

Keiki to Career Kaua'i

Ready to Learn, Ready for Life

2018 KAUA'I YOUTH REPORT

Indicators of Health, Well-Being and Achievement



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

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Finally, a sincere acknowledgment is extended 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.

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EXECUTIVE SUMMARY

Launched in 2012, Keiki to Career “ is a network of educators, youth programs, health and human services, families and businesses working together to ensure our young people are “ready to learn and ready for life.” Our vision is for every young person to be healthy, confident, competent and caring, and to be ready for the key transitions in their lives – such as entry to kindergarten, middle school, high school, and college or career.

Keiki to Career believes that the foundation of a child's success begins in the home, with a loving and supportive family. That support must extend into the schools and community. It is upon this foundation that our young people can be most successful. The Keiki to Career Leadership Council embraces the view that the community must rally together to create supportive environments for our young people to thrive - at home, in the community and in our schools.

The 2018 Kaua'i Youth Report is a snapshot of Kaua'i's young people from birth to workforce entry. Published biannually, it is intended to offer guidance to the community and policymakers looking to identify areas of common need and focus.

This edition features a number of new indicators, many focused on the physical, mental and emotional health of our island youth to ensure we are assessing their overall well-being. These new indicators include body weight, depression, substance dependence/abuse, suicide attempts and the time our youth spend on “screens” (TV, video games, social media, texting, among others). It also includes a Ready for 9th Grade indicator, to better gauge how well our young people are academically prepared to enter high school.

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

- Third Grade English Language Arts proficiency for keiki attending 3rd grade has shown positive improvement in the past four years, climbing from 45% to 50%. Two-thirds of our keiki are at or near proficiency in a separate reading-only assessment.
- On-Time High School Graduation remains a bright spot for Kaua'i, increasing from 85.6% in 2013 to 88.3% today. This rate is higher than both the state and national averages.
- Early College, which provides high school and college credit while a student is still in high school, has been an unbridled success from its introduction, growing from 3.5% of students enrolled at Kaua'i Community College, to nearly 14% today.
- Youth at High Risk for Substance Abuse has been decreasing since 2014, from a high of nearly 35% to 25.7% in 2017.
- Kaua'i youth enrolled in college are trending at a higher rate from 57% in 2016 to 60% in 2018. More students from Kaua'i enroll in college than their statewide counterparts.
- Our percentage of Disconnected Youth, those who are not in school or working, has declined from 16% to 12% since 2014.
- Kaua'i ACT scores (used for college admission) increased to nearly 26% in 2018, continuing their upward trend since 2014. Kaua'i students have caught up to their state peers.

Areas Where More Support is Needed

- When 9% of our high school students attempt suicide every year, we know our community needs to take immediate action to find out the underlying causes and to provide the support and opportunities that they need to thrive.
- 28% of high school students reported feeling sad and worthless for at least 2 weeks at a time in 2017. Although this rate has decreased slightly since 2015, this rate is of concern.
- Students who report that they like coming to school has decreased from 70% to 50% in the last 4 years.
- The number of Kaua'i keiki attending pre-school has significantly declined from 55% to 36% from 2013 to 2017. This indicator is a red flag, because preschool helps prepare keiki and their parents for success in kindergarten and elementary school.
- Screen Time is a new indicator that tracks the percentage of students who spend more than 5 hours per weekday on their “screens” (TV, video games, texting, etc.), not including school related activities. Although the current rate of 33.5% has declined slightly over the last 5 years and it is below statewide rates, it is an important indicator that merits our attention.
- Youth that are overweight or obese continues to rise, from 24% in 2014 to 30% today. Currently, more than one-half of our youth do not meet the recommended levels of physical activity.
- Proficiency tests given at the end of 8th grade reveal that our students have been losing ground in math and science. Current proficiency is: Math (35%); Science (38%).

The following **SNAPSHOT** chart provides an overview of all the youth indicators detailed in this report.



SNAPSHOT of 2018 Kaua'i Youth Report Indicator Outcomes

I Social and Emotional Health

•	Adult Relationships	83%
•	Abuse and Neglect	6.5 (per thousand)
	Bullying	26%
	Feeling Sad	28%
	Suicide Attempts	9%
	Drug and Alcohol use	26%

II Physical Health

•	Physical Activity	44%
	Overweight	31%
•	Sexual Activity	34%
•	Teen Births	6.1 (per thousand)
	Excessive Screen time	34%

III College and Career Ready

	ACT Performance	25.7%
	On-time Graduation	88%
	College Enrollment	60%
•	Employment	60%
	Disconnected Youth	12%
	Early College	14%
•	College Degrees and Certificates	103% (of KCC target)

IV Academically Successful Students

•	School Attendance	93%
	Connection to School	58%
	Preschool Attendance	36%
	Third Grade English Proficiency	49.5%
	Ready for Ninth grade - English proficiency	53.5%
	Ready for Ninth grade - Math Proficiency	35.1%
	Ready for Ninth grade - Science Proficiency	37.8%

 = 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 2018 Kaua'i Youth Report

Purpose

The 2018 Kaua'i Youth Report is a snapshot of Kaua'i young people from birth to workforce entry. The purpose of this report is to inform decision-making in the key areas of policy and program design and evaluate efforts to improve outcomes for Kaua'i youth. It is intended to offer guidance to Keiki to Career community partners and other service providers and policymakers looking to identify areas of common need and focus.

The Keiki to Career Kaua'i Leadership Council is responsible for guiding the initiative at a policy level, including the selection of indicators. The Leadership Council selected twenty-five indicators for this report based on available county-level data that enable comparison with the state and, when possible, the nation. The full report is available on-line at <http://keikitocareer.org/data-and-resources/kauai-youth-report/>.

Data Considerations

The 2018 Kaua'i Youth Report provides key indicators to measure youth progress, using available data that is timely and relevant, developed 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 Leadership Council 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 2017 or 2018, but in some cases data for previous years 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 trends and data.
- ***Data should be actionable.*** Indicators should provide an opportunity for Keiki to Career and its partners 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@kekitocareer.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 goal is for every young person to be ready for each key transition point in their life – entry to kindergarten, middle school, high school, and college or work. 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.kekitocareer.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 5 key areas to improve the lives of our keiki, including:

- **Resilience** - Resilient youth are those who can overcome adversity even when faced with stress and challenges. Resilience is an important asset enabling youth to be “ready to learn and ready for life.” Our Resilience Committee is focused on building resilience in youth and reducing youth suicide and attempted suicides.
- **Pre-natal to Kindergarten Strategies:** Our Birth to Grade Three Committee is working to create better access to preschool and parenting classes, so keiki are ready for Kindergarten. In addition, we host community forums to connect providers to work collectively on improving early childhood well-being.
- **Reading for Life:** Keiki need to read well by third grade so they can succeed in school and life. Our Kekaha Elementary Early Literacy Project is engaging the community to support efforts at Kekaha Elementary to increase reading proficiency to 60% over 5 years.
- **Career Connections through Work-Based Learning:** When students understand why they need to learn something, they perform better. Our Career Connections initiative focuses on progressive work-based learning experiences for our public high school students, from freshmen through seniors. We are beginning with health care and agriculture/natural resources pathways and eventually will expand to all pathways.
- **Share Family Meals Campaign:** When families share meals 3-5 times per week, students get better grades, have a greater sense of well-being, reduce risky behaviors and are more resilient when faced with life’s challenges.

Since its inception, Keiki to Career Kaua‘i has been guided by the long-term vision of an island community where all young people from birth to career are healthy, competent, confident and caring. Many dedicated organizations, service providers, parents, educators and community leaders have committed themselves to realizing this vision and their efforts are reflected in the positive gains observed in this report. We invite you to join us.

Stay informed - follow and “like” us on Facebook. Visit our website at <http://kekitocareer.org/>, or email us at info@kekitocareer.org

2018 Keiki to Career Leadership Council

Bill Arakaki, Hawai'i Dept. of Education, Complex Area Superintendent

Bridget Arume, East Kaua'i Drug Prevention Team

Janet Berreman, Kaua'i District Health Officer

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

LaVerne Bishop, Hale 'Opio Executive Director (Retired)

Nancy Budd, Law Office of Nancy Budd

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Mason Chock, Kaua'i County Council Member

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Tad Miura (co-chair), CEO, Déjà Vu Surf, Hawai'i

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Marion Paul, President, Kaua'i Planning & Action Alliance

Dana Hazelton, Director of Career Connections

Nannie Ann Apalla, Program Coordinator



PROFILE OF OUR YOUTH

The demographic characteristics of our island’s youth provide the context for the indicators in this report. It is important to understand the unique challenges that each district faces, especially when comparing indicators to other districts. The 2018 Youth Report data is based on public and charter school students, and does not include private school data.

Currently, 10,564 students attend public and charter schools on Kaua’i, distributed as follows:

	<u>Number</u>	<u>% of Total</u>
• High School students	3,123	29.6%
• Middle School students	2,503	23.7%
• Elementary students (K-5)	<u>4,938</u>	<u>46.7%</u>
Total	10,564	100 %
• Public students	9,189	87%
• Charter students	1,375	13%

More than 5,200 students (49.8%) 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 poor sleep, untreated medical conditions, hunger and the general heightened insecurity posed by the lack of basic resources.

• Students Receiving Free or Reduced-cost Lunch (Title I)	5,259	50%
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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	593	6%
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Overall, the race/ethnicity of our students breaks out as follows:

• Native Hawaiian/Pacific Islanders	2,961	28%
• Asian	2,536	24%
• White	1,741	16%
• Hispanic	1,489	14%
• 2 or more races	1,754	17%
• Other (Native American 34, Black 49)	<u>83</u>	<u>1%</u>
Total	10,564	100%

In general, our charter schools have a higher proportion of Native Hawaiian/Pacific Islander students and White students, and a lower ratio of Asian students.

NATIVE HAWAIIAN AND OTHER PACIFIC ISLAND YOUTH

In the 1800s, Native Hawaiians were proud of being the most literate country in the world. Yet the onset of colonialism brought the Western culture of independent wealth and personal well-being, which resulted in the disruption of Native Hawaiian land ownership and cultural values of Āina, ‘Ohana, and Kuleana.

Today, those impacts are still being felt. The 2018 youth data reveals that Native Hawaiian and Pacific Island (NHPI) youth consistently fall into the lower end of the health, wellness and academic spectrum. NHPI youth more often live in low-income households, and fall behind their peers in important indicators, including reading proficiency, substance abuse, suicide attempts and obesity.

Recently, the Kaua‘i Department of Education complex began a shift to relevant curriculum, place-based education, work-based learning and early college courses which provide learner pathways that more closely fit the NHPI’s learning style. The shift resulted in a Native Hawaiian 93% on-time graduation rate at Kapa‘a High School (SY 15 – 16), and is helping lead the way in preparing NHPI students for college and career, and to earn a living wage on island.

The DOE has also adopted the HĀ framework that is leading to community-driven, Āina-based learning experiences that provide a cultural lens for science and math, as highlighted by projects like silt removal from Waimea River with Kumano I Ke Ala and red mangrove eradication with Mālama Hulē‘ia. We are hopeful that through this continued evolution of the educational system we will see a positive shift in the youth indicators in years to come.

In Hawai‘i’s past, Native Hawaiians had a holistic view of health, expressed as Maui Ola, which incorporated physical, emotional, mental, and spiritual health. Traditional culture included expectations for personal, social, economic, and environmental conduct that promoted individual and community well-being. By addressing all of these factors, and nurturing traditional values and culture as well as individual health, Native Hawaiians can be healthy and ready to learn, now and for generations to come.



IV: Healthy and Connected Young People

Health and education are closely linked. Children who face challenges physically, emotionally and socially are less able to focus and be successful in school. Young people who face challenges educationally are less able to grow into healthy and successful adults. Healthy youth do better in school, and well-educated adults enjoy better lifelong health. Good health helps youth be “ready to learn and ready for life.”

This section is about youth health and well-being generally, both in and out of school. These measures tell us about the circumstances that influence academic performance and resilience. Although we have separated social/emotional from physical health in this section, we recognize that the two are intertwined.

