Methods, Data Sources, and Definitions

Our story of Native Hawaiian well-being is woven from a wellspring of diverse perspectives informed by literature and research, community ʻike (knowledge), and a wide array of national and local data sources. Because *Ka Huakaʻi 2021* is produced from multiple methodologies, an understanding of the context and limitations of the data is paramount. This section provides an overview of the nuances, constraints, and decisions relevant to how data in this volume were collected, analyzed, and interpreted.

Most of the data presented in *Ka Huakaʻi 2021* are drawn from conventional data sources that are routinely collected and maintained by government-funded entities. As such, these sources generally espouse Western worldviews and tend to exclude perspectives that are imperative to understanding, supporting, and measuring Indigenous well-being (e.g., aspects of spirituality, cultural connectedness, relations to ʻāina, etc.). This context is crucial to keep in mind when reviewing the data. We also underscore the critical need to expand the ways in which measures of well-being for Native Hawaiians and Indigenous peoples are conceptualized and collected—both at the individual level and, perhaps more importantly, at the community level.

While the data presented in *Ka Huakaʻi 2021* have been vetted for accuracy, there is no warranty that this volume is error free. We further recognize that analyses and discussions are inherently limited by the types of data made available on Native Hawaiians and well-being. In this section, we first present a list of data sources used in *Ka Huakaʻi 2021*, with brief explanations about each one.[1] We then list definitions and key terms used throughout the volume, along with specific methodology notes for certain topics.

DATA SOURCES

For each data source listed below, we indicate how the data were handled. For example:

- *As is:* We reported the data as provided—from online sources or via special request—without any manipulation.

- *Combined:* We aggregated data from existing sources, without any manipulation other than combining datasets or data points.

- *Modified:* We modified existing data by running unique comparisons and analyses.

- *Created:* We created new datasets and analyses from various sources and internal studies.

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[1] The data sources listed in this section refer specifically to data included in the narrative, tables, and charts in *Ka Huakaʻi 2021*. The data sources do not include reports, literature, and research cited throughout the publication.

Hawaiʻi Department of the Attorney General

Review of Uniform Crime Reports (years 2015 and 2016 combined), Crime Prevention and Justice Assistance Division, Research and Statistics Branch.
Data were combined.

Juvenile Delinquency Trends in Hawaiʻi: Data Book for 2007–2016, Juvenile Justice Information System, Crime Prevention and Justice Assistance Division.
Data were reported as is.

Hawaiʻi Department of Education

Hawaiʻi Data eXchange Partnership, DXP465 CCRI, 2011–2014; tabulations were prepared at the special request of Kamehameha Schools.
Data were modified and created. Separate variables were created and used to run tabulations by race/ethnicity, region, and college institution.

Hawaiʻi Data eXchange Partnership, DXP469 9th Grade Cohorts, 2013–2017; tabulations were prepared at the special request of Kamehameha Schools.
Data were modified and created. Separate variables were created and used to run tabulations by race/ethnicity and region.

Hawaiʻi Data eXchange Partnership, DXP469 cross-section, 2013–2017; tabulations were prepared at the special request of Kamehameha Schools.
Data were modified and created. Separate variables were created (e.g., chronic absenteeism) and used to run tabulations by race/ethnicity, region, and school concentration of Native Hawaiian students.

School Status and Improvement Report, 2002, 2012, and 2018
Data were combined and created. A separate variable was created and used to run tabulations by school concentration of Native Hawaiian students.

Hawaiʻi Department of Health

HAWAIʻI BEHAVIORAL RISK FACTOR SURVEILLANCE SYSTEM

Hawaiʻi Health Data Warehouse. See below for various combinations of years, based on tabulations of data from the Hawaiʻi Behavioral Risk Factor Surveillance System (BRFSS). *Data were reported as is. Combining of data years was done by the Hawaiʻi Health Data Warehouse.*

• 2013 (years 2011 to 2013 combined) and 2016 (years 2014 to 2016 combined)

• 2014 (years 2012 to 2014 combined)

• 2014 (years 2013 to 2014 combined) and 2016 (years 2015 to 2016 combined)

• 2015 (years 2011, 2013, 2015 combined)

• 2016 (years 2011 to 2016 combined)

• 2016 (years 2013 to 2016 combined)

HAWAIʻI SCHOOL HEALTH SURVEY: YOUTH TOBACCO SURVEY MODULE

Hawaiʻi Health Data Warehouse, Hawaiʻi Department of Health and Hawaiʻi Department of Education, 2015.
Data were reported as is.

