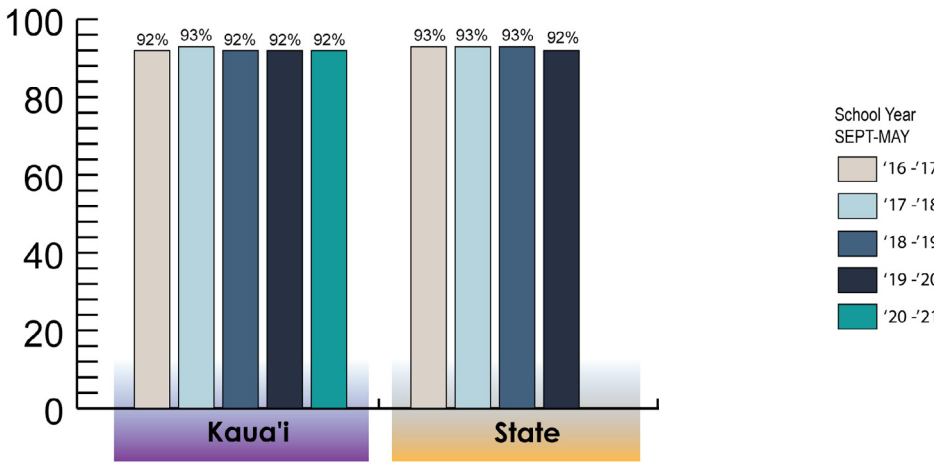
What does this mean?
The percentage of our keiki that attend preschool is much lower than both the statewide and national rates. High quality preschool education can help to achieve education equity across races, geography and family income levels. It can also reduce public spending on interventions in later years, such as special education and credit recovery. Children who participate in high quality preschool programs are more likely to be succeed academically, graduate high school, be employed and contribute to the economy. A recent study from Early Childhood Action Strategy shows childcare programs such as preschool for only one child cost 15-20% of family income for the average family on Kaua'i.

School Attendance

Why is this important?
Regular attendance at school is a strong predictor of academic success. Absenteeism is related to lower performance at every grade level. Starting as early as kindergarten and first grade, students who were chronically absent do not meet state proficiency standards by the third grade, which is a critical benchmark for their future success in school. Poor attendance in middle school is a predictor of dropping out before completing high school.

What do we see?
High school attendance on Kaua‘i and statewide has stayed consistent for the last 5 years. Attendance in middle school is slightly higher than for high school. Mahalo to our teachers, student support staff, and parents for making sure our kids are in school and learning, even through the pandemic.

Young People Who Regularly Attend School (High School & Middle School)



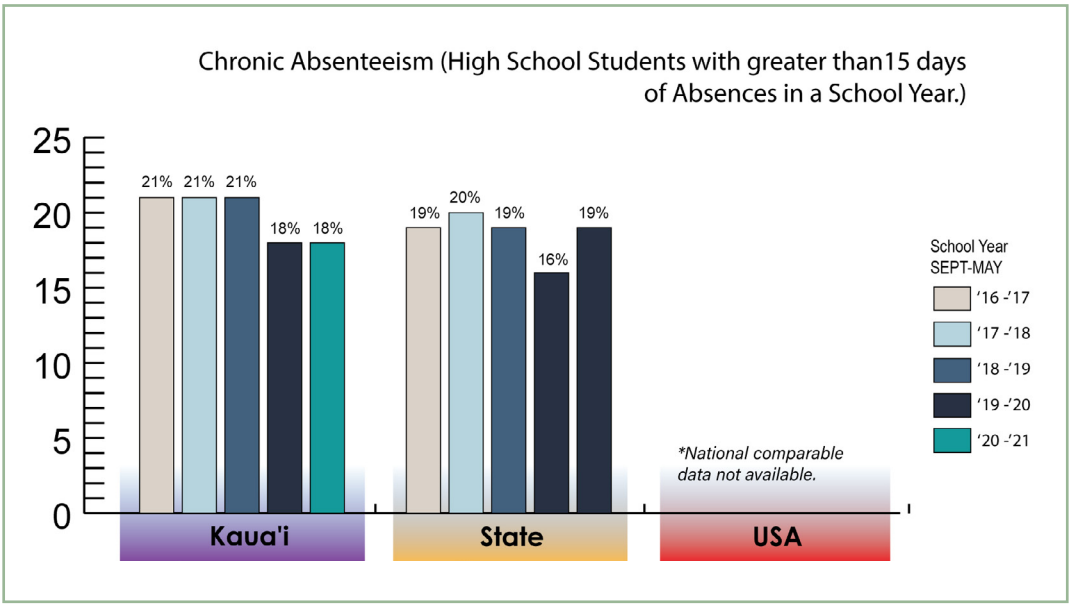
What does this mean?
The rate for Kaua‘i in 2020-21 is 92%, which means that 92% of enrolled students are present on average every day.

Chronic Absenteeism

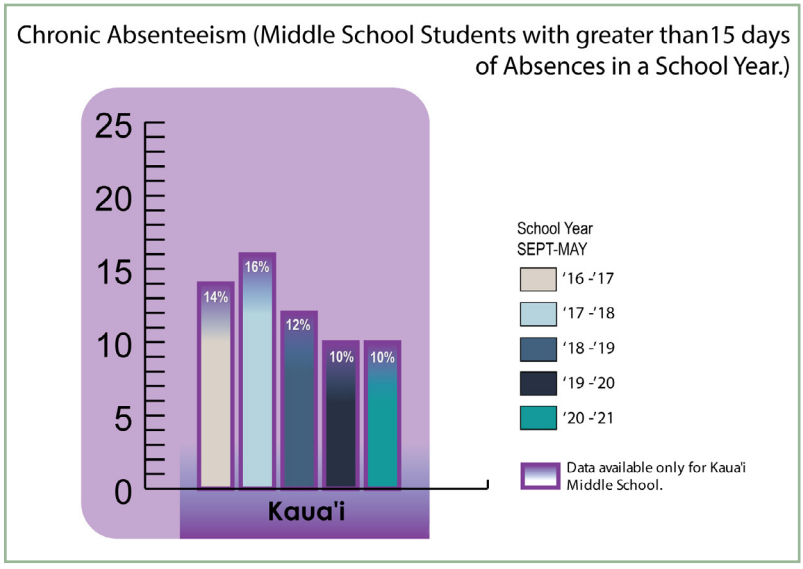
Why is this important?
Youth that are chronically absent, meaning they miss more than 15 school days in the year, are much less likely to finish high school. They are at higher risk for a variety of adverse outcomes, including, being socially isolated, suffering from substance abuse and poor mental health, and becoming incarcerated.

What do we see?
High school students are more likely to be chronically absent than middle school students. In Kaua'i high schools, chronic absenteeism rates are similar to the statewide rates.

HIGH SCHOOL



MIDDLE SCHOOL



What does this mean?
Though rates are declining in Hawaii over the last five years, on Kaua'i almost one in five students is chronically absent, putting them at increased risk of other negative outcomes. *(See notes:Section E)*

Socio-Emotional Learning (SEL)

IN OUR COMMUNITY

While the recent pandemic has been challenging on many levels for our students in Kaua'i Public Schools, a bright spot is the beginning of an upward trend in social emotional learning with our Student Perception Survey scores rising (for grades 3-5), in sense of belonging, self-management, social awareness, self-efficacy, and emotional regulation. While the overall scores when compared nationally are lower (for grades 6-12), a similar upward trend can be seen in emotional regulation, growth mindset, and self-efficacy. This is a very encouraging indicator of how resilient our students are and how dedicated and committed our school faculty and staff are in supporting student success and well-being. Learn more at https://secure.panoramaed.com/hidoe/understand

The Hawai'i Department of Education has introduced a new survey to track individual students' Social-Emotional Learning (SEL). There are two main versions: one is designed for grades 3 - 5, the other is for grades 6 - 12. Both survey students in seven areas: emotional regulation, grit, growth mindset, self-efficacy, self-management, sense of belonging and social awareness. The one for younger students has fewer questions and uses simpler language. There is a third, much shorter survey that teachers will fill out for students in Kindergarten through 2nd grade. No data is yet available for this survey.