A. Social and Emotional Health

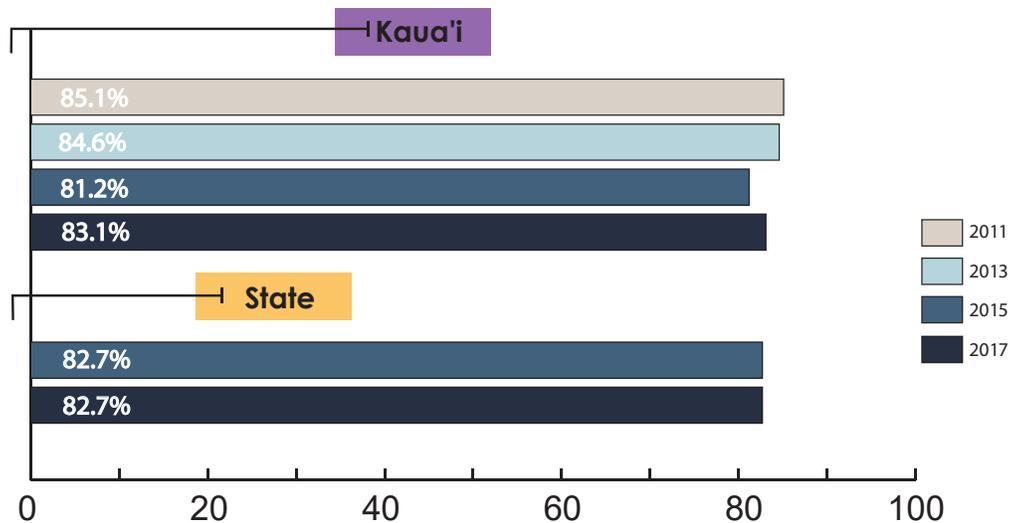
Adult Relationships

Why is this important?

A stable relationship with at least one caring adult is one of the strongest contributors to youthful resilience. Resilience is the ability to successfully navigate life’s challenges. Researchers Emmy Werner and Ruth Smith, in their longitudinal study of the “Children of Kaua’i,” were among the first scholars to demonstrate the importance of such relationships. Stable relationships with caring adults can have positive effects on young people, their schools, and their communities.

What do we see?

More than 8 in 10 Kaua’i youth report having such a relationship. That number has been stable for the last 4 years and is similar to the statewide number.



¹ Young People (ages 12-18) Reporting Positive Adult Relationship (High School & Middle School)

What does this mean?

The high rate of positive youth/adult relationships reflects Kaua’i’s strong sense of community. Most Kaua’i youth are likely to be resilient and feel supported when they face challenges. The nearly 1 in 5 Kaua’i children who don’t have a positive adult relationship are an opportunity for our community. We can challenge ourselves to ensure access to a stable, caring adult for every young person. Every adult can ask him/herself, “For whom can I be that stable, caring person?”

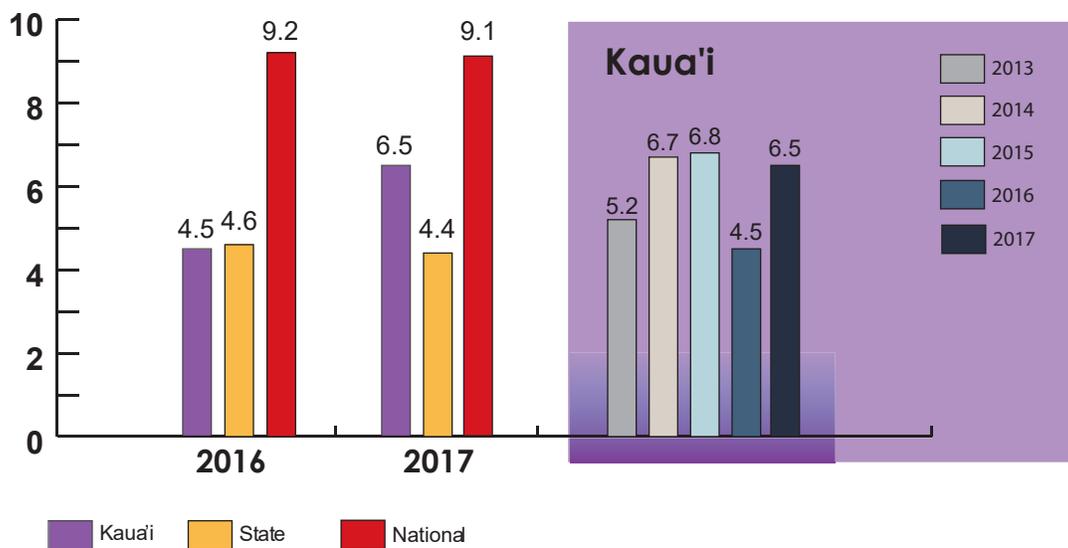
Why is this important?

Household stability and support within the home are critical for healthy growth and development. The more adverse events, like child abuse and neglect, a child experiences, the more he or she is likely to suffer from ill health and social, emotional, and cognitive impairment.

What do we see?

Kaua'i's children are more likely to experience abuse or neglect than children statewide. However, the children of Hawaii are fortunate to experience lower rates of abuse and neglect than children nationally. Rates of abuse and neglect depend on reporting and investigation, therefore social pressures, unconscious bias, and staffing shortages can all influence the rates.

² Young People (ages 0-17) who Experience Abuse or Neglect (per 1,000)



What does it mean?

Child abuse and neglect are signs of families under stress. Educators and health professionals are required to report cases of abuse and neglect. As a community, we can support families to ensure that all children grow up free of abuse and neglect. A strong system of prevention, reporting, investigation, and intervention on behalf of abused or neglected children can keep our keiki safe.

Bullying

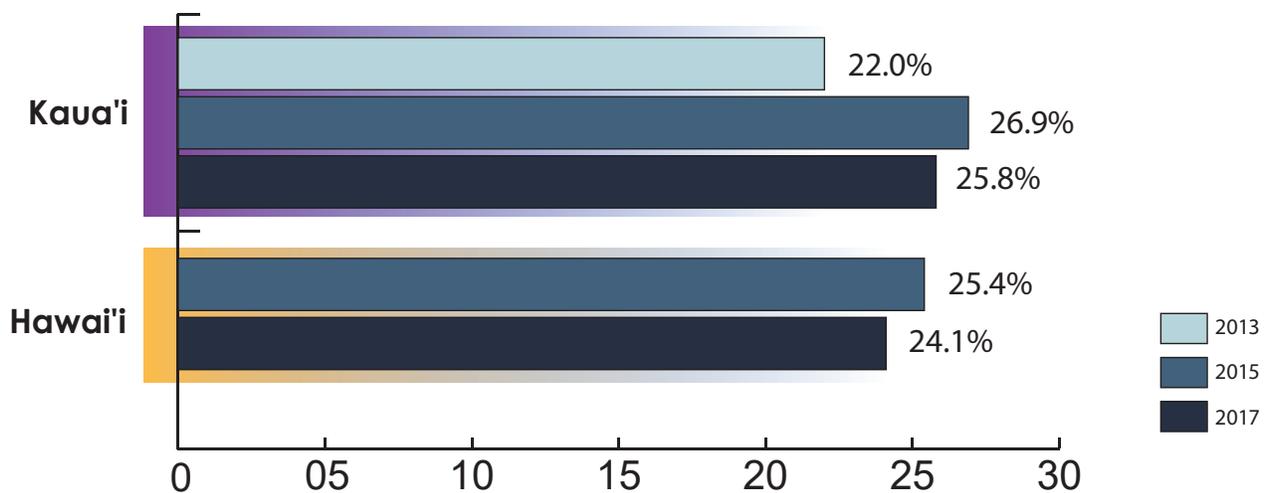
Why is this important?

Bullying is a form of violence. It can result in injuries, social and emotional problems, and academic problems. It affects youth who are bullied, youth who bully others, and the overall health and safety of schools and neighborhoods. Bullying is a risk factor for youth suicide. Bullying can disproportionately affect youth who are “different”, for example those with disabilities or who identify as LGBTQ, but it can happen to anyone.

What do we see?

One of every four Kaua'i high school students reports having been bullied, either physically, verbally, or electronically (“cyber-bullying”). Overall, the statewide rate was similar.

³ Bullying Rates (Including Cyber-Bullying) Among School Age Youth (High School)



What does this mean?

Bullying, or the fear of being bullied, is a reality in our children's lives as early as elementary school. Schools and communities can work together to create a culture in which bullying is not acceptable. Effective strategies include increasing feelings of connectedness, enhancing problem-solving and coping skills, and adopting effective anti-bullying policies.

Feeling Sad

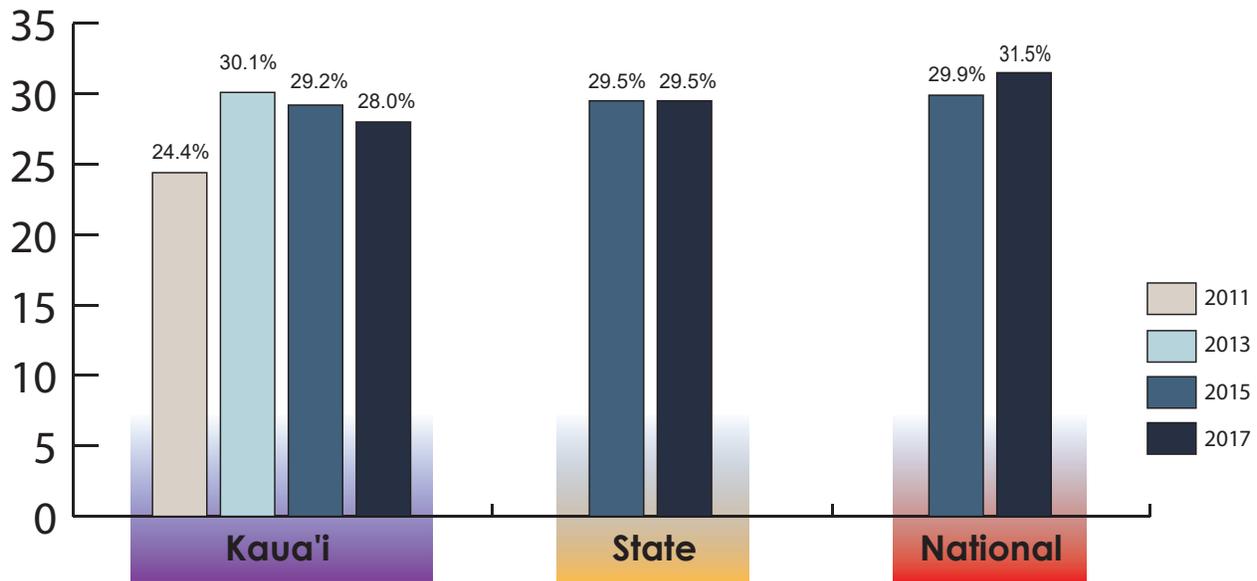
Why is this important?

Young people who feel persistently sad, hopeless, or worthless may be depressed. These feelings can interfere with attention, eating, sleeping, and socializing. Depressed children and adolescents 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?

More than one in four high school students in Kaua'i reports feeling sad or hopeless some of the time. Kaua'i youth are similar in this measure to students throughout the state and nation. Girls are more likely than boys to report feeling persistently sad.

⁴ Feeling Sad/Worthless Greater Than 2 Weeks at a Time, In Past 12 Months (High School)



What does it mean?

Depression or persistent sadness and hopelessness can be treated, and in some cases can be prevented. Prevention requires reducing sources of stress for young people—things like bullying, child abuse, and other traumas. Treatment requires that others in a young person's life recognize signs of depression and intervene in a caring fashion to access appropriate support. Strong and positive social relationships, regular exercise, a balanced diet, and adequate sleep can all contribute to emotional well-being.