HAWAIʻI SCHOOL HEALTH SURVEY: YOUTH RISK BEHAVIOR SURVEY MODULE

Hawaiʻi Health Data Warehouse, Hawaiʻi Department of Health and Hawaiʻi Department of Education. See below for various combinations of years, based on tabulations of data from the Hawaiʻi School Health Survey: Hawaiʻi Youth Risk Behavior Survey (YRBS) module. *Data were reported as is. Combining of data years was done by the Hawaiʻi Health Data Warehouse.*

• 2013 (years 2011, 2013 combined)

• 2015 (years 2013, 2015 combined)

• 2017 (years 2015, 2017 combined)

PREGNANCY RISK ASSESSMENT MONITORING SYSTEM

Hawaiʻi Department of Health, Family Health Services Division, Maternal and Child Health Branch, 2011 (years 2009 to 2011 combined).
Data were reported as is.

VITAL STATISTICS

Hawaiʻi Health Data Warehouse, Office of Health Status Monitoring, *Vital Statistics Report* 2011 (years 2007 to 2011 combined), 2015, 2016 (years 2012 to 2016 combined), and 2018; tabulations based on the 2015 report were prepared at the special request of Kamehameha Schools.
Some data were reported as is, and some data were modified; modification included normalizing the data to make comparisons by race/ethnicity.

Hawaiʻi Department of Human Services

Audit, Quality Control and Research Office, *Statistical Report on Child Abuse and Neglect in Hawaiʻi*, 2011 and 2018 (2011 report includes data recorded in 2010).
Data were modified; modification included normalizing the data to make comparisons by race/ethnicity.

Benefit, Employment, and Support Services, 2015 to 2017; tabulations were prepared at the special request of Kamehameha Schools.
Data were combined.

US Census Bureau

Census 2000, Summary File 4.
Data were combined and modified; modification included normalizing the data to make comparisons.

Census 2010, Summary File 2.
Some data were reported as is, and some data were created; creation included the development of new variables to run projections of the Native Hawaiian population.

2006–2010 American Community Survey, Selected Population Tables.
Data were combined and modified; modification included normalizing the data to make comparisons.

2011–2015 American Community Survey, Selected Population Tables.
Data were combined and modified; modification included normalizing the data to make comparisons.

2013–2017 American Community Survey, Public Use Microdata Sample (PUMS) 5-year file.
Data were created. Several variables were created for analyses (e.g., income designations).

2006 to 2017 American Community Survey, Public Use Microdata Sample (PUMS) 1-year files
Data were created. PUMS 1-year files were combined and re-weighted to form three-year moving averages. Several variables were created for analyses (e.g., family types).

2013–2017, 2009–2013, and 2005–2009 American Community Survey Public Use Microdata Sample 5-year files.
Data were created. Several variables were created for analyses (e.g., migration status).

Estimates of the Components of Resident Population Change 2011 to 2018, US Census Bureau, Population Division.
Data were reported as is.

University of Hawaiʻi Cancer Center

Hawaiʻi Cancer at a Glance, 2009–2013, Hawaiʻi Tumor Registry.
Data were reported as is.

University of Hawaiʻi System

Institutional Research and Analysis Office; data prepared at the special request of Kamehameha Schools.
Some data were reported as is, and some data were modified and created. Modification included normalizing trend data in UH enrollment to make comparisons. Creation included in-house calculations of average retention and completion rates (e.g., across all students, across all females, across all males, across all Native Hawaiians, across the UH system, etc.).

Institutional Research and Analysis Office, Office of Human Resources Data Warehouse.
Data were reported as is.

DEFINITIONS AND KEY TERMS

Definitions and key terms are presented in order of prominence in *Ka Huakaʻi*. The first entry, "Native Hawaiian and Other Major Ethnicities," is of particular importance for this volume and includes not only definitions but also certain parameters that different data sources consider when defining race and ethnicity.

Native Hawaiian and Other Major Ethnicities

Where possible, *Ka Huakaʻi 2021* presents data by five race/ethnicity categories: Native Hawaiian, Chinese, Filipino, Japanese, and White. These categories are representative of the major races/ethnicities in Hawaiʻi and are commonly used in statistical reports produced by other state institutions.

While race/ethnicity categories differ slightly depending on the data source (see list below for nuances), **Native Hawaiian** (with uppercase "N") generally refers to any individual who can trace their genealogy to the original inhabitants (or their descendants) of the Hawaiian Islands, regardless of blood quantum or racial/ethnic identity. Native Hawaiians are also referenced throughout this publication as "Kānaka Maoli," "Kānaka ʻŌiwi," or simply "Kānaka" and "ʻŌiwi."