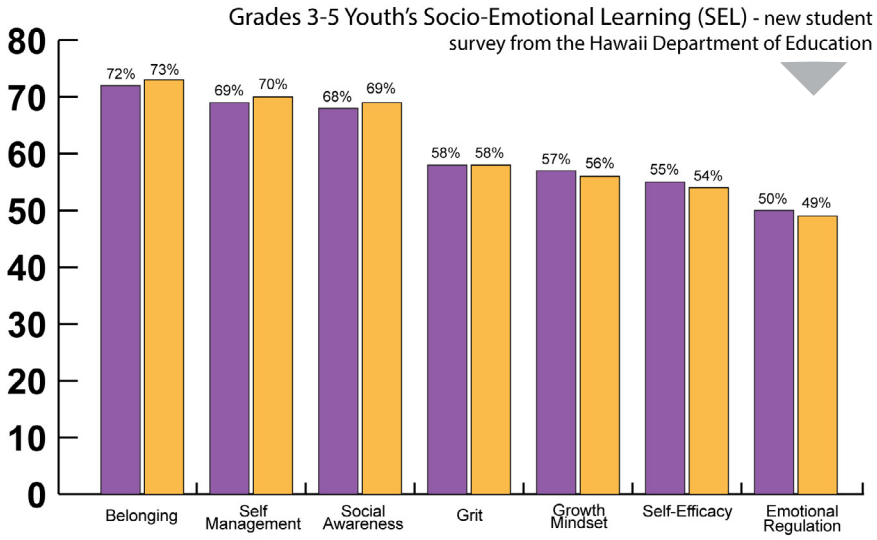
Why is this important?

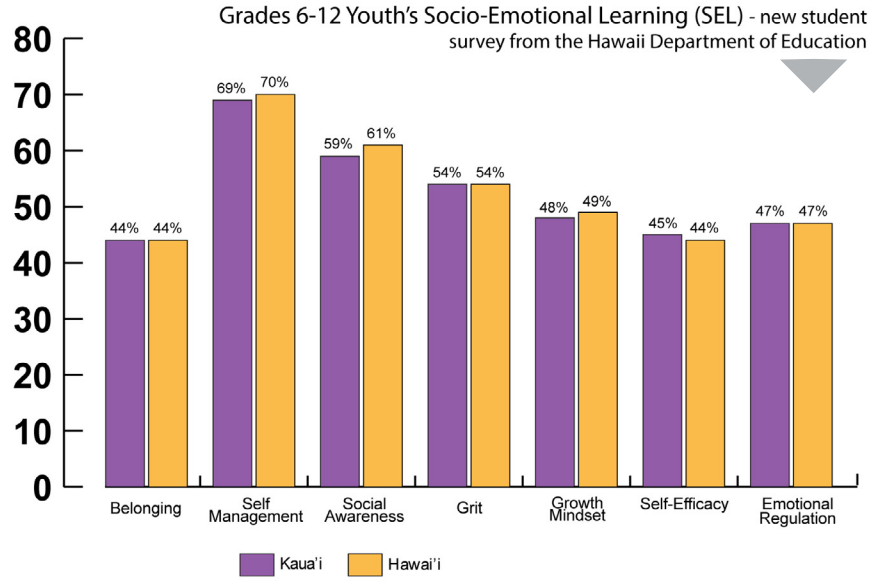
Social-Emotional Learning is the "process through which all young people and adults acquire and apply the knowledge, skills and attitudes to identify healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions". SEL promotes skills that help all individuals thrive, and establishes supportive learning environments where all students feel engaged, motivated, and a sense of belonging. SEL builds skills that boost academic achievement in core subject areas while creating the relationships and environments that are most conducive to learning. To learn more, visit https://casel.org/fundamentals-of-sel/how-can-you-make-the-case-for-sel/

What do we see?

Scores for Kaua'i in grades 3-5 closely parallel those of their counterparts statewide. The strongest areas are belonging, self-management, and social awareness. Areas for growth are grit, growth mindset, self-efficacy, and emotional regulation. Similarly, scores for grades 6-12 on Kaua'i are much the same for 6-12 graders statewide. Their strongest area is self-management. Their weakest areas are belonging, self-efficacy, and emotional regulation.

Sense of Belonging: How much students feel that they are valued members of the school community.
Self-Management: How well students manage their emotions, thoughts, and behaviors in different situations.
Social Awareness: How well students consider the perspectives of others and empathize with them.
Grit: How well students are able to persevere through setbacks to achieve important long-term goals.
Self-Efficacy: How much students believe they can succeed in achieving academic outcomes.
Growth Mindset: Student perceptions of whether they have the potential to change those factors that are central to their performance in school.
Emotion Regulation: How well students regulate their emotions.





What does this mean?

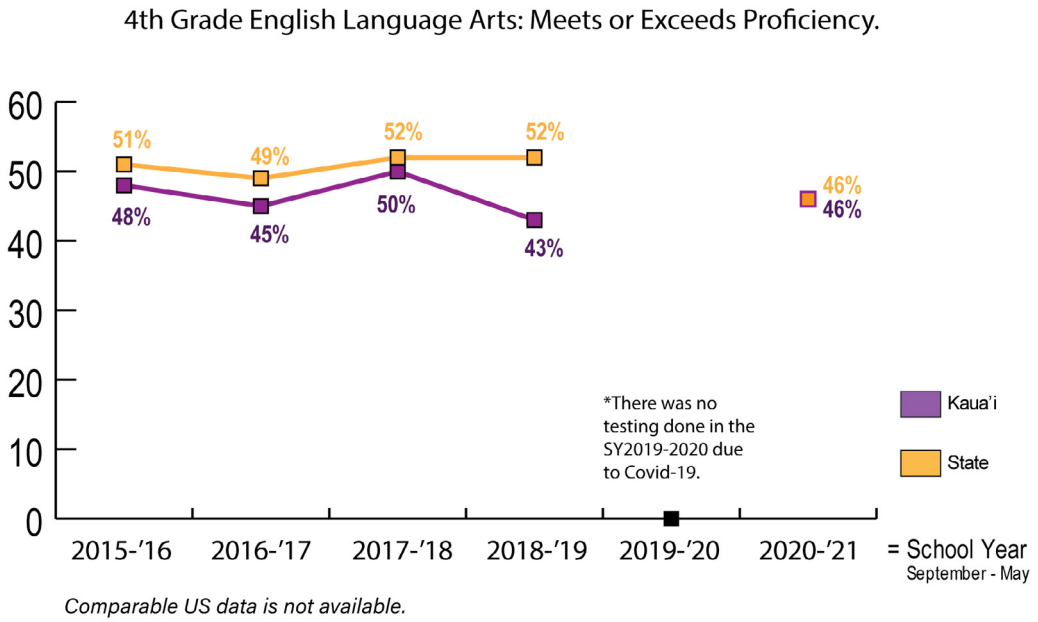
This data was collected in the fall of 2021 and reflects how our students are faring in their social and emotional development through the pandemic. There are some positive takeaways for both age groups. Areas for improvement for both age groups are in helping kids learn to demonstrate grit, creating a growth mindset, and learning self-efficacy and emotional regulation skills.

Academic Proficiency - 4th Grade

English Proficiency - 4th Grade

Why is this important?
One of the most critical indicators of a child's future success is the ability to read well by the end of third grade. This is important for overall academic success, because beginning in fourth grade, students use reading to learn other subjects, such as math and science. Students who cannot read well by third grade often fall behind in every subject. They are four times less likely to graduate high school. The long-term effects include fewer job options, lower earning potential, and negative impacts on overall health and well-being.

What do we see?
In an encouraging sign, we can see that there was a three point increase in proficiency between the 2018-19 school year and the 2020-21 year, indicating that there was no decline in proficiency during a difficult school year spent with distance learning. On Kaua'i, scores are slightly less than the statewide average. Overall, since 2015-16, half or less than half of the students on Kaua'i met or exceeded proficiency in English Language Arts.