Suicide Attempts

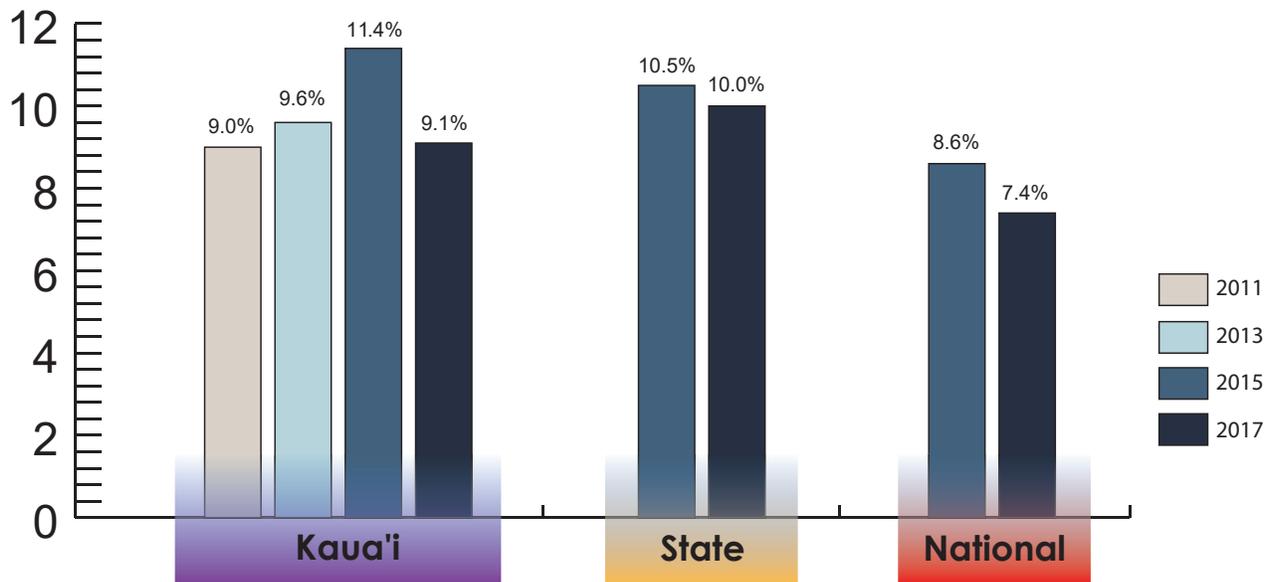
Why is this important?

A suicide attempt is defined by the Center for Disease Control (CDC) as, “A 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.” We look at this information because attempted suicide is a sign of emotional distress and may be a precursor to actual suicide.

What do we see?

One in eleven Kaua'i high school students report having attempted suicide in the last year. That means that they tried to fatally hurt themselves. About a third of them needed medical treatment as a result of their attempt. Kaua'i's rates of suicide attempts are about the same as the statewide rate and somewhat higher than the national rate. Boys and girls are equally likely to have attempted suicide.

⁵ Attempted Suicide Rates Among Youth (High School)



What does it mean?

A suicide attempt is both a sign of distress and, often, a cry for help. Each and every suicide is tragic. The relatively high rate represents an opportunity for our community partners to work together to provide more hope and support for Kaua'i's youth. This means increasing the factors that contribute to resilience, knowing how to recognize signs of depression, knowing how to get help, and not hesitating to reach out to youth in need. Preventing the tragedy of even one suicide is worth the effort.

Drug and Alcohol Use

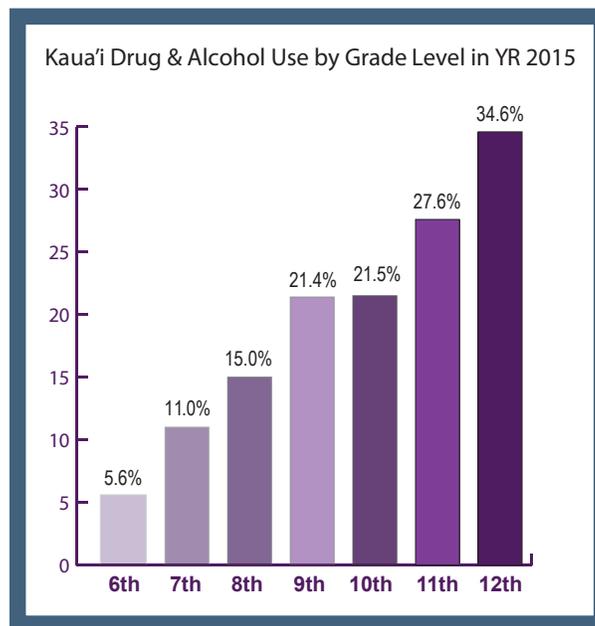
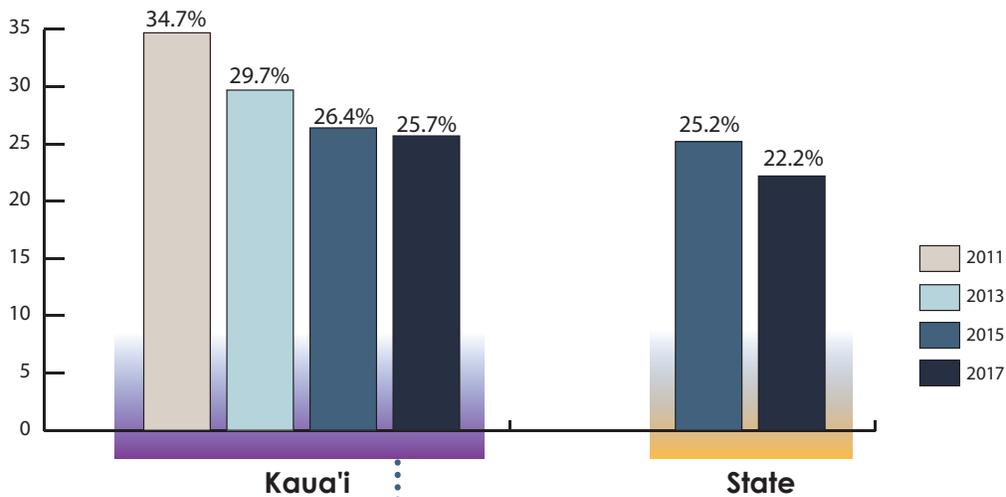
Why is this important?

Alcohol and other 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. While experimentation with drugs and alcohol is often considered a normal part of adolescence, drug dependence and abuse are major barriers to education and successful transitioning to adulthood.

What do we see?

One of four Kaua'i high school students is at increased risk for drug or alcohol abuse. This rate has declined in recent years both on Kaua'i and statewide.

⁶ Youth at High Risk for Substance Dependence/Abuse (High School)



What does it mean?

Youth hear about and may be exposed to a variety of drugs. Alcohol and marijuana are the most common, but also methamphetamine, prescription pain relievers (opioids), and others. Family members, health care providers, educators, and community members can be alert to signs of drug dependence or abuse. Adults can set an example of responsible behavior regarding alcohol and other drugs.

■ B. Physical Health

Physical Activity

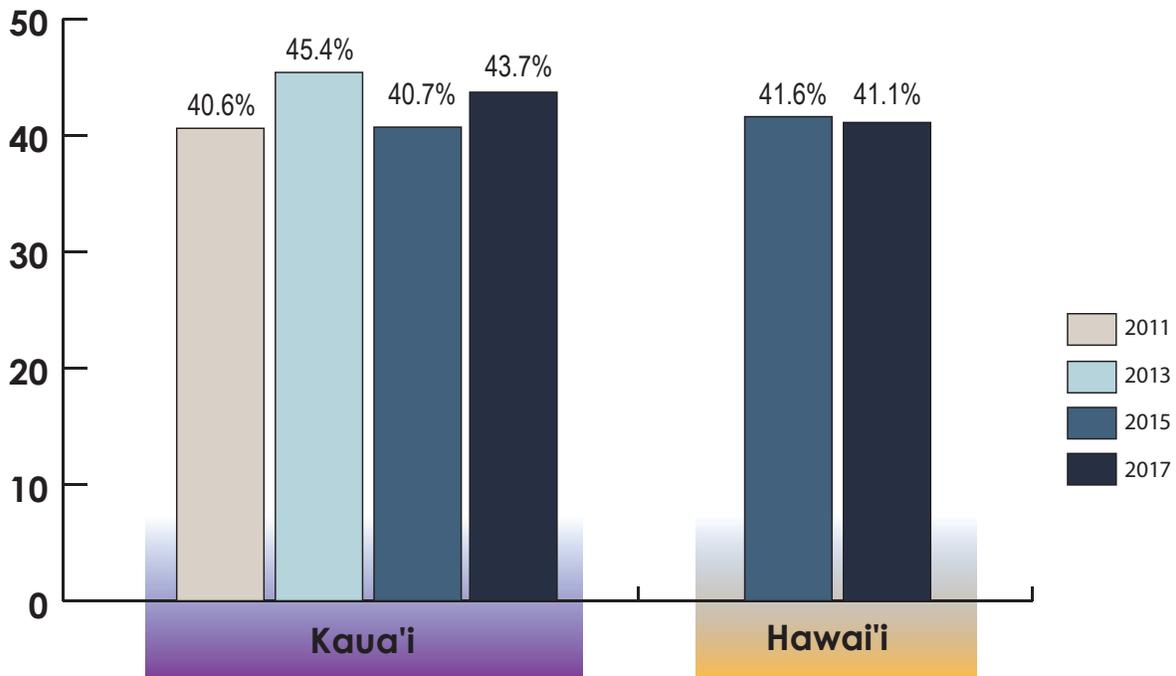
Why is this important?

Physical activity affects health in many ways. It helps prevent becoming overweight and obese. It protects against heart disease, high blood pressure, stroke, cancer, diabetes, and even depression. Children and adolescents should have 1 hour of physical activity every day. This indicator tells us whether youth are physically active for at least an hour, 5 days per week

What do we see?

Fewer than half of Kaua'i youth are as active as recommended. The same is true for youth statewide and nationally. Kaua'i is not alone in needing to improve physical activity among our youth.

⁷ Young People Who Are Physically Active (High School and Middle School)



What does this mean?

Over half of Kaua'i's youth are at increased risk of chronic diseases because they do not get enough physical activity. Kaua'i has ample opportunities for physical activity, including swimming, surfing, paddling, dancing, hiking, biking, team sports, etc. Kaua'i's youth could benefit from increased physical activity in school and in after-school activities.

Body Weight

Why is this important?

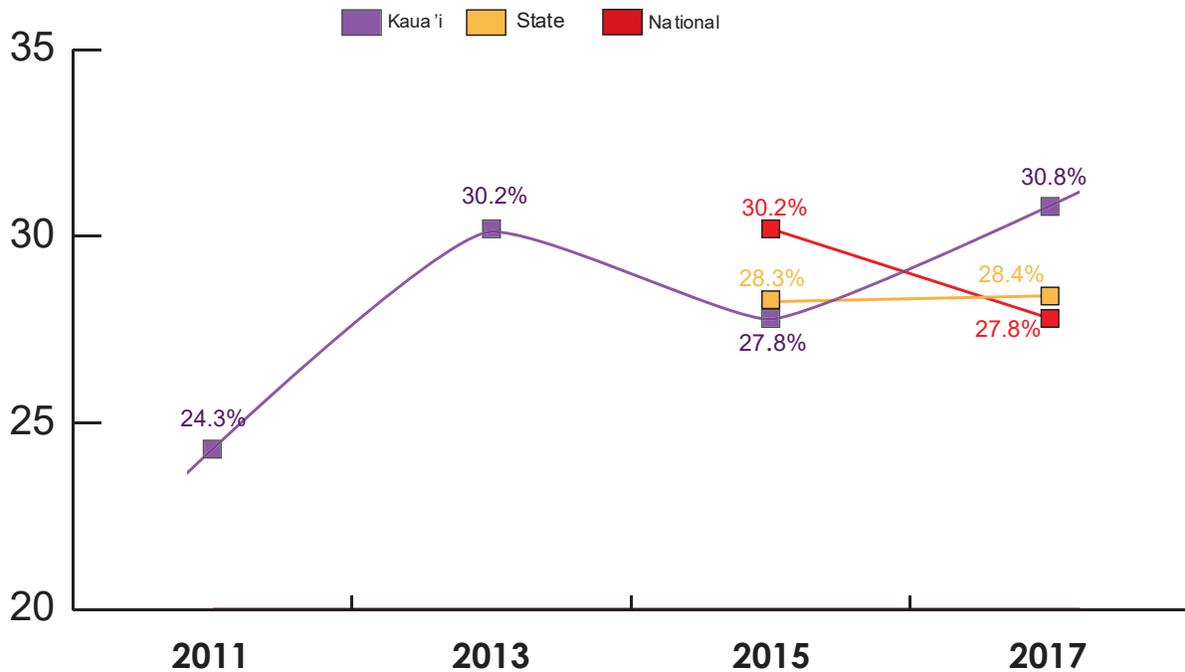
Body weight is determined by a combination of eating habits, physical activity, genetics, and environment. Children and adolescents who have a healthy weight are more likely to remain healthy as adults. They are less likely to develop chronic diseases like diabetes, heart disease, high blood pressure,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

What do we see?