CENSUS

Beginning in 2000, the US Census Bureau allowed for multiple race/ethnicity reporting, which permitted a more inclusive definition of race/ethnicity. Two main census conventions are relevant to our analysis for reporting the various combinations of race/ethnicity: "alone" and "alone or in combination." The "alone" population includes individuals who reported only one race/ethnicity. The "alone or in combination" population includes those who reported only one race/ethnicity and those who reported two or more races/ethnicities. *Ka Huakaʻi 2021* uses the "alone or in combination" categories for Native Hawaiian, Chinese, Filipino, and Japanese races/ethnicities. When possible, the "alone or in combination" category is used for non-Hispanic Whites as well.

AMERICAN COMMUNITY SURVEY—PUBLIC USE MICRODATA SAMPLE

The American Community Survey's Public Use Microdata Sample (PUMS) was used to create a proxy variable for race/ethnicity to approximate counts in the 2000 and 2010 censuses. In our analyses, Native Hawaiian, Chinese, Filipino, and Japanese races/ethnicities include all individuals who reported being of each respective race or ancestry, regardless of the combination of races or ancestries the individual reported. However, the White category includes only those individuals who reported being of the White race alone or in combination and were not Hispanic—ancestry was not used to determine race/ethnicity.

The 5-year and 1-year files differ in their estimates of Native Hawaiians due to the "Native Hawaiian alone or in combination with one or more other races" variable, which is not available for all years in the 1-year PUMS files.

Consistent with the methodology in *Ka Huakaʻi 2014*, we determine the race/ethnicity of households by the race/ethnicity of all members of the household. For the purposes of identifying Native Hawaiian households, any household where a Native Hawaiian resides is considered a Native Hawaiian household. This method is more inclusive and accurate in its approach to describing the household characteristics of the populations residing within these households, as opposed to determining the household's race/ethnicity based on the race/ethnicity of the head of household—a method that was used in *Ka Huakaʻi 2005*.

Because each household can potentially be identified with multiple races/ethnicities, these groups are not mutually exclusive. For instance, a household with a Chinese head of house-hold, a Hawaiian spouse, and Chinese/Hawaiian children is counted as a Native Hawaiian household and a Chinese household.

AMERICAN COMMUNITY SURVEY—SELECTED POPULATION TABLES

When comparing regional differences using American Community Survey data, the Selected Population Tables were used. These summary tables contain race/ethnicity options similar to those utilized in the census. In such cases, our comparisons look only at Native Hawaiians in Hawaiʻi and include all those who reported being Native Hawaiian alone or in combina-tion with any other race/ethnicity.

There are several instances where we compare data from the American Community Survey–Selected Population Tables with data from Census 2000, Summary File 4. These two data sources are derived from different survey methods. The US Census Bureau urges caution when comparing Census 2000 data with American Community Survey data.

Other races/ethnicities with sizable populations in Hawaiʻi that are part of the Hawaiʻi total but not specifically called out include Other Pacific Islander, Korean, Black or African American, and Hispanic-White.

HAWAIʻI DEPARTMENT OF THE ATTORNEY GENERAL

Local crime data come from the Crime Prevention and Justice Assistance division within the Hawaiʻi Department of the Attorney General. In *Ka Huakaʻi 2021*, race and ethnicity data are presented using categories relevant to Hawaiʻi: Native Hawaiian, Chinese, Filipino, Japanese, and White.

Regarding ethnicity data extracted from the juvenile arrests and in cases where a juvenile came from more than one ethnic group, up to five ethnic groups for each juvenile could be recorded. Juveniles who were designated as solely "Hawaiian," as well as those designated "Hawaiian" with any other ethnic group, were categorized into a single "Hawaiian/part-Hawaiian" group.

HAWAIʻI DEPARTMENT OF EDUCATION

Race/ethnicity reporting in the Hawaiʻi Department of Education—which draws from data collected via Hawaiʻi Data eXchange Partnership—differs from census and ACS reporting in that it relies on parent-reported identification of a student's "primary" race/ethnicity.[2] This means that categories for Native Hawaiian, Chinese, Filipino, Japanese, and White are mutually exclusive and should be taken as a lower-bound estimate of these populations.

The Native Hawaiian figures in this volume combine both Native Hawaiian and part-Hawaiian designations. The Native Hawaiian designation also includes any student whose parent "ever" reported Native Hawaiian—not just those who reported Native Hawaiian in a given year.

HAWAIʻI DEPARTMENT OF HEALTH

Behavioral Risk Factor Surveillance System

The Behavioral Risk Factor Surveillance System (BRFSS) is a nationwide Centers for Disease Control and Prevention survey that collects data on public health. Individual states are able to add to the survey to meet state needs. Race/ethnicity data collection and reporting have changed over the years in the BRFSS administered in Hawaiʻi.

The most recent change occurred in 2018. Prior to that year, response options for ethnicity were not the same year to year. However, the BRFSS coordinator would apply an algorithm to create a single race/ethnicity for each respondent. In 2018, the response options changed to mirror national standards, which offer less race detail. Consequently, 2018 and later data are not comparable with BRFSS data from previous years.