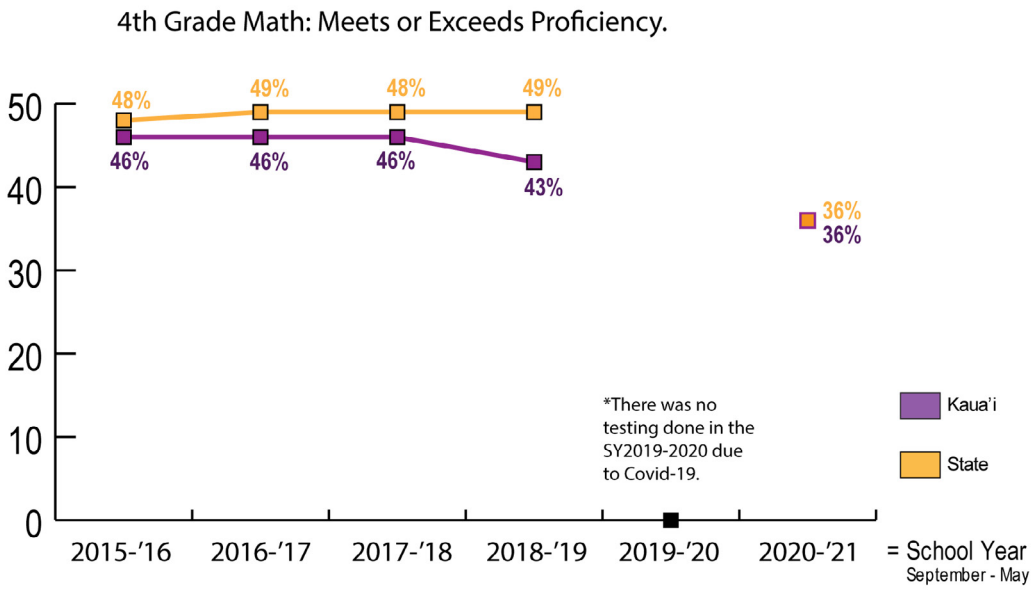


Comparable US data is not available.

What does this mean?
We need to continue to focus on ensuring more keiki can read well and can understand what they read to position them for success in school. While we place tremendous emphasis on teaching literacy between kindergarten and third grade, pre-literacy skills acquired before children even enter kindergarten are also important and can help ensure they enter school ready to learn. Enrolling your child in preschool and reading to and with your child every day can help him or her become a confident reader and instill a lifelong love of reading.

Math Proficiency - 4th Grade

Why is this important?
Many of the best jobs being created now are in STEM (Science, Technology, Engineering and Math) fields or at least require a basic understanding of math. As new technologies emerge and transform our world, a basic understanding of math critical for students who are in school now. Good-paying jobs won't be available to our island's students unless our community can help more of them become proficient in basic math.

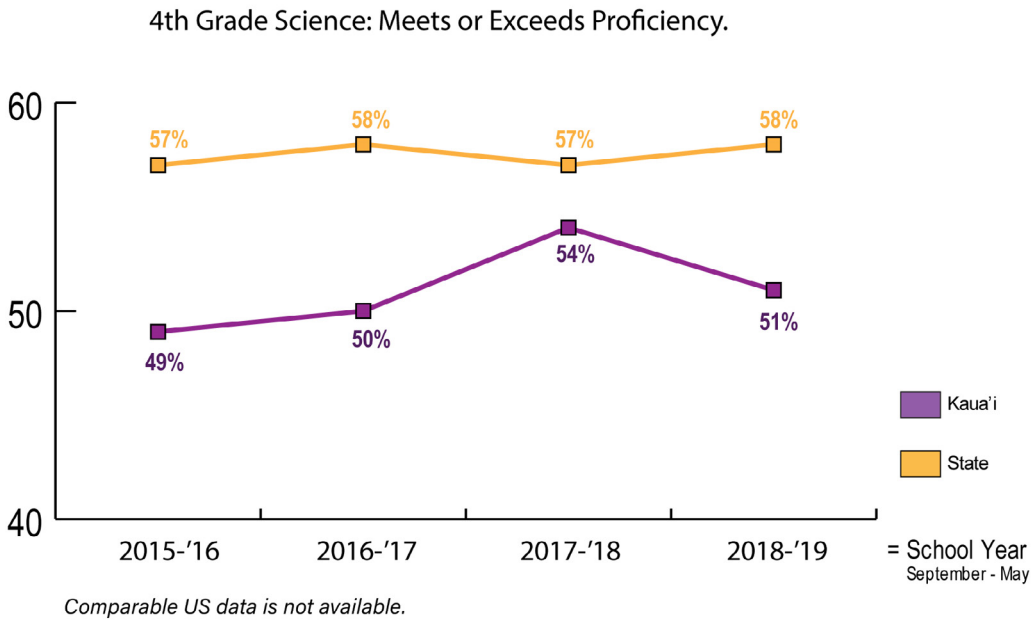


Comparable US data is not available.

What do we see?
Statewide, scores remained steady from 2015-2016 through 2018-2019. During this period, Kaua'i's scores are also steady, but a little lower than the state. Both the Kaua'i and state scores declined during Covid. Both Kaua'i and the state were at 36% on the most recent tests.

Science Proficiency - 4th Grade

Why is this important?
The most recent data available for this indicator is from the 2018-19 school year. In that year, about half of our 4th graders were proficient in grade-level science concepts. Kaua‘i’s scores were, on average, 11% lower than the statewide scores.



Comparable US data is not available.

What do we see?
About half of our students are meeting or exceeding proficiency in this area. Many of our kids could benefit from developing strong science skills early. Sparking an interest in exploring the world around them can lead to confidence with taking more advanced science classes later on, and landing good jobs in the science and technology fields.

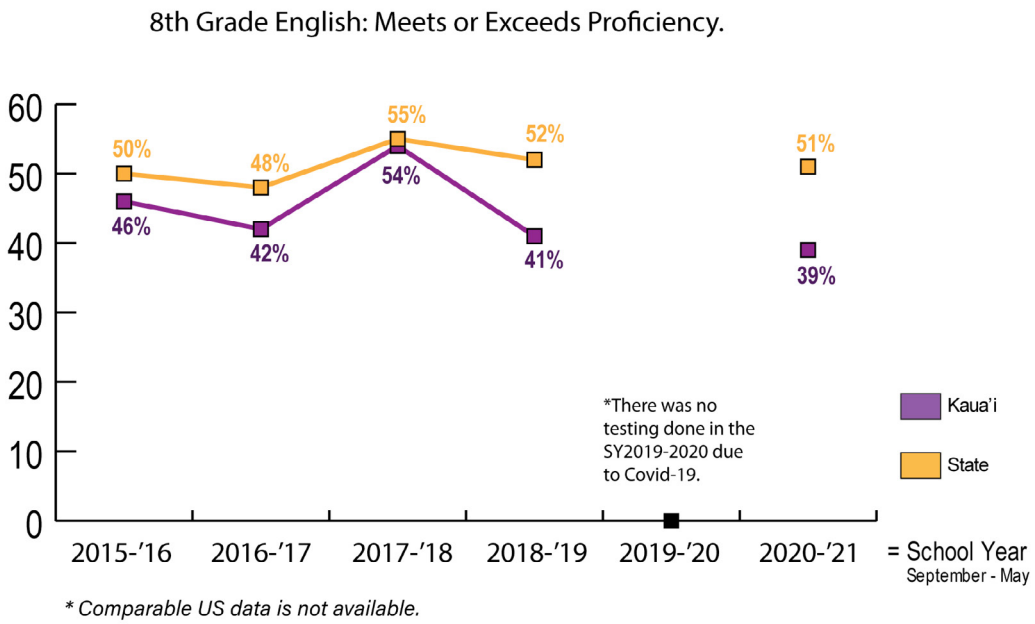
Academic Proficiency - 8th Grade

Why is this important?
Mastery of core academic subjects for students entering ninth grade is a strong predictive indicator of whether they will graduate high school. In high school, the ability to read and comprehend English enables the student to think more critically about information they learn in other subjects. Students entering high school are expected to be able to express themselves clearly to be successful.

Foundational math and science skills will prepare students for college and/or career. Math and science are receiving more attention as STEM (science, technology, engineering and math) skills are increasingly viewed as the basis for much of future employment. Eighty percent of the fastest growing occupations in the U.S. involve STEM skills.