More than 2 out of 3 of Kaua'i's youth are of healthy weight. But this leaves nearly 1 in three Kaua'i youth who are overweight or obese. Kaua'i's youth are more likely to be of unhealthy weight than children and adolescents elsewhere in the state and in the country.

⁸ Young People In High School Who Are Overweight* (BMI)

*Overweight = if their BMI is in the 80th percentile or greater for their age and sex.



What does this mean?

Unhealthy weight, being overweight or obese - is a widespread health threat. In fact, it has been called an "epidemic." The causes of this epidemic are complex and include changes in lifestyle and environment. Our lives are more sedentary than they were in earlier generations; portion sizes are larger; we consume more sugar and fat; and neighborhoods may not be safe for children to be active outdoors. It will take concerted effort by our entire community to change the course of this epidemic for Kaua'i's youth.

Sexual Activity

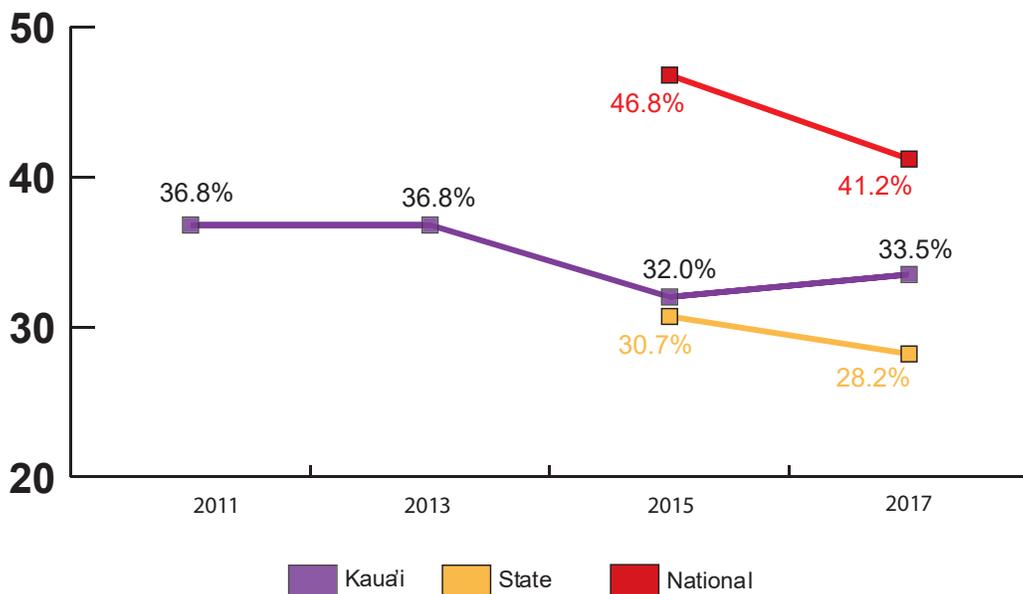
Why is this important?

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

What do we see?

One third of Kaua'i high school students have had sexual intercourse. This is higher than statewide, but lower than national averages. Even in middle school, 1 in 14 Kaua'i students have had sexual intercourse. These youth may be at risk for HIV, other sexually transmitted infections, or unintended pregnancy if they lack information or access to protective measures.

⁹ Sexually Active (High School)



What does it mean?

With sexual activity starting as early as middle school, youth need access to accurate information and services. Every adolescent should know that abstinence from sexual intercourse is the most effective way to prevent HIV, other STDs, and pregnancy. They should also know that condoms, used consistently and correctly, can reduce risk, although no protective method is 100% effective. Parents, teachers, and health care providers can support youth by providing timely and accurate information.

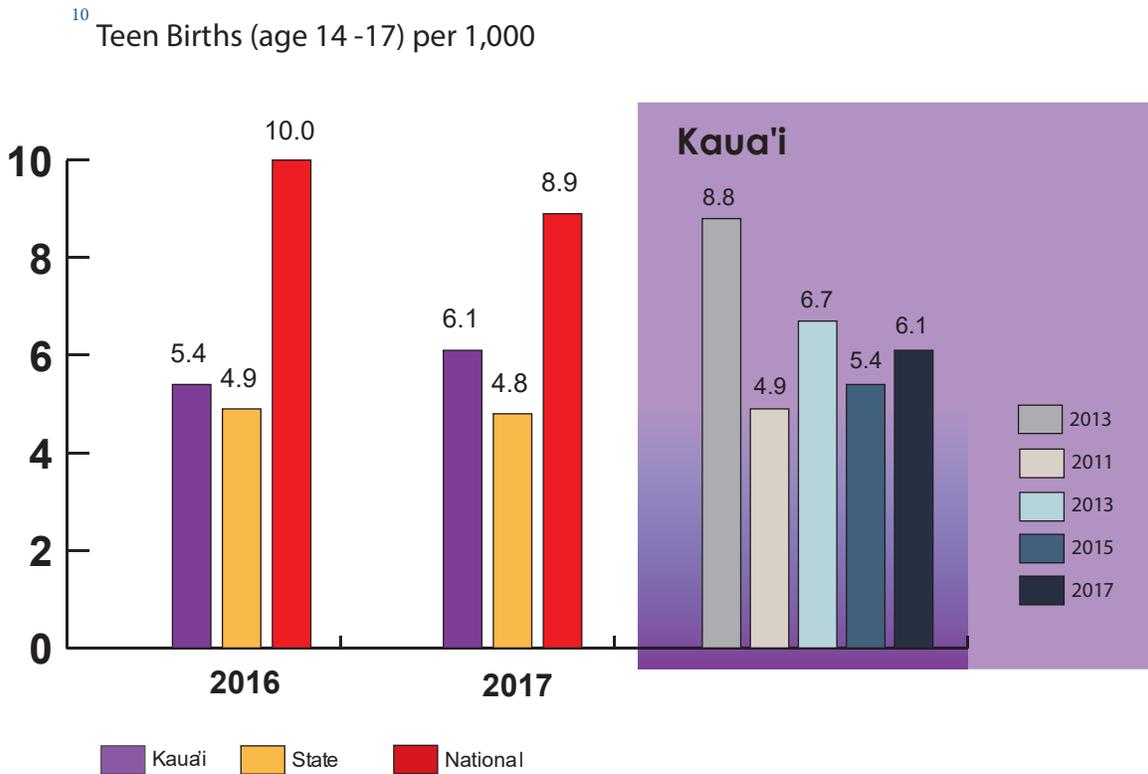
Teen Births

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 high 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 unemployment as young adults.

What do we see?

Over the last 5 years, Kaua'i averaged 10 births per year to young women age 14 to 17. This is a birth rate of 6 per 1,000. When we compare that to state and national rates, Kaua'i has slightly more teen births than the state, and slightly fewer than the nation. Both the state and national trends show lower rates of teenage births over time.



What does it mean?

Births to mothers younger than 18 are generally unintended. Although the number of births to teen mothers may seem small, the lasting impact on the lives of these young women and their families is major. Improving access to information, services, and relationship skills can help prevent unintended teen births.

Screen Time

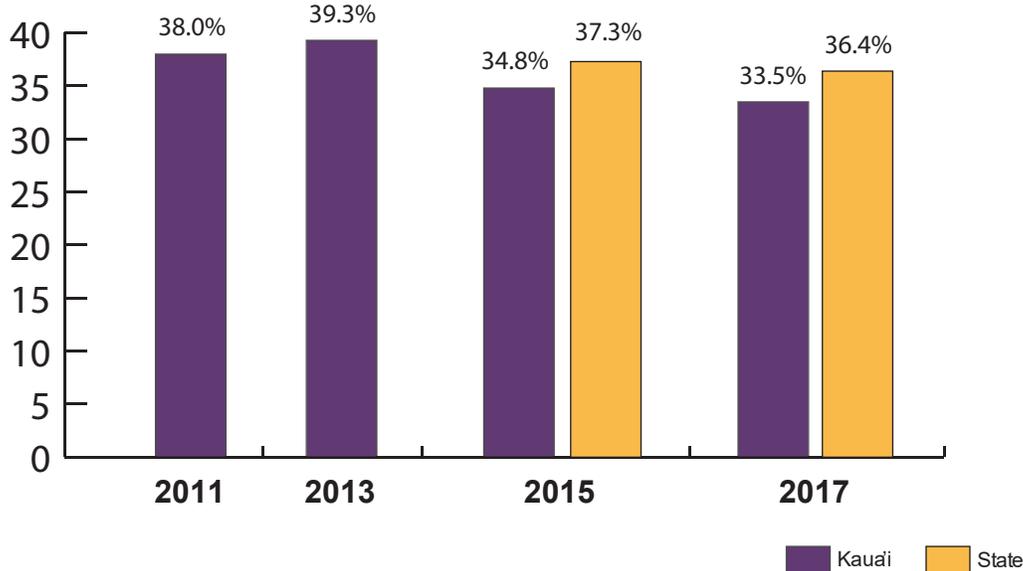
Why is this important?

Screen time is time spent watching TV, playing video games, texting, etc. It does not include educational computer time, such as homework or school projects. 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. Excessive screen time is associated with poorer social skills, obesity, decreased fitness, and also decreased academic achievement.

What do we see?

One third of Kaua'i middle and high school youth spend more than 5 hours every weekday on their screens. Screen time is greater among middle school students and decreases in high school. The proportion of students with more than 5 hours/day of screen time has decreased somewhat in recent years. Kaua'i students spend less time with their screens than students statewide.

¹¹ "Screen Time" - More than 5 Hours per School Day, Not Counting Homework.
(High School & Middle School)



What does it mean?

Screen time is an essential part of modern life. Parents, schools, and communities can help shape healthy guidelines for when, where, and how much time we spend on screens. The CDC recommends trading excess screen time for "lean time," by becoming physically active. Less screen time also means more time for face-to-face socializing and for regularly getting enough sleep.