In *Ka Huakaʻi 2021*, we report data up to 2016 and use the pre-2018 definitions of race/ethnicity. Caution should be exercised if comparing data in this volume with current BRFSS data. For more information on these changes and race/ethnicity categorization, see http://hhdw.org/wp-content/uploads/HHDW-Race-Ethnicity-Documentation-Report.pdf.

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[2] Starting in 2011, two-part race/ethnicity reporting was required, allowing multiple-race reporting. However, all data in *Ka Huakaʻi 2021* are based on the students' primary race.

Vital Statistics

The Hawaiʻi Department of Health uses a classification hierarchy when reporting vital statistics by race/ethnicity. This results in all race/ethnicity categories being mutually exclusive. In any case, for example, where Native Hawaiian is reported as a race/ethnicity—whether alone or in combination with another race/ethnicity—the race/ethnicity of that individual is reported exclusively as Native Hawaiian. Similarly, if a non-White race/ethnicity is reported with White, then that individual is reported exclusively as the non-White race/ethnicity. If there are more than one non-White race/ethnicity reported, then the first non-White race/ethnicity indicated is the reported race/ethnicity. Therefore, estimations for Chinese, Filipino, Japanese, and White races/ethnicities should be viewed as lower-bound estimates. The race/ethnicity of children is based on that of the father, or on the race/ethnicity of the mother if the father's race/ethnicity is unknown.

Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) is a national survey that uses respondents' self-reported information as a basis for its race/ethnicity data. Similar to the BRFSS, individual states using the YRBS may add to the survey questionnaire. For Hawaiʻi, this means allowing options for the major race/ethnicities within the state. Our calculations are based on tabulations obtained from the Hawaiʻi Department of Health's Hawaiʻi Health Data Warehouse, which identifies all students who self-identified as Native Hawaiian, including students who reported being part-Hawaiian.

HAWAIʻI DEPARTMENT OF HUMAN SERVICES

The Hawaiʻi Department of Human Services' State Audit, Quality Control and Research Office houses child abuse and neglect data. Race/ethnicity is reported as the primary category of which the individual identifies himself or herself as a member, or of which the parent identifies the child as a member (i.e., race/ethnicity are mutually exclusive). *Ka Huakaʻi 2021* reports data for individuals reporting Hawaiian/Part Hawaiian, Chinese, Filipino, Japanese, and White.

HAWAIʻI DEPARTMENT OF PUBLIC SAFETY

The Hawaiʻi Department of Public Safety Corrections Division collects and maintains incarceration data. All race/ethnicity data are self-reported by detainees. To retain consistency among data sources, *Ka Huakaʻi 2021* provides data for individuals reporting Hawaiian/Part Hawaiian, Chinese, Filipino, Japanese, and White. Race/ethnicity are mutually exclusive.

UNIVERSITY OF HAWAIʻI SYSTEM

Race/ethnicity student data are self-reported via the University of Hawaiʻi (UH) System Application form for prospective college students. The system utilizes the same categorization as the Integrated Postsecondary Education Data System, the core postsecondary education data collection program under the National Center for Education Statistics. There are nine race options and twenty-three ethnicity options, including categories for mixed-races, no data, etc. *Ka Huakaʻi 2021* reports UH data for Native Hawaiian, Chinese, Filipino, Japanese, and White categories.

In the event a student selects multiple races/ethnicities, UH follows a "prioritization" system, in which race/ethnicity is determined based on the following priority order: Black or African American; Hawaiian/Part Hawaiian; Hispanic; American Indian or Alaskan Native; Samoan; Filipino; Remaining races; Mixed race. For example, if a student selects Filipino, Hawaiian/Part Hawaiian, and Mixed race, they will be categorized as Hawaiian/Part Hawaiian.

Native Hawaiian students also include those who indicate Hawaiian ancestry on their application (as well as those who either did not answer the ancestry question or answered in the negative but who indicated Hawaiian ethnicity).

Race/ethnicity faculty data, which are self-reported and maintained under UH's Office of Human Resources Data Warehouse, are determined following UH–Equal Employment Opportunity priorities. Similar to the way UH categorizes students, if an individual selects more than one ethnicity, their ethnicity is determined based on the following priority order: Black or African American; Hawaiian/Part Hawaiian; Hispanic; American Indian or Alaskan Native; Samoan; Filipino; Remaining races; Mixed race.

Regions

Ka Huakaʻi 2021 presents two different regional perspectives:

- Nine geographic regions, identified by Kamehameha Schools (KS). *Ka Huakaʻi 2021* is the first in its series to include data disaggregated by KS regions.

- County divisions, identified by the US Census Bureau.