English Proficiency - 8th Grade

What do we see?
On average, 44% of Kaua‘i’s eighth graders meet or exceed proficiency in English Language Arts. Kaua‘i’s most recent score is lower than the statewide scores.

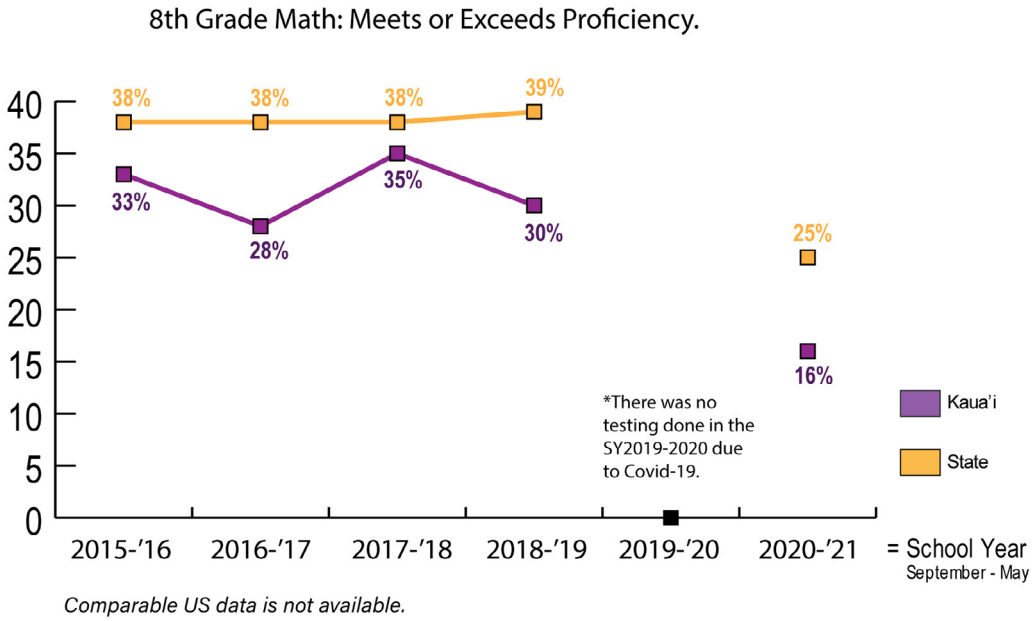


** Comparable US data is not available.*

What does this mean?
Our middle school students are struggling to keep up with reading standards for their grade level and might not be able to compete with other students statewide for university admissions or high paying jobs. We can do more as a community to promote a love of reading both on and off campus.

Math Proficiency - 8th Grade

What do we see?
Kaua‘i’s students score lower than statewide averages. Likely due to the impact of the pandemic and distance learning, both Kaua‘i and statewide scores decreased in the 2020-2021 year’s testing results.

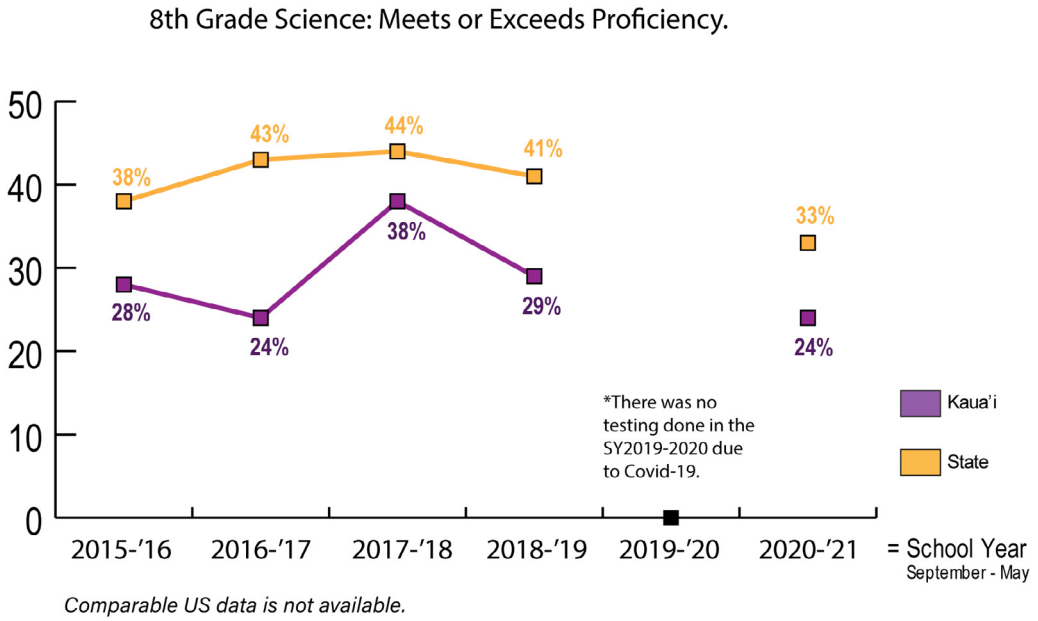


Comparable US data is not available.

What does this mean?
Almost two out of three students on Kaua‘i are below proficiency in math by the 8th grade, and the steep drop in the last year indicates that there was significant learning loss in math during the pandemic and our students need additional support in this area to catch up.

Science Proficiency - 8th Grade

What do we see?
Twenty-four percent of eighth grade students met or exceeded proficiency standards in science in the 2020-21 school year. This is lower than the statewide average.



Comparable US data is not available.

What does this mean?
There is a significant decline in science proficiency scores between the 4th grade and 8th grade assessments. State scores also decline considerably. Kaua‘i’s economy can embrace well-paying jobs in fields that increasingly rely on STEM skills, such as those at the Pacific Missile Range Facility and in agriculture. By building a solid foundation of math and science skills, our youth will be better positioned to compete for these jobs in the future.

IN OUR COMMUNITY

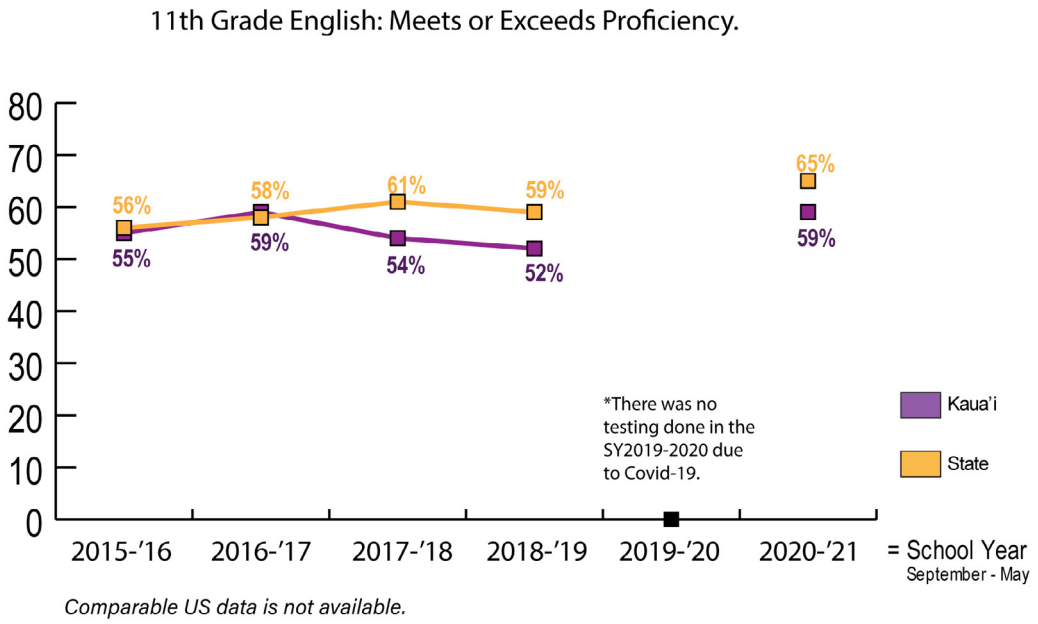
KAUAI COMMUNITY SCIENCE CENTER
A science center showcasing science and technology driven by student interests, supported by professionals and shared with the community. In 2021 we had over 1,600 participants, at more than 30 events and 20 student interns who volunteered and worked for over 1,000 hours in the community. To learn more, visit https://kauaicsc.org/

Academic Proficiency - 11th Grade

Why is this important?
Proficiency assessments in 11th grade can be good predictors of future success in college and career. Recent scores for the 11th grade Science Proficiency are not available, and therefore omitted from this year's report. We hope to have current data for this indicator in our next report.