V. College and Career Ready Young People

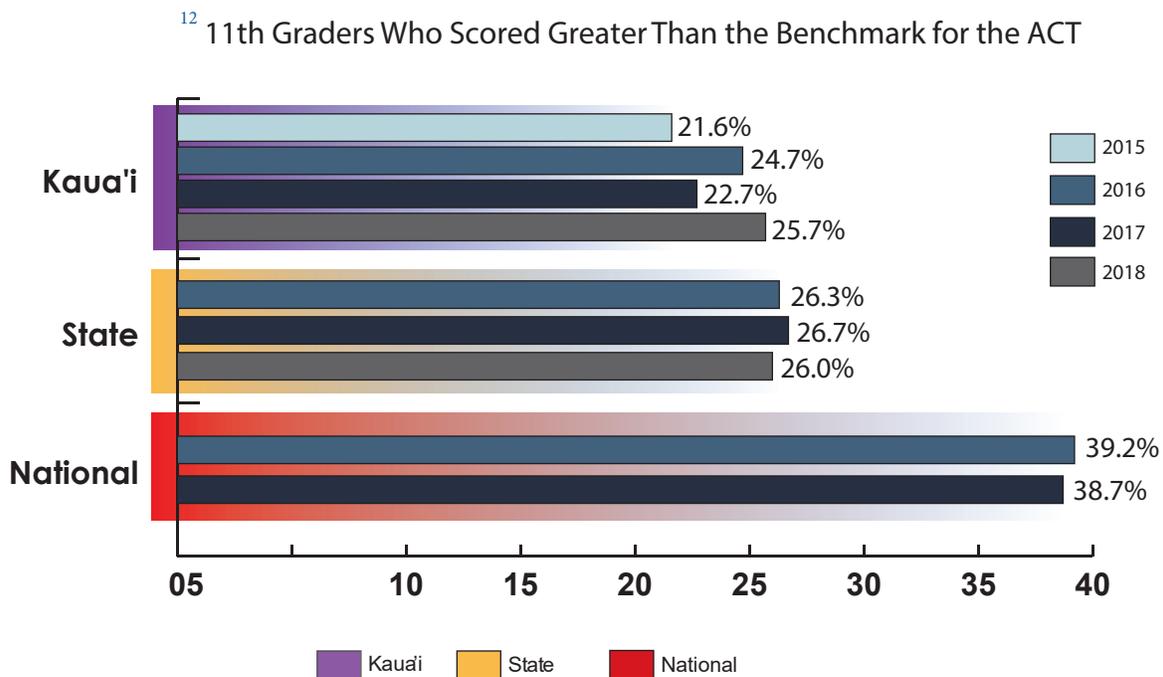
ACT performance

Why is this important?

The American College Test (ACT) is a test commonly used to assess students for college and career readiness. It is an important factor used by college admittance personnel when evaluating and selecting prospective applicants during the college enrollment process. High scores are associated with future success in college and careers. Students with lower scores have a more difficult time being accepted in college, especially to better schools.

What do we see?

Results for 2017-18 reveal that 25.7% of students taking the ACT scored greater than the average benchmark, raising their scores to the state level. Kaua'i students are still behind the national scores. Compared to 20 similar states (in which more than 90% of students take the ACT) Hawai'i ranks in the bottom third, but has been steadily gaining ground over the past few years. Of note, Hawai'i has the second highest % of English as a Second Language (ESL) students, which often correlates to lower testing scores.



What does it mean?

These benchmarks are a good indicator of future college success and career readiness. The steady progress on the ACT reflects the annual gains being made in language, math and science. It is important to continue this trend, so our Kaua'i students are prepared for the future and can attend the colleges of their choice.

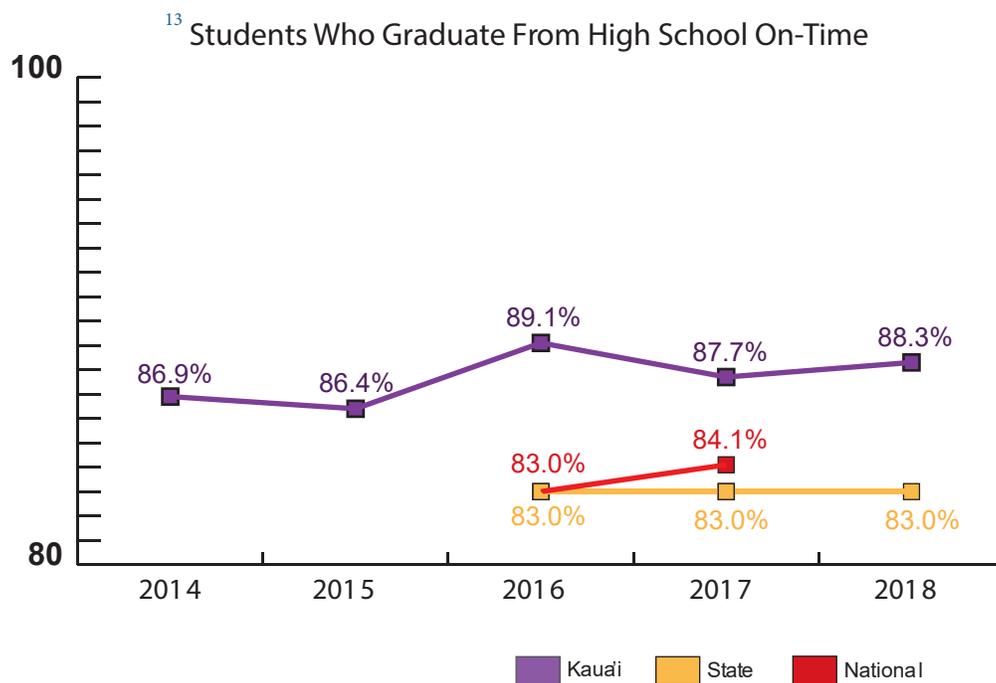
On-time Graduation

Why is this important?

High school graduates, on average, earn more money, enjoy better health, have a longer life expectancy, and are more likely to vote than those who do not graduate. And in today's work force, employers are seeking higher education levels when filling their positions. The first step to post-secondary education is getting a high school diploma. This measure is important, because the long-term implications effect both the individual student and the community's economic health. Those students that do not graduate on-time are at higher risk of never earning their high school diploma.

What do we see?

The on-time graduation rate measures the rate at which students graduate with a regular diploma within four years. Graduation rates show that 88% of Kaua'i students graduate on-time, which has been consistent over the past three years. This rate is higher than their peers across the state and the nation.



What does it mean?

This is an important indicator both for the academic achievement and college and career readiness of our young people. It also strengthens our community's workforce and economic development possibilities. This is a continuing area of strength for Kaua'i.

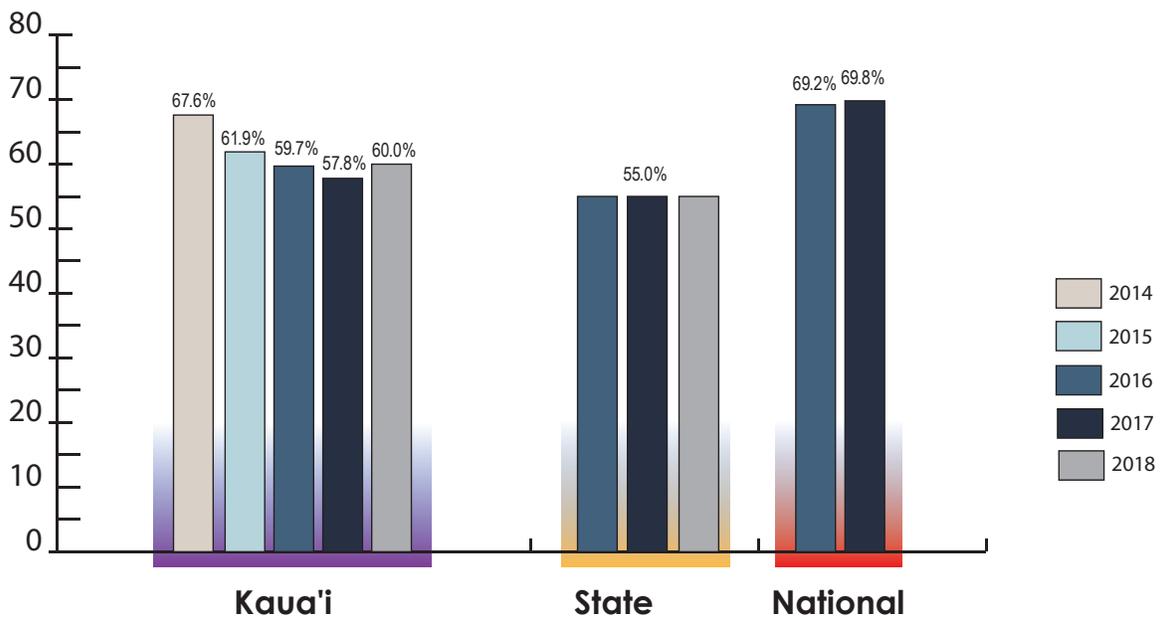
Why is this important?

Higher educational attainment is closely associated with higher earnings. Students who do not enroll in college during the 16-month window after high school graduation are more likely to attain a college certificate or degree than students who delay attending college. In addition, by completing a degree or a credential in their twenties, students may gain access to career-building jobs that can pay dividends in the long run.

What do we see?

The Hawaii Department of Education's Strive HI Index tracks the 16-month college-going rate for high school graduates. The current year's figure measures the percent of graduating seniors from the class of 2016 who enrolled at any college in the nation either in Fall 2016 or Fall 2017. Results show that a large majority of the Kaua'i class of 2016 attended college within 16 months. Statewide the rate is slightly less while across the U.S. the rate is higher.

¹⁴ High School Graduates Who Enroll In College (2 & 4 year)



What does it mean?

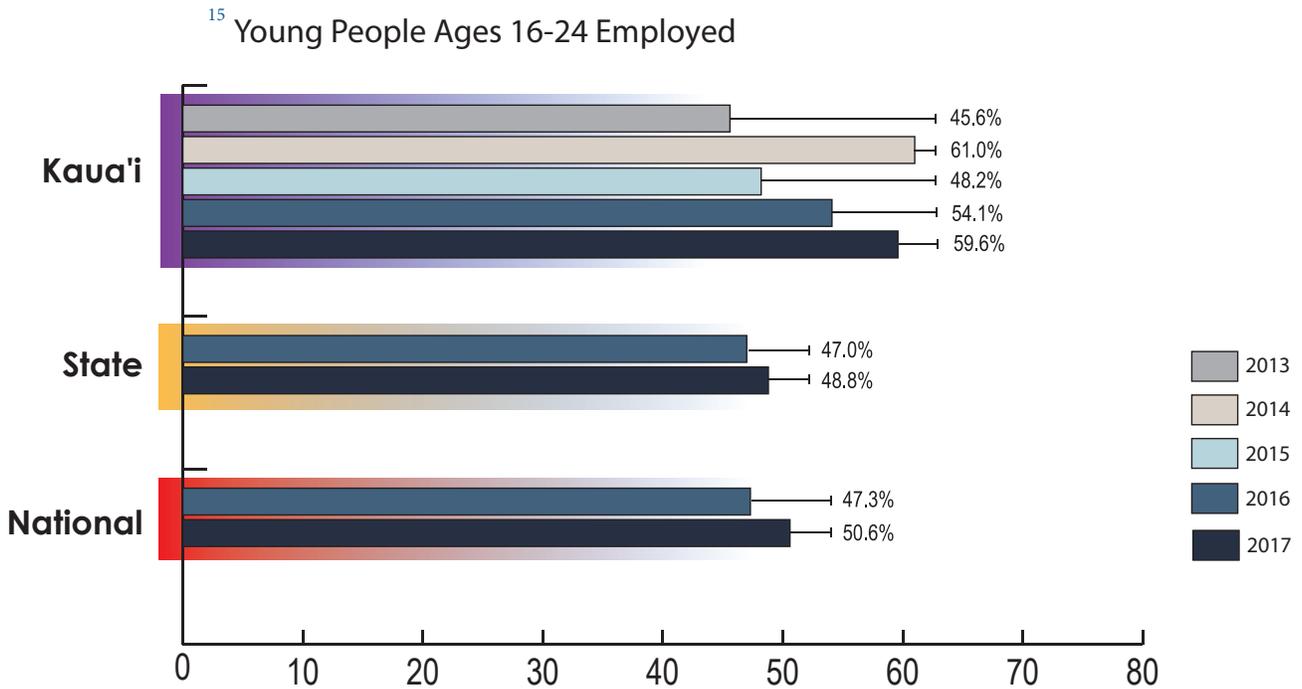
Our youth's achievement on this important indicator is a real success for the island. Continued improvement by Kaua'i students should increase both our youths' career success and lifetime earnings.

Why is this important?

One of the important transitions to adulthood is getting a job. The youth employment rate reflects how many youth ages 16-24 are employed before, during, and immediately after graduation from high school and/or college. Though this measure varies significantly due to the natural ups and downs of the economy, tracking this important measure can alert us to potential challenges in youth getting started on a career and earning a livelihood.