KAMEHAMEHA SCHOOLS REGIONS

Nine regions were designated by Kamehameha Schools in 2015 as part of its commitment to serve the lāhui via community-based approaches.

1. East Hawaiʻi (Hilo, Puna, and Kaʻū)

2. West Hawaiʻi (Kona, Kohala, and Hāmākua)

3. Maui (Maui, Molokaʻi, and Lānaʻi)

4. Windward Oʻahu (Koʻolau)

5. Honolulu Oʻahu (Kona)

6. North Shore Oʻahu (Waialua)

7. Central Oʻahu (ʻEwa)

8. Leeward Oʻahu (Waiʻanae Coast)

9. Kauaʻi (Kauaʻi and Niʻihau)

Regions were identified based on the following considerations: Hawaiʻi DOE complexes, complex areas, and complex area superintendents; type and identity of communities; and proximity to existing KS and external resources and programs.

KS Regions and Hawaiʻi DOE Data

In this publication, all Hawaiʻi DOE data that are disaggregated by KS regions in Chapter 3 represent regions of the *school* in which a student was enrolled and/or from which a student graduated. The regions do not necessarily represent regions in which a student resides or lives. See table 3.4 in Chapter 3 for a crosswalk between KS regions, Hawaiʻi DOE regions, and Hawaiʻi DOE complex areas.

CENSUS COUNTY DIVISIONS

Ka Huakaʻi 2021 presents data disaggregated by US Census county divisions for Hawaiʻi:

1. Hawaiʻi county

2. Honolulu county

3. Kauaʻi county (includes Niʻihau)

4. Maui county (includes Kahoʻolawe, Lānaʻi, and Molokaʻi)

Family Structure

Throughout *Ka Huakaʻi 2021*, we use a variety of similar but distinct terms to refer to family structure. For example, families, households, and family households are all used as units of analysis, depending on the data source. All data on family types were collected via the US Census Bureau and are based on answers to questions on biological sex and relationship that were asked of all respondents.

FAMILY

A family refers to two or more people who share a relationship through marriage, birth, or adoption. All people in a household who are related to the householder are regarded as members of his or her family. When families are identified as the unit of analysis, our analysis examines all families in households, not just the primary or main family.

HOUSEHOLD

A household refers to the physical structure of the housing unit and all persons residing within that structure.[3] Not all households contain families, since a household may be comprised of a group of unrelated people or of one person living alone. When households are identified as the unit of analysis, our analysis examines the primary or main family in a household.

The ethnicity of a household is defined by all members of the household. A household can have more than one ethnicity, and ethnicity categories are not mutually exclusive. *Native Hawaiian households* are determined using the race and ancestry reported by each individual; to be as inclusive as possible, a household is counted as a Native Hawaiian household if *any* member within the household self-reports as being Native Hawaiian.

HOUSEHOLDER

The householder (sometimes referred to as "head of household") refers to the person whose name is on the housing unit owned or rented (or maintained). If there is no such person, any adult member is considered the householder, excluding roomers, boarders, or paid employees. If the house is owned or rented jointly by a married couple, the householder may be either spouse.

Native Hawaiian householder refers to when the householder self-reports their race as Native Hawaiian.

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[3] A group quarters residence (e.g., a dormitory) is not considered a household.

FAMILY HOUSEHOLD

A family household is any household in which a family resides. In addition to the family itself, family households sometimes include other residents who are not members of the family (i.e., those who are related by blood or marriage). When family households are identified as the unit of analysis, our analysis examines the primary or main family in a family household.

Types of families and family households are further distinguished as follows:

- **Married-couple family**—a family in which the householder and their spouse are listed as members of the same household. Married-couple families may or may not have children. Beginning with the 2013 data, married-couple families include same-sex couples who are married.

- **Single female family**—a family with a female householder living with one or more family members who is not a spouse by marriage. For example, a single female living with her parent(s), children, and/or grandchildren.

  – **Single-mother family**—a family with a female householder living with her own children ages zero to seventeen and no spouse by marriage is present. Single-mother families are a subset of single-female families.

- **Single-male family—**a family with a male householder living with one or more family members who is not a spouse by marriage. For example, a single male living with his parent(s), children, and/or grandchildren.

  – **Single-father family**—a family with a male householder living with his own children ages zero to seventeen and no spouse by marriage is present. Single-father families are a subset of single-male families.

SUBFAMILY

Subfamilies are families that do not maintain their own household but live in a household where the householder or householder's spouse is a relative.

CHILD

A child includes a son or daughter by birth, a stepchild, or adopted child of the house-holder, regardless of the child's age or marital status. The category excludes sons-in-law, daughters-in-law, and foster children.

- Biological son or daughter—The son or daughter of the householder by birth.

- Adopted son or daughter—The son or daughter of the householder by legal adoption. If a stepson or stepdaughter has been legally adopted by the householder, the child is then classified as an adopted child.

