

Appendix A

Survey of Indicator Data Currently Available To the University of Hawai‘i Center on the Family

The University of Hawai‘i Center on the Family administers the Web-based Data Center on Children and Families, currently the most comprehensive collection of information and data about children and families in Hawai‘i. The Data Center contains three databases, with a fourth to be dedicated to Native Hawaiian children.

PART 1: GEOGRAPHIC SPECIFICITY OF AVAILABLE DATA

Child and Family Indicator Data

There are over 200 indicators in the general Child and Family dataset. These are available at various geographic levels and are from public records, surveys, and the decennial census. Approximately one-fourth are known to be unavailable by ethnicity. Even though they are not of the desired geographic and/or ethnic specificity, some measure important concepts and may be desirable for consideration. In a few instances, small studies may indicate that Hawaiians are over- or under-represented in a population for which ethnic-specific data are not available. A subset of the Child and Family database, as appropriate for the goals of the Ho‘owaiwai Nā Kamali‘i project, was selected for inclusion in Appendix B.

School/Community Complex Data

Indicators available at this level of geography include percentages of students scoring above average in reading and math, attending school daily, receiving free lunch/TANF/WIC/food stamps; family size; and parent marital status. The 35 indicators available at this geographic level are primarily education, economic security, and demographic variables. The U.S. Census—available only once every decade—is the primary source for 16 indicators. While the available 2000 Census data have been collected, much of the desired information has not been released to date. Those indicators for which data are available at the school/community complex level were assessed as to whether they could be disaggregated by ethnicity:

- data for 32 indicators are known to be available for the Hawaiian/Part Hawaiian population
- data for 3 indicators are not available for the Hawaiian/Part Hawaiian population:
 - % kindergarteners with preschool experience
 - school attendance
 - child abuse and neglect rates for ages birth through five years.

Although data for Hawaiians are available at very fine geographic levels via the decennial census, annual estimates of these same data are generally available only for *all* persons at the State or county levels.

Judicial/Administrative District Data

Data are reported by the Hawaii State Departments of Human Services and Health at an administrative geographical level. While this level is sub-county, the base population is not officially estimated for intercensal periods. This makes the computation of rates (percents or rates per 1,000 or 100,000 persons as is standard) impossible for non-census years. Therefore, this geographic level is less useful for comparative purposes. It also has not been adopted by other agencies that serve as data sources.

County Data

Almost all of the indicators reported in the Child and Family database are available at the county level of geography. State and national comparisons, where available, are included in the reporting. County data allow understanding of the big picture of child well-being, but also mask issues that are important to specific ethnic or community sub-populations.

State Data

Although they are only able to paint a very general picture, indicator data only available at the State level of geography are included in the Child and Family database when they measure important concepts and are not available at a more specific level of geography. One good example is childhood immunization, for which the standard indicator is “percent of fully-immunized two-year-olds”. This measures the proportion of children who have received the basic set of immunizations by 35 months of

age. Data are only available via the national survey, which has a very small sample in Hawaii. Therefore, only State-level data are available on a regular basis. This information may be periodically augmented by special studies of the Department of Health.

PART 2: INTEGRATION OF SERVICE DATA

For integration of service data, please refer to Appendix E.

Organization of Indicators

A model was developed for presentation of the indicators that are presently on hand at the Center on the Family, a presentation that considers the influence of major domains on child outcomes during the first five years of life. The model is based upon an extensive review of relevant literature and expands a model developed for the Early Childhood Longitudinal Study. The model is illustrated in Appendix E.

- Squares in the model represent determinants of child well-being and school readiness that affect families and children.
- Circles in the model represent community-level supports available to the child and family, supports that may bolster determinants or outcomes of child well-being or school readiness.

This model was developed as a draft proposal for a framework to be utilized in incorporating service-related data with more traditional outcome and indicator data. Center on the Family data are of both types, although the data are concentrated on the determinants or indicators. In addition, these data sets do not contain individual-level variables, so none were found describing Child Characteristics and Capabilities.

When the framework is determined, greater guidance can be given to moku facilitators regarding the information to be uniformly collected at the community-level. Criteria must be developed when deciding which services will be included in these broad topic areas. However, initial suggestions listed below are based on examination of the information gathered to date by the facilitators.

Health Supports

Health supports include the following:

- Health insurance: Affordable; employer or public coverage
- Available, affordable quality health services: medical homes; acute care; chronic care; dental care; screenings for hearing, vision, and disabilities; immunization services; mental health services for children and adults
- Services to optimize functioning of children with disabilities
- Absence of pollution and safety hazards in the community: absence of lead and toxic materials in the environment; neighborhood safety
- Healthy lifestyle culture in the community: beliefs and regulations against smoking, drugs, and excessive drinking; support for child and family safety; healthy lifestyles in nutrition, exercise, hygiene, etc.
- Supports for healthy practices in child care settings
- Food programs (public and private): food banks; Food Stamps, WIC

Family Supports

Family supports include the following:

- Adult education and literacy programs
- Economic resources: living wage jobs available in the community; employment training and placement assistance; economic assistance for the impoverished
- Family strengthening services: family counseling; intervention for family conflict and violence; services to address social isolation (such as home visiting, community centers); respite and emergency care; health and mental health services
- Transportation: access to affordable, adequate transportation services; coordination of transportation services; transportation services integrated with other services

- Linking programs and services: create linkages among community support services (health, family support, child care and early education services, etc.); integrated service delivery
- Living circumstances: availability of affordable housing; safety of neighborhoods and housing; communities with low poverty (<10%); access to cultural and recreation services (libraries, parks, playgrounds)
- Support provided by extended family and neighbors: mutual monitoring of children in neighborhood; emotional and physical support network for families
- Culture: concern for children; concern for disadvantaged persons; ethic of helping persons in need; commitment to strong, healthy families

Parenting Supports

Parenting supports include the following:

- Parenting education programs—content: basic parenting; health and safety; nurturance; discipline; literacy; cognitive stimulation; family activities; character development; how to utilize community supports
- Parenting education programs—delivery: home visits; group sessions; infused in services; community organizations; secondary school training; media
- Parenting norms, practices, and supports: extended family; neighbors; broader community.

Early Care and Education Supports (Child Care)

Supports for early care and education (related to child care) include the following:

- Availability in the community: adequate number of slots, including full-day; care for disabled children; adequate slots for infants and toddlers; adequate hours of operation (weekends, holidays); sick-child care; back-up care when regular caregiver is ill or not available
- Affordability: subsidies for high proportion of needy families; copayment not burdensome for low-income families (less than 10% of family income); delivery system of subsidies not a barrier; special financial supports for infants and children with disabilities

- Quality: inspections of child care facilities; staff education and training; salary and wage supports; supports for healthy practices; provision of resources to informal care providers; tiered reimbursement tied to licensure/accreditation; financial supports for pursuing accreditation
- Resource and referral services: information about available slots, provider quality, and how to choose quality care
- Community understanding of quality care
- Linkages with: parents and families; k-12 schools; health and family services

Early Care and Education Supports (School)

Supports for early care and education (related to school) include the following:

- Availability in the community: number of preschool slots; number of full-day slots; care for disabled children
- Quality: staff education and training (preservice and continuing professional development); wage and salary competitiveness; effective curriculum; programming tailored to developmental level of children; monitoring quality and effectiveness; supports for healthy and safety practices; appropriate assessment of readiness
- Community understanding of quality preschool services
- School linkages with: parents and families; child care; health and family services