What do we see?

This indicator for youth employment estimates that 3 out of 5 young people on Kaua'i were employed in 2016. This is higher than both the state rate and the U.S. rate.



What does it mean?

The 2016 rates for Kaua'i, the state and the U.S. all continue to rise, reflecting the tightening in the labor market as the economy has continued to recover after the Great Recession.

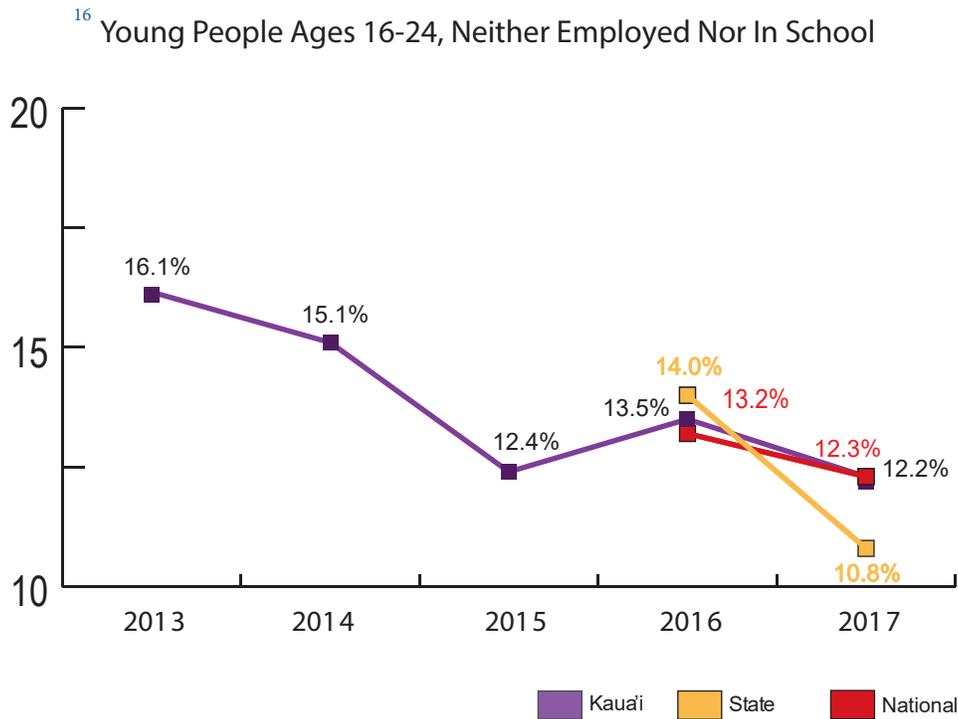
Disconnected Youth

Why is this important?

This indicator measures the percentage of students aged 16-24 who are "not in school and not working." These young people are not connected to people, institutions or work experience 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, experience higher rates of incarceration, and long periods of unemployment.

What do we see?

Our percentage of disconnected youth has declined from 16% to 12% since 2014. Currently, 1 in 8 of Kaua'i youth are neither employed nor in school, which is similar to both statewide and U.S. rate.



What does it mean?

The steady reduction of disconnected youth on Kaua'i is good news. The economic recovery has helped reduce the number of disconnected youth, as has the reduced rate of drop-outs. New initiatives, such as Keiki to Career's Career Connections effort, will provide more motivation for students to stay in school, and enroll in post-secondary college or vocational training.

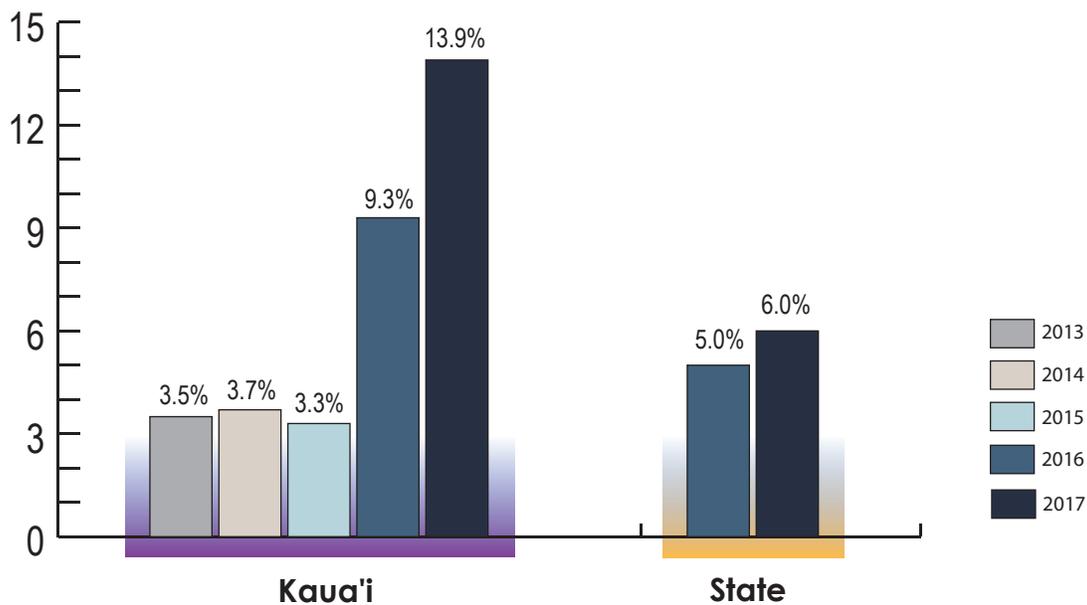
Why is this important?

Early College is an initiative that allows high school students to take college classes on their high school campus. Students who successfully complete the college class receive both high school and college credit. This program is funded by the Department of Education and 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 otherwise not 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?

The program has seen very rapid growth since its' introduction. In 2015 on Kaua'i, it represented only 3% of enrollments at Kaua'i Community College; while by 2017 it had quadrupled to 14%.

¹⁷ Early College Attendees (% of Annual Kaua'i Community College Enrollments)



What does it mean?

Increases in students enrolled in Early College represents a greater number of students earning college credit (at no cost to them or their families) while still in high school. The hope is that these students may be more likely to attain a college certificate or degree and incur less student debt.

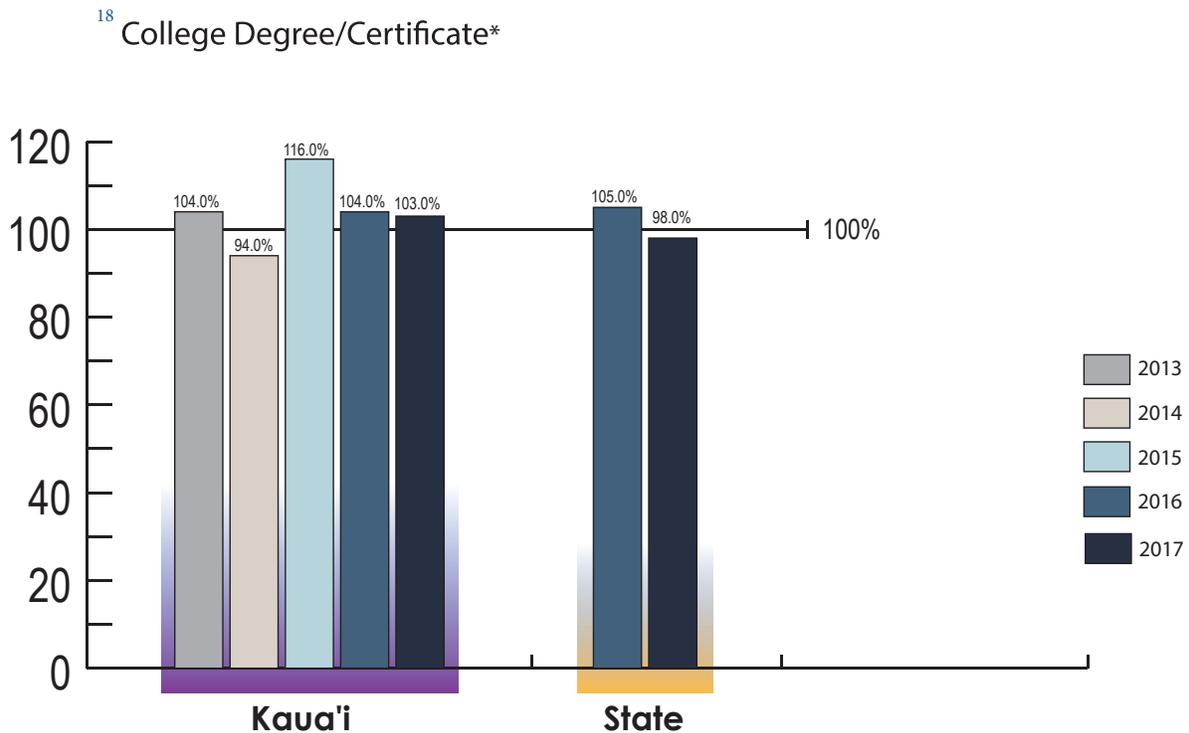
College Degrees and Certificates

Why is this important?

Higher educational attainment is strongly associated with higher earnings. In the course of a lifetime, youth with an Associate's degree earn \$250,000 more than those with only a high school diploma. Those with a Bachelor's degree earn nearly \$1 million more than those with only a high school diploma. Another way to dramatically increase your income is to earn a certificate in a vocational specialty. Taken together these measures are a good indication of the preparation for career and economic success of our young people.

What do we see?

The University of Hawaii targets a roughly 5% increase of Degree/Certificate Completers every year. Four of the last five years Kauai Community College has exceeded its targets. The University of Hawaii's community colleges statewide met its targets three of the last five years.



*KCC Meeting its goal for completers

What does it mean?

Usually as the economy expands more workers are pulled out of college, and the degrees and therefore the certificates awarded by colleges declines. So, it is very encouraging that Kauai Community College continues to achieve its' targets, even with historically low unemployment rates.

VI. Academically Successful Students

School Attendance

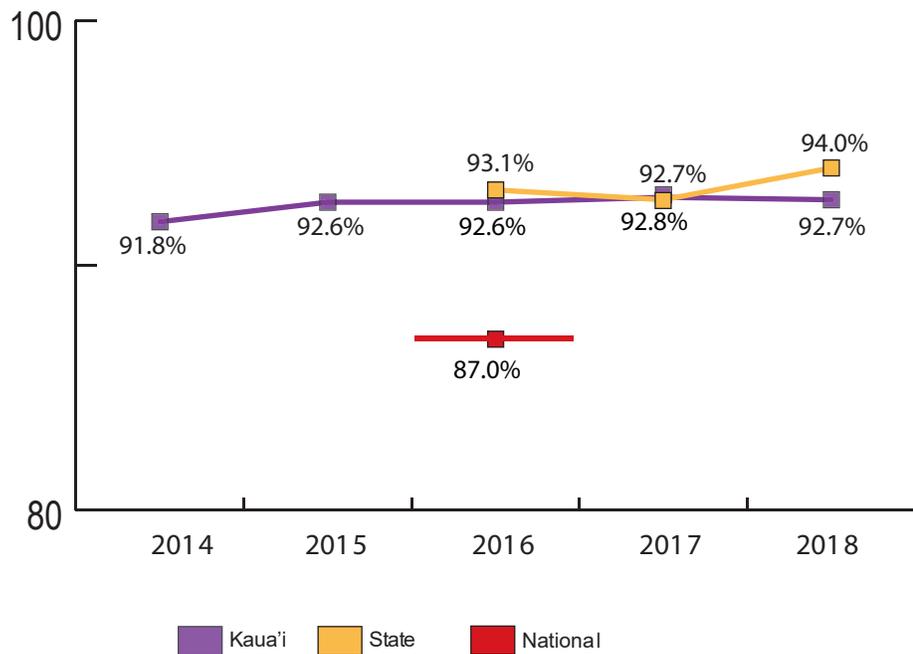
Why is this important?

Regular attendance at school is a strong indicator 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 did not meet state proficiency standards in 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 high school completion.