- Stepson or stepdaughter—The son or daughter of the householder through marriage but not by birth, excluding sons-in-law and daughters-in-law. If a stepson or stepdaughter of the householder has been legally adopted by the householder, the child is then classified as an adopted child.

NONFAMILY

A nonfamily refers to a person who either lives alone or shares a home with people to whom they are not related by marriage, birth, or adoption (i.e., they do not live with a family, as defined above). An example would be a person living with unrelated roommates.

NONBIOLOGICAL CAREGIVER

A nonbiological caregiver is the head of a household with a minor child who does not reside with his/her own parents, and whose relationship to the head of household is that of a grandchild, sibling, in-law, other relative, foster child, or other nonrelative.

Income Designations

Four income categories are used in *Ka Huakaʻi 2021*: poverty, low income, gap, and livable income. These categories are based on common definitions for poverty and low income and previous research on livable income.

The four income categories represent poverty-to-income ratios for families or households. Poverty-to-income ratios are calculated by taking the total family income from the past twelve months and dividing by the poverty threshold appropriate for the individual's family size and composition. The four income categories are calculated as:

• Poverty—the poverty-to-income ratio is less than or equal to 100

• Low income—greater than 100 and less than or equal to 185

• Gap—greater than 185 and less than or equal to 300

• Livable income—greater than 300

POVERTY

Poverty levels are determined by the poverty guidelines set forth by the US Department of Health and Human Services for Hawaiʻi. Poverty guidelines are used to determine financial eligibility for certain federal programs. The guidelines are adjusted for different family sizes and for the cost of living in Hawaiʻi.[4]

The US Census Bureau takes several economic variables into account when classifying households that experience poverty. In terms of income, the 2020 poverty threshold for a family of four (with two children younger than age eighteen) is about $26,000 a year. The US Census Bureau does not differentiate thresholds geographically.

Poverty guidelines differ from poverty thresholds, which were used in *Ka Huakaʻi 2005*. The poverty threshold is updated by the US Census Bureau and is used for statistical purposes to determine the number of individuals living in poverty. The measure is adjusted for different family sizes.

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[4] For more information on poverty guidelines and thresholds, see http://aspe.hhs.gov/POVERTY/faq.cfm#differences.

LOW INCOME

Low-income levels were determined using the poverty guidelines set forth by the US Department of Health and Human Services for Hawaiʻi. Low income is defined as income between 101 and 185 percent of the poverty guideline. The Hawaiʻi Department of Human Services uses 185 percent of the poverty guideline as the cutoff for eligibility for many of its income subsidy programs.

GAP GROUP

The gap group includes households whose income is less than the livable income standard but more than 185 percent of the poverty guideline (i.e., "low income"). "Gap" suggests that these households fall into a category of having too much money to receive public assistance but not enough money to live comfortably.

LIVABLE INCOME

Livable income is defined as annual income required to provide the basic necessities for a comfortable life (based on the concept of living wage). To determine a suitable unit of measurement for economic well-being, the Economic Policy Institute (EPI) developed a calculator for estimating livable income. The livable income formulas were used in *Ka Huakaʻi 2014* and were a modified version of the methods used by EPI's 2013 Family Budget Calculator (Economic Policy Institute 2018). In accordance with EPI's process, we incorporated multiple sources of information about the costs of housing, food, childcare, transportation, healthcare, other necessities, and taxes to create livable income estimates. Data used to determine livable income standards were collected from the US Department of Housing and Urban Development, US Department of Agriculture's Center for Nutrition Policy and Promotion, Child Care Aware of America, Internal Revenue Service, US Department of Health and Human Services, Bureau of Labor Statistics, and the Tax Foundation. ACS 1-year PUMS data were used in the final analysis to determine the proportion of the population that met the livable income standard.

In addition to the EPI's adjustments for family structure and region of residence, we further customized livable income estimates for each household based on household size, number and age of children, travel time to work, and family type. As a result, households of the same size can have different thresholds for livable income based on their unique attributes. Based on the livable income research conducted for *Ka Huakaʻi 2014*, the poverty-to-income ratio of 300 as a cutoff for livable income was determined to be an acceptable proxy for standard reporting and is used in *Ka Huakaʻi 2021*.

Public K–12 Education—Hawaiʻi DOE

SCHOOL YEARS

For all Hawaiʻi DOE figures in this volume, the years displayed on the x axis represent the end of a given school year. For example, 2017 refers to school year 2016–17. This also applies to cohort data.

SCHOOL CONCENTRATION OF NATIVE HAWAIIAN STUDENTS

This variable was created by Kamehameha Schools via a special data request from the Hawaiʻi DOE. The concentration of Native Hawaiian students, relative to the schools' total student population, is indicated by three levels:

- Low: less than 25 percent of the school's student population is Native Hawaiian.