English Proficiency - 11th Grade

What do we see?
Prior to the pandemic Kaua'i students scored slightly less than their statewide peers in English Language Arts. Unlike other indicators, which reflected learning loss due to distance learning, English proficiency scores rebounded dramatically in 2020-2021 for both Kaua'i and the for the State.

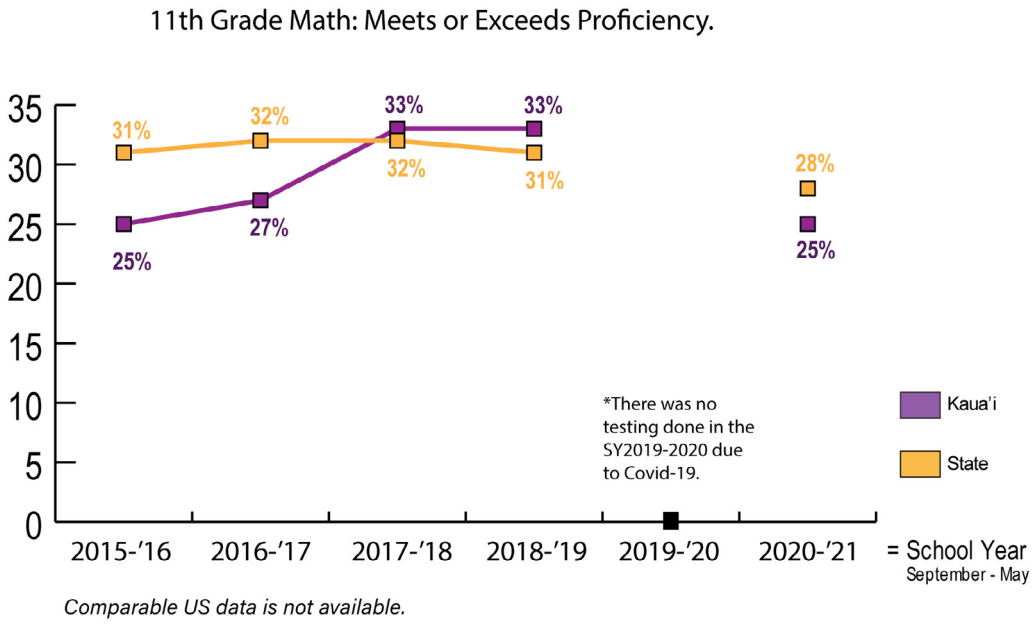


Comparable US data is not available.

What does this mean?
Compared to Kaua'i's eight graders, a higher percentage of 11th graders are proficient in English Language Arts. This is good news. A majority of Kaua'i students meet or exceed the proficiency scores for English. This means most are prepared to begin college or their careers.

Math Proficiency - 11th Grade

Why do we see?
Overall, 25% of students on both Kaua'i and throughout the state were meeting or exceeding proficiency in the 2020-21 school year. Scores for Kaua'i and the state were relatively even in the years immediately preceding the pandemic.



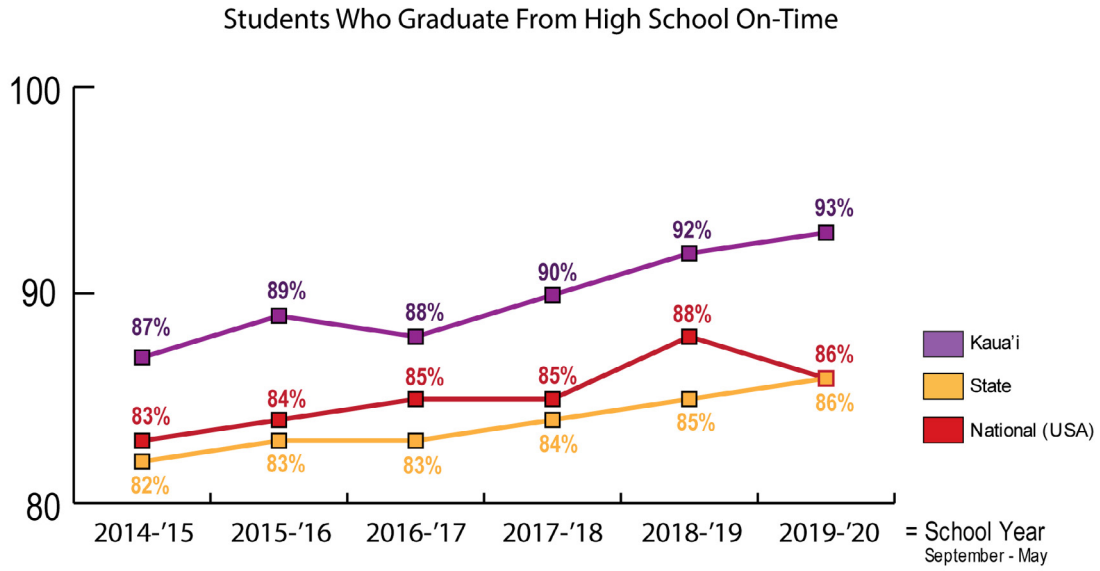
Comparable US data is not available.

What does this mean?
Proficiency rates in math are largely the same between the eighth grade and the eleventh grade. Approaching their last year of school, less than one in three Kaua'i students are proficient in math. A poor understanding of math can impact an adult's ability to understand their finances and make wise financial decisions.

On-Time Graduation

Why is this important?
High school graduates earn more money, enjoy better health, have a longer life expectancy, and are more likely to vote than those who do not graduate. The first step to post-secondary education is getting a high school diploma. This measure is important because the long-term implications affect both the individual student and the community's economic health. Those students that do not graduate on–time are at much higher risk of never earning their high school diploma.

What do we see?
Rates for on-time graduation have generally been steadily rising throughout the periods tracked below. Our graduation rates are higher than the statewide average, which are closer to the national rates.



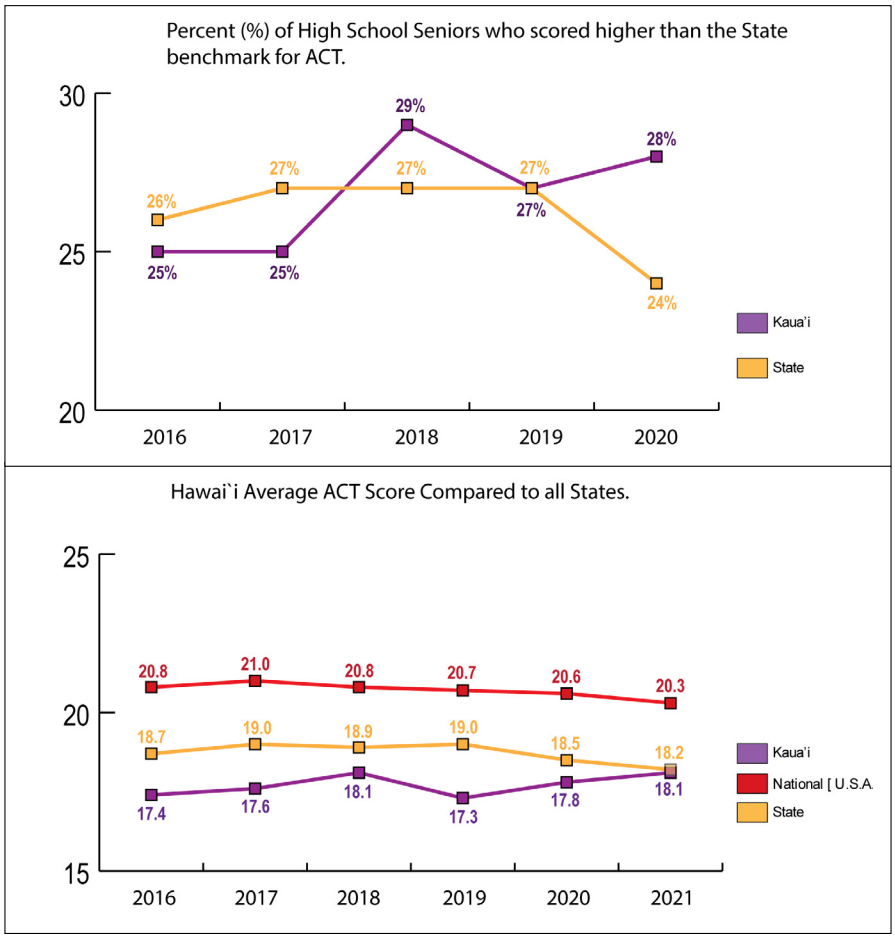
What does this mean?
High school graduation is a success story for Kaua'i. Congratulations to our educators, parents and youth on their high achievement on this important indicator.