What do we see?

The attendance rate is the average percentage of students attending school each day in the given year. For this report, the state Department of Education’s Strive HI Index is used to assess regular school attendance. Results show that the vast majority of Kaua’i students attend school regularly. Our rate is comparable to both the statewide and national rates. The rate has remained fairly steady over the last 3 years, both on Kaua’i and for the state.

¹⁹ Young People Who Regularly Attend School (High School & Middle School)



What does it mean?

Most students are attending regularly - our overall attendance rates are good. However, on Kaua’i, in 2017 more than 1 in 5 high school students were chronically absent (miss more than 15 days per year). Continued efforts to reduce chronic absenteeism will improve student performance and graduation rates. In addition, since chronically absent students frequently drop out of high school they are more likely to become the “disconnected” youth that struggle to thrive. This is an opportunity to reduce chronic absenteeism by employing proven measures, such as communicating effectively with parents of chronically absent students.

Connection to School

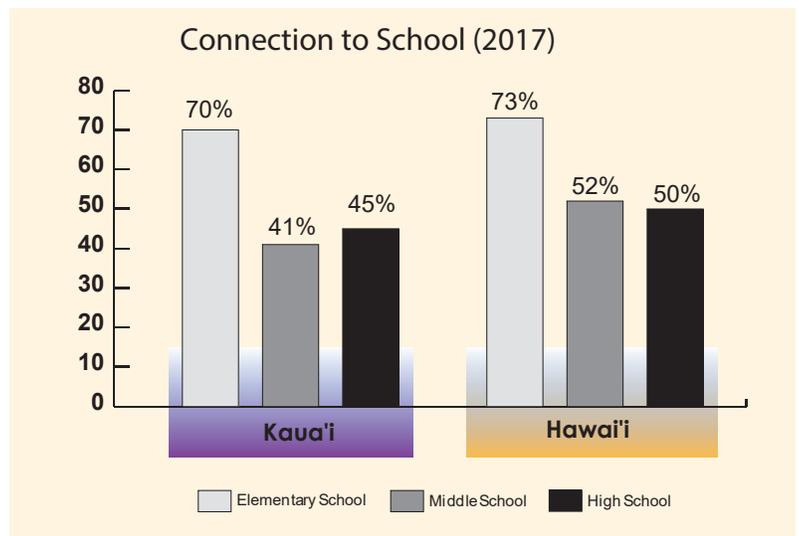
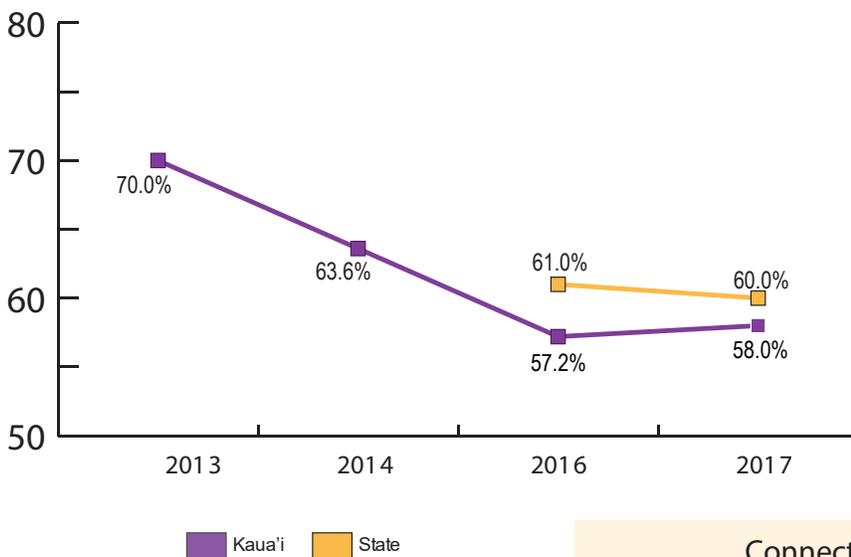
Why is this important?

Students who feel connected to their school are more likely to attend school, succeed academically and graduate. In addition, school connection reduces negative behaviors such as using drugs and alcohol, feeling emotional distress, becoming pregnant, bullying, vandalizing, or experiencing suicidal thoughts or even attempting suicide.

What do we see?

This measure simply asks if the student likes coming to school. For the 2016-17 school year, 3-4 times as many students liked coming to school versus those that disliked it. Our rate is slightly lower than the statewide average. There is no comparable U.S. rate. Students in elementary school report a much greater connection to their school than those in middle and high schools. Less than half of students in middle and high school report that they like coming to school.

²⁰ Students Who Feel Connected to their School (High School & Middle School)



What does it mean?

While this question is a simple one, the data suggest that there is an opportunity to find out more about why so many students in middle school and high school report that they do not like coming to school. Student connectedness is generally tied to a sense of belonging, the feeling that adults care about them, and academic expectations that are coupled with support for learning. More conversations around this at individual schools could result in positive changes in student enjoyment at their school.

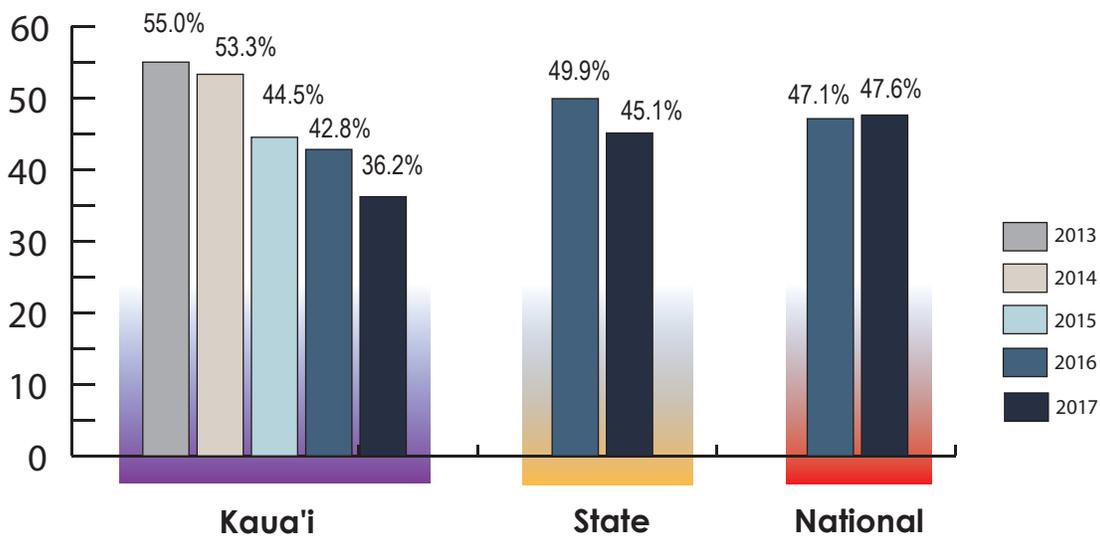
Why is this important?

Research shows that children who participate in good quality preschool often enter Kindergarten with a greater range of vocabulary and language proficiency than children who do not attend preschool. In many ways, the benefits of preschool attendance are plentiful and can be monitored as a predictor of future readiness and success. Preschool participants are more likely to exhibit proficiency in later grades, as well as higher graduation rates. Studies confirm the relationship between high-quality early childhood education and long-term academic outcomes. Parents also benefit from preschool including learning different methods to extend their children’s learning at home and their own role in their keiki’s school success.

What do we see?

Results show that slightly more than 1 of 3 children in Kaua’i attended preschool in 2017. The 2017 rates for Kaua’i declined significantly from 2016. The statewide rate is higher, and U.S rates are slightly higher than the state.

²¹ Keiki Attending Preschool (% aged 3-4)



What does it mean?

Given the proven benefits of preschool, the significant reduction in students attending preschool is a cause for concern. The 2017 Keiki to Career Report on Early Childhood Care and Education revealed that there is a shortage of available preschool space in most areas, especially in Anahola, Hanalei/Haena and Koloa. Although several preschools closed down in 2017, new preschools opened in 2018 that will add additional capacity. In addition, preschool is expensive for many parents and is often not an option financially. More must be done in this area to provide Kaua’i children affordable access to preschool, especially in Kaua’i’s low-income areas. Keiki to Career is committed to strengthening early childhood education through Keiki to Career’s initiative Birth to Grade 3 Focus Area. Please see our report on early childhood care and education:

www.kekitocareer.org/data-and-resources/ecce-report/.

Third Grade English Proficiency

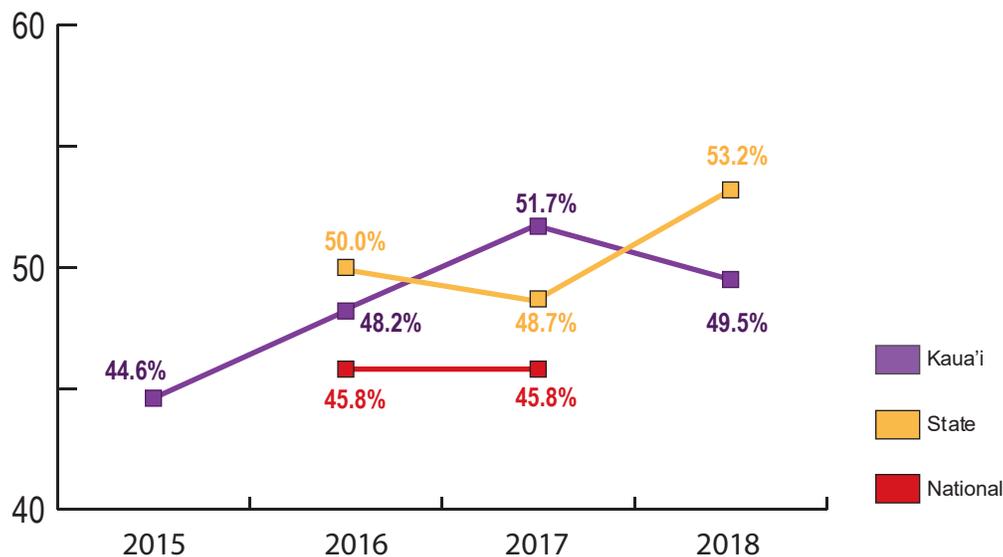
Why is this important?

A critical indicator of a child's future success is the ability to read well by the end of 3rd grade. This is an important indicator for overall academic success, because in fourth grade students use reading to learn other subjects, such as math and science. Students who cannot read well by 3rd grade fall behind in every subject, are four times less likely to graduate high school, and unlikely to succeed economically. The long-term effects include fewer job options, lower earning potential, and negative impacts on overall health and well-being.

What do we see?

These scores are from the Smarter Balanced Assessment which is administered annually by the State of Hawaii Department of Education. Assessment results for the 2018 school year show that nearly half of Kaua'i third-graders were proficient in English Language Arts. This is less than the statewide average. On a separate Reading-only Assessment, 2 of 3 students are near/at/above proficiency - also higher than state scores.

²² English Language Arts at Grade Level by 3rd Grade



What does it mean?

It is great news that English Language Arts proficiency rates for our 3rd graders are rising, and the concerted efforts of Kaua'i school faculty and administration can be seen in these results. There is a need to continue this focus to ensure that all keiki have this foundational skill, and to intervene with those students most at risk of falling behind. In addition, a recent National School Boards Associations study concluded that school partnerships that involve community groups and local government agencies can help strengthen early literacy results. Keiki to Career's Kekaha Elementary Early Literacy Project is an example of the community supporting keiki early literacy at home, in school and in the community.

Why is this important?

A student’s mastery of key academic subjects entering the ninth grade is a strong predictive indicator of whether a student will complete high school or ultimately drop out. In high school, the ability to read and comprehend English enables a student to think more critically about information and to apply it across a variety of subject areas, including math, history and science. Students entering high school are expected to speak, write, and to express their knowledge clearly to be successful.