- Moderate: 25 to 50 percent of the school's student population is Native Hawaiian.

- High: more than 50 percent of the school's student population is Native Hawaiian.

ECONOMIC DISADVANTAGE

Economic disadvantage is a classification the Hawaiʻi DOE uses as an indicator of school-community poverty. This indicator includes students whose families meet certain income qualifications (e.g., eligibility requirements for free and reduced lunch) and helps administrators determine levels of need for students (Hawaiʻi Department of Education 2020a).

It is likely that the definition of economic disadvantage has fluctuated over time. For example, in school year 2015–16, the economic disadvantage count for Hawaiʻi DOE data reporting included all students enrolled in schools participating in the Community Eligibility Provision (CEP). This included all schools in the Molokaʻi Complex, Linapuni Elementary, and Mountain View Elementary. All students enrolled in a CEP school received free meals regardless of their family's income (Hawaiʻi Department of Education 2019).

CHRONIC ABSENTEEISM

Chronic absenteeism is when a student is absent from school for fifteen or more days in a school year, for any reason. In *Ka Huakaʻi 2021*, chronic absenteeism is calculated based on raw attendance counts for each student and may differ slightly from official Hawaiʻi DOE chronic absenteeism rates owing to additional circumstances considered by Hawaiʻi DOE when calculating rates.

AP AND DUAL CREDIT ENROLLMENT

For the purposes of *Ka Huakaʻi 2021*, AP enrollment counts include enrollment in any AP course. Dual credit enrollment counts include enrollment in any dual credit program (Running Start, Early College, and/or Jump Start) during high school.

HIGH SCHOOL DROPOUT

Dropout refers to high school students who have not returned to school and have either officially exited as "dropouts" or have an enrollment status that is undetermined (Hawaiʻi Department of Education 2020a). Dropout data presented in *Ka Huakaʻi 2021* account for students who formally withdrew from school, as well as those who stopped attending without any formal notification.

TIMELY HIGH SCHOOL COMPLETION

Timely high school completion, or on-time graduation, refers to satisfying all high school graduation requirements within four years of beginning high school.

HAWAIʻI DOE—COHORTS OF HIGH SCHOOL STUDENTS

Five cohorts of Hawaiʻi DOE high school students are analyzed in Chapter 3 to explore the following topics: AP and Dual credit enrollment, high school dropout, and timely high school completion. These high school cohorts include students who began high school in ninth grade and were expected to graduate four years later. Each cohort is identified by the anticipated year of graduation:

- 2013 cohort—entered high school in 2009, anticipated graduation in 2013

- 2014 cohort—entered high school in 2010, anticipated graduation in 2014

- 2015 cohort—entered high school in 2011, anticipated graduation in 2015

- 2016 cohort—entered high school in 2012, anticipated graduation in 2016

- 2017 cohort—entered high school in 2013, anticipated graduation in 2017

HAWAI'I DOE—CLASSES OF HIGH SCHOOL STUDENTS

Four classes of Hawai'i DOE high school students are examined in the "College Completion" section of Chapter 3. These classes differ from the cohorts mentioned above and refer to a group of students who graduated from high school together in a given year and enrolled immediately in college. The four classes are as follows:

• Class of 2011—graduated from high school in 2011

• Class of 2012—graduated from high school in 2012

• Class of 2013—graduated from high school in 2013

• Class of 2014—graduated from high school in 2014

Immediate enrollment refers to students who enrolled in college in the first fall after high school graduation. For students at two-year colleges, we examine three-year graduation rates (150 percent completion rates). For students at four-year colleges, we examine six-year graduation rates (150 percent completion rates).

It is possible that some students may have transferred from one institution to another within the timeframe of our analysis (e.g., transferred from a two-year institution to another two-year institution, or from a two-year institution to a four-year institution, or from a four-year institution to another four-year institution). However, because our analysis was unable to discern which students transferred and where they ultimately earned their degree, two-year college completion percentages for those who transfer from two-year to four-year institutions might be slightly lower than actual percentages.

Postsecondary Education—University of Hawai'i

FIRST FALL ENROLLMENT

Similar to the Hawai'i DOE college completion data, all UH student cohort enrollment percentages are based on incoming first-year, first-time fall semester enrollment.

RETENTION RATES

We examine one-year retention rates for student cohorts in the UH system. One-year retention rates represent the percentage of students who completed their first year of college and enrolled in the fall semester of their second year. One-year retention rates are commonly reported and used by universities and colleges as a metric of institutional success, given the high associations between first-year experiences and likelihood of college completion.