VII. Career or College Ready Young People

ACT Performance

Why is this important?
The American College Test (ACT) is commonly used to assess students for college and career readiness. It is an important factor used by college admissions personnel when evaluating and selecting prospective applicants during the college enrollment process. High scores are associated with future success in college and career. Students with lower scores have a more difficult time gaining admission into a good college.

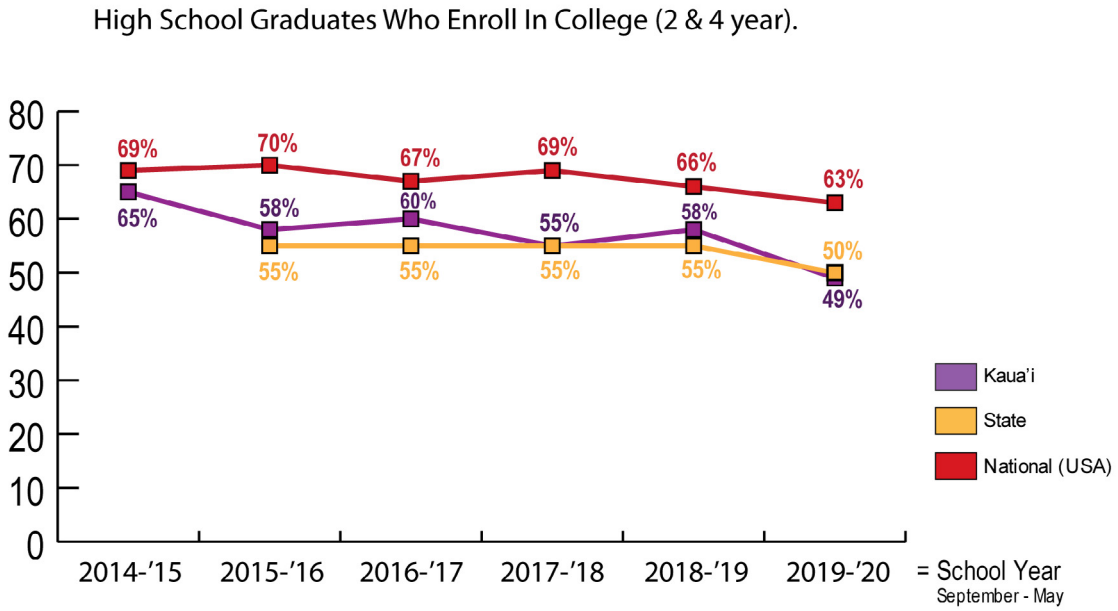
What do we see?
In the first table below, we see that both on Kaua'i and statewide, more than 70% of students score less than the benchmark. We compiled the English, Math, and Science scores into one overall benchmark score. In the lower table, we see that Kaua'i's scores are slightly lower than the state average. State scores are lower than the US average. Scores for both the state and the nation have declined since 2019. Our state has the 3rd lowest score of the 50 states.



What does this mean?
One major factor affects the relative scores between states. The percent of students in each state who take the ACT varies widely, ranging from 2% of students to 100%. The greater the percentage of students in the state who take the ACT, the lower the relative ACT score. As an example, if only 25% of a state's students take the exam, those students are presumably doing so to apply to colleges, and they are likely to have higher grades in school and also higher ACT scores. If 100% of students at a school are taking the test, many of them are not going to college and are likely to have lower grades in school and also lower ACT scores. In 2021, 67% of Hawai'i students took the ACT, whereas the national average was barely half that (35%). So, one would therefore expect that Hawai'i's score would be lower than the US average.

Why is this important?
Higher education attainment is closely associated with higher earnings. Students who enroll in college during a 16-month period after high school graduation are more likely to attain a college certificate or degree than students who delay attending college.

What do we see?
The rate of enrollment in college within 16 months after graduating high school on Kaua‘i and for the state has stayed consistent, up until the most recent pandemic year. Kaua‘i‘s rates have been historically slightly higher than the state. The U.S. rates are higher than those for the state.

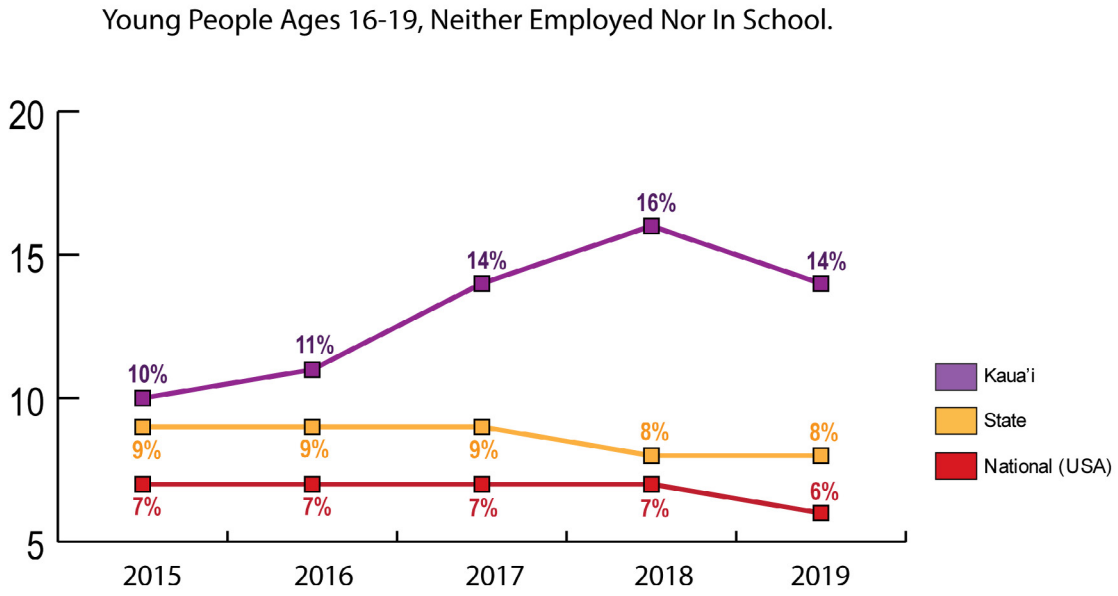


What does this mean?
A little over half of students in Hawai‘i enroll in college, whereas the average for the U.S. is close to two-thirds. We should encourage our youth to attend college to earn a degree, learn a trade, or complete certificates, so they can command a higher salary.

Disconnected Youth

Why is this important?
This indicator measures the percentage of students ages 16 – 24 who are “not in school and not working”. These young people are not connected socially or to institutions or work experiences that would provide the necessary knowledge and skills to be successful as they progress through life. Disconnected youth are more likely to have issues with substance abuse, and experience higher rates of incarceration and long periods of unemployment.

