



# Hawai'i KIDS COUNT

## E-Bulletin

### April 2014 Issue

Center on the Family | University of Hawai'i at Mānoa-CTAHR

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### PARTICIPATION IN OUT-OF-SCHOOL TIME ACTIVITIES AND PROGRAMS

Out-of-school-time (OST) programs, originally seen as meeting a need for the supervision of children and youth during non-school hours, are now recognized as important to healthy development. Children and youth involved in OST programs are more likely do well in school, get sufficient physical exercise, and avoid involvement in risky behaviors compared to their non-participating peers. Despite these benefits, there are some obstacles to participation (such as accessibility and cost) particularly where low-income children and youth, who may benefit the most from these programs, are concerned.



Given the impact OST program can have on promoting healthy outcomes and reducing risky behaviors, assessing progress toward expanding these opportunities is important. In the research brief, *Participation in Out-Of-School-Time Activities and Programs*, Child Trends examines parent-reported data from the National Survey of America's Families and the National Survey of Children's Health on youth participation in OST programs over time and across family income levels. Nationally, during the 15 years examined, adolescents ages 12-17 were more likely to participate in OST activities than their younger peers, regardless of income level. Hawai'i-specific data presented in the research brief include the following:

- According to parent-reported data in the most recent surveys, a little more than half of Hawai'i's low-income children (53%) and adolescents (55%) participated in OST activities and programs compared to

38% and 44% of children and youth in the respective age groups in the U.S.

- In 2011/2012, a smaller share of children between the ages of 6 and 11 from low-income households (53%) participated in OST programs, compared to their counterparts in higher-income households (67%).
- Among youth ages 12 through 17, there was an increase in low-income youth who participated in OST programs, from 43% in 2003 to 55% in 2011/2012.

The research brief is available for download on the Child Trends website: <http://childtrends.org/wp-content/uploads/2014/03/2014-13OutofSchoolActivities1.pdf>.

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## MULTILINGUAL CHILDREN: PRACTICE AND POLICY IMPLICATIONS

In the report, *Multilingual Children: Beyond Myths and Toward Best Practices*, the Society for Research in Child Development examines how to best support multilingual children in their development and learning. Multilingual families in the U.S. are diverse, and policies and practices relevant to them should consider this diversity. Children can be supported in their monolingual and multilingual language and literacy development when adults speak to them using the language they are most proficient in, and engage them in responsive, positive, diverse, and quality conversation. Studies have shown that children in these supportive environments benefit cognitively, socially and potentially economically. The report outlines what caregivers and teachers can do to ensure that children develop strong multilingual skills, and provides policy action steps across systems to support multilingual children in their learning and development.



The KIDS COUNT Data Center provides data to further examine the population of multilingual children and children from immigrant families in Hawai'i:

- Nearly a fifth (18%) of children (ages 5 to 17) in Hawai'i speak a language other than English at home, compared to 22% in the U.S.
- A slightly larger share (97%) of Hawai'i's 4th grade English language learners were not proficient in reading in 2013, compared to the U.S. (93%).
- The percentage of children who are foreign-born or reside with at least one foreign-born parent is slightly higher in Hawai'i (28%), than in the U.S. (24%).

For more on the report from the Society for Research on Child Development, go to the Foundation for Child Development's website: <http://fcd-us.org/sites/default/files/Multilingual%20Children%20Beyond%20Myths%20and%20Towards%20Best%20Practices.pdf>.

For more data on Hawaii's multilingual children and children in immigrant families, go to the KIDS COUNT Data Center: <http://datacenter.kidscount.org/>.

## KIDS COUNT DATA CENTER ENHANCEMENTS

The KIDS COUNT Data Center was recently enhanced with the following additional functions to improve users' experience while searching the most comprehensive source for data on child well-being:

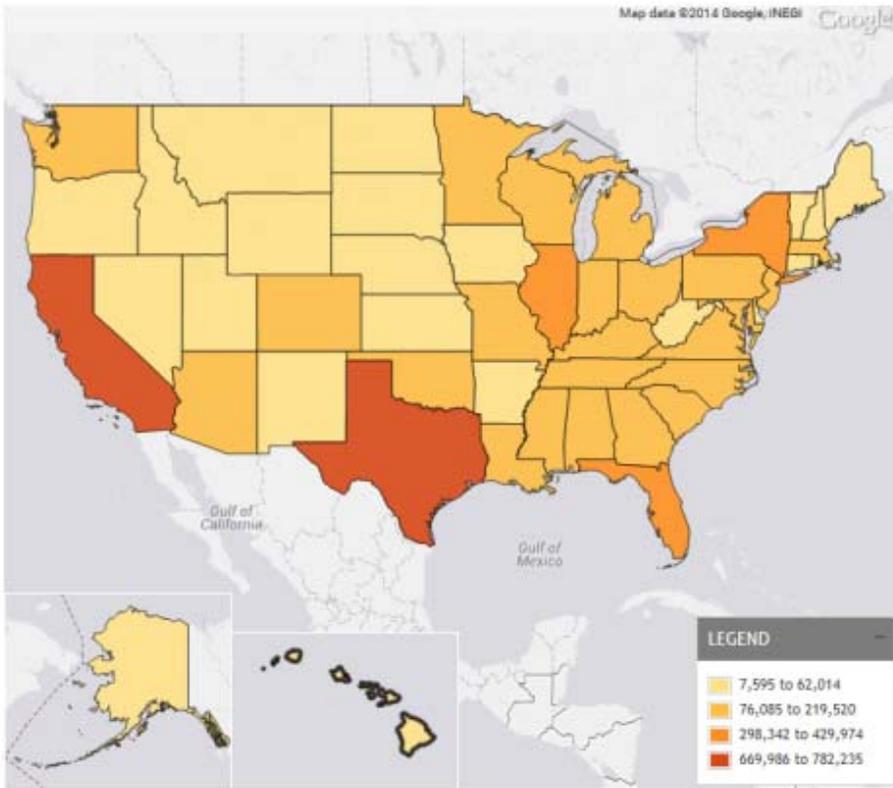
- Line Graph functionality: Graph multiple characteristics in the same line graph (i.e. ability to create a line graph with data disaggregated by race, by gender, etc.)
- Selection retention: Retain selections (locations, years, etc.) when moving through visualization options on an indicator (table, map, line graphs and bar graphs)
- Social media image: Share the actual map, line graph or bar graph created through social networks.

Here are a few examples of the various types of data visualizations that can be created more easily with the Data Center enhancements.



### CHILDREN AGES 1 TO 5 WHOSE FAMILY MEMBERS READ TO THEM LESS THAN 3 DAYS PER WEEK (PERCENT)

National KIDS COUNT  
KIDS COUNT Data Center, [datacenter.kidscount.org](http://datacenter.kidscount.org)  
A project of the Annie E. Casey Foundation

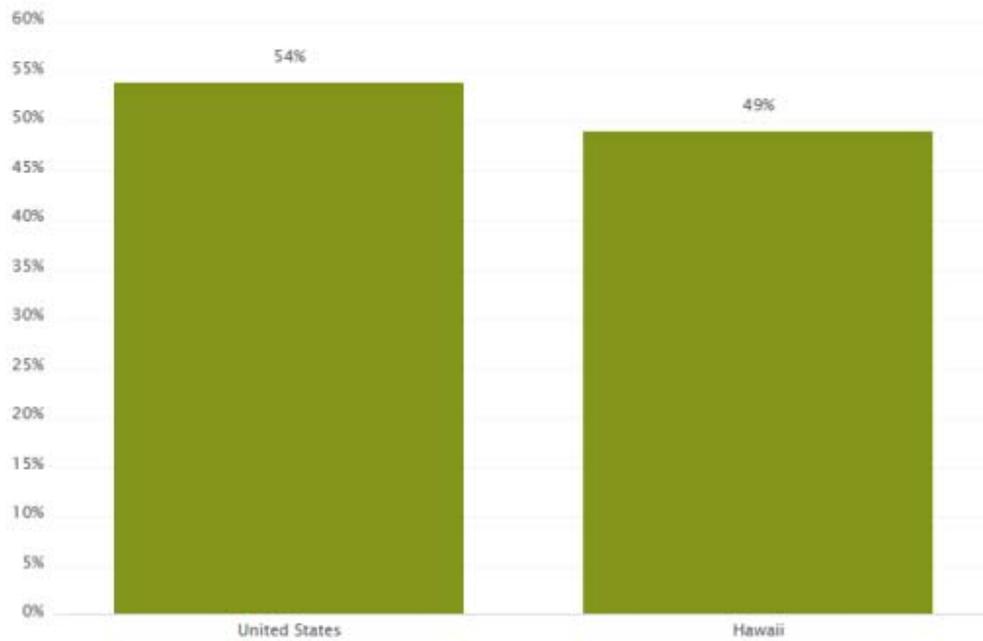


## CHILDREN UNDER AGE 6 WHOSE PARENTS HAD PREDICTIVE CONCERNS ABOUT THEIR DEVELOPMENT (NUMBER) - 2011-2012

National KIDS COUNT

KIDS COUNT Data Center, [datacenter.kidscount.org](http://datacenter.kidscount.org)

A project of the Annie E. Casey Foundation



## CHILDREN AGES 3 TO 4 NOT ENROLLED IN PRESCHOOL (PERCENT) - 2010-2012

### National KIDS COUNT

KIDS COUNT Data Center, [datacenter.kidscount.org](http://datacenter.kidscount.org)

A project of the Annie E. Casey Foundation

Try out the new enhancements here: <http://datacenter.kidscount.org/>

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PDF versions of our monthly e-bulletins are available at: <http://uhfamily.hawaii.edu/projects/kidscount/ebulletin.aspx>

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CENTER ON THE FAMILY

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