COMPLETION RATES

Our data analyze three completion (graduation) rates for UH student cohorts at two-year colleges:

- **Two-year** graduation rates = satisfaction of graduation requirements for a two-year degree within *two* years (100 percent completion rates); this is generally considered timely, or on-time college completion.

- **Three-year** graduation rates = satisfaction of graduation requirements for a two-year degree within *three* years (150 percent completion rates).

- **Four-year** graduation rates = satisfaction of graduation requirements for a two-year degree within *four* years (200 percent completion rates).

Completion (graduation) rates or UH student cohorts at four-year colleges:

- **Four-year** graduation rates = satisfaction of graduation requirements for a four-year degree within *four* years (100 percent completion rates); this is generally considered timely, or on-time college completion.

- **Six-year** graduation rates = satisfaction of graduation requirements for a four-year degree within *six* years (150 percent completion rates).

- **Eight-year** graduation rates = satisfaction of graduation requirements for a four-year degree within *eight* years (200 percent completion rates).

INSTRUCTIONAL FACULTY

Data for UH instructional faculty include persons on leave without pay. Reports prior to fall 2000 were based on data from the Office of Human Resources computer reports 1240 and 1243, which excluded persons on leave without pay.

Headcounts (i.e., number of instructional faculty) include employees in their primary position only. For example, an employee with joint appointments, whose total full-time equivalent is equal to 1.00 or greater, is counted as full time in the primary position.

Crime

Crime data presented in this volume of *Ka Huakaʻi* were derived from the Uniform Crime Reporting (UCR) program, which collects crime statistics that are comparable throughout the United States. Hawaiʻi's UCR program is housed in the Crime Prevention and Justice Assistance division, which collects, reviews, and reports data obtained from Hawaiʻi's four county police departments.

For information on offense classification and definitions, see the Crime in Hawaiʻi Uniform Crime Reports at http://ag.hawaii.gov/cpja/rs/cih/.

MEASURING AND REPORTING CRIME

The UCR program does not measure the number of individual people arrested, as one person may be arrested several times during the year, for the same or different types of offenses. Rather, offenses and/or arrests for crimes are counted by the number of victims of the crime or the number of incidents. Additionally, a hierarchy rule is used when compiling the statistical reports. This rule limits crime and arrest counts to the most serious offense, or charge, committed within a single incident, defined as the same time and place. (The offenses of justifiable homicide, motor vehicle theft, human trafficking, and arson are exceptions to this hierarchy rule.) As a result, some crimes are underrepresented in the reports. Furthermore, it is widely acknowledged that offenses known to police are an underrepresentation of the total number of crimes committed. Thus, a truly reliable measure of total crimes committed is difficult to obtain.

JUVENILE JUSTICE DATA

Several inherent limitations of juvenile justice data help to explain what the data in *Ka Huakaʻi 2021* do and do not capture:

1. Not all crime victims report their victimization to the police. Hence, many acts of delinquency are not investigated or adjudicated.

2. Official records document only juveniles who have been "caught" and processed through the system. Juveniles who have been arrested, petitioned, adjudicated, put on probation, or incarcerated may be socially different from those who were never apprehended.

3. Official records may reflect stronger enforcement. For example, if a community or county is especially concerned about a particular type of delinquency, police and courts may act in a more aggressive and punitive manner when addressing those offenses. Shifts in enforcement can vary by time and locale.

4. Official data tend to undercount victimless crimes; for example, drug and alcohol use.

5. Official data rarely account for offenders' prior victimization, which frequently offers important reasons as to why many juveniles engage in various types of delinquency (Gove, Hughes, and Geerken 1985; Hindeland, Hirschi, and Weis 1981).

These limitations may vary from state to state and do not suggest that official justice records are faulty or misleading. Pointing out these limitations serves as a reminder that other forms of data exist that can help to augment official juvenile justice records. For example, the information presented in this report can be supplemented with youth-based self-reporting studies conducted in Hawaiʻi.

Work Status

There is not an official definition of full-time work. For *Ka Huakaʻi 2021*, we use the following definitions, which align with the Bureau of Labor Statistics' definitions of full-time and year-round employment:

• Full time—35 hours or more per week

• Part time—34 hours or less per week

• Full year—50 weeks or more out of the year

• Part year—49 weeks or less out of the year

Infant Birth and Mortality Rates

Infant birth reports display the total number of births for residents of Hawaiʻi by state, county, infant's race/ethnicity, and birthweight in grams for the individual years 2007 to 2016. Infant mortality reports display the total number of deaths for infant (<1 year of age) residents of Hawaiʻi by state, county, and infant's race/ethnicity for the aggregated years 2007–16. Deaths due to HIV/AIDS are excluded.

For both reports, the data are displayed by selected dimensions and attributes. If a dimension or attribute value is unknown for a particular record, that record will not be included in the counts for that particular dimension.