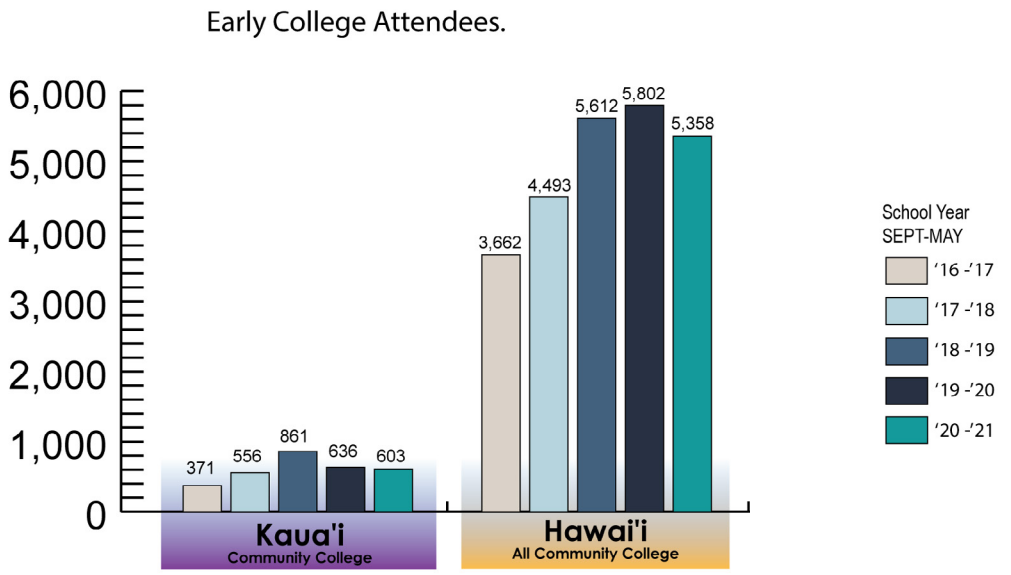
What do we see?
The rate of disconnected youth in Hawaii is 1-2 points higher than the national rate. Kaua’i’s rates are markedly higher than the state and nation, particularly between 2017 and 2019.



What does this mean?
Youth who are disconnected from work and school are more likely to experience frequent unemployment, substance abuse and involvement with the justice system. We should continue to engage them in meaningful work and educational opportunities. Kaua‘i’s youth are much more at risk of becoming “disconnected” during major economic disruptions.

Why is this important?
Early College is an initiative that allows high school students to take college classes on the high school campus. Students who successfully complete the college class receive both high school and college credit. This program is provided by the Department of Education with state funds. In most cases, parents and students incur no direct costs. This program has been successful in increasing the number of students who earn college credits before graduating from high school. This program was initially designed to help students who might not otherwise consider college to recognize that they are college material. It increases educational options and saves on the cost of college education.

What do we see?
Kauaʻi Community College has been successful in partnering with the local high schools to bring college level instruction (and college credits) to our youth. In the past five years, the number of students on Kauaʻi and statewide has grown.



What does this mean?
All parents on Kauaʻi should be aware of this state-sponsored program that offers the opportunity to earn college credit **for free**. The program exposes high school students to college level classes, which may increase their likelihood of attending community college and pursuing certificates or degrees, leading to higher earning potential.

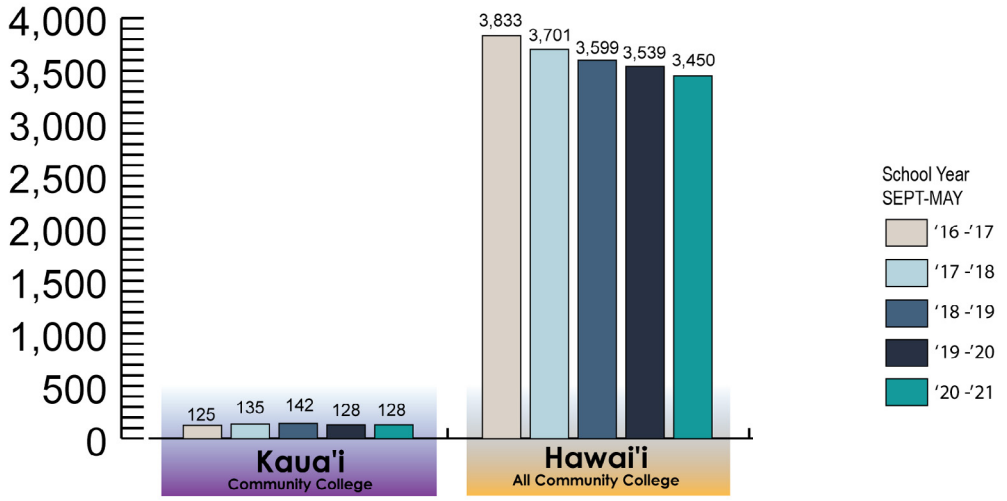
College Degrees and Certificates

Why is this important?
Higher educational attainment, including degrees and certificates, is strongly associated with higher earning potential. These measures are a good indication of the preparation for the career and economic success of our young people.

Degrees Awarded

What do we see?
Statewide, degrees awarded declined steadily from the 2016-2017 school year through 2020-2021. However, Kaua'i numbers increased from 2016-2017 to a peak in 2018-2019, before declining in the next two years. Comparing the oldest period (2016-2017) to the most recent (2020-2021), Kaua'i Community College fared better than the other community colleges in Hawai'i, which saw a larger decrease in the same time period.

College Degree/Certificate* (AS/ASS degrees awarded).

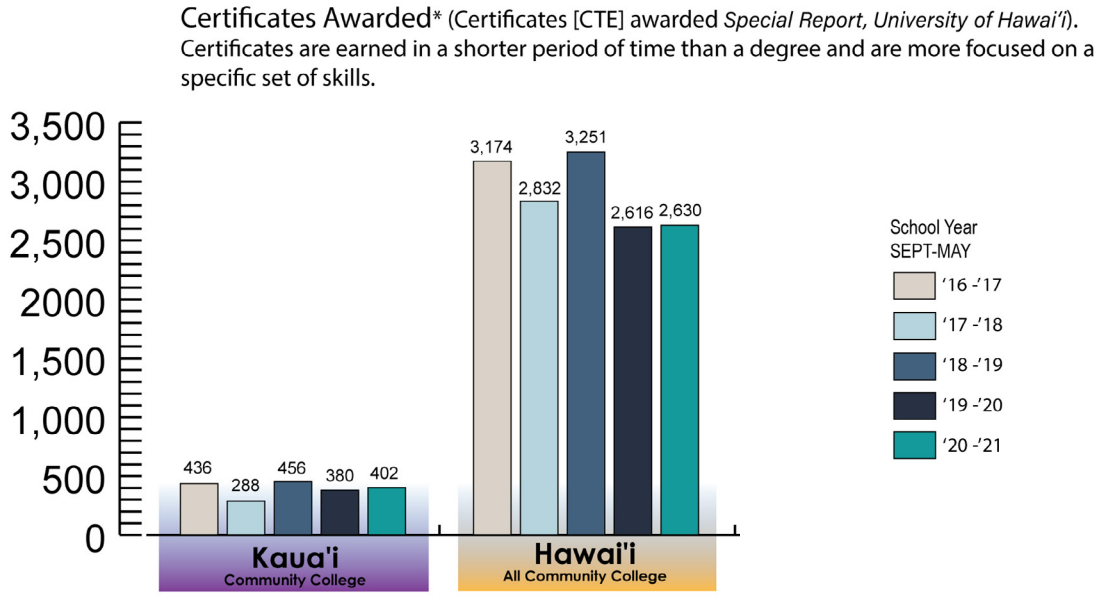


What does this mean?
Many students attend college and earn degrees and certificates to improve their employment prospects. When the pandemic hit and college moved online, it is not surprising that the number of students graduating decreased. Community colleges play a critical role in workforce development across the nation. They can serve as a gateway or an alternative to a four-year degree. They can lower overall tuition costs for students, who are then able to enter their career with less debt.

Certificates Awarded

Certificates are earned in a shorter period of time than a degree, are more focused on a specific set of skills, and are often achieved as milestones on the way to a degree.

What do we see?
Kauaʻi Community College has awarded an average of 392 certificates per year over the last five years, and the year to year numbers have been relatively consistent. KCC represents 5% of the total enrollment for all UH community colleges.



What does this mean?
The time and money required to earn a certificate is much less than for a degree, yet it still offers an opportunity to significantly improve earnings by certifying that the student has mastered specific skills and competencies. Through the pandemic, certificate completion has remained steady.