Foundational math and science skills will prepare students for high school, college and career. Math and science is receiving more attention as STEM (Science, Technology, Engineering & Math) skills are increasingly viewed as the basis for much of future employment. 80% of the fastest growing occupations in the U.S. involve STEM skills (Science Technology Engineering and Math), and the wages in these fields are considerably higher than average. In addition, math and science is infused into adults’ daily tasks such as managing our money, running a business, health care, building and repairing almost anything, understanding climate change, or growing our own food.

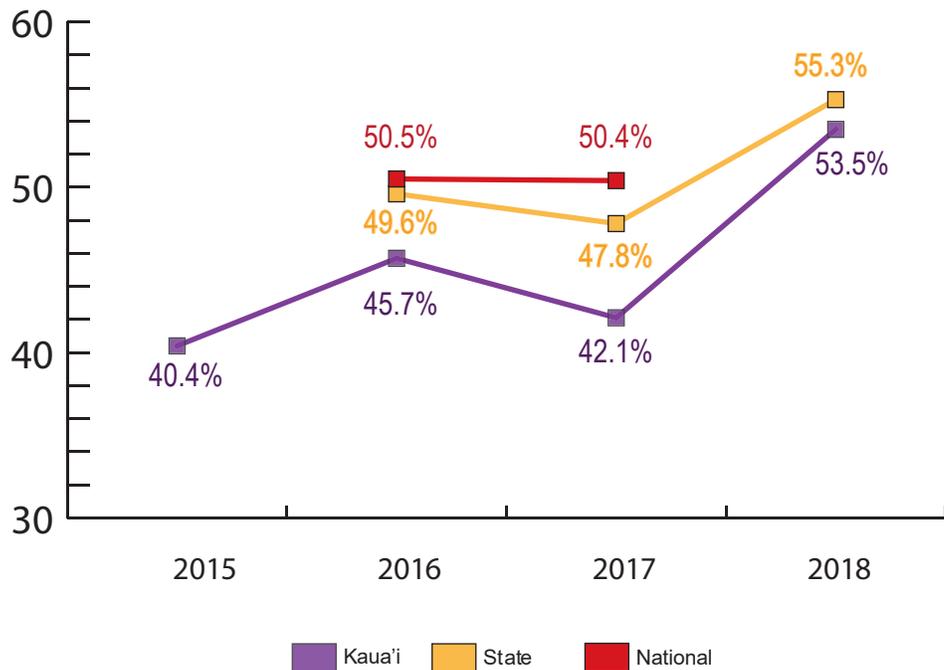
What do we see?

ENGLISH Proficiency

For the 2017-18 school year, 5 in 10 of Kaua’i’s eighth-graders met the proficiency standards in English Language Arts (ELA). This rate has increased over the last three years. However, our island’s scores are lower than the state rate.

Bright Spot: Chiefess Kamakahelei Middle School students were 60% proficient in ELA.

²³ Ready for 9th Grade (8th grade) - Proficient in English Language Arts

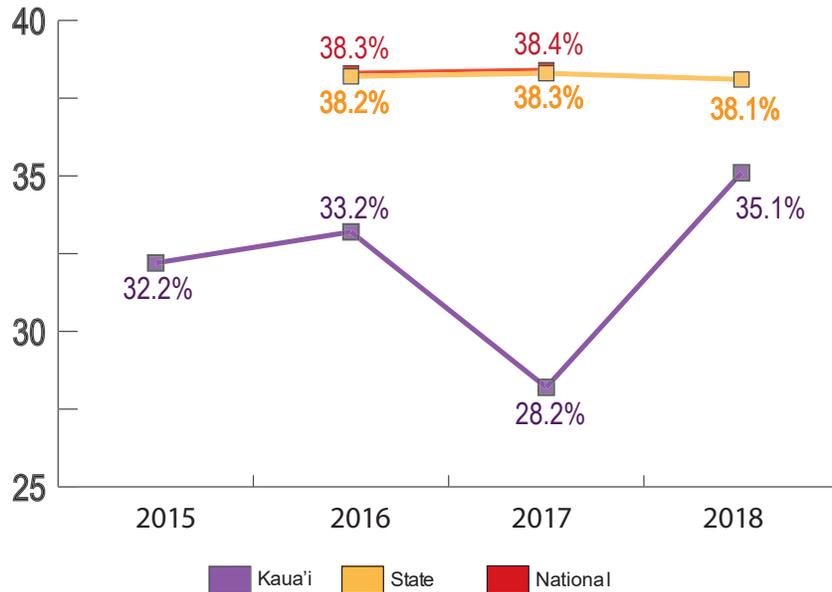


MATH Proficiency

Results show that slightly more than 1 in 3 (35%) of Kaua'i eighth-graders are meeting math proficiency standards. This is lower than the state and nationwide averages. These scores show a significant 7-point increase over the previous year.

Bright Spot: Chiefess Kamakahelei Middle School students are 47% proficient.

²⁴ Ready for 9th Grade (8th grade) - Proficient in Math

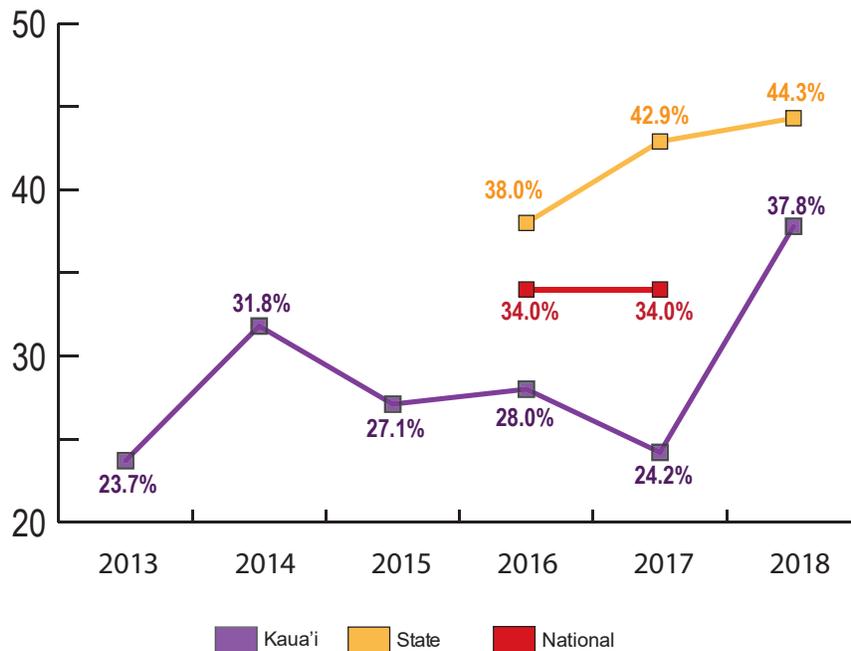


SCIENCE Proficiency

The data shows that slightly more than 1 out of 3 (37%) of eighth-graders met the proficiency requirement in science. This is a significant improvement from the previous year. Kaua'i students still lag behind their peers across the state.

Bright Spot: Waimea Canyon & Kapaa Middle School students were 46% proficient.

²⁵ Ready for 9th Grade (8th grade) - Proficient in Science



What does it mean?

Kaua'i's improvement in English Language Arts proficiency, from 40% to 53% in three years, is an exceptional achievement and is a testament to the focused efforts of the dedicated faculty and students.

The low proficiency in math and science puts our students entering high school at risk of dropping out and not realizing their full potential as adults. Besides setting the stage for lower ACT scores and college attendance, students need math and science to qualify for good paying jobs of the future.

The *Ready for Ninth Grade* indicator presents an opportunity for targeted partnerships between schools, parents and communities. An evaluation of how to better support students at each middle school, including improving student connection to school and support for social emotional learning, may help our students gain traction and succeed. For example, during middle school, students who received a combination of quality counseling and effective social-emotional learning practices, such as building self-awareness and developing relationship skills, showed the greatest change in academic performance.

SOURCES & NOTES

¹ “Students who have an adult or teacher they can talk to about things that are important to them, either at home or at school.” YRBSS, <http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>.

For more information on this subject - <https://developingchild.harvard.edu/science/key-concepts/resilience/>

² Child Abuse incidents for HI & Kaua'i - total confirmed victims (per 1,000).

For more information on this subject - https://www.cdc.gov/violenceprevention/acestudy/about_ace.html

³ “During the past 12 months, have you ever been bullied on school property?” YRBSS,

<http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>

For more information on this subject - <https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>

⁴ “During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? YRBSS, <http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>

⁵ “During the past 12 months, how many times did you actually attempt suicide?” YRBSS,

<http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>

For more information on this subject - <https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>

⁶ The CRAFFT screen is a 6-question assessment for substance abuse and dependence in adolescents. If two or more questions are answered 'Yes,' the respondent is considered as high risk for a substance abuse disorder. If four or more questions are answered 'Yes,' the respondent is considered as high risk for substance dependence. YRBSS, <http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>

For more information on this subject - <https://teens.drugabuse.gov/>

⁷ “During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?” YRBSS,

<http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>

For more information on this subject - <https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm>

⁸ “How much do you weigh without shoes? How tall are you without shoes?” Youth are considered overweight if their BMI is in the 85th-95th percentile for their age and sex; obese if their BMI is in the 95th percentile or above. YRBSS,

<http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>

For more information on this subject - <https://www.cdc.gov/obesity/childhood/causes.html>

⁹ Have you ever had sexual intercourse? Or, how old were you when you had sexual intercourse for the first time? YRBSS, <http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>

¹⁰ For more information on this subject - <https://www.childtrends.org/?indicators=teen-births>

¹¹ Number of hours students watched TV or played video games or used a computer for something that was not school work, per day on an average school day. YRBSS, <http://ibis.hhdw.org/ibisph-view/query/selection/yrbs/ YRBSSelection.html>

For more information on this subject - <https://www.cdc.gov/nccdphp/dch/multimedia/infographics/getmoving.htm>

¹² ACT test scores. <http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2017-ccri-data/#report>

For more information on this subject - <https://www.act.org/content/act/en/research/condition-of-college-and-career-readiness-2017.html>

¹³ On-time high school graduation rates. Hawaii Data Exchange, <http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2017-ccri-data/>

¹⁴ High school graduates who enroll in college within 16 months. Hawaii Data Exchange, <http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2017-ccri-data/>

For more information on this subject – <https://www.edweek.org/ew/articles/2013/01/09/15report-b1.h32.html>

¹⁵ Young people (ages 16-24) employed. US Census, https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_16_1YR_S2301&prodType=table

¹⁶ Young people ages 16-24, neither employed nor in school. Opportunity Index, <https://opportunityindex.org/detail/15007?y1=2016&y2=2016>
For more information on this subject - <http://www.measureofamerica.org/disconnected-youth/>

¹⁷ Special report prepared by Amanda Fluharty - Kauai Community College, Associate Professor, Institutional Research & Analysis.
For more information on this subject - <https://www.hawaii.edu/news/2017/12/18/early-college-offerings-skyrocket/>

¹⁸ Special report prepared by Amanda Fluharty - Kauai Community College, Associate Professor, Institutional Research & Analysis. See the U.S. Department of Labor chart at <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

¹⁹ Hawaii Department of Education, <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-1ca.aspx> For more information on this subject - <https://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>

²⁰ School Quality Survey, <http://arch.k12.hi.us/PDFs/sqs/2017/ComplexArea/15SQS2017.pdf>
For more information on this subject - <http://arch.k12.hi.us/school/sqs/sqs.html>

²¹ Opportunity Index, <https://opportunityindex.org/detail/15007?y1=2016&y2=2016>
For more information on this subject - <https://www.parents.com/toddlers-preschoolers/starting-preschool/curriculum/why-preschool-matters/>
Additional data provided by Patch.

²² Hawaii Department of Education, <https://adc.hidoe.us/#/proficiency>
For more information on this subject - <http://p3hawaii.org/>

²³ Hawaii Department of Education, <https://adc.hidoe.us/#/proficiency>
For more information on this subject - <http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2017-ccri-data/#report>

²⁴ Hawaii Department of Education, <https://adc.hidoe.us/#/proficiency>
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