SOURCES & NOTES

Indicator Sources:

1. **Children in Poverty (Federal Poverty Level)** | Census Table S1701 ACS 5-year
2. **Children in Poverty - A.L.I.C.E.** | United For ALICE Hawai'i | https://www.unitedforalice.org/state-reports
3. **Housing – High-Cost burden**
   Census Table B25106; weighted by # of households owner (with mortgage and no mortgage) vs renter
4. **Housing – Overcrowded** | Census Table S2501 ACS 5-year
5. **Internet Access** | Census Table DP02 ACS 1-year
6. **Children with Health Insurance** | Census Table B27001 ACS 5-year
7. **Physical Activity** | Hawai'i Health Data Warehouse http://hhdw.org/report/query/selection/yrbs
   Indicator - Physical Activity - 60+ MIN, 5+ OF PAST 7 DAYS, HIGH SCHOOLS, COUNTY-LEVEL (and Middle Schools)
8. **Body Weight** | Hawai'i Health Data Warehouse | http://hhdw.org/report/query/selection/yrbs
   Indicator - OVERWEIGHT OR OBESE (>=85%ILE BMI FOR AGE & SEX), HIGH SCHOOLS, COUNTY-LEVEL
9. **Screen Time** | Hawai'i Health Data Warehouse http://hhdw.org/report/query/selection/yrbs
   Indicator - SCREENTIME - ELECTRONICS HRS ON AVG SCHOOL DAY, HIGH SCHOOLS, COUNTY-LEVEL (and Middle Schools)
10. **Alcohol Use** | Hawai'i Health Data Warehouse | http://hhdw.org/report/query/selection/yrbs
    Indicator - ALCOHOL - DRANK, PAST 30 DAYS, HIGH SCHOOLS, COUNTY-LEVEL (and Middle Schools)
    Indicator - MARIJUANA, PAST 30 DAYS, HIGH SCHOOLS, COUNTY-LEVEL (and Middle Schools)
11. **Sexual Activity** | Hawai'i Health Data Warehouse | http://hhdw.org/report/query/selection/yrbs
    Indicator - SEX INTERCOURSE - EVER, HIGH SCHOOLS, COUNTY-LEVEL (and Middle Schools)
12. **Teen Births** | Special Report, Hawai'i Department of Health
13. **Adult Relationships** | Hawai'i Health Data Warehouse | http://hhdw.org/report/query/selection/yrbs
    Indicator - SUPPORT - TEACHER/ADULT CAN TALK TO IF HAVE PROBLEM, HIGH SCHOOLS, COUNTY-LEVEL (and Middle Schools)
14. **Juvenile Justice** | Special Report, courtesy of Maria Sadaya-Ibus, State of Hawai'i, Department of the Attorney General, Crime Prevention and Justice Assistance Division, Juvenile Justice Information System
15. **Abuse & Neglect** | The Annie E. Casey Foundation Kids Count Data Center | https://datacenter.kidscount.org/
    Indicator - Child abuse and neglect ages 0-17 in Hawaii (and Kaua'i)
16. **Bullying** | Hawai'i Health Data Warehouse | http://hhdw.org/report/query/selection/yrbs
    Indicator - BULLIED - ON SCHOOL PROPERTY OR ELECTRONICALLY, PAST 12 MONTHS, HIGH SCHOOLS, COUNTY-LEVEL (and Middle Schools)
17. **Feeling Sad** | Hawai'i Health Data Warehouse | http://hhdw.org/report/query/selection/yrbs
    Indicator - DEPRESSION - IN PAST 12 MONTHS, HIGH SCHOOLS, COUNTY-LEVEL
18. **Suicide Attempts** | Hawai'i Health Data Warehouse | http://hhdw.org/report/query/selection/yrbs
    Indicator - SUICIDE - ATTEMPTED, PAST 12 MONTHS, HIGH SCHOOLS, COUNTY-LEVEL (and Middle Schools)
19. **Pre-School Participation** | Census Table S1401 ACS 5-year
20. **School Attendance** | ARCH | http://arch.k12.hi.us/reports/ssir
    Weighted average of high school and middle school attendance from SSIR. State figures from Hawai'i Department of Education Data Book.
21. **Chronic Absenteeism |** The Strive HI Master Data Files | https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2020-21-results.aspx Compiled from individual SSIR reports for each high school and middle school on Kaua'i, and high schools statewide.
22. **Social Emotional Learning** | Panorama Education
    https://secure.panoramaed.com/hidoe/understand/6262774/summary?project_id=15569
23. **English Proficiency – 4th Grade** | ARCH | http://arch.k12.hi.us/reports/essa
24. **Math Proficiency – 4th Grade |** ARCH | http://arch.k12.hi.us/reports/essa

SOURCES & NOTES

Indicator Sources:

25. **Science Proficiency – 4th Grade** | ARCH | http://arch.k12.hi.us/reports/essa
26. **English Proficiency – 8th Grade** | ARCH http://arch.k12.hi.us/reports/essa
27. **Math Proficiency – 8th Grade** | ARCH | http://arch.k12.hi.us/reports/essa
28. **Science Proficiency – 8th Grade** | ARCH | http://arch.k12.hi.us/reports/essa
29. **English Proficiency – 11th Grade** | ARCH | http://arch.k12.hi.us/reports/essa
30. **Math Proficiency – 11th Grade** | ARCH | http://arch.k12.hi.us/reports/essa
31. **On-Time Graduation** | ARCH | http://arch.k12.hi.us/reports/ssir
    Weighted average of high school and middle school attendance from SSIR. State figures from Strive HI Statewide Snapshot. USA figures from NCES | https://nces.ed.gov/programs/coe/#indicators | Annual Condition of Education Report
32. **ACT Performance** | Hawai'i Data Exchange Partnership https://www.hawaiidxp.org/data-products/college-and-career-readiness-indicators/#compare ACT scores for Kaua'i | ACT.org website https://www.act.org/content/dam/act/unsecured/documents/2020/2020-Average-ACT-Scores-by-State.pdf ACT average state and USA scores
33. **College Enrollment** | Hawai'i Data Exchange Partnership
    https://www.hawaiidxp.org/data-products/college-and-career-readiness-indicators/#compare
    Compiled weighted average of high school college enrollment rates
34. **Disconnected Youth** | The Annie E. Casey Foundation Kids Count Data Center - https://datacenter.kidscount.org/
    Indicator - Teens age 16 to 19 not attending school, not working in Kaua'i County
35. **Early College**| Special Report, courtesy of Wilson Lau, University of Hawai'i System, Office of the Vice President for Community Colleges, Academic Affairs
36. **Degrees Awarded** | Special Report, courtesy of Wilson Lau, University of Hawai'i System, Office of the Vice President for Community Colleges, Academic Affairs
37. **Certificates Awarded** | Special Report, courtesy of Wilson Lau, University of Hawai'i System, Office of the Vice President for Community Colleges, Academic Affairs

Notes:

a. Profile of our Youth – assembled using Hawaii DOE enrollment and SSIR reports and voluntary reporting from many of our island Charter schools.

b. Healthy and Connected Young People - Big Brothers Big Sisters of Kaua'i: http://www.bbbshawaii.org/

c. Juvenile Justice – Hale' Opio Kaua'i: http://www.bbbshawaii.org/

d. Suicide Attempts – Reference to higher suicide rates in rural areas is from Widening Rural-Urban Disparities in Youth Suicide, United States, 1996 – 2010. https://jamanetwork.com/journals/jamapediatrics/article-abstract/2195006

e. Explanation of difference between Chronic Absenteeism and Average Daily Attendance - Chronic Absenteeism reflects the number of students that miss 15 or more school days per school year (reported as a % of the total number of students). That rate for Kaua'i in 2020-21 was 18%. How can it be that average daily attendance (the previous measure) is 92% and the chronic absenteeism 18%? After all, this 92% + 18% = 110%. It's because they measure attendance differently. A chronically absent student who missed only 15 days out of 180 days, would still have an attendance rate of 91% (15 ÷ 180 days = 8.3%. 100% - 8.3% = 91.7% attendance). Many of these students do miss more than 15 days per year. However, even if they missed 30 days, they would still have an attendance rate of almost 83%. So, if the chronically absent (18% of students) have an attendance rate of 83% while the remaining students (82%) rarely miss a day (for example, average 94%), the school would still have an overall average daily attendance rate of 92%.

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THE Kauaʻi Resilience Project

A Keiki to Career Initiative - www.keikitocareer.org
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